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Avdesh S Jha



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EDITORIAL

Well, with the adherence to the belief of researchers - *All time is to sow and then harvest at appropriate time*, we are here with this issue with the positive attitude and commitment of the potential researchers. The current issue highlights topics related to teaching, learning and tourism; challenges of teaching and learning swahili; ICT, distance education and learning of university students; impact of first and second language on teaching and learning; wild life tourism and hospitality; food processing industries and rural income; and barriers and prospects of agribusiness financing to cover the problems related to the students, professionals, parents, family, society as well nation.

To enrich the related ideas Theogene, Vivens & Pascal studies contribution of teaching and learning kiswahili in promoting tourism trade; Pascal, Theogene & Vivens reviews challenges of teaching and learning swahili in nyarugenge secondary schools; Bruno & Habibirwe focusses on the contribution of ict and distance education on the learning of university students; Vivens, Theogene & Pascal presents the influence of first language to the second language in teaching and learning Kiswahili; Pandey and Shrivastava discusses prospects of wild life tourism with reference to hospitality facilities; Suryavanshi evaluates food processing industries with increasing rural income whereas Haile talks of barriers and prospects of agribusiness financing in sub-saharan africa: a review of literature. And, Beibei presents paper focusses on the causes of multilingualism in world.

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

LIST OF CONTENTS

1.	CONTRIBUTION OF TEACHING AND LEARNING KISWAHILI IN PROMOTING TOURISM TRADE Theogene Ntwari, Vivens Niyotugira & Pascal Sebazungu	1
2.	CHALLENGES OF TEACHING AND LEARNING SWAHILI IN NYARUGENGE SECONDARY SCHOOLS Pascal Sebazungu, Theogene Ntwari & Vivens Niyotugira	12
3.	THE CONTRIBUTION OF ICT AND DISTANCE EDUCATION ON THE LEARNING OF UNIVERSITY STUDENTS: THE PRACTICAL CASE UNIVERSITY OF RWANDA (UR), (2019 - 2022). Hamard Bruno & Pascal Habihirwe	31
4.	THE INFLUENCE OF FIRST LANGUAGE TO THE SECOND LANGUAGE IN TEACHING AND LEARNING KISWAHILI IN SECONDARY SCHOOL IN GAKENKE DISTRICT Vivens Niyotugira, Theogene Ntwari & Pascal Sebazungu	52
5.	A STUDY OF PROSPECTS OF WILD LIFE TOURISM IN MADHYA PRADESH WITH SPECIAL REFERENCE TO HOSPITALITY FACILITIES Manas Pandey and Uma V.P.Shrivastava	66
6.	FOOD PROCESSING INDUSTRIES IN INDIA: A STUDY FOR INCREASING RURAL INCOME Manoj Suryavanshi	76
7.	BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING IN SUB-SAHARAN AFRICA: A REVIEW OF LITERATURE Admkew Haile.....	86
8.	MULTILINGUALISM IN THE WORLD Yu Beibei	96

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CONTRIBUTION OF TEACHING AND LEARNING KISWAHILI IN PROMOTING TOURISM TRADE

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Abstract

The law establishing Kiswahili as an official language in addition to English, French, and local Kinyarwanda was passed by the Rwandan parliament in February 2017. In some parts of the country, particularly in Kigali and other towns, Kiswahili is one of the four official languages used along with Kinyarwanda, English, and French. (Ntawigira,2009). The history of Rwanda colonialism diminished the development Kiswahili Language in Rwanda (Wallace, 2017). Many students do not understand Kiswahili language and its important as means of communication like English language at school. Participating in a tourism industry where the language connects them with other EAC users, they discover the significance of Kiswahili. Numerous studies on the role that language plays in human interaction have demonstrated that language plays a significant role in communication. In this article, variety of perspectives presented by tourism teachers and students regarding to the contribution of teaching and learning Kiswahili in promoting tourism trade ware discussed. The purpose of this paper emphasized the contribution of teaching and learning Kiswahili in tourism trade, which was essential for developing communication with tourists from countries where Kiswahili is spoken. This study carried out at the Kibibekane TVET in the district of Nyabihu. Through interviews with tourism students and teachers who instruct in the trade, qualitative research will be used on 156 interviewees (126 students from level three to level five tourism and 30 teachers) who will participate in the data collection process through social learning theory, constructivism and Communicative language theory. The results indicated that, the promotion of tourism trade is greatly aided by the teaching and learning of Kiswahili, and efforts should be made to help students interact or communicate with East African members. In a nutshell, this study will encourage students and educators to promote the Kiswahili language in the tourism industry in order to compete with EAC nations on the labor market and improve tourism customer service. In order to encourage the use of the Kiswahili language, the government and educational institutions ought to develop simple language policies.

Keywords: *contribution of teaching, learning Kiswahili, promoting tourism trade*

Students in secondary schools and TVET, for instance, are only interested in other foreign languages than English and French and ignore Kiswahili as a means of communication as Rwanda's interest in the regional and global economy grows. This study, which was conducted at the Kibihokane technical secondary school in Nyabihu district, looked on the contributions of teaching and learning Kiswahili in promoting tourism trade. Learning Kiswahili in the host nation improves one's comprehension of the society,

history, culture, and tradition of that country and opens the door to communication among people from various cultural backgrounds. Rwanda, as a country with a lot to offer tourists in terms of attractions and history, needs to promote this language in order to improve tourists' communication (Ntawigira, 2009).

Since the TVET sector reform was approved in 2008 to empower tourism students to communicate with tourists at work, Rwanda has developed a Kiswahili curriculum in the tourism industry as a result of its membership in the EAC and collaboration with other countries in all areas. Since 2017, the Rwanda Education Board has worked to integrate Kiswahili into the educational system. This helps students develop the ability to communicate in Kiswahili and gives them access to global markets, particularly in our region of the Great Lakes and East Africa.

According to the Rwandan government, Kiswahili is essential as a developing regional language that unites EAC cultures and economies, enables educators to collaborate, and facilitates communication with other nations in the region. Because EAC tourists who visit Rwandan tourist attractions have trouble interacting with Rwandan customers who do not speak Kiswahili, this is a good place to start for the development of our region.

To be brief, this study was designed to put out the contribution of teaching and learning Kiswahili in promoting tourism trade at Kibihekane. The study aimed to have the following objectives: (i) To find out the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace (ii) To promote tourism trade through teaching and learning Kiswahili and lastly to analyze the contributions of teachers and students in promoting tourism trade.

Background of the study

Kibihekane TVET School is one of the registered Rwanda polytechnic (RP) colleges with 356 students in 2022. It is located in Western province of Rwanda, Nyabihuhu district, Rambura sector, Nyundo cell and Gasiza village. The school has different trades such as tourism, Electricity, Solar energy and Accounting as professional from level one to level five and it has level one in mechanics, welding and construction.

Through teaching and learning, views and observation at school, students do not pay attention on importance of Kiswahili in communication either at school due to the hours to study the course and depending on how they have studied it in ordinary level. The set of one hour or two hours in curriculum is not enough to practice this language. Putting out the contributions of teaching and learning Kiswahili in promoting tourism trade should be the way of encouraging teachers and student to make efforts in using and speaking this language.

Statement of the problem

In the past, the Kiswahili language was not considered as a means of communication and information exchange in Rwanda, particularly in tourism, like English. For instance, English was promoted in tourism more than Kiswahili. It was established with the approval of RDB, The MasterCard Foundation, and EF (an Education First partner) to provide language and skill training to Rwanda's tourism and hospitality industry for only using English as a means of communication with foreigners. The primary focus of the joint program was on English proficiency and communication skills, which have been identified as a major industry obstacle. (Ntawigira, 2009). The program, which went live in May 2020, was offered online through EF English Live, the company's virtual English school. To make sure that the training program was inclusive, relevant, and successful, EF collaborated closely with local partners like the Rwanda Convention Bureau (RCB), the Rwanda utilities and Regulatory Authority (RURA), the Chamber of Tourism (CoT), and other affiliated associations. Clare Akamanzi, CEO of RDB, made the following remarks regarding the partnership: "The foundation of Rwanda's Vision 2050 is human capital development. "We are pleased to collaborate with the MasterCard Foundation and EF Education First to address the lingering issue of English language proficiency and communication skills in the tourism and hospitality sector. Depending on this idea, government of Rwanda programmed to develop Kiswahili even if it is still a problem being promoted at school. The proof is seen through the hours in which is language has on the curriculum. Kiswahili was not developed because of the history of Rwanda like the other East African Countries where Kiswahili was commonly used like Kenya and Tanzania. (Mlaga, 2017). This was the reason why the need to be develop through teaching and learning to enhance speaking skills.

Clearly, in this study I decided to observe and investigate the contribution of teaching and learning Kiswahili as a way of promoting tourism trade and finding answers to these research questions like: What are the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace? How can tourism trade be promoted through teaching and learning Kiswahili? What are the contributions of teachers and students in promoting tourism trade? To answer this question is a bridge of knowing the useful of Kiswahili language in tourism trade.

Theoretical framework

The social learning theory (Bandura, 1971) and the constructivism theory (Bordner, 1986) and Communicative language theory (Richard Jacks and Willie Renandya, 2002) served as the foundation for this study. The reason of selecting this theory is that the study is related to learning and teaching and the ability of students to develop their levels of speaking language on the study namely the contribution of teaching and learning Kiswahili in promoting tourism trade.

Social learning theory

Social learning theory (SLT) (Bandura, 1971) allows educators to take this knowledge of children's thought processes and apply them to the classroom in ways that engage students. Educators have found social learning theory to be a powerful tool for teaching, learning, motivating students and managing behavior. Attention, retention, reproduction, and motivation are required in order to benefit from social learning practices. This emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. (Koutroubas V., 2022)

Constructivism theory

Constructivism theory holds that learning is critical and learners construct understanding when students study through dynamic support develop or make fundamental information without help from anyone else. (Bordner, 1986). This theory also hold that learning is critical and learners construct understanding among the students and they can learn alone without the influence of educator.

Communicative language theory

This theory emerged in his late 1960s and early 1970s and was developed by theorists such as Hymes (1971), Kajobovits (1970) and Habermas (1970) (Liao and Zhao, 2012). Additionally, using her CLT approach as described, teachers should strive to facilitate communication with learners at the beginning of lesson activities. The theory further points language instruction toward the occasional use of exercises such as drilling and any means that aid communication and comprehension (Liao and Zhao, 2012). Finally, language teaching is designed to use contextualization as a fundamental requirement.

According to (ChalkyPapers, 2022), explaining the theory of Richard Jacks and Willie Renandya (2002). Stated Modern language teaching practice includes consideration of student needs, emotional characteristics and learning styles and theory directs teachers to use dialogues that focus on communicative functions rather than regular memorization. To help students to learn a language using this theory there are different interpretations a teacher can make of CLT, these entail approaches to “Second Language Teaching” (SLT), which makes use of form and meaning. This implies that during the teaching of a language, form and meaning must be linked and should be addressed in the second language learning.

Literature review

Based on the research questions and objectives of this study, literature review based on researchers' views related to these points: Teaching and learning Kiswahili language, Kiswahili language for travelers in East Africa and the state of using Kiswahili in East Africa.

Teaching and learning Kiswahili language

As a member of the East African community, Ugandan politicians, on the other hand, no longer recognize the significance of the Kiswahili languages. Members of the EAC must study Kiswahili in secondary schools in order to collaborate (Wanyenya, 2020). The target of the EAC to make Kiswahili as a language to unite them can be accomplished if there was a fine and environment friendly communication and cooperation in facilitating use of Kiswahili language among all member states (Ramadhan, 2020). Teaching and learning Kiswahili in Tourism trade develops the ability on students to interact with EAC members culturally and economically.

Yoradi (2013) argued that East African nations are strongly influenced to use Kiswahili, as well as to use English in Kenya, Uganda, and Rwanda and Burundi and French in Burundi and Rwanda. At the meeting, it was proposed that this language be used in the African Union, demonstrating that Kiswahili can be used in all aspects of community life. The promotion of tourism trade is greatly aided by the teaching and learning of these languages, particularly in schools in Rwanda.

Kiswahili language for travelers in East Africa

According to Marc (2021), travelers planning a trip to East Africa should think about learning some basic Kiswahili words prior to their trip to improve their relationships with the local communities throughout their stay. Rwanda wants to make Kiswahili a required subject in schools starting in 2017 and is asking Kiswahili teachers in Tanzania to teach the language more because there aren't enough Kiswahili teachers in Tanzania. Article 119 of the Easter African Community Treaty says that indigenous languages should be used to deal with regional issues, and also in Trade, agriculture, industry, fishing, and tourism are all common areas in which nations tend to boost their economies. As a result, individuals are encouraged to initiate numerous initiatives and generate employment opportunities for citizens rather than waiting for the government.

The state of using Kiswahili in East Africa

Because it is used both nationally and internationally, more Kiswahili scholars believe that the language has a very broad role. Kihore (1983) and Kiango (2002), for instance, hold the viewpoint that Kiswahili unites nations in the Great Lakes region. According to numerous researchers working in Eastern Africa, Kiswahili is a native language. It was traditionally regarded as the language of Kenyan and Tanzanian coastal communities. Okombo (2017) claimed that Kiswahili remained the language of the East African coast people for a considerable amount of time. The native speakers used Kiswahili to communicate with early visitors and traders, such as Arabs and Persians who reached the East African coast.

One of the most important aspects of culture is learning Kiswahili at school. It is the manner in which tourism students interact with one another, establish relationships, and cultivate a sense of community with

Tanzania, a nation with which they today share many things, such as culture, language, and trade. When the President of Rwanda (2022), requested Tanzanian Kiswahili teachers to give a support of teaching Kiswahili in secondary school for the purpose of promoting East African language, it demonstrates the collaboration between the two nations. (Buningwire, 2021). Kenya, Uganda, and Tanzania have a language, Kiswahili that is driven by practical policies to encourage East African residents to interact with one another (Ojwang, 2008).

In addition, Rwanda needs Kiswahili to unite with the other countries in the region. Teaching the Kiswahili language contributes to tourism promotion among East African regional members and enables tourism to effectively sell the products and services that are available and to fully communicate with tourists' colleagues in the industry (Frederick, 2013; Caesar, Zainab & Paeke, 2022).

In conclusion, the evaluation of the literature review provides the fundamental foundation for conducting high-quality research on contribution of teaching and learning Kiswahili on tourism trade.

Research methodology

This was the way in which research plan to get solution on the topic and answering research question. In this paper about 'contribution of teaching and learning Kiswahili bin promoting tourism trade' research plans the below strategies to get a solution of the gap.

Research diagram or design

Research design is an artwork of planning procedures for conducting studies so as to get the legitimate findings. Data amassed from different level of respondents from level three, four and five tourism and teachers. One to one interview questionnaire was used for students and focused group for teachers to answer the open-ended question which were not 'YES' or 'NO'. The use of this method was chosen according to collaboration and cooperation with teacher which helped me to sat in group to participate in the production of real on the study about 'contribution of teaching and learning Kiswahili in promoting tourism trade'.

Population

The population used in this study qualified in two types, 126 students studied in level 3-5 and 30 teachers of Kibihekane technical secondary school. All had contributed in data collection and analysis. The selection of this school was based on the availability of tourism trade which included in the school's trades.

Research instruments

This study used structured questionnaire to acquire information from tourism students of Level three to Level five. The questionnaire contains closed-ended questions to be answered by 'yes' or 'No' and Open questions for giving opinions on the role of Kiswahili in East Africa to Rwanda and travelers. The questions ware reflected to the study topic entitled 'the

contribution of teaching and learning Kiswahili in promoting tourism trade 'the contribution was to tick the item with regards to their understanding.

Data collection and instruments

Data collection is the process of gathering and measuring information on the provided topic of interest using different methods that could enable one to answer the research question. For this data will be collected using qualitative methods through interview questionnaires to the students and focused group for teachers. The used tool for data collection in this paper include questionnaire, Interview.

Result

As it was stated, this looked up the set reply the following question: What are the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace? How can tourism trade be promoted through teaching and learning Kiswahili? What are the contributions of teachers and students in promoting tourism trade? The outcome presented below in deferent steps.

Results from level on teaching and learning Kiswahili in tourism

The following table shows the results from respondents on the topic 'contribution of teaching and learning Kiswahili in promoting tourism trade. The results analysis demonstrated that students need to learn Kiswahili language for being capable to interact with others from different places.

Number of respondents		Boys	%	Girls	%
L3	50	17	13.9	33	26.1
L4	24	9	7.1	15	11.9
L5	52	18	14.2	34	26.9
Total	126	44	35.2	82	64.8

The results from this table one was about to look if teaching and learning can help students to speak fluently and the investigation highlighted that through teaching and learning this language helps them in increasing of speaking fluently at workplace. From results on the contribution of teaching and learning Kiswahili, 126 students on 35.2 % boys and 64.8 % girls highlighted that teaches and students have to work together to promote tourism trade. To improve students' level of speaking 63.3% teachers said that students have to contribute greatly and make speaking practices on their place. While 36.6% of teachers insisted on the part of government in promoting this language on capable future tourists by for example increasing hours in curriculum and elaborating materials like books in technical secondary schools. The percentage of 41 % among of the students showed that teachers' role in teaching is a backbone for making them speaking fluently and 56.6% among 126 students said that promoting tourism trade need the addition of hours from Rwanda Educational Board as the head of education in Rwanda and contribution of teachers in making them to have capacity of communication with other people through

practice. They continued saying this can't be reached while they still have only 30 hours of Kiswahili module in whole year. The rest 2.4% insisted that the background of ordinary level where the language taught elective subject with only one hour in week. This prevented them not being able to exercise or make practice.

Kiswahili language for travelers in East Africa

Perspective from all respondents (students and teachers) explored that Rwandan people have to learn Kiswahili language for exchanging goods and services, export and import different materials and even enabling country members to interact with other East African people in tourism sector. Depending on all respondents, the results found were summarized together. The below table shows number of respondents.

Respondents					
Number of respondents	156	Boys	%	Girls	%
All students	126	44	28.2	82	52.5
Teachers	30	25	16.6	5	2.5
Total	156	69	44%	87	56%

According to the results from interviewers and respondents (students and teachers) at Kibihékane technical secondary school as a part of the data collection and literature review, 117 on 75% instead on learning and everyone must know some basic Kiswahili vocabulary not only students but also all Rwandan people as the country is a member of East where Kiswahili language plays a paramount role in interaction.

The number of 39 on the percentage 25% came up with new idea making Kiswahili a compulsory course and examinable so that everyone could have basic knowledge on this language. Government make a study of developing this language in all domains as it includes in four national languages.

The state using Kiswahili in East Africa

Adaptation of Kiswahili as the 2nd expert language inner the vicinity will hence advocate a step in the direction of uniting human of the region. It will moreover deepen and widen integration inside the region. The results from respondents put the emphasis that embracing the language at the regional degree will increase the participation of the human beings of East Africa in the affairs of the local. Teaching and learning Kiswahili in secondary schools in Rwanda like the other East African countries as Kenya, Uganda and Tanzania facilitates Rwandan people move to the higher step of interacting with the neighboring country in economic affairs, tourist industry and technological domain.

Discussion

From different perspective and responses of the population in this study, teaching and learning Kiswahili in Rwandan schools develops the ability of communicating using Kiswahili language in East African coast and it is the target to develop the language in EAC country members (Wanyenya, 2020) and (Ramadhan, 2020) insisted on this by putting out the role of Kiswahili

in East Africa. These results found in data collection relate to what literature review highlighted.

According to findings Kiswahili language is a backbone of East African collaboration. Yoradi (2013) argued to this result related East African nations for their interactions, Kiswahili language links members for instance in meeting and even in a business. Marc (2021), for travelers in East Africa studying having a basic knowledge on Kiswahili language may help anyone who plans to travel a board. This was manifested by the respondents that improving vocabularies and basic communicative aspects in Kiswahili permit passengers from any region. East Africa community targeted to develop Kiswahili as indigenous languages that should be used to deal with regional issues.

President of Rwanda (2022), requested Tanzanian Kiswahili teachers to give a support of teaching Kiswahili in secondary school for the purpose of promoting East African language, demonstrates the collaboration between the two nations. (Buningwire, 2021), (Ojwang, 2008) supported this in literature where they stated the level of Kiswahili language in East Africa. Rwanda like the other country Uganda, Burundi, needs Kiswahili to facilitate effectively the exchange products, and tourism services.

Conclusion

This study explored the views from the students and teachers of Kibihokane technical secondary school on the contribution of teaching and learning Kiswahili in promoting tourism trade. The views and answers from respondents demonstrated that Kiswahili contribute in promoting tourism trade as it enables them to communicate and interact with different people in East Africa. Kiswahili plays a major role in hospitality and tourism sector to develop the abilities and customers in tourism domain like in service, traveler, making reservations of clients and interacting with tourists at workplace. Tourism trade could be promoted through teaching and learning as well with the contribution of teachers, governments together with students. Social learning (Bandura, 1971) and constructive theory (Bordiner, 1986) states the parts of teacher and students on how one they contribute in teaching and learning. The appropriate ways to improve students 'level of speaking fluently Kiswahili at workplace as it has demonstrated by the respondents depends on the addition of hours and students 'practices orally at school. Through communicative language theory, dialogues are one of the appropriate ways for students to speak fluently and teachers have to focus on communicative functions rather than regular memorization.

Recommendations

Reflecting to the data analysis and different responses from respondents as the outcomes of the study, the recommendations went on the curriculum developers, teachers and students, and government. In this study entitled 'The contribution of teaching and learning Kiswahili in promoting tourism

trade' the above supporters plays great contributions. The government ought to be first to elaborate materials to technical secondary school such as books and permit collaboration among teachers of East Africa through trainings, visits and debates in Kiswahili for all Kiswahili teachers and students who study in tourism trade. This will help students and assist them to be aggressive in the labor market or to be in a position to create their very own jobs related to what they studied as an alternative than spending years and years waiting and applying for jobs. Rwanda National curriculum developers have to increase hours of Kiswahili module. This came from results of respondents on their need to time for making practices. Kiswahili Language once teacher and students work together with mind and heart, there no doubt that tourism trade could be promoted.

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TEACHING, LEARNING AND TOURISM

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CHALLENGES OF TEACHING AND LEARNING SWAHILI IN NYARUGENGE SECONDARY SCHOOLS

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Abstract

There have been different studies about teaching and learning Swahili challenges. As a result, the research studies showed that secondary teachers and students face various problems related to teaching and learning Swahili language challenges. The study was carried out to investigate various teaching and learning Swahili challenges in Nyarugenge Secondary Schools. The linguistic abstracts from various academic works across the world, were analyzed using behavioral learning theoretical framework. Thus, the abstracts written by different scholars from various countries all over the world, were collected to show those challenges, that prevent teachers and students from teaching as well as learning Swahili language. Therefore, teaching and learning Swahili challenges were found. The use of linguistic teaching techniques was identified from the previous studies. As a result, the findings provided different effective teaching strategies to overcome, those challenges pertaining to teaching and learning Swahili language. This will enhance teaching and learning Swahili language across the country and worldwide.

Keywords: *teaching, learning, Swahili, challenges*

Teaching of Swahili language around the world, has got a great reputation as well as a long history. As a result, Swahili is taught across the world, where it is taught in different countries from various countries in different continents of this world Mtavangu, (2013). In addition to that, Saleh (2019) shows many countries across the world, where Swahili is taught. Those countries are numerous, including: United States of America, Germany, United Kingdom, China, India, Korea, as well as Japan. Moreover, this African Bantu Language is taught and learnt in Africa. As a result, it is taught in Central as well as Southern African countries.

Thus, Swahili is also taught, evaluated as well as spoken, specifically in Eastern African Community Countries, including: Tanzania, Kenya, Uganda, South Soudan, Burundi, Rwanda and Democratic Republic of Congo. (Munyankesha, 2013). Rwanda as an East African Community Member, reembarbed on teaching Swahili in 1996, after the 1994 Genocide committed against Tutsi. At that time, Swahili Teaching Program began in various Rwandan Primary Schools, located in Eastern Province near United Republic of Tanzania. Then after, different students, who were enrolled in that program, were assessed in that language so as to proceed with their secondary studies. (Mlaga, 2018).

Statement of the Problem

Rwanda marginalized Swahili Language many years ago, where it was highly marginalized on account of various factors, including: Catholic Missionaries, Rwandan People Hostility, Swahili Speakers' Numerical Weakness as well as Cultural Base. First of all, Catholic Missionaries thought that, Swahili could be an eminent tool to convey Islam across Rwanda. Thus, they endeavored to weaken it so as to not spread rapidly all over the country. That spread could reduce their Christians by joining Islam. At that time, they used to say that Swahili is an Arabic Language, which was all about deceiving, lying, ingenious as well as hypocritical language, which could be an obstacle for their mission pertaining to spreading catholic doctrine around the country. As a result, Swahili language missed its prestige as well as its vitality depending on those negative attitudes towards it. (Ntahonkiriye, 1996). Secondly, he adds that, Swahili faced Rwandan People Hostility, where Rwandans were not enthusiastic about new values. They always hated Swahili Muslims Speakers. They considered them as ordinary people, who were slave, whom they could not approach. They used to use the term Umuswahili, that means liar, thief as well as swindler, who was not allowed to say something in school compound, way as well as family.

Thirdly, Munyaiakazi (1984) showed that, Swahili Speakers' Numerical Weakness was based on the minority of Swahili speakers in Rwanda. Thus, it was spoken by Muslims, drivers and business people, who lived in urban areas. At last, Adegbija (1994), says that, Cultural Base was based on Rwandan people, who were Catholic Christians. They considered Swahili as language of others. In addition to that, they said that, Swahili belonged to Muslim minority across the country, therefore, cultural base prevented Swahili from spreading rapidly, throughout the country. That Swahili marginalization, which took place in Rwanda many years, resulted into teaching and learning Swahili badly throughout the country.

It is in this regard, we found that Nyarugenge Teachers and Learners, have difficulty teaching and learning Swahili language. Thus, those challenges were all about Swahili teaching and learning its four skills, including: speaking, reading, writing as well as listening skills. That is to say, many teachers teach Swahili owing to having knowledge about that language as well as living in Swahili linguistic environment. Some of them were given Swahili subject to fill the gap, caused with the shortage of Swahili teachers. It is the reason why they are not good at speaking Swahili because, it is not their area of specialization. All those factors, result into teaching this language badly. On the part of learning Swahili, students do not master those four language skills. Some do not know how to identify themselves ahead of their mates. In addition to this, they are not aware of how to ask and respond to Swahili questions. They have also difficulty pronouncing Swahili consonants as well as its words. All of them result into misreading

CHALLENGES OF TEACHING AND LEARNING SWAHILI

Swahili texts. Others do not know how to write Swahili words, where they write them, as they write Kinyarwanda words. Then, many of the students have difficulty listening to Swahili words, where teacher utters some words, without getting them.

Objectives and aims

General objectives: To investigate challenges of teaching and learning Swahili in Nyarugenge Secondary schools.

Specific objectives: To find out different problems, that Nyarugenge teachers face while they are teaching Swahili language; To assess various obstacles, that prevent Nyarugenge Secondary Students from learning Swahili language; To establish different effective teaching strategies to overcome, those teaching and learning Swahili challenges.

Research questions: What are different problems, that Nyarugenge teachers face while they are teaching Swahili language? What are various obstacles, that prevent Nyarugenge Secondary Students from learning Swahili language? What are different effective teaching strategies to overcome those teaching and learning Swahili challenges?

Literature Review: This chapter is all about reviewing various documents written by different scholars, about challenges of teaching and learning Swahili. As a result, the researcher reviews those documents globally, continentally, regionally as well as nationally. Thus, this part consists of operational definitions, challenges, that teachers face while teaching Swahili, challenges, that students confront when they are learning as well effective strategies to overcome those teaching and learning challenges of Swahili language.

Theoretical framework: Our study was guided with behaviorism learning theory by B.F. Skinner. Thus, this theory means that students learn by interacting with the environment. That is to say, students can learn from their colleagues, whom they study together. It is in this regard; teachers are supposed to teach by repeating the same matter so as to make their students master the content. As a result, they teach by motivating them so as to like that Bantu language as well as learning it in conducive environment.

Operational definitions

Challenge: According to Wamitila (2017) challenge is defined as a problem, which is dealt by a person in certain task, where he has difficulty with something to be done or not. Saleh (2019) defines challenge as a difficult problem, that a person faces while doing something. in addition to this, Wiktionary (2002) defines challenge as a difficult work, specifically one that someone fails to deal with it, owing to its difficulty. On my point of view, challenge is an obstacle, which prevents a person from doing something properly.

Teaching: According to Legendre (1993) teaching is defined as the set of activities of communication and decision making in terms of implanting intentionally by the person or the group of people interacting in pedagogical situation. Ziv and Fry (2004) also define teaching as the intentional action

CHALLENGES OF TEACHING AND LEARNING SWAHILI

so as to increase the knowledge of another person, reducing the difference between teacher and the learner. In addition to that, Gage (1963) defines teaching as all form of interpersonal influence in order to change manners of other people, that can behave in certain manner. Thus, on my point of view, teaching is any action that is done by the teacher or any person so as to make people acquire new knowledge about something.

Learning: According to Mlaga (2021) learning is defined as action, which lasts a long time, either before joining a school or after completing school studies. That is to say, learning is continuous because, it continues even after completing studies. Pritchard (2009) defines learning as the process of giving knowledge oneself through reading. Therefore, Gérard (2006) defines learning as the act of acquisition as well as elaborating deep and durable competences. In my opinion, I can say learning is the act of acquiring knowledge, whenever through reading, observing as well as listening to people interacting with one another in a given conversation.

Swahili: According to Hachette (1999) Swahili is defined as Bantu language, which is spoken in Eastern Africa. In addition to this, Swahili dictionary (1981) defines Swahili as a Bantu Language, which is originated in East African Coast, whose numerous dialects, that are used by many people from East as well as Central Africa. Wiktionnaire (1898) also defines Swahili as Bantu language, which is spoken in East Africa and it is influenced with Arabic Language. In my point of view, I can say that, Swahili is an African Bantu Language, which is spoken throughout the world, especially East African region, where it is used in various domains, such as: politics, Education, commerce, tourism, religion, journalism, etc.

Different challenges, that Teachers around the world, face while they are teaching Swahili Language

Insufficient training for Swahili Teachers: According to Saleh (2019) says that, insufficient training for Swahili Teachers all over the world is one of the biggest teaching Swahili challenges, that they face in their daily activity. Therefore, this results into misteaching Swahili as a Bantu Language. In my point of view, as you know every language gets new terminologies time after time, as culture of its society grows. As a result, language teachers, especially Swahili teachers need to always get trained so as to teach accordingly this language by inserting its current linguistic terminologies.

Translation Problem in inclusive linguistic Swahili class: Swahili teachers have difficulty translating, Swahili content in their students' respective mother tongues. This happens, when Swahili teachers teach students, who speak Arabic, English and French languages from different countries. In that case, Swahili teachers fail to translate Swahili content into those three different languages spoken by the students, whose different linguistic backgrounds. (Saleh, 2019). That is to say, Swahili teachers have difficulty translating that Bantu Language to students, who speak other foreign languages, that results into failing to get taught Swahili content.

CHALLENGES OF TEACHING AND LEARNING SWAHILI

Rough texts: According to Khalfan (2019) says that, different teachers around the world, have difficulty explaining Swahili written materials because, Swahili is not their first language. Thus, it results into making their students fail to understand the content of those rough texts. This quotation means that, teachers face that challenge, while teaching owing to not being Swahili Native Speakers.

Difficult pronunciation of some Swahili Consonants: Some Teachers have difficulty with pronouncing some Swahili consonants as they read as well as uttering them. Thus, those Swahili Consonants are numerous, including: dh, gh, ng' and th. (Khalfan, 2019). Meaning that, those Swahili Consonants, are too difficult to be pronounced because, they only belong to Swahili as well as Arabic language. In addition to this, they mispronounce those consonants because, they are found in their respective mother tongues.

Cultural differences in Swahili inclusive linguistic class: According to Saleh (2019), shows that, Swahili teachers face students' cultural differences as they teach. Thus, every country has its culture, which is totally different from another country's culture. Therefore, those students, who come from different countries, show those cultural differences, while learning Swahili. Some of them do not need to get mixed with students from other countries. In this case, teacher gets challenged. Thus, he fails to make all students fully participate in the lesson. Thus, Nadda (2017) not only explains generalization of rituals, customs and churches but he also shows racial and linguistic differences are the biggest challenges of teaching Swahili in inclusive linguistic class.

As a result, that class needs a tough follow up so as to get taught properly. Gvelesiani (2017) also says that, the process of teaching and learning a certain language, should have its own teaching strategies, depending on the multilingualism as well as multicultures. In my point of view, I can say that, cultural differences and linguistic differences are the biggest challenges for Swahili teachers because, they prevent them from teaching that language accordingly.

Different Learning styles: Saleh (2019) says, that students from different backgrounds learn differently. This is the big challenge for Swahili teachers. Some students are silent, while they are learning Swahili. As a result, they do not love to speak as they are learning Swahili in the classroom. They pretend to only listen to the teacher. This makes the teacher fail to teach properly because, he does not know students' needs. In addition to that, he does not know where to put an emphasis so as to make his students understand the content. This means that, students whose different learning styles prevent teacher from teaching well. Thus, it is better to make them learn similarly by motivating them as well as making them participate actively in the lesson.

Challenges of teaching Swahili in Kenya

Fasold and Linton (2006) say that, Kenyan Swahili Teachers face a communicative teaching challenge. Thus, many Kenyan Schools do not

CHALLENGES OF TEACHING AND LEARNING SWAHILI

have enough teaching tools so as to teach students how to communicate using Swahili. That is to say, teachers from those schools have difficulty teaching speaking skills because, they do not possess those relevant teaching tools, such as: radios, videos, camera, recorders as well as televisions.

Shortage of Swahili books: According to Akaka (2017) says that, lack of Swahili books across Kenya, is the biggest teaching challenge for Swahili teachers. Thus, many schools lack Swahili books and other teaching linguistic tools. They buy one or two copies of Swahili books as teachers 'guides. As a result, secondary students can spend the whole year without reading any Swahili book. This results into failing to study four languages skills owing to that lack of Swahili books. In my opinion, lack of Swahili books is the major teaching challenge for teachers as well as students, who study Swahili in various Kenyan Secondary Schools.

Educational Swahili policy: Akaka (2017) shows that, Swahili educational policy is the one of the challenges, that affect the teaching of Swahili language in Kenyan Secondary Schools. Even if Swahili is a national as well as official language, it is not used as a language of instruction. In addition to that, Swahili is not allocated as many periods as possible weekly, as it is done for English language. They do not consider Swahili as English language. Thus, educational planners forget intentionally that, both of those languages possess the same linguistic items to be taught, including: grammar, phonology, tests, oral literature as well written literature. This means that, unequal allocation periods is the biggest challenge for Swahili teachers have around Kenya. That action results into teaching few Swahili items comparing to English items.

Challenges of teaching Swahili in Tanzania

Lack of teaching tools: According to Sarah and Msigwa (2021) say that, Tanzanian Teachers lack different teaching Swahili tools, including: Swahili books, computers, phones, projectors, iPads as well as tablets. This shortage of those teaching tools, results into failing to teach four Swahili language skills, such as: speaking, writing, reading as well as listening skills.

Shortage of linguistic teaching infrastructures: According to Sarah and Msigwa (2021) show that, lack of linguistic effective teaching infrastructures is another challenge for Swahili teachers. Thus, this teaching challenge is found in different schools across Tanzania, where some schools have no power, digital teaching tools as well as internet. Thus, current teaching needs technology so as to teach Swahili language digitally. In my point of view, I can say that, lack of linguistic teaching infrastructures can be the major impediment for Swahili teachers, who are eager to teach that Bantu language digitally.

Challenges of teaching Swahili in Rwanda

According to Niyomugabo (2016) says that, teaching of Swahili language in Rwanda has got different challenges, including: shortage of Swahili teachers, lack of teaching aids, books, articles, writing as well as speaking problems.

CHALLENGES OF TEACHING AND LEARNING SWAHILI

Shortage of Swahili teachers: Niyomugabo (2016) says that, many of the teachers, who teach Swahili as a foreign language, did not do Swahili Language Education at university. Thus, they teach that language because, they are good at speaking it. He adds something, saying that, those teachers teach Swahili temporary, being under the contract of a given period. They are not engaged permanently. In my point of view, Swahili language keeps facing a shortage Swahili qualified teachers, on account of the small number of students, who study language at higher educational institutions.

Lack of teaching aids: Lack of teaching aids is the biggest challenge, that highly affect teaching of Swahili language in Rwanda. As a result, that challenge is all about Swahili teaching tools, including: reading text, grammatical as well as exercise books. In addition to this, teaching of Swahili faces technological tools, such as: recording tools, linguistic videos as well as internet. (Niyomugabo, 2016). This means that, lack of all those teaching tools prevent Swahili from being well taught in Rwandan Secondary Schools.

Writing Swahili problems: According to Niyomugabo (2016) shows that, writing problems occur, when students are writing Swahili words as well as its sentences. Thus, some of Bantu Language Students pretend to write Swahili words as, they speak their respective mother tongues. That is to say, Swahili students are highly influenced with their first languages.

Speaking Swahili problems: Niyomugabo (2016) says that, students commit many Swahili grammatical mistakes, as they speak this Bantu Language. This quotation means that, Rwandan students are highly affected with first language, which is Kinyarwanda. Thus, they pretend to utter Swahili words as they utter Kinyarwanda words.

Learning challenges, that students face, while they are learning Swahili language

According to Saleh (2019) says that, students' cultural differences is the major challenge for students, who learn Swahili. Therefore, students face a big challenge, while they are learning Swahili. This happens to them on account of their cultural differences as well as first language influence to the target language. Swahili Translation problem: Saleh (2019) shows that, learning Swahili as a foreign language in inclusive linguistic class is another obstacle, that students face. Thus, students have difficulty translating Swahili written materials because, there is no language, that can translate every word into their own first languages to easily make them understand Swahili content. Meaning that, it is too difficult to translate Swahili into their respective mother tongues.

Speaking first language in the classroom: Students enjoy speaking their first in the classroom, while Swahili is being taught. This is the major challenge for learning Swahili language. Thus, it occurs in the classroom, where two or three students converse, using their first language, while teacher is teaching Swahili. (Saleh, 2019). In my opinion, I can say that, second language, which is Swahili is highly influenced by students 'first language.

CHALLENGES OF TEACHING AND LEARNING SWAHILI

First language interference to the target language: According to Bhela (1999) first language interference to the target language is the biggest challenge, that influences students who study Swahili. This happens, where a student tries to relate the knowledge of first language to the taught second language. Thus, language interference is all about syntax, phonology, morphology as well as semantics. That is to say, students are highly influenced by their first language as they learn second language, where they pretend to blend the knowledge of first language with the knowledge of the target language. Swahili Semantic problem: According to Kemunto (2017) says that, students commit semantic mistakes on account of violating semantic grammatical rules in target language. Meaning that, students botch Swahili language owing to not being good at its semantic structure. Thus, they are not well equipped with semantic items. It is the reason why they keep on committing those semantic mistakes, related to Swahili language.

Different grammatical alignment mistakes done by Swahili students: According to Ntawiyanga (2015) shows that, Rwandan students commit many linguistic mistakes related to grammatical alignment. As a result, those grammatical alignment mistakes are numerous, such as: verb and noun, noun and demonstrative adjective, noun and qualitative adjective, noun and relative pronoun, noun and possessive adjective, noun and numerical adjective, noun and interrogative adjective as well as noun and adverbs. In my point of view, those Swahili grammatical alignment mistakes are committed, where students fail to use properly, nouns with those classes of words in the sentence.

Different strategies to overcome challenges of teaching and learning Swahili language

Use of students' first language while translating Swahili content: According to Saleh (2019) says that, it is better to translate the content of target language into students' first language, using pictures, real things as well as tangible examples, found in their first language so as to make them understand the content of target language. This quotation means that, when teacher explains the content of target language, he has to use grammar translation method to make students get the content of that target language. Organization of conducive teaching environment: Teachers are supposed to organize favorable teaching environment so as to highly look after, slow learners to participate actively in the lesson as their mates do. In addition to that, teacher has to give as many group works as possible to those slow learners. As a result, teacher is supposed to group those slow learners with talent learners to help one another in those works. (Saleh, 2019). In my opinion, I can say that, teacher plays a great role in helping those slow learners to get involved in various learning activities.

Use of different Swahili teaching methods: According to Nunan (2009) says that, teachers have to use different teaching methods to make students participate actively in the lesson, enjoying the lesson as well as enjoying

CHALLENGES OF TEACHING AND LEARNING SWAHILI

learning. Krashen (1982) adds something important, saying that, primary responsibility is to go beyond the classroom setting, looking for appropriate teaching aids, that can help students to learn themselves, even being outside the classroom. I agree with those two scholars' arguments, saying that nowadays students need to learn by doing. Thus, it is to organize classroom environment, equipped with teaching aids so as to make students learn Swahili effectively.

Give equal learning opportunities to all students: Saleh (2019) says that, teacher is supposed to make all students participate actively in the lesson, irrespective of their gender, cognitive level as well as their different body disabilities. In addition to that, teacher has to motivate all students, whose different backgrounds so as to make teaching and learning activities be effective. I agree with Saleh, saying that, all students need to get motivated so as to learn Swahili effectively. Speak Swahili language in classroom: Saleh (2019) says that, students have to try to speak Swahili language so as to enjoy learning. This will help them to get different Swahili vocabulary through different Swahili dictionaries, books as well as asking teachers numerous Swahili vocabulary. I agree with Saleh argument saying that, the more students speak Swahili language, the more they are highly aware of that language. Use of different techniques to increase Swahili vocabulary: Mussau (2001) says that, students increase Swahili vocabulary, through various linguistic items, including: discussions, linguistic games as well as reading newspapers. I agree with Mussau's argument. I can say that, normally language vocabulary increases, through speaking, listening, reading different documents as well as writing various literary works. Increase Swahili speaking skills: According to Akaka (2017) says that, Students have to speed up their Swahili speaking skills, through verbal communication done either inside or outside classroom environment. I agree with Akaka's argument, saying that, linguistic students can improve their speaking skills through trying to speak Swahili wherever they are. This can easily help them master Swahili spoken language. Use of effective Swahili pronunciation: According to Chacha (2001) shows, the effective use of Swahili pronunciation in communication, shows a good relationship between language structure and communication. Meaning that, an effective linguistic pronunciation depends on the mastery of language structure. In addition to that, Habwe (2004) adds something important saying that, education highly depends on the language, which is key element in different learning aspects as well as the development of the whole country. This argument says that, a language is the foundation of various items in our daily life. Thus, it should be reinforced so as to improve its pronunciation in order to speak properly. Use Standardized Swahili: According to Masasa (2017) says that, students are obliged to use Standardized Swahili wherever they are either being at school or home. In addition to that, they have to organize verbal conversation, whose Swahili words so as to strengthen their

CHALLENGES OF TEACHING AND LEARNING SWAHILI

speaking skills, via speaking Swahili language all the time. That is to say, that daily Swahili use will promote their effective use of Swahili, without any mistake related to grammar owing to the mastery of different grammatical rules. The related review of different scholars, presents the challenges of teaching and learning of Swahili language and different views from various scholars globally, regionally as well as nationally. Then, we have shown our points of view about those scholars' arguments, as well as showing effective strategies to overcome those challenges, pertaining to teaching and learning Swahili language.

Research Methodology

This section consists of research design, population as well as tools to be used to collect data about challenges of teaching and learning Swahili language in Nyarugenge Secondary schools.

Tools for data collection

Research Design: Creswell (1998) says that, research design is the analysis, which uses existing data about the research. Meaning that, research design is the part of methodology, which consists of population as well as research tools to be used in collecting data of the research.

Target group: According to Mugenda (2003) says that, target group is a group of people, things or events, which are similar as well as convenient to the research. I agree with this scholar, saying that, target is a specific group of people, chosen by the research to be used in collecting data about the research topic. Therefore, Target group was composed of 567 students from school A, 876 Students from school B and 1258 students from school C. In addition, our target group consisted of 25 teachers from school A, 36 teachers from school B as well as 28 teachers from school C. Then, the total of target number was 2790.

Interview: According to Kothari (2014) defines interview as the method, which is all about asking interviewees different questions. I agree with this scholar, saying that interview is the conversation between the researcher and people, who are being interviewed to get data to be used in the research. In this study, we used structured interview, where prepared some questions so as to make interviewees respond to our questions properly without having any interview obstacle. As a result, we interviewed 3 Swahili teachers and 10 students from those three schools. Therefore, those students were chosen randomly.

Observation: According to Kothari (2004) says that, observation is the method, that is used by the researcher himself, as he collects data being at the field without interviewing a target group. I agree with Kothari's argument, saying that observation is the technique, which is used by the researcher to collect data without saying or doing anything at the research field. Thus, researcher is only observing, what is taking place at the research field. In this study, we entered one linguistic classroom and tried to circulate in that classroom, observing how learning Swahili was taking place. At that

CHALLENGES OF TEACHING AND LEARNING SWAHILI

time, Swahili teacher was teaching Swahili alphabets, specifically Swahili consonants. Thus, at the end of that lesson, teacher assessed them. As a result, he used dictation. That dictation was all about writing Swahili words, whose consonants were dh, gh, ng’ as well as th. Finally, we find out that, they wrote them badly.

Research Sampling: Khalfan (2019) defines sample as the small group, which is selected from the target group by the researcher. I agree with this scholar, saying that sample is the act of choosing a small group of people from a big group of people to be used in terms of collecting data of the research. Thus, in this study, we used purposive sampling, where our sample was composed of ten students, who study Swahili in various linguistic combinations as well as three Swahili teachers from those three schools. Therefore, this study consisted of one Swahili male teacher, one boy and one girls, who study Swahili as an examinable subject in senior five, combination of Literature in English, Kiswahili and Kinyarwanda from school A. One Swahili male teacher, two boys as well as two girls, who study Swahili as an elective subject in senior four, combination of Literature in English, French and Kinyarwanda from School B. One Swahili female teacher, two boys as well as one girl, who study Swahili in senior six, tourism from school C. Thus, we did this so as to get relevant data related to our study.

Table showing sample numbers of people of each school

School A			School B			School C		
Teacher	Students		Teacher	Students		Teacher	Students	
Male	Male	Female	Male	Male	Female	Female	Male	Female
1	1	2	1	2	2	1	2	1
	3			4			3	
Total			13					

Data collection, Presentation and Analysis

Data were presented, analyzed and interpreted by means of qualitative method. As a result, we used two tools of data collection, such as: interviews as well as observation. As a result, we interviewed 3 Swahili teachers and 10 students from those three schools. Thus, those methods were used so as to collect data related to challenges of teaching and learning Swahili.

Various views from teachers about challenges of teaching Swahili Language: Various ideas were collected through interview. Therefore, we interviewed them systematically, where the first teacher from school A, said: As Swahili teacher, I face a teaching challenge related to teaching tools. Our school has a big shortage of linguistic books, especially Swahili books. Therefore, we do not have any Swahili reading book. This is a serious problem for me. As a result, I have difficulty teaching grammar as well as its literature on account of that shortage of Swahili books.

This extract means that, Swahili teachers face a shortage of books, especially Swahili literature, where many schools in Nyarugenge have not any Swahili literary work for reading. After interviewing the first teacher from school

CHALLENGES OF TEACHING AND LEARNING SWAHILI

A, we also interviewed second Swahili teacher from school B. As a result, he showed us his teaching challenge, saying:

In my daily Swahili teaching, I face a linguistic challenge related to students' speaking Swahili language. That is to say, our students are not good at Swahili. They do not how to express themselves. In addition to that, they do not know how to ask as well as responding to various Swahili questions. Another challenge is all about linguistic interference. This happens to them, where they mix Kinyarwanda with Swahili as they are speaking either being in classroom or outside.

This extract shows that, Swahili teachers encounter students' speaking challenges, while they are teaching Swahili language. At last, we interviewed the third teacher from school C. At that time, she said:

As I teach, I notice students' Swahili writing mistakes. Thus, our students have difficulty writing Swahili words. They write them as they write some words from their mother tongue, which is Kinyarwanda. In addition to this, I face students' Swahili grammatical alignment. Thus, they fail to use correctly various words, that compose a sentence. Thus, another challenge is all about writing Swahili words, whose consonants are not similar to Kinyarwanda consonants.

This extract means that, Rwandan students have difficulty writing Swahili words as well as composing its different sentences. This happens to them, owing to lacking mastery of Swahili grammatical rules. Furthermore, they do not master Swahili phonology as well as its morphology.

Different views from students about learning challenges of Swahili Language: Students showed various challenges of learning Swahili language. Thus, they did this, while they were being interviewed. As a result, the first student from school A, said:

I fear to ask a question, while teacher is delivering Swahili lesson. I also fear to speak Swahili because I have not any confidence in that language. In addition, I have difficulty making a Swahili conversation because, I miss someone to interact with me, speaking Swahili language.

This argument means that, students scare to speak Swahili language, where they are enable to ask as well as responding to Swahili questions, while they are being taught that language. As a result, the second student from school A, delivered his views, saying:

I myself have got a big challenge related writing Kiswahili language. As a result, I have difficulty writing Swahili words. This happens to me because, Swahili is new language for me. In addition to that, Swahili has difficult phonic items, which are found in Kinyarwanda.

This extract means that, Swahili students have a big problem writing Swahili words because, they do not master Swahili alphabets. Thus, they write them as they write Kinyarwanda words. That is to say, they face language interference in writing Swahili words. As a result, the third student from school A, also showed his views about Swahili learning challenges, where

CHALLENGES OF TEACHING AND LEARNING SWAHILI

she said: I do not know how to read Swahili words as well as its sentences. I have difficulty reading any Swahili written material because, our teacher does not make us read various Swahili texts. Thus, he is used to focusing on teaching grammatical items. In addition to this, I have difficulty getting Swahili literary works to be read.

That is to say, students have difficulty reading Swahili texts because owing to the shortage of Swahili books. In addition to that, teachers do not focus on teaching reading skills. Thus, they focus on teaching Swahili grammar. After interviewing those Swahili students from school A, we interviewed other Swahili students from B. Thus, those students delivered their views systematically, where the first student from school B said: I myself possess various Swahili challenges related to listening. First of all, I do not listen to teacher while he is teaching that language. Moreover, our teacher does not use our mother tongue, explaining Swahili content, where, he only uses Swahili as he is explaining Swahili lesson. Secondly, I have difficulty listening to people as they converse by means of Swahili language. Thirdly, I do not listen to any Swahili word, as journalists are reporting on radio. In addition to that, I do not listen to any word from different Swahili public speaking.

This extract means that, Swahili students are not good at Swahili listening skills, where they cannot listen to Swahili video as well as its public speaking. That is to say, they are not familiar with listening those Swahili seminars. In addition to that, they do not listen to any Swahili content because, their teachers teach them by means of direct method. As a result, the second student from school B, showed his learning challenges vis à vis Swahili learning challenges. Thus, he said: I have a big Swahili learning challenge related to Swahili learning periods. That is to say, we learn Swahili few periods comparing to other languages, such as: Kinyarwanda, English as well as French. We study Swahili four periods per week, whereas Kinyarwanda, French as well as English are taught seven weeks. As a result, this unequal linguistic period allocation, makes us not master Swahili grammar as well as its literature.

This argument shows that, students have not enough time to interact with Swahili language owing to having few periods comparing to other languages. This does not make them master Swahili grammatical rules as well as its literature. Moreover, the third student from school B, said: I have difficulty getting Swahili reading books. In our school, we have not any Swahili literary work to be read. This is a big problem for us. That is to say, Swahili students miss something to be read so as to increase Swahili vocabulary.

This extract means that, students who study linguistic combinations, have a big problem pertaining to reading books, specifically those who study Swahili language. As a result, the fourth student from school B, showed challenges related learning Swahili language. Thus, she said: I, myself have a learning challenge related to Swahili vocabulary. Meaning that, I mix Kinyarwanda vocabulary with Swahili vocabulary. Thus, I do this on

CHALLENGES OF TEACHING AND LEARNING SWAHILI

account of missing Swahili appropriate vocabulary to be as I ask as well as responding to teacher's questions. In addition to that, I have difficulty conjugating Swahili tenses, where I conjugate verbs in past rather than conjugating them in the present simple tenses. Thus, I confuse them.

This statement shows that; Swahili students have difficulty getting Swahili vocabulary to be used in their conversations. Moreover, they have also difficulty conjugating Swahili tenses. After carrying out an interview at school B, we interviewed three students from school C. As a result, they showed various views about Swahili learning challenges. Thus, the first student from that school said: I have difficulty listening to Swahili oral literature. Thus, I do not know different Swahili oral literature genres, including: Swahili proverbs, riddles, tongue twisters as well as its idioms. All of those literary genres are too difficult to understand them.

This extract means that, Swahili students have difficulty getting Swahili oral literature genres on account of their use of rough vocabulary. As a result, the second student from school C, revealed his views about Swahili learning challenges. Thus, he said: I have difficulty using Swahili noun classes. I use them wrongly where, I blend them. In addition to that, I have also difficulty identifying those Swahili noun classes. Thus, I do not know to classify noun in its respective class. As a result, this results into composing ungrammatical sentences. In addition to that, I do not know how to form singular of those Swahili different nouns as well as plural pertaining to those nouns.

This student's extract means that, Swahili students are not good at using Swahili noun classes. In addition to this, they do not know how to singular as well as their plural. Thus, it results into composing ungrammatical as well as meaningless Swahili sentences. At last, the third student from school C, who was interviewed, said: I myself have a Swahili learning challenge related to evaluation. Thus, our teacher does not give us many Swahili exercises, where we do one Swahili exercise per week. Those few Swahili assessments do not make us master different Swahili grammatical rules. In addition to that, we never do any Swahili homework. As a result, all of them make us fail this language openly.

This learner's extract means that, few Swahili assessments prevent them from mastering Swahili grammatical rules. In addition to that, those few assessments are the root cause of Swahili failure.

Different Swahili teachers' views about Strategies to overcome teaching and learning: Swahili language: Swahili teachers, who were interviewed showed various strategies to overcome different challenges of teaching and learning Swahili language. As a result, they delivered them systematically. Therefore, Swahili teacher from school A, showed effective strategies, saying: I myself compose various Swahili fictitious works, so as to fill linguistic as well as literary gap caused by a big shortage of Swahili books. This method plays a great role in my daily teaching activities. Both grammar as well as literature are taught from those Swahili fictitious works.

CHALLENGES OF TEACHING AND LEARNING SWAHILI

This teacher's argument means that, Swahili teachers improvise themselves in terms of looking for themselves various teaching tools. As a result, they endeavor to write different literary works so as to help their students to find something to read. In addition to that, they use them to teach various language skills. The second Swahili teacher from school B, delivered his views about strategies to be used to solve those teaching as well as learning challenges. As a result, he said: I give them various works for presentation in order to dare speak ahead of their colleagues as well as ahead of public in general. Thus, this is done so as to improve their Swahili speaking skills. Secondly, I used to give them different Swahili recitations for memorization to improve Swahili fluency. Thirdly, I teach students how to ask Swahili questions by teaching them its interrogative pronouns so as to improve their effective manner of asking as well as responding to Swahili questions. Finally, I correct them as they are speaking, where I tell them appropriate vocabulary to be used while speaking Swahili. This is done to prevent them from having language interference.

This extract means that, Swahili teachers make their students dare speak Swahili by using various linguistic activities, including: works for presentation, recitations for memorization to improve their speaking skills as well as daring public speeches. Finally, third Swahili teacher from school C, also showed his strategies used to overcome those teaching as well as learning of Swahili language. As a result, she said: As Swahili teacher, I correct writing mistakes done by students to improve their Swahili writing skills. Secondly, I teach them various grammatical rules so as to prevent them from keeping on making those mistakes pertaining to grammatical alignment. At last, I teach them Swahili alphabets so as to prevent them from confusing Kinyarwanda with Swahili phonic items.

This Swahili teacher's point of view means that, Swahili teachers do their best in improving their students' writing skills. As a result, they show them how to write Swahili words and its sentences by focusing on Swahili phonological items as well as its grammatical rules.

Findings from Swahili teachers about challenges of teaching Swahili language: Swahili teachers from various Nyarugenge Secondary Schools showed that, they face various teaching challenges as they teach that Bantu Language. Those challenges are numerous, including: a shortage of Swahili books, Swahili speaking, reading, writing as well as listening mistakes. In addition to that, they also showed that, they face grammatical alignment as well as language interference caused by their mother to tongue. Actually, all those challenges are main obstacles that prevent Swahili teachers from delivering Swahili according. Thus, those Swahili teaching challenges were also shown by different scholars, through their different dissertations as well as journal articles. Those scholars are numerous, including: Niyomugabo, 2016; Saleh, 2019; Fasold and Linton, 2006; Akaka, 2017; Sarah & Msigwa, 2021.

CHALLENGES OF TEACHING AND LEARNING SWAHILI

Various phonological mistakes done by students from linguistic combination: When we were conducting our study about challenges of teaching and learning of Swahili language, we observed students from school B. At that time, we entered classroom, where teacher was delivering his Swahili lesson. Therefore, his lesson was all about Swahili alphabets. He taught them within forty minutes. At last, he assessed them, where he assessed through dictation. That dictation consisted of those Swahili difficult sounds, including: dh, gh, ng' as well as th. As a result, those Swahili words were numerous, including: dhambi, dhana, dhamira, lugha, magharibi, shughuli, ghali, ng'ombe, ng'oa, unyang'anyi, ng, thelathini, themanini, theluthi, thabiti.

At that time, students failed to write those words. They got a serious linguistic interference. That is to say, they miswrote those Swahili words. Thus, they wrote them as they write Kinyarwanda words. At that time, they miswrote them differently. Therefore, those words dhambi, dhana as well as dhamira were miswritten in two ways, such as: zambi and vambi. Zana and vana. Zamira and vamira. As a result, the words lugha, magharibi, ghali as well as shughuli were miswritten in such a way. Luga, magaribi, gali and shuguli. Moreover, those words, ng'ombe, ng'oa and unyang'anyi were also miswritten in the following way: ngombe, ngoa and unyanganyi.

At last, the words thelathini, themanini, theluthi and as well as thabiti were also miswritten in two ways. The first way was done in the following way: selasini, semanini, selusi as well as sabiti. Thus, the second way was done in such a way: felafini, femanini, felufi as and fabiti. All those phonological written mistakes were done owing to the language interference. It is obvious that, those students are highly influenced by the first language, which is Kinyarwanda language.

Findings from students about challenges of learning Swahili language: Students from various three schools delivered different views about challenges of learning Swahili. As a result, they showed numerous views, including: speaking, writing, reading as well as listening Swahili problems, lack of literary works for reading, lack of appropriate vocabulary to be used, while writing as well as speaking Swahili, Swahili tenses' misconjugation, Swahili grammatical alignment, incomprehensible various Swahili oral literature genres as well as Swahili insufficient assessments. Therefore, all those Swahili learning challenges were shown by those numerous scholars, through various their academic works, including: Saleh, 2019; Bhela, 1999; Kemunto, 2017 & Ntawiyanga, 2015.

Conclusion and Recommendations

Considering the objectives of this study about challenges of teaching and learning Swahili language, we showed various strategies to overcome, those teaching and learning challenges of Swahili. Thus, those strategies were numerous, such as: composition of Swahili written materials to be read by students, use of grammar translation method, correction of grammatical

CHALLENGES OF TEACHING AND LEARNING SWAHILI

mistakes as well as giving various Swahili works to be presented. We firstly recommend MINEDUC to introduce Swahili at all levels of education from primary up to secondary schools in all combinations irrespective of sciences, languages, humanities as well as technical combinations. As a result, we also recommend REB to compose and distribute Swahili books, especially Swahili literature in secondary schools, specifically in linguistic combinations. Secondly, REB should organize monthly Swahili teachers' trainings as well as training them. Thirdly, REB should allocate qualified Swahili teachers in various secondary schools. Thus, NESA should assess Swahili in all secondary students irrespective of their levels, subjects as well as their combinations. In addition to this, NESA should monthly supervise teaching and learning activities done in various secondary schools. Swahili teachers should look for their linguistic teaching aids so as to help their students to learn Swahili properly. Secondly, Swahili teachers should increase Swahili assessments to make their students pass highly Swahili. Thirdly, teachers should teach Swahili alphabets so as to make their students differentiate Swahili alphabets with Kinyarwanda alphabets. At last, Swahili teachers should focus on teaching grammatical rules to make their students master different ways of composing Swahili sentences.

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**THE CONTRIBUTION OF ICT AND DISTANCE
EDUCATION ON THE LEARNING OF UNIVERSITY
STUDENTS: THE PRACTICAL CASE UNIVERSITY OF
RWANDA (UR), (2019 - 2022).**

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Abstract

The research study focused on the contribution of ICT and distance education on the learning of university students: the practical case University of Rwanda (UR), (2019 - 2022). The provision of ICT and distance education to university students learning in Rwanda has various contributions in addressing recurring issues such as the student enrollment trend of high school leavers who wish to join university at the first cycle (including various marginalized students), in the reduction of financial expenses (including various educational consumables), and in the administrative aspect (communication, registration, etc.). It is from this situation that the ICT appear as a possible solution to properly overcome these difficulties. This study was conducted in five colleges. A Correlational research design is used in this study. Primary data collected using questionnaire tools. Secondary data obtained from reference books, journals and Internet documents. The study covers a population of 2530 populations and a sample of 345 participants (330 for students and 15 for lecturers and teachers). The Content validity of the instruments was performed before the instruments were pre-tested and reliability calculated using Cronbach's alpha. Data are analyzed both qualitatively and quantitatively using the Statistical Package for the Social Sciences (SPSS). The study revealed that various ICT toolkits and distance learning their contribution varies between 71% and 85% of students learning within the university. It was recommended that the government and other stakeholders invest much more in the provision of ICT infrastructure to easily improve its accessibility and user ability for a large number of students and staff. It is hoped that the findings of this study and the suggested recommendations will help the government and the University of Rwanda achieve their potential goal of providing updated ICT infrastructures and distance learning. It is recommended that future researchers carry out similar research in the Rwandan private university to verify whether the contribution of private universities ICT on distance education students has the same implication or not for the public university.

Keywords: *ICT, distance education, students learning*

Around the world, the ever-increasing number of students who aspire to join higher education is impressive. The countries of sub-Saharan Africa are no exception to this constant and generally apply education as a vital area for the evolution and development of societies, beyond the difficulties

experienced by most African school systems. The ICT and Distance learning¹ are now recognized as a major component of the dynamics of the national and international economy.

In Overall, the education sector has experienced unprecedented growth in recent decades due to the revolution in distance education services (Berg, 2010). ICT and distance education have been undergoing profound transformations over the past ten years, partly as a result of the development of new teaching delivery systems. In the United States of America, in higher education alone, more than 5.6 million college students were enrolled in at least one online course in fall 2009, up from 1.6 million in 2002. (Statistics, 2010a) 33% of 2 years and 4years colleges offering distance education in the United States. In 1997-1998, this figure had risen to 44% of 2year and 4years higher education establishments. Another area that has seen unprecedented progress is Europe as the Research of (Chripa and Carl, 2014) stated that “the number of enrollments in European distance learning universities alone exceeds at least 2 million. Africa as a continent is catching up in distance education, to this effect, (Isaac and Emile, 2015), observes that “the admission of students to the University of Ghana from the academic year 2009/10, learners were admitted into the program, and another 2,508 learners were admitted for the academic year 2010/11 in addition to 748 mature students (basic statistics from the University of Ghana, 2010). The university system has not been able to accommodate the ever increasing number of qualified applicants wishing to pursue higher education in the country (British Council, 2011). The phenomenon of distance education has its origins in mid19th century Europe and the United States. The pioneers of distance education used the best technology in the era of the postal system to open educational opportunities to people who wanted to learn but could not attend conventional schools. The People who have benefited most from such distance education include the physically handicapped, women who were not allowed to enroll in educational institutions open to men, people who had jobs during the normal school hours and those who lived in remote areas where schools did not exist (statistics, 2010b). In addition to this, distance education used as a support in times of crisis, for example during the COVID 19 pandemic period, physical lessons became impossible, so the use of ICT and distance education played a key role. Not only have campus-based and remote delivery models become increasingly blurred with the spread of new technologies, but the types of providers have also changed. (Holmberg, 2010), explains that the massively growing demand for higher education has led to the creation of so-called “mega universities” and networks of universities without borders. Distance education has been a means of reaching adult learners since the early days of distance schools.

¹ More crucial information on differences between distance education and traditional education, see Peters (1989) and Holmberg (1995).

In Rwanda, experience has shown that countries around the world are adopting different strategies to increase access to higher education through ICT in order to stabilize our education sector damaged in 1994. Some countries are creating institutions dedicated to open distance learning to offer distance learning programs. These institutions depend on economies of scale to become financially self-sufficient. In Rwanda, some universities have set up dedicated open and distance learning departments with their own academic staff to deliver programs. However, some other universities establish a small unit with primary responsibility for coordinating various activities at the university level. Such a unit does not have its own staff to deliver courses through ODL, but relies on staff from other departments already offering courses in traditional, face-to-face mode. The University of Rwanda (UR) wanted to incorporate the latest option in the education sector in order to reduce the financial expenses, support the trend of the students and support the administrative matters within the institution. After the genocide²³ in Rwanda in 1994⁴ there was an excessive increase in the number of students from 4,100 in 1994 to a total of 90,803 in 2016 (Ministry of Education, 2016c) qualified to join higher education. However, despite this increase in enrolment, there is still a large gap between tertiary GER (8.59%) and secondary GER (42.74%) in sub-Saharan Africa (World Bank, 2014) an indication that a large population of young people who still do not have access to higher education. The growing number of students at the primary and secondary level has its origins in the creation of a nine-year basic education which puts pressure on the University of Rwanda at the undergraduate level, thus there is the introduction of ICT in the education sector in order to promote effective teaching within schools by contributing much more to solving the problems related to the increase in the number of pupils, financial expenses and the administrative aspect. Information and communication technologies in the education sector of Rwanda can be used to expand access to education at all levels, to enhance the relevance of education and training on the labor market, including the inclusion of 21st century skills and to improve the quality of education and training. ICTs further facilitate tackling the challenges of access, quality, equity, relevance and management efficiency with tangible benefits that can be seen and measured in various ways. Statistics showed that most of the countries of the world made primary education 52.6% in 1989, secondary

² G Prunier, *The Rwandan Crisis: History of Genocide* (New York, NY: Colombia University Press, 1995), p. 392.

³ The genocide of the Tutsi in Rwanda took place from April 7 to July 17, 1994. This genocide is historically part of a latent genocidal project for several decades, through several phases of mass massacres. Consulted 12 May 2021 on K Boudreaux, "Conflicts and Genocide in Rwanda", *The Electronic Journal of Sustainable Development* 1(3), 2009, pp. 85–94. Consulted 23/09/2021 on <https://www.jeuneafrique.com>

⁴ K Boudreaux, "Conflicts and Genocide in Rwanda", *The Electronic Journal of Sustainable Development* 1(3), 2009, pp. 85–94.

education 25.4% in 1989 and higher education 4.3% in 1989 a major theme of their internal policy, whereas for several decades now, education has been taken into account as an essential factor of human development in all areas of the world. Today, the situation in Rwanda has changed positively as there is an increase in the number of students, so the proposed approach is the use of ICT and distance learning to support the increase in the number of students. The Government of Rwanda's Education Sector Strategic Plan for 2018/2019 to 2023/24 (ESSP) describes the use of ICT in general as "fundamental" to achieving the socio-economic development outlined in Vision 2050, and its use in education as "essential". » promoting efficiency and increasing the number of access to education. The countries of sub-Saharan Africa are no exception to this constant and generally apply education as a vital area for the evolution and development of societies, beyond the difficulties experienced by most African school systems. Finally, the provision of ICT and distance education to the university student learning in Rwanda has various contributions in solving recurring problems such as the student enrollment trend of high school leavers who wish to join university in undergraduate level (including various marginalized students), in the reduction of financial expenses (including various educational consumables), and in the administrative aspect (communication, registration, etc.). In addition to this, shortage of physical classrooms, shortage of qualified teachers and shortage of various consumables in the University of Rwanda, so the contribution of ICT and distance learning to students learning to the University of Rwanda is very crucial, especially in the education sector. It is through this situation that the challenges of ICT appear as a possible solution to properly overcome these difficulties.

Literature Review

In Rwanda, education is provided at four levels: pre-primary (kindergarten), primary, secondary and tertiary (MINEDUC, 2013). MacGregor (2014) reports that higher education in Rwanda was born on November 3, 1963 with the opening of the National University of Rwanda (NUR) in the former prefecture of Butare, now called Huye District. It was created by the government of Rwanda in collaboration with the Dominican Congregation of Canada. The law establishing the first university in Rwanda (NUR) came into force on May 12, 1964. At the beginning, the university had 51 freshmen and only 16 teachers. Like Tikly et al. (Quoted in Freedman, Weinstein & Longman, 2006) says, in 1994 the university had only 1,000 alumni (30 years since its inception). The university is headquartered in Kigali. The official language of the university is English. But afterwards, there is an increase in the number of students in pre-primary, primary, secondary and university at the undergraduate level.

After the 1994 genocide, in Rwanda, the growing⁵ number of students at primary and secondary level originated on the creation of a nine-year basic education which puts pressure on the University of Rwanda at the undergraduate level. , thus there is the introduction of ICT in the education sector in order to promote effective teaching within schools by contributing much more to solving the problems related to the increase in the number of pupils, the financial expenses and the administrative aspect. In Rwanda, experience has shown that countries around the world are adopting different strategies to increase access to higher education through ICT in order to stabilize our education sector damaged in 1994. Some countries are creating institutions dedicated to open distance learning to offer distance learning programs. These institutions depend on economies of scale to become financially self-sufficient. The most notable examples of such institutions are open universities and some of them stand out as mega universities and have over 100,000 students. Some countries have set up virtual universities, which vary from being strictly universities that offer online programs to just departments offering an online program. The African Virtual University falls under this category. Some other countries prefer a blended mode with a combination of delivery methods such as online, face-to-face and distance learning. In Rwanda⁶, some universities have set up dedicated open and distance learning departments with their own academic staff to deliver programs. However, some other universities establish a small unit with primary responsibility for coordinating various activities at the university level. Such a unit does not have its own staff to deliver courses through open and distance learning, but relies on staff from other departments already offering courses in traditional, face-to-face mode. The University of Rwanda (UR) wanted to incorporate the latest option in the education sector in order to reduce the financial expenses, support the trend of the students and support the administrative matters within the institution.

Besides that, The University of Rwanda (UR) faces various challenges of students wishing to continue their studies in higher education has increased sharply in the last 20 years after the genocide and massacres of 1994⁷, their enrollment has increased from 4,100 in 1994 to 87,013 in 2014. According to statistics from the Higher Education Council (MINEDUC, 2015b), the majority of students in higher education institutions are enrolled in day

⁵ The gross enrollment ratio is “the number of students enrolled in a given level of education, regardless of their age, expressed as a percentage of the population of the official age group that corresponds to this level of education. For higher education, the observed population includes the last five years following the age of leaving secondary level. (Unesco, 2010 (2), p. 152). 23

⁶ The country of Rwanda is located in Central/East and East Africa bordered by the Democratic Republic of Congo to the west, Uganda to the north, Tanzania to the east, and Burundi to the south. accessed 10/16/2022 at <https://www.gov.rw>

⁷ G Prunier, *The Rwandan Crisis: History of Genocide* (New York, NY: Colombia University Press, 1995), p. 392.

programs (62%). Evening and weekend programs represent 36%, while students in distance education programs represent 2%. This considerable increase is mainly due to the success of a 9-year free basic education in place since 2003. The demand for higher education has steadily increased and many infrastructures have been damaged during the period of the genocide and the massacres of 1994. For example, in the 2014-2015 academic year, more than 19,024 eligible candidates applied to study at the University of Rwanda. (UR). Only 9,443 candidates (49.6%) were admitted. The practice of ICT in distance education at the University of Rwanda (UR) will be a good solution because has contributed much more to the effectiveness of teaching and learning in reducing poverty through socio transformation. economic (Mukama, 2007). An approach of using ICT and distance learning in most colleges of universities in Rwanda (UR) will remove these triple constraints of expanding enrollment of high school leavers who want to join university at first level. cycle, support for marginalized students, lack of various educational institutions and lack of qualified teachers in sufficient numbers, have thus contributed to reducing the financial expenditure within the university. The ICT and distance learning can be defined as an appropriate approach that aims to expand access to education and professional training for teachers and students by actively enabling students to overcome unforeseen and spatial obstacles and by providing flexible modes of teaching and learning that can be adapted for individuals and groups. ICTs further facilitate tackling the challenges of access, quality, equity, relevance and management efficiency with tangible benefits that can be seen and measured in various ways. Statistics showed that most of the countries of the world made primary education 52.6% in 1989, secondary education 25.4% in 1989 and higher education 4.3% in 1989 a major theme of their internal policy, whereas for several decades now, education has been taken into account as an essential factor of human development in all areas of the world. Today, the situation in Rwanda has changed positively as there is an increase in the number of students, so the proposed approach is the use of ICT and distance learning to support the increased number of students. The Government of Rwanda's Education Sector Strategic Plan for 2018/2019 to 2023/24 (ESSP) describes the use of ICT in general as "fundamental" to achieving the socio-economic development outlined in Vision 2050, and its use in education as "essential". » promoting efficiency and increasing the number of access to education.

Methods

This study aimed to identify the contribution of ICT and distance learning in Rwandan university students in terms of supporting increased number of students leaving secondary school who want to join the university, reducing various expenditures and assisting in academic and administration. This sections focused on the methodology and procedures that were adopted to carry out this study. As we know, Research methodology is a

course of action, strategy, or course of action that a researcher chooses and uses to be able to achieve desired results (Mugenda, 2003). The Purposive sampling can also be used when a known characteristic of the universe is to be studied intensively (Kothari, 2004a). Purposive sampling was applied to express the five participating universities. Purposive sampling is a non-probability sampling technique. It does not involve calculation or planning probability criteria of how the population will be represented. It is important to note that, the researcher has a free hand to select the representative population according to the objectives of the study and accessibility of the selected sample. The inclusion criteria are not predetermined, rather the researcher is free to make a decision based on study variables and constructs (Lucas, 2014). Universities want to meet the social demand for education and training as evidenced by the increase in registrations for the UNEB 2016 certificate of studies. However, to achieve the goals of universities, they should be means to put in place in order to overcome the challenges facing distance education in universities.

Research Design

This study adopted a correlational research design. According to Fraenkel and Wallen (2009), correlational study investigates the possibility of relationships between two or more variables through a correlation coefficient without any attempt to influence or manipulate them. Similarly, Amin (2005) states that the correlation method involves the collection of data to determine whether and to what extent a relationship exists between two or more variables. The Correlational research was suitable for this study as it aimed to investigate the contribution of ICT and distance learning in increasing the enrollment rate of graduate students in secondary school, reduction of financial expenditures and academic and administrative aspect. The research design addresses both the qualitative and quantitative data that the instruments of this study aimed to collect data empirically.

Therefore, a correlational research design was suitable for this study as the main objective of this study was to determine whether and to what extent the relationship exists between ICT and distance education for students at the University of Rwanda. The targeted institutions were five universities in Rwanda namely College of Letters and Social Sciences (CASS), College of Agriculture, Animal Sciences and Veterinary Medicine (CAVM), University of Rwanda-College of Education (UR- CE), the College of Science and Technology (CST) and the College of Business and Economics (CBE) (HEC, 2010) observed that specifying the population to be involved in the study is very important as it helps the researcher make decisions about sampling and resources to use. The target population of the study was concerned by a set of 2530 populations including 110 lecturers and 2420 students. Similarly, the choice was made on the assumption that at least 30% of the whole population is suitable for the sample (Borg and Gall, 2003). The Colleges were selected using a systematic sampling technique in

which institutions were first sorted alphabetically and then the four-digit range was used to select those who will participate in this research. The study used 345 participants as a sample (330 students and 15 lecturers).

The Participants

The selected colleges of the University of Rwanda (UR) were represented by students, academic staff and administrative officers. This study was conducted in 5 colleges of the University of Rwanda. The target population of the study was concerned by a set of 2530 populations including 110 teacher-researchers and 2420 students. Similarly, the choice was made on the assumption that at least 30% of the whole population is suitable for the sample (Borg and Gall, 2003). Colleges were selected using a systematic sampling technique in which institutions were first sorted alphabetically and then the four-digit range was used to select those who will participate in this research. The study employed 345 participants as a sample (330 students and 15 lecturers). The choice of these colleges of university of Rwanda was made bearing in mind that this is a good number to represent other in university of Rwanda (REB, 2018) Similarly, the choice was made as per the assumption that at least 30 percent of the entire population is appropriate for the sample (Borg and Gall, 2003). The choice of the University of Rwanda was made bearing in mind that it is a good number to represent all higher education institutions operating in Rwanda (HEC, 2019). This study was conducted in the University of Rwanda, the researcher uses Yamane's sample calculation formula to determine the sample that is used in this research, as cited by Kasunic (2005). The formula assumes a 95% confidence level and the maximum variance ($p=0.5$). The formula , $n = \frac{N}{1+ Ne^2}$ where: n is the sample size, N is the population size,

e specifies the desired level of precision, where precision $e = 1 - \text{precision}$, $p = 0.95$. $n = \frac{2530}{1 + 2530(0.05)(0.05)} = 345$. In this study, N is equal to 2530,

$e = \text{margin of error} = 1 - 0.95 = 0.05$ this becomes

Measures

This study used structured questionnaire to collect primary data. The study also used documentary review to collect secondary data (from journal articles, books, theses, etc.). The questionnaire contained close-ended questions only in the form of Likert scales (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree). The questionnaire was to be filled by ticking in the appropriate box with regard to the participants' understanding. Before collecting data, the researcher sought the authorization to collect research data from the 5 colleges forming university of Rwanda. Prior to gathering any data, the researcher sought the informed consent from the respondents using an appropriate form. Before collecting the data, a pilot study was done to establish the validity and reliability of the instruments. This was made by means of Cronbach alpha analysis. The pilot

study was done by having 10 students to fill the questionnaire and giving their feedback on it. This exercise was conducted in one public secondary school that was randomly selected. However, the selected institution for pilot study was not involved again in collecting the data for the main study. The data was taken out from the questionnaires and got into the SPSS 20. The Cronbach alphas scored were extracted as shown in the following table.

Table 1: Reliability Results

	Number of Items	Cronbach's Alpha	comments
Increase rate of enrollment	10	.600	Accepted reliability
Reduction of expenditure	10	.600	Accepted reliability
Very crucial in Academic and administrative aspect	10	.700	Accepted reliability
Overall	40	.633	Accepted reliability

Hinton et al. (2004) have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below) (Hinton et al., 2004). The Cronbach alphas were above 60%, This indicated that most items in this questionnaire had moderate squared multiple correlations, an indication that the questionnaire passes reliability test. Cronbach alphas more than 0.7 are considered as satisfactory (George & Mallery, 2003).

In analyzing the data, the researcher used SPSS (Statistical package for Social Sciences) version 20 to make all the due calculations and to design all the important tables. According to Frey (2017), SPSS is commercially distributed software suitable for data management and statistical analysis and whose first version was developed by Norman Nie, Dale Bent, and C. Hadlai Hull in 1968. As earlier mentioned, the analyzed data was in the form of 5-point Likert scales whereby each point has been assigned a number which was entered into SPSS for data analysis. The data was made up three items containing 10 options each.

Findings

Demographic characteristics of respondents: This study involved, a total number of 2450 were sampled giving a total of 345 questionnaires that were distributed. The majority of respondents in the study on the contribution of ICT and distance education on university student learning are under the age of 25 with 137 out of 345 equivalents to (39.7%). This is because after the 1994 genocide, the government of Rwanda in 2003/2004 introduced 9 EBAs and then after the introduction of 12-year basic education for all and abolished school fees, all Rwandan children started school at an early age, the government in partnership with NGOs, launched free porridge and food in these schools resulting in increased enrollment and attendance at an older age precocious at the university level under 25 years of age. On the other hand, the population aged 25 to 35 is equal to 38.0%. This is due to the fact that some students fall under this category and the last category is the minority population that is over 35 equals 22.3%. Which means that

within the university the population over the age of 35 they are the staff which is very little compared to the students.

The proportion of men is higher than that of women 54.20% of students were men and 45.80% were women. This can be attributed to the efforts made by the government of Rwanda to encourage boys and girls to go to school earlier, but at the university level, HEC statistics, 2019 showed that men are superior to women respectively 64 % and 36%. The UNESCO report (2014) states that if all women in developing countries had completed primary education, the under-five mortality rate would drop by 15% and if they had completed secondary education, it would fall by 49%. It is very important in this study to analyze the impact of ICT and distance education on students studying in higher institutions, especially the University of Rwanda, regardless of marital status. Therefore, it was considered very important to describe the marital status of respondents in this study. Most respondents were single at 51.59% while those who were married were 41.74%, separated were 2.61% and 0.8% was widowed. According to Emejulu (2006), student learning is significantly affected by the level of education of his parents among many other family-related factors. Specifically, the details in the table show that 24.64% of the university population holds a bachelor's degree in the field. Only 14.78% of teachers hold a master's degree in the field. While 13.91% have a PhD in the field and 2.90% have a professor as a credential. From research to the field ICT plays a key role in addressing the shortage of qualified teachers at the University of Rwanda. Crucial data for this study came from students at the rate of 63.19% while staff and faculty staff 36.81%. This is due to the dairy issues dealt with by the students, staff and lecturer.

Descriptive statics on increasing the rate of students' enrollment

	N	Mean		Std. Deviation
	Statistics	Statistics	Std. Error	Statistics
Increasing the rate of university student enrolment	345	4.2319	.04676	.86845
Increasing the number of graduates considerably within the university.	345	4.3565	.04096	.76087
Enabling the students to learn effectively in the crisis period like pandemics of COVID 19	345	4.2986	.04366	.81099
Supporting students from various geographical isolation and economically disadvantaged communities	345	4.3159	.04311	.80073
Supporting the secondary school graduates who are not admitted to university to access tertiary education with good academic results	345	4.2725	.04406	.81837
The students get sufficient knowledge, skills and attitudes to contribute to socio-economic development	345	4.2638	.04373	.81233
Valid N	345			

Source: Field Data Research, 2022; Note: Strongly disagree = [1-1.8 [=Very low average; Disagree= [1.9-2.6]=low mean; Neutral= [2.7 - 3.4]=moderate average; Agree= [3.5-4.2]=Medium High; Completely agree = [4.3-5 [= Very high average.

The above results showed that most of the students surveyed agreed that seven options contribute positively to student enrollment in the University of Rwanda (UR), through the effective integration of ICT and distance learning to higher education students. These options include: Increase the enrollment rate of university students $\mu = 4.2319$ and $STD = .86845$. Significantly increase the number of graduates within the university. $\mu = 4.2319$ and $STD = .76087$, Enabling students to learn effectively in times of crisis like the COVID 19 pandemics $\mu = 4.2986$ and $STD = .81099$, Supporting students from various isolated regions and economically disadvantaged communities $\mu = 4.3159$ and $STD = .80073$, Support high school graduates who are not admitted to university to access higher education with good academic results $\mu = 4.2725$ and $STD = .81837$, Students acquire sufficient knowledge, skills and attitudes to contribute to socio-economic development $\mu = 4.2638$ and $STD = .81233$.

Descriptive statistics on financial expenditure

	N	Mean		Std. Deviation
	Statistics	Statistics	Std. Error	Statistics
Shrinking the gap of shortage of lecturer's academic qualifications in the university of Rwanda.	345	4.3652	.03717	.69043
More efficient use of limited resources while improving the quality of education.	345	4.3130	.04107	.76286
Reduction of booklets and papers of assessment for university distance learning.	345	4.3391	.04220	.78378
Effective teaching and learning for Rwandan university in distance learning	345	4.3362	.04373	.81233
Reduction of physical textbooks in university distance learning	345	4.4000	.03838	.71284
Shrinking the difficulties faced by distance learning librarians of the university.	345	4.3478	.04046	.75147
Reduction of consumables laboratories equipment for university distance learning.	345	4.4000	.03816	.70875
Valid N	345			

Source: Field Data Research, 2022; Note: Strongly disagree = [1-1.8 [=Very low average; Disagree= [1.9-2.6]=low mean; Neutral= [2.7 - 3.4]=moderate average; Agree= [3.5-4.2]=Medium High; Completely agree = [4.3-5 [= Very high average.

The results in Table 4 show that most of the respondents agreed that the following 7 reductions in financial expenditure contribute positively to student learning at the University of Rwanda with a high average, such as: Reducing the shortage gap of academic qualifications of teachers at the University of Rwanda $\mu = 4.3652$ and $STD = .69043$, More efficient use of limited resources while improving the quality of education. $\mu = 4.3130$ and $STD = .76286$, Reduction of booklets and assessment papers for university distance education $\mu = 4.3391$ and $STD = .78378$, Effective teaching and learning for the Rwandan university in distance education $\mu = 4.3362$ and $STD = .81233$, Reducing physical textbooks in distance university education $\mu = 4.4000$ and $STD = .71284$, Reducing the difficulties faced by distance university librarians $\mu = 4.3478$ and $STD = .75147$, Reducing consumables

laboratory equipment for distance university education $\mu=4.4000$ and $STD=.70875$. Similarly, UNESCO (2014) the key factor that undermines the quality of education is insufficient financing of the education sector. However, it is very important to note that in some circumstances higher education expenditure does not imply that good students are learning as they should. On this point, Hanushek (1981) states that the increase in education expenditure only bears the expected fruits when the education system has the capacity to use it effectively.

Descriptive statistics on administrative and academic aspects

	N	Mean		Std. Deviation
	Statistics	Statistics	Std. Error	Statistics
The students receive adequate tutorials as a support system for university distance learning.	345	4.2609	.04502	.83618
Play key role in scientific and academic research for university distance learning.	345	4.3014	.04389	.81528
The creation of various opportunities for institutions to communicate and provides easier access to more comprehensive and up-to-date information for university distance learning.	345	4.2899	.04354	.80877
The calculation and storage of various records such as exam results, grades for university distance learning.	345	4.3072	.04261	.79136
The Study materials are prepared and delivered to students on time for university distance learning.	345	4.3159	.04232	.78607
The communication is clear and quick from the school administrator to the students in distance learning.	345	4.3391	.04159	.77257
Valid N	345			

Source: Field Data Research, 2022; Note: Strongly disagree = [1-1.8]=Very low average; Disagree= [1.9-2.6]=low mean; Neutral= [2.7 - 3.4]=moderate average; Agree= [3.5-4.2]=Medium High; Completely agree = [4.3-5]= Very high average.

The results in the above Table , showed that most respondents agreed that the following 7 academic and administrative aspects contribute positively to student learning at the University of Rwanda with a high average, through effective use of ICT and distance learning, such as: Students receive adequate tutorials as a support system for distance university education $\mu=4.2609$ and $STD=.83618$, Play a key role in scientific and university research for university education distance $\mu=4.3014$ and $STD=.81528$, The creation of various opportunities for institutions to communicate and facilitate access to more complete and up-to-date information for university distance education $\mu=4.2899$ and $STD=.80877$, The calculation and storage of various records such as exam results, grades for distance university education $\mu=4.2899$ and $STD=.79136$, Study material is prepared and delivered to students in time for distance learning university $\mu=4.3159$ and $STD =.78607$, Communication is clear and fast between the school administrator and the students in distance education $\mu=4.3391$ and $STD = .77257$.

The Regression analysis between ICT and distance education for university student learning: This section presents the results of the regression analysis relating to the establishment of the contribution of ICT and distance education to the learning of university students in terms of the increase in the rate of student enrollment within the University of Rwanda, reduction of financial expenditure at the University of Rwanda and contribution of ICT in education and administration.

Regression analysis of Student Enrollment Trend on University Student Learning: This section includes the model summary, analysis of variance, and regression coefficients. The results of three measures helped the research conclude whether ICT and distance education contributed to the increase in student enrollment at the University of Rwanda (UR).

Table 5: Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.632 ^a	.399	.249	.07915

The results on the primary data indicated that the predictor variables could explain much of the movement of the dependent variable, as shown in Table 5. The R squared was 39.9%. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have an effect on the dependent variable. The results show that the independent variables (ICT and distance education) have the contribution of 39.9% of the variation in the level of the increase in student learning within the university, as explained by the R2 adjusted by 0.399, which shows that the model which is a good contribution.

Table 6 : Analysis of the Variance of the Contribution of ICT and Distance Education to the Trend of Student Enrollment.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.017	1	.017	2.654	.179 ^b
	Residual	.025	4	.006		
	Total	.042	5			

This test is driven by the F statistic of Table 6 which indicates that its p-value of 0.179 is greater than α of 5% for the coefficient of each variable, therefore statistically insignificant different from zero. This meant that at the 5% level of insignificance, the study rejected the null hypothesis and inferred that the targeted independent variables were jointly statistically insignificant in predicting the value of changes in increased enrollment. from college students to university students learning through ICT and distance learning. Based on the above results, the study concluded that the independent variables contribute insignificantly to the dependent variable.

Table 7 : Regression Coefficient of Contribution of ICT and Distance Education to Student Enrollment Trends.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-.904	3.267		-.277
	Students enrollment trend	1.241	.762	.632	1.629

The results in Table 7 revealed that there was a positive and non-significant relationship between the independent variable and the dependent variable ($\beta = 1.241$ p-value > 0.05). This means that one unit of change in both variables increases by 1.241 units while remaining constant. Moreover, there was a positive and insignificant relationship between the increase in the rate of students and the students learning at the university.

$Y = 1.241X_1 - 0.904$; Where: Y: refers to factor 2 as the dependent variable (student learning) and X 1: refers to factor 1 (ICT and distance education for increasing student enrolment)

Regression analysis on student financial expenditure on university student learning: This section includes model summary, analysis of variance and regression coefficients. The results from three measures helped the research to conclude whether ICT and distance learning has contributed on the reduction of financial expenditures in the university of Rwanda (UR).

Table 8 : Summary of the model for the contribution of ICT distance learning to the reduction of financial expenditure for student learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584 ^a	.342	.210	.10426

a. Predictors: (Constant), financial expenditures)

The results on the primary data indicated that the predictor variables were able to explain much of the movement of the dependent variable, as shown in Table 8. The R squared was 0.342. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have a contribution on the dependent variable. The results show that the independent variables (ICT and distance education) have a contribution of 34.2% of the variation in the level of student learning support in terms of financial expenditure, as explained by the adjusted R² of 0.342, which shows that the model is a good improvement.

Table 9: Analysis of the variance of the contribution of ICT and distance education to the decrease in financial expenditure of university students in apprenticeship.

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.028	1	.028	2.593	.168 ^b
	Residual	.054	5	.011		
	Total	.083	6			

This test is driven by the F statistic of Table 9, which indicates that its p-value of 0.168 is greater than α of 5% for the coefficient of each variable, thus statistically insignificant different from zero. This means that at the 5% level of insignificance, the study rejected the null hypothesis and inferred that the independent variables studied were jointly statistically insignificant in predicting the value of changes in the reduction in financial expenditure for university students learning through ICT. Based on the above results, the study concluded that the independent variables contribute insignificantly to the dependent variable.

Table 10: Analysis of coefficients on the contribution of ICT and distance education to financial expenditure decreases in university student learning.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.337	5.558		2.400	.062
Dépenses Financières	-2.053	1.275	-.584	-1.610	.168

The above results revealed that there was a negative and non-significant relationship between the independent variable and the dependent variable ($\beta = - 2.053$ p value > 0.05). This means that one unit of change in both variables decreases by 2.053 units while remaining constant. Additionally, there was a negative and insignificant relationship between reduced student spending and students learning in college.

$Y = - 2.053 X_1 + 13.337$; Where: Y: refers to factor 2 as the dependent variable (student learning) and X1: refers to factor 1 (ICT and distance learning in reducing financial expenditure)

Regression analysis in the academic and administrative aspect on the learning of university students: This section includes the model summary, analysis of variance, and regression coefficients. The results of three measures helped the research conclude whether ICT and distance learning contributed much more to the administrative and academic aspect in the selected colleges of the University of Rwanda (UR).

Table 11: Summary of the regression model for the contribution of ICT and distance education in academic and administrative aspects to student learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.420 ^a	.176	-.030	.09267

a. Predictors: (Constant), Aspect Administrative and Academic

The results on the primary data indicated that the predictor variables were able to explain much of the movement of the dependent variable, as shown in Table 11. The R squared was 0.176. Based on the regression model, the study tested the hypothesis that the predictor variables collectively have a contribution on the dependent variable. The results show that the independent variables (ICT and distance learning) have a contribution of 17.6% of the variation in the level of support for students in the Administrative and Academic Aspect, as explained by the adjusted R2 of 0.176, which shows that the model is a good contribution in the study.

Table 12: Analysis of the variance of the contribution of ICT and distance education in the academic and administrative field in the learning of university students.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.007	1	.007	.854	.408 ^b
	Residual	.034	4	.009		
	Total	.042	5			

This test is driven by the F statistic of Table 12 which indicates that its p-value of 0.408 is greater than α of 5% for the coefficient of each variable, therefore statistically insignificant different from zero. This means that at the 5% level of insignificance, the study rejected the null hypothesis and

inferred that the independent variables studied were jointly statistically insignificant in predicting the value of changes in administrative aspect support. and academic to the learning of university students. Based on the above results, the study concluded that the independent variables contribute insignificantly to the dependent variable.

Table 13: Analysis of the coefficients on the contribution of ICT and distance education in the academic and administrative field in the learning of university students.

Model		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-1.614	6.526		-.247
	Aspect Administrative and Academic	1.402	1.517	.420	.924

The results in Table 13 revealed that there was a positive and non-significant relationship between the independent variable and the dependent variable ($\beta = 1.402$ p value > 0.05). This means that one unit of change in both variables decreases by 1.402 units while remaining constant. Furthermore, there was a positive and insignificant relationship between ICT support in the academic and administrative aspect and students learning at university.

$Y = 1.402X_1 - 1.614$; Where: Y (refers to factor 2 as dependent variable (student learning)) and X 1 (refers to factor 1 (support of ICT in academic and administrative aspects))

Table 14: Descriptive statistics for students learning within university

	N	Mean		Std. Deviation
	Statistics	Statistics	Std. Error	Statistics
The students receive adequate tutorials as a support system for university distance learning.	345	4.3391	.04119	.76501
ICT plays key role in scientific and academic research for university distance learning.	345	4.5565	.03569	.66286
The creation of various opportunities for institutions to communicate and provides easier access to more comprehensive and up-to-date information for university distance learning.	345	4.3043	.04450	.82660
The calculation and storage of various records such as exam results, grades for university distance learning.	345	4.4377	.04032	.74886
Study materials are prepared and delivered to students on time for university distance learning.	345	4.4464	.03799	.70558
The communication is clear and quick from the school administrator to the students in distance learning.	345	4.4203	.04147	.77019
The graduation and qualification for students' distance learning program delivered on time.	345	4.2006	.04950	.91817
Valid N	345			

Source: Field Data Research, 2022

Note: Strongly disagree = [1-1.8 [=Very low average; Disagree= [1.9-2.6[=low mean; Neutral= [2.7 - 3.4[=moderate average; Agree= [3.5-4.2[=Medium High; Completely agree = [4.3-5 [= Very high average.

The results in Table 14 show that most of the students surveyed agreed and strongly agreed that students at the University of Rwanda (UR) make a great

contribution to learning. These options include: Graduation and qualification for the student distance learning program are delivered on time $\mu=4.3391$ and $STD=.76501$. The results are explained by the fact that money is the first condition to be fulfilled in order to obtain a university qualification. This means that, whenever you do not pay tuition, you cannot go to university to obtain the degree. These results contradict those of Kabubo-Mariara and Mwabu (2012) who concluded that ICT and distance education contribute much more to reducing the family economy. Also, the National Institute of Statistics of Rwanda (2019) indicates that the highest degree holder in Rwanda is still high (38.2%) although there has been a continuous increase. The Student achievement is relatively high within the university $\mu=4.5565$ and $STD=.66286$, Student engagement in their learning within the university is very high $\mu=4.3043$ and $STD=.82660$, Motivation of students in their learning within the university is very high $\mu=4.4377$ and $STD=.74886$, Students have positive attitudes towards their learning within the university $\mu=4.4464$ and $STD=.70558$, Increased portability training for students within the university $\mu=4.4203$ and $STD=.77019$, The student dropout rate is relatively very low $\mu=4.2006$ and $STD=.91817$.

Discussion

As stated earlier, Following the findings mentioned above, Majority of respondents responded that ICT and distance learning program play a key role in enabling students to learn effectively in times of crisis like COVID pandemics 19, support students from diverse geographic isolations and economically disadvantaged communities. The contribution of ICT to the reduction of financial expenditure is to be highlighted as Reduction of booklets and assessment papers for distance university education, Reduction of physical textbooks, Reduction of difficulties faced by distance education librarians of I 'university. This finding is partially supported by Raamesh (2012) who found that the size of the school library in terms of staff and the books it contains is strongly related to students learning to read. Reduction of laboratory equipment consumables for distance university education. Findings supported by Khawla and Abdul (2010) who linked laboratory experiments with student learning. In addition, the majority of respondents agreed and strongly agreed that they receive adequate tutorials as a support system for distance university education, in science and academic fields. Research for distance university education, creating various opportunities for institutions to communicate, and providing easier access to more complete and up-to-date information, study materials are prepared and delivered to students in time for teaching distance education. Following the obtained results, the majority of respondents strongly agree that student learning within the university is perfect as graduation and qualification for the distance learning program of students are delivered on time, student engagement in their learning within the university is very high, student motivation in their learning within the

university is very high, students have positive attitudes towards their learning within the university. This is supported by the fact that the new era of computer application technology has helped students to work actively than individual students working alone without a computer and regularly attending class (Ames, 2012). The increased portability of training for students within the university and the student dropout rate are relatively very low.

Conclusion

As per the above findings, it was concluded that in this era, ICT plays an important role in various activities, as stated earlier, the study concluded that ICT and distance education have a significant contribution on the learning of students in selected public colleges of the University of Rwanda. Overall, the study concluded that ICT has a significant contribution to increasing student enrolment, reducing financial expenditure in teaching and learning, supporting administration and academic matters at the University of Rwanda. After the genocide that occurred in Rwanda in 1994, which negatively affects the Rwandan country due to all the damaged sectors like education and others, the reconstruction of the country is therefore a long process, for example, our education sectors are facing many challenges like shortage of qualified teachers, shortage of teaching materials, classrooms, textbooks, etc. Thus, the integration of ICT and distance learning has contributed much more to the retention of students at the university level, helping to reduce financial expenses and supporting administrative and academic matters at the University of Rwanda. It has also supported high school graduates who are not admitted to university to gain access to higher education with good academic results, thus reducing the shortage gap of academic lecturer qualifications at the University of Rwanda.

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THE INFLUENCE OF FIRST LANGUAGE TO THE SECOND LANGUAGE IN TEACHING AND LEARNING KISWAHILI IN SECONDARY SCHOOL IN GAKENKE DISTRICT

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Abstract

Previous studies investigated the influence of mother tongue on teaching and learning second language. Influence of L1 to L2 can be similarity, interlanguage and interference. This study was conducted in secondary schools in Gakenke District to investigate the influence of Kinyarwanda on teaching and learning Kiswahili. This study was guided by Sociocultural Theory by Vygotsky (1978), and the theory of first language (L1) and second language (L2) learning by Weinreich (1953). Therefore, Kiswahili has been introduced in Rwanda since 1979 after signing agreement between Government of Rwanda and the United Republic of Tanzania. The aim of this paper was to establish to what extent does the first language influence negatively while teaching and learning a second language. In this study, different tools were used to gather information, whereby purposive sampling for interviews was used to select groups of respondents to be interviewed and classroom observation was used too. The obtained results showed that most of the time second language teachers interact with students, using first language in order to help learners as well as saving time. This study also found out that, students tend to confuse Kiswahili and Kinyarwanda because, both of them have some similarities. As a result, we noticed that, there was a serious problem of limited exposure to foreign languages. Despite all the challenges mentioned above, teachers claimed that, they are trying to cope with the demands of the new language policy, whereby new strategies have been put in place so as to encourage students to make their efforts in linguistic learning activities to attain educational objectives.

Keywords: *first language, second language, teaching and learning, interlanguage, interference.*

Previous studies investigated the role of a language in communication globally. This is because of people's movement all over the world. Thus, those movements are increasing, where different people need to collaborate more (Hamers & Blanc 2000). Thus, knowledge about more than one language has become a vital aspect for becoming successful in this current world. It is in this regard, Rwandan Government introduced foreign languages in its Education. Among the introduced language, Kiswahili is included since 1979. This was done owing to the agreement between Rwandan Government and United Republic of Tanzania. Rwanda admitted

Kiswahili but became an official language since 2017. Other languages are English and French. Generally, it is known that, when students are exposed to new language early, they learn easily (Piaget & Inhelder 1969). That is why the Government of Rwanda introduced Kiswahili in secondary schools. It was also encouraged by the East African Community, whereby Kiswahili has been chosen as the community language for the integration of the citizens of countries, which are members of the community. Therefore, there are different studies conducted basing on the integrative theories of communication competence (Canale & Swain, 1980).

The curriculum designed by Ministry of Education, through Rwanda Education Board for secondary schools (REB, 2015), Ordinary level (senior one to senior three). Kiswahili is taught two periods per week. Whereas, it is taught in Advanced level (from senior four to senior six in linguistic combinations) six periods per week and yet the students' proficiency in Kiswahili is still at lower level. According to Weineich (1953) "The theory of first language (L1) and second language (L2) learning". The theory focusses on interference, that occurs while speaking. However, this study was conducted in secondary schools in Gakenke District in order to investigate the root cause of that problem, and evaluating the influence of first language in learning the second language.

By reviewing literature and analyzing the collected data, this paper aims to assess the causes of influence and find whether, there are problems encountered by the teachers and students during teaching and learning process. This study also explores how both teacher and learners strive to cope with the use of Kiswahili as one of the four official language used in Rwanda. It also marked the strategies to be relied on, for teachers and students and even suggesting ways to improve.

Statement of the problem

Teachers and students have shared responsibilities in teaching and learning process. That is why the activity of assessing the achievement of the process, always include both sides. As a result, through classroom observation, and evaluating students' proficiency in Kiswahili, we noticed that, students in Gakenke District have no ability to use Kiswahili. After assessing their attitude about Kiswahili and making a follow up, we also recognized that, there is Kinyarwanda influence occurred in Kiswahili class. This is considered as the main cause of the problem.

The issue is all about the similarity between those two Bantu languages. This is because, these languages have a close relationship due to their Bantu origin. It is the key to linguistic challenges because, some words pronounced alike. Others are written similarly even if, their meanings are different. This makes students think and feel Kiswahili to be a version of Kinyarwanda. Meaning that, there is no need to pay much attention on it. Rwanda is a country located in East African region, where its people use one language to communicate all over the country. Thus, to be integrated

in this today's world, Rwanda decided to introduce new languages, including: English, French and Kiswahili so that, Rwandese can be exposed to the global market. The process of teaching and learning these languages differs from one another. Particularly Kiswahili has got a big challenge in terms of being taught and used in linguistic environment of Kinyarwanda. After these languages come into contact, the challenge of linguistic interference also comes. This situation challenged much the students because most of the time, Rwandan students use their mother tongue in their everyday communication at home and even at school.

This kind of interference always brought confusion and became the source of students' failure in Kiswahili, particularly in making meaningful sentences in writing, speaking as well as understanding the meaning. However, teachers are asked to always clarify taught content to students by helping them. They have to show them the difference between those two languages because they acquire it later compared to the other official languages. That is why, teachers must provide to them sufficient time to practice what they have learnt in classroom because, it is not easy for them to find a room for practice after school hours.

Regarding, linguistic interference, Mackey, (1976 :414) defines it as the use of some element of a language, while speaking or writing. In addition to that, the interference varies quantitatively and qualitatively from bilingual to bilingual and little by little become absolutely language mixture. Francis Debyser (1970 :34-35), defines the interference according to three points of view. First, it can be seen as contamination (psychological view). Secondly, it can be defined as bilingualism accident caused by two languages, comes into contact (linguistic view) or similar errors encountered by the learners related to their mother tongue (pedagogical view). These errors cause effect for language in all domain: phonetic, morph-syntax, lexicosemantic and cultural.

Therefore, linguistic interference is the root cause of failure (incompetent) and it is the negative influence of mother tongue on learning the second language. After realizing that, the problem is the interference between L1 and L2, we decided to investigate the situation by conducting this research in order to find answers for the questions that raised in terms of using Kiswahili, improving its usage, the methods or approaches that can contribute to liberate learners and teachers from being interfered and influenced by their first language while teaching and learning Kiswahili language.

Thus, this research aimed at improving the use of Kiswahili language in secondary schools in Gakenke District. Through giving students enough time to familiarize with Kiswahili, making practices, using teaching and learning materials that help in understanding, should be emphasized. The main focus is all about finding out the influence of mother tongue to Kiswahili language, attitude of students towards second language and finding ways of improving.

Research objectives: To show negative influence of Kinyarwanda to the activity of teaching and learning Kiswahili; To establish strategies for improving Kiswahili language usage among students; To show reliable approach to be adopted while teaching and learning Kiswahili.

Research questions: What is negative influence of Kinyarwanda to the activity of teaching and learning Kiswahili? What are strategies for improving Kiswahili usage among students? What are reliable approaches to be adopted while teaching and learning Kiswahili?

Literature Review and Theoretical framework: This section consists of operational definitions, the causes of interference between two languages and strategies to overcome this problem of being influenced by mother tongue in learning foreign language. This study is all about different views of the existing literature that, goes in line with the topic as researched by different scholars.

First language versus Second language

Mother tongue/ First language (L1): According to Tombeur, P. (2005) the mother tongue concept appeared in XIIth century from Latin medieval "Lingua materna". Linguistically, first language or mother tongue is defined as a language that is used in a native country and it is learnt by the speaker from childhood, during his/ her language learning, Dubois, J (1994: 266; 296). It is the language of first socialization, which is acquired in natural manner and spontaneously do not require any effort, regarding native subject. Meaning that, mother tongue concept is mainly connected with the language acquisition order by the speaker among a given linguistic community, where he/she is conceived as "the first language learner as native speaker, that immediately comes into contact with family environment".

Second language (L2): From the conception of Cuq, J.P. (2003), says that every non mother tongue is a foreign language, and mother tongue is preliminarily qualified as the first language. we deduct that due to learning order, second language is acquired after the first language of the native speaker. In other words, the L2 is defined in opposition of the L1. This implies that, it is neither a language of first socialization nor inappropriate linguistic order. Apart from this, learning L2 requires much effort and the use of consciousness to foreign subject with an intention to learn L2, Benamar, B. (2014, p.139-158). This means that for Rwandans, Kiswahili is the second language that is acquired differently compared with Kinyarwanda.

Influence of first language for the second language: Influence means to have an effect on a particular situation and the way that it develops (Turnbull, J. et al, 2010). First language is acquired in family environment rather than school environment and it is learned naturally, while the second language is acquired in the school environment with a facilitator. To remove cases of inter-comprehension, the teacher may refer to the mother tongue in order to confirm that the learners have understood what was being taught. The use of L1 in teaching L2 is a question, which has been discussed

on, in different researches. Eddy, R. (1980, p. 54), says it may occur that, the L1 can be a barrier on acquiring the L2. Referring to L1 known as indispensable in case of methodology, is forbidden to be used in L2 class in order to avoid tendency of learners' anger, caused by referring to their L1. Regarding the influence of first language to second one, L1 can be a big help in L2 learning but the teacher must be careful for its usage because when used unnecessarily, can discourage learners.

Interference: According to Galison and Coste, (1976, p 291), psychologically the term interference means negative effect on one learning to another. In linguistic, there are obstacles that learners face and errors appeared in oral or in written production in the second language caused by their mother tongue (L1). We may observe different types of interference: phonological, grammatical, cultural and lexical as a result of misunderstanding of different cultures. Veronique Castellotti, (2001 p 39), considered it to be observed in a language class as an individual phenomenon, which is essential and negative frequently obtained as errors. In his Article, Jamet (2005: 38), said that a learner of a second language make errors entitled "wave interference", when he/she uses what comes from L1 system or if he/she uses the acquired knowledge in L2. This means language interference does not occur in the same manner; it depends on the individual capacity of acquiring. The errors encountered by learners during second language acquisition, are normal but becomes a problem when they are repeatedly appeared.

Interlanguage: The study about the acquisition process and development of psycholinguistic highlighted that, learners of a foreign language make errors of other categories, which cannot be attributed to the L1 but to the process of acquiring itself. Cuq, J.P. (2003), underlined that, language didactic designed by interlanguage, nature and specific structure of a targeted language system, internalized by a learner to a given stage. Interlanguage therefore, is a microsystem built by a learner from the acquired in first language and in target language. Several researches (Richards, 1971, Nemser, 1971, Serinker, 1972, Dulay and Burt, 1974, Corder, 1975, Buteau,1979) have proved that.

Apart from errors made because of L1, there are also errors, which are explained through the following factors, that are psychological, cognitive and socio-affective, and also with equivalent strategies (Richards, 1974), surrounded by various categories: overgeneralization, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized, misunderstanding of target language. At that title (Hamers, J.F. and Blanc, 1983; 361), underlined that, those errors are on their own not to mother tongue structure but to the generalization comes from partial exposition to the target language. From this, we can say that interlanguage is a stage of learning process that took place when a student is trying to use his/her knowledge of L1 to the L2 learning (knowledge transfer). But at this stage

a learner needs to be assisted and guided because when she/he is not supported well and become full engaged, it may result in ignorance and overgeneralization which is not good for L2 learner.

Factors that influence second language learning: Various linguists researched theories that establish differences and similarities of mother tongue and foreign language as well. According to Birdsong, (2006) the “Age” is an ongoing researched topics. Scientists in Neurology like Penfield and Roberts (1959), have insisted on learning age by saying “the younger the learner is, the quicker and easier language would be acquired”. Another factor that influence language learning is “Personality” (deals with individual and personal factors that contribute to L2 learning). Introverted or anxious learner develop slowly oral skills (Ellis, 1986; Patsy Lightbown, 2002). According to Richards (1985), there is also “Motivation” as a factor that shows the willingness of somebody engagement. Motivation as “the learner overall goal or orientation” was researched by Gardner and Lambert (1972). “Learning styles” is also a way of learning because strategies used in learning contribute more and help learners be interested as defended by Ellis (1986). This means there are various factors that contribute to L2 language learning which are age, personality, motivation and learning styles. By considering all these factors and taking into account them as joint components for L2 best learning, would benefit in L2 language learning.

Teaching technics or approaches that benefit second language learning: Mobility: Mobility refers to the activity of moving or travel from one place to another (Turnbull, J. et al, 2010). This means being flexible for doing something else. According to Levy and Stockwell, (2006), there are traditional approach for practicing to second language learner, but basing on the fact that development of science and technology can help to make differences to learning environment, should be highlighted. Therefore, the way students involve or interact with their colleagues and even the content, technology has a great impact on it. Technology can be used for motivating learners by attracting them through online courses, internet web pages (kahoot, Quizlet, You Tube, Socrative, PowToon) and some applications (Telegram, whatsApp) as well.

Pedagogical aspects: Teaching and learning process become effective when both teacher and learners are involved accordingly. Making this activity more attractive and fun help to achieve the objectives. When different learning strategies are always used, help teachers to relate students’ activities with their preferences. Today’s society of 21st century is running day to day after technology, that’s why instructors (teachers) have to design lessons, that encourage learning by using different sources and different devices.

Different Strategies for improving learning of second language: Learning second language requires some strategies to be employed to help in improving L2 learning. For over 40 years, extensive research had revealed the key role of language learning strategies in L2 (Cohen, 2014; Cohen &

Macaro, 2007; Griffiths, 2003,2015; O'Malley & Chamot, 1990; Oxford & Schramm 2007; Rubin & Thompson 1994). However, there is still a need for further research (Cohen & Griffiths 2015; Griffiths, 2015; Oxford, 2013), more qualitative studies and more implementation of TBLT (Task-Based Language Teaching) with LLS (Macaro, 2014) that intends to inform the field with new findings.

Language learning strategies: There has been a noticeable attempt aimed to explain Language Learning Strategies (LLS). After all, the struggle resulted in condensing the concepts as “set of specific, systematic and deliberated actions and thoughts that enhance learners’ performance and make their learning more effective through varied language learning tasks”, (Chamot, 2009; Griffiths, 2013; O'Malley & Chamot,1990; Oxford, 1990, 2013); self-management (Rubin 2001), learner strategies (Cohen & Macaro, 2007; Wenden & Rubin, 1987) and self-regulation (Dörnyei, 2005; Zimmerman, 2002) are alternative terms to learning strategies, being specific actions that learners take on their own to enhance their learning. According to Macaro, (2006) self-regulation means capable of doing many things competently. Self-regulation implies learners’ autonomy (Allwright, 1990; Holec, 1981) which undergo the process, includes motivation (Zimmerman, 2002), decision making and control of their own learning experience.

Learner Strategies: In short, learner strategies seem as measures taken by a learner of L2 in order to improve his/her learning. There is a set of strategies of language learning which serves as ways of using elements of language learned. Here are four sub-sets of strategies: retrieval strategies, rehearsal strategies, communication strategies and cover strategies. According to (Faerch and Kaspr, 1983; Tarone and Yule, 1989; Poulisse, 1990; Dörnyei and Scott, 1997; Kasper and Kellerman, 1997) communication strategies is highly considered as vital in language learning. Because it is viewed primarily as first-aid devices which help dealing with communication in L2. From this, we are adding that a learner him/herself is supposed to set measures of learning, because second language learning requires effort and commitment apart from what has done for the students.

Category of strategies: Apart from classifying these strategies focusing on learning and the use of L2 language, there are three other categorizations. According to O'Malley et al, (1985, p.582-584) divided learning strategies as follow: there is cognitive strategies (are mental based), Metacognitive strategies (based on planning, thinking and monitoring or comprehension) and Socio-affective strategies (concerned with interaction). On the other hand, Legendre, (2005), defined Strategies as an established plan of acquiring knowledge in order to develop ability that enable someone to be competent in a précised matter. It is mental operation, conscious and metacognitive and it is interpreted by controlled and auto regulated actions. Therefore, there are two categories of learning strategies which are: direct and indirect. The first one is Direct strategies which rationalize

remembering. On memory concern with (mental association, model, gesture usage or sensation to keep or to evoke remembrance); compensation deal with (asking help, referring to L1, avoid, discover, and paraphrase); cognitive (transformation, repeat, contrastive analysis between L1 and L2, note taking and emphasize). The second is Indirect strategies which display everything which attract. About metacognitive it concerned with (organize learners learning, seek to practice L2 and self-evaluation); Affective (refer to making relax, auto encouraging and verbalize difficulties); Social (refer to asking question, collaboration to tasks, developing learner comprehension to others in L2 culture).

Theoretical framework

This study was guided by two theories. The first is Sociocultural Theory by Vygotsky (1978), for him language development refers to social interactions because L2 learner needs to make conversation with other speaker of the target language. Hence, this theory focus is about the intermediate conversation which help learner to internalize the acquired knowledge (Cook, 2008b). the second with Weineich (1953) “The theory of first language (L1) and second language (L2) learning”. The theory focusses on interference, that occurs while speaking. These theories show that a language is learned through interactions with other speakers of the language. And while speaking the second language, the interference may occur but it is normal to every learner of foreign language.

Methodology

This section consists of steps and methods used to make the research achieve reliable and valid results. It highlights research methodology employed to collect data that intend to improve learners’ proficiency in Kiswahili and evaluate the influence of Kinyarwanda to Kiswahili language as a second language. The population in this study involved all teachers of Kiswahili of the selected schools investigated and the students of advanced level (senior four, five and senior six) combination of languages. Teachers and students involved in the study were selected randomly from each school.

About the selection of students and teachers to be interviewed in the focus group interviews, were selected through purposive sampling by considering those who are expected to have the needed information. Olivier, (2006) defined purposive sampling as a form of non-probability sampling in which decisions regarding the individuals to be included are decided by the researcher by considering various criteria. Data collection in this study involved classroom observations and focus group interviews schedule. It explores the influence of mother tongue (Kinyarwanda) on teaching and learning Kiswahili language in secondary schools in Gakenke District.

Focus group interviews and Classroom observation: According to Best and Khan (1986), in a qualitative study interviews may yield the advantage that by building a relationship which the interviewees the interviewer is able to get some confidential information which they might be reluctant to express

through writing. This is particularly true for focus group interviews. Ho (2006), claims that the focus group can encourage respondents to open up and talk freely about what they do in their language. In this study two focus group interviews from two schools whereby 12 students (four in each class) were participated from each school. The interview was guided and prepared, the two focus group interviews were selected randomly on both sides of students and teachers. Interviewees responded different questions regarding the research.

According to Dörnyei (2007), he claims that classroom observation provides more direct information than self-reported accounts. Basing on this, in this study classroom observations also were conducted. Furthermore, the observation serves to collect objective (real) information because the researcher observes (sees) the behavior as it is rather than relying on self-report as the primary source of data Mugenda & Mugenda, (2003). In this study, classroom observation was carried out accordingly whereby both teachers and students' involvement in the action were analyzed through classroom observation. The main objective of the observation was to see how or to what level do the teachers influenced by Kinyarwanda while teaching Kiswahili and to what extent do the students interfered with Kinyarwanda while speaking Kiswahili. The information found through classroom observation were supplementing other gathered information to the study.

Findings from interviews

Interview was used as a tool of collecting data. Different teachers in different levels were interviewed after teaching whereby the lessons had been taught at the same time the classroom observation was taking place. During the interview, data were collected without recording but through note taking. All teachers interviewed at school A and B, agreed that Kinyarwanda influence more in learning Kiswahili. They continued saying that: "this is because Kinyarwanda and Kiswahili have some similarities, students tend to overgeneralize".

Data analysis revealed that in all schools investigated, students are influenced by Kinyarwanda and teachers sometimes use Kinyarwanda (L1) in class of Kiswahili (L2) to help learners understand and save their time. One teacher among the interviewee at school A, goes on and mention different reasons that limit Kiswahili proficiency. He expressed it as follow:

"My point of view about the influence of Kinyarwanda to Kiswahili is that; Kinyarwanda as mother tongue (L1) is spoken by every Rwandan. Means we started speaking Kinyarwanda since we were born. In addition, it is used in our everyday life, when it comes in class learners are not able to limit their habit of Kinyarwanda usage. Especially when they compare the two language, by considering some aspect like writing structure, pronunciation of some words, words meaning alike, learners become confused and overgeneralize it. For example:

Writing structure

Meanings

Kiswahili:	<i>mlima</i>	} a large mass of earth rising above. land that is used for agriculture. separate parts of a building.
Kinyarwanda:	<i>umurima</i>	
Kiswahili:	<i>Chumba</i>	
Kinyarwanda:	<i>Icyumba</i>	

All these result in lack of Kiswahili proficiency. When you consider this, you may say these are among the main cause that hinder Kiswahili proficiency” (Teacher 1).

However, considering what this respondent has said, it is a common problem especially in rural area whereby a language is learned and used at school only. This is because many people in rural area use mother tongue (Kinyarwanda) and others are not able to communicate in any other language rather than Kinyarwanda. In addition to this, people living there are always the same (no foreign people used to live there) which means there is no reason for using other languages. This research revealed that in some schools, students claimed that they do not learn Kiswahili in Ordinary level (Senior one to senior three) whereby it is replaced by other subjects even though it is found on timetable. Other schools do not have qualified teacher of Kiswahili, and assign it to other language teacher not for the sake of teaching it but for the arrangement of increasing a number of periods on timetable.

Another respondent (teacher from school B) was asked to take into account what was said above, and suggest what should be done, and answered as follow: “I am experienced and qualified teacher of Kiswahili at this school since 2016, our students are native speaker of Kinyarwanda and yet they need to acquire other languages with their culture for integration. Even though it is necessary but still we are Rwandan. This means that influence of our mother tongue will always be there affecting other languages acquisition either positive (knowledge transfer) or negative (barrier) depends on how it is manipulated. What could be done for better learning second language including Kiswahili, the first is to increase a number of periods in order to help learners to have enough time for internalizing the acquired knowledge through interaction (especially in Ordinary level). Second is using meaningful teaching aids for being clear for the students to understand and get rid of interference, especially for beginners. The third, is the use of debate for encouraging students’ interaction in terms of using the acquired knowledge (especially for Advanced level students and invite all the rest to attend). Lastly, it is focusing on target language while teaching instead of switching or explaining using other language” (Teacher 2).

On the other hand, students highlighted the obstacles that they faced during learning Kiswahili. They claimed that they get no clear understanding when Kiswahili is used only; they cannot teach or help each other because they do not have enough knowledge about it. They said that almost all teachers in Kiswahili class use Kinyarwanda too for explanations; they learn it two periods (Ordinary level) per a week. This affect them because for example;

when the first period is on Monday and the second on Friday, it is not easy for them to remember what was learned on the previous day. For advanced level students, who are supposed to have proficiency in Kiswahili, claimed that they do not have different kind of books to read for them to increase their vocabulary, some students are not motivated to use Kiswahili; others are always using Kinyarwanda instead of other official language.

After highlighting all the obstacles, they have also suggested what should be the answer for their better learning. They suggested teachers to use clear examples linked with explanations, teaching aids that motivate learners and regular revisions should be emphasized. Extra curricula activities that recall the acquired knowledge element, and engaging students for their full involvement in learning. Concerning the books, we have made a conversation with Librarian to verify if the information given was true, and the answer was as follow: "I am a Librarian in this school since 2018, from that time among the books that were recorded in the library and even among what I have received from REB (Rwanda Education Board), books of Kiswahili, are not many compared with other subject books. And then there is no dictionary of Kiswahili in this school". (Librarian)

Finding in observation

Through classroom observation, we come to know that some teachers do not use any teaching aids, others do not use appropriate teaching materials while others are not qualified. Not only that but also they tend to mix Kinyarwanda while teaching and learning Kiswahili. During the observation, we discovered that teaching materials are not sufficient whereby there are schools which do not have books and even where they are few. For example, one among the selected schools, class S4 they do not have any copy of S4 books, no dictionary of Kiswahili in the whole school.

Conclusion

This study focused on the influence that the first language has to the second language learning. Today, being bilingual is a key aspect for becoming successful in different domain of life. Considering the main objective of this study, and basing on the findings of the study regarding the influence of first language (Kinyarwanda) in teaching and learning Kiswahili (second language) in Gakenke district. We have found out that through interactive learning and effective use of teaching materials with integrating ICT tools (to motivate learners); can impact and improve the use of Kiswahili language. Furthermore, all the activities should be related to the target languages in order to get rid of influence and interference that occur during speaking and even in the activities of teaching and learning the second language learning.

According to teachers, learners are more influenced by Kinyarwanda. Mostly in day schools, foreign languages are used while they are at school. This means that in their families it cannot be easy to use foreign language. However, they should be given enough time to internalize what was learnt.

It was established that second language (L2) learners can make errors in speaking not because of mother tongue but also because of generalization which lead to insufficient proficiency in Kiswahili.

Recommendations

In order to liberate our learners from being influenced by Kinyarwanda in learning Kiswahili, we recommend REB (Rwanda Education Board) to increase a number of printed books (especially for rural schools which do not even access online books, because there are school with no infrastructure, no power), providing teachers of Kiswahili to schools where are needed. Teachers are recommended to use ICT tools to motivate learners; use of meaningful teaching aids (familiar with learners), which help learners to understand clearly; to employ interactive learning in target language; to encourage language clubs and facilitate them. Learners are advised to try their best to learn the second language for its proficiency, to get rid of overgeneralization while learning Kiswahili.

According to Piaget, J. & Inhelder, B. (1969) when a child is exposed to language early, learn easily. That is why we recommend MINEDUC (Ministry of Education) to introduce kiswahili from primary schools as well as other language then to high school. This would help to reduce the influence because students will be familiar with language early and be able to learn each language itself. From this study, teachers can limit the influence of first language on second language by identifying, clarifying, and interpreting the unacceptable forms of patterns in kiswahili. It has been established that learners of L2 influenced in various aspects such as writing, speaking, understanding, and reading. But on the other hand kinyarwanda (L1) can be a big help to learning kiswahili (L2) when it is well manipulated. Means where it is necessary because language share some skills. We can not say that mother tongue or first language is a barrier at all in laning kiswahili, by considering the influence it has, that is why I recommend futher research on that.

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**“A STUDY OF PROSPECTS OF WILD LIFE TOURISM
IN MADHYA PRADESH” WITH SPECIAL REFERENCE
TO HOSPITALITY FACILITIES**

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Abstract

Tourism Industry in India is one of the fastest growing industries in the country leading to a very high contribution in foreign exchange earnings along with a lot of internal movement also. In the past couple of decades it has been noticed that along with development of core tourism, the support system and complimentary system has also developed leading to means of employment generation. Increase in wildlife tourism in India has created jobs in a variety of associated sectors, both directly and indirectly. World Travel and Tourism Council states that India generated INR 19.1 trillion in 2019 which is equivalent to 11.6% of country's GDP. India ranks 7th in world in terms of its total contribution to the country's GDP. Tourism is an industry which is related purely to individual satisfaction and comfort more than anything else. UNWTO states that India stands 40th in the world by receiving 9 million international footfall in 2019. Almost 20 million all category people are now working in India's Tourism Industry. India's tourism is thriving, owing to a huge flow in both business and leisure travel by foreign and domestic tourists and is expected to generate approximately US\$ 300 billion by 2023. With an increase environmental awareness and pressure of urbanization people look forward to places which involve active outdoor recreation. Thus, national parks and sanctuaries have emerged as the favourite destinations nomenclature wild life tourism. The visitors to these national parks are people of all age groups. They are driven by the motivation to do something "adventurous". They look forward to a place of comfort which is relaxing and rejuvenating. The prime objective of study has been to understand the tourists expectations on various aspects of hospitality. The data was collected through interviews by convenient sampling. The study was conducted in the three leading wild life parks of central India i.e. Madhya Pradesh and they are Kanha, Bandhavgarh and Pench. The number of respondents including all reserves worked in as sample for the research is as follows: Tourists – 300 respondents; Hotels and Resorts – 90 respondents; Eateries – 75 respondents; Drivers – 60 respondents; Guides – 60 respondents; and Local Vendors – 60 respondents. Both quantitative and qualitative data was collected for analysis.

Keywords: *Tourism, Wild Life Tourism, Tourism Hospitality*

Celebrated Scottish novelist, Robert Louis Stevenson wrote, “It is not so much for its beauty that the forest makes a claim upon men's hearts as for that subtle something, that quality of air that emanates from old trees, that so wonderfully changes and renews a weary spirits.”

A vacation in forest should not only be filled with adventure and excitement but should also be without preconceived ideas or thoughts and open mind to receive natural surprises great memories from the nature to be cherished all the life to come. Every forest has something unique to offer and for everyone there is something sure to be of interest. A day's trip in wild would only give one preview of the treasures hiding in the forests. To soak up the sights and sounds of nature the stay should be for a minimum of two to three days.

From time immemorable India has been known for its hospitality and thus is tgemost sorted after place of tourism. India is known for tags like "AtithiDevoBhava"; "Padharo Sa"; and "DevAaye". A very famous dialogue quoted about Indian hospitality is, "Aapaaye to apnimarji se hai, par jayengehamarimarji se". Indian courtesy, warmth for the guests and grand hospitality has been known across the globe. Apart from these India's Wild Life Tourism, Aadhayatmic (Spiritual) Tourism, Medical Tourism, age long Ayurvedic Tourism, Historical Tourism or Religious tourism all have been reasons of anxiety and belief for people from across the globe leading them to visit India. These visits can be for varied interest like historic, religious, yoga, meditation, medical or even just like that to see a country with great unity in diversity of religion, beliefs, faith, culture, language, food, history of grandeur and mush more. But one reason which most of the visitors do have in their mind is to opportunity to get to see the Royal stripped tiger and king lion in flesh and blood. India has always been known as the land of Tigers and Snakes and Snake charmers. The wild life of the country brings happiness and delight for the people of all classes and ages. Thereasons why tourists prefer the Indian Parks and sanctuaries are varied like, the famous Kipling's "Moughli" who was a reality of the park of Pench;to hear the roar of Great Bengal Tiger; the White Tigers which are still matter of anxiety as to why are they white and so on are still a very exciting experience. Further whether it is the Great Lion at Gir or Rhinosouraus of Kaziranga all are a major reason of attraction for the tourists from across the globe. The Government promotes tourism through various programmes "Hindustan kaDil" for Madhya Pradesh; "Kuch din to GujariyeGujratmein" for Gujrat; North east Tourism and so on by the department of tourism. Pench at Madhya Pradesh every year organizes the "Moughli Week" celebration where children from various parts of the country come to participate in the various activities.

Because of the geographic location of the country India is blessed with the most suitable weather conditions round the year and most beautiful and exotic flora and fauna. The tourists apart from the natural aspect also enjoy the exotic traditional Indian food being served in the vicinity of the wild life parks and sanctuaries; the traditional ayurvedic therapies and messages for relaxation and rejuvenation; and the huge range of

handicraft and other products from the jungle or their replica. This has given opportunity to a huge numbers of skilled, semi-skilled and unskilled artisans and craftsmen and resultant a big industry in and around the parks and sanctuaries generating huge employment for the inhabitants.

Over the last two decades the footfall in all the wild life sanctuaries and parks of the country have grown many folds especially in the states of Madhya Pradesh, Gujrat, Rajasthan, Himachal Pradesh etc. Although tourists visit these areas regularly but there are pocket periods when this footfall is very high since during this period the parks and sanctuaries are open for tourists. Wild Life tourism is a sector which is majorly availed by people of a particular class and thus it contributes generating substantial foreign exchange. Data and statistics have shown that over the years the number of tourists both Indian and foreign have gone up by more than 200% and money spent has also gone up by almost 300%. This is directly or indirectly supporting the associated industries to flourish.

An important point to be noted is that off late a very big number of young adults are indulging into wild life tourism. This is mainly because of getting a job at an early age thanks to the BPOs / KPO's and other MNC's. Youth today have substantial disposable income. In this current hectic and mechanized working life even the people of young age wish to get a relaxing holiday. But since they don't get long leaves, they prefer destinations which are near, comfortable, different, relaxing, rejuvenating and most importantly natural. They wish to breathe in a place which is pollution free and healthy and nothing can be better than a wild life park or sanctuary which fulfill all the needs and is different from the routine holidays. It is also noticed that even the foreign tourist ensure spending a substantial time in Indian wild life parks. Reason stated have been the same as earlier discussed along with one more thing that they get to see the rare wild life which is not otherwise possible.

Literature Reviewed

Reading material from the earlier works done on the relevant subject supported the study. This included the works done by the references mentioned; research study done by Dr. Suhaas Kumar (2013), Dr. Barvekar S.G. (2012) and Dr. Mishra Y.K.(2013) for their doctorate on this subject and other study material from the University of Jabalpur, University of Indore, University of Bhopal, University of Gwalior, University of Amarkantak and University of Delhi. Annual Reports and their analysis, Project Reports, facts and figures, brief printed material from Madhya Pradesh Paryatan Office at Bhopal and other wild life locations has been very informative and useful. Apart from this, material from the national parks, surrounding hotels and resorts both M.P Tourism and private both have been very useful. Yadav M.L. and Tiwari S.K. (2014): "A study on working youths with special reference to tourism", mentions about the changes seen in the decision of the youths about their

tourist destination. It also analyses about the choices and preferences of the respondents from the different socio economic classes. Aswale T.K.and Mire M.G. (2015): “A study on Wild Life Tourism with special reference to generating employment and business opportunities”. The paper discusses about the potential jobs related to the tourism in India and the increase in the per capita income of the lower masses. Singh R.K. (2016): “A critical study on safe tourism in India – focusing on female tourists”. The paper discusses the opportunities generated for people of various categories in tourism industry. They also discuss about the security hazards and the problems created due to lack of awareness and the indifferent attitude people have about being cautious while travel. Ahmed Shakeel and Verma N.K. (2015): The authors detail about the reasons and characteristics leading to the growth of this sector. They also focus on the consistent growth the sector has been showing over the decade and the growing need of improving the artisans skills related to handicrafts. Pratabhan S.S. and Gupta J.K. (2014): The authors have worked majorly on the security aspects related to tourists. They have supported with lots of examples and data the fact that the foreign tourists safety and security in the country is of prime importance. They also discuss about the pattern and trend of their visit time, duration of stay, places of interest and purchase pattern. Development and Growth of Indian Tourism within the Country and Incoming Foreign Tourist (2016-17) – Report of Indian Tourism Development Corporation (ITDC)

Purpose of Study

India has a huge opportunity for development as tourism hub and although Wild Life Tourism is comparatively expensive but it is relished by people of specific taste. The basic purpose of study has been as follows: To understand practical problems of hospitality industry rather than on theoretical aspects; To obtain actual feedback of the end users so that the investigation is found useful for society and state agencies like NTCA, Madhya Pradesh Tourism Department etc; To identify means of improvement of the various hospitality facilities being extended for the growth of the wild life tourism in Madhya Pradesh; To study the working of hospitality providers and the assessment of success in the special context of Madhya Pradesh, so that other states are also benefited by the information and findings.

Sample and Methodology

The study was conducted in the three leading wild life parks of central India i.e. Madhya Pradesh i.e. Kanha, Bandhavgarh and Pench. In these areas there are facilities of lodging and boarding both provided by the MPITDC and other private business groups along with some local enterprises. In this study, “Primary data” will include the information collected through personal interviews from the Wild Life Tourism Office people, General Managers, Maintenance Officers and Operating

Personnels of the National Parks and the employees of the MP Tourism hotels, other private resorts and hotels around the national parks; local vehicle providers, various souvenir shops, local market vendors, guides of the parks, drivers of the forest department authorized vehicles, tourism department personnel, local tourism centers, shop keepers, eateries and employees at other places of holidays; and both Indian and Foreign tourists through convenient sampling. We will also have to consider “Secondary data” received from the various official and unofficial sources – published or unpublished viz.: universities, annual reports and their analysis, project reports, facts and figures, brief printed material from Madhya Pradesh Paryatan Office at Bhopal and other wild life locations which would be very informative and useful. Apart from this, material from the national parks, surrounding hotels and resorts both M.P Tourism and private both would be useful. The number of respondents including all reserves worked in as sample for the research is as follows: Tourists – 300 respondents; Hotels and Resorts – 90 respondents; Eateries – 75 respondents; Drivers – 60 respondents; Guides – 60 respondents; and Local Vendors – 60 respondents. These respondents were identified on convenient sampling basis.

Understanding of the Study

The study deals with the hospitality aspect of wild life tourism and the respondent category is divided into different kinds. Since all of them form a part of the hospitality they would be treated one by one for analysis before an interdependent analysis is made finally. The first most sought after respondents were the tourists Indians who were from various parts of the country and the foreign tourists who were from the various parts of the globe. These tourists were asked for information related as to how many days visit was planned by them; who were accompanying them; how did they travel to the place and how was the travel; how did they get to know about the booked place and variety. Apart from this there were questions related to how was there experience of safari; did they sight the most wished Tiger and how important was it for them to see him; how was the driver in terms of his ability to drive and know routes and network to sight the tiger; and the guide in terms of his knowledge about the flora, fauna and most importantly about the various animals and birds of the forest.

General Profile of the Respondents Indian Tourists:- Total 184

Gender	Males	Females				
	55%	45%				
Age	20-25	26 – 30	31 – 35	36 – 40	41 - 45	46 - 55
	12%	19%	28%	24%	11%	6%
Occupation	Govt. Service	Private Orgns.	Public	Business	Students	Retired
	12%	29%	11%	26%	8%	14%
Group / Family size	Single	Group / Family of 2-	Group / Family of 4	Group / Family of	Group/Family of >8	

		3		>4		
	36%	37%	12%	8%	7%	
House hold income	< 5 lacs	5 - 8 lacs	8 - 10 lacs	10 - 15 lacs	> 15 lacs	
	83	77	107	46	13	
Tourism Frequency	Monthly	Quarterly	Half Yearly	Yearly		
	22%	27%	19%	32%		

General Profile of the Respondents Foreign Tourists:- Total 146

Gender	Males	Females				
	52%	48%				
Age	20-25	26 – 30	31 – 35	36 – 40	41 - 45	46 - 55
	9%	13%	21%	27%	17%	13%
Occupation	Govt. Service	Private Orgns.	Public	Business	Students	Retired
	8%	31%	17%	19%	7%	18%
Group / Family size	Single	Group / Family of 2-3	Group / Family of 4	Group / Family of >4	Group/Family of >8	
	11%	23%	21%	18%	27%	
House hold income	< 5 lacs	5 - 8 lacs	8 - 10 lacs	10 - 15 lacs	> 15 lacs	
	23	22	19	21	15	
Tourism Frequency	Monthly	Quarterly	Half Yearly	Yearly		
	8%	26%	29%	37%		

There has been an increase in environmental awareness and pressure of urbanization. Now, urban masses look for new get away locations, where they can get involved in active recreation and an ambience which is thoroughly relaxing. Thus, national parks and sanctuaries have emerged as the favorite destinations for people of all classes, who wish to have a serene, memorable, peaceful and rejuvenating holiday. The Government of India initiated the 'new ecotourism and wild life tourism policy' which promotes tourism more as against the previous principle of 'for conservation only'. The policy, now, aims at increasing tourism by creating more services and facilities for the visitors to the protected areas and ensuring that the stay of the tourists becomes an experience for life time. Thus, there has been a constant increase in the number of visitors during the 'season' and also off season. The plastic and concrete life has changed the view point of the people, who now prefer places like wild life parks and sanctuaries, meditation centers or natural resorts, for their weekends and holidays. They call these places detoxifying centers. During the course of study it was found that there were a substantial number of visitors who were there inspite of not having received a booking for safari. These were people who were there just to enjoy nature and the natural surroundings. Although for tourists who were booked for safari for them sighting the tiger was critical, a big enthusiasm and reason to be there. They just wanted to see the king in flesh and blood. There were quite a few foreign tourists who were wild life photographers or where scholars

conducting research on various aspects of flora, fauna and animals in the forest. The photographers were reportedly perching up in the deep forest for days together for million dollar shots of the rare species which surprise with acts which are unpredictable and unique.

The respondents of this research also preferred wild life tourism for a few basic reasons as mentioned below: Wild life parks and sanctuaries now-a-days have developed in such a way that, they do not just provide a peaceful place to the visitors but also give them information and experiences of various ancient skills and culture; Wild life is very fast getting extinct and if they do not see it now they would probably will never be able to see it ever; People prefer a weekend travelling distance destination with a motive to spend their personal small quality time with family, friends or even alone in the natural surroundings, which is out of question in their small apartments and flats; They also look forward to these holidays as time spent on getting to see and know something they never knew. For eg; in most of the wild life park resorts they provide with authentic local food, regional dance, music and other cultural programmes, information on the place specific flora and fauna and other places of tourist or historical importance in the vicinity; The respondents also mentioned about wild life areas where they could see and feel the wild life. The flora, fauna, animals permitted to be close to and so on.

Respondents from hotels and resorts included employees from the MP Tourism hotel, hotels and resorts of private owners, cottages and traditional hotels. All were places with different amenities and facilities which also were related to the charges that asked for. The MP Tourism hotels were the most wanted hotels which have to be booked through either MP Tourism site or through the MP Tourism kiosks available at various points. Tourists also enjoy tree houses, bamboo houses and tents which are also available in the close vicinity of various parks and sanctuaries. These hotels along with some other resorts were most liked because they provided a very good place to stay which was neat and clean, lush green, and hygienic. There package included breakfast, lunch, evening tea and dinner. The food as reported by the tourists was awesome and had great variety of vegetarian and non-vegetarian varieties. Rooms were well equipped and very comfortable. The staff was very accommodating and supporting; extending help to their best capacities. Similarly, the other hotels also extended good facilities and the reason mentioned by them was that there business thrived on tourists and since the competition was cut throat and others were providing the mentioned facilities they had to do the same or better to ensure good revenue generation.

Most of the eateries of the wild life localities can be divided into two major kinds; firstly the joints which are like traditional food joints serving food and breakfast and others which serve only quick food like kachories, omelets, bhajiyas etc. The owners of these formal eateries state that

people during the evening or night like to eat standard food but during the morning hours or day times they end up eating all kinds of junk food. Since they are on holiday they do not mind experimenting with food of any kind as simple as fresh bhajiya to bread omelets etc. The eateries which provide only fresh miscellaneous junk food mention that tourists end up eating anything that is served hot or cold depending upon the season and weather. Even the foreign tourists like and enjoy eating the oily food like samosa, kachoris, bhajiya, poha, jalebi etc. Some eateries mentioned on special request that per day margin is almost hundred percent, which goes up during the season times. Almost all the eateries mentioned that their business is dependent on the tourist not of very high profile since they are rare visitors. Their business thrives on the tourists who stay in the middle class hotels and also through the hotels which do not have their own catering service but outsource their food from them.

As about the drivers and guides are concerned, in the core areas of safari the private vehicles are not permitted. A tourist has to hire a jungle jeep with an experienced driver since the drive is dangerous as well as the roads have to be known very carefully so that the tourists do not get deviated from the defined roads or get lost. These drivers have a very good internal network amongst themselves also. If an experienced driver is hired he coordinates amongst his fellow driver and can reach us at destinations where a tiger is sighted. Similarly, a well-informed guide is an asset in these tours since he can extend information of all kinds of flora, fauna and the visible birds, animals and reptiles. This not just increases the knowledge and information of the tourists but also promotes their interest in the trip.

Local vendors included all those shops which were vending memoir, goods related to jungle needs or goods from jungle or there replica. Like mugs with tigers printed on them, key chains, t-shirts, umbrellas, boots, hats, honey, wood designs, carved wooden pieces etc. There sale completely depends on the quality and quantity of tourist footfalls in the season on otherwise. There are vendors where good quality plants, natural products, herbal products and local handicrafts are available at very reasonable and appealing prices. In the close vicinity there is a fair market of natural products like Honey, Scrubber, Latex, Quality Seeds, herbal plants and herbal products etc.

Limitations of the Study

The point which can be considered as a limitation of the study here is that only the three major parks of the Madhya Pradesh have been covered which is purely due to travelling constraint. But it is proposed to continue the study in the other parks and sanctuaries also.

Key Findings

The people prefer wild life tourism primarily because of the thrill and

adventure related to the fact of being close to an atmosphere which is not present in the ambience of their existence; People also consider it to be a serene place to holiday, close to nature and also a means to gather information knowledge and information of the unknown; People take wild life tourism as stress buster, because of the natural and different setup, which is natural and soft toned as against the hustle of their routine life; Major tourism in the country including wild life tourism happens in the month of November and December followed by August and September. This is probably because of the working seasons applicable in the major organizations; March and April are the low season probably because of the weather and exams; The facilities in and around the parks have developed to the level of tourist convenience and requirements whether it is lodging, boarding, shopping or commuting; A great travel and stay convenience has been built up in and around these places by the government and the private businesses; Not just tourism money is being earned through this, but a lot of money is being diverted to travel and hospitality industry; Small scale industries and artisans are also gaining a better livelihood; Tourism in the country is helping increase the economy of the common man related directly or indirectly to this sector.

Conclusion

This study has led to an insight in to the preferences, reasons, travelling patterns, aspirations and wishes of the people regarding their tourism requirements and plans. The study has been in the vicinity of just three national parks and thus the details found have been focused majorly on the respondents specifically from travelling here. Although the author is fortunate since these parks being of international repute a lot of respondents from various geographic regions could be met. Although a lot of different and / or added information would be received if the other wild life parks and sanctuaries across the country are covered. This can also be because of the various categories of respondents available in various park areas i.e. respondents in all categories would differ depending upon the working pattern and rules and laws of the land. The author of this paper has conducted the entire study and for any further data or details, the readers can revert to the author. It is expected that the study would be of utility to many more researchers.

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**FOOD PROCESSING INDUSTRIES IN INDIA:
A STUDY FOR INCREASING RURAL INCOME**

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Abstract

Globally all major economies have advanced food processing ecosystems with high levels of processing (70-80 per cent against 10 per cent in India) and correspondingly higher value added per worker in agriculture. India, despite being the leader in production of several agricultural commodities, lags behind several countries in terms of value added per worker in agriculture. India's food sector attracted \$ 4.18 Bn in foreign direct investment between April 2014-March 2020. Currently, India is processing less than 10% of its agricultural output, thus, presenting immense opportunities for increasing these processing levels and leading to investments in this sector. With agriculture and its allied sectors being the largest source of livelihoods in India, 70% of its rural households still depend primarily on agriculture for their livelihood. Thus, this sector provides a huge employment generation potential as well. With the government's focus and a favorable policy ecosystem, the food processing sector has been growing at an Average Annual Growth Rate (AAGR) of around 8.41 % between 2014-18. The sector constitutes 8.83% and 10.66% of gross value added in manufacturing and agriculture sector respectively. The Indian food industry's output is expected to reach \$ 535 Bn by 2025-26. Rising household incomes, urbanization and the growth of organized retail are currently some of the major drivers of this market. According to the latest Annual Survey of Industries (2016-17), food processing accounted for 15.95% of the total number of factories, Employment to 11.36 % of the workforce, 14.09% of the output and 16.78% of the operational factories. The Indian market is fast evolving and has seen some major changes in terms of changing consumption patterns due to urbanization, changes in the gender composition of the workforce, and growing consumption rates. The growing consumption of food is expected to reach \$ 1.2 Trn by 2025-26, owing to these factors.

Keywords: *food, processing, Industry, opportunities, development*

India exports agricultural/horticultural products and processed foods to more than 100 countries/regions with major exports to the Middle East, Southeast Asia, SAARC countries, the European Union (EU) and the US. During 2018-19, India's exports of agricultural and processed food products totalled \$ 38.49 Bn⁹. Currently, India's total agricultural export basket is a little over 2%¹¹ of the world agricultural trade. Additionally, agricultural exports contribute about 2%¹² to India's Gross Domestic Product (GDP).

India has many key advantages in the sector and thus, provides opportunities for ramping up production and supply. Presently, India's share of high value and value-added agricultural produce within the export basket stands at less than 15%, however, India has a strategic geographical

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

location which gives it a unique advantage when it comes to exports. The country has convenient connectivity to Europe, Middle East and Africa from the western coast, and Japan, Singapore, Thailand, Malaysia, Korea, Australia and New Zealand from the eastern coast. Further, due to factors like lack of uniformity in quality, standardization and its inability to curtail losses across the value chain, India is not currently exporting much of its horticulture produce.

India is that the second largest food producer within the world. In spite of this the shoppers don't seem to be recouping quality food product. Around half-hour of total production gets waste because of Improper post-harvest, storage facilities, process losses, mishandling, improper packaging, and unequipped and weak cold chain infrastructure.

Agriculture is the backbone of India's employing about 43% of the total workforce in India and contributing about 17% to the Indian economy in 2019 (GVA at current prices). Agriculture and allied sectors are the largest sources of livelihood in India and more than 70% of rural households depend on agriculture as their main source of income. Majority of these farmers (82%) are small and marginal (owning less than two hectares of land).

The Food Processing sector links agriculture, manufacturing sector and final consumers. The sector is critical to increasing the farmer's income in India through value addition and reducing wastage, resulting in enhanced income for farmers in India.

As the 5th largest sector in India, Food Processing contributes about 9.5% to GVA and 13% to employment of manufacturing segment. A recently released report by KPMG in India titled Indian Food Processing Industry- Growth opportunities post the Covid-19 pandemic estimates that the sector is currently valued at USD 263 billion (2019) with a 5-year CAGR of 11%. The sector offers significant potential for increase of farmers' income in India.

The increased demand for processed food is a potential opportunity for farmers in terms of increased production, greater demand for raw material for value-added products, diversification from grain-based crops to horticulture, production of high-value process able varieties - all of which can add to farmers' income. There is a dire need for increasing and enhancing processing facilities at farm-gate level (currently very primitive), for farmers to rise higher in Food Processing value chain.

In any of the given countries, food process business is that the linkage between business and agriculture and just in case of Asian country specifically, the food process business has contributed loads within the economic development of the country. This surplus of food grains and other related items, food processing industry started to develop in the country and by 1991 new industrial policy allowed a substantial foreign investment in the food processing industry and the country soon attained a prominent rank in international fronts.

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

Then in 21st century, India attained production advantage for some of the food items, like:

Milk: India is the largest producer of Milk at global level (around 180 MMT) till 2019, Fruits and Vegetables: by 2015 India was announced as second largest producer of fruits and vegetable in the world (311.7 MT) Nat, Volatiles & Essential Oils, 2021; 8(4): 15619-15628 15620 meat rearing of livestock has remained a hobby of people in the country and by 2018 India announced as the owner of largest livestock i.e. 8 MT in 2019, Poultry: On annual basis India produces around 95 billion eggs by 2018, Fish and related items: by 2018 India secured second position in the world with approximate production of 13 MMT.

The report of CII in 2019 expressed that India is process solely 100 percent of its total agricultural outputs, where the minimum process is of fruits and vegetable (2% only) and most process of milk (>35%). As way as India thinks about the common rate of growth on annual basis is around eight.41% and this is often substantiation for the event of Indian food process trade. Then from 2015 to 2019 the industry has achieved a replacement rate of growth of ten.7% and this is often expected to grow at increasing rate in near future. As way as food process trade thinks about following area unit the expansion markers until date: 16 PF of the overall industries area unit engaged in food process, Revolutionary Organization 17 November of the food process plants area unit operative, on their full potency, St Martin's Day of the overall agricultural workforce is engaged in food process trade, Total output is around 15 August 1945 as against nineteen of total agricultural input.

Key Development Segments

The production strength of the country is enormous and at present only a segment of the same is being processed, this calls for great opportunities in this field. The stature of the country as the largest producer of fruits and vegetables in the world again opens the doors for great opportunities because in the present times only 2% of the processing capacity has been unleashed, processed fruits and vegetables is one of the greatest market in the present times and India is looking forward to other structures of the same in the form of frozen foods, canned, puree, paste, snacks, pickles, juices, jams, jellies, etc. In case of marine wood processing, India is working with 20% of efficiency and if the efficiency of the same is increased then the level of exports may be increased which will be an add on in the processed food industry. Increasing demand of processed food at both the domestic and international level can improve the stature of overall food processing industry of the country. Then the poultry industry is working with the processing efficiency of 6% only and if the capacity and scale is increased then certainly demand will also rise. After vegetable and fruits, processing of dairy products is second in the list and the segment covers around 35% of the total processing capacity. Here it is

important to mention that in India per capita availability of milk is around 400 grams which is higher than the international availability of 300 grams CII, (2017). With the increase in urban population demand of related segments like flat bread, dairy products, ready to mix items, etc. is increasing and the processing industry of the country is not able to meet the demand of the same at present. Then focus of the young generation on nutritious food items is another important segment that is required to be tapped by the processed food industry. Right from organic extracts to processed sea foods, demand is increasing like anything and there is huge opportunity in this area.

Meaning of Food Processing Industries

Food processing is simply a method by which agricultural products are transformed into food products that are fit for consumption. It involves different ways of processing such as, grinding grain to make raw flour, home cooking, and industrial methods to produce convenience foods including noodles, pasta and chips. The food processing industry forms a major part of India's economy owing to the variety of food products that the country harvests and further processes for consumption. India is the largest producer of milk, bananas, mangoes, guavas, papaya, ginger, okra; second-largest producer of wheat, rice, fruits, vegetables, tea, sugarcane and cashew nuts and the third-largest producer of cereals, coconut, lettuce, chicory, nutmeg, mace, cardamom and pepper worldwide. Rising incomes and a growing demand for healthy, packaged food ensure that this industry is likely to sustain all seasons and never fear a recession. The industry also receives growing support from the government.

Market Stats

This sector is expected to generate 9 million jobs by 2024; The Indian food industry is expanding at a CAGR of 11% and the food processing sector accounts for 32% of the total food industry; India's food sector attracted US\$ 4.18 billion in foreign direct investments between April 2014 and March 2020; By 2030, Indian annual household consumption is expected to triple, making India the fifth-largest consumer in the world.

Key Growth Drivers & Trends: There is growth in the organized food retail sector and increase in urbanization; MSME's are playing a vital role in India's food processing chain through various advancements in skills and technology; The online food ordering business in India is witnessing an exponential growth; There is high demand for packaged, healthy and immunity booster snacks such as roasted nuts, popcorns, and roasted pulses; There is a shift in focus from loose to branded packaging; The government's 'Atmanirbhar Bharat' initiative places priority on this sector and offers support through various policies.

Key Players in India

International – Coca-Cola, Pepsi, Unilever, Mars, Mondelez (Kraft Foods), Kellogg's, Del Monte, Cargill, Ferrero, Nestle, Danone, McCain, Hershey and Perfetti Van Melle; National – Kissan, Amul, Godrej

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

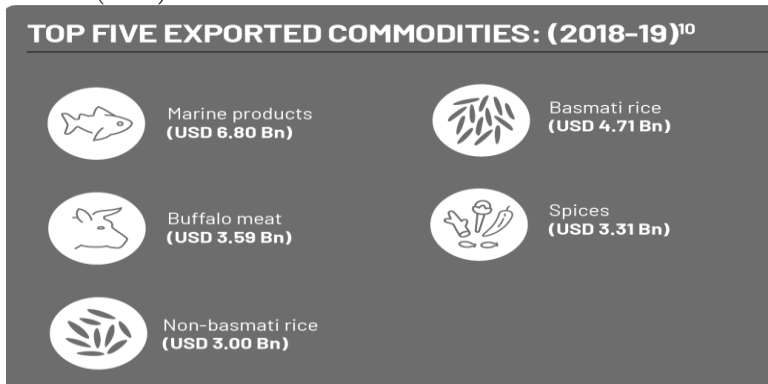
Industries, Parle Agro, ITC Ltd., Agro Tech Foods, Dabur India Ltd., Britannia Industries Ltd., Sunfeast and Haldiram's.

Major Challenges: Lack of Infrastructure: It has been observed in the recent past that India is lacking basic infrastructure for storage and grading of food items, then on the other hand there are bottle necks for post-harvest management. Then the poor road connectivity was another major issue; As a matter of fact, the cold storage use to play a crucial in the storing food grains and other related items till further use; Policy related deficiencies: Most of the prominent researchers and experts from the field state that there are so many laws and acts in the business of food processing that the business man wastes a large amount of time in dealing with the same. Then on the other hand both central and state governments are having different law and policy structure in this regard and this makes the situation even worse; Lack of Skilled Human resource: As per the report of FICCI from 2015 to 2018, the demand of food processing industry in terms of skilled human resource was never fulfilled and still there is a deficiency of the same. Then on the other hand in the same reports is has been mentioned that more than 70% of the human resource was not satisfied with their respective work place. Also the required technical knowledge and expertise is not available in the present workforce because of which many food processing companies have outsourced their major operations to overseas branches; Logistics related issues: Elongated and fragmented supply chain is majorly responsible for the wastage of food items in India, even the cost of material and final products also increases. This leads to general uncertainties of business and the effect of the same can be felt on the growth of overall industry; P-intensive in nature and farmers in our country are not capable enough to drag the whole business on their own, then the processing of credit from government and private agencies is so lengthly complicated and not more than 10% of the farmers are able to deal with the same. The valuation of the same can be seen in the below given chart; The food processing sector has been acknowledged as a high priority industry by the government of India and is currently being promoted with various fiscal reliefs and incentives. With the government's focus and a favorable policy ecosystem, the food processing sector has been growing at an Average Annual Growth Rate (AAGR) of around 8.41 %³ between 2014-18. The sector constitutes 8.83 %⁴ and 10.66 %⁵ of gross value added in manufacturing and agriculture sector respectively.

The Indian food industry's output is expected to reach \$ 535 Bn⁶ by 2025-26. Rising household incomes, urbanization and the growth of organized retail are currently some of the major drivers of this market. According to the latest Annual Survey of Industries (2016-17), food processing accounted for⁷ 15.95 % of the total number of factories, Employment to 11.36 % of the workforce, 14.09 % of the output and 16.78 % of the

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

operational factories. The Indian market is fast evolving and has seen some major changes in terms of changing consumption patterns due to urbanization, changes in the gender composition of the workforce, and growing consumption rates. The growing consumption of food is expected to reach \$1.2Trn by 2025-26⁸, owing to these factors. India exports agricultural/horticultural products and processed foods to more than 100 countries/regions with major exports to the Middle East, Southeast Asia, SAARC countries, the European Union (EU) and the US. During 2018-19, India's exports of agricultural and processed food products totaled \$ 38.49 Bn⁹. Currently, India's total agricultural export basket is a little over 2% 11 of the world agricultural trade. Additionally, agricultural exports contribute about 2%12 to India's Gross Domestic Product (GDP).



Indian Food Processing Market Drivers

India not only has the advantage of a huge domestic market but also with abundant raw material, is a large sourcing hub for agriculture products. India has one of the largest working populations in the world and, with a rise in disposable incomes, this segment of the population is also becoming the biggest consumer of processed foods in the country. With an increase in urban working culture and fast-paced lifestyles, there is limited time available for cooking and meal preparation. Thus, processed foods such as ready-to-eat products and snacks have become quite popular, particularly in urban areas. By 2030, Indian annual household consumption is set to treble, making India an opportune market for consumption of processed foods.

Further, the proportion of working women in the industry has been increasing continuously both in the urban and rural regions.

Four major factors play a role in the growth of the food processing sector: Strong domestic demand: Changing lifestyle and food habits due to increased disposable income; Supply side advantages: High level of agricultural production - large livestock base, wide variety of crops, inland water bodies and a long coastline, that help increase marine production; Export opportunities: Proximity to key export destinations, greater

integration with the global economy; Proactive government policy and support.

Key Stakeholders: Ministry of Food Processing Industries (MOFPI)

MoFPI has a clear goal of attaining a strong and dynamic food processing sector thereby facilitating and acting as a catalyst to attract quality investments from within India and abroad into this sector with the aim of making food processing a national initiative.

MOFPI works on the following clear objectives: Obtaining a strong and dynamic food processing sector; Facilitate and act as a catalyst to attract quality investments from within India and abroad into this sector; Make food processing a national initiative; Promotes the active participation of private, public and cooperative sectors.

Food processing sector can boost farmers' income

The food processing sector would be able to increase farmers' income besides creating thousands of jobs, a study undertaken by Confederation of Indian Industry (CII). According to the report 'Unlocking Value in India's Food Processing Sector' which was released during the 14th edition of Food Pro 2022 here, the food processing industry is expected to reach USD 530 billion during the next five years. The report was conducted by McKinsey & Company, which served as the knowledge partner for the event. "The chances of this growth touching USD 600-650 billion is potentially high provided there is a sustained focus on optimizing food wastage, enhancing food processing and increasing exports," it said. As per the report, India has emerged as a global agricultural powerhouse and it is the second largest in production of cereals, pulses, fruits and vegetables, sugar and milk. "Agriculture not only contributes to 19 per cent of the country's GDP (gross domestic product) but also supports nearly half of the population's livelihoods." "The per capita agricultural GDP grew at a CAGR (compounded annual growth rate) of six per cent to Rs 15,056 per year between 2000-01 and 2020-21 while the industry grew at a CAGR of 11 per cent between FY 2015-2020 to USD 320 billion," the report said.

Status of Food Processing in India: India is the world's second largest producer of fruits & vegetables after China but hardly 2% of the produce is processed; In spite of a large production base, the level of processing is low (less than 10%). Approximately 2% of fruits and vegetables, 8% marine, 35% milk, 6% poultry are processed. Lack of adequate processable varieties continues to pose a significant challenge to this sector; India's livestock population is largest in the world with 50% of the world's buffaloes and 20% of cattle, but only about 1% of total meat production is converted to value added products; More than 75% of the industry is in unorganized sector; Processing can be delineated into primary and secondary processing. Rice, sugar, edible oil and flour mills are examples of primary processing. Secondary processing includes the

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

processing of fruits and vegetables, dairy, bakery, chocolates and other items; Most processing in India can be classified as primary processing, which has lower value-addition compared to secondary processing. There is a need to move up the value chain in processed food products to boost farmer incomes. For instance, horticulture products, such as fruits and vegetables, carry the potential for higher value-addition when compared to cereal crops; At present, India's agricultural exports predominantly consist of raw materials, which are then processed in other countries, again indicating the space to move up the value chain.

FOOD PRODUCER



512m
Livestock
Population

India has largest livestock population



17%
Global Share
of Milk

Largest producer of milk in the world



One of top five producers world wide of rice, wheat, groundnuts, tea, coffee, tobacco, spices, sugar and oilseeds



World's
2nd
Largest
Producers



Fisheries



Fruit and Vegetable



Cereals



282.5m
Tons Fruit and
Vegetable

Estimated 282.5 million tons
in 2015-16

CLIMATE



20
Agro-climatic*
Regions

India has 20 agro-climatic* region



Agro-climatic conditions refer to soil types, rainfall, temperature, and water availability that influence the type of vegetation and cultivation practices.



15
Major Climates

of 26 major climates in the world



Ideal sunshine hours and day length for round the year cultivation

Challenges

Extensive use of fertilizers, pesticides and other chemicals has raised concerns about the quality of food which should be looked into. Further, protection is needed from unfair and hazardous practices such as adulteration.

Care should be taken as processed foods may not be nutritionally balanced and may pose a health risk especially for children unless fortified. This could trigger a negative perception regarding processed foods and could likely impact the economic gains made by this sector.

Low value-added in processing: There is major fragmentation of food processing capacity, with a large unorganized segment and widespread use of primitive processing. This results in lower value-addition at the processing stage, especially from a nutritional point of view.

Limited ability to control quality and safety: The sheer number of players, especially in the large unorganized segment, involved in the food value-chain, makes implementation of quality and safety norms difficult. This has led to practices such as milk adulteration and use of carbide for fruit ripening becoming more widespread.

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

Low consumer awareness: Consumer awareness is a critical aspect of an improved nutritional situation in the country. Consumers currently lack awareness of several nutritional and food safety and quality aspects.

Suggestions- Storage capacities and infrastructure should be increased; Develop the agricultural facility with good agricultural practice which leads to the transition from staple food crops to diversification of crops; Backward linkages to farmers need to be made more robust. Contract farming can be promoted. According to the Model Contract Farming Act, 2018, the contract will specify the quantity, quality and price of produce being supplied. This would shield farmers from price volatility, subject to quality commitments; Skilling is required at two levels. First at the farm gate in promoting agricultural best practices and in processing activities; Public investment and connectivity should be increased; Slaughter animal rules should be framed in a comprehensive policy framework; Farm pattern diversification which leads to a production of variety of crops other than constant set of crops which creates lot of job opportunities; Second Green Revolution should be updated with the diversified technologies; We have to encourage the domestic startups and industry than the international companies; There should be a Centre of Excellence between centre and state; Should have more training institutes for upcoming entrepreneurs and it should be in all states. Scholarships should be given to the upcoming entrepreneurs; New technology should be updated in the training institutes and skill development should be given the top most priority.

Way Forward

Food processing has numerous advantages which are specific to Indian context. It has capacity to lift millions out of poverty and malnutrition. Government should develop industry in a way keeping in mind the interests of small-scale industry along with attracting big ticket domestic and foreign investments; The entire food value chain in India is controlled by multiple ministries, departments and laws. A comprehensive policy will ensure that various initiatives across the departments are aligned to the overall goal of ensuring availability, awareness, affordability, access, quality and safety of food; The target of ensuring food security for more than a billion people requires a concerted effort by all stakeholders including government and the food processing industry. In addition to private players and government, industry bodies and academia will also have a crucial role in the success of these initiatives.

Conclusion

Indian food processing is a growing industry and presents a large opportunity to the entrepreneurs for the development of the rural areas. However, there are many challenges in the food processing entrepreneurship which are hindering the economical and viable processing unit. The study indicated that lack of government support,

FOOD PROCESSING INDUSTRIES AND RURAL INCOME

quality and quantity of raw material, seasonality, inadequate infrastructure, access to latest technology, poor access to credit, lack of export support, lack of trained manpower, inadequate training practices, and wastages constitutes serious challenges for food processing entrepreneurship which are affecting the growth of rural development. To overcome these challenges Government, need to properly addressed and take some steps regarding the development of rural entrepreneurs like training programmers, favorable policies, favorable initiatives/schemes, financial support, infrastructure development in the rural areas etc. Entrepreneurship need to focus on enhancing the shelf life of the agro and horticulture produce, value addition, reduce the increasing number of wastages, increase the income of the rural farmer, and increase employment opportunities for the people of rural areas which lead to the development of rural area and the whole Indian economy.

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**BARRIERS AND PROSPECTS OF AGRIBUSINESS
FINANCING IN SUB-SAHARAN AFRICA:
A REVIEW OF LITERATURE**

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Abstract

The reviewed literature articles are studies related to sub-Saharan African agribusiness, finance and value chain financing published since 2016–2022 to provide insights and information on barriers and prospects of agribusiness financing in sub-Saharan Africa. The review is concerned on identifying and understanding the barriers faced by the agribusiness firm, who seek financing for agribusiness activities, who would provide it, and who would invest in agribusiness. It also identifies prospects for addressing critical barriers that can help close the financing gap in agribusiness. Agriculture and agribusiness are identified as a potential and turning points for African economic transformations and developments. Agribusiness in Africa is suffering from financial access and service despite its economic contributions to the regions. Despite, the significant need for working and investment capital, many value chain actors faced difficulties getting access to financing from formal sources, and the few who do find it mostly inadequate. Difficulties accessing finance and financial services are prevalent, with lending to agribusiness and affordable access to other financial services lagging far behind other sectors of the economy. The reliance on collateral and number of documents required discriminates against many small and medium agribusiness firms, who may have viable businesses but do not have the assets. The restrictions on access to finance for agribusiness, banks and some other financing institutions are starting to grow their agribusiness investment and their number of branches to rural areas where such needs are high is considered as a positive prospect for agribusiness finance accessibilities. The growing of urban food markets driven mainly by income growth and rapid urbanization are creating need for high-value agribusiness products, new supply chains, and supporting services in the agribusiness industry. The new jobs and income prospects created by this growth can significantly contribute to Africa's economic transformation and development. However, to take advantage of these growth opportunities, Sub-Saharan Africa needs to close the agribusiness financing gap.

Keywords: *Agribusiness, Finance Access, Barriers, Financing, Prospects, Sub-Saharan Africa*

Agribusiness plays a significant and backbone role in Africa's economic transformation, providing jobs opportunities, basic livelihoods for millions, and income prospect through agro-processing industries and value additions (Woldemichael, et al.;2017). These business functions and actions inspire agricultural productivity, commercial agriculture and investment on agriculture, and development and enhancement of agribusiness chain actors. Agribusiness provide an essential pathway to job creation, livelihood improvement and economic development in Africa (Figueroa, et al.;2018). Agribusiness face many challenges, particularly with regard to affordable

BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING

and access to finance. Commercial banks and other financial institutions have been reluctant to finance agribusiness (Capacio, et al.;2018). This happened in many African countries because of its perceived risks, transaction costs, and institutional capacity in financing (Adenle, et al.;2017).

Currently, strong market demand, focus on production potential and risk management, and an improved policy environment have increased the finance sectors need for agribusiness financing (Kim, et al.;2020). A positive change and improvement have been made by different African countries on agricultural productivity and agribusiness. This circumstance contributes a positive change in risk perceptions and the projected bright prospects for agribusiness (Adenle, et al.;2017). Some African countries like Ethiopia and Rwanda are turning this untapped industry into a potentially demanded market opportunity to enhance their agribusiness (Woldemichael, et al.;2017). Financial institutions are perceiving that agribusiness prospects in Sub-Saharan Africa outweigh the risks in the sectors (Adenle, et al.;2017). Banks and other financial institutions are also expanding their investments and financial services. However, many of these services are for non-agribusiness and concentrated in urban areas, and still low access to rural areas of agribusiness (Saghir, and Hoogeveen, 2016). An increased interest by a number of banks and other financial institutions, the emerging prospects for agribusiness are attracting great interest from different private business sectors (Jayne, et al.;2021). Banks and other financial institutions as well as private firms are increasingly observing greater returns from agribusiness in Sub-Saharan Africa (Alao, and Oluwakemi, 2020). Agribusiness firms required strong and sustainable finance access relationships, which will be beneficial for developing local agro-value chains (Gramzow, et al.;2018). Most banks and other financial institutions are looking for efficiency and profitability in their lending operations for agribusiness firms. Size also seems to matter in lending decisions because banks tend to disproportionately screen smaller agribusiness firms out of credit access (Watts, and Scales, 2020). Growth prospects offered by the bright prospects for the agribusiness industry in Sub-Saharan Africa led to renewed private sector interest in financing agribusiness. Developments in the financial sector in the Sub-Saharan Africa are important for exploiting emerging and growth prospects in agribusiness (Jayne, et al.;2021). The review of literature on agribusiness finance, extensive internet searches of relevant documents on the operations of agribusiness in Africa in general and in Sub-Saharan Africa in particular were done. The review of literature is mainly on barriers and prospect of agribusiness financing, for agribusiness perspectives since 2016 that has been in Africa, especially in sub-Saharan Africa. This is therefore, the objective is to review barriers and prospects of agribusiness financing in Sub-Saharan Africa.

Barriers of Agribusiness Financing

Agribusiness industry are facing a financing challenge globally. Estimates of the global demand for smallholder agriculture finance are high (Capacio, et al.;2018). Within Sub-Saharan Africa, 65 billion dollars of investments are needed each year to achieve the desired expansion of agricultural output in the region. But the actual allocations are extremely below the required amount of money. (Gaffney, et al.; 2019). Furthermore, financing is required agribusiness value chain activities to link the productivities with the market where it is demanded. These investment requirements are substantially less than the volume of current agribusiness financing (Abraham, and Pingali,2020).

However, limited access to affordable finance remains one of the greatest barriers to the growth of agribusiness. Banking and other financial institutions in many African countries experienced a booming in recent years. Financial access initiatives and innovations enhanced access to financial services to formerly underserved areas of agriculture and agribusiness value chain (Kim, et al.;2020). Even though, developments in financial systems are impressive, the flow of finance to the agribusiness firms continues to lag, with the agribusiness sector not able to fill the financing gap. In some few cases where financing is available, the cost of finance is usually prohibitive with high interest rates. Agribusiness finance is limited and expensive (Onyiriuba, et al.;2020).

The risks within agriculture value chains, market price volatility, logistics barriers, legal and the high costs of reaching them with financial services are the primary cause for limited access and availability for agribusiness (German, et al.;2020). In addition, most agribusinesses are engaged in activities such as a farm operation, input supply, trade and processing those banks and other financial institutions consider too risky (Adenle, et al.;2017). Low profit margins associated with agriculture and agricultural related activities discouraged investment, as did the opportunity cost of sacrificing market share in other fast-growing and profitable banking and other financial prospect in urban markets. Many banks and other financial institutions expertise and experience in agricultural value chains is too low to provide effective financing services to agribusiness (Onyiriuba, et al.;2020).

From this review of literature; agriculture and agribusiness are identified as a potential and turning points for African economic transformations and developments. Agribusiness in Africa is suffering from financial access and service despite its economic contributions to the regions. These literatures also showed that there are agricultural policy and its finance improvements to enhance the agribusiness.

Prospects of Agribusiness Financing

Agribusiness demands sustainable financing to unlock its potential in African economic transformation and development. Prospects arises from demand and supply side opportunities (Martin, 2019). Growing agro-

BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING

product markets give rise to demand for high value and processed agricultural products, and for development of new value chains that need supporting services, such as finance and logistics. There are also good prospects for expansion of regional markets of Sub-Saharan Africa trade (Shishodia, and Babu, 2017).

There are significant potentials to boost agricultural product supply to meet the increasing food demands of the rising population in Africa (Losch, 2016). There are good prospects for increasing production per hectares, increase irrigation potential arable land, and close the yield gap, which is a small segment of its potential (Fischer, and Connor, 2018). In addition, the region can build on the momentum of strong private sector interest from local, foreign direct investment, and investment funds to increase the private sector share in agribusiness (Ittersum, 2016).

The role of agribusiness in economic transformations and development increases with rising incomes from agribusiness and value chain activities. Across developing countries, agribusiness accounts for a large and rising share of gross domestic product for African countries (Gramzow, et al.;2018). From this literature, the growing market demand for agro-processed and high value product in urban areas increased, which needs high financial access and support. This creates a momentum of strong relationship of private and financial institutions to exploit the agro-processed and high value products demand and supply. This paves the way to finance the agribusiness and is creating positive prospective for agribusiness financing.

Finance Need for Agribusiness

Finance for working capital was a priority need to meet production costs in agribusiness firms of all sizes across all value chains. In farm operations, financing of working capital was crucial for purchasing inputs such as seeds, fertilizer, and agro-chemicals, and for hiring labor and farm equipment (Christiaensen,2017, Effiong, et al.;2017). On the other hand, businesses required finance for working capital to purchase inputs and meet expenses for post-harvest storage, electricity, water, logistics, and transportation to support different agribusiness and value chain activities (Bumb, et al.; 2021). Financing also required primarily for non-land assets and industrial construction. At farm level, farmers and agribusiness in farm assets, storage and warehousing facilities, and irrigation as priorities for investment financing (Bjornlund, et al.;2018). Financing of assets, such as equipment, transportation, and industrial property such as, storage and warehouse facilities and processing plants, were identified as priorities for finance needs (Blandford, 2019). Value chain actors and other agribusiness increasingly require financing for midstream segments, such as wholesale and processing, and downstream segments (Bjornlund, et al.;2018).

The most recent value chain studies in sub-Saharan Africa, show that financing of midstream and downstream segments of value chains are just as important as financing farm production. Costs formed after the farm

BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING

gate, at midstream and downstream segments of value chains, ranges from 50 - 70 percent of the total costs and value in supply chains in developing countries of Africa (Reardon, and Minten, 2021). Since processed and perishable foods make up a greater share of consumption, there becomes a greater need for midstream, processors, collectors, logistics and downstream retail activities. This creates enormous prospects for finance across the entire value chain (Reardon, et al.;2019).

The need for working capital demonstrated that financing requirements reflect peculiarities that are specific to value chains. Informal sources of finance are the most important sources for financing working capital for farm and other agribusiness activities (Watts, and Scales, 2020). Credit from input suppliers, once an important source of financing for farmers and other value chain actors, appeared to be a declining source of financing (Odhong', et al.;2019). Input suppliers and traders, who were traditionally major sources of farm credit in rural areas, are important sources of finance in sub-Saharan Africa (Sims, and Kienzle, 2017). Reliance on trader finance was more common in the export-oriented value chain, where many village traders provided production credit to farmers and exporters pre-financed wholesalers to purchase crops from farmers and other aggregators (Kahlmann, et al.; 2018). Financing for inputs and crop purchase is becoming less important for financing value chain activities (Kahlmann, et al.;2018). Agribusiness value chain actors stated greater commercial financing prospects and much less reliance on traditional finance for midstream and downstream segments of value chains (Ambler, et al.; 2022).

This suggests that, as formal sources of finance became more important, financing from input suppliers and credit from input suppliers, once an important source of financing for farmers and other value chain actors, appeared to be a declining source of financing at both farm and agro process. Input suppliers and traders, who were traditionally major sources of farm credit in rural areas, were important sources of finance only by small-scale farmers and input suppliers.

Finance was more common in the export-oriented cashew value chain, where many village traders provided production credit to farmers and exporters pre-financed wholesalers to purchase crops from farmers and other aggregators (Chengappa, 2018). However, such trader financing for inputs and crop purchase is becoming less important for financing value chain activities mainly because of growing self-finance from crop sales and non-farm income at the farm level (Kahlmann, et al.;2018). Off-farm, value chain actors reported greater commercial financing prospects and much less reliance on traditional trader finance for midstream and downstream segments of value chains (Allen, et al.;2018). This suggests that, as formal sources of finance became more important, financing from input suppliers and traders at village level declined across all value chain segments.

BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING

Credit from commercial banks is becoming an increasingly important source of financing, particularly among medium- and large-scale farms and cooperatives at the farm level, and for input suppliers, processors, and marketing and distribution actors (Ambler, et al.; 2022). Aggregating farmers into cooperatives helps to reduce the transaction costs associated with lending to smallholder farmers, making it easier and more attractive for commercial banks to lend to them (Onyiriuba, et al.; 2020). However, many farmer cooperatives and companies that supported farmer cooperatives reported facing significant barriers getting access to financial services from commercial banks (Liverpool, et al.;2020).

Generally speaking, despite the significant need for working and investment capital, many value chain actors faced difficulties getting access to financing from formal sources, and the few who do find it mostly inadequate. Difficulties accessing finance and financial services are prevalent, with lending to agribusiness and affordable access to other financial services lagging far behind other sectors of the economy.

Finance access for Agribusiness

Overall, commercial lending to agriculture and agribusiness is relatively insignificant in Africa countries. Agribusinesses is considered as the high cost of financing as a major factor limiting access to finance (Ströh de Martínez, et al.;2016). The sub-Saharan African countries are charging the highest interest rates on agribusiness loans (Baurzhan, and Jenkins, 2016). Few banks and some other micro finance institutions provided subsidized lending to agribusiness. It is difficult for agribusinesses to get loans because the banks and other financial institutions loan processing required documents, and loan processing typically required physical collateral, financial statements and business plans (Adenle, et al.; 2017). However, there is an increasing perception of profitability of agribusiness, which is driving banks and other financial institutions to increase their agribusiness lending and financial accessibilities (Amadhila, 2020).

From these literature review, the reliance on collateral and number of documents required discriminates against many small and medium agribusiness firms, who may have viable businesses but do not have the assets. Contempt these restrictions on access of finance for agribusiness, banks and some other financing institutions are starting to grow their agribusiness investment and their number of branches to rural areas where such demands are high is considered as a positive prospect for agribusiness finance accessibilities.

Conclusion

To transform and enhance the economic development in Sub-Saharan Africa must address the finance and financing gap by placing a high priority on financing for agribusiness. Finance is crucial to meeting processing and production costs of agribusiness actors operating in different value chain. Amongst other things, agribusiness and value chain actors identified the

BARRIERS AND PROSPECTS OF AGRIBUSINESS FINANCING

cost of credit as a major barrier for access to finance. A number of actors exists at each stage of agribusiness value chains, and each of these actors faces varying barriers in accessing finance from the finance industry. The barriers in securing agribusiness financing prevent the business actors in the collection, distribution, and processing. Agribusiness firm, who cannot access long-term finance are prevented to have incentives to invest in productive practices, technologies, and infrastructure that would help them grow more, enhance their resilience. A shortage of agribusiness finance of value chains translates into limited investment in quality agribusiness facilities, which results in the current high levels of agricultural product losses and waste. The assessment of constraints and potential solutions from the perspectives of borrowers and financial service providers is useful for designing development interventions. However, efforts aimed at increasing access to financial services need to go further to consider the actual access for different actors. There are good prospects to expand financing to commercially oriented value chain actors, but factors such as productivity and capabilities that affect potential profitability are important in considering their creditworthiness. Instead of assuming that all agribusiness is creditworthy, interventions should focus on the features that do not make some actors creditworthy and the actions that are required to enhance their credit status. Strategy and policy actions to address such gaps may include productivity enhancing interventions that lead to greater output agribusiness, as well as those that improve firm productivity and skills development. Understanding of actual or potential borrowers would help development finance officer better understand target beneficiaries for financial inclusion and those that could benefit most from technical assistance that would improve their creditworthiness. In the interventions aimed at increasing agribusiness competitiveness focused mainly on the value chains. Strong producer or cooperative organizations seem to facilitate smallholder access to financing, suggesting important pathways through which development organizations can focus their efforts to increase their reach in financing agribusiness. Financing needs at different segments of value chains and providing targeted solutions can drive competitiveness and industrial development, as well as create jobs.

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MULTILINGUALISM IN THE WORLD

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Abstract

Language is the key to success and the basis for communication. Better is the command on language likely is the situation to have better results. Whereas each one across the globe has understanding of at least one language, there are people having multilingual ability. The present paper focusses on the causes of multilingualism in world.

Keywords: language, linguistics, linguism, multilingualism, mother tongue

In the word 'multilingualism', the word 'multiple' means 'more than one' and the word 'linguistic' means using languages. Therefore, it means a person who uses two or more languages. According to American linguist Bloomfield- 'a multilingual is considered to be an individual who has a native-like control of multiple languages.'

In the world, more than 90% people live in bilingual or multilingual societies, or use multiple languages on a daily basis. There are less than a quarter of countries have two or more languages as official languages in the world. In fact, no one country is monolingual because even in countries where most citizens speak only one language, there are sizable groups that speak other languages also. In multilingualism or bilingualism society, one language is dominant and the other is secondary. In any state mother tongue is dominant but if a person lives in other state and its language is different from his mother tongue, then for that person, his mother tongue becomes secondary and the language of the state becomes dominant. Bilingual situations in multilingualism can be divided into these categories

Language 1 + Language 2: The person is proficient in 2 languages which is from same language family, such as Hindi and Bengali. They are from Indo-European language family; Language 1+Language 3: The person is proficient in two languages which is from different language families, such as Hindi and Tamil. Tamil is from Dravidian language family; Language 1+Language 4: The person knows how to use one foreign language. Such as Hindi and Chinese, Japanese etc.

Status of multilingualism in different countries across the world

Following are the examples of different countries presenting the status of multilingualism in different countries and regions of the world.

India: India has many languages, the situation of multilingualism is not new here, it has been a multilingual country since immemorial time. Hindi and English are the two languages used in official work. Every state has its own language. According to the Indian Constitution, 22 languages are included as official language. In addition, there are many other languages also. There are four language families in India — Indo-European family such as Hindi, Urdu, Bengali; Dravidian language family such as Tamil, Telugu,

Malayalam; Sino-Tibetan language family such as Naga, Manipuri and Austro-Asiatic language family such as Mundari, Santali. Therefore, multilingualism is an innate feature of the Indian society.

China: There is one official language in China, which is modern standard Chinese, also called Mandarin or Putonghua. But there are many languages, such as Wu, Min, and Cantonese are still used in people's daily lives in southern China. In addition, minority languages are also widely spoken in border areas and in minority autonomous regions, and they enjoy certain legal rights and protections, such as Tibetan in the Chinese Tibet Autonomous Region, Uygur language in Xinjiang Uygur Autonomous Region, and Mongolian in the Inner Mongolia Autonomous Region.

America: English is most widely used in America. But about 20% of the population in the country does not speak English as their first language. Since the 19th century, America has attracted immigrants from all over the world. In San Francisco, New York, Miami, and other immigrant centers, residents of different languages have their own societies. The areas with many immigrants in South America include California, Nevada, Texas, New Mexico, etc. where Spanish is their first language and comprises of Spanish radio and TV channels. Other than this, Chinese, French, Korean, German etc. are also included in top speaking languages. And about 6.5 lakh people speak Hindi in America also.

Switzerland: Switzerland is situated at the junction of France, Italy, Germany, Austria, and other countries. Therefore, the languages used by the various ethnic groups in the country are complex. French, German, Italian and Roman are all its official languages.

New Zealand: This country has three official languages: English, Māori, and New Zealand Sign Language. English is the main language, and Māori is spoken by about 4% of the population. According to the 2018 census, Samoan language was the most widely spoken non-official language at about 2.2%, followed by Northern Chinese (also called Mandarin, 2.0%), Hindi (1.5%) and French (1.2%).

Mauritius: English and French are generally considered as fact languages of Mauritius as they are the languages of government and business. Mauritians are multilingual, while Mauritian Creole is the mother tongue of most Mauritians, most people also speak French and English. They changed the language according to own need. French and English are preferred for use in teaching, while Asian languages are mainly used in music, religious and cultural events, with French being used mainly for media and literature.

From above examples, it is vivid that these countries are multilingual which indicates that multilingualism is universal.

Causes of Multilingualism

Due to historical factors, the causes of multilingualism in each language society are more complex. Usually, multilingualism is a self-choice made by the members of a society, but sometimes it can arise from other external factors.

Political reasons: History has been influenced by the annexation of states, resettlement, and other political and military actions. People become refugees, then began to learn the language of the new settlements. When a certain region is invaded by foreigner, the people of this region could also learn the language of the foreigner. For example, in the 17th century, the British invaded India. During the British rule, the promotion of English was emphasized. At that time, English was also used as the medium of instruction in schools in India. After a long period of colonization, English became more and more widely used in different parts of India.

Religion: People leave one country for religious reason and go to another country to learn a new language. There is belief in a foreign religion, that's why they learn the language. For example, Buddhism spread from India to China and developed in China. Buddhist texts are written in Pali and Sanskrit, so Buddhists in China learn these languages.

Culture: Generally, people learn the language of an ethnic group because they have cultural identification with this ethnic group, in this country ethnic identity plays a particularly important role.

Education: People learn other languages to gain knowledge more easily. For example, most countries in the world teach English in schools.

Economy: Due to the pressure of life, many populations of backward economic regions migrate to developed economic regions. They change the status of language use in developed economic regions. This may explain why multilingualism is on the rise in America and Europe today. As there are cases in a country, the rise of metropolises and the growth of telecommunications and mass media are also factors in multilingualism.

Natural disasters: Floods, volcanic eruptions, famine and other natural disasters can trigger large-scale population movements. When these people settle in new settlements, they start communicating in a new language.

Benefits of multilingualism

The benefits of multilingualism are many, we can see from both individual and society level.

It is beneficial for personal health. Human's brain is like muscle, it needs exercise. In fact, using two or more languages is one of the best ways to help your brain stay in good shape, as well as effectively fight off cognitive decline or dementia (commonly known as Alzheimer's disease). According to Science News, Alzheimer's disease was seen about 5 years later in multilinguals than in monolinguals. This effect is already better than the most advanced medicine at present.

In addition to improving cognitive ability, multilingualism is also beneficial for social interaction. One study found that multilingual children (including those who live in an environment of only two languages, including those who cannot use them proficiently) understand each other better by being able to see things from their perspective. For this reason, the researchers speculate

that multilingual speakers are more sensitive to the meaning of the words used by their counterparts and better understand the speaker's intentions.

It enables enhancing cultural self-confidence and increasing employment opportunities. For the company's business, the language competence of the company's employees----whether it is English, which is widely used in the world, or the local language in the market, it is very important, especially for international companies.

Multilingualism affects personal economy and helps in increasing income. A 2010 Canadian survey showed that multilingual people earned 3% to 7% higher salaries than the average. In USA, studies have shown that knowing a foreign language can help you increase your salary by at least 1.5% to 3.8%. In India, the advantage of multilingualism is even more pronounced. The average hourly wage of people who can speak English is 34% higher than the average person. I have a friend like this, my friend came from China and works in a Chinese company in Gurgaon, he can speak Chinese and English, and his salary is more than 3 lakhs a month.

It contributes to the national economy. For example, a study in Switzerland estimated that multilingualism contributes 10% of the country's GDP, as the language skills of Swiss people allowed them to expand their business to more countries and give benefits to the economy of the entire country. On the other side is the UK. It is estimated that UK is stubborn on English and their lack of investment in language education is costing them 3.5% of their GDP, or about £48 billion a year.

Bilingual education plays an important role in connecting the society. For multi-ethnic countries like India and China, bilingual education is a bond of national integration. Language is the main barrier between different ethnic groups. To maintain social cohesion, communication barriers must be removed, and everyone can participate in various social activities. In China, almost all schools in minority areas have both Mandarin and Minority Language Courses. Only when minority students can speak Standard Chinese then they can communicate with other groups, be understood, and integrate into mainstream culture.

Conclusion

Multilingualism is ubiquitous in the world and has many benefits for individuals and countries. The use and education of multilingualism is very important to us.

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DOMINANT THEMES & IMAGERIES IN
PASHUPATI JHA'S POETRY COLLECTION,
"AWAITING EDEN AGAIN"

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Abstract

The poetry of Pashupati Jha has a diversity and multiplicity of themes like nature, feminism, corruption, immorality, and other contemporary and radical issues. His poetry can be interpreted and its web can be woven by spinning the yarn of any of its fabrics. In the light of it, there is an unmistakable stamp of Sylvia Plath's confessional writings on his poetry and leaping further a step, he ensures that the confessional tone and element in his poetry remains free from semblance of solipsistic tendencies, making his poetry comprehensive and universal in nature. Waiting seems to be over now and it's Eden Again.

Keywords: *Themes, imageries, nature, feminism, corruption, immorality, confessional poetry, Eden*

Surviving on fast and junk food and 'on chemical colours/of fruits, flowers and vegetables', the suffering of the people from 'obese ego' is common phenomena. The poet takes up the challenges of dwarfing these maladies and 'piercing worm' that has plagued and is playing havoc with our society. In pursuit of doing so, he seeks the shelter of poetry which 'is not a luxury' for him, but it is 'the gnawing/of guts in the taut belly/surge of feelings like a cyclone/storming up the veins, lungs and heart'. The poetry is not only his passion but it is also a yoga and transcendental meditation which sustains him and his poetry amid all adversities. It allows him to take a step towards restoring Eden again, 'like oyster pregnant with pearls/no stormy wave big/enough to steal the shine'.

Dominant Themes

Though the present volume makes use of a host of metaphors, similes, symbols and other figures of speech, the use of alliteration can be attention grabbing for both general and avid readers, not counting some epigrammatic lines like 'tyranny too has a short life, like lies', 'discretion is the better part of valour' and 'Money is the lone miracle the hospitals know'. The use of alliteration draws the interest and attention of the readers and keeps them riveted between the lines. They create appropriate atmosphere, disposition and nuance to give readers greater insight into the thematic preoccupations of his poetry. It is like an intermission in a mission and a breathing spell in an arduous adventure. Though they have not been used here, as usually used, for comic effect, they certainly amuse the reader amid grim reality of life and society. That is the reason the poet seems to use them accidentally and sometimes, intentionally. It would be relevant and significant here to take a short survey of the uses of alliteration in this volume:

'a budding blaze—to enlighten the engulfing depth of darkness', 'sockets sunk', 'sudden shower simmering with the scent', 'pregnant with pearls', 'steal the shine', 'storm with a sweet sense', 'fragments of fulfillments', 'love to some is surrender and sacrifice', 'social show to show the world', 'burning body', 'the daily drudgery drains me hollow', 'pristine passion of love', 'love of family and a few friends', 'the teaming toilers', 'World of the Wolf', 'blinding blaze', 'The Prayer of a Poet', 'deadly doses', 'sacred seas', 'herbs hunted from fifteen forests', 'potent potion', 'matchless mobility', 'to harass the honest and the harmless', 'tight togetherness', 'smelling the stories of our passionate past', 'second hand saris and shirts', 'senile face shrinks in shame to see', 'beyond the boundary/of creeds, cultures, and countries', 'song to silence', 'dark deeds devising', 'shining serpentine curls/where doubly dense darkness/of arrogance and apathy rules supreme', 'sturdy stones', 'imposed ideas', 'pristine purity', 'beginning of our bond'.

The lover appeals the beloved to 'let the body touch the body/and dissolve into an undying spirit'. His poem, 'Winter Does a Lot,' has something for all ages and strata of people, but for young couple he has the special one which makes them.

Tightly close forgetting the day's fracas; nothing is warmer than the young flesh knotted in clasp.

These are only few samples, but there are plenty of other poems as well depicting love and romance that can be recapitulated as a paragraph. He starts addressing his beloved with 'You', and culminates his addressing with 'You and I' promising to meet in 'Eden Again'. The evoking of beloved through 'Let Me' embodies the famous quotation of Song of Solomon, "Let me see thy countenance, let me hear thy voice; for sweet is thy voice, and thy countenance is comely." 'The First Page' of life brings many 'Possibilities', promising to 'Meet Again' in auspicious moments where 'Winter Does a Lot'. His love is not merely 'a social show to show the world', 'Merely Flesh-Lost' and for quenching 'Her Desire,' rather his love is testimonial of 'Love without Mask', leaving no space for 'Betrayal' and leaving no semblance of 'Cracked Mask', reiterating his promise that they are 'Made for Each Other'. The promise he took at the time of circling round the sacrificing fire, assuring her to live no more a 'Bracketed' life. The lover reminisces past 'Moments' of love which becomes even more momentous in her 'Absence'.

Dominant Imageries

The poem, 'Solution' clearly reveals what the themes the poet imagines, creates and recreates. He certainly seems to be preoccupied with pathetic condition of his country, recurrent terror-attacks, burgeoning cases of molestations, eve-teasing and rapes, corruption in offices, unemployment, ecological crisis and pollution, corrupt politician and officials, etc:

Why is our country going to dogs? Why are there frequent terror-attacks? Why is the number of rapes going up? Why don't the files move in offices? Why are the youths without jobs? Why are bridges washed off in the first flood? Why are the cracks visible in the new houses? Why does the pollution shoot up by the day? Why are those, who rule the country, so deaf? He blurts a lot blast him to silence before it is too late.

The poet was awarded Ph.D. on the Poetry of Sylvia Plath and her influence on his poetry is bound to be natural, not contrived one. The thematic preoccupations of some of poems reveal that the poet is deeply desperate and agonized by the commonly reported news of violence, zero-tolerance, and depravation of morality and dispossession of women's honour. He feels 'Born at a Wrong Time' as the definition of humanity has changed, 'Man was earlier a social animal; / he is now an animal alone.' They now indulge in 'entrenched sins/ piling up and up each day/like the growing mound of the city-garbage/ or the raging flame of inferno'. The ongoing cases of molestations, eve-teasing and rapes are another cause of concern for him as 'Nothing seems safe now from the lust/ for gold and the lechery of flesh' and victim's 'wails drowned in the lewd shouts/celebrating their male virility'. In the poem, 'The Way of the World' he depicts a sense of insecurity and horror associated with women:

A virgin dragged out from her defenceless hut and ravished then with relish bears stoically the torture of rape her dress as torn and soiled as her heart.

These anguish ridden feelings are translated into words and resurface into most of his poems, taking the shape and countenance of confessional poetry. The poem, 'For You Alone, My Mom', is highly and potentially charged with anguished expression. Sons and daughters are inherently and affectionately associated with their parents, but their attachment and affinity with the father and the mother is not evenly poised and naturally inclined towards the mother. This fact is expressed by the poet in the manner of brutal frankness:

My lines and words are for you alone and not for anyone else not even for my dad who only impregnated my mom and completely forgot me forming in her womb.

Women are considered only puppets made of flesh where men discharge their brazen passion and toy with their emotions and feelings. The poet has dwelt upon the themes of women and pain, sufferings and sorrows pertaining to them, with a great deal of honesty and openness. This candid expression is a symbol of cathartic purgation, and through this forthrightness the poet breathes a sigh of relief from the hurt and anguish buried inside his heart for the suffering women. The constrained agony is reaching its pinnacle in the poem, 'Merely Flesh-Lost,' and it is pertinent here to quote most parts of the poem in support of the ongoing debate:

When entering my body you see nothing beyond the tantalizing flesh;
I waited for days, months, and years expecting a moment in our life when
you'd get a little tired of my body and think of our soul and spirit too.
But you didn't grow from a crow tearing at carrion.

even if I spend all my life in waiting for more, something more and
different than the mere animal appetite. Born of flesh you remained a
piece of flesh. But what would happen to your love when my body begins
sagging under the burden of withering age? Would you go then for
another young flesh?

Conclusion

The poetry of Pashupati Jha has a diversity and multiplicity of themes
like nature, feminism, corruption, immorality, and other contemporary
and radical issues. His poetry can be interpreted and its web can be
woven by spinning the yarn of any of its fabrics. In the light of it, there
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Waiting seems to be over now and it's Eden Again.

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