

**Journal of Inter-Discourse Academia**

**JIDA**

**Volume 3, Issue 2, 2022**

**ISBN: 978-9970-479-00-9 ©AUCA**

|  |
| --- |
| **Publication Fee: Free to AUCA Faculty-50$ to others** |

**JIDA Editorial Board Members:**

**Chief Editor: Prof. Kayigema Jacques, Tel.+250788866769, jacques.kayigema@auca.ac.rw**

**Associate Editor: Mr. Nibishaka Enock, Tel. +250788572042, enock.nibishaka@auca.ac.rw**

**Designers, Illustrators, Marketing Advisor:**

**Mr. Mbonaruza Ferdinand, Tel.+250788359680, ferdinand.mbonaruza@auca.ac.rw**

**Mr. Nsabimana Aphrodise, Tel.+250788668260, aphrodice.nsabimana@auca.ac.rw**

**Editorial**

**“The Man who does not read has no advantage over the man who cannot read.”- (Mark Twain, Writer and Humourist)**

The Journal of Inter-Discourse Academia (JIDA), AUCA publication, is published biennially, with two issues in June and December, though an early publication date is possible. The Journal started early in 2014 but was interrupted because of circumstances beyond our control.

Although every effort will be made to include articles accepted for publication in the next issue, JIDA reserves the right to postpone publication if necessary. JIDA also reserves the right to refuse any article.

The editorial board represents a diverse team from different academic fields: education, languages, marketing, human sciences. Each member was selected based on academic exposure and experience, research and publication.

JIDA aims to provide interdisciplinary discussions locally and internationally on views and issues that affect our workplace and our society.

It is the author’s responsibility to ensure that an article submitted to the journal conforms to the editorial and academic requirements. Manuscripts not properly edited will be returned to the author.

**The Chief Editor**

**Acknowledgements**

The Editorial Board Members wish to thank all the contributors, AUCA friends, and all the reviewers who helped us to select the papers and themes, and do a thorough review process, thus guaranteeing a high level of academic professionalism in the volume.

**Table of Contents**

Editorial .....................................................................................................................................................ii

Acknowledgements....................................................................................................................................iii

The Interconnectedness of Realities in Edo Ontology: Projecting Sacred Symbols as a Possibility of Sustainable Eco-justice by Dr. Emmanuel Asia……………………………………………………….….5

Morphophonological Aspects of Deverbatives and Peculiarities of Loanwords in Kinyarwanda by Dr. Kayigema Jacques………………………………………………………………………………………..16

The Impact of School Discipline on Student Academic Performance in Rwanda. A Case of Kicukiro District Secondary Schools by Mr. Kirenga Allan\*& Dr.Cyeze M. Emmanuel……………………..….27

Intrinsic and Extrinsic Motivation Factors and Primary Teachers’ Performance In Selected Public Primary Schools of Gasabo District by Ms. Izere Béatrice\*& Dr.Cyeze M. Emmanuel …………….…41

Effect of eLearning Adoption on Learning Outcomes in High Learning Institutions in Rwanda: A Case of University of Lay Adventist of Kigali (UNILAK) by Mr.Mutambuka André\*&Dr.Butera Edison….52

Internal Control and Return on Asset of Saving and Credit Cooperatives in Rwanda: Evidence from Selected Saccos in Kayonza District by Mr. Karamaga Jean Pierre\*&Dr.Butera Edison...…………….62

Management Functions and Agri-Business Cooperative Profitability in Rwanda: Case Studies: Selected Agriculture Cooperatives of Kamonyi District by Bwiza Gisèle\*& Mulindwa Daniel K …………………..70

Contribution of Entrepreneurial Tendencies on Project Yield Quantity in Selected Agricultural Projects in Rwanda by Ms. Uwera Patience\*&Dr. Niyonzima Théogène……………………………………......88

Contribution of Enterprise Risk Management (ERM) on Achievement of Performance Contract in Public Enterprises in Rwanda by Karenzi Hope\*&Dr.Niyonzima Théogène………………..…………………93

***Communicating by Light: Nature Indicates God's Love is Tangibly Revealed by*** Dr. Kenneth Gordon Greenaway……………………………………………………………………………………………...100

Guidelines and Instructions to Authors……………………………………………………..……….….110

***The Interconnectedness of Realities in Edo Ontology: Projecting Sacred Symbols as a Possibility of Sustainable Eco-justice***

Emmanuel ASIA, *PhD*

Department of Philosophy, Faculty of Arts

University of Benin, Benin City, Edo State, Nigeria

*emmanuel.asia@uniben.edu*

***Abstract***

*Nature, a living organism, ranks higher than man in the hierarchy of beings since it is a deity which man revered and it serves as a mediator between man and the Supreme Being. This unique hierarchy and novel understanding of eco-spirituality could be harnessed as a veritable tool for ecological justice from the perspective of the Edo people. This is so because, the sacredness and symbolism of some natural phenomenon such as mountains, trees, rivers, animals and occurrences such as floods, earthquakes, thunders and spiritism portends not only the interconnectedness of realities in Edo culture but a clarion call for natural justice in the ecosystem. This justice, it is argued, when attained could herald in sustainable ecosystem for future generation. Contrary to the various theories of eco-justice such as anthropocentrism, sentientism, biocentrism, ecocentrism, union of beings, eco-bio-communitarianism, etc. this paper submits that Edo eco-thought is conversational. To establish and make this point fly, this paper adopts the method of hermeneutics and assumes that the plethora of natural forces in Edo ontology could serve as an alternative solution to ecological crisis and sustainable ecosystem. Although, this paper focuses on the Edo notion of eco-spirituality, it is assumed and we are convinced that our assumptions and conclusions are also valid, at least, to a large extent with regard to African culture generally****.\****

**Keywords:** nature, edo ontology, eco-spirituality, spiritism, environmental justice, future generation, deities, culture, anthropocentrism, conversationalism

**Introduction**

There have been several theorizing as to the protection of our ecological system. This is traceable to some scholars believed that our activities as humans are responsible for some environmental challenges bedeviling the earth today. Environmental challenges such as pollution, desertification, depletion of ozone layer, global warming, deforestation, extinction of species, erosion, garbage threat, overpopulation, acid precipitation, flooding, land degradation and others (Airoboman and Obinyan, 2019:139; Airoboman, 2019:96) has generated questions, discussions and conversations on the possibility of having a sustainable ecosystem for the present crop of human generation if not for future generation. These challenges, some authors have argued, is traceable to human centered value and human responsiveness or interactionism with nature or the environment and its objects.

It is arguable that since time immemorial man’s view of nature has always been mechanistic and hence, exploitative. Whether nature is subjugated to people or otherwise can be answered in man’s attitude towards the natural. The attempt to proffer solution to the question; how should man relate with nature and its properties brings to question if man’s interaction with nature has been humane enough to project justice in the ecosystem? To paraphrase this question and in all fairness, how can we improve positively human relationship with nature? Although there have been several theories as to the protection of the ecosystem or attainment of eco-justice, such theories includes John Passmore’s anthropocentrism, Peter Singer’s sentientism, Paul Taylor’s biocentrism, Aldo Leopold’s ecocentrism, and the family of views taken together as radical ecology (such as deep ecology, social ecology, ecological feminism and environmental pragmatism). These theories however failed to address the interconnectedness or relationship that exists among realities in the hierarchy of beings. Worst still, none of the theories and theorists even painstakingly addressed the sacredness of some realities in Edo ontology to see whether same could be harnessed or projected for the advocacy of eco-justice. Like, Airoboman correctly asked “why do humans attempt to resolve environmental problems”? (Airoboman, 2019:107). This eco-justice we are convinced will guaranteed sustainable environment for future generation if we owe them that responsibility. Thus, this study shows the interconnectedness of realities in Edo ontology and aimed to project the sacredness of some of these realities as a possible and alternative solution to the crisis in the ecosystem.

**Theories of Ecological Rights**

The biblical injunction which gives man dominion over the earth has been blamed as subjugating nature over people (Airoboman and Obinyan, 2019:141). The sympathizers of Judeo-Christian heritage of Western society and the scientific cum industrial revolution of antiquity believed that nature should be controlled given its threat to humans. Thus, this view does not only state that humans are separate from nature but that humans are above or superior to it and have the responsibility to control, subjugate and bend the environment in accordance with human needs. (Sanchez, 1993:209; Altman and Chemers, 1980:18). Thus, when we speak of “conquering the wilderness” or of “climbing Mount Everest” as “a giant step for mankind” we tend to show Western view of nature as being subordinate to man. Irwin Altman and Martin Chemers correctly noted that a capstone thought that crystallizes the point highlighted above appears in Genesis 1:28 where man was commanded to increase his kind, conquer the earth, and have dominion over all living things (1980:19). Perhaps, God expected man, after leaving the Garden of Eden, to separate himself from and above animals and other things in nature and that people were placed on earth to regulate it and to bring other to the earth.

Later on science and technology assisted man in further conquering nature. With the rapid productions of vehicles and machines the separatist rope between man and nature was further tightened. Today, man is expected:

To control temperature, to cure illness, to raise food efficiently, to be able to kill animals and people in large numbers, to explore outer space, to build bridges over seemingly uncrossable rivers, to construct dams and massive irrigation systems, to settle “uninhabitable” land, and to mine the earth’s resources all attested to the superiority and uniqueness of people. (1980:20)

The Judeo-Christian believe in the beginning of history, end to life and life after death on the one hand and the western method of learning things on the other helped in separating man from nature. Perhaps, these two factors: a linear view of the universe and the scientific philosophy of experimentation, according to Altman and Chemers, contributed immensely to the above articulation.

It is also a common view among some cultures that people are intrinsic part of nature in the same way as animals, trees and flowers, thunder and lightning. This philosophy is predominant in Indian thought systems. For them, all things in nature are sacred and are not to be exploited by people (Altman and Chemers, 1980:21). Hence, people are not the center of a natural universe that resolves around them, but that people are part of nature and must blend with it and be responsive for their actions. There are also societies where people are subjugated to nature. Natural events such as floods in Agenebode, earthquakes in Los Angeles, farmers in dust-bowls regions and south Pacific islanders exposed to hurricanes and tidal waves has caused the feeling of fatalism, of fear and resentment, and of submissiveness to an all-powerful and all-dominating nature.

Form the above views, it can be said that in the beginning nature was more powerful than man and man in turn reverence and revere nature. However, man began to confront nature by means of science and technology and nature was forced to surrender to the technological ingenuity of man. Nature, became dominated, exploited and stripped of its resources to the benefit of man. When judge from a Judeo-Christian perspective, man was task to rule over nature but other religions might not necessarily aver the same position, it is noteworthy to state here that religion supported the exploitation and degradation of nature. Hence, it is within religion or eco-spirituality that eco-justice shall be sought. But before then it will not be out of place to evaluate some of the theories of eco-justice.

**Anthropocentrism vs. Sentientism**

Anthropocentrists have argued for a human centered universe at the expense of non-human realities. From the time of Aristotle who believed that “nature has made everything for man” (Airoboman 2019:98) to John Passmore’s believe that anthropocentrism can resolve every ethical issues concerning our environment, scholars have come to argue that there is a radical anthropocentrism and moderate anthropocentrism. While the views of the two strands of thought may be different to the extent of the degree to which they believe that humans are morally considerable in their own right. Contrary to this view is a wide range of thought which holds that nature and its inhabitants should be accorded some rights. This view found it’s eminent in the works of scholars such as Peter Singer. In an attempt to safeguard animals for future generation and to protect these animals from passing into extinction, philosophers have argued that animals should be accorded some rights. In his work, *Animal Liberation,* Peter Singer, for example argued that human treatment of non human animals is morally objectionable. He argued that we should be forced to make radical changes in our diet, the farming method we use (Singer, 1975:17). His position is that animals are sentient beings and as such they should be accorded some rights and to treat animals as inferior simply because they do not belong to the human species is to be involved in a form of racism which Singer called *speciesm*.

**Biocentrism vs. Ecocentrism**

Biocentrism lends voice to all life forms. It is a life centered theory which holds that every organism has an intrinsic value and strives to achieve this *ends*. (Airoboman, 2019: 100) Paul Taylor, a proponent of biocentrism noted that since all life is sacred, to be moral is to engage in an act that promotes life and to do otherwise is to be immoral. (Taylor, 1998). Taylor’s argument is a derivation of Ross prima facie ethical duty. For him since wild living things have intrinsic value, we have a moral prima facie duty to preserve them as ends in themselves. On the contrary ecocentrism proposes a responsiveness to nature as a whole. Airoboman articulated this position well when he noted that ecocentrism “argues for the evaluation of human actions on the basis of how well they promote ecological welfare.” (Airoboman, 2019:102). This school of thought aims to safeguard the entire ecosystem from human destruction and exploitative interaction.

**Radical Ecology vs Environmental Pragmatism**

Let us ask, are individuals really responsible for ecological dilapidation or can they be used as a tool for prosperity of nature. In other words, are the theories considered above genuine philosophical stance or mere extension of anthropocentric arguments? Radical ecologists subscribe to the later position that “a broader philosophical perspective which requires a fundamental change in both our attitude to and understanding of reality is needed” (Airoboman, 2019:104). There are different positions in this philosophical disposition. The various positions include deep ecology, social ecology and ecofeminism. Ecofeminists, for example, argues that women are victims of environmental distorting and that women are the major caretakers of victims of environmental crisis and as such the responses of women aimed at both preventing and solving environmental problems such as

designing solar cookers and greenhouses, transforming farming methods that damaged the environment, challenging loggers, analyzing economic policies that fail to measure environmental protection (or housework) as “productive,” protesting war and the military-industrial complex.(Adams, 1993:1)

Perhaps, Carol Adams sees ecofeminism as a definition of these global activisms and analyses. For her ecofeminism identifies the twin dominations of women and the rest of nature. Thus, to the issues of sexism, racism, classism, and heterosexism that concern feminists, ecofeminist add naturism – the oppression of the rest of nature. (Adams, 1993:1). One major theme which remains resilience in ecofeminism is relationship and mutuality. And this theme is considered as more viable ethical framework than autonomy for transforming structures that are environmentally destructive. (Adams, 1993:1). An ecofeminist would argue that the sort of logic of domination used to justify the domination of humans by gender, racial, or ethnic, or class status is also used to justify the domination of nature, hence the insistence on eliminating a logic of domination. (Adams, 1993:2) On the other hand we have environmental pragmatics reaction against the theoretical nature of ethical theories and how it hinders policy making. This orientation argues against theoretical analyses which lack pragmatic relevance.

**Eco-Spirituality vs Mechanistic view of Nature**

The mechanistic view of nature is such that nature is seen as a physical matter which can be engineered to satisfy man’s needs and pleasures. This view sees nature as a physical entity devour of consciousness and feelings and such can be used to satisfy man’s wants. It is pertinent to state here that the mechanistic view of nature is exploitative. To be exploitative is to take undue advantage of something; mechanistic view of nature takes undue advantage of nature. On the other hand is the view that the mother earth is a spiritual entity and should be revere and accorded some respect.

Eko Asmanto et al. crystallizes that our interrelationship between ecology and religion is clearly observed and interested by many religious observers, even if our interaction with nature is clearly constrained and directed by such foundational ethical precepts as mercy, moderation and gratitude, which when systematically understood and applied, result in ecological spirituality. But ethical rules refer ultimately to human nature, and therefore ecological spirituality is rooted in religio-ethical precepts. From this deep-level perspective, they argued that environmental crisis as a fundamental crisis of spiritual crisis of modern man, is less a resource-problem than an attitude problem. They further explored eco-spirituality approach toward preserving and enhancing ecological health and sustainable environment by considering some pertinent aspect of Islamic socio-intellectual history and their relevance for re-articulating and reapplying authentic Green Islamic Business and environmental ethic values in today’s world. (Eko Asmanto et al., 2016)

Ned Hettinger’s article reiterates the urgency of safeguarding our eco-system especially given his statement that “this is a remarkable time on planet earth” (1995:81) he attempted to spiritualize environmental concerns and to ecologize religion. For him

Eco-spirituality is not atheistic in the sense of anti-religious, for it locates religious and spiritual significance in the earth. It has a strongly anti-humanistic bent, not in the sense that it is anti-human, but .in its steadfast opposition to the anthropocentrism that sees humans as of ultimate significance and that thinks human life has meaning apart from its context as one expression of the earth's creative energies. It is not Judeo-Christian because it does not speak of a transcendent ground to the religious significance of this world (Hettinger, 1995:81).

Hettinger’s eco-spirituality is a thoroughly immanent conception of the holy since he held that salvation is to be found in an altered understanding of and relationship to this earth, not in getting in touch with or finding a way to attain something beyond this world. His point is naturalistic in the sense that it accepts that nature is all that is. But the nature it accepts is a sacred and precious nature. His paper critically evaluates traditional Judeo­Christian attitudes toward the earth and humans' place on it and then develops a defence via eco-spirituality as a response (Hettinger, 1995:81).

For Peter Phan Judeo-Christian tradition can be charge with the current ecological crisis. Christianity, according to him, contributed to the destruction of the environment, especially through its injunction to dominate nature in order to satisfy the needs of humanity.

One of the basic articles of the Judeo-Christian faith is the belief that the course of history is not cyclical, bound up in an eternal meaningless return of all things to their former state. On the contrary, history is oriented toward a divinely appointed goal, and is therefore constituted not by a meaningless repetition of events but by a beginning and an end, a past and a future, the present being the time in which the divine plan is providentially enacted by humans with their free choices. The beginning is described in terms of God's creative act, and the end as the fulfilment of God's plan, the symbol of which is the kingdom of God (Phan, 1995:98).

In a more recent work, Emmanuel Orok Duke studies the movement “From Christian spirituality to eco-friendliness” and for him spirituality connotes praxis informed by religious or faith convictions. This, he believes he can transform the individual and society at large. Christian spirituality as he sees the matter is centered on how a person’s relationship with the God of Jesus Christ informs and directs one’s approach to existence and engagement with the world. Furthermore, he sees the concerns of the ecosystem as humanity and its relationship with it is invariably influenced by faith or religious informed praxis. He argued that the reality of climate change is convincing many people that humankind’s common homeland needs to be treated with care and respect if created beings are to have a congenial habitat now and in the future. He further avers that Christian spirituality can contribute to eco-friendly behavior through reformation of the behavior of people and emboldening their goodwill as regards the responsibility of all towards the care of the earth. Finally, his work proffers scriptural, self-control, and sacramental approaches as a threefold model of eco-spirituality to the earth. This, he believe, should be seen as a contribution towards stemming the tide of ecological assaults on creation. (Duke, 2020: 34)

The contributors of *Ecofeminism and the Sacred* wrestled with looking for earth-based spiritualities as alternatives to dominant theologies. For them, ecofeminism is not an escapist theory but an attempt to see environmental actions as deeply related to our idea of the sacred. Thus, one salient feature of this anthology is to demonstrates how environmental exploitation, unbridled consumerism, military spending, apocalypse, exploitation of animals, pollution of the Ganges and other environmental issues are precisely the concerns of ecofeminist spiritualities. (Adams, 1993:4). Thus, we are not surprise when contributors speak from within a specific religious framework such as Buddhism, Judaism, Christianity, Native American Tribal cultures, post-Christian or Goddess Spirituality but none have engaged the African unique understanding of eco-spirituality as a an alternative solution to the environmental crisis and see how the use of same can guarantee sustainable eco-justice for future generation. In what follows, we attempt to articulate an African understanding of eco-spirituality and use same for achieving eco-justice.

**Edo Ontology**

Ontology is the theory of existence or *being.* In Edo worldview nature ‘exist.’ This simple assertion needs clarification. First, let us start for the hierarchy of beings. Bolaji Idowu, Ikenga Metuh and John Mbiti have correctly expressed this hierarchy in pyramid to show that just as the top of the pyramid is slim the beings that exist at that level is fewer and more powerful than those that exist at the bottom which is wider. However they failed to see the place of nature in this pyramid of life as they all continue to place man above nature.

At the top of this pyramid of life in Edo ontology is the ‘supreme being,’ Osanobua, this being created the world and all there *is*. Closely followed are deities who are ministers of Osanobua. These ministers are in charge of different portfolios and are considered as intermediaries between God and man. Immediately after the deities we have spirits, this class of beings are so many that we have nature spirits, *enikaro* and living dead. Nature spirits are forces that exist in nature, they animate natural objects. *Enikaro* are ancestors, the spirits of man or *omwan* who died at a ripe age and have been given a befitting burial. Living dead are recently dead people that are yet to be given befitting burial by their children especially the first son. Next in the hierarchy of being is nature. Nature and its inhabitant existed long before the birth of man. Even the Bible made it clear that man was created on the sixth day after He has created every other beings and man was made out of nature - dust. This nature and its inhabitants in Edo understanding are in interconnected to one another. The earth herself is feminine. The inhabitants of the earth are revered and they sometimes are used by the deities in form of nature spirits to assist man. Immediately, after nature is man, the view that God kept man at the center of creation is alien to the Edo person because *omwan* is at the world extreme corner from where he communicates with nature. *Omwan* or personhood in Edo ontology is a complex entity. *Omwan* is unique in Edo ontology because overtime he had developed his communication skills with other beings so much so that a casual observer would think that everything revolves around him.

In Edo, spirits animates matter not as in the form of cause and effect rather as a magnet draws an iron to itself or as a lover moves its object of love so also material object move and are possess by an immaterial force. The Edo worldview and ontology identifies being with force, and although Tempels is the forerunner of this thinking, it finds its preeminencet in Alexis Kagame linguistic articulation. For Kagame there are four categories of forces. These categories as it were always have *ntu* which is force as its suffix. The four categories are *Bantu*, *Kuntu*, *Bintu* and *Kintu*. The fourth categories talks about things as force. These forces animate this category bringing life and living into it. However, the distinction between abiotic and biotic organisms in the ecosystem as we have in Western discourse is absent here in Kagame’s description as both the biotic and abiotic aspect of ecosystem are considered as living organisms.

In Edo, there are two basic realities, the spiritual and the physical. Nothing happens haphazardly in Edo. The notion of causation and forces which is plethora in phenomenon in Edo goes to show that events are connected to their causes. Perhaps, the natural world and the spiritual world co-exist in a single space and it is only a spiritual passage that separates both hence the natural world is connected asymmetrically to the spiritual world. Some symbols in Edo are epiphany of the interconnectedness of these two realities. Such symbols include, palm fronts, trees, mountains, forests, snakes, fishes, rivers etc. Thus, these symbols show the watertight belief in eco-spirituality in Edo worldview. Indeed, Edos are notoriously religious and this religiosity is sometimes translated to spirituality and it is manifest in their veneration and sacred understanding of these symbols. Thus, this Edo ecological belief is not exploitative as we have in Western mechanistic view of nature.

The epiphany of forces in Edo spirituality can be seen in the relationship that exist between Africans and nature. For example, Kofi Awoonor romanticizes African spirituality in his poem *The Cathedral* where he sees the African deity as a tree which stretches its branches to save his children from obstacles of life. Sad enough, this proverbial tree was cut down by surveyors and in its place was erected “a huge senseless cathedral of doom.” Thus, Edo idea of deities is such that they could animate objects. These deities are sometimes represented by rivers, mountains, trees etc. It is very imperative to state at this juncture that there are trees in Africa which is believed to have a spiritual force. Sometimes, these trees are difficult to fell even when attempts are made to fell them blood are spited out to show that they are not just trees but a spiritual force.

Thus, beings are connected to each other in Edo ontology and this interconnectedness of realities in Edo culture is fully demonstrated in the existence of sacred symbols in Edo worldview. Furthermore, the problem of eco-injustice such as the treatment of animals, rivers and natural phenomenon in general goes to show a lacuna in the several solutions proffered to resolve this problem. Given that they have failed in providing a paradigm for ecological justice can we then use eco-spirituality as a basis for avoiding ecological disaster and project sustainable environment? Perhaps, Edo eco-spirituality is hinged on the ontological commitment of the people. Their ontological commitment is in turn hinged on the linguistic dispositions. Thus the Edo eco-spirituality is traceable to their linguistic behaviour.

**Interconnectedness of Realities and the Sacredness of Beings in Edo Ontology**

Given the existence of different realities in Edo ontology, this section examines the interconnected of beings in Edo ontology. According to Felix Airoboman, the dualistic distinction between object and subject which is prevalent in Western environmental ethical theories is absent in the African categorization and view of nature (Airoboman, 2019:107). Thus, African thinkers have attempted to proffered solutions to environmental degradations. Godfrey Tangwa, for instance, advocated for recognition and acceptance of interdependence and peaceful coexistence among earth, plants, animals, and humans (Airoboman, 2004:388). Tangwa preferred to call his position “eco-bio-communitarianism” because he argues that human beings do not have undue advantage over these creatures mainly because they are superior, instead, he contends, that our attitude towards nature should be one of respectful coexistence, conciliation and containment. The communitarian flavour of African eco-spirituality, according to him, is hinged on the negation of the Western individualism and anthropocentricism. (Airoboman, 2019:110). Tangwa’s discussion falls within the traditional metaphysical outlook of the Nso people.

Another African discourse on eco-spirituality is outlined in the writings of Kelvin Behrens. Behrens avers that African thought is essentially anti-anthropocentric. He argues that beings in nature are interrelated in Africa and non-human natural objects are morally considerable. Airboman captures this point correctly when he noted that:

African environmental ethics would regard all living beings, some inanimate entities such as rivers, rocks, mountains, forests, ocean currents, winds, and even the atmosphere, as morally considerable because all entities have life-force, though in gradations, and they play systematically important roles in the flourishing of other aspects of nature (Airoboman, 2019:109).

The above thinking that all entities have life-force matches squarely with Felix Airoboman’s understanding of the union of beings. In his discussion of Esan ontology, Airoboman suggests that “since a workable ethical theory of the environment would require the appreciation of the environment not merely instrumentally, but as part and parcel of the entire, single whole, with its independent and inherent values, the Esan conception of reality presents a framework for theorizing on environmental ethics. In Esan ontology, Airoboman sees no subject-object dichotomy, instead, he argued,“there is an inferable union among the different beings occupying different realms of existence” (Airoboman, 2019:110). He further contends that the metaphysical beliefs in structure of beings, animation, totemism, conception of time, gyratory existence, reincarnation, independent energy, moral reciprocity among beings in the Esan ontology is an indication of the union among beings. This union of beings which is informed by the Esan ontology does not border on equality, supremacy or the degree of importance of the different parts of nature but recognizes the specific functions the parts have to play to ensure the prosperity of one another and the whole of nature (Airoboman, 2019:110) Thus, Airoboman submits that the indigenous Esan has always considered the non-human environment as part and parcel of his moral community. Airboman depicts this standpoint as complementary environmentalism.

The Edo eco-spiritualism can be best regarded as conversational eco-spirituality. This is so because the earth is mute we question her in vain we need a God that speaks to the human race. The Supreme Being in Edo ontology speaks with creatures. This mutual conversation shows the relatedness between man and nature. Rivers, mountains, trees, rocks, winds communicates with man and one another and as such are living organism. Together they make a complete whole of the Edo ontology and as such they should be morally considerable especially given that they can even react when defiled. The over-rising of rivers in some communities thereby leading to flooding is sometimes a reaction of the nature to man’s in-humane treatment of natural objects.

The conversational understanding of nature in Edo ontology has two elements: mutuality and interactivity. The interactive aspect can be seen in the preparation of herbal tea by the philosophical priest. The priest speaks to nature, questioning and demanding answers. Nature, in turn responds to their questions. In all fairness the Edo man can speak to the mountains, trees, rivers, floods etc. in his conversation with nature, the Edo man believes that nature is part of the community in an integral whole. Ontologically, the Edo man believes that things do not just exist in the community, they do for the life and growth of the community. Like we said above, the community also exist and the community is the sum total of the people, animals, trees, forests, mountains etc. that can be found there.

Vitalism or vital force is a pointer to the interconnectedness of realities in Edo ontology. This connectivity of forces and nature is also manifested in the use of symbols for rituals in Africa. Commenting on the place of sacred symbols in Africa, Bonachristus Umeogu highlighted the role of symbols in communication. For him, there always comes a time when one runs out of words and symbols step in where words have failed. He further held that civilization has changed many aspects of people’s culture, beliefs and actions.

Dukor makes a glaring distinction between symbols and signs. For him “symbols could pass as sign but not all signs are symbols”. His work explains the Zan-gbeto cult vis-à-vis the cosmology of Ogu people. he argued that the language and the set-up of this rich traditional heritage has some unique features as distinct from so many others like Egungun (Yoruba), the Eyo (Yoruba), Muo (masquerade cult in Igbo land) and Cargo cult, Azande, and so on, and affirms that there are some fundamental affinities in their thought process. Consequently, although his study concentrates on Zan-gbeto tradition. From this findings, Dukor is convinced that his assumptions and conclusions are also valid, at least, to a large extent with regard to African Culture generally.

Symbols such as fishes are important to the people of Okowhuo of Edo state. The Okowhuo River which is believe to be female in gender is a mother of children and sees the fishes in the river as its children. Thus, it forbids the killing of the fishes. Anyone who fails to adhere to this rule of not killing fishes in the river will die a mysteriously. The river in turn blesses the people of Okowhuo and gives them protection against their enemies.

In some parts of Nigeria, the people refrain from calling the python a snake, they refused to kill these particular brand of snakes on the ground that their ancestors worship it evil calamity has befallen some deviant. Events and happenings in Africa are interconnected. Nothing happens haphazardly in Africa. Indeed the notion of cause and effect is manifest in African understanding of Beings, nature and events. Finally, it should be said that in Edo ontology, it is possible for words (incantations) to bring nature to life.

The Edo eco-thought can be tagged “eco-bio-conversational attitude.” This theoretical name may not fully capture Edo perspective on ecological thought since the notion of conversation gives the impression of two separate substances. In Edo ontology there is no clear cut distinction between man and nature, it is an integrative reality in which as a result of vital force they are all interconnected. Thus, this Edo eco-thought can guarantee eco-justice given man’s conversational attitude with nature. Nature should be moral considerable as the other who reacts and is affected by man’s exploitative mechanistic attitude. If nature is morally considerable and seen as the other in which one embraces the other to understand then that justice is guaranteed in the ecosystem as nature will no longer be exploited. The sacredness of nature and its habitants in Edo ontology does not allow man to destroy nature but rather it points to spirituality of nature, the connection of man to nature, the implication of exploiting nature, and the need to converse with nature so as to ensure mutual dialogue and understanding.

**Conclusion**

Beyond African spiritual pragmatism, critics might ask how we can convince the world that nature is not a mute and static reality that is at the disposal of man. The spiritual dimension of Edo eco-thought does not allow man to exploit nature. Julius Berger can be remember for dialoguing with some river goddesses before constructing bridges across the rivers. In short, there are rivers, mountains, trees etc that cannot be destroyed without first dialoguing with the forces that exist in nature. This Edo eco-thought should be further researched into and harnessed as an alternative perspective to the contradictories eco theories in Western environmental philosophy.

**References**

Adams, C.J. “Introduction” in *Ecofemenism and the Sacred* C.J. Adams, ed.New York: Continuum, 1993.

Airoboman, F. “Metaphysical Foundations of Environmental Ethics in an African Culture” in *NASARA*

*Journal of Philosophy (NAJOP)* A Journal of the Department of Philosophy, Federal University

of Lafia, Vol. 4. No. 1, Dec., 2019, pp. 96-117

Airoboman, F.A. and Obinyan, V. E. “On the Philosophical Connection between Religion and the Natural Environment,” in *SWEM Journal of Religion and Philosophy*, Department of Religion and

Philosophy, Benue State University, Vol. 8, No. 1, 2019, pp. 139-58

Airoboman, F.A. and Onobhayedo, A. “A Philosophical and Historical Enquiry into the Nature of

Environmental Problems,” in *ICHEKE: Journal of the Faculty of Humanities,* Ignatius Ajuru

University of Education, Vol. 16, No. 2, 2018, pp. 363-391

Altman, I. and Chemers, M. M. *Culture and Environment*, Belmont: Brook and Cole Publishing Company, 1980.

Asmanto, E. et al. “The Inner Dimension of Eco-Spirituality: Seeking New Ways of Praxis of Green

Islamic Business through Critical Ethnography,” *Journal of Education and Social Sciences*, Vol.

4, (June.), 2016, pp. 286-296

Behrens, K. “Towards an African Relational Environmentalism,” in E. Imafidon and J. Bewaji (eds.) *Ontologized Ethics: New Essays in African Meta-Ethics*. Lanham: Lexington Books, 2014, pp. 55-72.

Cohen, C. “The Case Against Animal Rights” in *New England Journal of Medicine*, August 1986, Vol. II, p. 421

Dhiman, S. “The Case for Eco-spirituality: Everybody Can Do Something,” in Dhiman S., and Marques J. (eds.) *Spirituality and Sustainability*. Springer, Cham. https://doi.org/10.1007/978-3-319-34235-1\_1

Duke, E. O. “From Christian spirituality to eco-friendliness” *International Journal of Humanities and Innovation* (IJHI) Vol. 3 No. 1, 2020 pp. 34-38

Dukor, M. Philosophical Significance of Myths and Symbols: Zangbeto Cult *International Journal of Humanities Social Sciences and Education (IJHSSE)*, Vol. 1, Issue 11, November 2014, pp. 23-34

Frey, R. G. “A Utilitarian Critique of Animal Rights” Excerpt in L. P. Pojman *Life and Death*: *A Reader in Moral Problems.* Belmont: Wadsworth Publishing, 2000.

Hettinger, N. Ecospirituality: First Thoughts” *Dialogue & Alliance: A Journal of the International Religious foundation Fall/Winter,* Vol. 9, No. 2, 1995, pp. 81 -98.

Kaza, S. "Acting with Compassion," in C.J. Adams (ed.) *Ecofeminism and the Sacred*. New York: Continuum 1993, pp. 50-69.

Osemwegie, T. W. and Asia, E. “The Bini Concept of a Person: A Hermeneutical Approach,” in M. O. Akpa (ed.) *Contemporary Humanities*, Babcock University, Ogun State, Vol. 9, pp. 185-195

Phan, P. C. “Eschatology and Ecology: The Environment in the End-Times” *Dialogue & Alliance: A Journal of the International Religious foundation Fall/Winter, 1995 vol. 9, no. 2, pp. 98-110*

Rachels, J. “Vegetarianism and “The Other Weight Problem” in Excerpt in L. P. Pojman *Life and Death*: *A Reader in Moral Problems* (Belmont: Wadsworth Publishing, 2000), p. 457

Regan, T. *The Case for Animal Rights*. Berkeley: University of California Press, 1983.

Rolston III, H. “Ecological Spirituality” *American Journal of Theology & Philosophy* [Vol. 18, No. 1, 1997](https://www.jstor.org/stable/i27944004), pp. 59-64

Sanchez, C.L. "Animal, Vegetable, and Mineral,” in C.J. Adams (ed.) *Ecofeminism and the Sacred*. New York: Continuum 1993, p. 210

Singer, P. *Animal Liberation.* New York: Avon Books, 1975.

Tangwa, G. “Some African Reflections on Biomedical and Environmental Ethics.” In Kwasi Wiredu, ed.. *A Companion to African Philosophy*. Oxford: Blackwell Publishing Ltd, 2004.

Tangwa. G. “Bioethics: An African Perspective.” *Bioethics* 10, No. 3 1996, pp.183-200

***Morphophonological Aspects of Deverbatives and Peculiarities of Loanwords in Kinyarwanda***

Kayigema Jacques, PhD

Department of Research and Publications, Adventist University of Central Africa

P.O. Box 2461, Kigali, Rwanda

jacqueskayigema@yahoo.com

*Abstract*

*A nominal deverbative is* ***word or a component of a word that is derived from a verb.*** *Nouns derived from verbs, also linguistically called deverbatives, embed extensive morphophonological aspects in the life of the language of any nation. Thus, they have caught the researcher’s attention based on various aspects they offer to a wide range of research because of the scientific curiosity researchers have as to know why most nouns derive from verbs, where they come from, who created them, and when and how they were formed so. In other words, the research is carried within spatial and temporal scope. Morphophonology is the study of* [*forms and phonemes*](https://en.wikipedia.org/wiki/Proper_names) *in languages while syntax is the study of the structure of a language.*

*This paper aims at studying how deverbatives present high linguistic quality necessary to understand, explain, and preserve a people’s culture and language for a given period of time. The method used to research on this topic is descriptive and it is based on the materials observed from various sources collected from verbs, common, and proper nouns. Therefore, this study focuses on the aspects observed in specific lonawords, i.e. nouns denoting things, ideas, and persons where the Rwandan territory has extended during the precolonial, colonial, postcolonial periods, and post genocide period.*

Keywords: deverbatives, morphophonology, derivation, nouns, verbs, noun class

Introduction

Kinyarwanda is primarily the language spoken in Rwanda, which is a land-locked country on the African continent, 26,338 sq km in size, and with a population of 13,249,033 as of November 2022. Rwanda is thus the most populated country in Africa with a population density of 525 people per sq km. The country is often given the title “Land of a Thousand Hills”, simply because of its fertile and hilly terrain. With an average altitude of 1,600 m above sea level, the country enjoys a temperate climate.

Kinyarwanda is not only spoken in Rwanda, though. It is widely spoken across politically agreed upon borders in neighbouring countries, such as the eastern DR Congo, northern Kivu (Rutshuru, Masisi, and southern Kivu (Uvira, Fizi, Mwenga, Kalemi). In addition, it has spread across to west Uganda (Bufumbira, Gisoro) and north-west (farther to Lake Albert, Rwicanzige, killer of locusts) and east Tanzania (Karagwe). This is because the former Kingdom of Rwanda spread over today’s Rwanda officially recognized territory. In Burundi, the neighbour to the south, it is mutually intelligible with Kirundi, in a similar way Flemish is intelligible to the Dutch-speaking inhabitants of the Netherlands.

Kinyarwanda, like many other languages in contact, has both common and proper names of Bantu origins. These include foreign proper names (loanwords) borrowed from other languages in contact to meet the needs of the daily life vocabulary and activity, and mark specific historical and cultural paradigm shift. In this study, it is to be observed that in filling the lexical gap, Kinyarwanda borrowed foreign words extensively, not only out of need for foreign words, but also for prestige.

The variety of nouns derived from verbs in Kinyarwanda trigger an interest in research in order to find out why this has happened, when, and how it happened. Therefore, researchers should carefully study these morphological elements that have undergone big changes.

The data were collected from various sources, including publications, conversations, newspapers, Bible literature, school text books, commercial posters, hoardings, oral traditions, just to name a few.

Religion derived verbal category represents a wide range of borrowed words from Christianity as well as Islam. Most of loanwords have as their primary source, languages such as Latin, Greek, Hebrew or Arabic. They came into Kinyarwanda via French, English, and Kiswahili. Catholic and Protestant missionaries arrived in Rwanda in the 1900s, especially from Europe and later on from the USA. Each religion used the vocabulary which fits its creed, background, and its way of interpreting the Bible, or else the Quran. Loanwords of this category may help us to understand how, when, and why these missionaries or Muslims came to Rwanda.

Loanwords in this area include proper nouns denoting persons and places. Most borrowed personal proper names (especially given names) come from the Jewish and Christian traditions. They unveil that both Christianity and Islam have heavily influenced the Rwandan culture. People bore foreign personal names because they were forced to take them or because they felt proud of them. It was just a matter of snobbery, prestige, or conformity. Most Rwandans from the two creeds thought that bearing these foreign names would make them look more modern, spiritual, civilized, and cultured. Most of these names came from the Middle East and Europe. They were primarily borrowed from Christian proper names in French. Proper names denoting places were introduced in Kinyarwanda during the colonial period.

**Problem statement**

The main focus in this study is to research the complexity of the nature of nouns derived from verbs in Kinyarwanda. The main question to answer is why so many nouns derive from verbs and not vice versa? Verbs, nouns, adjectives, pronouns, and locatives are consistently allocated to the noun class system in Kinyarwanda. The latter has also accommodated foreign words, loanwords, or borrowings and have been allocated to different domains of the Rwandan’s daily life and adapted to the morphophonology which fits the nominal class system of Kinyarwanda.

Besides nouns of Kinyarwanda origin, the language has extensively borrowed foreign verbs out of need of lexicon. Where loanwords have been borrowed because of prestige there exist doublets. Some specific areas have absorbed more French and English words to cope with the reality of culture contact. The distribution of deverbatives in Kinyarwanda observes the noun class system. Thus, they have been allocated to nominal classes which range from 1-16. Interestingly enough, some noun classes have been more hospitable than others. Names denoting persons have been allocated to classes 1 and 2 while those denoting places are allocated to classes 16, 17, and 18.

A great number of French and English loanwords exist in Kinyarwanda and this clearly indicates the real need to supplement the Kinyarwanda lexicon. Some areas are very likely to absorb more loanwords than others. For example, the area of technology and communication counts more foreign words than any other area. Why are there so many loanwords available in the area of technology and not in agriculture and livestock?

Other scholarly researchers in sociolinguistics have contributed to the study of the language contact between Kinyarwanda and French. Most research studies have been conducted in French so far. However, the current study will also address the contact between Kinyarwanda and English, and unlike the previous publications, this work is written in English in the aim of expanding the scope of readers and researchers in the area of language contact.

Since a loanword results from languages in culture contact, the study of the historical and social background of that sociolinguistic phenomenon is very essential. The study should take into account the source word and its copy in the borrowing language or recipient language. The original word may be modified to such extent that it is almost or completely unidentifiable. The work shall be limited to the morphological and semantic aspects of loanwords.

**Aim of study**

This study aims to research key areas which have hosted deverbatives and find out why and how these words fit in the Kinyarwanda noun class system. It will present the coexistence of foreign words with local words, their sociolinguistic and cultural impact.

Although there is no interview envisaged, throughout the research participant observation was used for the collection of data. The researcher made use of some written documents and oral conversations. Thus, the database includes verbs and nouns collected from various written and oral sources such as books, newspapers, plays, Bible literature, reports, school text books, commercial posters, signs, hoardings, and conversations. Some loanwords were picked from every day conversation among different groups of people (siblings, students, passengers, colleagues, etc.) in contact with the researcher, regardless of whether they were literate or illiterate.

**Literature Review**

**Sources of Loanwords in Kinyarwanda**

Since the beginning of the nineteenth century, Rwandans have been in contact with other people speaking foreign languages, especially Kiswahili, French, and English. The contact with Arabicized Africans and other people from Kiswahili speaking communities of East African was based on commercial and economic interests. With regard to French, the contact was rather political. It articulated on the relationship between the master (Belgian) and the servant (Rwandan), the colonizer and the colonized, the ruler and the ruled.

As for English, the contact is more complex than in the previous cases. It is often said that the importance of a language depends on the position of the people who speak it hold in the international arenas. English has now become an international language because of the British and the Americans. It is the language of commerce, science, and technology. Thus, the contact with English speaking people is more general and broader than Kiswahili and French. The proliferation of English words in today’s life of the Rwandan is the result of the background of some repatriated Rwandans and a multinational community speaking and using English.

Rwandans have borrowed new words from foreign languages because Kinyarwanda lacked technical and scientific terms. Thus, they had to cope with the new realities they were confronted with and incorporated them in their daily life. In order to identify which source language they were borrowed from, a comprehensive dictionary would be necessary. Unfortunately, there has not been one. Of course, it is not an easy task, unless one is familiar with the history of languages. Although, Le Page (1992) says that “You can never tell where a word comes from, it is often possible to know where it does come from, if diligently studied and analyzed.”

A somewhat contradicting view comes from Kashoki (1999, p.1):

Words have one of three origins: they are inherited from an ancestral language, they are the product of internal innovation or they are loanwords, the product of external innovation. Thus, in English “we” is inherited, to “interface” is an internal innovation, and “mutton” is a loanword from French.

Taken the word, “interface”, the above statement contradicts Le Page because the compound word itself, though an internal innovation, comes from two Latin words, “inter”= between, in, and “*facere*”= do, make. The English word “We” and a similar word in German “*Wir*” both come from the same word. After all, both German and English are Germanic languages.

In her comments on how English loanwords came into Norwegian, Stene (1945, pp. 5-7) explains that:

A word that makes a sudden appearance in written sources and then perhaps undergoes a series of changes, may be supposed to be borrowed, and it is justifiable to look for a source from which it can have been taken. […] Most foreign words make their way into the language through print. When they are first introduced, they are in the orthographic garb of the language of origin. Gradually they may grow to conform to the spelling habits of the language of adoption.

Stene’s point of view holds for Kinyarwanda, especially when we consider old and new loanwords. On one hand, the oldest loanwords have been fully integrated. That is why one must study the source very carefully on a historical perspective and use a comprehensive dictionary. This is the case for the words such as *iparadizo* (paradise), *umubatizo* (baptism), *umupagani* (pagan), *urupapuro* (paper)*,* etc. These words came from other languages and passed into French before being adopted by Kinyarwanda. The meaning of these old loanwords may be deviated, restricted, or extended. On the other hand, the latest loanwords such as *internet, video, fanta, mobile, e-mail, fax, express, taxi, kiosque, camera, télécommande, magnéto, camera, antenne, prise, cassette, album,* etc, for which the spelling is still the same (or almost the same) as the source word, the meaning has not yet been diluted. However, sooner or later, these loanwords will have to adapt morphologically, phonologically, and semantically, in order to fit the Kinyarwanda language system of noun class. For example, it is possible to find verbs from these latest loanwords which have started to adapt to the morphology, the spelling, and the phonology of Kinyarwanda:

**Examples:**

*gufagisa*: to fax

*gukilika*: to click

*gusona* (from the French verb *sonner*): to ring

*kuburansha* (from the French verb *brancher*): to plug

*kuvibura* (from the French verb *vibrer*): to vibrate

*kwemelinga* (from the latest English verb: to e-mail): to send an e-mail

kwiyabusanta (from the French verb: s’absenter): to be absent

There has been a linguistic trend among some “Africanists”, such as Allison De Forges and André Coupez, supporting the view that Kinyarwanda was originally the allegedly “Bantu tongue of the Abahutu”. This theory is believed to have contributed to sectarianism among the Rwandans. Such a language ideology culminated into the 1994 genocide against the Tutsi, during which period, hate speech did not cease, but rather was aggravated by a genocide-owned radio station, *RTLM (Radio Télévision Libre des Mille Collines)*, and a private local newspaper, *Kangura* (Wake Up).

Some historians and linguists believe that Tutsis came from Ethiopia, the former Empire of Abyssinia, and that they were speaking Cushitic[[1]](#footnote-1), sometimes referred to as Nilotic or Hamitic. Cham or Ham (Noah’s son) was Cush’s father. These scholars put forward the idea according to which these third occupants of the land came to Rwanda conquering the country through a peaceful strategy; exchanging dairy and agriculture products, and clientship. The supposedly second occupants of the country, the Hutus, are believed to be farmers who came from the South or Southeast region of Africa, speaking a Bantu language. The Twas, a pygmy-like tribe, are believed to be the aborigines of Central Africa.

In her book, *Defeat is the Only Bad News: Rwanda under Mussinga***,** De Forges, A.(1972, p.2) says that Tutsis, a “presumably Cushitic speaking people”, came to Rwanda in the the twelfth or thirteenth century conquering the land of the aborigines. She explains it in the following terms:

Yuhi Musinga was the twenty-fourth chief of Rwanda, a central African state which had been created by two different peoples, the Abahutu and the Abatutsi. The Abahutu, who were Bantu-speakers, arrived in Rwanda during the first millennium probably from the South or Southeast. They lived primarily from agriculture, although they may also have raised some livestock. The Abatutsi, presumably a Cushitic-speaking people, entered Rwanda from the Northeast during the twelfth or thirteenth century. They depended on herds of cattle for their livelihood. As the Abahutu and the Abatutsi appropriated the land for their own use, they forced most of the original inhabitants of the region, the Abatwa, a pygmy-like people to retreat to the most inaccessible mountain regions (De Forges, 1972, p.2).

De Forges (1972, pp.3-4) assumes that Tutsis spoke a different language from that of Hutus, which is a “Bantu speaking people”, and that they arrived from another region of Africa, supposedly Ethiopia. It is very doubtful that within seven hundred years only, a language of the conquering people would have almost completely been blotted out. This supposition is the root of the very first based ethnic sectarian ideology and socio-linguistic division in Rwanda. According to De Forges, the contact between the two groups of people was peaceful. As a result of this contact, the domination was done by the strategies of the minority, the Abatutsi. She assumes that political alliances, exchange of products, and marriage contracts are some of the factors which made the fusion possible.

The Abatutsi lived interspersed with the Abahutu, pasturing their herds in areas unsuitable for crops, and exchanging the milk and skins of their cattle for agricultural produce. The Abatutsi were also organized into kin groups, but apparently, did not recognize any sacred authority like that of the Abahinza or Abami […]. With the increasing competition Abatutsi and Abahutu rulers arranged political alliances, often in the form of marriage contracts, and the two formerly distinct peoples began to draw together. In this process the numerically fewer Abatusti gave up all but a few words of their original language and adopted the Bantu tongue of the Abahutu.

### **Nominal derivation**

According to Bybee (1985, p.33), “it is often observed that derivational morphemes occur closer to the root to which they attach than inflectional morphemes do.”

Nominal derivation can be studied on the basis of morphophonology, since both morphology and phonology rules are involved in the formation of derived forms. Derivation deals with inflectional affixes. In Kinyarwanda most words are formed by affixing, generally by adding a suffix to the stem. Gasana (1981, p.215) points out that suffixation is the most productive mechanism in all derivation:

*La dérivation suffixale est de tous les mécanismes de dérivation le plus productif. Elle est essentiellement verbale. Mais elle contribue également à la formation des nominaux.*

**Examples:**

*gu-sek-esh-a,* “to make laugh”, comes from *gu-sek-a* , “to laugh”.

*u-mu-remyi,* “a Creator”, comes from *kurema* , “to create”, “to make”.

*u-bu-re-bu-re,* “length”, “height”, comes from the adjectival stem -remeaning

“ tall”, “long”.

**Syntax and Morphophonology**

Kinyarwanda pronunciation is mostly based on Grammar and morphology of the words. However, derivation is the part of morphology which deals with the structure of the stems. In Kinyarwanda a lot of nouns are derived forms. They are generally formed by affixing, i.e. by prefixing or suffixing morphemes to the stems. These are denominatives, deverbatives, and deadjectives.

**Denominatives:**

They are generally nouns formed from other nouns and fall into 5 categories:

* abstractives are formed by replacing nominal prefixes of some nominals by the nominal prefix –**bu**- added to the stem: *u-bu-ro,* millet; *u-bu-cucu*, stupidity; *u-bu-twari*, courage
* augmentatives or pejoratives which express the idea of depreciation: *i-gi-twe*, big head; *u-ru-da,* big belly; *i-bi-toke*, big fingers
* diminutives express an idea of contempt: *a-ka-gi*, very little egg; -*a-ka-boko,* very little arm.
* singulatives denote single objects: *urubuto*, one seed; *uruvi*, one white hair
* collectives denote collective objects: *u-bu-shyo*, cattle; *i-m-baga*, crowd

# **Deverbatives**

Many nouns are derived from verbs thanks to derivational suffixes or extensions (meaningful) and formal suffixes. There are 7 types of derivational suffixes. Their formation obeys phonological rules.

1. –ir-: a suffix which expresses application ( to do something for someone), e.g. *ku-bik-ir-a,* to keep something for someone; –**ir-** occurs after **k** and **r**.
2. –an-: a suffix which expresses reciprocity, e.g. *gu-sur-an-a,* to visit each other
3. –esh-/-ish-: -esh- occurs after a stem containing **e,** e.g. *gu-sek-esh-a,* to make laugh; –ish- occurs elsewhere.
4. –ik-: a suffix which expresses ability, can, easy to do, e.g. *gu-shuk-ik-a*, to be deceivable
5. –u-: a suffix which expresses the passive, e.g. *gu-kubit-u-a/gukubitwa,* to be beaten
6. –ur-/-or-: a suffix which expresses a reverse action, e.g. *gu-king-ur-a*, to open, as opposed to *gu-king-a,* to close; *ku-rog-or-a,* to give someone an antidote,-**or**- occurs after a root containing o because of vocalic homophony.
7. –gur-: a suffix which expresses repetition, e.g. *gu-hind-agur-a,* to change many

.**Particular ideas expressed by deverbatives:**

1. instrument, place, action: nouns ending in -o:

*u-mu-kubuz-o* , “broom”, comes from the verb *gu-kubur-a,* “to sweep”.

*u-mu-pfundikiz-o* , “lid”, comes from *gu-pfund-ik-ir-a* , “to cover”.

*u-bu-tur-o*, “tomb”, comes from *gu-tur-a* , “to dwell”.

*i-hurir-o* , “meeting place”, comes from *gu-hur-a,* “to meet”.

*u-mu-hig-o*, “prey”, comes from *gu-hig-a* , “to hunt”.

*u-mu-sor-o,* “tax”, comes from *gu-sor-a* , “to pay a tax”.

1. state, condition: nouns ending in -e or -u

*u-bu-ken-e*, “poverty”, comes from *gu-ken-a*, “to become poor”.

*u-bu-konj-e,*  “coldness, comes from *gu-konj-a*, “to get cold”.

*u-mu-tuk-u, “*redness”, comes from *gu-tuk-ur-a* , “to get red”.

*u-ru-pf-u*, “death”, comes from *gu-pf-a,* “to die”.

1. manner: nouns ending in -re

*u-bu-re-re* , “education”, comes from *ku-rer-a,* “to educate”.

*i-mi-ifati-re*, “attitude”, comes from *ku-ifat-a*, “to behave”.

1. agent: nouns ending in -i

*u-mu-saz-i*, “mad person”, comes from *gu-sar-a, “*to become mad”.

*u-mu-genz-i,* “traveller”, comes from *ku-gend-a ,* “to go”.

There are five phonological rules which govern deverbatives that express agent:

1. Nominal stems ending in **byi, myi, nnyi** arederived from verbal roots ending in /**β**/, **/m/, /n/**

*u-mu-ro****byi***, “fisherman”, is derived from *ku-rob-a,* “to fish”.

u-mu-re**my**i , “Creator”, is derived from *ku-rem-a ,* “to create”.

u-mu-byi**nnyi,** “dancer”, is derived from *ku-byin-a,* “to dance”.

1. Nominal stems ending in **zi**, **nzi** are derivedfrom verbal roots ending in **/g/, /ng/, /d/, /r/**

*u-mu-re****zi*,** “accuser”, is derived from *ku-reg-a*, “to accuse”.

*u-mu-hin****zi*,** “farmer”, is derived from *gu-hing-a,* “to plough”.

*u-mu-do****zi***, “tailor”, is derived from *ku-dod-a*, “to make a dress”, “to sew”.

*u-mu-oro****zi****,* “cattle keeper, is derived from *ko-ror-a,* “to breed”, “to raise”.

1. Nominal stems ending in **tsi** are derived from verbal roots ending in **/k/**

*u-mu-tege****tsi***, “administrator”, is derived from *gu-tegek-a*, “to govern”.

*u-mu-te****tsi,*** “cook”, is derived from *gu-tek-a,* “to cook”.

1. Nominal stems ending in **si** are derived from verbal roots ending in **/t/**

*u-mu-ira****si***, “boastful person”, is derived from *ku-i-rat-a,* “to boast”.

*u-mu-ta****si***, “spy”, is derived from *gu-tat-a*, “to spy”.

1. Nominal stems ending in **shi, -ji** are derived from verbal roots ending in **/s/**

*u-mu-ra****shi***, “shooter” is derived from *ku-ras-a***,** “to shoot”.

*u-mu-ba****ji***, “carpenter, is derived from *ku-baz-a*, “to plane”.

**Newly independent formed deverbatives**

**New idiom Root French Verb English**

*icyizere -izer- croire* credibility

*imikorere -kor- travailler* working policy

*imiturire -tur- habiter* shelter

*imiyoborere -yobor- diriger* administration

*imyifatire -fat- se tenir* attitude

*uburambe -ramb- durer* work seniority

*ubushakashatsi -shak- chercher* research

*umuyoboke -bok- suivre* follower, member

*umwirondoro -rondor- détailler* identification

*urusengero -seng- prier* church

### **Morphological aspects of loanwords**

The morphological adaptation of loanwords is generally operated in one of the four ways: addition, deletion, derivation, and reduplication. Loanwords take Kinyarwanda morphological features when they are allocated to noun classes.

### **Addition**

In general, a loanword adds an augment and an affix (usually by prefixing or/and suffixing) to the stem of a word. This is the most frequent method of integration. Although a loanword may be integrated into the borrowing language, it does not always find full acceptance in the host language system. Thus, it can preserve or lose original segments and create new ones. This is the case observed in loanwords having the nominal prefix -ma- of class 6 or za attested in plural nouns of class 10. The morpheme za- is usually an adjectival or pronominal prefix. The nominal prefixes **-ma-** and **za** are good cases to illustrate the addition process in loanword adaptation in Kinyarwanda. The two morphemes are used alternatively, but with fully assimilated loanwords, -ma- (always preceded by an augment, -a) tends to predominate over za (no augment before it).

The following sentences consider one agreement from the native words of class 10 and class 6.

*I-nka za-njye za-rishije*: “My cows have grazed”.

*A-ma-tama ma-nini a-maze ku-byimb-uk-a*: “Big cheeks are no longer swollen”.

The agreement in two loanwords (*avoka*/*ivoka*: avocado; *bisi*: bus) in the same noun class introduces an alternative morpheme. Thus, two options are observed:

1a*. Za voka zireze*: “Avocadoes are ripe”.

1b*. A-ma-voka* *areze*: “Avocadoes are ripe”.

2a. *Za bisi zatinze*: “Buses have delayed”.

2b. *A-ma-bisi yatinze*: “Buses have delayed”.

The word i*voka,* “an avocado”, will be *amavoka* or *za voka* in plural. The plural word *za voka* has no augment, which should normally be *i*-, if class markers of noun class 10 are taken into account. This shows that some loanwords have ambivalent forms when they haven’t yet been fully adopted by the nominal class system.

However, the plural forms below show that some loanwords have found full acceptance in the host language:

**Kinyarwanda French English**

*a-ba-voka avocats* lawyers

*a-ba-biligi belges* Belgians

*a-ba-faransa français* (people) French

*a-ma-foto photos* photos/pictures

*gu-foto-ra**photocopier* photocopy

*gu-foto-ra* *photographier* take a picture

*gu-sabota* *saboter* to botch

*i-foto photo*  photo/picture

*i-gi-faransa français* (language) French

*i-m-papuro papiers* papers

*ku-defiriza défriser* straighten (hair)

*ku-depoza deposer* deposit/ hand out

*u-mu-avoka avocat* lawyer

*u-mu-biligi belge* Belgian

*u-mu-faransa français* (people) French

*u-ru-papuro papier* paper

### **Deletion**

One element of the source word is omitted to simplify the spelling or the pronunciation, especially when the original form is hard to pronounce or to write to fit the host language system.

**Kinyarwanda French English**

*gu-fotora photocopier, photographier* photocopy/take a picture

*u-mu-fana fanatique* fanatic

*ruwiri l’huile*  cooking oil

*Leta l’Etat*  the State

*isinya signature* signature

*ku-iy-aranja s’arranger* to manage

*Loni l’ONU* The UN

Loanwords which have not been fully adopted are written and pronounced with or without initial nominal morphemes: augment or nominal prefix. However, in the long run they will definitely take a stand and get one. This explains the fact that loanwords are still searching for adoption in the nominal class of the host language before being totally integrated.

In the section above, there has been deletion of the apostrophe and the elided article (*article élidé l’*) has resulted in the formation of the segments *ru*, *le*, *lo*, in *ruwiri*, *leta*, *loni*, respectively. The article and the apostrophe have been merged.

The structure of a loanword does not often conform to the original Kinyarwanda. Some omit the augment, while others keep it, or simply use it alternatively.

Some loanwords omit the augment:

**Kinyarwanda French English**

*ruswa reçois* bribe, corruption

*sinyatire signature* signature

### **Derivation**

According to Hockett (1958, p.417), derivation is the part of morphology which “deals with the structure of the stems”.

Some verbal loanwords are formed by derivational suffixes (verbal extensions). These are to be distinguished from formal suffixes which have no meaning in themselves. Verbal extensions whereby derivational suffixes are added to the verbal root help to form many other verbs. In Kinyarwanda, there are 7 types of derivational suffixes, which help in the formation of verbs. Integrated verbal loanwords have accepted this process of derivation. To form a verb, you need a nominal prefix showing the infinitive *gu*- or *ku*-, followed by a verbal root beginning by a consonant. Thus, the structure will be: Nominal Prefix + Verbal Root + (Extensions) + Final Vowel.

For example the verbal loanword*gu-fotor-a* originates from the French *photographier,* “to take a picture/photograph”, or *photocopier, “*to make a photocopy”. Verbal loanwords accept the process of derivation by adding a suffix to the verbal root.

1. -*ir-/-er*-: a suffix indicating application (to do something for somebody), for example, *gu-fotor-era,* “to take a photograph for somebody”/ “photocopy for somebody”

2. -*an*-: a suffix indicating reciprocity, for example, *gu-fotor-an-a,* “to take a picture each other”.

3. -*ish-/-esh*-: causative suffix (to have something done by somebody else, to cause to do, to make somebody do something), for example, *gu-fotor-esh-a*: “to have a document photocopied”, “to have a photograph taken”.

4. *-ik-/-ek*-: a suffix expressing ability: to be able to, for example, *gu-fotor-ek-a,* “easy/able to be photographed or photocopied”.

4. *-u-*: a suffix indicating the passive voice, for example, *gu-fotor-w-a,* “to be taken a photograph”.

5. -*ur-*: a suffix indicating a reversive action, for example, *gu-pakur-ur-a,* “to unload”.

6. -*agur*-: a suffix indicating a repetitive action, for example, *gu-siny-agur-a,* “to sign several times”.

The way derivation operates in Kinyarwanda nominal morphology is entirely based on affixing (prefixing and suffixing).

Scalise (1986:11) states that “words can be found that have undergone derivation and then compounding, but not compounding then derivation” […] and that deletion operation can eliminate only a dummy element, or a formative explicitly mentioned in the structure index (for examples, *you* in imperatives), or the designated representative of a category […]

### **Reduplication**

The stem or the part of the loanword is repeated in the same way Kinyarwanda adjectival or nominal stems are reduplicated, for example, in the word *ki-re-ki-re,* “a tall thing”; *u-ru-ntu-ru-ntu*, “human intrigue”. The stem is reduplicated to show the action of signing a document several times, respectively.

Nurse and Philippson (2003, p.88) explain that “in all kinds of non-verbal words, reduplication is particularly frequent with monosyllabic stems, which indicates a rhythmic preference for polysyllabic stems. Semantically, reduplication often appears to indicate smallness and/or repetition or intention.”

With verbal loanwords, some morphemes are reduplicated. For example, the repetitive action*gu-sinya-siny-a,* “to sign several times”,comes from the loanword *gu-siny-a, signer*, meaning “to sign”. The newly borrowed verb *gu-kilik-a,* “to click”, is often reduplicated to show the repetitive action of clicking several times on a computer, *gu-kilika-kilika*, in a way which may lead to defective functioning*.*

### 

### **Morphological changes of French loanwords**

Most French loanwords have undergone deep morphological changes in Kinyarwanda. This explains their seniority or the chronology of these loans. The common nominal structure of a Kinyarwanda word is: augment-nominal prefix-stem. The verb and other parts of speech do not have any augment. The infinitive has a nominal prefix, a root, a suffix (optional), and a final vowel (always -a). Most loanwords comply with this structure. Here are just a few examples below to indicate some morphological changes. The adaptation from the lending language to the borrowing one is a long process. It does not happen haphazardly. It makes its way in the daily conversation, the media, and the print.

**Conclusion**

This paper has allowed us to explore many aspects of deverbatives. Some areas of life accommodate more loanwords than others, especially for the realities which did not exist in the borrowing language, and that there is a great need of borrowing a foreign word or concept. In Kinyarwanda, the areas of influence of technology, religion, science, education, commerce, banking, and taxation have retained more foreign elements than any other areas. However, although Rwandans had a strong traditional religion, they have adopted more words from Christianity and Islam, simply because both creeds had a great influence on the Rwandan culture, education, civilization, and politics.

The degree of phonological sieve of the DL (Donor Language) speaker determines how the loanword is going to be adapted in the BL (Beneficiary Language). People do not perceive the sounds in the same way. After having acquired sounds of a given language system, the brain is very likely to assimilate foreign sounds to those it has already acquired. Thus, the sounds from the donor language will be changed according to the degree of perception of the learner, e.g. boy /bɔI/ changes to *umuboyi* /umuβoji/, lift /lIt/ changes to *irifuti* /irifuti/, shirt /ʃəːt/ to *ishati* /i∫ati/, etc. As a matter of fact, perception strongly triggers changes in loanword adaptation. Many loanword changes in both spelling and pronunciation take place during perception, although there may be some other factors conditioning the adaptation.

Loanwords from a donor language closer to the language system of the borrowing language or having the same family as BL adapt more easily than those from a more distant system. This is the case for Spanish loanwords in French and vice-versa, or Kiswahili and Urunyankore loanwords in Kinyarwanda. They do not change as much as other languages would do.

Morphology, syntax, phonology, orthography, and semantics are interrelated in a loanword study. However, syntax seems to be less affected than other language areas. It is quite understandable that people borrow words and sounds and not necessarily the sentence structure. Words and their meanings, letters, sounds, and suprasegments from a donor language adapt to the sentence structure of the beneficiary language. The most borrowed parts of speech are nouns and verbs, especially because all the languages of the world have at least the two parts of speech. In addition to being the most important elements in a language, they express more concrete realities than adjectives, articles, pronouns, adverbs, prepositions, conjunctions, and interjections.

This work does not pretend to have exhausted all the aspects of loanword adaptation in Kinyarwanda. It is rather a door for other linguists in order to research on this area of sociolinguistics in a broader perspective and come up with more theories. We hope the theories and findings in our work will serve for further linguistic studies, especially the areas which have hosted loanwords and the complexity of loanwords resulting from French/English deceptive cognates.

**References**

Comrie, B. (1990). *The Major Languages of South Asia, the Middle East and Africa*. London: Routledge.

Coulmas, F. (1997). *The Handbook of Sociolinguistics*. Cambridge: Blackwell Publishers.

De Forges, A. (1972). *Defeat is the Only Bad News: Rwanda under Musinga* (*1896-1931*). PhD Thesis,

Yale University: Michigan University, Michigan.

Goyvaerts, D. (2000). *Conflict and Ethnicity in Central Africa*.Tokyo: Institute for the Study of

Languages and Cultures of Asia and Africa.

Kashoki, M.E. (1999)**.** *Loanwords in Silozi, Cinyanja and Citonga.* Zambia: Mission Press, Franciscan

Centre Ndola.

Linden, I. (1977). *Church and Revolution in Rwanda*. New York: Manchester University Press.

Mufwene, S. (2001). *The Ecology of Language Evolution*. Cambridge: Cambridge University Press.

Newbury, C. (1976). *The Cohesion of Oppression: A Century of Clientship in Kinyaga, Rwanda*.

Michigan: University Microfilms.

Obenga, T. (1992). *Ancient Egypt and Black Africa*. London: Karnack House.

Sasse, H. (1980). “Research on the Cushitic Language Family of East Africa”. *Recent German*

*Research on Africa: Language and Culture*. Berlin: Mouton de Gruyter.

Stene, A. (1945)**.** *English Loanwords in Modern Norwegian:* A Study of Linguistic Borrowing in the

Porcess. Oslo: Johan Grundt

***The Impact of School Discipline on Student Academic Performance in Rwanda. A Case of Kicukiro District Secondary Schools***

Kirenga Allan\*&Cyeze M. Emmanuel

Faculty of Education, Adventist University of Central Africa, P.O. Box 2461, Kigali, Rwanda Rwanda

[emmanuel.cyeze@auca.ac.r](mailto:emmanuel.cyeze@auca.ac.r)w

# ***Abstract***

*The study was titled 'The Impact of School Discipline on Students’ Academic Performance' in Rwanda. Kicukiro District Secondary Schools were taken as a case study to achieve the objective. The problem was that there has been a consistency in performance in Rwanda where the best performing schools continue to do well whereas the worst performing schools also continue with the trend. Research also showed stern disciplinary measures taken by the high performing schools and on the other hand the least performers have more liberal disciplinary approaches. It was therefore hypothesized in this study that there is no significant relationship between school discipline and students’ academic performance. The study used descriptive research design and regression analysis was used to test the nature of relationship between variables. Primary data in this study were collected from 166 participants using the questionnaire as the main data collection tool and analyzed using statistical package for social sciences software (SPSS) version 23.0. Based on the results tested, the hypothesis demonstrated that model summary shows the adjusted R2 of 0.070 where ANOVA shows F-test of 13.956 and p-value of 0.000 which is less than the significance level of 0.05. From the findings, the study concluded that school discipline has an impact on students’ academic performance. Decent school discipline leads to student learning and performance on a high rate while poor discipline in students leads to low learning and performance. Based on the findings and conclusions, the study suggested that all concerned parties at the school and district level should enforce high discipline in their respective schools.*

**Key Words:** academic performance, discipline, school, students.

**Introduction**

Globally, student performance is often assessed by exams or continuous assessment tests, but there is no universal understanding of how best to assess or what aspects are the most useful declarative knowledge (such as facts) or for procedural knowledge (such as skills). In addition, the jury is still out on whether individual factors can successfully forecast academic performance, and factors such as environment, motivation, test anxiety, and emotional needs to be considered when developing models of academic performance. Nowadays, most of schools receive funds basing on performance of learners. High academic performance is mostly observed in schools which receive more money while poor performance is mostly observed in schools which receive little money (Aken, 2011)

In Japan, parenting is a term used to describe how parents affect students 'learning by changing students' knowledge, attitudes, and parenting behavior at school. It depends on the parents' social and economic situation. The most educated parents have a good attitude towards learning. In addition, recent research suggests that the quality of parent-child relationships will play an important role in the development of positive learning in adolescents, which in turn will have an impact on their learning and performance (Kira, 2014).

In South Africa, a well-organized school curriculum has improved the quality of schooling, increasing the number of schoolchildren, investing in higher education, and reducing the number of dropouts and depression. In addition, positive development has been observed in young people participating in extraordinary activities. High schools have been linked to better performance academically, especially among youths in urban areas.

In Kenya, while various researchers show a relationship between strong school discipline and academic performance, the discipline practices in this relationship are not clear. In addition, many distinct factors affect the relationship between students’ academic achievement, their discipline and the school environment (Mahoney et al., 2005). These changes include but not limited to: mental health, identity development, positive relationships, behaviours and community involvement (Mahoney et al., 2005). Other studies on youth have suggested that it is important to have support for social welfare and development. Through this, academic success can be achieved through post-school activities (Eccles & Templeton, 2002).

When it comes to student performance, another group of variables that we need to consider include: community and family structure, personality traits, and program context (Mahoney et al., 2005). For instance, socioeconomics has been found to have a significant effect on how many students participate in extraordinary courses (Covay & Carbonaro, 2010). In addition, peer relationships and support for extra-curricular activities often affect the way people behave in schools (Eccles & Templeton, 2002). With all these changes in mind, it is vital to have a clear understanding of how the learning outcomes can be viewed negatively and positively.

Recently, Rwandan scholars have written extensively about indiscipline among students and its impact on their learning and performance in schools. Discipline in the classroom is a key factor in academic excellence. On the other hand, the lack of discipline often leads to many academic complications like a lack of vision and purpose, mismanagement of time, irregularity in attendance and punishment. It also plays an important role in achieving student responsibilities as well as educators. Hakizimana (2015) advised cooperative learning for performance to be achieved amongst the learners.

Discipline aids in achieving expectation, goals, and responsibility among students. Proper discipline forms a positive perception about the school and prepares learners for their future. Good discipline among learners eliminates disruptive behavior at school. As the learner grows to adulthood, the execution of effective school discipline is key to their academic and social journey. Therefore, by definition, discipline is the ability to perform reasonable instructions to achieve the right standards of conduct. It is the abstract trait in a person which is connected to and manifested by his ability to execute instructions well during the right period of time and in the right circumstances, with or without supervision. (Hakizimana, 2015).

## Statement of the Problem

The survey from the results of 2016 national Educational Yearbook shows that, for 5 years consecutively, from 2012 to 2016, there is a dominance of the same secondary schools from the same districts listed among the top 10 positions (MINEDUC, 2016).

On the other hand, an increasing number of secondary school head teachers and teachers are reporting a wide range of potentially disruptive behaviors in the classrooms and around the schools (Mukamusana, 2017). Many students are seen loitering in town streets, villages, and other places in their uniforms during class time, an indication of disrespect to school rules and regulations. All these cases are specifically from poorly performing schools. This has therefore created a big concern about the learners’ lack of concentration on their academic work and attainment of high scores in the national level examinations (Mukamusana, 2017).

## Research Questions

What is the impact of school discipline on students’ academic performance in Kicukiro District?

**Objectives of Study**

The objective of this study was to find outthe impact of school discipline on students’ academic performance in Rwanda.

**Hypotheses**

There is no significant relationship between school discipline and students’ academic performance among Secondary colleges in Kicukiro district

# **Literature Review**

## Conceptual Review

### **The impact of school discipline on students’ academic performance**

Discipline influences learning by creating an environment that is free to share time in a variety of activities, improving planning through observation and maintaining a daily routine, changing the structure of the learners and strengthening, helping to set good examples and positive role for good score. Things like stress, the environment, enthusiasm, and emotions require attention when planning a model for learners’ performance. Numerous studies show that there is a relationship between discipline among students and their performance in school, with increase in discipline levels, there is increase in performance.

While instructional institutions have a responsibility to uphold the guidelines or standards of conduct governing student behavior, parents are also involved in the integration. Aspects such as clothing, hair, and basics start at home. Parents, caregivers, and school administrators, are the two pillars that play a major role in student development. Unless discipline is addressed from an early age, access to quality education and the full impact of students will continue to be a challenge. So, if students in all level have discipline, it is very possible to get the knowledge and skills they need easily because they are basic and manageable.

According to Roos et al. (2021), though they have a lot of work to do, parents have to create time to spend with their children to talk about a range of issues, for example their discipline. There is also a need to enhance leadership and mentorship in schools, to help students reap values. A child or younger man or woman with strong social and religious conduct has a larger danger of excelling in school. The fundamental discipline is to practice, the learner should cultivate via putting requirements and knowing the place he or she can attain in the midst of many obstacles. At the height of COVID-19, the place education is shifted domestic due to the fact colleges are closed and controls are in the hands of parents, willpower will play a primary position in continuing education.

Good school discipline plays a key role in achieving goals and objectives. Many high schools experience poor discipline among students. This lack of discipline has had an impact on student learning and performance. As pointed out by Wood, Nicholson and Findley (2005) effective discipline helps in improving learners conduct. The performance of the class will be good if the students are highly disciplined. Together with this, direction to the side of the learner as well as the caregivers will be easier. Gawe, Vakalisa and Jacobs (2001), emphasize cooperative learning as a solution. If the school lacks a practical discipline, the achievements of the school will not be pleasing. Discipline also plays an important role in finding responsibilities in students as well as educators. The ability of the teacher to exercise effective discipline as suggested by Dunham (2004) is essential. Good discipline will always result to good image of the school and also would prepare the learners for the future. Good discipline at school will also do away with the disruptive behaviour in the schools.

One of the major keys for the learner in his journey to adulthood is implementation of effective discipline at school. Many are times when parents have no choice apart from having their children enrol in a school with poor discipline which often leads to poor school performances. In a school where good academic achievement is valued, then effective discipline is a key factor. The effective discipline in school and in the classroom will often result to effective teaching and learning yielding to positive academic achievements.

Sonn (2009) emphasizes that schools with poor discipline are difficult to manage and many times this will result in unmotivated and demoralized educators and learners. As a result, we get poor academic performance. This is because indiscipline has negative results such as high failure rates. In contrary to that, effective discipline yields to good academic achievement because self-discipline will always promote the learner and remain focused on his goal which he or she has to achieve.

Visser (2009) points out what impact the partnership between parents and educators has in upholding effective discipline. When descent discipline is enforced at the school level and the parent is also aware of it and applies the same at home, is the right formula for better academic achievement for learners because what is practiced at school is reciprocated at home. There is little difference between the home environment and the school.

In maintaining quality education, misbehaviour in schools is an area of major concern. Cohen (2011), expresses that the increasing occurrence of disruptive behaviour is a challenge for everyone, and it must be addressed with all available resources before it jeopardizes educational goals. As a result, a study of the recurrent problem of discipline, however restricted, is of tremendous value and a useful cornerstone of learning and academic performance.

According to Sonn (2012), Self-discipline or discipline refers to a grasp of what is right and wrong. If there is a lack of discipline in the classroom setting or in a learning scenario, the anticipated outcomes of teachers and learners may not be accomplished. Even learners, who come to class with learning objectives in mind, want their colleagues to be well-behaved and demonstrate behaviour that does not disrupt their own or their classmates' learning. They should adhere to Asmal’s view (1998) that discipline is actually a form of 'moral compulsion' to which one must adhere. Learners must therefore practice self-discipline; without which it would be quite difficult for them to engage in any "valued activity."

It is critical to discipline children in order to establish a secure learning environment. Discipline necessitates knowledge, talent, sensitivity, and self-assurance; like any art, it is learned via training and experience, and it gets easier with practice. Many people confuse classroom management with discipline; discipline is one aspect of classroom management, while classroom management is a broad word.

Discipline can also be beneficial to both the person and the classroom environment. Utilizing disciplinary measures can be used as an opportunity to reflect on and learn about consequences, promote group values, and encourage appropriate classroom behavior. Understanding and tolerance of various disciplinary approaches can be improved by acknowledging the diversity of values among societies. Instead of out-of-class consequences like detention, suspension, or expulsion, encouraging constructive correction of dubious behavior inside the classroom dynamic can foster learning and discourage future misbehavior. Learning to accept responsibility for one's negative behavior can also help with social emotional learning. (Fontana et. al., 2012).

By Freire’s and Amado’s (2009), findings of their study, "The Effect of School Discipline Management on Academic Performance in Canada," there is a link between school ethos (essentially the school's underlying beliefs) and students' behaviour and attitudes toward school, as stated in the following conclusions. There is a link between a cohesive school ethos and more appropriate behaviours and attitudes in students; there is a link between a proactive and preventive disciplinary environment and less frequent occurrence of undisciplined behaviour; and there is a link between inconsistent disciplinary action and disciplinary action based on punishment and control and more frequent occurrence of undisciplined behaviour in students.

### **The role of school rules and regulations on students’ academic performance**

In an ideal world, schools would establish rules and laws to control the diverse lives of pupils, including dos and don'ts. (Okumbe, 2010). Regulations, on the other hand, are legally binding mandates that are meant to promote order and efficiency in a company. Lupton and Jones (2012), tried to argue that effective schools exhibit sound inclusive policies such as emphasizing school norms and regulations, collaborative leadership, and excellent practice. As a result, the school rules and regulations specify the desired level of conduct expected from both instructors and students. Nevertheless, these researchers made no mention of the impact of school rules and regulations on student achievement, highlighting the need of doing this research.

As pointed out by Awang (2013) among the strategies established to maintain good behaviour among students in schools is school rules and regulations. This means obedience to school staff, orderliness, good behaviour and self-control (Awang, 2013). Some categories of schools especially secondary schools, prospectuses which show some expectations are given to students (Adams, 2013). What students should do or not do are outlined in school rules and regulations. Nevertheless, this assumption in many high schools, learners violate these regulations and extensive practices such as running away from school, drinking alcohol, participating in frequent protests and closing schools and stopping students have a negative impact on student performance.

Chaplain (2003) argues that the guidelines of the schools are mainly rules relating to teacher-student and student. Principles of school conduct can enhance or improve the quality of learning. It can reduce the use of harsh penalties or measures to combat student misconduct. Therefore, the Board of Directors of each school must outline its own code of conduct. The ethical goal should be to maintain a 'well-rounded and purposeful school'. Ethical principles must establish ethical principles, promote self-control and constructive learning, and are based on respect and tolerance. Implemented or enforced behaviors can contribute to better school performance.

In order to improve good discipline, the misconduct must be reduced in schools in order to create a learning environment. Emenike & Lekpa (2020) contends that the rules and repercussions of violating them must be properly stated to parents, students, and instructors. Once the rules are in place, compliance and compliance with school regulations in a fair and lasting manner, as well as giving a means for children to hear their side of the story, will raise parents' and parents' knowledge about justice. Disciplinary procedures must also encompass a variety of infraction categories, depending on the health or severity of the offense.

In Gaustad (1992), a study on research undertaken in 600 secondary schools that discovered that confusing or unjust regulations were not sufficiently enforced, which was linked to bad school discipline. Gaustad, (1992) argues that although “good behavior is needed, it is not enough for development to increase”. Gaustad (1992) goes on to say that practical school strategies should seek to encourage behavior that is responsible for giving all students a school experience and discouraging misbehaviour. These are the students; however, despite the fact that schools are trying their best to make education more accessible to them, they still love school.

Studies have shown that students, who do not like school, do poorly in school, have less work goals, and are more susceptible to disturbance. Therefore, researchers believe that social participation in school activities can help students behave better in school. Cotton (2011) requires that failing students be assisted through the correctional program, which would also provide better attitudes towards school activities if the aforementioned learners begin to show signs of progress. The good behavior of teachers in their careers also plays a significant role in the attitudes of students at school.

It was discovered by Gaustad (1992) that staff commitment to the development and maintenance of proper student conduct as significant learning criteria is a critical component of preventative discipline. According to Gaustad (1992), A well-behaved school also has the construction of a social standard or norm that is distinguished by personalized attention for children. Making the curriculum enjoyable for students so that they would want to come to school to study while also being well prepared and trained demonstrates that the teachers are interested in what they say and respect them as experts. Charlton and David (2011) believe that student misconduct may be a clear and unambiguous response to a schedule that includes non-profit or non-profit courses and materials, and / or that they are presented in an unsatisfactory manner and prevents their involvement.

Bumbarger (2010) concluded that training teachers to manage classrooms effectively can increase discipline, reduce unnecessary delays and prevent erosion from negative effects of suspension and dismissal. In a study conducted by Kiggudu (2009), on the influence of effective management of school rules and regulations on learners’ performance in Uganda, a case study of private high schools in Busiro country, Wakiso district, indicated that the schools involved in the study had designed school rules and regulations but some of them need some modifications and there is no consistence in their implementation. This has led to their violation, aggression and strikes by students. The study also found that students broke those rules and regulations even if they specify what school members should do and what they should not do. Moreover, findings show that students had a certain kind of indiscipline such as drinking alcohol, escaping from schools and participating in frequent strikes.

## Theoretical Review

This study employed Skinner’s theory on learning. The Skinnerian model is behavioural in nature. It takes its starting point from the fact that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behaviour and punishes bad behaviour (Black, and Stanley, (Eds) cited from Phillips 1998).

The study also employed the theory of planned behavior by Icek. According to Icek Ajzen (1985), if people consider behaviors that are presented as positive (attitudes), and if they think that other important people want them to behave (ethical principles), this results in less motivation (motivations) and that is what is most likely to be done. The reverse is also true. The broader relationship between perceptions and the principles governing behavioral intentions, and then behavioral attitudes, in this theory have been confirmed in many studies.

# **Methodology**

The research was quantitative in nature and it was a correlational study. The five scale

structured questionnaire was developed and administered to 66 students in Kisumu county

among which all the questionnaire were retrieved and analyzed to give empirical evidences of

the study. The study adopted simple random technique. The inferential statistics were also

employed to help in the analysis of the effect of discipline on each component of academic

performance. They also produced empirical results that formed the basis for decision model.

The research was quantitative in nature and it was a correlational study. The five scale

structured questionnaire was developed and administered to 66 students in Kisumu county

among which all the questionnaire were retrieved and analyzed to give empirical evidences of

the study. The study adopted simple random technique. The inferential statistics were also

employed to help in the analysis of the effect of discipline on each component of academic

performance. They also produced empirical results that formed the basis for decision model.

The research was quantitative in nature and it was a multiple regressional study. The five-scale structured questionnaire was developed and administered to 166 respondents consisting of 91 students and 75 teachers from three selected secondary schools in Kicukiro district. All the questionnaire were retrieved and analyzed to give empirical evidences of the study. The study adopted simple random technique of sampling. Inferential statistics were also employed to help in the analysis of the impact of school discipline on students’ academic performance. They also produced empirical results that formed the basis for decision model.

X = Independent Variable: school discipline (SD)

Y = Dependent variables: Academic performance (AP)

Y = f(x)

Where f(x) = (x1= School rules and regulations (SRR), x2= Constraints faced in implementing school discipline (CISD), x3= Strategies taken in school discipline management (SSDM) ;

While the f(y) = (y1= National Examinations Results (NER), y2= Position/National ranking (PNR), y3= Students’ marks average/aggregates (SMA);

NER =f (SRR, CISD, SSDM) f1

PNR =f (SRR, CISD, SSDM) f2

SMA =f (SRR, CISD, SSDM) f3

Based on these functions the following multiple regression models were established, (where ε= error term):

NER = β0+β1 SRR+β2 CISD+β3 SSDM+ ε, Model 1

PNR= β0+ β1 SRR+β2 CISD+β3 SSDM+ ε, Model 2

SMA= β0+ β1 SRR+β2 CISD+β3 SSDM+ ε, Model 3

**Findings**

The data gathered on school discipline (adherence to school rules and regulations and acceptable student conduct) and student academic performance (National examination results, position/national ranking and students’ average marks/aggregates) were created by summing responses of all items for each of the variables. The results of the regression are presented as follows

**The impact of school discipline on students’ academic performance**

Table 1: The impact of school discipline on students’ academic performance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statement | Mean | Comment | Std. D | Comment |
| The school discipline helps students to increase their knowledge | 4.26 | Strong/high | .76 | Homogeneity |
| students attitude and general behavior towards academic matters have improved because of the school discipline | 4.01 | Strong/high | 1.06 | Heterogeneity |
| The school discipline has helped students to improve their grades | 4.27 | Strong/high | .76 | Homogeneity |
| The school discipline has helped students to improve their time management skills | 4.08 | Strong/high | .99 | Homogeneity |
| The school discipline encourages students to make research beyond the knowledge they receive in classrooms | 4.24 | Strong/high | .77 | Homogeneity |
| Overall mean | 4.17 | Strong/high |  |  |

Source: Primary Data, 2021

As far as the effect of school discipline on learners’ academic achievement is concerned, findings in table 14 show the biggest number of research participants assented that good discipline helps students to increase their knowledge as indicated by a mean oh 4.26 which is also expressed as strong mean. The standard deviation of 0.76 on this item indicates a similar perception by the respondents on this item. Findings in the table also showed that a big number of research participants reported that students’ attitude and general behavior towards academic matters have improved because of the school discipline, as shown by strong mean of 4.01 but diverse perception/heterogeneous perception due to 1.06 of standard deviation.

Moreover, the strong mean of 4.27 shows that majority of respondents reported that the school discipline has helped students to improve their grades. The standard deviation of 0.76 which is under one indicates a similar/homogeneous perception by the respondents on this item. The results in the table also indicated a strong mean of 4.08 on the item that school discipline has helped students to improve their time management skills. The standard deviation of 0.99 on this item indicates a similar/homogeneous perception by the respondents on this item.

Finally, the strong mean of 4.24 stipulates that a large number of study participants acceded that school discipline encourages students to make research beyond the knowledge they receive in classroom. The standard deviation of of 0.77 which is under one indicates a similar/homogeneous perception by the respondents on this item. The average mean of 4.17 which is also interpreted as strong mean show that a big number of research participants acceded that school discipline significantly impact on learners’ academic achievement. Schools should encourage discipline among students in order to keep good performance. Positive discipline should be encourage among students and discourage bad behaviour among students in order to promote students’ academic performance. These results are in sync with the findings of Wood, Nicholson and Findley (2005) who stated that students’ good behaviours are developed when the school has good discipline. Learners’ academic achievement will be good when the school has effective discipline. Good academic achievement is a result of effective discipline whereas high failure rates among students are attributed to indiscipline among students.

**Aspects of school rules and regulations that influence students’ performance**

Table 13: Aspects of school rules and regulations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statement | Mean | Comment | Std. D | Comment |
| Integrating school rules and regulation with school policy | 4.15 | Strong/high | .96 | Homogeneity |
| Having clear school rules and regulations | 3.94 | Strong/high | 1.20 | Heterogeneity |
| School has good leadership style | 4.17 | Strong/high | .82 | Homogeneity |
| Punishment is fair and consistence | 4.13 | Strong/high | .89 | Homogeneity |
| Students are present at school on the opening day | 4.24 | Strong/high | .65 | Homogeneity |
| Teachers share a copy of school rules and regulations with teachers | 4.01 | Strong/high | 1.14 | Heterogeneity |
| Teachers are very strict in giving permission to the students | 4.15 | Strong/high | .77 | Homogeneity |
| Students actively participate in school and class activities. | 4.30 | Strong/high | .68 | Homogeneity |
| Students always put on the school uniform | 4.29 | Strong/high | .60 | Homogeneity |
| Overall mean | 4.15 | Strong/high |  |  |

Source: Primary Data, 2021

Findings in the Table 13 illustrate the views of participants on the influence of school rules and regulations on the academic performance of students. The strong mean of 4.15 on the item that school integrate school rules and regulations with the school policy, indicate the biggest number of participants acceded about this item. The standard deviation of 0.96 which is under one indicates the similar/homogeneous perception by the respondents on this item. The strong mean of 3.94 also indicated that a great portion of research participants acceded that schools have clear rules and regulations. The standard deviation of 1.20 indicates a diverse/heterogeneous perception by the respondents on this item.

The findings on the item that school has good leadership style indicated a strong mean of 4.17 showing that a great portion of respondents acceded about this item. The standard deviation of 0.82 indicates a similar/homogeneous perception by the respondents on this item. The strong mean of 4.13 also suggested that the biggest number of research participants assented that punishment is fair and consistence. The standard deviation of 0.89 which is under one indicates a similar/homogeneous perception by the respondents on this sub-construct.

The results on the sub-construct that students are present at school on the opening day showed a strong mean of 4.24 indicating that a large number of respondents acceded about this sub-construct. The standard deviation of 0.65 which is under one indicates similar/homogeneous perceptions by the respondents on this sub-construct. The strong mean of 4.01 also indicated that the biggest number of research participants assented that teachers share a copy of school rules and regulations with teachers. The standard deviation of 1.14 which is greater than one indicates a diverse/heterogeneous perception by the respondents on this sub-construct.

Furthermore, results indicated that teachers were very strict in giving permission to the students as evidenced by the biggest number of respondents on the strong mean of 4.15. The standard deviation of 0.77 on this item indicates a similar/homogeneous perception by the respondents on this item. The findings also showed a strong mean of 4.30 and 4.29 on the items that students actively participate in school and class activities and always put on school uniform. Respondents had similar/homogeneous perceptions on these items as evidenced by the standard deviation of 0.68 and 0.60.

The average mean of 4.15 in the above table which is also interpreted as strong mean indicates that the biggest number of research participants agreed about the items used to measure the aspects of school rules and regulations have a significant effect on academic performance. In learning institutions where these aspects are neglected academic achievement of students tends to be low. Respect of school rules and regulations by students is an important factor to the improvement of academic performance. Lack of school rules and regulations in schools can be a factor contributing to poor academic performance. Schools rules and regulation also help in keeping students’ discipline hence effective teaching and learning hence in turn improvement in academic performance. From the findings, school head teachers are urged to set clear rules and regulations and be communicated to students. These results are in line with that of Kigudu (2009) who found that one of the strategies to instil good behaviour among students is to enforce school rules and regulations. Students should avoid any kind of indiscipline such as taking alcoholic drinks, smoking that affect their academic performance.

### **Test of Hypothesis**

This part shows the results found on hypothesis one which stated that there is no significant relationship existing between school discipline and students’ performance in selected secondary schools in Kicukiro District.

Table 20: Model Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .274a | .075 | .070 | .30694 |
| a. Predictors: (Constant), Discipline | | | | |

In order to test the nature of relationship between variables, a regression analysis was done and the results showed that the R-square of 0.075 meaning that school discipline affect at about 7.5% students’ performance. This left 92.5% of differences in students’ performance being influenced by other factors that were not identified here. Therefore, from the view of the respondents in sampled schools in Kicukiro District, school discipline only influences about 7.5%variation in students’ performance.

Table 21: Analysis of Variance (ANOVAa)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1.315 | 1 | 1.315 | 13.956 | .000b |
| Residual | 16.204 | 172 | .094 |  |  |
| Total | 17.519 | 173 |  |  |  |
| a. Dependent Variable: Students' Performance | | | | | | |
| b. Predictors: (Constant), Discipline | | | | | | |

ANOVA results show that school discipline significantly affect students’ performance. Results show that school discipline can affect students’ performance in selected schools with F (1,172) = 13.956 at P- value of 0.000 which is less than 0.05(5 percent).

Table 22: Coefficientsa

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 3.780 | .136 |  | 27.890 | .000 |
| Discipline | -.125 | .033 | -.274 | -3.736 | .000 |
| a. Dependent Variable: Students' Performance  Basing on the results above; the formula for regression equation is Y= β0+ β 1X1+ β2X2+ β3X3+…. Thus Y= learners’ performance, β0= constant; β 1= coefficient and X= independent variable. Consequently, school discipline affect the learners’ performance Y= 3.780+ (-0,125X1) (school discipline). The results revealed that if learners’ performance was no affected the school discipline, subsequently their performance would still be influence at 3.780. In contrast, when the explanatory variable has been at zero, a unit shift in school discipline would lead to -0.125 shift in the scores of learners’ performance. This illustrates that respondents in sampled schools in Kicukiro District hold that apart from other factors that influence learners’ performance school discipline is also inclusive. | | | | | | |
|  | | | | | | |

**Summary of the Findings**

The study is entitled “The Impact of School Discipline on student performance in Rwanda. The case of secondary schools in Kicukiro District has been addressed by the following objective: to find out the impact of school discipline on student academic performance in Kicukiro District,

The findings revealed that there are a number of discipline aspects that have a positive impact on students’ performance as indicated by the biggest number of research participants on the mean of 4.00 which is interpreted as strong mean. Those aspect include; students’ punctuality, respect of school property, regular attendance of all classes, avoiding smoking and drinking at school and avoiding fighting on school grounds. The results of the study also showed that there are many factors related to school rules that can have a significant impact on student learning and hence performance; harmonize school rules and regulations with school policies, have clear rules and regulations, have a system of school administration, fair punishment and consistence, ensure that students get to school on a daily basis, ensure that students have a copy of the school rules and regulations, which oppress students misconduct and ensure that students wear school uniforms and ensure that students do all classes and school activities.

Results also indicated that there was a correlation between the implementation of school rules and student learning guidelines, as confirmed by a big number of respondents at strong mean of 4.17. This means that when the rules and regulations of the school are properly implemented the students 'learning improves while the poor implementation of the school guidelines has a negative impact on the students' learning.

**Conclusion**

From the findings, it was concluded that school discipline has a significant impact on student learning and hence performance. Proper school discipline leads to student harmonious learning and improved performance while poor discipline among students leads to poor learning and poor academic performance. Second, it has been concluded that there is a link between the implementation of the rules and regulations of the school and performance of students. Enforcement the rules and regulation of the schools promotes student learning and student performance.

**Recommendations**

Based on the research done, some recommendations were written to relevant people. Firstly, head teachers together with teachers should ensure high discipline in their schools because research has shown that school discipline has a significant impact on student learning and performance.

Second, this research has suggested that schools should have clear rules and regulations and share them with students because research has shown that rules and regulations have a positive impact on student learning and performance.

**References**

Aken, G. (2011). Library use and Learner’s performance. Bangalore: Madras Press.

Asmal, X (1998). The determinants of performance in the university : introductory finance course. *Journal of financial practice and education, 102-107.*

Awang, Mohd & Ahmad, Abdul & Mohd. Ali, Manisah. (2013). Professional Teachers’ Strategies for Promoting Positive Behaviour in Schools. Asian Social Science. 9. 10.5539/ass.v9n12p205.

Chaplain, R. (2003). Teaching without Disruption in the Primary School: A Model for Managing Pupil Behaviour (1st ed.). Routledge. https://doi.org/10.4324/9780203464281.

Cohen, R. (2011). Advantages and disadvantages of technology in education. *New York. Pearson Inc.*

Covay, E., & Carbonaro, W. (2010). After the Bell: Participation in Extracurricular Activities, Classroom Behavior, and Academic Achievement. Sociology of Education, 83(1), 20– 45. https://doi.org/10.1177/0038040709356565.

Eccles, J. S., & Templeton, J. (2002). Chapter 4: Extracurricular and Other After-School Activities for

Youth. Review of Research in Education, 26(1), 113–180. [https://doi.org/ 10.3102/ 0091732X 0 26001113](https://doi.org/%2010.3102/%200091732X%200%2026001113).

Emenike W. S. & Lekpa N. F. (2020) Impact of Discipline on Students’ Academic Performance in Public Junior Secondary School in Rivers State. *International Journal of Innovative Psychology & Social Development 8(4):95-104.*

Hakizimana, E. (2010). Learners characteristics. Kigali, Rwanda.

Freire, H & Amado, L (2009). Five levels of technology use in education. Chicago: Adventure.

Freire, I and Amado, J (2009). Managing and Handling Indiscipline in Schools, *International Journal of Violence and School, Jun 2009, 85-97.*

Gaustad, J. 1992. School Discipline. ERIC Digest no. 78. Eugene, OR: Clearinghouse on Educational

Management. (ERIC Document reproduction service no. ED 350 727).

Gawe, N.J, Vakalisa, M.N. (2001). *Teaching and Learning Dynamics: A Participative*

*Approach*. Johannesburg: Heinemann.

Junco R., S. Cotton No A 4 U: *The Relationship between Multitasking and Academic Performance, Computers*

*& Education*, 59 (2) (2012), pp. 505-514, [10.1016/j.compedu.2011.12.023](https://doi.org/10.1016/j.compedu.2011.12.023).

Kira, I. (2014). *Roles of Grades Serve*. Virginia*:* Works Press.

Lupton, Y. & Jones, K. (2012). Systematic Approach to Education. *Journal of Basic and Applied Scientific Research. 2(12) 21-22.*

Mahoney, J. (2005), "Pedagogical motivations for student computer use that leads to student engagement". *Education technology, 5-17*.

Milligan, C., Fontana, R.P., Littlejohn, A. and Margaryan, A. (2015), "Self-regulated learning behaviour in the finance industry", *Journal of Workplace Learning*, *Vol. 27* (5), pp. 387- 402. <https://doi.org/10.1108/JWL-02-2014-0011>

MINEDUC. (2016). *2016 Education Statistical Yearbook.* Student enrolment from pre-primary to secondary. February 2016.

MINEDUC. (2016). *2018 Education Statistical Yearbook.* Student enrolment from pre-primary to secondary. Kigali, Rwanda.

Mukamusana V. (2017 School Discipline and Academic Achievement of Students in Boarding Secondary Schools: A Case Study of Secondary Schools in Gasabo District. *Master Thesis of Education (Educational Planning, Management and Administration option) of Mount Kenya University.*

Okumbe, N. (2011). Improvement of the Students’ Performance. New York: Pearson, Inc.

Roos LE.et al. (2021). Supporting Families to Protect Child health: Parenting Quality and Household

Needs during the COVID-19 Pandemic. *PLUS ONE* 16(5): e0251720.

Sonn, G. (2012). Tools for Teaching and Disciplining Students. Jossey-Bass.

Visser, L., Visser, L. (2009). Motivational Communication. In: Handbook of Improving Performance in

the Workplace. Watkins, R.&Leigh, D. eds. ISPI & Pfeiffer-Publishers.

Waddington P.A.J., Alpert, Geoffrey P. and Dunham, Roger G. (2004). Understanding Police Use of Force: Officers, Suspects, and Reciprocity, Policing: *A Journal of Policy and Practice*, *Vol. 1*, (3), 2007,370-372.

Wood, C, Nicholson, E .W. and Findley, D.S, (2005). *The Secondary School Principal: Manager and Supervisor*. Newton: Allyn & Bacon.

***Intrinsic and Extrinsic Motivation Factors and Primary Teachers’ Performance In Selected Public Primary Schools of Gasabo District***

Izere Béatrice\*&Cyeze M. Emmanuel

Faculty of Education, Adventist University of Central Africa, P.O. Box 2461, Kigali, Rwanda Rwanda

[emmanuel.cyeze@auca.ac.r](mailto:emmanuel.cyeze@auca.ac.r)w

***Abstract***

*This study was entitled “Intrinsic and extrinsic motivation factors and primary teachers’ performance in selected public primary schools of Gasabo district”. The specific objectives were to determine the relationship between intrinsic and extrinsic motivation strategies and achieving teaching objectives in selected public primary schools, to examine the contribution of intrinsic and extrinsic motivation strategies on the methodology approach in selected public primary schools, to examine the relationship between intrinsic and extrinsic motivation strategies and level of students’ performance in selected public primary schools, to investigate the relationship between intrinsic and extrinsic motivation strategies and teacher performance in selected public primary schools and to investigate the impact of intrinsic and extrinsic motivation strategies on students’ academic performance in selected public primary schools. The researchers used a descriptive design by describing people who take part in the study and their perception on the study variables. For this particular study, the population was 300 teachers and 17 head teachers of the selected public primary schools in Gasabo district that are fully funded by the government. The findings of the study were presented and interpreted basing on the objectives of the study and directed by the research questions. The results of multiple regression models showed that there is positive and significant effect of intrinsic and extrinsic motivation factors on primary teachers’ performance in selected public primary schools of Gasabo district. As a recommendation, the selected primary schools were asked to improve remuneration of the teachers and to create performance measuring tools as a basis for recognition.*

**Keywords:** intrinsic and extrinsic motivation, teacher, performance, factors, strategies

**Word counts:** 252

**Introduction**

Intrinsic and extrinsic motivation is an internal process that makes a person move towards a goal (Azmi, 2010). Raising the Intrinsic and extrinsic motivation and status of teachers as well as retaining high-quality teachers is therefore vital to improving education. Intrinsic and extrinsic motivation refers to the resolution of achieving a goal, marked by goal directed behavior and it implies that the individual is trying hard to perpetrate a certain task. Keeping this significant importance of Intrinsic and extrinsic motivation in priority and several schools have made several efforts to attract and retain right teachers in right place but result is not found as expected (Fisher & Baird, 2016).

Many government schools seem fail to get motivated teachers towards their assigned job even-though various incentives have been explored and provided to the teachers as compare to prior.

Globally, teachers’ Intrinsic and extrinsic motivation is the key to teaching and learning outcomes. Teacher Intrinsic and extrinsic motivation has become an important element on students’ performance (Usman, 2016). They were interested in how employees should work hard as to enhance productivity in their institution. He gave a lot of attention to the workers team spirit so that they enjoy their duties and consequently achieve the output of the organization through the use of optimum conditions for success. Well-motivated teachers are encouraged and fulfill their tasks proficiently, efficiently and effectively. Hence, school leaders ought to look for the most sensible ways to interest teachers in the higher motivated job performance (Aguinis, 2019).

In Mexico, 60% of teachers are held in high esteem owing to their performance. Supplemented to those public commendations and acknowledgement make teachers respected by the society because of their good work (Hibbard, 2016). That enhances their performance. In Nigeria teachers are motivated and accorded maximum respect by the government. The government believes that all what affects teachers affects the future of the nation, so if a teacher teaches perfectly well, the quality of the nation grows stronger. Hence, teachers are highly remunerated; working conditions in terms of work load and class size, instructional materials, teacher accommodation and cafeteria services are set to stimulate teacher’s performance (Ifejiofor & Nwankwo, 2015).

In Sub-Sahara teachers earn low income, it leads them to job displeasure, as result they are not actively engaged. The inescapable outcome is that the education systems will always suffer from a crisis of teacher Intrinsic and extrinsic motivation (Kunnari, Ilomäki, & Toom, 2018). For Ethiopia, institutional problems undermining teachers’ Intrinsic and extrinsic motivation include frequent changes without teachers’ involvement, prejudiced promotions and irrational deployment, poor relationship between teachers and school directors and inadequate support from regional education authorities (Sanghi, 2016).

In public schools of Tanzania, teachers claim not to be motivated with their teaching job. They work under poor conditions where there is no clear policies and guidelines for teachers, overcrowded classes, teachers’ accommodation is a problem, irregular pedagogical trainings, no recognition at all, low salaries, to name but a few (Musengo, 2016).

In Kenya, Wanjala (2012), conducting research in Vihiga Sub-country and found out that when teachers are well prepared and raise their capacity and Intrinsic and extrinsic motivation which lead to be held accountable for perennial insufficient academic success, they increase their performance in their teaching and learning process (Wanjala, 2012).

In Rwanda, the concept of motivating teachers was not valued before 1994 genocide as compared to the period after 1994. After that period, the new government task ahead was to reconstruct the nation, based upon education system which had been broken down. Today, teachers in primary schools in Rwanda receive basic pay and they also acquire other Intrinsic and extrinsic motivational benefits such as incentives, bonuses and over time allowances (MINEDUC, 2015).

The government has come up with incentives to make sure that teacher’s welfare improves progressively such as loans given by Umwalimu SACCO, Girinka Mwalimu/one cow per teacher program where three hundred cows have been given to teachers every year. Not only that, through the Rwandan Ministry of Education, the Government of Rwanda put in practice the promotion of teachers each period of three years where their salary increases at 10%, while each year, teachers who performed higher than 70% of their performance get over 3% and 5% of their salaries (REB, 2019).

Despite all the efforts to improve teachers’ welfare in the country as a whole and Gasabo District in particular, it is alleged that teachers, in boarding primary schools, are dissatisfied which needs to be investigated as to establish the real causes of the problem. Gasabo is a district in Rwanda with three statuses of primary schools i.e. public, government aided and private schools. Teachers in these schools are paid monthly (Gasabo district, 2017). Others receive bonuses and allowances for more efforts rendered in the service.

Teachers are also entitled to non-monetary Intrinsic and extrinsic motivations like promotion, recognition and accommodation. Although Gasabo district boarding primary schools provide financial Intrinsic and extrinsic motivations to teachers in terms of basic pay, bonuses, class teachers and heads of department allowances, and non-financial Intrinsic and extrinsic motivations such as promotion, transport and communication fees and accommodation there is a continuous decline in the performance of teachers in these schools as evidenced in poor performance of ordinary and advanced level students in national exams, increased rate of absenteeism and late reporting at the work place, to name but a few (Gasabo district, 2017). Therefore, this study assessed the influence of Intrinsic and extrinsic motivation factors on primary teacher’s performance in selected public primary schools.

**Literature**

Intrinsic and extrinsic motivation in the forms of intrinsic and extrinsic energies human to act with inner drive to do something which cause persevere. The provision of incentive to stimulate an action and the process of motive of an individual to carry out a task is term as Intrinsic and extrinsic motivation. An activity of an individual which comes from the person desire, wish, personal interest and performance is considered as an Intrinsic and extrinsic motivation (Sanghi, 2016). Extrinsic Intrinsic and extrinsic motivation allows a person to work in return of rewards or to avoid punishment.

The Intrinsic and extrinsic motivation is posited to have more effect on individual compared to extrinsic Intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation expresses an activity of people who engaged on task on own sake without expecting any incentive in their act. Extrinsic Intrinsic and extrinsic motivation is also compulsory to enhance the interest in an activity in order to develop interest. The tangible rewards and other form of incentives motivate an individual extrinsically. Professionally, teachers need to teach in a focus and discipline school environment (Usman, 2016).

In government schools’ teachers are very old but course change every year. No proper trainings are conducted to update the knowledge of the teacher, still having low qualification and use the typical style to teach the students. Mostly teachers know little or nothing about the new concepts included in the new curriculum. Teachers were dominant in classrooms but they used to read out a chapter from a textbook and students simply listened to them. Teachers are considered as the main pills of our educational system. The personal and professional development of teachers puts direct impact on student achievement. Teachers were dominant in classrooms but they used to read out a chapter from a textbook and students simply listened to them. Under qualified teachers are appointed who cannot effectively manage the process of teaching and learning in schools effectively which is reflect in poor performances of students and dissatisfaction among parents regarding the performance of government schools. This is especially worrying because poor instruction and ineffective teaching reduces the demand for education which in turn reduces the pool of qualified teachers (Wiley, 2016).

In performance evaluation, the current job success of the teacher analyzes through predetermined criteria and feedback is given to the teachers. The purpose of teacher performance evaluation is to measure the success level of the methods and practices of the teacher with measurement tools and to give feedback to the teacher. In the literature, it was seen that the perceptions of the primary and primary school administrators and inspectors about the degree of performance of primary and primary school administrators were quite different from each other (Bhardwaj, 2015).

**Theoretical Framework**

The theory that guided this study is Herzberg theory. It was chosen because it identified some factors as employee satisfiers and employee dissatisfies. Herzberg assumed that job satisfaction and job dissatisfaction do not depend on a single continuum. The theory indicated that job satisfaction and job dissatisfaction are separate entities, and that the factors which affect job satisfaction are different from the factors which affect job dissatisfaction.

## Empirical Review

In his work, Asamoah addressed the link between self-efficacy and Intrinsic and extrinsic motivation through both the cognitive evaluation theory and the social learning theory. Asamoah stated that cognitive evolution theorists believe Intrinsic and extrinsic motivation is innate while social learning theorists believe Intrinsic and extrinsic motivation grows from fulfilling internal ideals, as well as efficacious external influences. Intrinsic and extrinsic motivation researchers assert that self-efficacy is a personal resource that can advance teachers’ engagement (Asamoah, 2015).

Research indicates that there are various factors which assist in teacher Intrinsic and extrinsic motivation, to include compensation, work environment, performance and evaluation system, and professional development and training. Teacher compensation should align with qualifications and experience. Additionally, teachers should have minimized workloads, and the learning environment should be one of respect. The performance and evaluation system should recognize the efforts of teacher achievements and accomplishments. Lastly, professional development and training should provide opportunities for teachers to broaden their knowledge base and maximize their chances for career development (Shapiro, 2015).

**Methodology**

The researchers used descriptive and correlation research designs. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study and their perception on the study variables. Through the descriptive research design, the researcher collected and analyzed data from the teachers of public primary schools of Gasabo District. Correlation research design was used because shows the researcher measured the relationship between the variables of the study. The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. For this particular study, the population was 300 teachers and 17 headteachers of public primary schools in Gasabo district that are fully funded by the government.

**Findings and Discussion**

**Table 1**

*Model Summary One*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .849a | .721 | .717 | 1.76385 |
| a. Predictors: (Constant), PT, RT, TG, RG | | | | |

b. Dependent variable: Achievement of teaching objectives

From this table 1, the results indicated that the adjusted R2 is 0.717 representing 71.7% indicating that the Intrinsic and extrinsic motivation components contribute to the achievement of teaching objectives in Primary schools in Gasabo district while 0.283 representing 28.3% of achievement of teaching objectives in these organizations comes from other variables that are not included in the model 1.

**Table 2**

*ANOVA One*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 2507.955 | 4 | 626.989 | 201.528 | .000b |
| Residual | 970.688 | 312 | 3.111 |  |  |
| Total | 3478.644 | 316 |  |  |  |
| a. Dependent Variable: AFE | | | | | | |
| b. Predictors: (Constant), PT, RT, TG, RG | | | | | | |

From ANOVA table 2, the F-test is 201.528 and is significant at 0.05 therefore it means that all Intrinsic and extrinsic motivation variables jointly have positive and significant effect achievement of teaching objectives in Primary schools in Gasabo district.

**Table 3**

*Coefficients of Independent Variable*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 1.306 | 1.232 |  | 1.060 | .290 |
| RT | -.038 | .049 | -.024 | -.763 | .446 |
| TG | .047 | .054 | .037 | .865 | .388 |
| RG | .311 | .048 | .330 | 6.474 | .000 |
| PT | .592 | .061 | .538 | 9.779 | .000 |
| a. Dependent Variable: AT | | | | | | |

From the coefficient table 3 indicate that remuneration has a negative and insignificant on Achievement of teaching objectives in Primary schools in Gasabo district (β1= -0.024, t=-0.763, sig. =0.446).

Training has no significant impact on Achievement of teaching objectives in Primary schools in Gasabo district (β2=0.037, t=0.865, sig.=0.388). Recognition has positive and significant on Achievement of teaching objectives in Primary schools in Gasabo district (β3=0.303, t=6.474, sig. =0.000). This indicates that 1% change in recognition leads to 0.303% in Achievement of teaching objectives in Primary schools in Gasabo district branch.

Promotion has positive and significant on Achievement of teaching objectives in Primary schools in Gasabo district (β3=0.538, t=9.779, sig. =0.000). This indicates that 1% change in promotion leads to 0.538% in Achievement of teaching objectives in Primary schools in Gasabo district.

**Discussion of Findings:** The results of this hypothesis are in line with findings in the study of Ifejiofor & Nwankwo (2015) who indicated that Intrinsic and extrinsic motivation factors like salary, support for personal well-being and family life, the nature of the work and pressure were the most significant factors influencing the employee’s achievement of teaching objectives.

**Test of Hypothesis Two**

This section shows the results from the data collected that helps in answering and testing null hypothesis two.

**H02**: There is no significant contribution of Intrinsic and extrinsic motivation strategies (Renumeration, training, recognition, promotion and favorable workplace environment) to the methodology approach in selected public primary schools.

**Table 4**

*Model Summary Two*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 2 | .827a | .684 | .680 | 1.64760 |
| a. Predictors: (Constant), PT, RT, TG, RG | | | | |

b. Dependent variable: Methodology approach

Table 4 above shows that the results indicated that the adjusted R2 is 0.680 representing 68.0% indicate that the Intrinsic and extrinsic motivation components contribute to the methodology approach of Primary schools in Gasabo district, while 0.32 representing 32.0% of methodology approach in Primary schools in Gasabo district comes from other variables that are not included in the model two.

**Table 5**

*ANOVA for Model Two*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 2 | Regression | 1831.579 | 4 | 457.895 | 168.679 | .000b |
| Residual | 846.951 | 312 | 2.715 |  |  |
| Total | 2678.530 | 316 |  |  |  |
| a. Dependent Variable: MA | | | | | | |
| b. Predictors: (Constant), PT, RT, TG, RG | | | | | | |

From ANOVA for model two, the F-test is 168.679 and is significant at 0.05 therefore it means that all Intrinsic and extrinsic motivation components variables jointly have positive and significant effect on methodology approach of Primary schools in Gasabo district. The researcher cannot accept H02 which states that Intrinsic and extrinsic motivation do not significantly related to methodology approach. The researcher concluded that at 5% of significance level, we reject the null hypothesis.

**Table 6**

*Coefficient for Model Two*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 3 | (Constant) | -.242 | 1.150 |  | -.210 | .834 |
| RT | -.046 | .046 | -.033 | -.996 | .320 |
| TG | .103 | .050 | .093 | 2.037 | .042 |
| RG | .195 | .045 | .237 | 4.358 | .000 |
| PT | .542 | .057 | .561 | 9.578 | .000 |
| a. Dependent Variable: CON | | | | | | |

From coefficient for model two, it indicates that pay has positive and insignificant on methodology approach of Primary schools in Gasabo district (β1= 0.033, t=0.996, sig. =0.320).

Training has positive and significant impact on methodology approach of Primary schools in Gasabo district (β2= 0.093, t= 2.037, sig. =0.042). This indicates that 1% increase in training will lead to 0.093% change in methodology approach of Primary schools in Gasabo district.

Recognition has positive and significant on methodology approach of Primary schools in Gasabo district branch (β3= 0.237, t= 4.358 sig. =0.000). This indicates that 1% increase in recognition will lead to 0.237% change in methodology approach of Primary schools in Gasabo district.

Promotion has positive and significant on methodology approach of Primary schools in Gasabo district (β2= 0.561, t= 9.578, sig. =0.000). This indicates that 1% increase in promotion will lead to 0.561% change in methodology approach of Primary schools in Gasabo district.

**Discussion of findings**

The results of this hypothesis are in agreement with the study of Usman (2016) based on their findings a positive and significant relationship was revealed between employee benefits and methodology approach. This finding is in line with the earlier findings of (SoonYew, 2008) which suggested that when teachers received more benefits, their organization commitment tend to be higher,

### **Test of Hypothesis Three**

This section shows the results from the data collected that helps in answering and testing null hypothesis two.

**H03**: There is no significant relationship between Intrinsic and extrinsic motivation strategies (Renumeration, training, recognition, promotion and favorable workplace environment) and level of students’ performance in selected public primary schools.

**Table 7**

*Model Summary Three*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 3 | .790a | .623 | .619 | 1.73854 |
| a. Predictors: (Constant), PT, RT, TG, RG | | | | |

Table 7 shows that the results indicated that the adjusted R2 is 0.619 representing 61.9% indicating that the Intrinsic and extrinsic motivation components contribute to the Level of students’ Performance of Primary schools in Gasabo district, while 0.489 representing 48.9% of Level of students’ Performance in Primary schools in Gasabo district comes from other variables that are not included in the model three.

**Table 8**

*ANOVA for Model Three*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 3 | Regression | 1560.619 | 4 | 390.155 | 129.082 | .000b |
| Residual | 943.027 | 312 | 3.023 |  |  |
| Total | 2503.647 | 316 |  |  |  |
| a. Dependent Variable: LP | | | | | | |
| b. Predictors: (Constant), PT, RT, TG, RG | | | | | | |

From ANOVA table for model three, the F-test is 129.082 and is significant at 0.05 therefore it means that all Intrinsic and extrinsic motivation components variables jointly have positive and significant effect on Level of students’ Performance of Primary schools in Gasabo district. The researcher cannot accept H03 which states that Intrinsic and extrinsic motivation components do not significantly affect Level of students’ Performance in Primary schools in Gasabo district. The researcher concluded that at 5% of significance level, we reject the null.

**Table 9**

*Coefficient for Model Three*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 3 | (Constant) | -.175 | 1.214 |  | -.144 | .885 |
| RT | .008 | .049 | .006 | .164 | .870 |
| TG | .132 | .053 | .124 | 2.484 | .014 |
| RG | .179 | .047 | .224 | 3.779 | .000 |
| PT | .471 | .060 | .505 | 7.895 | .000 |
| a. Dependent Variable: NOR | | | | | | |

From coefficient for model three, it indicates that pay has no significant effect on Level of students’ Performance of Primary schools in Gasabo district (β1= 0.006, t= 0.164, sig. =0.870).

Training has positive and significant on Level of students’ Performance of Primary schools in Gasabo district (β2= 0.124, t= 2.484, sig. =0.014). This indicates that 1% increase in Training will lead to 0.124% change in Level of students’ Performance of Primary schools in Gasabo district.

Recognition has positive and significant on Level of students’ Performance of Primary schools in Gasabo district (β3= 0.224, t= 3.779, sig. =0.000). This indicates that 1% increase in recognition will lead to 0.224% change in Level of students’ Performance of Primary schools in Gasabo district.

Promotion have positive and significant on Level of students’ Performance of Primary schools in Gasabo district (β3= 0.505, t= 7.895, sig. =0.000). This indicates that 1% increase in promotion will lead to 0.505% change in Level of students’ Performance of Primary schools in Gasabo district.

**Discussion of findings**

This model is in agreement withFaisal,Husam,Faiz & Sanghi (2016) who emphasized in their findings that employee Intrinsic and extrinsic motivation has significant impact on normative commitment, and found that Level of students’ Performance depend on employee Intrinsic and extrinsic motivation, it means that if the employee Intrinsic and extrinsic motivation is increasing the normative commitment may also increase as they noticed from the analysis that the workers’ attitude and perception of the Intrinsic and extrinsic motivational factors varies, however majority of them believe that “good wages” and “gratitude for a job well done” play a key role in motivating by feelings of obligation to stay within organization.

### **Test of Hypothesis Four**

This section shows the results from the data collected that helps in answering and testing null hypothesis two.

**H04**: There is no significant relationship between Intrinsic and extrinsic motivation strategies (School Rules and Regulation Compliance, Training, Recognition and Promotion) and teacher performance in selected public primary schools.

**Table 10**

*Model Summary Four*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 4 | .856a | .733 | .729 | 4.52099 |
| a. Predictors: (Constant), PT, RT, TG, RG | | | | |

Table 10 shows that the results indicated that the adjusted R2 is 0.729 representing 72.9% indicating that the Intrinsic and extrinsic motivation components contribute to the teacher’s performance of Primary schools in Gasabo district, while 0.271 representing 27.1% of teacher’s performance in Primary schools in Gasabo district comes from other variables that are not included in the model four.

**Table 11**

*ANOVA for Model Four*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 4 | Regression | 17491.813 | 4 | 4372.953 | 213.948 | .000b |
| Residual | 6377.070 | 312 | 20.439 |  |  |
| Total | 23868.883 | 316 |  |  |  |
| a. Dependent Variable: Teacher’s performance | | | | | | |
| b. Predictors: (Constant), PT, RT, TG, RG | | | | | | |

From ANOVA table for model four, the F-test is 213.943 and is significant at 0.05 therefore it means that all Intrinsic and extrinsic motivation components variables jointly have positive and significant effect on teacher’s performance of Primary schools in Gasabo district. The researcher cannot accept H04. The researcher concluded that at 5% of significance level, we reject the null.

**Table 12**

*Coefficient for Model Four*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 4 | (Constant) | .889 | 3.157 |  | .282 | .778 |
| RT | -.075 | .126 | 018 | -.598 | .000 |
| TG | .282 | .139 | .086 | 2.035 | .043 |
| RG | .685 | .123 | .278 | 5.567 | .000 |
| PT | 1.605 | .155 | .557 | 10.342 | .000 |
| a. Dependent Variable: Teacher’s performance | | | | | | |

From coefficient for model four, it indicates that pay has positive and significant on achievement of teaching objectives of Primary schools in Gasabo district (β1= 0.018, t= 0.598, sig. =0.551). change in pay leads to a 0.018% in teacher’s performance.

Training will lead to 0.086% change in teacher’s performance of Primary schools in Gasabo district. (β2= 0.086, t= 2.035, sig. =0.043). This indicates that 1% increase in training will lead to 0.086% change in training of Primary schools in Gasabo district.

Recognition has positive and significant on teacher’s performance of Primary schools in Gasabo district (β3= 0.278, t= 5.567, sig. =0.000). This indicates that 1% increase in recognition will lead to 0.278% change in teacher’s performance of Primary schools in Gasabo district.

Promotion have positive and significant on teacher’s performance of Primary schools in Gasabo district (β3= 0.557, t= 10.342, sig. =0.000). This indicates that 1% increase in recognition will lead to 0.557% change in teacher’s performance of Primary schools in Gasabo district.

**Discussion of findings**

The results in hypothesis four are in line with the study of Heathcote (2015) found that employment opportunity, job training, recognition, and incentives have positive and significant effect on teacher’s performance in public and private sector in Pakistan.

**Conclusion and Recommendation**

Although it was realized that intrinsic and extrinsic motivation’s strategies contribute to teacher’s performance, some improvements are needed as summarized below: primary schools in Gasabo are recommended to improve the renumeration they give out to teachers since the research showed that it is not fair compared to their capacity and performance as indicated by a tend to weak mean of 2.47 and primary schools in Gasabo are recommended to create performance measuring methods that are a basis for recognition , since the result indicated that the respondents disagreed with the statement basing on tend to weak of 2.80 and the respondents were not having the same understanding shown by the standard deviation of 1.03 which is heterogeneous.

**References**

Aguinis, H. (2019). *Performance management for dummies.* John Wiley & Sons.

Aharoni, Y. (2015). *The foreign investment decision process .* Milton Park: Routledge press.

Azmi, I. A. (2010). Competency-based human resource practices in Malaysian public sector organizations. *African Journal of Business Management, 4(2), 235-241*.

Fisher, M., & Baird, D. E. (2016). Making mLearning work: Utilizing mobile technology for active exploration, collaboration, assessment, and reflection in higher education. *Journal of Educational Technology Systems, 35(1), 3-30*.

Gasabo district. (2017). *Gasabo District Education Service Report.* Kigali.

Heathcote, A. L. (2015). Slow down and remember to remember! A delay theory of prospective memory costs. *Psychological review*, 2(2), 376.

Hibbard, K. (2016). *the impact of comprehensive assessment on grades of students in secondary schools of Brunei.* Brunei.

Ifejiofor, A. P., & Nwankwo, C. A. (2015). The Undercurrents of ICT Skill Acquisition in Nigeria: Problems and Prospects. *International Journal of Research*.

Kay, J. (2012). The Kay review of UK equity markets and long-term decision making. *Final Report*, 112.

Kunnari, I., Ilomäki, L., & Toom, A. (2018). Successful teacher teams in change: The role of collective efficacy and resilience. *International Journal of Teaching and Learning in Higher Education*.

MINEDUC. (2015). *Challenges of Rwanda's education system.* Kigali, Rwanda.

Musengo, L. (2016). Teachers motivation in public schools of Tanzania. *Journal of education*.

REB. (2019). *Teachers Motivation Incentives in Rwanda.*

Sanghi, S. (2016). *The handbook of competency mapping: understanding, designing and implementing competency models in organizations.* India: SAGE Publications.

Usman, Y. D. (2016). Educational Resources: An Integral Component for Effective School Administration in Nigeria. *Online Submission, 6* (13), 27-37*.*

Wanjala, P. (2012). Motivation and academic success. *Journal of education*.

***Effect of eLearning Adoption on Learning Outcomes in High Learning Institutions in Rwanda: A Case of University of Lay Adventist of Kigali (UNILAK)***

Mutambuka André\*&Butera Edison, PhD

Adventist University of Central Africa (AUCA), P.O.Box 2461, Kigali, Rwanda

[buteraedison@gmail.com](mailto:buteraedison@gmail.com)

***Abstract***

*This study investigated the effect of ELearning adoption on the learning outcomes in High Learning Institutions (HLI) in Rwanda. The choice of this topic was inspired by the constant affirmation that e-learning in Rwanda is still critical. Researchers assumes that there is no significant effect of E-Learning Adoption on Learning Outcomes in High Learning Institutions in Rwanda. The eLearning adoption were assessed trough ICT infrastructure, accessibility, Learning Content, ELearning Affordability and user guidelines. The study adopted descriptive analysis and questionnaire was used as instrument for data collection. Respondents on eLearning adoption were students and lecturers. While questions of learning outcomes were all answered by lecturers alone. Mean and standard deviations were used to assess the perception of respondents on indicators of eLearning adoption while Regression analysis was also adopted to statistically analyze the effect of eLearning adoption on learning outcomes. The findings indicated that the Adjusted R2 =.858 representing 85.8%; F-test= 25.133 and P-value is less than 5% all indicated that there is a positive and significant contribution of eLearning adoption on HLI Learning Outcomes in Rwanda. The study concluded that eLearning adoption variables are predictors of learning outcomes. It recommends to future study to be conducted to determine the factors that influence14.2% of eLearning outcomes since this rate was from other variables that ate not included in this study. Researchers recommends also to other researchers to conduct the same study where questions of learning outcomes will be answered by students.*

**Key Words:** elearning adoption,learning outcomes

**Introduction**

ELearning adoption is taking effect to the eLearning outcomes, the online learning was still considered as the only and best possible solution to the problem of access to quality higher education in Sub-Saharan Africa (Asunka, 2008). However, Higher Learning Institutions still have problems of performance in terms of learning outcomes. It is clear that the full potential of technologies in the delivery of education in HLI and distance learning in particular has not been fully exploited (Kassimu , 2014).

In Rwanda, schools were closed immediately after the country recorded its first case of covid-19 (The New Times, 2020). Primary and secondary schools closed completely while Higher Learning Institutions resumed teaching activities via online. The choice of this topic was inspired by the constant affirmation that e-learning in Rwanda is still critical. The objective of this study was to assess the effect of eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) on learning outcomes in selected private HLI in Rwanda.. Researchers assume that “There is no significant effect of eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) on learning outcomes in HLI in Rwanda.

**Literature**

ICT supports education in schools, provids non- formal education for out-of-school children and adults and supports pre-service distance education (Swati, 2010) (Ghavifekr, & Rosdy, 2015). Basheer and Ibrahim (2011) expresse that E-learning has continuously played a vital contribution to the progress of academic staff and students, and the improvement in the quality of teaching method and learning management system which have resulted in increasing popularity of education in different educational institutions and organizations (Basheer & Alnawas, 2011). ELearning has also enabled learners to access the system at any time and at any place as long as there is internet connection.

According to Brandley, eLearning Management System makes the lesson more interesting, easier, and more fun for teachers and students (Bradley, 2020). They also recommend that teachers and students should be provided with greater computer access and professional support. ELearning enables students at higher educational levels to obtain their education in parallel with pursuing their personal goals and maintaining their own careers, without a need to attend classes and be subjected to a rigid schedule (Kimani & Nzuki, 2015).

This study tested the achievement goal theory in the sense that it highlights that it is commonly used to understand the student’s performance. It is defined that an achievement goal involves a program of cognitive processes that have cognitive, affective and behavioral consequences (Lai, 2017). Thus this theory suggests that students’ motivation and achievement related behaviors can be easily understood by the purpose and the reasons they adopted while they are engaged in the learning activities (Anderman, & Patrick, 2012).

Traditionally, classroom teaching or face to face is an effective method to achieve the goal, however in the modern era, the internet-based teaching is also of the effective tools to deliver lectures, and web-based applications are becoming modern classrooms (Ram , Singh, & Aggarwal, 2021)

**Methodology**

The study adopted descriptive survey research design. The study used primary data that were collected by using adopted structured 5 Linkert scale questionnaire in order to get the perceptions of the respondents on eLearning adoption and learning outcomes. The population of this study was 199 students and lecturers of UNILAK from Masters of Business Administration (MBA) and Masters of Environmental and Development studies (MEDS). Researcher used universal sampling ethnics where all expected population were given questionnaire but 127 respondents answered and returned the questionnaire. Data was processed through mean, standard deviation and multiple linear regression.

An item with a mean between 1 to 1.99; 2 to 2.99; 3 to 3 to 3.99 and 4 to 5 were considered as week; tend to week; tend to strong and strong respectively. A standard deviation with a value less than 0.5 showed same perception of respondents around the mean (homogeneity). Whereas a standard deviation with a value greater than 0.5 showed different perception of respondents around the mean (heterogeneity). The model specifications of multiple linear regression was as follows:

The following operationalization of variables was adopted:

X= eLearning Adoption (independent variable) (eLA)

Y= f(x1,x2,x3,x4, x5)

x1: ICT Infrastructure (IcI)

x2: Internet Accessibility (IA)

x3: Content (Co)

x4: ELearning Affordability (eAf)

x5: User Guidelines (UG)

Y: Learning Outcomes (LO)

LO =f(IcI, IA, Co, eAf, UG) functional relationship between variables

Based on this operationalization of variables, the following econometric model was developed.

LO = β0+ β1IcI+ β2 IA+ β3Co+ β4eAf+ β5UG + μ Model 1

Where β0 is the intercept for model 1, β1-β4 are coefficient of explanatory variables, using primary.

**Findings and Discussion**

## Perception of Respondents on ICT Infrastructure

ICT Infrastructure, accessibility, contents, affordability and user guidelines were assessed using mean and standard deviation (SD) to find out the level of perception of respondents.

**Table** **1**

**Perceptions of Respondents on ICT Infrastructure**

|  |  |  |
| --- | --- | --- |
| ICT Infrastructure | Mean | Std. Deviation |
| Having adequate ICT infrastructures for eLearning adoption | 3.63 | 0.92 |
| Having a conducive environment for eLearning | 3.75 | 0.9 |
| Having updated facilities for eLearning platform | 3.76 | 0.92 |
| Having relevant equipment to utilize eLearning system | 3.9 | 0.97 |
| **Overall** | **3.76** |  |

*Source: Primary data, 2022*

Having adequate ICT infrastructures for eLearning adoption, having a conducive environment for eLearning, having updated facilities for eLearning platform and having relevant equipment to utilize eLearning system are all tending to strong with a mean ranging from 3.6 to 3.9. But this tendency to strong is heterogeneously perceived by despondence. Thus, respondents have different perceptions around that mean.

## Perceptions of Respondents on Accessibility

Accessibility is one of the sub variables of eLearning adoption and it was assessed using a mean and standard deviation to find out the perception of the respondents whether accessibility plays a significant role in the HLI performance.

**Table 2**

***Perceptions of Respondents on Accessibility***

|  |  |  |
| --- | --- | --- |
| Accessibility | Mean | Std. Deviation |
| Having accessible ELearning system | 3.88 | 0.84 |
| Having user name and password for eLearning platform | 4.14 | 1.1 |
| Being able to enroll myself through eLearning platform | 3.96 | 0.99 |
| Accessing easily eLearning system anytime | 3.81 | 1.02 |
| Accessing easily eLearning system from anywhere | 3.84 | 0.96 |
| **Overall** | **3.93** |  |

***Source: Primary data, 2022***

Having accessible e-Learning system, being able to enroll myself through eLearning platform, accessing easily eLearning system anytime and accessing easily eLearning system from anywhere are all tending to strong with a mean ranging from 3.81 to 3.96. But this tendency to strong is heterogeneously perceived by despondence. Therefore, respondents have different perceptions around that mean. While having user name and password for eLearning platform is strongly perceived by respondents. Respondents also have different perceptions around that mean.

## Perception of Respondents on Content

Content is also a sub-variables of eLearning adoption and it is assessed by using mean and standard deviation to find out the perception of the respondents whether content plays a significant role in the HLI performance.

**Table 3**

***Perceptions of Respondents on Content***

|  |  |  |
| --- | --- | --- |
| **Content** | **Mean** | **Std. Deviation** |
| Having adequate content of eLearning system. | 3.6 | 0.95 |
| Availability of courses’ materials on online platform | 3.54 | 1.03 |
| Availability of assessments’ results on online platform | 3.55 | 1.16 |
| Regular communications via online platform | 3.41 | 1.18 |
| **Overall** | **3.53** |  |

***Source:*** *Primary data, 2022*

Having adequate content of eLearning system, availability of courses’ materials on online platform, availability of assessments’ results on online platform and regular communications via online platform are all tending to strong with a mean ranging from 3.41to 3.6. But this tendency to strong is heterogeneously perceived by despondence. Thus, respondents have different perceptions around that mean.

## Perceptions of Respondents on ELearning Affordability

ELearning Affordability is also one of the sub variables of eLearning adoption, it was evaluated using mean and standard deviation to figure out the perception of the respondents whether eLearning affordability plays significant role in the eLearning adoption.

**Table 4**

***Perceptions of Respondents on ELearning Affordability***

|  |  |  |
| --- | --- | --- |
| **ELearning Affordability** | **Mean** | **Std. Deviation** |
| Affordability of e-Learning infrastructures | 3.56 | 0.97 |
| Affordability of e-Learning skills | 3.64 | 0.91 |
| Affordability of conducive e-Learning Environment | 3.55 | 0.95 |
| Having enough connectivity at University | 3.3 | 1.12 |
| Having enough network at home | 3.78 | 1.09 |
| **Overall** | **3.57** |  |

***Source:*** *Primary data, 2022*

The above table 4 shows that ELearning infrastructures are generally affordable with a mean of 3.6 and SD 0.97. Whereas for skills for eLearning, the respondents showed that skills is generally affordable by a mean of 3.6 and standard deviation of 0.91. The study in table 4 also showed that conducive environment for eLearning is affordable by a mean of 3.5 and standard deviation of 0.95. Furthermore, it has showed that the university has a network with enough connectivity which links the users to the eLearning platform by a mean of 3.3 and standard deviation of 1.12. Lastly, table 4 showed that there is enough connectivity network at users’ homes with a mean of 3.8 and standard deviation of 1.09. The overall mean of 3.6 implies that ELearning system is general affordable in UNILAK.

## Perception of Respondents on User Guidelines

User guidelines is also one of the sub variables of eLearning adoption, it was evaluated using mean and standard deviation to find out the perception of respondents whether user guidelines play a significant role in eLearning adoption.

**Table 5**

***Perceptions of Respondents on User Guidelines***

|  |  |  |
| --- | --- | --- |
| **User Guidelines** | **Mean** | **Std. Deviation** |
| Having eLearning system with built-in facility | 3.56 | 0.97 |
| Importance of eLearning user guidelines to users | 3.77 | 0.95 |
| Ease availability of eLearning guidelines | 3.71 | 0.94 |
| Having eLearning support whenever it is needed | 3.85 | 0.97 |
| **Overall** | **3.72** |  |

***Source: Primary data 2022***

Having eLearning system with built-in facility, importance of eLearning user guidelines to users, ease availability of eLearning guidelines and having eLearning support whenever it is needed are all tending to strong with a mean ranging from 3.561to 3.85. But this tendency to strong is heterogeneously perceived by despondence as it is indicated by their standard deviation which are greater than 0.5. Thus, respondents have different perceptions around that mean.

## Perceptions of Respondents on Learning Outcomes

Learning Outcomesis one of the sub variables of HLI performanceand it was evaluated using mean and standard deviation to find out the perception of respondents whether learning outcomes play a significant role in the HLI performance.

**Table 6**

***Perceptions of Respondents on Learning Outcomes***

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Mean** | **Std. Deviation** |
| Regular academic performance of learners | 4 | 0 |
| Achievement of cognitive knowledge through eLearning. | 3.96 | 0.37 |
| Improved quality of work through e eLearning method | 4.04 | 0.21 |
| Achievement of expected communication skills via eLearning | 4 | 0.3 |
| **Overall** | **4** |  |

***Source:*** *Primary data, 2022*

Regular academic performance of learners, improved quality of work through e eLearning method and Achievement of expected communication skills via eLearning were all strongly perceived by respondents while Achievement of cognitive knowledge through eLearning tends to be strong. But perception of respondents are scattered far away from their means. Thus, respondents have different perceptions around these means.

**Test of Hypothesis**

The objective of this study was to assess the effect of eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) on learning outcomes in selected private HLI in Rwanda.. Researchers assume that “There is no significant effect of eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) on learning outcomes in HLI in Rwanda.

**Table7:**

***Model Summary Between eLearning adoption on learning outcomes in HLI***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mode** | **R** | **R Square** | **Adjusted R Square** | **Std. Error of the Estimate** |
|  | .945a | .893 | .858 | .29208 |
| *a. Predictors: (Constant), User Guidelines, ICT Infrastructure, Content, eLearning Affordability, Accessibility* | | | | |

***Source:*** *Primary data, 2022*

From the results of the analysis in table 7, the results showed that eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) contributed to 85.8% of the variation in eLearning outcomes as it is explained by adjusted R2 of 0.858. It shows that the model is a good predictor, while 14.2% of eLearning outcomes come from other variables that ate not included in the model.

**Table** **8:**

***ANOVA between eLearning Adoption and Learning Outcomes***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Model** | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
| **Regression** | 10.720 | 5 | 2.144 | 25.133 | .000b |
| **Residual** | 1.289 | 15 | .085 |  |  |
| **Total** | 12.000 | 20 |  |  |  |

1. *Dependents Variables: Learning Outcomes*
2. *Predicators: (Constant), User Guidelines, ICT Infrastructure, Content, eLearning Affordability, Accessibility.*

*Source: Primary data 2022*

The results from the ANOVA indicated that jointly eLearning adoption variables have positive and significant effect on the learning outcomes. This is indicated by F-test= 25.133 which is positive and p-value of 0.000 which is less than 5%.

Table 8 above presents that the level of significance was 0.000 which implies that the regression model was good in predicting the relationship between eLearning adoption and learning outcomes. F-statistics is 25.133 meaning that the model was statistically significant.

Therefore, based on this, we cannot accept H01 which says that “saying that there is no significant effect of eLearning adoption (ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines) on learning outcomes in HLI was rejected at all level of significance.

**Table 9:**

**Coefficients between ELearning Adoption and Learning Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Model** | | **Unstandardized Coefficients** | | **Standardized Coefficients** | **t** | **Sig.** |
| B | Std. Error | Beta |
|  | **(Constant)** | 15.219 | 2.119 |  | 7.181 | .000 |
| **ICT Infrastructure** | .116 | .044 | .266 | 2.644 | .018 |
| **Accessibility** | .016 | .057 | .035 | .287 | .778 |
| **Content** | .169 | .047 | .357 | 3.548 | .003 |
| **eLearning Affordability** | -.207 | .048 | -.524 | -4.277 | .001 |
| **User Guidelines** | -.003 | .079 | -.005 | -.042 | .967 |
| *a. Dependent Variable: Learning\_Outcomes* | | | | | | |

*Source: Primary data, 2022*

From the results of table 3, the model 1 is represented as follows:

LO = β0+ β1IcI+ β2 IA+ β3Co+ β4eAf+ β5UG + μ Model 1

Learning Outcomes = 15.219+ .266 IcI+ .035 IA+ .357 Co+ -.524 eAf+ -.005 UG + 2.119

The dependent variable is Learning Outcomes and the explanatory variables are ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines at significant at 5%.

The results in table 9 show that coefficients of ICT infrastructure, internet accessibility, content, eLearning affordability, user guidelines affect positively learning outcomes. The regression coefficients from table 9 indicate that by considering all factors ICT infrastructure, internet accessibility, content, eLearning affordability and user guidelines constant at zero learning outcomes will be 15.219, which means that learning outcome is influenced by eLearning adoption.

Table 9 indicates that at a significant level of 5%, the ICT infrastructure has positive and significant effect on learning outcomes (β1=.266; t= 2.644, sig. = .018). This indicates a change of 1 unit in ICT infrastructure causes a change of 0.266 units in learning outcomes.

Results of table 3 indicate also that internet accessibility, does not statistically affect learning outcomes (β2= .035; t= 0.287, sig. = .778). The findings also show that at 5% significant content has positive and significant effect on learning outcomes in UNILAK (β3= .357; t= 3.548, sig. = .003). This indicates a change of 1 unit in content leads to .357 unit change in learning outcomes.

The results in table 9 indicate that eLearning affordability is with a negative but significant effect on learning outcomes at 5% level of significance at UNILAK (β4= -.524; t=-4.277, sig. = .001). It indicates that a change of 1 unit in eLearning affordability provides change of .524 in learning outcomes.

The findings in table 3 indicate that user guidelines does not, statistically, affect learning outcomes all level of significance (β5= -.005; t=-.042, sig. = .976).

The above interpretation from table 3 goes in accordance with Abooki and Kirigha from Kenya, in their study on eLearning strategies adopted at the university and the results showed that eLearning positively impacted students’ academic performance, and therefore we reject the null hypothesis one (Abooki & Kirigha, 2014).

**Conclusion and Recommendations**

The study concluded that eLearning adoption variables are predictors of learning outcomes. It recommends to future study to be conducted to determine the factors that influence14.2% of eLearning outcomes since this rate was from other variables that ate not included in this study. Researchers recommends also to other researchers to conduct the same study where questions of learning outcomes will be answered by students. This was a quantitative study. Researcher recommend to other researchers to conduct the same study, but qualitatively.

**References**

# Abooki, N. P., & Kirigha, A. K. (2014). Impact of E-Learning Strategy on Students’ Academic Performance at Strathmore University. *Makerere Journal of Higher Education*, 99-108.

Anderman,, E. M., & Patrick, H. (2012). Achievement goal theory, conceptualization of ability/intelligence, and classroom climate.

Asunka, S. (2008). Online Learning in Higher Education in Sub-Saharan Africa: Ghanaian University students' experiences and Perceptions. *International Review of Research in Open and Distance Learning* , 1-24.

Basheer , A.-a. A., & Alnawas, I. (2011). Measuring the Acceptance and Adoption of E-Learning by Academic Staff. *Knowledge Management and E-Learning*, 1-14.

Bradley, V. M. (2020). Learning Management System (LMS) use with online instruction. *International Journal of Technology in Education (IJTE)*, 68-92.

Elliot, A. J., & MCGregor, H. A. (2001). AxA Achievement Goal Framework. *Journal of Personality and Social Psychology* , 501-519.

Ghavifekr, , S., & Rosdy, W. A. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Scienc e*, 175-191.

Kassimu , A. (2014). Factors for Effective E-learning Integration in Higher Education in Sub-Sahara Africa. *Institute of Continuing Education*, 128-145.

Kimani , M. M., & Nzuki, D. (2015). Adoption Determinants of E-learning Management System in Institutions of Higher Learning in Kenya: A Case of Selected Universities in Nairobi Metropolitan. *International Journal of Business and Social Science, 6*, 233-248.

Lai, P. (2017). The literature review of technology adoption models and theories for the novelty technology, Help University. *Journal of information systems and technology management, 14*, 21-38.

Ram , G., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, 6923–6947.

Senko, C. (2016). Achievement Goal Theory: A Story of Early Promises, Eventual Discords, and Future Possibilities. *Research Gate* , 1-24.

Swati, D. (2010). How ICT is the most effective way to increase students’ knowledge.

***Internal Control and Return on Asset of Saving and Credit Cooperatives in Rwanda: Evidence from Selected Saccos in Kayonza District***

Karamaga Jean Pierre\*&Butera Edison

Adventist University of Central Africa (AUCA), Kigali Rwanda.

P.O.Box 2461 Kigali Rwanda

[buteraedison@gmail.com](mailto:buteraedison@gmail.com)

# ***Abstract***

*The study assessed internal control and return on assets of savings and credit cooperatives (SACCOS) in Rwanda with evidence from selected SACCOs of Kayonza District. Umurenge SACCO particularly in Kayonza district is facing the issues of poor financial performance. The broad objective of this study was to assess the effect of internal control on financial performance of saving and credit cooperatives in Rwanda. The researchers assume that there is no significant effect of internal control on financial performance of saving and credit cooperatives in Rwanda. This study used descriptive survey research design. The total population of the study is 64 employees from 12 UMURENGE SACCOs in Kayonza. These are accountants and managers of UMURENGE SACCOs in Kayonza district. The researcher used universal sampling techniques and give questionnaire to 64 respondents. The researcher used universal sampling techniques and give questionnaire to 64 respondents, but 30 respondents returned the questionnaire. Data were processed into Mean and standard deviation in assessing levels of perception of respondents on indicators of independent variable (preventive control, detective control and corrective control) and dependent variable (return on assets). Multiple linear regression was used to assess the significance effect of internal control on financial performance of saving and credit cooperatives. The ffinancial data analysed indicated that their return on assets are still below the required standard of 15% and 20% performance in period of 2019-2021 and data also shows financial loss.Thestatistical results revealed that the adjusted coefficient of determination (Adjusted R square) was 0.615. This implies that the predictors of internal control affect 61.5% on the financial performance of saving and credit cooperatives in Rwanda, while .385 representing 38.5% of financial performance of saving and credit cooperatives in Rwanda comes from other variables that are not included in the model.*

**Key Words:** *internal control and financial performance, saving and credit cooperatives*

# **Introduction**

Internal control is the whole system of controls, financial and otherwise, established by the management, in order to carry on the business of the enterprise in an orderly and efficient manner ensure adherence to management policy, safeguard the assets and secure as far possible, the completeness and accuracy of its record. Effectiveness of internal control on financial performance should be considered most important in every microfinance institution because the task of internal controls is to prevent and detect fraud in the firm. Internal controls are put in place to ensure safe custody of all assets; to avoid misuse or misappropriation of the firm’s assets and to detect and safeguard against probable frauds. The findings of the Treba (2015) in the United States (USA) confirmed that the absence of internal controls or the presence of weak internal controls is the primary cause of many cases of fraudulent company financial reporting. The widespread global corporate accounting scandals in recent years inform this study. Notable cases include Enron and WorldCom in the USA, Parmalat in Europe and Chuo Aoyama in Asia.

In Nigeria, the managing director and chief financial officer of Cadbury Nigeria were dismissed in 2016 for inflating the profits of the SACCO for some years before the company's foreign partner acquired controlling interest. These scandals emphasize the need to evaluate, scrutinize, and formulate systems of checks and balances to guide corporate executives in decision-making. These executives are legally and morally obliged to produce honest, reliable, accurate and informative corporate financial performance periodically (Hayes, 2015). Preparing reliable financial information is a key responsibility of the management of every public company. The ability to effectively manage the institution's business requires access to timely and accurate information. Moreover, investors must be able to place confidence in SACCO's financial performance if the institution wants to raise capital in the public securities markets (Reid & Ashelby, 2014).

The National Bank of Rwanda is mandated to regulate and supervise Microfinance institutions. Microfinance institutions include Savings and Credit Cooperatives (SACCOs) and some limited companies that operate microfinance activities. The supervision is conducted through three main activities: licensing of MFIs, off-site surveillance and on-site inspection of MFIs thus licensed. The activity of supervising Microfinance Institutions (MFIs) by the National Bank of Rwanda is based on the Law n° 55/2007 of 30/11/2007 governing the Central Bank of Rwanda, the Law n° 40/2008 of 26/08/2008 establishing the organization of microfinance activities and its implementing Regulation n°02/2009 of 27/05/2009 (BNR, 2018).

# **Statement of the Problem**

RCA (2020), report that Umurenge SACCO in Kayonza district facing the issues of poor financial performance raised by non-performing loans and these had a deteriorating trend in the health of its loan portfolio. This non-performing loan brings a decrease on the institution’s financial performance. The financial data indicated that their return on assets are still below the required standard of 15% and 20% performance in period of 2019-2021 and data also shows financial loss for instance, Gahini SACCO in 2019 and in 2020. The data also shows that the ROE was fluctuated and diminished from 2019-2021. Therefore, all the above cited events or situations have necessitated the researcher to investigate the effect of internal control on financial performance of saving and credit cooperatives in Rwanda.

# **Objective of the Study**

This study has answered to the following research question: To what extent to which internal control (preventive control, detective control, and corrective control) affect financial performance of selected SACCO in Kayonza district? The objective of this study was to assess the effect of internal control (preventive control, detective control, and corrective control) on financial performance of selected SACCO in Kayonza district. This study has tested the following null hypothesis: H01: There is no significant effect of internal control (preventive control, detective control, and corrective control) on financial performance of selected SACCO in Kayonza district.

# **Literature review**

This study has reviewed relevant empirics that support that internal control and its effect on financial performance of saving and credit cooperatives. Ndamenenu (2011) carried out a research on internal control and its contributions to organizational efficiency and effectiveness: A case study of Ecobank Ghana Limited. The findings confirmed the assertion of the Treadway commission of the committee of sponsoring organizations (COSO), that it is management responsibility to set up the internal control components and that the internal auditor’s effect is to evaluate the effectiveness or otherwise of the system. The study concluded that the effectiveness and efficiency of the internal controls rest on the internal audit unit, and need to be institutionalized in any organization and within its branches.

Ayagre, Appiah-Gyamerah, and Joseph (2014) researched the effectiveness of internal control components s of banks: The case of Ghanaian banks. This study evaluated the control environment and monitoring activities components of internal control system of Ghanaian Banks using COSO’s principles and attributes of assessing the effectiveness of internal control system. The study found out that, strong controls exist in the control environment and monitoring activities components of the internal control components s of banks in Ghana. The study recommended that boards of banks in Ghana should not be complacent about the findings but should work hard to ensure continuous ongoing and separate internal control monitoring to ascertain that controls really exist and are functioning properly.

Hayali (2012) studied the importance of internal control system in the banking sector: Evidence from Turkey. In this study, the importance of internal control system was expressed, also its impacts to the banking system analyzed. The research showed that the internal control activities of the banks are adapted to the international standards in Turkey and effective control procedures existed in the banking system. In addition, efficient internal control mechanisms have great impact on the strong and stable outlook of Turkish banking sector. Kamau (2014) showed a research on special effects of internal control on financial performance in an organization. In his research he examined and was sought to found the connection among internal controls and financial performance in an organization of Uganda. Internal controls were looked at from the perspective of control environment, internal audit and control activities whereas financial performance focused on net profit margin, return on equity and reporting as the measures of financial performance. The Researcher set out to establish the causes of persistent poor financial performance from the perspective of internal controls. The study established a significant relationship between internal control and financial performance.

Uwingabiye (2019) states her research was about the study assessed the internal control and financial performance in public institution in Rwanda. The general objective of the study was to find out whether internal control plays any effect in financial performance in public institution. The study used both primary and secondary data. Statistical Package for Social Sciences (SPSS) was used to analyses data. The study used descriptive research; the target population of respondent was employees in institution studied whereas the sample size was 30 employees. The findings discovered that there are effect of control environment on the financial performance of public institution, from regression analysis, a unit increase in control environment could result to increase in financial performance by 0.482. Risk assessment was found to have a positive significant effect on the financial performance of public institution. From regression analysis, a unit increases could result to increase in risk assessment in financial performance by 0. 001.

This study tested the stewardship theory and the study was based on the stewardship theory and was developed by Donaldson and Davis (1993) and this theory takes managers as collectivists, dependable, pro-organizational, with behaviors which are associated with the interests of the principal. The theory indicates that managers will act in the organization’s best interest even if there are no controls in place. Managers are seen as good care takers who attentively work to enable the organization achieve higher profits and share holder’s value. However, this theory ignores the fact that, sometimes managers have diverging interests from those of the organizations they manage and are likely to work towards their interests at the of their organizations. According to Rita (2016), it is also important to provide alternative theories that may try to challenge the chosen theory by taking into account the limitations of the chosen theory. In the alternative theory, managers are seen as agents and are willing to work in the best interest of the principal.

### **Methodology**

This study adopted descriptive survey design. The total population of the study is 64 employees from 12 UMURENGE SACCOs in Kayonza. These are accountants and managers of UMURENGE SACCOs in Kayonza district. The researcher used universal sampling techniques and give questionnaire to 64 respondents,. The researcher used universal sampling techniques and give questionnaire to 64 respondents, but 30 respondents returned the questionnaire. Data were processed into Mean and standard deviation in assessing levels of perception of respondents on indicators of independent variable (preventive control, detective control and corrective control) and dependent variable (return on assets). Multiple linear regression was used to assess the significance effect of internal control on financial performance of saving and credit cooperatives.

An item with a mean between 1 to 1.99; 2 to 2.99; 3 to 3 to 3.99 and 4 to 5 were considered as very week; week; strong and very respectively. A standard deviation with a value less than 0.5 showed same perception of respondents around the mean (homogeneity). Whereas a standard deviation with a value greater than 0.5 showed different perception of respondents around the mean (heterogeneity). The model specifications of multiple linear regression was as follows:

**Model specification**

X = Independent Variable

Y = Dependent variable

Y = f(x)

Where

X = (X1= Preventive control (PVC), X2= Detective control (DTC), Corrective control(CRC), while the Y= (y1= return on assets (ROA).

ROA =f (PVC, DTC, CRC)

Therefore, based on the specification of variables, the following models have been specified in relationship with the research hypotheses and used to test hypotheses based on primary data:

ROA= β0+β1 PVC +β2 DTC + β3 CRC + ɛ Model

Where β0 is the intercept for each model (1-3), β1 – β3 are coefficients of explanatory variables, using primary data and ɛ= error term.

### **Findings and Discussion**

**Perceptions of Respondents on Preventive Control**

Table 1 displays the evaluation of the perceptions of the respondents on preventive control as key factor of internal control in SACCO Umucyo Rukara, Gahini SACCO, Twifatanye SACCO Rwinkwavu, Kabarondo SACCO, and Ruramira SACCO.

**Table 1.**

***Perception of Respondent on Preventive Control***

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **SD** |
| This SACCO separate well incompatible duties in order to prevent fraud and errors. | 4.70 | 0.47 |
| Actions and transactions of this SACCO get regularly approval from different officials in order to be done. | 3.97 | 0.67 |
| Access control such as computer passwords are regularly set and well known by accountable staff. | 4.73 | 0.45 |
| Finance and Accountants staff have regularly individual passwords for their individual electronic work. | 3.70 | 0.60 |
| Locks on doors, safe for cash/checks and other physical controls over assets are well set, where it is necessary. | 4.67 | 0.55 |
| This SACCOs has regularly adequate documentation in order to prevent fraud and errors. | 4.43 | 0.86 |
| This SACCO checks and balances built-in to avoid or minimize entering incorrect information. | 4.10 | 0.61 |
| This SACCO makes proactive controls that help to prevent losses. | 4.37 | 0.76 |
| **Overall Mean** | **4.33** |  |

Source: primary data (2022)

From Table 1, the results indicate that respondents strongly agreed with similar perceptions that this SACCO separate well incompatible duties in order to prevent fraud and errors (Mean=4.70, SD=0.47), the respondents tend to strongly agreed with different perceptions that actions and transactions of this SACCO get regularly approval from different officials in order to be done (Mean=3.97, SD=0.67), respondents strongly agreed with similar perceptions that access control such as computer passwords are regularly set and well known by accountable staff (Mean=4.73, SD= 0.45).

The respondents also agreed that Finance and Accountants staff have regularly individual passwords for their individual electronic work (3.70, SD=0.60), respondents strongly agreed with dissimilar perceptions locks on doors, safe for cash/checks and other physical controls over assets are well set, where it is necessary (Mean 4.67, SD=0.55), this SACCOs has regularly adequate documentation in order to prevent fraud and errors (Mean=4.43, SD=0.86). The results also show that this SACCO checks and balances built-in to avoid or minimize entering incorrect information (Mean= 4.10, SD=0.61). This SACCO makes proactive controls that help to prevent losses (Mean= 4.37, SD=0.76).

In general, all statements assessed on preventive control was scored with the aggregate mean of 4.33, this implies that SACCO Umucyo Rukara, Gahini SACCO, Twifatanye SACCO Rwinkwavu, Kabarondo SACCO, and Ruramira SACCO perform preventive control.

**Perceptions of the Respondents on Detective Control**

In this study, the respondents were asked to give their opinion on detective control in SACCO Umucyo Rukara, Gahini SACCO, Twifatanye SACCO Rwinkwavu, Kabarondo SACCO, and Ruramira SACCO.

**Table 2.**

***Perceptions of Respondents on Detective Control***

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **SD** |
| This SACCO identifies undesirable occurrences after the fact. | 4.20 | .61 |
| This SACCO makes regularly and well monthly bank reconciliation in order to detect fraud and errors. | 4.66 | .47 |
| There is a regular review of SACCO performance (such as a budget-to-actual comparison) in order to detect any unexpected differences. | 4.70 | .53 |
| Physical inventories (such as a cash or inventory count) are regularly done in order to detect errors and fraud. | 4.10 | .92 |
| Regular supervisory review of account activity, reports, and reconciliations are well performed in order to detect errors or fraud. | 4.47 | .50 |
| This SACCO uses different strategy to find errors or problems after the transaction has occurred. | 4.33 | .48 |
| This SACCO identifies missing assets. | 4.53 | .57 |
| This SACCO has regularly, a well internal audit work. | 2.33 | 1.18 |
| **Overall Mean** | **4.17** |  |

Source: primary data (2022)

From Table 2 above, the results indicate that respondents strongly agreed with different perceptions that this SACCO identifies undesirable occurrences after the fact (Mean=4.20, SD=0.66), the respondents tend to strongly agreed with common perceptions that this SACCO makes regularly and well monthly bank reconciliation in order to detect fraud and errors (Mean=4.66, SD=0.47), respondents strongly agreed with different answers that there is a regular review of SACCO performance (such as a budget-to-actual comparison) in order to detect any unexpected differences (Mean=4.70, SD= 0.53).

The respondents also agreed that physical inventories (such as a cash or inventory count) is regularly done in order to detect errors and fraud (4.10, SD=0.92), respondents strongly agreed with dissimilar perceptions regular supervisory review of account activity, reports, and reconciliations are well performed in order to detect errors or fraud (Mean 4.47, SD=0.50), this SACCO uses different strategy to find errors or problems after the transaction has occurred (Mean=4.33, SD=0.48). This SACCO identifies missing assets (Mean= 4.53, SD=0.57). This SACCO makes proactive controls that help to prevent losses (Mean= 4.37, SD=0.76). However, the results indicate that respondents disagreed that this SACCO has regularly, a well internal audit work (Mean=2.33, SD=1.18).

In general, all statements assessed on detective control was scored with the aggregate mean of 4.17, this implies that SACCO Umucyo Rukara, Gahini SACCO, Twifatanye SACCO Rwinkwavu, Kabarondo SACCO, and Ruramira SACCO perform detective control.

**Perceptions of Respondents on Corrective Control**

This section concerns the evaluation of the perceptions of respondents on corrective control. Referring to table 11, it contains the results on corrective control as follow.

**Table 3.**

***Perceptions of Respondents on*** Corrective Control

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **SD** |
| This SACCO has “quality improvement team” composed by competent people that can address ongoing problems and correct the processes. | 2.63 | 1.07 |
| This SACCO physically tracks assets to reveal well-hidden discrepancies in order address ongoing problems and correct the processes. | 4.30 | 0.65 |
| This SACCO regularly teaches employee to make corrections of irregularities of financial statements. | 4.57 | 0.50 |
| This SACCO implement well audit recommendations. | 4.70 | 0.47 |
| **Overall Mean** | **4.05** |  |

Source: primary data (2022)

From Table 3, the results indicate that respondents disagreed this SACCO has “quality improvement team” composed by competent people that can address ongoing problems and correct the processes (Mean=2.63, SD=1.07) but they were strongly agreed that this SACCO physically tracks assets to reveal well-hidden discrepancies in order address ongoing problems and correct the processes (Mean=4.30, SD=.65). The results also indicate that this SACCO regularly teaches employee to make corrections of irregularities of financial statements (Mean=4.57, SD=.50).

At the same time, results indicate that respondents strongly agreed with similar opinions that this SACCO implement well audit recommendations (Mean=4.70, SD=0.47). Generally, all items assessed on corrective control have scored the overall mean of 4.05, which in the overall indicates that the respondents strongly agreed that internal control perform in SACCO Umucyo Rukara, Gahini SACCO, Twifatanye SACCO Rwinkwavu, Kabarondo SACCO, and Ruramira SACCO did corrective control.

**Perceptions of Respondents on return on assets**

The respondents were asked to give their views on return on assets and the results are given in the table 4.

**Table 4:**

***Perception of Respondents on return on assets***

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **SD** |
| The SACCO’s ROA has been increasing steadily for the past three years. | 2.63 | 0.66 |
| The asset base of the SACCO has been increasing steadily for the past three years. | 3.93 | 0.69 |
| This SACCO generates returns from its assets without being affected by management financing decision. | 4.6 | 0.49 |
| **Overall Mean** | **3.72** |  |

Source: Primary Data (2022)

Table 4 indicates the respondents disagreed that the SACCO’s ROA has been increasing steadily for the past three years and was scored at (M=2.63; SD=0.66) meaning that respondents share different opinions on this statement. For the following statement, shows that the respondents strongly agreed that the asset base of the SACCO has been increasing steadily for the past three years (M=3.93; SD=0.69) and this standard deviation implies that the respondents share dissimilar understandings on this statement.

For the following statement, shows that the respondents strongly agreed that this SACCO generates returns from its assets without being affected by management financing decision (M=4.60; SD=0.49) and this standard deviation implies that the respondents share similar understandings on this statement. In general, all statements assessed on return on assets were scored of aggregate mean of 3.72 indicating that the respondents appreciate the ROA of SACCO.

**Test of Hypothesis**

H01: There is no significant effect of internal control (preventive control, detective control, corrective control) on financial performance of saving and credit cooperatives in Rwanda.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table *5.***  ***Model Summary Between Internal Control and Financial Performance*** | | | | |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|  | .800a | .640 | .615 | .30732 |
| a. Predictors: (Constant), preventive control, detective control, and corrective control | | | | |

The results from table 1 show that the adjusted coefficient of determination (Adjusted R square) was 0.615. This implies that the predictors of internal control affect 61.5% on the financial performance of saving and credit cooperatives in Rwanda, while .385 representing 38.5% of financial performance of saving and credit cooperatives in Rwanda comes from other variables that are not included in the model.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table *6.***  ***ANOVAa Between Internal Control and Financial Performance*** | | | | | | |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|  | Regression | 14.276 | 3 | 2.379 | 25.193 | .000b |
| Residual | 8.028 | 26 | .094 |  |  |
| Total | 22.304 | 29 |  |  |  |
| a. Dependent Variable: financial performance | | | | | | |
| b. Predictors: (Constant), preventive control, detective control, and corrective control | | | | | | |

The F-test is 25.193 and is significant at .000 therefore it means that all internal control variables jointly have positive and significant effect on financial performance of saving and credit cooperatives in Rwanda at 5% of significance level. Therefore we rejected H01.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 7.**  ***Coefficientsa Between Internal Control and Financial Performance*** | | | | | | |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| B | Std. Error | Beta |
| 5 | (Constant) | 1.021 | .922 |  | 1.022 | .000 |
| Preventive control | 1.012 | .034 | .028 | 1.350 | .007 |
| Detective control | .495 | .041 | .793 | 12.062 | .000 |
| Corrective control | .054 | .089 | .083 | .610 | .005 |
| a. Dependent Variable: financial performance | | | | | | |

The results from table 7 indicate that preventive control has positive and significant effect on financial performance of saving and credit cooperatives in Rwanda (β1= .028; t= 1.350, sig. = .007). This indicates that 1 unit change in preventive control increase to 0.028 unit change in financial performance of saving and credit cooperatives in Rwanda.

From the Table 3 the researcher found that detective control has positive and significant effect on financial performance of saving and credit cooperatives in Rwanda (β2=.793; t= 12.062, sig. = .000). The table 3 indicate that corrective control has positive and significant effect on financial performance of saving and credit cooperatives in Rwanda (β3=.083; t= .610, sig. = .005). This indicates that 1 unit change in corrective control decrease to .083 unit change in financial performance of saving and credit cooperatives in Rwanda. Based on these results, the model is represented as follows:

FP= β0+β1 PVC +β2 DTC + β3 CRC + ɛ Model 1

FP=1.021+.028PVC +.793 DTC +.083CRC + .922

## Conclusions and recommendations

The study sought in which way internal control (preventive control, detective control, and corrective control) significantly affect financial performance of selected SACCO in Kayonza district. Therefore, it can be concluded that internal control (preventive control, detective control, and corrective control) significantly to a great extent affect financial performance of selected SACCO in Kayonza district. The study revealed that 38.5% of financial performance of saving and credit cooperatives in Rwanda comes from other variables that are not included in the internal control (preventive control, detective control, and corrective control), therefore the researcher recommends future researchers to study others variables of internal control not included in the variables of this study so as to further showing the relationship between internal control and financial performance in SACCO.

# **References**

Ayagre, P., Appiah-Gyamerah, & Joseph, N. (2014). The Effectiveness of Internal Control Systems of Banks. The Case of Ghanain Banks. *International Journal of Accounting and Financial Reporting, 4(2), 377-389* .

Donaldson, L., & Davis, J. H. (1993). Stewardship Theory or Agency Theory: CEO governance and shareholder returns. *Australian Journal ofManagement, 16(4), 49-65* .

Hayali, A. (2012). Importance of Internal Control Systems in the Banking Sector: Evidence from Turkey. *International Journal of Accounting and Financial Management Research , 4(3), 17-28* .

Ndamemenu, D. K. (2014). Internal Control and its Contribution to Organizational Efficiency and Effectiveness: A Case Study of Ecobank Ghana Limited. *Journal of International Financial Markets, Institutions and Money, 8 (6)* , 121-136.

RCA, R. C. (2020). *Access to Finance in rural area.* Kigali- Rwanda.

Rita, C. (2016). Corporate Governance and financial performance in the financial service industry. *Contemporary Accounting Research, 26 (2), 549-579* .

Treba, M. L. (2015). Evaluating internal controls": control self-assessment in Government. *Journal of Finance and Accounting, 4(3), 55-67* .

Uwingabiye, M. J. (2019). *Internal Control Components and Financial Performance in Public Institutions in Rwanda.* Kigali, Rwanda.

***Management Functions and Agri-Business Cooperative Profitability in Rwanda: Case Studies: Selected Agriculture Cooperatives of Kamonyi District***

Bwiza Gisèle\*& Mulindwa Daniel K., PhD

Adventist University of Central Africa (AUCA), Kigali Rwanda.

P.O.Box 2461 Kigali Rwanda

### mulindwadaniel5@gmail.com

# ***Abstract***

*This study assessed the management functions and Agri-Business Cooperative Performance in Rwanda. Case studies were Selected Agriculture Cooperatives of Kamonyi District. The issue was that many cooperatives in Rwanda struggle to stay operational. It was assumed that indicators of management functions jointly (planning, organizing, coordinating and directing and controlling) do not affect significantly either increase of profitability. The study was conducted quantitatively. It used descriptive survey research design. Population of the study were all members (2856 members****)*** *of selected cooperatives (COARIFIKA, Impabaruta and Indatwa). The study used probabilistic method with simple random sampling technics, in selecting reliable sample to answer the questionnaire. The researcher retrieved 309 questionnaire. Data was processed through mean and standard deviations that was used in assessing the level of management functions and cooperative performance. Hypothesis were tested by using multiple linear regression. Findings shows show different critical performances of cooperative managers such as poor stimulation of cooperative members to higher levels of work and better quality of work. Based on the F-test which is 38.575 and significant at .000, management functions indicators jointly have positive and significant effect on increase of profitability. Therefore, there is a significant effect of management functions (planning, organizing, co-coordinating and directing and controlling) on Increase of Profitability.*

**Key Words**: *management function, cooperative performance*

**Introduction**

Ini today'si turbulenti businessi environment,i uncertaintyi andi thei inabilityi toi predicti thei futurei makesi iti extremelyi challengingi andi requiresi thei developmenti ofi newi competencies.i i i i i i Internationali Cooperativesi Alliancei (2005)i definesi ai cooperativei asi "ai voluntaryi associationi ofi peoplei unitedi voluntarilyi toi meeti economic,i social,i andi culturali needsi andi aspirationsi throughi jointly-ownedi andi democratically-controlledi enterprises".i Ai cooperativei isi ai businessi thati isi ownedi andi controlledi byi thei peoplei whoi usei iti andi whosei benefitsi arei sharedi byi themi (USDA,i 2002).

Managementi functioni helpsi toi directi ani organization'si resourcesi fori improvedi efficiencyi andi thei achievementi ofi goals.i Effectivei leadersi providei clarityi ofi purpose,i motivatei andi guidei thei organizationi toi realizei itsi mission.i Managementi ani importanti drivingi forcei ini anyi organizationi (Dimitrios,i Sakas,i &i Vlachos,i 2013)i becausei iti actsi asi ai positivei contributori toi theiri success.i Thei fieldi ofi managementi studiesi hasi ai tendencyi ofi concentratingi oni thei traitsi ofi specifici leadersi ratheri thani thei collectivei managementi ofi thei entirei organization.i However,i ai numberi ofi modern-dayi modelsi havei ledi toi thei developmenti ofi managementi competencies,i includingi strategici management,i transformationali management,i authentici management,i andi servanti management.i Yukli (2013)i statesi thati thesei modelsi explaini thei extenti toi whichi leadersi cani influencei theiri followersi throughi variousi principlesi ofi effectivei management.i Thei historyi ofi cooperativesi wasi startedi duringi thei industriali revolutioni andi thisi pavedi thei wayi fori thei expansioni ofi cooperativesi societiesi ini thei world.i

Ini Easti Africa,i businessi cooperatives,i Governmenti usei ofi co-operativesi asi vehiclesi ofi developmenti cani sabotagei effortsi byi cooperativei organizers.i Ini Rwanda,i Tanzania,i andi Uganda,i asi ini muchi ofi Africa,i historicali examplesi ofi decliningi co-operativei successi were,i ini part,i tiedi toi governmentali control,i wherei thei goalsi ofi co-operativesi reflectedi thei social,i economic,i ori politicali agendasi ofi thei governmenti asi opposedi toi member-specifici needs.i Priori toi globali economici reformi ini thei 1990s,i co-operativesi largelyi functionedi asi semipublici andi bureaucratici enterprisesi (Allen,i 2013).

Thei recognitioni ofi cooperativesi asi cruciali meansi fori povertyi alleviationi and,i therefore,i Africani developmenti hasi beeni widelyi acknowledged.i Iti isi fori thisi reasoni thati cooperativesi havei beeni promotedi ini virtuallyi alli Africani countriesi sincei thei coloniali period.i Thisi hasi witnessedi ai significanti growthi ofi thei cooperativei movement (Raewf, 2021).

Thei latei 19thi andi earlyi 20thi centuriesi werei alsoi thei timei wheni basici educationi spread,i thusi facilitatingi thei spreadi ofi ideas,i accountingi skillsi andi otheri prerequisitesi fori formali organization.i Despitei thei facti thati thei activitiesi ofi earlyi cooperativei associationsi ofteni werei complicatedi byi narrowi legali restrictions,i adverselyi affectingi memberi recruitmenti (Mukarugwiza,i 2010)

Ini Rwanda,i thei economyi isi basedi oni agriculturei whichi contributesi 45i peri centi ofi thei country’si exporti revenue,i andi overi 70i peri centi ofi thei populationi isi engagedi ini thei agriculturali productioni GoR,i (2010).i Moderni agriculturei emphasizesi twoi dimensionsi ofi timei andi space.i Timei relatesi toi increasingi cropi intensificationi ini ai situationi wherei therei arei noi constraintsi fori inputsi whilei spacei relatesi toi increasei ini areai fori cultivationi whichi alsoi increasesi productivityi (Pandai 2010:i 6).i Accordingi toi EICV3,i 84.9i %i ofi Gatsiboi populationi bothi meni andi womeni basicallyi dependi oni agriculturei whom,i ati leasti 80%i usei traditionali agriculturei practicesi andi constrainedi byi inaccessibilityi ofi crediti toi smalli scalei farmers,i weaki agriculturali valuei chainsi andi thusi limiti thei productioni andi valuei additioni potentialitiesi ofi cropsi andi livestocki productsi yeti thei majorityi ofi farmersi arei groupedi ini variousi agriculturali cooperativesi (NISR,i 2012).

## Statement of the Problem

Withi ai membershipi ofi overi threei millioni people,i Rwanda'si cooperativei movementi isi ai strongi vehiclei fori developmenti andi economici empowermenti especiallyi amongi thei disadvantagedi groupsi likei women,i youthi andi PWDs.i However,i manyi cooperativesi strugglei toi stayi operationali giveni thei abovei challenges,i accordingi toi Dri Augustini Katabarwa,i thei chairpersoni ofi thei Nationali Cooperativei Confederationi Rwandai (NCCR).i Katabarwai saidi thesei challengesi requirei urgenti interventionsi toi ensurei thati "coopsi arei runi professionally".i "Ini addition,i thosei whoi headi cooperativesi shouldi bei honest,i andi promotei goodi governancei andi accountabilityi practicesi thati ensurei transparencyi andi goodi management,"i hei said (Times, 2018).

Accordingi toi newi timesi (2018)i .Ai numberi ofi farmeri agri-businessi cooperativesi ini Rwandai arei facingi hugei challengesi includingi mismanagementi andi otheri governancei issuesi suchi asi fraudi andi misusei ofi property,i asi welli asi ai lacki ofi sustainablei marketsi andi thei abilityi toi operatei efficiently.i Rwandai hasi experiencedi ai largei numberi ofi cooperativei failuresi ini rurali areas.i.Manyi farmeri cooperativesi ini Rwandai facei hugei challengesi includingi mismanagementi andi otheri governancei issuesi likei fraudi andi misusei ofi propertyi asi welli asi lacki ofi sustainablei marketsi andi capacityi toi operatei efficiently,i Rwandai hasi experiencedi ai largei numberi ofi cooperativesi failuresi ini rurali areasi .Ini addition,i somei ofi thei membersi side-selli produce,i affectingi thei performancei andi cashi flowi ofi thei cooperativesi ini thei countryi (Newi Times,i 2018).i Thisi studyi seeksi i i i i i toi investigatei thei effecti ofi Managementi Functionsi oni Cooperativesi performancei ini Rwandai withi casei studyi ofi COARIFIKA,i Impabarutai andi Indatwai locatedi ini Kamonyii District.

## Objectives and hypothesis of the Study

Thei maini objectivei ofi thei studyi isi toi analyzei thei effecti ofi managementi functionsi oni cooperativei Performancei ini Rwanda.i Specifically the i objectivei is toi examinei effecti ofi managementi functionsi ((planning, organizing,i co-coordinatingi andi directingi andi controlling)i oni profitabilityi ini Rwandai agri-businessi cooperatives. The researcher assumes that therei isi noi significanti effecti ofi managementi functionsi (planning,i organizing,i co-coordinatingi andi directingi andi controlling)i oni increasei ofi profitabilityi ini Rwandai agrii businessi coope.

**Literature Review**

Managementi isi ani importanti drivingi forcei ini anyi organizationi becausei iti actsi asi ai positivei contributori toi theiri success.i Thei fieldi ofi managementi studiesi hasi ai tendencyi ofi concentratingi oni thei traitsi ofi specifici leadersi ratheri thani thei collectivei managementi ofi thei entirei organization.i However,i ai numberi ofi modern-dayi modelsi havei ledi toi thei developmenti ofi managementi competencies,i includingi strategici management,i transformationali management,i authentici management,i andi servanti managementi (Dimitrios, 2013).

### **Planning**

Ai leaderi isi expectedi toi performi creativei functioni ofi layingi outi plani andi policiesi toi persuadei thei subordinatesi toi worki withi zeali andi confidence (Creswell, 2017).i Planningi helpi agriculturei managementi toi havei pathi andi monitori fori reachingi goalsi goodi planningi dependsi uponi ai strategy,i andi creativei strategyi formulationi requiresi integrationi andi synthesis.i Learningi howi toi thinki outi ofi thei boxi andi envisioningi possibilitiesi thati doi noti currentlyi existi isi perhapsi thei mosti importanti elementi ofi ai center’si planningi process.i Planningi involvesi gatheringi informationi externali andi internali toi thei organization.i Informationi relevanti toi softi planningi mayi includei facts,i data,i opinion,i beliefs,i andi myth.i Iti mayi encompassi technicali ori marketi trends,i outcomes,i competitivei intelligence,i ori politicali events.i Iti providesi thei intellectuali gristi thati undergirdsi otheri planningi activities (AgriTV, 2014).

Planningi helpsi ani organizationi charti ai coursei fori thei achievementi ofi itsi goals.i Thei processi beginsi withi reviewingi thei currenti operationsi ofi thei organizationi andi identifyingi whati needsi toi bei improvedi operationallyi ini thei upcomingi year.i Fromi there,i planningi involvesi envisioningi thei resultsi thei organizationi wantsi toi achieve,i andi determiningi thei stepsi necessaryi toi arrivei ati thei intendedi destinationi success,i whetheri thati isi measuredi ini financiali terms,i ori goalsi thati includei beingi thei highest-ratedi organizationi ini customeri satisfaction (Barton, 2019).

## Organizing

Thei secondi functioni ofi ai leaderi isi toi createi andi shapei thei organizationi oni scientifici linesi byi assigningi rolesi appropriatei toi individuali abilitiesi withi thei viewi toi makei itsi variousi componentsi toi operatei sensitivelyi towardsi thei achievementi ofi enterprisei goals (Garnevska, 2011).

Globally,i cooperativesi havei organizedi themselvesi ini onei ofi threei typesi ofi membershipi structures:i centralized,i federated,i andi ai combinationi ofi centralizedi andi federated.i Therei isi noi righti ori wrongi structure.i Ai centralizedi structurei isi onei ini whichi membersi arei individuals.i Thisi modeli worksi welli wheni membersi arei ini closei geographicali proximityi toi thei cooperative,i andi hasi thei advantagei ofi communicationi abouti thei cooperative’si purposei andi abilityi toi operatei asi ai truei democratici formi ofi governancei system.i Directorsi arei electedi fromi thei membershipi basedi oni geographicali districtsi ori choseni ati large.i Somei wholesalingi cooperativesi havei centralizedi theiri structurei entirelyi byi mergingi somei ori alli individuali cooperativei membersi intoi onei cooperative.i Ini federatedi cooperatives,i eachi memberi isi ai cooperative.ii Directorsi arei choseni fromi amongi thei membersi ofi thei cooperative,i cani includei managers,i farmers,i ori consumers,i andi ofteni reflecti proportionali votingi basedi oni businessi volume (Boland, 2021).

## Co-ordination

Coordinationi isi thei functioni managementi whichi ensuresi thati differenti departmentsi andi groupsi worki ini sync.i Therefore,i therei isi unityi ofi actioni amongi thei employees,i groups,i andi departments.i Iti alsoi bringsi harmonyi ini carryingi outi thei differenti tasksi andi activitiesi toi achievei thei organization’si objectivesi efficiently.i Coordinationi isi ani importanti aspecti ofi anyi groupi effort.i Wheni ani individuali isi working,i therei isi noi needi fori coordination.i Therefore,i wei cani sayi thati thei coordinationi functioni isi ani orderlyi arrangementi ofi effortsi providingi unityi ofi actioni ini pursuancei ofi ai commoni goal.i Ini ani organization,i alli thei departmentsi musti operatei ai parti ofi ai cohesivei uniti toi optimizei performance.i Coordinationi impliesi synchronizationi ofi variousi effortsi ofi differenti departmentsi toi reducei conflict.i Multiplei departmentsi usuallyi performi thei worki fori whichi ani organizationi exists.i Therefore,i synchronizationi betweeni themi isi essential.i Lackingi coordination,i departmentsi mighti worki ini differenti directionsi ori ati differenti timings,i creatingi chaos (Cook, 2015).

## Directingi andi Controllingi

Iti isi thei primaryi functioni ofi ai leaderi toi guidei andi directi hisi groupi andi motivatei peoplei toi doi theiri besti ini thei achievementi ofi desiredi goals,i hei shouldi buildi upi confidencei andi zeali ini thei worki group (Garnevska, 2011).Controlling involves ensuring that performance does not deviate from standards. Controlling consists of three steps, which include (1) establishing performance standards, (2) comparing actual performance against standards, and (3) taking corrective action when necessary. Performance standards are often stated in monetary terms such as revenue, costs, or profits but may also be stated in other terms, such as units produced, number of defective products, or levels of quality or customer service. The measurement of performance can be done in several ways, depending on the performance standards, including financial statements, sales reports, production results, customer satisfaction, and formal performance appraisals. Managers at all levels engage in the managerial function of controlling to some degree (Adams, 2017)

## Increase of Profitability

Thei principlei numberi onei meansi thati anyi onei readyi toi complyi withi responsibilitiesi andi obligationsi ofi membershipi isi welcomei toi joini thei cooperativei withouti anyi formi ofi discrimination (Arcas-Lario, 2014).Cooperativesi arei voluntaryi organizations,i openi toi alli peoplei ablei toi usei theiri servicesi andi willingi toi accepti thei responsibilitiesi ofi membership,i withouti gender,i social,i racial,i politicali ori religiousi discrimination (Njagi, 2014).

Thei relationshipi betweeni managementi theoryi andi practicei couldi noti havei beeni betteri capturedi byi Inyangi (2008).i Hei surmisedi thati "Managementi theory,i introducedi byi Peteri Druckeri Managementi theoriesi developedi ini thei 1900s,i aimedi ati encouragingi interpersonali relationshipsi ini thei workplace.i Onei suchi theoryi thati encouragedi ai collaborativei environmenti isi thei humani relationsi approach.i Accordingi toi thisi theory,i businessi ownersi neededi toi givei theiri employeesi morei poweri ini makingi decisions (Lawal, 2012).i

Usingi hisi extensivei experiencei asi ai consultanti ati thei companiesi likei IBM,i Generali Motors,i andi Procteri &i Gamble,i Druckeri wrotei 1954’si Thei Practicei ofi Management,i wherei hei presentedi ai holistici approachi toi operatingi ani organizationi andi introducedi ai disciplinei ofi businessi managementi thei firsti ini businessi history.i Hei believedi thati ai successfuli manageri needsi toi [understandi subjectsi likei psychology](https://www.businessnewsdaily.com/10162-industrial-organizational-psychology.html),i science,i andi religion,i andi bei guidedi byi ethicali andi morali principles.i Druckeri encouragedi creativei ratheri thani bureaucratici managementi andi insistedi thati managersi should,i abovei alli else,i bei leaders.i Ratheri thani settingi stricti hoursi andi discouragingi innovation,i hei optedi fori ai morei flexible,i collaborativei approach.i Ati thei corei ofi Drucker’si [managementi theory](https://www.businessnewsdaily.com/10626-management-theories-for-smbs.html)i liei thei conceptsi ofi decentralization,i knowledgei worki (ini fact,i hei coinedi thei termi “knowledgei worker”),i managementi byi objectivesi (MBO),i andi thei SMARTi goali method (Dimitrios, 2013). Management theory isi veryi importanti becausei iti helpi existingi managementi ofi cooperativei fori improvingi managementi andi iti wordi toi achievementi ofi goalsi andi reachi thei resulti expected,i thisi isi whyi thisi isi theoryi wasi selectedi toi bei linkedi withi thisi isi research.

# **Methodology**

# This research used descriptive Survey Research design. Under this research design the procedure of quantitative information was gathered through questionnaires. Population of the study 2856 members of three cooperatives which are: indatwa, COARIFIKA and Impabaruta of Kamonyi District. By using simple random sampling the researcher gave questionnaire to 339 (Coop members). The respondents were given questionnaire built on four-point scale ranging from 1 to 4 (strongly disagree, disagree, agree, and strongly agree). The distributed questionnaire gathered all information as per its content, with aim to found out whether there is any effect of management functions on cooperative performance. Adapted questionnaire in English and Kinyarwanda was distributed to the respondents for the achievement of the study objective. 309 members responded to the answered the questionnaire. Means 91% was retrieved. Data was collected within the first 2 weeks of September 2022.

Afteri collectingi alli necessaryi datai throughi questionnairesi distributedi toi thei respondents,i thei researchersi treatedi alli gatheredi datai presentedi ini thei formi ofi tablesi andi figures.i Descriptivei statisticsi suchi asi i means and standardi deviations were used to describe the level of perception of respondents of all independent variable indicators and indicator of dependent variable, whilei inferentiali Statisticsi willi bei usedi toi testi Hypothesesi ofi thisi Study(i multiplei regression). An item which had a mean between 1.00 and 1.99 was considred as a week mean. An item which had a mean between 2.00 to 2.99 was considred as a moderate mean. An item which had a mean between3.00 to 4.00 was considred as a strong mean. A studard deviation less or equal to 0.5 indicated the same perception of respondents around the mean While a standard deviation greater or equal to 0. 5 indicated different perception of respondents around the mean.

X=i Managementi Functioni (i MF)

X=f(X1,X2, X3,X4,i X5)i where

X1=i Planningi (PNG)

X2=i Organizingi (ORG)

X3=Coordinatingi (CDT)

X4=i Directingi (DIR)

X5=i Controllingi (CON) determinate.

## Multiplei Regressioni model

andi Y=i Dependenti variable

Y=i Increase to (IP)

Y=i f(X1, i X2, X3, X4, X5)

Y=i i i i Increasei ofi Profitabilityi (IP)

Basedi oni thesei variables,i thei followingi functionali relationshipi isi developedi toi guidei econometrici modelsi thati willi bei usedi ini testingi thei Hypotheses.

Y=f(X)

IP=f(PLG,ORG,CDT,DIR,CON)Functioni

## Model Evaluation

Therei wasi testi ofi multicollinearity,i normalityi andi testi ofi autoi correlationi toi seei ifi thei resultsi arei noti biasedi beforei inferencei isi made.

**IP**=i β0+i β1PLG+i β2ORG+i β3CDT+i β4DIR+i β5CON+i μi Modeli

**Perceptions of Respondents on Management Functions**

Thisi sectioni presentsi thei respondentsi perceptioni oni managementi functionsi withini theiri cooperatives.i Thei variablei analyzedi underi thisi sectioni are,i planning,i organizing,i co-coordinating,i directingi andi controlling.i 309i respondentsi werei respondentsi oni eachi variable.

## Perceptionsi ofi Respondentsi oni Planningi

Respondentsi werei askedi toi indicatei theiri perceptioni oni planningi withini theiri cooperativesi andi throughi respondingi questionnaires,i findingsi belowi ini thei tablei 13,i werei presentedi asi follow:

## Table 1:

## Perceptionsi ofi Respondentsi oni Planningi

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Capacityi ofi managersi toi regularlyi analyzei welli thei currenti situationi ofi thei cooperative. | 2.94 | 0.54 |
| Capacityi ofi managersi ini anticipatingi thei future. | 2.89 | 0.76 |
| Capacityi ofi managersi toi isi regularlyi toi determinei welli thei organizationali objectives. | 3.06 | 0.73 |
| Capacityi ofi managersi toi decidei welli necessaryi alternativei strategiesi toi bei prioritized. | 3.06 | 0.64 |
| **Overalli meani ofi planning** | **2.99** |  |

i i i i i Source:i Primaryi datai (2022)

Respondents,i tooki timei toi respondi eachi questioni fori thisi variable,i 4i questionsi werei responded.i Eachi itemi wasi indicatedi meani andi variance.i

Findingsi showsi thati thei capacityi ofi Cooperativei managementi toi regularlyi analyzei thei currenti situationi ofi thei cooperativei isi perceivedi byi respondentsi withi ai moderatei meani (2.94)i withi heterogeneityi ofi respondentsi aroundi thati meani (0.54).i Capacityi ofi managersi ini anticipatingi thei futurei wasi moderatelyi perceivedi byi respondentsi withi ai meani ofi 2.89i buti withi differenti perceptioni aroundi thati meani asi isi indicatedi byi ai standardi deviationi ofi 0.76.i Capacityi ofi managersi toi isi regularlyi toi determinei welli thei organizationali objectivesi andi Capacityi ofi managersi toi decidei welli necessaryi alternativei strategiesi toi bei prioritizedi werei bothi perceivedi byi ai strongi meani ofi 3.06i byi withi heterogeneityi ofi perceptionsi aroundi thati meani (0.73i andi o.64i respectively).i

Thei overalli meani fori planningi withini agri-businessi cooperativei resultsi 2.99i whichi isi moderatei mean.i Thisi meani thati thisi thati planningi withini cooperativesi isi noti performedi well.i Thei implicationi isi thati wheni therei isi noi goodi planning,i expectedi resultsi cannoti bei reachedi also.i Thusi membersi ofi thei cooperativei willi noti experiencei i goodi resultsi fromi whati theyi arei doing.i

## Perceptionsi ofi Respondentsi oni Organizingi

Respondentsi werei askedi toi indicatei theiri respondentsi oni organizingi asi secondi managementi functioni withini theiri respectivei cooperatives.i i Tablei 14i presenti resultsi fromi respondentsi oni organizing.

## Table 2: i Perceptioni ofi Respondentsi oni Organizingi

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Havingi alwaysi organizedi activities.i | 2.83 | 0.79 |
| Havingi managersi andi staffi whoi knowsi welli theirsi task. | 3.17 | 0.62 |
| Havingi managementi staffi thati implementi welli hisi task. | 2.99 | 0.41 |
| Delegatingi welli poweri andi authorityi toi staffi accordingi toi theiri position.i | 3.06 | 0.73 |
| Havingi articlei ofi associationi whichi isi alreadyi writteni welli andi knowni byi alli cooperativei members. | 2.83 | 1.05 |
| Implementingi regularlyi andi welli articlei ofi association.i | 2.60 | 1.04 |
| Preparingi andi submittingi reportsi andi communicatei toi thei appropriatei staffi accordingi toi cooperativei structure. | 3.06 | 0.73 |
| **Overalli meani ofi organizing** | **2.93** |  |

Source:i Primaryi datai (2022)

Tablei 2i representi findingsi oni organizingi whichi isi secondi managementi function.i Respondentsi rangei eachi itemi composei thisi variable.iHavingi alwaysi organizedi activitiesi wasi perceivedi withi ai moderatei meani 2.83i withi differenti dispersioni ofi perceptioni ofi respondentsi aroundi thati meani asi evidencedi byi ai standardi deviationi ofi 0.79.i Havingi managementi staffi thati implementi welli hisi task,i isi viewedi byi respondentsi asi weeki (2.99)i andi thisi weaknessi isi confirmedi byi ai standardi deviationi (0.41)i thati showsi homogeneityi ofi perceptioni ofi respondentsi aroundi thati mean.i i Havingi articlei ofi associationi whichi isi alreadyi writteni welli andi knowni byi alli cooperativei membersi wasi alsoi perceivedi withi ai moderatei meani 2.83i withi differenti dispersioni ofi perceptioni ofi respondentsi aroundi thati meani asi evidencedi byi ai standardi deviationi ofi 1.05.i i Implementingi regularlyi andi welli articlei ofi associationi wasi alsoi perceivedi withi ai moderatei meani 2.60i withi differenti dispersioni ofi perceptioni ofi respondentsi aroundi thati meani asi evidencedi byi ai standardi deviationi ofi 1.04.i Thereforei thesei arei obviouslyi weaknessesi cooperativei have,i thusi therei isi ai needi ofi takingi ani action.i

Havingi managersi andi staffi whoi knowsi welli theirsi task,i delegatingi welli poweri andi authorityi toi staffi accordingi toi theiri position,i preparingi andi submittingi reportsi andi communicatei toi thei appropriatei staffi accordingi toi cooperativei structure,i arei alli stronglyi perceivedi byi respondentsi (membersi ofi cooperatives)i buti thisi strengthi stilli iti isi littlei almosti toi falli intoi moderatei perceptioni (3,17;i 306,i 306i respectively).i Thisi strengthi isi noti alsoi recognizedi byi alli membersi sincei standardsi deviationi ofi alli thesei threei itemsi showi ai differenti dispersioni ofi perceptioni ofi respondentsi aroundi thei meani (0.62;i 0.73;i 0.73i respectively)

Thei overalli meani ofi organizingi functioni resulti ai moderatei meani (2.93).i Thisi indicatei ori showi thei weaknessi ini organizingi ofi cooperativei operationsi andi planning.i Asi recommendation,i managementi fori cooperativesi shouldi knowi thati noi performancei ori noi production,i noi growthi cani bei reachedi withouti organizingi activitiesi ofi ai cooperative.i

**Perceptionsi ofi respondentsi oni coordinating**

Respondentsi werei indicatei theiri perceptioni oni howi coordinatingi asi managementi functioni implementedi withini theiri cooperatives.i Tablei 14i summarizesi findingsi fromi respondents.

## Table 3: Perceptioni fori Respondenti oni coordinating

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Havingi cooperativei leadersi whoi arei regularlyi goodi communicators. | 3.02 | 0.81 |
| Havingi cooperativei leadersi whoi arei regularlyi approachable,i friendlyi andi goodi listener. | 3.13 | 0.74 |
| Collectingi regularlyi andi welli ideasi ofi membersi andi usei themi fori solvingi cooperativei problems. | 3 | 0.91 |
| Settingi welli andi monitoringi thei targeti ofi smalli groupsi ofi cooperativei membersi byi cooperativei leaders. | 2.65 | 0.77 |
| Havingi cooperativei membersi whoi arei regularlyi andi significantlyi involvedi ini differenti activitiesi ofi cooperative. | 3.15 | 0.59 |
| **Overalli meani ofi Coordinating** | **2.99** |  |

Source:i Primaryi data,i 2022

Tablei 3i representi findingsi oni coordinating,i 5i itemsi werei respondedi byi respondentsi wherei eachi itemi showsi iti meani andi variance.i

Settingi welli andi monitoringi thei targeti ofi smalli groupsi ofi cooperativei membersi byi cooperativei leadersi isi thei onlyi itemi thati wasi moderatelyi perceivedi byi respondentsi (cooperativei members)i withi ai meani ofi 2.65i andi standardi deviationi ofi 0.77i whichi meansi thati alli respondentsi havei differenti dispersioni aroundi thati mean.i Otheri Itemsi suchi asi havingi cooperativei leadersi whoi arei regularlyi goodi communicators,i havingi cooperativei leadersi whoi arei regularlyi approachable,i friendlyi andi goodi listener,i collectingi regularlyi andi welli ideasi ofi membersi andi usei themi fori solvingi cooperativei problemsi andi havingi cooperativei membersi whoi arei regularlyi andi significantlyi involvedi ini differenti activitiesi ofi cooperativei werei alli stronglyi perceivedi byi respondentsi withi ai meani betweeni 3.00i andi 3.15.i Thisi showsi thati thei strengthi ofi thosei itemsi isi reallyi littlei sincei theyi arei almosti neari moderatei perception.i Alli standardi deviationsi showsi differenti dispersioni ofi perceptionsi ofi respondentsi aroundi alli thosei means.i

Thei overalli meani isi 2.99,i whichi meani thati therei isi weaknessi ini coordinationi withini cooperatives.i Recommendationi isi thati coordinationi isi muchi neededi becausei withouti coordinationi noi performancei willi bei happened,i resourcei willi noti bei orientedi toi reachi production.

## Perceptionsi ofi respondentsi oni directingi

Respondentsi indicatei theiri perceptioni oni directing.i 309i respondentsi werei participatedi toi respondi oni thisi managementi functioni questions.i Tablei 15i presenti findingsi andi iti interpretation.

## Table 4:

## Perceptions of respondentsi oni directingi

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Havingi cooperativei leadersi thati stimulatei cooperativei membersi toi higheri levelsi ofi worki andi betteri quality. | 2.79 | 0.54 |
| Havingi cooperativei leadersi whoi motivatei enoughi alli membersi ofi thei cooperativei toi remaini membersi andi worki hard. | 3.14 | 0.70 |
| Havingi managersi ofi cooperativei thati clarifyi andi synthesizei variousi ideasi ini ani efforti toi tiei togetheri thei worki ofi thei members. | 3.04 | 0.65 |
| Havingi manageri whoi orienti welli membersi towardsi achievementi ofi cooperativei goals. | 3.05 | 0.58 |
| Havingi cooperativei managersi thati offersi information,i viewpointsi andi suggestionsi welli abouti thei cooperativei problemi ori tasksi toi cooperativei members. | 2.95 | 0.91 |
| **Overalli meani ofi Directing** | **2.99** |  |

Source:i Primaryi data,i 2022

Tablei 4i presenti findingsi andi iti interpretation,i eachi itemi fori variablei wasi respondedi byi alli 309i responded.i

Thei itemsi thati assessedi havingi cooperativei leadersi thati stimulatei cooperativei membersi toi higheri levelsi ofi worki andi betteri qualityi andi havingi cooperativei managersi thati offersi information,i viewpointsi andi uggestionsi welli abouti thei cooperativei problemi ori tasksi toi cooperativei membersi werei alli viewedi byi respondentsi withi ai moderatei meani (2.79i andi 2.92i respectively)i whichi meansi alli thesei twoi elementi arei noti performedi welli byi cooperativei managers.i But,i theiri standardi deviationi (0.54i andi 0.91i respectively)i showsi ai dispersioni ofi perceptioni ori respondentsi aroundi thosei means.i

Havingi cooperativei leadersi whoi motivatei enoughi alli membersi ofi thei cooperativei toi remaini membersi andi worki hard,i i havingi managersi ofi cooperativei thati clarifyi andi synthesizei variousi ideasi ini ani efforti toi tiei togetheri thei worki ofi thei members,i havingi manageri whoi orienti welli membersi towardsi achievementi ofi cooperativei goalsi welli alli stronglyi perceivedi byi membersi ofi cooperatives.i Buti thisi perceivedi strengthi isi littlei sincei iti isi veryi neari moderatei perceptioni (meansi arei 3.14;i 3.04;i 3.05i respectively)i andi standardi deviationi confirmsi thei differenti viewsi ofi respondentsi aroundi thosei meani (standardi deviationsi are:i 0.70;i 0.65i andi 0.58).

Thei overalli meani resultsi 2.99,i interpretedi asi moderatei mean.i Thisi indicatei thati respondentsi arei noti fullyi satisfiedi byi thei wayi cooperativesi arei directed.i Asi recommendationi cooperativei managementi needi toi directi cooperativei activitiesi welli enough.i

**Perceptionsi ofi respondentsi oni controllingi**

Respondentsi indicatei theiri perceptioni oni directing.i 309i respondentsi werei participatedi toi respondi oni thisi managementi functioni questions.i Tablei 16i presenti findingsi andi iti interpretations.

## Table 5:

## Perceptionsi ofi respondentsi oni control

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Abilityi ofi cooperativei managersi ini determiningi necessaryi areai toi bei controlled. | 2.95 | 0.76 |
| Abilityi ofi cooperativei managersi ofi establishingi guidelinesi fori controls. | 2.76 | 0.55 |
| Measuringi welli leveli ofi performancei duringi controls. | 2.94 | 0.80 |
| Recognizingi welli positivei performancesi duringi controls | 2.71 | 0.66 |
| Takingi welli necessaryi correctivei actionsi oni wherei deviationsi arei foundi | 2.77 | 0.65 |
| Adjustingi welli standardsi ori measuresi ofi performancei wheni iti isi necessary.i | 2.59 | 0.60 |
| **Overalli Meani ofi Controlling** | **2.79** |  |

Source: Primaryi data,i 2022

Alli itemsi assedi underi controllingi (Abilityi ofi cooperativei managersi ini determiningi necessaryi areai toi bei controlled,i abilityi ofi cooperativei managersi ofi establishingi guidelinesi fori controls,i measuringi welli leveli ofi performancei duringi controls,i recognizingi welli positivei performancesi duringi controls,i takingi welli necessaryi correctivei actionsi oni wherei deviationsi arei foundi andi Adjustingi welli standardsi ori measuresi ofi performancei wheni iti isi necessary)i werei alli moderatelyi perceivedi byi alli respondentsi withi ai meani rangingi fromi 2.59i toi 2.95.i Thisi meansi thati cooperativesi havei noi enoughi controlsi thoughi standardi deviationi ofi everyi itemi assessedi showsi differenti dispersioni ofi perceptionsi aroundi thosei means.i Thei overalli meani ofi controllingi isi 2.79.i This,i isi supposedi toi bei ai dailyi exercisei whichi couldi helpi ini monitoringi howi alli plannedi activitiesi arei implemented.

## Perceptionss ofi respondentsi oni increasei ofi profitabilityi

Thisi variablei wasi analyzedi byi 339i respondentsi wherei eachi questioni wasi indicatedi iti meani andi variance.i Tablei 6 summarized findingsi andi interpretationi ofi increasei ofi profitability.i

## Table 6:

## Perceptions of respondents on increase profitability

|  |  |  |
| --- | --- | --- |
| **Itemsi Assessed** | **Mean** | **Stand.i Devi (δ)** |
| Keepingi sellsi increase. | 3.30 | 0.67 |
| Numberi ofi cooperativei membersi keepsi increasing. | 2.83 | 0.86 |
| Amounti ofi expensesi versusi sellsi keepsi decreasing. | 2.41 | 0.91 |
| Beingi proudi ofi thei profitabilityi ofi thisi cooperative. | 3.00 | 0.49 |
| **Overalli meani ofi profitability** | **2.89** |  |

Source:i Primaryi data,i 2022

Tablei 6i presenti findingsi andi itsi interpretationi oni howi duei toi managementi functionsi arei implementedi withini cooperatives,i iti resulti oni increasei ofi revenue,i fouri questionsi werei analyzedi andi interpreted,i meani andi variancei fori eachi questioni wasi presentedi ini tablei 6.i

Ini assessingi ifi numberi ofi cooperativei membersi keepsi increasingi andi ifi amounti ofi expensesi versusi sellsi keepsi decreasing,i respondentsi viewedi thosei itemsi moderately.i Thisi meansi thati numberi ofi cooperativei membersi doi noti increasei enoughi andi amounti ofi expensesi versusi sellsi keepsi noti decreasingi enough.i Standardi deviationsi ofi thesei itemsi showi thati membersi ofi cooperativesi doi noti havei ai commoni viewi oni thesei means.i Otheri itemsi assessedi (Keepingi sellsi increasei andi beingi proudi ofi thei profitabilityi ofi thei cooperative)i werei alli stronglyi perceivedi byi respondentsi withi ai meani ofi 3.30i andi 3.00i respectively.i Eveni ifi thesei meansi showsi thei strengthi buti increasei ofi profitabilityi seemsi noti satisfyingi members,i sincei thesei meansi arei toi neari thei moderatei perception.i Thei standardi deviationi oni keepingi sellsi increasei isi .0.67,i whichi showsi differenti viewsi ofi perceptioni ofi respondentsi aroundi thisi meani whilei thei standardi deviationi ofi beingi proudi ofi thei profitabilityi ofi thei cooperativei isi 0.49i whichi confirmsi thati respondentsi havei thei samei viewsi ofi perceptioni ofi aroundi itsi mean.i Overalli meani isi 2.89,i interpretedi asi moderatei mean.i Thei administrationi ofi thei cooperativei shouldi bei urgedi toi runi iti better,i asi thisi willi helpi cooperativei membersi generatei morei incomei fori theiri households.

## Test of Null Hypotheses

The objective was to examinei effecti ofi managementi functionsi ((planning,i organizing,i co-coordinatingi andi directingi andi controlling)i oni Planningi ini Rwandai agrii businessi cooperatives**.** The researcher assumed that “”therei isi noi significanti effecti ofi managementi functionsi (planning,i organizing,i co-coordinatingi andi directingi andi controlling)i oni planningi ini Rwandai agrii businessi cooperative”

## Table 7:

## Modeli Summaryi betweeni Managementi Functioni andi Increasei ofi Profitabilityi

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Model** | **R** | **Ri Square** | **Adjustedi Ri Square** | **Std.i Errori ofi thei Estimate** | **Durbin-Watson** |
| 1 | .624a | .389 | .379 | .37078 | 1.535 |
| *a.i Predictors:i (Constant),i Controlling,i Coordinating,i Planning,i Organizing,i Directing* | | | | | |
| *b.i Dependenti Variable:i Profitability*  Source:i Primaryi Data,i 2022 | | | | | |

In Tablei7, thei resultsi indicatesi thati adjustedi R2i isi 0.379,i whichi representi 37.9%i ofi thei effecti ofi managementi functionsi oni increasei ofi profitability.i 0.621,i whichi representi 62.1%i arei otheri effecti thati Increasei ofi Profitabilityi receivesi fromi otheri variablesi thati arei noti includedi ini thei modeli

## Table 8:

## ANOVAi analysisi Betweeni Managementi Functioni andi Increasei ofi Profitability

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Model** | | **Sumi ofi Squares** | **df** | **Meani Square** | **F** | **Sig.** |
| 1 | Regression | 26.516 | 5 | 5.303 | 38.575 | .000b |
| Residual | 41.655 | 303 | .137 |  |  |
| Total | 68.172 | 308 | i | i | i |
| *a.i Dependenti Variable:i Profitability* | | | | | | |
| *b.i Predictors:i (Constant),i Controlling,i Coordinating,i Planning,i Organizing,i Directing* | | | | | | |

Sources: Primaryi data,i 2022

In assessing significant effect between Management Function and Increasei of Profitability, F-testi (38.575) is significanti ati .000. Thus,i managementi functionsi indicatorsi jointlyi (planning,i organizing,i coordinatingi i i andi directingi andi controlling)i havei positivei andi significanti effecti oni increasei ofi profitabilityi ini Rwandai Cooperatives.i Therefore,i H01i whichi statedi thati therei isi noi significanti effecti ofi managementi functionsi (planning,i organizing,i co-coordinatingi andi directingi andi controlling)i oni Increasei ofi Profitabilityi ini Rwandai agri-businessi cooperativei isi not accepted.i Therefore,i therei isi ai significanti effecti ofi managementi functionsi (planning,i organizing,i co-coordinatingi andi directingi andi controlling)i oni Increasei ofi Profitabilityi ini Rwandai agri-businessi cooperative.

## Table 23:

## Coefficientsi ofi eachi indicatori ofi Managementi Functioni andi Profitability

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Model** | | **Unstandardizedi Coefficients** | | **Standardizedi Coefficients** | **t** | **Sig.** |
| B | Std.i Error | Beta |
| 1 | (Constant) | 2.053 | .156 | i | 13.165 | .000 |
| Planning | .275 | .064 | .320 | 4.307 | .000 |
| Organizing | .618 | .074 | .835 | 8.335 | .000 |
| Coordinating | -.194 | .070 | -.212 | -2.760 | .006 |
| Directing | -.137 | .093 | -.152 | -1.482 | .139 |
| Controlling | -.288 | .080 | -.303 | -3.578 | .000 |
| **a.i** Dependenti Variable:i Increasei ofi Profitability | | | | | | |

Source:iPrimaryiData 2022

Fromi Tablei 23,i holdingi thei variousi componentsi consistent,i planningi ini cooperativesi ini Rwandai isi measuredi byi proficienti andi powerfuli usagei ofi managementi functions.i Thei consequencesi ofi thei variousi regressioni modelsi showi thati therei isi ai positivei connectioni betweeni managementi functionsi andi planningi ini cooperativesi ini Rwanda.i Thisi impliesi thati ai singlei uniti increasesi thei resultsi ofi independenti variablesi (planning,i organizing,i coordinating,i directingi andi controlling)i ati 0.320i andi 0.835i respectively.i Coordinatingi hasi ai negativei betai coefficienti ofi -0.212,i whichi indicatesi thati onei uniti increasesi ini coordinatingi willi causei toi decreasei planningi ini cooperativesi byi -0.212i uniti andi thei otheri indicatorsi remainingi constant,i directingi hasi alsoi ai negativei betai coefficienti ofi -0.152,i whichi indicatesi thati onei uniti increasesi ini directingi willi causei toi decreasei planningi ini cooperativesi byi -0.152i uniti andi thei otheri indicatorsi remainingi constant.i Finallyi controllingi hasi alsoi ai negativei betai coefficienti ofi -303,i whichi indicatesi thati onei uniti increasesi ini controllingi willi causei toi decreasei planningi ini cooperativesi byi -303i uniti andi thei otheri indicatorsi remainingi constant.

i Thei consequencei ofi thei examinationi demonstratesi thati controli environment,i riski assessment,i controli activities,i informationi &i communicationi influencei sustainabilityi &i growthi **in agri-business cooperatives** Rwandai positively.i i Thei followingi regressioni equationi wasi obtained:i

IP=i β0+i βPLG+i β2ORG+i β3CDT+i β4DIR+i β4CONi +i μi Modeli 1

IPi =i 2.053+i .320i PLGi +.835ORGi -.212CDt-.152DIR-.303CON+.156

## Conclusion

The F-testi (38.575) is significanti ati .000. Therefore there is a significant effect of management functions (planning, organizing, co-coordinating and directing and controlling) on Increase of Profitability in Rwanda Agri-Business Cooperative

## Recommendations

Based on the aforementioned findings of the study, the following recommendations were made to management of cooperatives:

**Recommendations to Funders and managers of cooperatives**

1. It was found out that cooperative managers have little capacity of analyzing well the current situation of the cooperative and anticipate well the future. Thus, funders and managers of cooperatives should act and see how capacity of managers of analyzing well the current situation of the cooperative can be increased and then anticipate the future.
2. It was found out that cooperative managers have little capacity of organizing well activities of cooperatives and management staff do not implement well his task. Thus, funders and managers of cooperatives should act and see how they can have enough capacity of organizing well their activities and each one perform his own task well and at time.
3. Cooperatives do not have a well-known article of association and its implementation does not satisfy members. Managers of cooperatives should prepare well theirs cooperative article of association and explain well its contents to all members either in the regular general assembly or other meeting. And every article of association should be well implemented.
4. Cooperative leaders do not stimulate cooperative members to higher levels of work and better quality of work. And targets of small groups of cooperative members are not well monitored by leaders. Thus cooperative managers should motivate theirs members to higher levels of work and better quality of work and monitor well their targets of their small groups. Training are also needed to teach cooperative managers how to motivate members towards better quality of work.
5. It was found out that cooperative managers do not offer well information and viewpoints to cooperative members. Thus, cooperative managers should communicate well and enough information and viewpoints of problems and challenges that cooperatives are facing daily to cooperative members
6. Cooperative managers do not have enough ability of determining necessary area to be controlled, of establishing guidelines for controls, of measuring level of performance during controls, of recognizing positive performances during controls, of taking well necessary corrective actions on where deviations are found and adjusting well standards or measures of performance when it is necessary. Thus, funders and managers of cooperatives should act and see how capacity of managers in determining necessary area to be controlled, in establishing guidelines for controls, in measuring level of performance during controls, in recognizing positive performances during controls, in taking well necessary corrective actions on where deviations are found and in adjusting well standards or measures of performance when it is necessary can be obtained.

# **References**

Abroud, A., Choong. (2015). Adopting e-finance: decomposing.

Adams, M. (2017). Big Data and Individual Privacy in the Age of the Internet of Things. Technology Innovation Management Review, 7 (4), 12-24.).

AgriTV. (2014). Are large agricultural co-operatives a dying species?

Akinwumi, J. (2016). Roadmap to re-engineering co-operatives in Nigeria. Paper presented at the South West Cooperative Leaders Conference, Organized by Cooperative Federation.

Akwabi-Ameyaw. (2015). Producer cooperative resettlement projects in Zimbabwe: Lessons from a failed agricultural development strategy. World.

Alarcon, J. (2018). Blockchain and the future of accounting. Pennsylvania CPA.

Allen, E. a. (2013). African Cooperatives and Financial Crisis. Tanzania.

alliance, I. c. (2016). Cooperative identity, values & principles.

Alvesson, M. &. (2015). Changing organizational culture: Cultural change work in progress. Routledge.

Arcas-Lario, N. M.-U. (2014). Farmers’ Satisfaction with Fresh Fruit and Vegetable Marketing Spanish Cooperatives: An Explanation from Agency Theory.

Barton. (2019). What is a cooperative? In Cooperatives in agriculture, ed. D.

Birchall. (2013). *Rediscovering the cooperative advantage: Poverty reduction through self-help.*

Birchall. (2013). The role and Potential in the poverty Reduction Process.

Boland, M. (2021). Organizing the governance of cooperatives.

Cook. (2015). The future of U.S. agricultural cooperatives: A neoinstitutional approach. American Journal of Agricultural Economics 77(5):1153-.

Copa-Cogeca. (2010). Agricultural Cooperatives in Europe. Main Issues and Trends. European agricooperatives (Cogeca), Brussels. Web site: http://www.copa-cogeca.eu/Cogeca.

Creswell. (2017). Designing and conducting mixed methods research. Sage Publications.

Dimitrios, S. &. (2013). The impact of top management support for strategic planning on crisis management: Case study on UNRWA-Gaza Strip).

Dogarawa. (2010). The Role of Cooperative Societies in Economic Development. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.1622149. [ Accessed on 12 November, 2018].

Garnevska. (2011). Factors for Successful Development of Farmer cooperatives in Northwest China. International Food and Agribusiness Management Review, 14(4), .

Garnevska. (2012). Factors for Successful Development of Farmer cooperatives in Northwest China.

Garnevska, E. (2011). Factors for Successful Development of Farmer cooperatives in Northwest China. International Food and Agribusiness Management Review, 14(4), .

Gicheru, P. E. (2015). The Role of the co-operative enterprise model in implementing the Sustainable Development Goals (SDGs) in Least Developed Countries (LDCs), .

Hammond&Luiz. (2016). *Rural co-operative resilience: The case of Malawi.*

Johnson. (2014). *Determinants of Successful Cooperation in Agricultural Markets: Evidence from Producer Groups in Poland. In G. Hendrikse.*

Kyazze, L. M.-I. (2017). Cooperative governance and social performance of cooperative societies. Cogent Business & Management.

Lawal. (2012). Management Theories and its Application in Organisations: The Nigerian Experience.

Luiz, H. &. (2016). The co-operative model as a means of stakeholder management: an exploratory qualitative analysis). .

Maelah. (2010). Accounting outsourcing turnback: process and issues.

Mckinsey. (2017). A Future that work: Authomation employement and productivity.

Mintzberg. (2013). Planning within cooperatives.

Mubirigi, A. (2016). Assessment of the factors influencing the performance of agricultural cooperatives in Gatsibo district.

Mukarugwiza, E. (2010). The Hope for Rural transformation: A rejuvenatinng cooperative mouvement in Rwanda.

New, T. (2018). Why Poor Management is Threatening Survival of Coops.

NIPCO. (2014). The Principles That Guide Cooperatives.

Njagi. (2014). Factors influencing performance of co-operatives; a case of members of North Sub-County, Kenya, 115.

Nkurunziza, F. (2019). *Factors affecting performance of Cooperative in Gasabo District.*

Raewf, M. (2021). The Impact of People in Cooperation on Cooperative Management of the Private Sector 2021.

Rwanda, G. o. (2012). Annual Report 2011-2012. MINAGRI, Rwanda Agriculture.

Times, N. (2018). Why Poor Management is Threatening Survival of Coops.

Tortia, E. C. (2011). The firm as a common. The case of accumulation and use of common resources.

UNDP. (2013). UNDP Annual Report .

Uwadiae, O. (. (2015). Financial Reporting AutomationDoes Automation of the Accounting Profession Affect Employability? An Exploratory Research from Lebanon.

***Contribution of Entrepreneurial Tendencies on Project Yield Quantity in Selected Agricultural Projects in Rwanda***

Uwera Patience\*&Niyonzima Théogène, PhD

Adventist University of Central Africa (AUCA), P.O.Box 2461, Kigali Rwanda

theogene.niyonzima@auca.ac.rw

***Abstract***

*The study aimed at assessing entrepreneurial tendencies and project yield quantity in Rwanda. A descriptive research design and questionnaire was used as instrument for data collection. For analysis, the regression model was used to analyze the contribution of entrepreneurial tendencies on project yield quantity. The results indicated that the adjusted R2 is 0.713 representing* *71.3% indicating that the entrepreneurial tendencies components contribute to Project Yield Quantity, while 0.297 representing 29.7% of Project Yield Quantity comes from other variables that are not included in the model one, according to the ANOVA results, the F-test is 38.902 has a p-value = 0.000. This implies that all Entrepreneurial tendency variables jointly have positive and significant effect on Project Yield Quantity.* *The researcher recommended the management of selected agricultural projects to carefully take calculated risks and not be afraid to take risks in general.*

**Key words**: *entrepreneurship, tendency, project, yield, quantity*

**Word count**: *146*

**Introduction**

Realization of entrepreneurship which has a significant share in social change and prosperity by conscious, educated and qualified individuals will increase the likelihood of success. For this reason, today the need for entrepreneurs who can see and evaluate opportunities, produce effective solutions to problems and have many characteristics such as active, researcher, decisive and effective communicator are increasing rapidly. Agricultural projects in Rwanda face various performance problems such as insufficient harvests production, financial losses, failure to reach the market and deterioration of the agricultural products due to ineffective storage facilities (RAB, 2020). This brings the need to assess the cause of these challenges, where criticisms have revolved around the process such as delays in implementation and delivery of projects and irregularities in assigning roles and responsibilities in the program implementation, among others which affect around 70% of agricultural projects in Rwanda. These have been expressed in the media reports, and various observations (Uwase, 2019).

The objective of the study is to evaluate the effect of entrepreneurial tendencies (self-confidence, innovation, risk taking, Uncertainty tolerance) on Project Yield Quantity in selected agricultural projects in Kicukiro District, Kigali City Rwanda.

**Literature**

This study has reviewed relevant empirics that support the topic. A study by Munene (2008) on the impact of entrepreneurship on performance of micro, small and medium enterprises in Nakuru County, investigated the nature and content of entrepreneurship trainings offered by Kenya Institute of Business Training and Joint loans. The study found out that the trainers focused on management of working capital, record keeping, and marketing. The study however, recommended inclusion to the content of training, risk management, business expansion strategies and management of loan delinquency and default. These components are part of business management skills and it is clear that the curriculum used was not comprehensive. Despite this, the study used a small response rate of 37 SMEs operators. The study was also limited in scope to Nakuru County and programs offered by Kenya Institute of Business Training and Joint loans. This calls for further investigation on the content of trainings offered by other organizations on entrepreneurship training.

Similarly, a study by Nyachome (2012) examined the factors influencing Market Share Growth of entrepreneurship training programmes in Kenya. The study concluded that the choice of the training method is very significant to the Market Share Growth of entrepreneurship training. The study established that learner centered instructional designs such as discussion methods were preferred by the trainees. Particularly, incorporation of learner’s business experiences and knowledge was important during learning. However, the trainers mostly used lecture method during training. This calls for further research on the area of methods of training.

In a study by Petrin (2012), on entrepreneurial tendencies on project performance he states that to accelerate economic development in a country, it is necessary to build up the critical mass of generation entrepreneur. According to Okenwa (2015) echoes that an entrepreneur is an individual who is willing and able to take business risk with the aims and objectives of maximizing profits. He added that an entrepreneur is a dreamer or visionary who translates a dream or vision into a mission that he would use both his mental and physical facilities and other endowments to achieve. Alaeze (2015) in a study on the importance of entrepreneurs’ development states that entrepreneur’s plan to create and unlock values by bringing together the various resources such as human resources, capital, and technology to start a process and make a product or offer a service.

A motivated entrepreneur can only establish a business organization as a result of decision making, without decision in life, nothing can be done. According to Njoku and Nwosu (2010), they state that: “Decision making involves commitments, which determines the success of an organization, decision making is a process by which a choice is made. Decision making involves taking the past, present and future, into consideration here, past refers to the period during which the problem arose, information was accumulated and the need for a decision was perceived. In the present, alternatives are identified and the choice made. Decision will now be implemented and reviewed in the future.

This study tested the shareholder theory. This theory was propounded by Milton Friedman and it posits that it is the responsibility of managers to generate profits from the capital invested. This theory shows that managers are hired by the owners of the business known as shareholders in order to run the business on their behalf and provide returns of their capital. This contract obligates managers to morally and legally serve owners' interests (Brandt & Konstantinos, 2016).

**Methodology**

This study adopted survey design. This, is based on the fact that it was only focused on primary data where a questionnaire was used to collect respondents’ perceptions on entrepreneurial tendencies and Project performance in Rwanda. The population of this study was composed of 62 Employees working in different agricultural projects in Kicukiro District, Kigali Rwanda. These are Maize Growing project in Kagese, Horticulture Center of excellence and Farming in green houses project. The following operationalization of variables was adopted:

X=Entrepreneurial tendencies system

X= f (x1, x2, x3, x4) where

x1= Self-confidence (SC)

x2= Innovation (IN)

x3= Risk taking (RT)

x4= Uncertainty tolerance (UT)

Y1= Project Yield Quantity (TR)

TR= f (sc, in, rt, ut) functional relationship between variables. Based on this operationalization of variables, the following econometric model was developed:

TR = β0+ β1SC + β2IN + β3RT + β4 UT + μ Model

Where β0 is the intercept for model 1, β1 – β4 are coefficients of explanatory variables, using primary data and μ= error term.

1. **Findings and Discussion**

The data collected from the field were presented in this section as follows:

**Table 1.**

*Model Summary*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .856a | .732 | .713 | .99232 |
| a. Predictors: (Constant), Uncertainity torelance, Self-confidence, Risk taking, innovation | | | | |

The results indicated that the adjusted R2 is 0.713 representing 71.3% indicating that the entrepreneurial tendencies components contribute to the Project Yield Quantity, while 0.297 representing 29.7% of Project Yield Quantity comes from other variables that are not included in the model one.

**Table 2.**

*ANOVA for Model One*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 153.227 | 4 | 38.307 | 38.902 | .000b |
| Residual | 56.128 | 57 | .985 |  |  |
| Total | 209.355 | 61 |  |  |  |
| a. Dependent Variable: Project Yield Quantity | | | | | | | |
| b. Predictors: (Constant), Uncertainty tolerance, Self-confidence, Risk-taking, innovation | | | | | | | |

From ANOVA Table, the F-test is 38.902 has a p-value = 0.000. This imply that all Entrepreneurial tendencies components variables jointly have positive and significant effect on Project Yield Quantity. Therefore, null hypothesis which states that there is no significant effect of entrepreneurial tendencies components on Project Yield Quantity is not accepted at all levels of significance.

**Table 3.**

*Coefficient for Model One*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | -2.201 | 1.468 |  | 1.499 | .139 |
| Self confidence | -.037 | .101 | .030 | .362 | .719 |
| Innovation | .511 | .126 | .521 | 4.055 | .000 |
| Risk taking | .404 | .107 | .294 | 3.773 | .000 |
| Uncertainty tolerance | .217 | .122 | .207 | 1.784 | .080 |
| a. Dependent Variable: Project Yield Quantity | | | | | | |

From coefficient table, self-confidence has no significant effect on Project Yield Quantity (β3= 0.030, t= 0.362, sig. =0.719). This indicates that 1-unit change in self-confidence will lead to 0.030-unit change in Project Yield Quantity. From coefficient table, innovation has positive and significant effect on Market Share Growth (β3= 0.521, t= 4.055, sig. =0.000). This indicates that 1-unit change in innovation will lead to 0.521-unit change in Project Yield Quantity.

Risk taking has a negative and significant effect on Project Yield Quantity (β3= 0.294, t= 3.773, sig. =0.000). This indicates that 1-unit change in Risk taking will lead to 0.294 unit change in Project Yield Quantity. Uncertainty tolerance has a no significant effect on Project Yield Quantity (β3= 0.207, t= 1.784, sig. =0.080). This indicates that 1-unit change in uncertainty will lead to 0.521-unit change in Project Yield Quantity.

**Discussion:** The results of this hypothesis are in line with findings in the study of Munene (2008) on the impact of entrepreneurship on timely performance of micro, small and medium enterprises in Nakuru County. This is supported by the theory of execution which was also introduced by Johnston and Brennan (2015), they indicated that there are two types of critique against the dispatching theory of project management. In this theory it is indicated that risks should be well managed before the execution stage.

**Conclusion and recommendation**

Based on the findings, this study concludes that entrepreneurial tendencies have positive contribution to project yield quantity at a rate of 71.3%. The researcher recommended the management of selected agricultural projects to take calculated risks and not be afraid to take risks all together as risks are unavoidable, rather they can be mitigated.

**References**

Alaeze, L. (2015). *Business practices in America.* Newyork: Mac Grawhill.

Brandt, S. & Constantinos Jr, N.J. (2016), Factors influencing investors decisions in shares of quoted companies in Nigeria. *The Social Sciences*, 6(3), 205-212.

Johnston, K. & Brennan, R. (2005), A retrospective look at our evolving understanding of project success, *Project Management Journal,* 3(64), 19-31.

Munene,C. (2008). Factors influencing investors decisions in shares of quoted companies in Nigeria. *The Social Sciences*, 6(3), 205-212.

Nyanshome, R. (2012), Creating corporate entrepreneurship, *Strategic Management Journal*, (15)7, 521-536.

Okenwa, O.P. (2015), *Successful Projects Managers: Leading Our Team to Success*, Van Nostrand Reinhold, New York.

Petrin, Y. (2012). a preliminary survey of project management practices. *Journal of Eastern Caribbean Studies*. 1(2), 20-21.

RAB (2020). *Innovation Challenges facing Business Projects in Rwanda*: Kigali, Rwanda

Uwase, R. (2019). *Being business-like in a nonprofit organization: grounded and Inductive typology*. Nonprofit and Voluntary Sector Quarterly.

***Contribution of Enterprise Risk Management (ERM) on*** ***Achievement of Performance Contract in Public Enterprises in Rwanda***

Karenzi Hope\*&Niyonzima Théogène, PhD

Adventist University of Central Africa (AUCA), P.O. Box 2461 Kigali, Rwanda

theogene.niyonzima@auca.ac.rw

***Abstract***

*This study investigated the contribution of enterprise risk management on achievement of performance contract in public enterprises in Rwanda. This particular research is considered to be descriptive research whereby the questionnaire was distributed to collect data from selected respondents in Energy Development Corporation Ltd and Water and Sanitation Corporation. Regression analysis was also adopted to statistically analyze the contribution of enterprise risk management on achievement of performance contract in public enterprises. The results indicated that shows that the adjusted R square was 0.722.This implies that the predictors of enterprise risk management affect 72.2% on the performance contracts in government business enterprises in Rwanda. According to the ANOVA Table, The F-test is 190.678 and P-Value= .000 therefore it means that all enterprise risk management variables jointly have positive and significant effect on performance contracts in government business enterprises in Rwanda at all level of significance. The study concluded that organization culture components are predictors of accountability and transparency of employees. The study recommends that public enterprises need more emphasis on ERM practices in order to reduce their deficiencies*

**Key Words:** Contribution, Contract, Enterprise, Performance, Public, Risk, Management,

**Word Count:** 177

**Introduction**

The key importance of effective management of risk is to help enterprises achieve their objectives, while complying with legal, regulatory, and societal expectations, and enables them to better respond and adapt to surprises and environment disruptions. Managing risk is a fundamental concern in today’s dynamic global environment. In recent years, however, a paradigm shift has occurred regarding the way to view risk management. Instead of looking at risk management from a silo-based perspective, the trend is to take a holistic view of risk management.

Rwandan government enterprises face performance problems such as failure to achieve the predicted goals at hundred percent, poor evaluation of implementation, ineffective risk management and a long process of reporting and interpreting and the correction of errors (Albu, 2019). Both EDCL and WASAC have met various performance problems starting in the period when they were combined under one umbrella of Electrogaz. According to OAG reports from 2016 to 2021 these performance problems included poor financial system that has been in use since the establishment of WASAC, lack of handover of finance and financial books from former EWASA to WASAC and difficulties in using new financial system called ‘Oracle’ (OAG, 2020).

Specifically, the study evaluated the effect of enterprise risk management (internal environment, objective setting, event identification, risk assessment, risk response and information and communication) on achievement of performance contract in selected government business enterprises. This research verified the following null hypothesis: **H0:** There is no significant effect of enterprise risk management (internal environment, objective setting, event identification, risk assessment, risk response and information and communication) on achievement of performance contract in selected public institutions.

**Review of Literature**

### **Enterprise Risk Management**

Enterprise risk management (ERM) in business includes the methods and processes used by organizations to manage risks and seize opportunities related to the achievement of their objectives. ERM provides a framework for risk management, which typically involves identifying particular events or circumstances relevant to the organization's objectives (threats and opportunities), assessing them in terms of likelihood and magnitude of impact, determining a response strategy, and monitoring process. By identifying and proactively addressing risks and opportunities, business enterprises protect and create value for their stakeholders, including owners, employees, customers, regulators, and society overall (Rezaee & Zabihollah, 2012).

ERM can also be described as a risk-based approach to managing an enterprise, integrating concepts of risk management, the Sarbanes–Oxley Act, data protection and strategic planning. ERM is evolving to address the needs of various stakeholders, who want to understand the broad spectrum of risks facing complex organizations to ensure they are appropriately managed. Regulators and debt rating agencies have increased their scrutiny on the risk management processes of companies (COSO, 2011)

In addition to information technology audit, [enterprise risk manage mentors](https://en.wikipedia.org/wiki/Internal_audit) play an important role in evaluating the risk-management processes of an organization and advocating their continued improvement. However, to preserve its organizational independence and objective judgment, Enterprise risk management professional standards indicate the function should not take any direct responsibility for making risk management decisions for the enterprise or managing the risk-management function (Black, 2015).

Enterprise risk manage mentors typically perform an annual risk assessment of the enterprise, to develop a plan of audit engagements for the upcoming year. This plan is updated at various frequencies in practice. This typically involves review of the various risk assessments performed by the enterprise, consideration of prior audits, and interviews with a variety of senior management. It is designed for identifying audit projects, not to identify, prioritize, and manage risks directly for the enterprise (Kevin, 2019).

The risk management processes of corporations worldwide are under increasing regulatory and private scrutiny. Risk is an essential part of any business. Properly managed, it drives growth and opportunity. Executives struggle with business pressures that may be partly or completely beyond their immediate control, such as distressed financial markets; mergers, acquisitions and restructurings; disruptive technology change; geopolitical instabilities; and the rising price of energy (Rezaee & Zabihollah, 2012).

Enterprise risk management is the measures an organization takes to protect life and property. Ranging from physical security and access controls to rules of conduct and procedure, enterprise risk management does not guarantee elimination of the risk of errors or financial risk. The main goal of enterprise risk management systems is to reduce the risk to an acceptable level. This benchmark often is referred to as a reasonable assurance or expectation that business transactions are reported accurately and honestly. A secondary goal of enterprise risk management is to have methods in place to detect inaccuracy or financial risk that has occurred (Chris, 2012).

Enterprise risk management is a system designed, introduced and maintained by the company’s management and top-level executives, to provide a substantial degree of assurance in achieving business objectives, while complying with the policies and laws, safeguarding the assets, maintaining efficiency and effectiveness in regular operations and reliability of financial statements. Enterprise risk management is like a process affected by an organization's structure, work and authority flows, people and management information systems, designed to help the organization accomplish specific goals or objectives (AICPA, 2013).

### **Achievement of Performance Contract**

Performance contract refers to goals and objectives an institution is targeting to achieve. According to Charma (2013), a performance contract is a management tool which ensures accountability for results by public officials and measures the degree to which they achieve targeted results. Rwanda’s Performance contracts are contracts between the President of republic of Rwanda (H.E Paul Kagame) and government agencies detailing what the respective institution sets itself as targets on a number of governance, justice, economic, and social indicators.

The stated objective of the contracts is to improve the speed and quality of execution of government programs, thus making public agencies more effective. It is a means of planning to accelerate the progress towards economic development and poverty reduction. Performance contracts have a strong focus on results which makes it an invaluable tool in the planning, accountability, monitoring and evaluation processes (Govinda, 2016).

Whatever model of reform that is chosen for reforming public utilities, it has been found that these reforms can be made more effective if there is a performance contract in place between the utility and the government or regulator with incentives to meet and outperform that plan. This performance plan may be included in an informal Performance Contract, Contract Plan or a more formal, legally binding intergovernmental loan or grant agreement (Kennedy, 2014).

One of the most effective ways of doing this is with a performance agreement. This defines accountability for specific personal and organizational goals. It defines the individual's expectations. It establishes and agrees results-oriented goals that are aligned with the overall objective you want to achieve. And it concludes with the individual's formal, signed commitment to the agreement (Tania, 2014).

When establishing performance expectations, the overall objective is to come to an agreement that supports your organization's strategy. For individual performance goals, the objective is real, measurable improvement so that the person is in a position to help move the company forward. Performance agreements must clearly state agreed-upon objectives and how these were measured. Document these things to help you avoid future disagreements about exactly what you expected the person to accomplish (Tania, 2014).

Without an agreement founded on the organization's objectives, you may have to rely on defending your directives with. This will probably do nothing to build trust and respect with the person whose performance you're trying to improve. However, with formal agreements in place, managing and leading your staff can become more objective, and simpler. Performance agreements are a great addition to a performance management system. They enhance accountability for both workers and managers, and they establish clear expectations that staff can use to take responsibility for their own performance. That's really what good performance is all about providing people with the understanding they need to do a good job and achieve the results that are expected of them. By identifying this information and setting up a contract, you can create a system for success (Greene, 2014).

**Theoretical Framework**

The theory that guided this study is legitimacy theory and stakeholders’ theory which describes the relationship between two parties: owner as a principal and management as an agent. Owner delegates the authority to manage the firm into an agent. Therefore, the agent (management) manages the company’s operation. On the other hand, the owner expects that they will get a return from firm operation. Stakeholders’ theory was used because the enterprises should work to satisfy the stakeholders interests.

This particular research is considered to be descriptive research whereby the questionnaire was distributed to collect data from selected respondents in Energy Development Corporation Ltd and Water and Sanitation Corporation. The population of this study was 776 respondents from selected WASAC employees and 320 employees from EDCL Head office. Data were collected using a valid and reliable questionnaire. Regression analysis was adopted to give empirical meanings to this study.

This was done by considering the effect of all explanatory variables on each dependent variable.

X=Enterprise risk management (ERM)

X= f (x1, x2, x3, x4, x5) where

x1= Internal environment (IEN)

x2= Objective setting (OBS)

x3= Event Identification (EVI)

x4= Risk Assessment (RIA)

x5= Risk Response (RIR)

x6= Information and communication (IC)

Y=Achievement of performance contract (APC)

Thus, the following function was set APC=f (IEN, OBS, EVI, RIA, RIR, IC) and gave this econometric model: APC = βo+β1IEN+β2OBS+β3EVI+β4RIA+ β5RIR+β6IC μ model 1.

**Findings and Discussion**

This section shows the results from the data collected that helps in testing the null hypothesis stating that (H01) There is no significant effect of enterprise risk management (internal environment, objective setting, event identification, risk assessment, risk response and information and communication) on achievement of performance contract in selected government business enterprises.

**Table 1**

*Model Summary Between Enterprise risk management and Performance contracts*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .852a | .725 | .722 | .64886 |
| a. Predictors: (Constant), Information technology, Risk assesment, Risk response, Internal environment, Objective setting, Event Identification | | | | |

The result from table 1 shows that the coefficient of determination (R square) was 0.725 and the adjusted coefficient of determination (Adjusted R square) was 0.722.This implies that the predictors of enterprise risk management affect 72.2% on the performance contracts in government business enterprises in Rwanda, while .278 representing 27.8% of performance contracts of government business enterprises in Rwanda comes from other variables that are not included in the model 1.

**Table 2**

*ANOVAa between Enterprise risk management and Performance contracts*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 481.677 | 6 | 80.279 | 190.678 | .000b |
| Residual | 182.303 | 364 | .421 |  |  |
| Total | 663.980 | 370 |  |  |  |
| *a. Dependent Variable: Achievement of performance contract* | | | | | | |
| *b. Predictors: (Constant), Information technology, Risk assesment, Risk response, Internal environment, Objective setting, Event Identification* | | | | | | |

The F-test is 190.678 and P-Value= .000 therefore it means that all enterprise risk management variables jointly have positive and significant effect on performance contracts in government business enterprises in Rwanda at all level of significance. Therefore, the hypothesis (Ho1) of no significance effect of enterprise risk management on performance contracts on government business enterprises at all levels of significance is rejected.

**Table 3**

*Coefficientsa between Enterprise risk management and Performance contracts*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) | 4.053 | 1.098 |  | 3.693 | .000 |
| Internal environment | .249 | .048 | .185 | 5.213 | .000 |
| Objective setting | -.254 | .050 | .220 | 5.084 | .000 |
| Event Identification | 1.041 | .068 | .676 | 15.226 | .000 |
| Risk assesment | .163 | .033 | .197 | 4.920 | .000 |
| Risk response | .568 | .053 | .294 | 10.677 | .000 |
| Information technology | .353 | .050 | .180 | 7.004 | .000 |
| *a. Dependent Variable: Performance contract* | | | | | | |

The researcher found that each coefficient of enterprise risk management separately is statistically affect the performance contracts in government business enterprises in Rwanda because P-values of all indictors are less than the 0.05 level of significance. The results from table Indicate that internal environment has positive effect on performance contracts in government business enterprises in Rwanda (β1= .185; t= 5.213, sig. = .000). This indicates that 1-unit change apply the same to rest in internal environment leads to 0.185 unit change in performance contracts of government business enterprises in Rwanda.

Objective setting has significant effect on performance contracts in government business enterprises in Rwanda (β2= .220; t= 5.084, sig. = .000). This indicates that 1% change in objective setting leads to 0.220% in performance contracts in government business enterprises in Rwanda.

The results also indicate that event identification has positive effect on performance contracts in government business enterprises in Rwanda (β3= .676; t= 15.226, sig. = .000). This indicates that 1% change in event identification leads to 0.676% in performance contracts in government business enterprises in Rwanda.

Risk assessment has significant effect on performance contracts in government business enterprises in Rwanda (β4= .197; t= 4.920, sig. = .000). This indicates that 1% change in Risk assessment leads to 0.197% in performance contracts in government business enterprises in Rwanda. The results also indicate that risk response has positive effect on performance contracts in government business enterprises in Rwanda (β5= .294; t= 10.677, sig. = .000). This indicates that 1% change in Risk assessment leads to 0.294% in performance contracts in government business enterprises in Rwanda.

The results also indicate that information technology has positive effect on performance contracts in government business enterprises in Rwanda (β6= .180; t= 7.004, sig. = .000). This indicates that 1% change in information technology leads to 0.180% in performance contracts in government business enterprises in Rwanda.

**Discussion**

Alshatti (2015) assessed effect of enterprise risk management on Jordan government business enterprises performance contracts in financial perspective. From this study, it was resolved that management of enterprise risk indicators has a significant effect on performance contracts. The findings of this study indicated that enterprise risk management components have positive effect to the performance contracts in government business enterprises.

**Conclusion and Recommendation**

In conclusion, the researcher managed to evaluate the effect of Enterprise risk management on achievement of performance contracts in selected government business enterprises, where the regression analysis indicated that enterprise risk management affects the performance contracts in government business enterprises by 72.2%. The study recommends that public enterprises need more emphasis on ERM practices in order to reduce their deficiencies.

**References**

AICPA. (2013). Consideration of Risk in Financial Statement. *Audit Statement on Auditing Standards*, 24(2) 70-71.

Albu, F. (2019). Internal risk assesment. *The process of reporting and interpretation of organization risk*, 11(1) 12-13.

Alshatti, S. (2014). Learning from criticisms of risk management. *International Journal of Quality and Service Sciences*, *7*(2/3), 201-216.

Black, W. (2015). When Fragile becomes Friable. *International Journal of Economics and Financial Issues* 1(1), 02-03.

Charma, D. (2013). Finance for small and medium sized enterprises. In *Information and the income gearing Challenge.* USA: McGraw-Hill.

Chris, B. (2012). Risk Management System & the Detection. *Prevention of Incidents in an Organization*. Retrieved April 2, 2019,

COSO. (2011). Event identification—Integrated Framework. *American Institute of Certified Public Accountants* 11(2), 50-51

Govinda, O. T. (2016). *An Exploratory Review of Risk Management and Organizational Performance*, Kampala: Seahi Publications.

Green, S. (2014). Learning from criticisms of risk management. *International Journal of Quality and Service Sciences*, *7*(2/3), 201-216.

Kennedy, F. (2014). The effect of Event identification measures on performance in security firms in Kenya. *International Academic Journal of Economics and Finance, 2*(3), 255-267.

Kevin, C. (2019). The Effect of Experience on the Use duties segregation. London: Macmillan.

OAG (2020). Annual Activity Report. Kigali; Rwanda

Rezaee, & Zabihollah. (2012). *Financial Statement Risk: Prevention and Detection.* Chicago, New York, Wile: Green Press.

Tania, E. R. (2014). Managing for stakeholders’ risks: Trade-offs or value creation. *The Journal of Business Ethics 96*(1), 7-9.

***Communicating by Light: Nature Indicates God's Love is Tangibly Revealed***

Dr. Kenneth Gordon Greenaway, Ministry of Health, Antigua and Barbuda

[kenneth.greenaway@gmail.com](mailto:kenneth.greenaway@gmail.com)

**Abstract**

*Light from sunlight travels to and through the retina of the eyes; then via a circuitous route through mRGC’s light reaches the Pineal Gland, where the Power of those Light/Photons is exponentially increased into an Infrared LASER beam function. This is made possible through a unique Creation mechanism.*

*By photonics, there is Transmission of  (a) Energy and (b) Data - To All living things in Nature with mathematical PRECISION and ORDER, based on unchanging and non-changeable TIMING by innate universal Seven-day Rhythms (SDRs).*

*In addition, by using these infallible and ubiquitous seven-day rhythms (SDRs)  the Creator God is also pinpointing Saturday as being the Seventh Day Sabbath in Nature, due to the unique physiological characteristics seen happening in all living things on that Seventh Day of the seven-day week. (Saturday).   The physical evidence recognized on this Seventh day as Special in Nature is perfectly synchronous with ideas from Scripture about the Special Seventh-day.*

*That is, basic evidence of Creation (particularly Chronobiological) is consistent with what Scripture teaches about the Time of Origins and the Timing when Health conditions were optimal at Creation.*

*These, therefore, serve to highlight and confirm the validity of the known Scriptural View of 24-hour based Seventh Day of the Seven Day Week (known as Saturday). This is recognized globally as the True Sabbath.*

*Significantly, this “Special“ 7th Day revealed in Nature also provides an almost “tangible expression" in Nature to indicate which day is the Seventh-Day of the Week: The Day which represents God’s SIGN or SEAL of His Government and Law of Love as it is recorded in Fourth Commandment of Exodus 20:8-11. KJV. It can be posited that "Science and the Bible are in perfect agreement”.*

**Key words**: **light, communication, seven-day rhythms (sdrs), aluminum, pineal gland, Sabbath, infared laser.**

**Introduction**

God's Love is generally accepted by Faith in God’s Word, the Bible. But other Bible-based teachings may strengthen that Faith.

This paper discusses certain recently-published Science of Chronobiology findings which could boost some “Doubter’s” Faith in the Truths of the Bible. One example of boosting Faith could be analogous to the “Doubting Thomas” experience of physically touching the resurrected Jesus Christ as in John, Chapter 20 of the Bible. Thomas’ confirmation of Jesus’ identity is analogous to today’s potential sceptical doubters who could be convinced of the Creator God’s Identity if they could be shown recently-published Chronobiology data, which support the concept of Creation. The purpose of this essay is to review the data and develop salient arguments for a new vision.

**Research Questions**

(1).Could the Doubters and Sceptics of this present world be encouraged to believe in the existence of a Creator God whose main attribute is Love? (1 John 4:8. KJV).

  (2). When Chronobiology findings which have recently been discovered in Nature, are presented in support of Biblical Beliefs concerning the Origin of Life on Earth, would the “doubting Thomas” then believe in the Creator?

  (3). If there is a Creator wouldn’t He organize a Nature-based system to establish and maintain the required communications with His Creatures?

    (4).  Won’t He have in place some universally found   “Common Thread” in the physiology of Living organisms to establish interconnectivity like a “proverbial telephone System” for Communications? After all, if He is a God who is intrinsically LOVE (1 John 4:8 KJV). He must be able to have that Love shared amongst His Creation.

  (5). Does Chronobiology Science reveal any systems in Nature akin to the above possibilities?   If so, what are the obvious candidates for maintaining such a system?

**Literature Review**

**Chronobiology Evidence in Support**

The most likely of Nature’s systems which could enable communications would be the 24-hourly-controlled Seven-day rhythms (SDRs) which are ubiquitously found in all living tissues. These SDRs were previously known as Circaseptan Rhythms (Cornelissen 2005) [9] (Greenaway GK) [9] [15] [16].

These SDRs function as sophisticated inter-connecting time-anchored communication systems.  The God of Nature reveals His Love in many ways, such as in exquisite colours and enchanting smells of beautiful flowers, in the mind-calming chirping sounds of forest birds, or the dutiful obedience of one’s loving pet dog or pet cat as he gently massages one’s ankles at the dinner table.  God thus shows His Love physically through the Living entities of Nature.

It is worthy of note that the Common Factor in every example is the “Common Thread” of SDRs, which shows the authenticity of Creation.   This idea is analogous to the astute Banker who always checks bank notes for a “Common. Silver Thread” to verify whether bank notes are genuine or counterfeit. The Creation versus Evolution Debate can be distinguished similarly.

  Hypotheses are based on:  (1) Chronobiology Data, (2) Mathematics, (3) Scriptures.

**Chronobiology**

The recent scientific discipline of Chronobiology is replete with evidence showing the universal presence of above described seven-day rhythms (SDRs) in Life (Greenaway, 2022)

It is being proposed that this Time-based ubiquitous presence of seven-day rhythms (SDRs) acts as the “Common Thread” which are present in all living systems in Nature. These SDRs are the Factors that determine precise Timing and Order in Nature.

**Mathematical Calculations**

  The following proposal is based on published chronobiology findings showing that Circaseptans (Cornelissen 2005) or seven-day rhythms (SDRs) both result from and lead to a healthy life, i.e. the medical and scientific premises quoted in (Cornelissen 2005) are to be regarded as potential “Axioms” statements. Following the Deductive and Inductive reasoning in Tables I & II, one would be led to the conclusion that seven-day rhythms (SDRs) were induced by optimally healthy conditions. The latter statement is considered a “theorem” These “Theorems” or known SDRs will therefore lead back to the “unknown” which are regarded as Axiomatic” statements. This process of “Reverse Mathematics” is also known as Axiomatization. In this way, strict or precise order in physiological development had been indicated mathematically.

Mathematical calculations by “Reverse Mathematics” strategies can help to determine what was possible in physiological circumstances at the time of Earth’s Origins.

The following three explanations (quoted from Google-website) are relevant and self-explanatory.   When the Axioms and Theorems would clearly show that if calculations suggest Precise Order and lack of randomness in the REVERSE situation of the Physiology process, then similarities in the FORWARD. The process is clearly indicated, that is:-

**Order Backwards Shows Order Forwards**

 Moreover, the Time of Origins using SDRs and the Mathematics as explained can be fairly accurately deduced.

 From a quick look at Tables 1 & 2 on pages 17-18 of ‘ The Origin, Establishment and Purposes of Weekly Rhythms’  (Greenaway, 2021), would be easy to determine what are the axioms and the theorems represented in the Deductive and Inductive Arguments.

 However, the main point is “Single stimulus or “New Physiology" conditions give rise (Circaseptans) to SDRs in chronobiology science and this is analogous to God pronouncing Blessings in Creation week (Genesis. 2:1-3, NKJV). His Spoken Words created the FIRST incidence of “New birth or New Physiology".

 Therefore the main intention is to correlate well-known medical and chronobiology data with our biblical doctrines.

 The Three Google quotations are:-

**1). Reverse mathematics** is a program in mathematical logic that seeks to determine which axioms are required to prove theorems of mathematics. Its defining method can briefly be described as "going backwards from the theorems to the axioms", in contrast to the ordinary mathematical practice of deriving theorems from axioms. It can be conceptualized as sculpting out necessary conditions from sufficient ones.”

**2).**In mathematics, **axiomatization** is the process of taking a body of knowledge and working backwards towards its axioms. It is the formulation of a system of statements (i.e. axioms) that relate to several primitive terms — so that a consistent body of propositions may be derived deductively from these statements. Thereafter, the proof of any proposition should be, in principle, traceable back to these axioms.”

**3).** In mathematics, a theorem is a statement that has been proved, or can be proved.[a][2][3] The *proof* of a theorem is a logical argument that uses the inference rules of a deductive system to establish that the theorem is a logical consequence of the axioms and previously proved theorems.”

**Methodology**

Amethod to estimate the time of origin of life and to differentiate between two schools of thought about origins, namely, the Creationist Worldview of 6000 years from the 5-8 billion years according to evolutionary theory.

 This section will be summarized in bullet points to reduce the amount of explanatory text, which can be accessed elsewhere (See references).

**Advantages of Using Seven-Day Rhythms (SDRS)**

* The Time of Origin of Life as recorded in Scripture is now supported by Chronobiology and Mathematics
* For pinpointing and confirming by evidence from the new Science of Chronobiology, which day of the seven-day week is the Sabbath?
* For explaining many other previously enigmatic phenomena.

**Laying Foundational Premises**

* To understand the ideas presented, it must be emphasized the basis for discussion is the acceptance of evidence from Scripture that Health conditions in all living matter at Creation were perfect.
* Secondly, recent Chronobiology evidence supporting Bible doctrines must be posed as the second premise for discussion.
* Thirdly, it must be understood that New Birth Type conditions as noted in Chronobiology are comparable with New Birth Healthy conditions which must have existed at Creation as recorded In Genesis 2: 2&3 KJV.
* Fourthly, our premise is also that health conditions were optimal until the end of Genesis, Chapter 2.
* Fifthly, we posit that conditions of tissue health must have been flawed or negatively impacted after the insult of sin on Nature in Genesis, Chapter 3.
* Consequently, for our discussion, we can only use the Chronobiology research evidence which would correspond to a “perfectly healthy period” soon after Creation and definitely BEFORE the Genesis, Chapter 3 period and afterwards.

**Findings**

1. Seven-day Rhythms (SDRs) are mathematically precise in Timing & Never changing. (RELIABLE)
2. They are Innate and Universal or ubiquitous having their presence based in every living thing in Nature
3. They (SDRs) can regulate TIME with rhythmical Precision and with control strict Order in Nature.
4. SDRs are Present in animals, plants, humans, and insects and rhythm occurs even in the light from Sun and in Geomagnetics
5. SDRs can even affect the issues of the World which is made up of “Time Space and Matter”. After the intrusion of Sin in Genesis 3, the last two namely Space and Matter probably changed, but TIME measured as SDRs have remained constant. Therefore SDRs are the most reliable index or yardstick for measuring Time.
6. The SDRs highlight the Seventh day as being especially significant just as the Bible does.
7. The scientific facts of Nature agree with the Bible’s evidence on cycles of the seventh day
8. The SDRs are the only Time measuring index which has remained unchanged all along and can therefore be applied to periods before Sin. (Gen. 1 & 2) and after sin entered (Gen. 3).
9. We can easily extrapolate from the known “New Birth” Health conditions now to the possible “New Birth” health conditions at the Time of Creation.
10. Since “new birth” health conditions at Creation were PERFECT and gave rise to SDRs, then it is very likely the optimal “new birth” health conditions today (even during the sinful period after Genesis three), will cause SDRs.
11. The “new birth” Health & Healing conditions near Creation week would undoubtedly be similar to the “new birth” health conditions today when Chronobiologists observed and described the three “New Birth” Physiological conditions which gave rise to SDRs. The “Single Stimulus” is the scientific term given to each of these three “new birth” health conditions mentioned above.
12. The “new birth” or health conditions which stimulate SDRs today, are arguably just like those health conditions which would have existed at the first instance of New Birth type conditions at Creation Time.
13. At Creation Week, the “new Birth” conditions obviously would have been healthy enough to produce SDRs.
14. We can therefore make a reliable conclusion that Scriptural Evidence and Chronobiology Findings agree that SDRs came from New Birth conditions.
15. Additionally, by using SDRs which are ubiquitous in Nature, and which are mathematically precise and never-changing in their Rhythmicity or Timing, we can by “Reverse Mathematics”, calculate when the Time of Origin of Life on Earth was.
16. The Time when perfectly healthy conditions existed at the beginning, can be confirmed by the use of Deductive/Inductive Logical arguments. In this case, having established the validity of SDRs creation, we can by Induction, Infer that SDRs originated during times of optimal health conditions. Naturally, this period was consistent with the Time of all Beginnings (that is at Creation).
17. The Time when physiological conditions on earth were optimally healthy can also be mathematically calculated. In this case, by the strategy of “Reverse Mathematics” or the process of Axiomatization, in which the SDRs represent stated Theorems and working backwards, we can make the axiomatic statement that optimally healthy conditions existed at a particular time. This time would arguably be equivalent to the biblically recorded Time for the Origin of Life on Earth, as recorded in Genesis. [At Creation Week]. Ref Gen 2: 2 & 3 KJV.
18. Also, the use of mathematically accurate SDR Timing of Origin of Life, has the added advantage of being much more accurate than the present C14-based Timing methods, the reliability of which is questioned by some scientists.
19. Apart from the above uses of SDRs and chronobiological evidence for measuring TIME, the SALIENT IDEA or message gained from this “powerful phenomenon” is the pinpointing or identification of the Seventh Day (Saturday) as being very SPECIAL in physiological happenings in Nature, …… thus Confirming Scriptural teachings on Sabbath
20. Moreover, this Special Day (Saturday) having a 24-hour length from sunset to sunset as on Chronological evidence (for example Ref Vollrath 1975) also helps to CONFIRM what God says about the length of day etc.
21. Finally, putting all the above together would show that there is an ALL-POWERFUL Creator God of Love, Who is literally “bending over backwards” (as we say locally) to show His Love TANGIBLY in Nature to strength the “Weak Faith” in the “Doubting Thomas’s” out there in UMPTEEN Walks of Life. Jesus GENUINELY Loves All of them too although they are not currently “members of the choir”. But from drunkards to prostitutes, from peasant farmers in the East to Rich Well-dressed folk in the West, Jesus reveals His Love and waits expectantly for Love Responses from many whose hearts belong to Him as He is their Creator, but they were NEVER TOLD in a CONCRETE way, which would have confirmed the ABSTRACT appreciation or belief that He is the Creator God of Love of Whom the Bible speaks.

**Ideas for further discussion**

•. How would the knowledge of confirmation of the biblical seventh-day Sabbath (Saturday) by evidence in Nature impact sceptics, Sunday keepers, and non-believers who were previously given insufficient or deceitful information?

•. By stressing that Sabbath is about the SIGN or SEAL of God and Government of LOVE, perhaps we can place important relevant texts like. Genesis 2:2&3, Exodus 20:8-11, Revelation 14; 6-12, with emphasis placed on the fact that Creator Jesus is “leaning over backwards” as a Final stressing of reasons why he might reverence for omnipotence and worshipped as creator. Jesus is literally giving a final display of all things as promised in John 16:13. Lastly Revelation 18:1-5 as its relevance can be discussed as being perhaps timely.

• There is much more than can be addressed in this email. There are umpteen “tributaries of ideas for discussion” trickling into the Vast “Ocean of Knowledge” out there nowadays. Consider details found in pure science, astrophysics, Chronobiology and Theology. We can all tap into each other’s knowledge and share the information which has as a “Common Thread” the obvious “Lively fingerprint-type” Sevens as God’s Sabbatic Stamp revealing His Presence whether Actual or Virtual. By integrating all this knowledge with worldwide expertise which 3ABN and Associated Entities are organizing experts, we can then show the “Big Picture of God’s LOVE and of LIFE itself.

**There is enough “Fodder” for Global Discussions:**

**Further spiritual implications now need to be discussed**:

 1. The “New Growth/physiological conditions before Sin (Gen. 1 & 2) were presumably comparable to the present-day conditions of “New Birth Physiology” which (as the Minnesota chronobiologists observed) have led to Circaseptans (SDRs) in neonatal pulse & heart rates. (Ref. Cornelissen and links below)

 2. If Seven-day Rhythms (SDRs) could be induced TODAY, (e.g. during neonatal periods) when physiological conditions are presumptively akin to those conditions at Creation Time, (as Genesis 1 & 2), then we can employ a program in Mathematical Logic called “Reverse Mathematics” specifically Axiomatization (Google) in which Axioms are derived from theorems based on present-day knowledge. ***(Ref. Tables 1 & 2 on pages 17-18 of ‘ The Origin, Establishment and Purposes of Weekly Rhythms’  - Dr. Kenneth G. Greenaway***, ***Amazon Publishers. (See Appendix 3).*** The Precise Time for Earth’s Origins can thereby be retrospectively calculated - mathematically Precise (cf suspect/controversial C14 dating).

 3. Such precise Timing for Origins that Christians, as Students of the Bible, had always accepted only by Faith would probably be acceptable to sceptics as a viable explanation for Origins of Life. Some scientists and ‘honest’ sceptics who did not accept biblical evidence might now be encouraged to believe the Bible; if only because it is now supported by corroborative evidence from Living Organisms in Nature offering further reasonable scientific/Chronological and mathematical Data, i.e. both Chronobiology and the Bible support the Truth of Saturday, the Seventh Day each week as being of “SPECIAL” significance.

 4. The acceptance of the SDRs systems anchored in Nature, and of the Biblical Origin of SDRs and the Seven-day Week, of Genesis 2:2&3 KJV, might all help to break down resistant walls of prejudice about Origins. The acceptance of the Seventh-Day Sabbath of Exodus 20:8-11. KJV would follow naturally.

It is believed that this plus the acceptance of the Three Angels Messages of Rev 14, would then contribute to a deeper Love-Relationship with their Creator God of LOVE,

 5. Finally the Seventh Day Sabbath (Saturday) is pinpointed by SDR studies in Nature and already accepted as being Special, by Faith in the Bible, serves as an infallible “Time-marker”. Therefore the SDR Time measurement system (even if might not be Precise in the assessment of Time of Origins), is infinitely more Accurate than results based on the controversial C14 dating methods.

**God’s Strategic Plan for Establishing Communications**

  As previously mentioned, the Creator-God of Love had to design a Plan based on Nature’s physical characteristics to establish and maintain communication with his creatures.

  The Plan included the Creation of an Infrared LASER Beam Function within the Pineal Gland in the middle of the brain. The details of this creation are quite involved and cannot be explained in this paper. Reference is made to the stepwise process whereby God used unique histochemical properties to create the (LASER). Light Amplification by Stimulation of Emitted Radiation (Greenaway,2022*).*

**Conclusion**

In conclusion, it would be seen from this above article along with other references that our Creator-God known as Jesus, spared no effort in revealing His Love to Humanity from a physical perspective to support what Scripture already said about Him.

Everyone regardless of weakness or strength of Faith could confess and declare with confidence…..

 Jesus is **“MY LORD AND MY GOD.”**

**References**

Andreasen, N.E. (1974).  Rest and Redemption, 23; idem. “Recent studies of the Old Testament Sabbath: some observations.” *ZAW86*, 453-469

Areni, C.S (2008). (Tell me why) I don’t like Mondays: Does an overvaluation of future discretionary time underlie reported weekly mood cycles? *Cognition and Emotion* *22*(7), 1228-1252.

Areni, C.S., Burger M. (2008). Memories of “Bad” days are more biased than memories of “Good” days: past Saturdays vary, but past Mondays are always blue. *Journal of Applied Social Psychology*, 38: 1395-1415.

Beynon, A.D (1992). Circaseptan Rhythm in Enamel Development in Humans and Plio-Pleistocene hominds*,* 295-307.

Campbell, J (1986). *Winston Churchill’s Afternoon Nap.* New York: Simon and Schuster*.*

Cornelissen G et al (1995*).* Toward a chromone of superfused pike pineal: about weekly (circaseptan) modulation of circadian melatonin release. *In Vivo*, *9*:323-329.

Cornelissen, G., Halberg, F (2000) .The biological week and broader time structures (Chronomes): In memory of Gunther Hildebrandt*. Perceptual and Motor Skills*, 90:579-586.

Cornelissen, G et al (2001). *The week, inherited in neonatal human twins, found also in geomagnetic pulsations in isolated Antarctica. Biomed Pharmacotherapy*; 55: 32-50.

Cornelissen, G et al (2005). Mapping of Circaseptan and Circadian Changes in Mood. *Scr Med (Brno*), *78*(2): 89-98.

Greenaway, G.K (2020). *The Origin, Establishment and Purposes of Weekly Rhythms*. Kindle Direct Publishing. Amazon.

Greenaway GK (2022). *The Seven-day Rhythms of Life: Examining their Purpose and the Supporting Evidence.* Georgia: TEACH Services Inc. Publishing.

Greenaway, G.K (2022). The Pineal Gland: A Minute Cone-Like Midline Structure in the Mid Brain. *Journal of Inter-Discourse Academia Vol 3, (1) 2022*

Greenaway KG. 2022. Does the Universal Seven-Day Rhythm in the Function of the Pineal Gland, have a Biblical Origin? A Review and a Hypothesis. SciRes Literature LLC. *Sci J Biol. 2022 Aug 13;5(1):* 027-032. Doi:10.37871/sjb.id28

Greenaway KG. 2022 The Function of the Pineal Gland and its Hormone Melatonin in Demarcating Periods of Time, and in Enhancing Physical and Spiritual Rest. SciRes Literature *Sci J Biol. 2022 July 20;5* (1):022-026

La Cruz, R.S et al (2006). Variation in enamel development of African fossil hominids. J *Human Evolution*; 51:580-590.

Lopez-Munoz, F et al (2010). The Historical Background of the Pineal Gland: 11. From the seat of the soul to a neuroendocrine organ*. Revista de Neurologia, 50*(2): 117-125.

Perry, S., D. J (1988). *The Secrets Our Body Clocks Reveal.* New Year, Rawson Associates.

18. Tonstad, S.K (2009). *The Lost Meaning of the Seventh* Day. MI: Andrews Univversity Press.

19. Vollrath, L et al (1975). Mammalian Pineal Gland: 7-day rhythmic activity? *Experientia*. ; 31(4): 458-460.

**Guidelines and Instructions to Authors:**

 Paper title and author’s details:

* Full title of the paper
* Title, full surname and first name
* Institutional affiliation
* E-mail address (if paper has multiple authors, please state name of corresponding author)
* Telephone (cell/mobile or office)

 Length of the abstract should be between 250 and 300 words including keywords or phrases

* Paper articles must be written in English
* No references, tables or graphics should be included in the abstract
* When using abbreviations within the body of the paper, please spell out the name in full at first mention and follow with the abbreviation in parenthesis.
* It is the responsibility of the author to ensure that the paper text does not contain any typos or grammatical errors.

 Use MS-Word, Times New Roman 12, single spacing in paragraphs, left justification, and margins left and right 25mm, top and bottom 20 mm. The title should be in bold and italic Arial 14 and the name(s) of the author(s), department(s), institution(s) and e-mail address (es) in regular Arial 11. If there is more than one author, the main author must be indicated by an asterisk.

.

**Enquiries:**

**Editorial Board (ad interim)**

**Prof. Kayigema Jacques**

**Tel. +250788866769**

[**jacques.kayigema@auca.ac.rw**](mailto:jacques.kayigema@auca.ac.rw)

1. **The word “Cushitic” comes from Cush, son of Ham, son of Noah (Genesis) 10:1 Now these [are] the generations of the sons of Noah, Shem, Ham, and Japheth: and unto them were sons born after the flood. […] 10:6 And the sons of Ham; Cush, and Mizraim, and Phut, and Canaan. 10:7 And the sons of Cush; Seba, and Havilah, and Sabtah, and Raamah, and Sabtechah: and the sons of Raamah; Sheba, and Dedan. 10:8 And Cush begat Nimrod: he began to be a mighty one in the earth. (King’s James Version). Jeremiah, uses Ethiopian for Cushitic to refer to the black skin of people from the Upper Nile region. Jeremiah 13:23 “Can the Ethiopian change his skin?” The term ‘Cush’ was originally applied to an unrelated country and civilsation: Moroë.**  [↑](#footnote-ref-1)