Editorial

Journal of Popular Education in Africa (JOPEA) (ISSN 2523-2800) is a professional publication of the African Society for Research on the Education of Adults (ASREA), Nairobi, Kenya, published monthly. It is an interdisciplinary journal whose major focus is on issues which are central to the development of Africa and the entire world. Its principal objective is to provide a forum for the exchange of ideas among scholars from a wide range of intellectual persuasions and diverse disciplines, working on Africa and the world as a whole. The journal also encourages other contributors working on other parts of the globe or those undertaking comparative analysis of Africa and other parts of the world to contribute.

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# Journal of Popular Education in Africa (JOPEA)

## Volume 1, Number 3, December 2017

### Table of Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Multiple Histories in Kenyan Liberation Literature and Implications for Contemporary Realities</td>
<td>5</td>
</tr>
<tr>
<td>By Hellen Roselyne L. Shigali</td>
<td></td>
</tr>
<tr>
<td>Role of Guidance and Counseling Programs as Correctional Strategies in Molding Pupils’ Socio-Emotional Development in Public Primary Schools in Kericho County, Kenya</td>
<td>16</td>
</tr>
<tr>
<td>By Amanyama, A. K; Ngeno, G. K and Sitienei, E</td>
<td></td>
</tr>
<tr>
<td>The Contribution of the Church toward Resolving Marital Conflict</td>
<td>29</td>
</tr>
<tr>
<td>A Case Study of Africa Inland Church in Makueni County</td>
<td></td>
</tr>
<tr>
<td>By Winfred Kanini Mueni</td>
<td></td>
</tr>
<tr>
<td>Psychological Implications of the Use of Indigenous Knowledge in Aiding Agricultural Production among the Yorùbá of South Western Nigeria</td>
<td>46</td>
</tr>
<tr>
<td>By Òláléye Samuel Káyòdé</td>
<td></td>
</tr>
<tr>
<td>The Impact of Internet Usage on Library Reference Services in Academic Libraries in Kenya: A case Study of Lukenya University Library</td>
<td>60</td>
</tr>
<tr>
<td>By Momanyi M. Evans and Achimwayi A. Eunice</td>
<td></td>
</tr>
<tr>
<td>Fiscal Accountability and Agricultural Extension Programme Efficiency in Selected districts of South Western Uganda</td>
<td>73</td>
</tr>
<tr>
<td>By Joseph Tindyebwa Joseph</td>
<td></td>
</tr>
<tr>
<td>Influence of the social environment and teachers’ correctional strategies on pupils’ socio-emotional development in primary schools in Kericho County, Kenya</td>
<td>93</td>
</tr>
<tr>
<td>By Amanyama A. K; Ngeno, G. K and Sitienei, E</td>
<td></td>
</tr>
<tr>
<td>Changes in the Education System in Kenya and Their Impact on the Publishing and Book Trade Industry since the Introduction of Free Primary Education (FPE)</td>
<td>102</td>
</tr>
<tr>
<td>By Evans Momanyi</td>
<td></td>
</tr>
<tr>
<td>Film Review: Dan Davies, Give Us Back Our Data, Al Jazeera productions, 2015</td>
<td>114</td>
</tr>
<tr>
<td>By Qémal Affagnon</td>
<td></td>
</tr>
</tbody>
</table>
The Multiple Histories in Kenyan Liberation Literature and Implications for Contemporary Realities

By Hellen Roselyne L. Shigali

Abstract
Much of Kenyan fiction and history to date focus on or alludes to the colonial invasion, occupation and its aftermath including the struggle for liberation and post—independence challenges. Ordinarily the two disciplines are assumed to be contrasting -- history being generally factual while fiction is creative imagination. This article disrupts this assumption. It examines the connection between the two in the constructions and reconstructions of multiple histories that exist in Kenyan repository. Both disciplines adapt aesthetic strategies to create usable pasts that have implications for current political realities in the country. Whereas creative writers acknowledge the fictionality of their texts, professional historians insist on the factuality of their constructions. Critical analysis of selected texts from both disciplines is guided by Roland Barthes, Hayden White and Peter Gay’s frameworks which essentially erase the supposed boundary between history and fiction. The scope is limited to five selected from the many in Kenyan fiction and history which engage the armed struggle phase of the liberation struggle. The objective is to explore the implications of the multiple histories in the texts to current realities. Overall it becomes clear that the overemphasis on the Mau Mau armed phase of the struggle and its manipulation in distribution of national resources and political power is contestable. There is documentation of what is described as “the other Mau Mau.” In which case, Mau Mau becomes an umbrella concept for all forms of resistance to British invasion, occupation and its aftermath. The political class has embraced exclusive constructions as the real and only truth. This article vouches for the all—inclusive approach advanced by Maramogi Oginga Odinga and William R. Ochieng’ among others.

Key words: Multiple Histories, Liberation Literature, Kenya, Oginga Odinga, Mau Mau
The Multiple Histories in Kenyan Liberation Literature and Implications for Contemporary Realities

By Hellen Roselyne L. Shigali

Introduction
Much of Kenyan literature either focuses on or alludes to the nation’s colonial encounter, particularly the struggle for independence. In this article the term literature encompasses both historical and literary texts. The combination assumes that both forms of writing entail constructions and reconstructions of knowledge that are fundamentally narratives of the same era and national experience from varied vantage points. This creates the need to interrogate multiple histories and literary artifacts in Kenyan repository. Whereas the literary artists acknowledge and celebrate their multiple texts as fictions, professional historians insist on the non-fictional status of their creations. The recurrent discourse between the late historian William Ochieng, and literary Ngugi Wa Thiong’o signified this contest. Yet as Roland Barthes noted, both disciplines entail narration and we are therefore not “justified in contrasting poetic and novelistic discourse, fictional and historical narrative” (Barthes 1970:145). Barthes’s argument is amplified by Hayden White (1978) who equates the historical text to a literary artifact. And Peter Gay concludes that “history is an art much of the time, and it is an art by virtue of being a branch of literature” (Gay 1974:186). Kenyan colonial encounter has engendered both the concise historical texts and historical novels. This article engages the contest between the two disciplines by analysing five texts that are generally assumed to signify different forms of knowledge. They include Oginga Odinga’s autobiography; Not Yet Uhuru (1967), Tabitha Kanogo’s historical text Squatters and the Roots of Mau Mau 1905-1963(1987) and Sam Kahiga’s historical novel Dedan Kimathi-the real story (1990), Maina wa Kinyatti’s Thunder from the Mountains: Mau Mau Patriotic Songs (1980) and William R. Ochieng’s ‘Thunder from the Islands: Mau Maus in Western Kenya’(2002). The focus is on the aesthetic strategies by which construction and reconstruction of Kenyan history is achieved by these writers, each of whom provides new insights into post-colonial reality.

Kenya is a former British colony and one of the African countries in which the decolonisation process involved armed struggle among other strategies which include discussion with the British government at Lancaster house. All the strategies of resistance to foreign domination are summed up as nationalism and aspiration to nationhood. Nationalism implies collective aspiration to creation of a united nation state by a given people. Nationhood presumes unity of purpose, recognition of a common history and culture shared by the groups seeking liberation from foreign domination. In this sense the Kenyan nation is assumed to have been born at celebration of independence at midnight on 12 December 1963. For many years since then the Kenyan people have lived together in relative peace and seeming unity to the extent that the country was metaphorically described as an island of peace in an ocean of conflict in Africa.

Indeed, it appeared so in contrast from other countries in the East African region: Somalia, Sudan, Ethiopia, Eritrea, Uganda and Rwanda. In retrospect, it is now clear that what the metaphor implied absence of open warfare in Kenya. But absence of war is not synonymous with peace. Beneath the facade of peace and harmony lay many divisions and conflicts that negate the very assumption of nationalism and nation state. The divisions emanated from historical injustices, various forms and levels of otherness, and conflicts which have led to sporadic eruption of violence around national elections’ time since 1992. The 2008 post-election violence that ended in many deaths and displacement of people from their homes, and several national leaders arrayed in the International Criminal Court (ICC) created
a crisis in the country. In this article, I link the contemporary experience to the construction and reconstruction of multiple histories to be found in Kenyan national repository that either focus on or allude to the nation’s colonial encounter especially the armed struggle generally termed Mau Mau. I analyse five texts that represent the colonial era in Kenya but achieve different histories or usable pasts that underpin groups’ and individual’s claim to power and national resources. The texts represent just a few among the many constructions and reconstructions of multiple histories of Kenya by different schools of thought. They are selected for purposes of scope. This article interrogates the aesthetic strategies by which each of the authors achieves construction and reconstruction of the information about the same historical era in the same country into a different history.

The authors’ divergent points of departure are demonstrated thus:

according to Odinga’s the date and place of birth of the revolt cannot be clearly pointed out, there were many beginnings and many origins. There was seething revolt among the people on numerous levels, some national, some tribal, some expressive of the simplest form of anti-white hostility. There was a labyrinth of clandestine committees and organizations of one kind or another (1967:123).

Odinga suggests a multiplicity of beginnings and resistance strategies and hence a holistic view of the struggle against colonialism which surpasses the armed struggle 1953 –1956. On the contrary Kanogo identifies a specific place, time and manner of origin of the armed struggle that she foregrounds at the centre to the liberation struggle:

It was at Olenguruone that the use of oath as a tool of massive mobilization was initiated as squatters and Olenguruone residents accelerated their struggle against the slavery of the White Highlands. This laid the foundation for the rebellion (1987:5).

Kanogo’s standpoint stated with such finality even contradicts the historical facts on the origin of the Mau Mau movement in others areas of central province, by Dedan Kimathi’s faction of KAU for example. Her objective to foreground Mau Mau as the central resistance is contestable. However, it is noteworthy that she achieves by using literary techniques of emplotment in terms of selection of events and setting.

On his part, Kahiga focused on an individual who was generally assumed to be the leader of the Mau Mau movement: Dedan Kimathi. Kahiga’s aim was to correct what he perceived as misrepresentation of this individual and the movement he led: “my purpose, in setting out, was to render, as closely to the facts as possible and in a documentary fashion, the essence of the Mau’s spirit and the dynamics of the movement he led” (author’s notes). By focusing on one historical personality out of the many who were involved in the struggle, Kahiga constricts its scope even further. However, he somehow redeems the exclusivity in his literary construction by dramatising the assistance that Mau Mau forest fighters received from the outside world beyond central province.

Professional historians – cum- other academic activities Maina wa Kinyatti and William R. Ochieng have interesting and rather contradictory titles: Thunder from the Mountains: Mau Mau Patriotic Songs (1980), and ‘Thunder from the Islands: Mau Mau in Western Kenya (2002), both of which constrict and expand the setting of the armed struggle respectively. The former edited by wa Kinyatti are songs and poetry about the struggle that revolve around the following themes: the demand for land, the call to arms, heroism, torture
and imprisonment, traitors and collaborators. At a deeper level, these are central themes in colonial capitalism everywhere as Ochieng argues: “fundamental ideological the kikuyu faced were characteristic features of colonial capitalism” (Ochieng: 2002, 182). He goes on to explore the significance of the detention Camps for Mau Mau captives in Mageta, Sayusi and Oyano islands in Lake Victoria. He raises very pertinent questions in the introduction to his essay the answers to which he considers to be more enlightening than the preoccupation with a biased view of one community’s participation in the Mau Mau war that was but one of a myriad of resistances:

In the past, most research about the Mau Mau has dealt solely with Issues concerning the Gikuyu, because this Kenyan people were the predominant force behind the movement. As a result, one crucial issue has not been examined in any depth and details; namely what role, if any, did the other Kenyan communities play in the Mau Mau? How was Mau Mau perceived by other Kenyans? Was it supported and morally by the rest of the colony? If not, was this lack of support due to lack of information about the Mau Mau’s aims, or was it due to antipathy against the Gikuyu? How crucial was British propaganda in driving a wedge between the Mau Mau activists and other Kenyans? (Ibid. 182).

These five authors’ texts are assumed to signify different forms of knowledge but they employ aesthetic strategies that constitute narrative fictions which abound in divergencies. Whereas the boundaries of divergencies so represented may seem to fall between the texts, other forms and levels exist within each text thereby complicating the crisis in society. The complexity is achieved by use of traditional strategies of construction of narrative fiction: setting, emplotment characterization, theme, and style.

In Not yet Uhuru Odinga sets the timeframe of his story to coincide with his adolescence. He estimates that he must have been born about October, 1911 or 1912. The story ends shortly after he disagreed with Jomo Kenyatta the first president of Kenya and formed his own party: Kenya People’s Union (KPU) in 1996. This scope in time enables him to reconstruct Kenyan history in a manner that foregrounds himself at a time when his conflict with Kenyatta had backgrouned his contribution and that of other groups in Kenya besides the Kikuyu elite class. The timeframe also enables Odinga to select events and actions that affected all the people in the colony in addition to land alienation that affected mainly Central Kenya and the Rift Valley Provinces. He can simultaneously expand the setting in space to include the whole county and avoid centering Central Kenya.

Odinga’s emplotment demonstrates choice and order of events and actions meant to encompass the whole country, but in a manner, that foregrounds his personal contribution to the struggle for independence. The autobiography starts with association with community leadership at a very early age “At the feet of village elders” followed by his rise in politics, his struggle against the whites in school and church. He explains his attempt to achieve independence through business and later how he rose to be a political force in Kenyan politics. But it is his emplotment of Mau Mau movement and party politics that reveals his perspective on Kenyan liberation history. He discusses the Mau Mau movement as one of the many similar events in a chapter titled ‘Peasants in Revolt’. Although he recognises the issue of land alienation as critical and the development in party politics, Odinga still backgrouns the Mau Mau movement in various ways. For example, he acknowledges the essence of oathing and Olenguruone resettlement scheme crisis, but he understates the purpose of the
oath—that it was only meant to resist forceful eviction from the land. He later acknowledges the seriousness of oathing with respect to forest fighting but still claims that the leader Dedan Kimathi had disowned the term Mau Mau.

In the chapter on ‘Peasants in Revolt’ Odinga provides a detailed account of events, actions, groups, and personalities who contributed to the revolt countrywide. His main objective in this chapter seems to have been to reconstruct the history of this period by decentring the armed struggle and elevating all other expressions of resistance against British colonialism in Kenya. He concludes the chapter by summarising his perspective thus:

We in Kenya have still to write our history of these years. For this the men who founded and led KAU and other patriotic and political organizations, those who spent the emergence years in detention camps and, above all, the forest fighters will have to combine. The story is for more complex than the official versions make out. Many streams flowed into the movement, some converging on one another and joining up, others flowing along their own course till they were joined in the final flood and revolt. Until Kenya sets the record straight our people will not fully understand how we are today on the road to full independence (1967:122).

Although Odinga succeeds in decentring the Mau Mau movement, he fails to identify the alterities within the movement. He only draws a boundary between moderate party politics of Kenya African Union (KAU) and radical politics of the younger generation who advocated the use of violence. He presents Dedan Kimathi as the undisputed leader of the latter but as Kahiga shows in the historical novel, there were many factions and many divisions within the movement and its leadership. In the chapters that follow, Odinga is at pains to construct himself as a committed nationalist and his leftist ideology as the guiding principle for a second liberation. He examines the first liberation that never was from a social, economic and political point of view. In his view, there were many divisions after 1963 than there were before. Whereas the previous major division was essentially racial, after declaration of what he calls flag independence, there were multiple class conflicts, tribalism, clanism, and nepotism. On the economic plane the distribution of resources particularly land which was at the centre of the struggle was not addressed resulting into further divisions. Since he was new to the way the new government handled this issue he there depicted himself as the voice of the people against whom other political voices were to be judged. For him, many voices in the new government were neo-colonial echos.

By centring himself as the ideal leader, Odinga constructs his own forms of otherness particularly in terms of gender. Although he dedicated his autobiography to Kenya African National Union (KANU), to the youth and women among other groups, he does not give any detailed account of their contribution to the struggle. As an autobiography; Not Yet Uhuru is a site for identity construction and reconstruction. Odinga uses it to reconstruct his identity as a superior democratic nationalist by backgrounding many other players in the struggle. It is not clear whom he expects to participate in the second struggle for liberation or what form the struggle is to take. In my view, that the sporadic violence that has been experienced in Kenya over time is a manifestation of that struggle. The 2010 construction for example is one of the signifiers of genuine Uhuru (freedom, independence) or second liberation. The themes that underpin each of the chapters in Not Yet Uhuru are carefully selected and delineated to restore Odinga’s image as a major cornerstone in the continued struggle for liberation at time when he had been humiliated and isolated by Jomo Kenyatta.
Unlike Odinga who adapts a holistic view and attributes decolonization process in Kenya to expressions of anti-colonial hostility, the professional historian Tabitha Kanogo focuses on the economic base of the settler system and land alienation as the major cause of the struggle for independence. Kanogo’s title, her introductory and conclusive remarks emphasise her attempt to foreground squatter experience and effect in Kenyan decolonisation process at the expense of any other factor. She introduces her narrative as follows:

Establishing colonial rule in Kenya and attempting to turn the country into a white settlement area has a profound effect on the local African population. Not only did the alienation of African lands (for European settler occupation) disinherit and dislocate many Africans, but the subsequent development of settler plantations and mixed farms created a demand for a larger number of labourers. But, since no African labour force was readily forthcoming, the colonial government adapted a combination of financial and political measures to create the required labour (1987:1).

The financial and political measures that were adapted such as taxation and forced labour affected the whole country. That explains why many groups harboured and expressed anti-colonial hostilities. And Kanogo concludes her narrative thus:

The history of the Kikuyu squatters in the Rift Valley has thus been one of ardent determination to survive – there were even some moment of prosperity – amidst an oppressive colonial situation. But in the White Highlands, the interaction between squatter strategies for survival and settler suppression constituted only one aspect of the colonial conflict. It was enough to destroy white supremacy, but not enough to realize the peasant dream (1987:181).

Although Kanogo alludes to other aspects of the colonial conflict, she foregrounds the squatter contribution in the decolonisation process to such a degree that it becomes the standard Other against which other alterities are to be judged. She gives undue credit to the events in Olenguruone scheme crisis. Not only does she represent it as hotbed of protest but also credits it with leadership in militancy.

The Olenguruone crisis had thus played an important role in injecting militancy into both squatter and Central Province Politics … The seeds of the violent protest that characterized the next phase of Kenya’s history had been sown in Olenguruone before being transplanted to the Settled Areas and Central Province, for it was in Olenguruone that the ideology that questioned legitimacy of colonial rule in the White Highlands in particular, and in the country as a whole, was first born (1987:120).

Oginga Odinga would vehemently disagree and argue that many individuals and groups were questioning the legitimacy of colonial domination long before Olenguruone happened. Harry Thuku’s 1922 movement is a good example. Kanogo’s school of thought seems to underpin the perspective on decolonization held by the Kikuyu community to date. In turn the other ethnic groups view the Kikuyu as the expansionist and exploitative Other. It is not unusual to hear a Kikuyu ask other Kenyans if they contributed to the struggle and therefore by what virtue the latter can claim political leadership. The irony is that many of
the Kikuyu who have dominated Kenyan politics over the years qualify to be the Kikuyu Other. Many of them are descendents of members of the tribe who did not directly participate in the armed struggle and some who were homeguards fighting against their fellow tribesmen. Others are beneficiaries of missionary education which propelled them in the elite class. These latter Kikuyu groupings have the propensity of appealing to tribal sentiments whenever their material base is threatened, but as the renowned Kikuyu writer Ngugi wa Thiong’o insists, there are only two ethnic groups in Kenya—the haves and the havenots.

Kanogo’s setting in time and space is limited to squatter experience in Central and Rift Valley Provinces of Kenya. Her bias is most visible in her narrative of the Kikuyu experience in the Rift Valley where there were other groups/ethnic groups living as labourers on settler farms. She contends that the labourers from other ethnic groups were temporary migrant workers and only Kikuyus were squatters who had moved to the area all their cultural practices and considered it as home. Her chapter on ‘Politics of Protest: Mau Mau’ is best read in conjunction with Odinga’s ‘Peasants in Revolt’ to understand the alterities, silences, and erasures therein. The two authors portraits affirm Levi-Strauss’ observation that “authors do not always make use of the same incidents; when they do, the incidents are revealed in different lights. And yet these are variations which have to do with the same country, the period and the same events…” (qtd in White 1978:44).

Kanogo attributes the destruction of white supremacy in the White Highlands to Kikuyu squatters and the Mau Mau guerilla warfare while Odinga attributes the same to many factors. However, the two converge on the gains and losses of independence where they argue that the real fighters in and out of the forest were the losers in the struggle because independence only benefitted comprador elite middle class. Both authors note that the land issue was not resolved and remained a cause of conflict.

The land issue was one of the pressing issues which defined differences within the Kikuyu ethnic group after 1963. The forest freedom fighters and all the victims of land alienation had expected resettlement and compensation, but they were shocked to discover that the new government had no such plans. There were few settlement schemes but the expectation of free land was categorically opposed by none other than the first president Jomo Kenyatta who reneged on his party’s earlier campaign promises:

> I did not say that African should idle and wait until Uhuru to get land for nothing. All that I said was that the present government should get down to work and face realities and help the landless, unemployed Africans, that if there was any land going it ought to be given to somebody who needed it and not the man with 500[Acres]or however much he may have (qtd. in Kanogo 1987:171).

According to both Odinga and Kanogo, failure to settle this issue was tantamount to betrayal and it was the beginning of a new class struggle. The Kenya Land and Freedom Army continued its activities underground for some time. There were other discontented groups as Odinga’s text shows. This means that the supposedly independent Kenya was not a united nation. Efforts to resettle the landless in the Rift Valley Province underlie the tribal clashes that have been experienced in Kenya in the last four general elections. Therefore, for both writers it was ‘not yet Uhuru’ for many groups in the country.

Kanogo gets credit for highlighting the contribution of women and children in the Mau Mau war. She notes that five percent of the forest army comprised women and girls who engaged
in actual combat. Odinga does not highlight women’s contribution except in his dedication. This gender aspect is important because women constituted yet another betrayed group. Jomo Kenyatta’s first cabinet and subsequent ones were a men’s –only business.

Overall both the autobiography and concise historical texts lay claim to fact and truth, yet the conflict and contradict in various ways thereby reinforcing levels of otherness. Interestingly Sam Kahiga the historical novelist also lays claim to fact and truth. His focus is on the leadership of the forest guerilla warfare. His setting in time and space is limited to the three years-1952 to 1955 during which the warfare was active, in Central and Rift Valley Provinces of Kenya. Kahiga’s physical map closely resembles that of historian Kanogo but differs drastically from Odinga’s. Kahiga’s timeframe is even more constricted than that of the other two authors.

In the author’s note at the beginning of the story Kahiga declares that his aim is to deconstruct and reconstruct the representation of Mau Mau movement and its popularly acknowledged leader Dedan Kimathi:

To most people Dedan Kimathi, the man who led the Mau Mau movement in the forest in the fifties, has remained a shadowy and enigmatic figure. Attempts to portray his heroic and fascinating life have produced varying results, ranging from historical distortion to artistic idealism (1990: blub).

Kahiga did a lot of research with the aim of correcting the anomaly, but the limitation of his scope to the leadership of the movement entails various forms and levels of otherness beginning with his setting, emplotment, characterisation/participant, and themes Kahiga’s objective enables him to construct what he describes as ‘a credible flesh –and –blood Kimathi, capable of laughter, anger and love and who evokes in us not only admiration but also anger and disappointment’ (1990: blub)

Based on his authorial declaration, Kahiga’s main achievement may seems to lie in the construction of the Other Kimathis and the Other Mau Maus. Despite his authorial intention to reconstruct earlier constructions, Kahiga’s premise is replete with unexamined affirmations of these very constructions. He takes the constitution and function of the Mau Mau movement as a given. In this sense his narrative approximates to Kanogo’s which gives Kikuyu forest fighters credit for dismantling white supremacy in Kenya. For him, there is a major boundary between the forest fighters and the significant other agitators but whose function he backgrounds. His focus on the personality of Dedan Kimathi constricts his scope even further as he proceeds to scrutinize this individual’s strengths but also his many weaknesses.

In the real story, Kimathi is not the undisputed leader of the guerilla movement –and it was not one movement but several factions that converged on some issues and diverged on others. Within the faction that was relatively loyal to Kimathi there were silent protests the leader’s high-handedness, elitism, arrogance, and dictatorship. The conflict between the literate Kimathi who was the secretary and semi-literate Stanley Mathenge the chairman of the sub-movement was a major obstacle to unity among the fighters under them.

Despite the oaths that supposedly bound forest fighters, Kahiga exposes internal conflicts, contradictions, and even lawlessness among the challenges that they faced. Towards the end of the movement there were four different groups in the forest. These included the initial Mau Mau fighters loyal to Kimathi who were identified with the Kenya Parliament he formed, the Kenya Riigi which supported Stanley Mathenge, Kom ereras which were splinter groups, and pseudo-gangsters comprising of deserters and captured former forest fighters who were being used by the colonial government to hunt down their
former colleagues still in the forest. Even within Kimathi’s group there was a sub-group led by one Kago. This group engaged in defiant activities outside the forest in broad daylight and did not have women. One might even categorize women as a fifth group in the forest even though they operated within the men’s groups.

Kahiga’s representation of women differs from Ngugi Wa Thiongo’s in *A Grain of Wheat* for example. In the latter, the women provided information and food, and they were mainly limited to non-combat space. The few who found their way to the forest continued with the traditional female gender roles. Kahiga deconstructs this stereotypical portrait. He represents girls and women as part of the forest army performing different roles including being seers such as Rahab who acts as an adviser to some group leaders such as Kabuku. The girls are often seen going about their duties with guns hanging from their hips. Kahiga particularly foregrounds women by presenting a critical evaluation of Dedan Kimathi from the point of view of Agnes Ndiritu, a young girl who kills a home guard and escapes to the forest. Agnes’s image of Kimathi changes when she encounters him on several occasions in the forest:

> Before coming to the forest, her image of Kimathi had been of a man with a long sword going around the country like an angel of death, cutting down the enemy. Now she was getting used to the real man—a tired, rather melancholy man with books and a stack of papers, obsessed not with killing, but with organizing the killing. He hardly ever left the forest, hardly ever fires a shot, for he didn’t need to, and many outside the forest had the wrong image of him (Kahiga 1990:120).

Agnes was to discover many other character traits of Kimathi particularly the negative ones. Through Agnes Ndiritu, Stanley Mathenge, Yakobo Kabuku and Kago, Agnes’s brother Theuri, Kahiga succeeds in portraying the Other Kimaths. As Theuri realized “although he erhad been close to Marshal and considered himself as one of the very few people who knew the real Kimathi, he knew nothing of the man” (Kahiga 1990:306). There were many Kimathis. There was the one who had all the qualities of leadership that could hold a movement together but there the other Kimathis whose negative qualities led to the disintegration of his army and eventual capture.

In the whole narrative, Kahiga portrays various levels of otherness within the restricted scope. In the epilogue, there is yet another group—the elite group that had taken over power at independence to exclusion of both Kimathi’s Kenya Parliament and his rivals—the Kenya Riigi that had been tricked to enter negotiation with the settlers. Overall, the exit point of the real story was one of disunity and betrayal within the African camp involving a myriad of otherness in party politics outside the forest and the same inside the forest. Kimathi had been captured by his former soldiers led by Kabuku and hanged. The remnants of his army and other factions had scattered all over. Those who remained in the forest and came out soon after independence like Agnes and her son were entering a world in which their expectations had been pushed to the periphery of independence or altogether excluded.

Kahiga’s whole historical novel should be read against Odinga’s chapter on ‘Peasants In Revolt’ and Kanogo’s Chapter on ‘Politics of Protest: Mau Mau’ to discover the various alterities within and across the texts, and most importantly how the usable histories therein underpin contemporary Kenyan society that is replete with divisions. To date surviving Mau Mau fighters association is fairly active. They have a case, not against the various Kenyan governments that ignored their plight, but against the British government. As that goes on Kenyan governments maintain harmonious diplomatic relations with the British. As wa Thiong’o would insist, this is a case of two Kenyas and two British.
Conclusion
The most appropriate conclusion to this article would be an attempt to answer the pertinent questions raised by Ochieng. In so far as all “natives” were subjected to the same characteristic features of colonial capitalism such forced labour, new cultural practices, taxation and so on, they all resisted in various ways. In this, Ochieng concurs with other scholars such as P. A. Pavlis, J. Kamunchulu, and Edith. A. Miguda who attempt to expand the scope and understanding of the armed phase of Kenyan liberation struggle. Interestingly wa Kinyatti who celebrates songs from the mountains acknowledges complimentarity of other Kenyan communities in the struggle. In Mau Mau: A Revolution Betrayed (2009) while identifying the origin of the term Mau Mau, he states that it has been “immortalized by Kenyan people because it symbolizes their collective heroism against foreign domination, and their undying love for freedom, liberty and justice.

In other words, it has become synonymous with Kenyan national patriotism, anti—imperialism, military acumen, and most importantly, democratic revolution”. So it cannot be that only one community is credited with all these national attributes. Back to Ochieng’s questions on the contribution of other communities, firstly in terms of their own resistance to features of capitalist colonialism as it affected their region and secondly contribution to the armed struggle materially and morally. Odinga documents details of support for the Gikuyu from many sources. He discusses the role of political parties that had national membership and the concerted efforts that released Jomo Kenyatta to take over power at independence. It is now consensual among scholars that the latter was never a Mau Mau fight. It also clear that resistance against imperialism took many forms and levels, therefore centering Mau Mau as manifested in Central Kenya and the Rift Valley as the only form of liberation struggle is a deliberate act of exclusivity which has extended into current politics.

One is persuaded to concur with Odinga’s metaphor of the flood of revolt that was filled by resistance waters from many sources. But that unity of purpose has been replaced by constructions of usable pasts that signify inequalities because participation in the liberation struggle. The implication is conflict and disunity. Therefore, there is urgent need to weigh exclusive constructions that engender current conflict and disunity against inclusive reconstructions that promise unity and genuine nationhood. The texts analysed in this article can enable patriotic Kenyans to visualise another perspective, besides the “official” version of history and its implication for the current state of the nation.

References
Role of Guidance and Counseling Programs as Correctional Strategies in Molding Pupils’ Socio-Emotional Development in Public Primary Schools in Kericho County, Kenya

By Amanyama, A. K; Ngeno, G. K and Sitienei, E

Abstract
Guidance and counselling services to students are increasingly available and a growing proportion of school administrators have embraced them. Thus, schools have come up with various guidance and counselling programs to support effective curriculum implementation and enhance learners’ academic achievement. The purpose of this study therefore is to establish the influence of these guidance and counselling programs on pupils’ socio-emotional development. The objective of the study was to establish the role of guidance and counseling as a correctional strategy used by teachers in primary schools and their influence on pupils’ socio-emotional development in Kericho County. The study was informed by the Gestalt theory’s key concepts and principles. The ontological assumption and the epistemological paradigm of this research were relativism, realism, and pragmatism respectively. This was a mixed research and it employed a survey study design which used highly structured questionnaires to collect quantitative data and the open-ended questions and focus group discussions to collect qualitative data. The target population in this study was 189,946 pupils (95815 boys and 94131 girls) learning in 512 primary schools found in Kericho County and 4955 teachers in these schools. A sample size determination formula and systematic sampling technique was used to sample 50 deputy head teachers, 219 heads of guidance and counseling teachers and 384 pupils. A pilot study was conducted to ensure reliability of the instruments which was estimated using Cronbach’s Coefficient Alpha. The reliability coefficients computed for teacher counselors, deputy head teachers and pupils’ questionnaires were; 0.96, 0.89 and 0.94 respectively. Analysis of data was done using descriptive and inferential statistics and was aided by Statistical Package for Social Sciences (SPSS) version 24. The findings indicated that guidance and counseling as a correctional strategy has a positive influence on pupils’ socio-emotional development. It was also established that teacher-counselors and pupils have positive perceptions towards guidance and counseling. The Government, all educational stakeholders, policy makers, school administrators, and teachers are expected to use the findings in formulating and implementing relevant correctional strategies for enhanced pupils’ socio-emotional development. The findings are also important as a basis for future research on ways of enhancing pupils’ socio-emotional development.

Key words: Correctional Strategies, Socio-Emotional Development, Guidance and Counseling
Role of Guidance and Counseling Programs as Correctional Strategies in Molding Pupils’ Socio-Emotional Development in Public Primary Schools in Kericho County, Kenya

By Amanyama, A. K; Ngeno, G. K and Sitienei, E

1.0 Background to the Problem
The profession of school counselling has continued to grow as new legislation and new professional developments were established to refine and further the profession and improve education (ASCA, 2005). School counselling began to shift from a focus exclusively on career development to a focus on student personal and social issues paralleling the rise of social justice and civil rights movements in the United States (Paisley, 2001). Research evidence showing strong correlations between fully implemented school counselling programs and student academic success was critical to beginning to show an evidence base for the profession especially at the high school level based in the state of Missouri (Lapan, Gybsers & Sun, 1997). But school counselling in the 1980s and early 1990s in the United States was not seen as a player in educational reform efforts buffeting the educational community (Stone & Dahir, 2006).

In 2002, counselling formally celebrated its 50th anniversary as a profession under the umbrella of the ACA. Among the most pressing topics were dealing with violence, trauma, and crises; managed care; wellness; social justice; technology; leadership; and identity (ASCA, 2012). In 2000, 1.8% of the Mexican population suffered some type of disability. Of the total population with disabilities, 75% attended school at some time, but only 70% of that population completed formal schooling. As a result, Mexico needed counselors with multicultural and systemic counseling skills rather than traditional strategies that focus on the individual (Hou & Zhang, 2007). In Argentina, in 1992 counseling became an official career. Counseling programs (and graduates) multiplied not only in Buenos Aries but in state capitals and universities around the nation (Huang, 2005).

China has at least 1 million people suffering from various psychological problems (Lim, Lim, Michael, Cai, & Schock, 2010). Different authors over the last decade have chronicled the historical development of counseling in China (Qian, Smith, Chen, & Xia, 2002; Yip, 2005). There are three broad groups of counselors in China (Hou & Zhang, 2007). There are efforts at integrating traditional Chinese ideas of holistic health such as Traditional Chinese Medicine with western psychotherapy (Hou & Zhang, 2007; Shu, 2003). Confucianism and Taoism influence the practice of counseling in China, e.g., Chinese Taoist Cognitive Psychotherapy (Zhang, et al., 2002). Gao (2001) noted that Chinese style of counseling tends to be more directive. The CPS together with CAMH, have formulated a code of ethics covering all areas of training, research, and professional practice (Qian, Gao, Yao, & Rodriguez, 2009). In addition, Chinese counsellors utilize the internet for therapy and where available, for supervision (Huang, 2005). A major challenge is few counsellors for effective service provision (Lim, Lim, Michael, Cai, & Schock, 2010).

The awakening and significance of counseling as a profession is getting wide publicity in Indian newspapers and on various websites. Most recently, with help from the United States India Education Foundation (USIEF) and Vice Chancellor, the first author as Fulbright-Nehru Senior Research Scholar (Sandhu, 2011) started post graduate diploma in mental health counseling at the Guru Nanak Dev University Amritsar in July, 2010. Counseling in the Philippines began in 1913-1934 with the American occupation, offering guidance services in two colleges and for a long time, guidance and counseling experienced stunted growth (Dy-Liacco, Piedmont, Murray-Swank, Rodgerson, & Sherman, 2009). In Switzerland, the
quadrilingual nature (four national languages including German (64%), French (20%), Italian (7%), and Romansch (.5%), means that counselor education and practice is divided on regional and linguistic interests (Tuason, 2008). This base serves to strengthen the identity of the psychologically-oriented profession and ensure a solid, accredited training, continuing education and the principles of an ethically sound professional practice (Dy-Liacco, Piedmont, Murray-Swank, Rodgerson, & Sherman, 2009).

United Nations Convention on the Rights of the Child (CRC) Article 28 ensures each child’s right to a free and compulsory basic education and to the protection of their dignity in all disciplinary matters (UNICEF, 2009). In addition, Article 29 charges state parties to ensure the fullest possible development of each child’s ability and to the development of their respect for human rights and fundamental freedoms; for parents, cultural values and for the environment. The Kenyan government on the other hand has entrenched the right to education in the constitution, Basic Education Act 2013, Children’s Act 2001, Disability Act (2003), Educational Sessional Paper No.1/2005, Educational Sessional Paper No. 14/2012 and various other educational policies (KEMI,2015). In the face of all these policies and measures put in place, the question that begs is; where is the place for guidance and counselling? Is it important?

The Ominde Report of 1964 (Republic of Kenya, 1964) is the first of several post-independence reports to emphasize the need for counseling services in schools and to the general public. The Ministry of Home affairs, Heritage, & Sports (2002) report further emphasized need for counseling services especially among the youth. According to (Oketch & Kimemia, 2012), key factors influencing the growth of counseling are; rural to urban migration and resulting shifts in family structure, unemployment, the onset of the HIV-AIDS epidemic, the establishment of Voluntary Counseling and Testing (VCT) centers to address the HIV-AIDS epidemic, the success of the first counseling psychology program at the United States International University (Africa)-Nairobi, establishment & success of the first Counseling and training center-Amani Counselling Center-Nairobi, High-stakes academic testing in schools, Increased occurrences of student unrest and violence in schools. There are also governmental policies emphasizing the need for guidance and counseling services to the youth in both social and academic settings (Oketch & Kimemia, 2013). Kenya has seen the establishment of the Kenya Association of Professional Counselors (KAPC) which offers professional training programs in counseling (Diploma, BA, MA, PhD in collaboration with the University of Manchester, UK) through its School of Counseling Studies; professional counseling services to individuals, groups and corporate bodies; and chartered counselor designations to qualifying members (KAPC, 2009).

The Kenya Counseling Association (KCA) on the other hand provides advocacy for supervision credentials, institutional accreditation, counselor accreditation for KCA members based on their professional training which ranges from level 1, ordinary membership to level 7, senior supervisor” (KCA, 2011). A key element to the success of this process was societal structural stability that resulted from geographical location and proximity (Oketch & Atieno, 2013). A balanced, comprehensive school counselling program provides services to promote student success. It involves school counsellors working in conjunction with parents, teachers and other school personnel and community agencies (Schellenberg & Grothans, 2009). Many developmental concepts that must be covered through a comprehensive program can be incorporated into other classroom studies, giving the school counsellor more opportunities for direct counselling, prevention and remediation functions (Ratts, Dekruyf & Chen-Hayes, 2008). Counsellors should strive to balance their time among all these services, based on the unique needs of their school community. By developing and implementing a comprehensive
school counselling plan, school counsellors can establish services and activities that allow them to spend most of their time providing direct services to students (Schellenberg, 2000).

2.0 Statement of the Problem
The desired goal of a comprehensive school counselling program is student success. The program's design, delivery and content are dedicated to enhancing the ability of all students to fully utilize the educational opportunities available to them and attain optimum social worth. The guidance and counselling programs should therefore be delivered through direct and indirect services designed to address three domains of student development: academic, personal/social, and career. Professional school counsellors plan the comprehensive school counselling program and facilitate its delivery in collaboration with school administrators, other professional educators and community members to produce measurable results.

In a comprehensive program, the school counsellor serves as a leader, advocate, and collaborator working to recognize and remove systemic barriers to student success. Comprehensive school counselling programs (Career guidance, mentorship, peer counseling, psychosocial support and parent-teacher counseling) are integral to the school's educational environment and partner with other academic and behavioral initiatives to effect positive changes in student academic achievement and behaviour. However, the design, implementation and monitoring of the schools’ counselling programs are key to their effectiveness.

Educational stakeholders and policy makers need to consider the entrenchment of effective guidance and counselling programs among other measures of enhancing pupils’ socio-emotional development. Effective school counselling programs and practices should demonstrate results in enhanced socio-emotional development among all pupils regardless of backgrounds and circumstances. It is therefore important to know whether guidance and counselling in schools is an evidence based practice and whether the counsellors are making a difference in the lives of pupils. This study therefore seeks to establish whether guidance and counselling programs influence pupils’ socio-emotional development.

3.0 Purpose of the Study
The purpose of the study is to establish the influence of guidance and counselling programs on pupils’ socio-emotional development.

4.0 Research Objectives
To examine the role of guidance and counseling programs as a correctional strategy in pupils’ socio-emotional development in Kericho County’s primary schools

5.0 Methodology
This study used a descriptive survey study design. In survey research design, a survey is used to obtain a description of a particular perception. A descriptive research determines and reports the way things are. This study employed a mixed methods approach where both qualitative and quantitative data was needed to generate insight into the complex social phenomena under study hence mixed -mode designs that combine features of qualitative and quantitative designs and collect both types of data were used. Teddle and Tashakkori (2009) assert that mixed methods are a vehicle for improving the quality of inferences that are drawn from both the qualitative and quantitative methods. Highly structured survey questionnaires collected quantitative data and the open -ended questions were used to collect qualitative data that generated unexpected insights into the subject matter under study.
In this study, probability sampling technique was used where a systematic two stage case selection was developed. In the first stage, the schools to be involved in the study were selected. The study used cluster sampling to select the schools. In this case, the schools were selected as per the percentage of the number of schools in each sub-county in relation to the county. This involved the ordering of the sampling frame per admission numbers of the pupils and selecting the participants at regular interval through the list. According to Bhattacherjee (2012), systematic sampling involves a random start and then proceeds with the selection of every $K^{th}$ element, where $k = N/n$ where $k$ is the ratio of sampling frame size $N$ and the desired sample size $n$. This study adopted quantitative and qualitative methodology to document and analyzes the teacher counsellors’ and pupils’ perception of the correctional strategies used on pupils’ socio -emotional development. Data was further analyzed using Statistical Package for Social sciences (SPSS) software version 21. The analyzed data was presented using frequency distribution tables, pie charts and tables.
6.0 Results and Discussion

Table 1.1
Pupils’ Perception of Guidance and Counselling Programs

<table>
<thead>
<tr>
<th>Guidance counseling programs</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are pupils’ role models</td>
<td>168 (43.8%)</td>
<td>215</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1.57</td>
</tr>
<tr>
<td>Successful people mentor pupils</td>
<td>76 (19.8%)</td>
<td>276</td>
<td>12</td>
<td>20</td>
<td>-</td>
<td>1.94</td>
</tr>
<tr>
<td>Teachers talk about social issues</td>
<td>175 (45.6%)</td>
<td>202</td>
<td>6</td>
<td>-</td>
<td>1</td>
<td>1.56</td>
</tr>
<tr>
<td>Teachers understand pupils and help the accept circumstances.</td>
<td>87 (22.7%)</td>
<td>275</td>
<td>20</td>
<td>2</td>
<td>-</td>
<td>1.84</td>
</tr>
<tr>
<td>Guidance and counseling has helped pupils realize talents</td>
<td>116 (30.2%)</td>
<td>241</td>
<td>23</td>
<td>1</td>
<td>3</td>
<td>1.77</td>
</tr>
<tr>
<td>Peer counseling has helped pupils develop effective communication skills.</td>
<td>92 (24.2%)</td>
<td>272</td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>1.82</td>
</tr>
<tr>
<td>Teacher-parent counseling has enhanced pupils’ intra and interpersonal relationships for academic achievement.</td>
<td>128 (33.4%)</td>
<td>226</td>
<td>28</td>
<td>1</td>
<td>1</td>
<td>1.75</td>
</tr>
<tr>
<td>Parent-teachers assist pupil to adopt coping strategies to address challenges.</td>
<td>134 (34.9%)</td>
<td>230</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>1.72</td>
</tr>
<tr>
<td>Pupils understand their circumstances through group counselling</td>
<td>87 (22.7%)</td>
<td>275</td>
<td>20</td>
<td>2</td>
<td>-</td>
<td>1.84</td>
</tr>
<tr>
<td>Social support helps pupils overcome difficulties</td>
<td>92 (24.2%)</td>
<td>272</td>
<td>17</td>
<td>1</td>
<td>2</td>
<td>1.82</td>
</tr>
</tbody>
</table>

Overall mean 1.76

Emotional well-being of pupils improves not only their ability to perform in school but also their interpersonal relationship with peers, parents and teachers (Kesici, 2007). Pupils should be helped to attain positive behaviors which include the improvement of social-emotional skills, attitudes towards interpersonal relationships, and behavior within the classroom (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). In this study, pupils’ and teacher counsellors’ perception on the role of guidance and counseling programs in molding pupils’ socio-emotional development were sought. It is important to note that the acquisition of
emotional adjustment may help pupils to act and behave in a desired way, face life situations properly and feel adjusted in the personal and social life (Mangal, 2007).

Pupils were asked to indicate their opinions on guidance and counselling programs used in their school. The findings in Table 1.1 show that, guidance and counseling has crucial role in enhancing pupils’ socio-emotional development in primary schools. In this regard, an overarching concern regarding the notion of evidence-based practice is key. Guidance and counseling programs offered in schools should be able to have positive influence on pupils’ socio-emotional development.

Other concerns focus on a holistic analysis of the pupils’ circumstances. For instance, Carr (2000) felt it necessary to justify an evidence-based approach in the context of a current pre-occupation with a social constructionist view of systemic thinking. In the present study, a majority number of 168(43.8%) participants strongly agreed that their teachers are role models in school, and on whether teachers often brought successful people to talk to pupils, 76(19.8%) participants strongly agreed and 276(71.9%) participants agreed. Pupils were also asked whether teachers talk to them on social issues like living peacefully both at school and at home and 175(45.6%) participants strongly agreed while 202(52.6%) participants agreed.

The idea of mentors and models is based on the Gestalt’s figure/ground principle which is based on the relationship between an object and the surrounding space. Here the pupils are helped to clearly differentiate their goals and focus attention on their achievement thus minimizing perpetual confusion. The concept can be applied to the realm of psychological needs as well. In theory, a need arises and becomes foreground, if it is satisfied, it becomes background (How, 2016). In this case, a teacher works to focus on pupils’ needs, to bring about change so that the emerging need may be identified satisfied and enabled to retreat to the background. Awareness of one’s experience and needs is considered “the royal road to the cure” (Wagner-Moore, 2004).

The implication here is that various guidance and counseling programs are designed to enhance the pupils’ socio-emotional development. These programs should help the pupil to function efficiently in their social set-ups. Gestalt theory uses the word contact as an abstract, formal concept that refers to the exchange between an individual person and the surrounding environment. If the boundary becomes unclear, there is disturbance but when the cycle is functioning smoothly, awareness of internal or external stimuli leads to needs satisfaction (Pivina, 2005).

Pupils whose psychological needs are met record higher academic performance. This is key in fulfilling the sixth Education for all goal; to improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (KEMI, 2015). Interestingly, in his study, Anyango, Simatwa and Serem (2013), reported that teachers and pupils perceived guidance and counseling services in schools negatively as a waste of time. An alternative view, however is that cognitive theories among other psychological interventions are relevant to intervening with difficult behavior. Cognitive behavior therapy is concerned with thoughts implicated in selective attention and irrational beliefs in the form of negative automatic thoughts. Interventions are drawn up to address unhelpful thoughts and beliefs (Fuggle, Dunsmuir & Curry, 2013).

The findings also reveal that pupils indicated that teachers understand them and guide them on how to accept their circumstances since 87(22.7%) participants strongly agreed, 275(71.6%) participants agreed. It is important that teachers establish a close relationship with their pupils. This culminates into an attachment that leads to the teacher understanding the pupil and supporting his/her socio-emotional development. Attachment based provision can support and remediate the development of the insecurely attached child (Boxall, 2002). In this...
way, teachers work in a restorative way aiming to support the wellbeing and social functioning of the vulnerable pupils, through offering a flexible, warm climate for their learning where the teachers respond according to the developmental level of the child, and where the creation of positive, calm relationships is the focus (Cline & Birch, 2015).

They further appreciated that guidance and counselling helped them to realize certain talents within them and attain their best academic performance, 116(30.2%) participants strongly agreed, 241(62.8%) participants agreed. Cognitive behavior therapy uses cognitive restructuring and behavioral tasks to intervene with automatic thoughts and maladaptive behaviors, highlighting the relationship between behavior and the environment and in developing new behavior repertoires (Chu, 2013). Using this thought, teachers adopted strategies like peer counseling, and teacher-parent counseling.

The findings in this study indicate that the strategies are successful. However, contrary to these findings, there are studies that report the ineffectiveness of guidance and counseling services in helping individuals with psychological problems and indiscipline. For example, a study by Ireri and Muola (2010) reported that many pupils are beset with physical and psychological problems, and indiscipline yet the guidance and counseling programs are running in schools. On the other hand, Nge'no (2012), reported that students were uncertain on the impact of guidance and counseling services on their emotional needs. The implication of such findings is that some schools have not have not headed the implementation of functional and effective guidance and counseling departments (Mutie & Ndambuki, 2004).

It is important to note that there are other factors at play in a child’s socio-emotional development. For instance, high levels of parent-child conflict during adolescence have been linked to emotional maladjustment and poor quality relationships (Overbeek, Sattin, Vermulst, Ha & Engels, 2007). Children in these kinds of difficulties must be assisted to overcome. On whether peer counselling in school has helped pupils to enhance communication skills, 92(24.2%) participants strongly agreed, 272(70.8%) participants agreed and asked whether teacher-parent counselling has enhanced pupils’ intra and interpersonal relationships for higher academic performance, 128(33.4%) participants strongly agreed and 226(58.9%) participants agreed.

It was also found that parent-teachers have assisted pupils to adopt coping strategies to address their challenges, since many 134 (34.9%) participants strongly agreed and 230(59.9%) participants agreed. All these suggest that teachers are not only an integral part of children’s social-emotional development, but also can be an active agent in enhancing the socio-emotional well-being of young children. However, to provide support to children under their care, it is also important to ensure the social-emotional competence of teachers as well (Lam & Wong, 2017).

These findings are like those in a study of the relationship of teacher self-efficacy to their sense of responsibility for intervening with behavior (Gibbs and Powell, 2012) reflected on the apparent influence of teachers’ self-efficacy to intervene with factors deemed by them to be external influences upon pupils’ behavior. Their findings that this collective self-efficacy, alone in their study, may negatively correlate with rates of pupil exclusion from school, is grounds for their commentary that it is important to promote whole school approaches to interventions for behavior and to see individually focused work as part of a wider staff ecology in attributions towards managing behavior.

Teachers should also adopt psychodynamic psychotherapy which seeks to help children process the cognitive and affective components of memories that may be distortions of actual events. Children are helped to obtain some sense of mastery and understanding of their lives and learn to manage themselves without having to resort to troublesome defensive (self-protective) strategies (Rutter & Taylor, 2006).
Gestalt opines a holistic approach to pupils’ socio-emotional development as opposed to the mechanistic perspectives of the stimulus response models (Pivina, 2005). He further asserts that pupils must receive help to avoid defense mechanisms and that nothing exists except the now. Genuine knowledge is the product of what is immediately evident in the experience of the perceiver (Wagner-Moore, 2004).

Excerpt 1 gives evidence of the practice of guidance and counseling in schools. However, it should be noted that although guidance and counselling is key and requires thorough evaluation, concerns are expressed that this is a practice that is given insufficient attention. Kratochwill and Stoiber (2000), writing in an American context, point out that owing to pressure of work, school psychologists may fall into “crisis routines”, rather than follow systematic procedures for intervention, planning, monitoring and evaluation.

According to Mangal (2007), students require psychological counseling to assist with emotional adjustment. Table 4.6 gives the teacher counselors’ responses on the role of guidance and counseling programs on pupils’ socio-emotional development. The teacher counselors were asked to indicate their opinion about guidance and counseling programs and their influence on pupils’ socio-emotional development. The findings show that, 104(52.5%) participants strongly agreed that the mentorship program greatly influenced the pupils’ positive self-esteem, they noted that peer counselling helped many pupils to improve their communication skills since 81(40.9%) participants strongly agreed and 111(56.1%) participants agree. Similar findings are presented by Anyango, Simatwa & Serem (2013) in their study on pupil discipline management in primary schools.

In his study, Ngage (2002) asserts that school rules must be designed to encourage a conducive environment for all pupils. He further asserts that unreasonable rules with no clear purpose may ignite resentment and lead to indiscipline. The findings of this study reveal that school rules and regulations greatly improved the pupils’ social competence. Majority (94(47.5%) participants strongly agreed and 93(47.0%) participants agreed). Similar findings are presented by (Gichuki, 2012) who found that over 62.3% of students agreed that school rules and regulations provide control and instill a sense of commitment in learners. Further analysis of the findings reveals that 69(34.8%) participants strongly agreed that teacher counsellors teach pupils skills like assertiveness so that they express their grievances and 125(63.1%) participants agreed to the same fact. This is in agreement with the fact that various psychologists have explored the contribution of attachment theory to pupil and school functioning (Verschuren & Koomen, 2012). The concept of attachment can be translated into the school environment and argued be a developmental need for all children, highlighting the responsibility of teaching staff to provide positive and secure relationships that, although primarily informed by the instructional nature of the environment, reflect students’ need for strong positive relationships in school (Boorn, Hopkins & Page, 2010).

Finally, it was also evident from the findings that teacher counsellors ensure that pupils with good behavior are rewarded, they also use of pupil leaders to improved social problem solving skills among the pupils and that guidance and counseling given to pupils makes them believe in themselves and their capabilities in attaining their goals (self-efficacy).

7.0 Conclusion
Guidance and counseling has a vital role in pupils’ socio-emotional development. An advantage of guidance and counseling approach to behavior difficulties is that it makes contact with what is known about normal emotional development and an understanding of the cognitive underpinnings of abnormal behavior. It forges a link between brain and behavior. Although punishment and rewards lead to behavior change, proper guidance and counseling can work miracles around discipline. Guidance and counseling programs assist the individual pupil to
achieve independence and can discuss oneself in terms of intellectual abilities and other superior talents and functions towards his/her personal development and self-actualization.

8.0 Recommendation

The present research recommends that guidance and counselling has a crucial role in molding pupils' socio-emotional development. Teachers' mentorship and role modeling to students, nurturing of talents, peer counseling, teacher parent counseling are very effective guidance and counseling programs and have a positive role in pupils' socio-emotional development. It is therefore recommended that guidance and counseling programs be designed to enhance the pupils' socio-emotional development. The aspects of enhanced pupils' socio-emotional development entail improved self-knowledge, emotional expression, pupils identifying their abilities, interests, aptitudes, values, potentialities and developing them to the full, and ability to create and sustain relationships.

9.0 References


Gibbs, S. & Powell, B. (2012). Teacher efficacy and pupil behaviour: The structure of teachers’ individual and collective beliefs and their relationship with the numbers of pupils excluded from school. The British Journal of Educational Psychology, 82(4), 564-84.


The Contribution of the Church toward Resolving Marital Conflict
A Case Study of Africa Inland Church in Makueni County

By Winfred Kanini Mueni

Abstract
This study sought to find out the initiatives and programs set up by the African Inland Church in Makueni County to help couples resolve marital conflicts that are inevitable in any marriage. This study was necessitated by the increasing rates of separation and divorce even among those professing to be Christians, a practice that was thought to decreases the authenticity of the Church of Jesus Christ. Twenty trained pastors and ten focus discussion groups were interviewed. The causes of marital conflicts from the point of view of the pastors were unfaithfulness, financial constraints, and childlessness among others. They also cited many measures they put in place to curb these causes such as lady’s and men’s fellowships, conferences and couple seminars, which were also reiterated by the focus discussion group members. Some members of the focus discussion groups also recommended mentoring programs and young couple’s seminars as other ways that could help them deal with marital conflicts. From the findings, conclusions were made and recommendations suggested to help pastors improve on what they were doing.

Key terms: Kenya, Church, Marital Conflict, Africa Inland Church, Makueni County
The Contribution of the Church toward Resolving Marital Conflict
A Case Study of Africa Inland Church in Makueni County

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Introduction
Marriage is an institution ordained by God Himself to provide human kind with companionship that no other arrangement can offer. However, it has been bedecked by many challenges such that people, especially the youths, are questioning its usefulness as well as wondering whether it is worthwhile. Jacques Levy, based on what was being witnessed in marriages, rather prophetically commented that “a time would come when there would be fewer deep stable relationships among people and the civilization that the world was moving into was one that could not sustain two people in a bedroom all by themselves for forty years (Time Magazine, 1989).

We are now in the midst of the civilization Levy saw forty-six years ago, because separation and divorce cases are on the upswing. Daily newspapers today are full of cases of marital fights and even murders. Days are gone when a married couple assumed they would remain so “until death parted them.” Adei aptly reckons that “when one looks at the rising rates of separation and divorce, one wonders whether there is any reason to get married at all.” He adds that “it is ironic that even when the rates of divorce and separation rise, most men and women marry at some point in their lives and even, surprisingly, most divorcees remarry.” He correctly concludes that this should convince us that there is something significant about marriage: “It meets an adult’s deepest need for companionship, love, security, and significance in a way that no other human relationship can” ((Stephen an Georgina, 1984, p.63). Statistics concerning divorce rates in Kenya are not easily available. However, the Government of Kenya carried out a Population Situation Analysis survey in 2009 which gives a clue to the status of family life in the nation. The results of the analysis are summarized in the table below, which gives the percentage distribution of men and women aged twelve years and above by marital status in Kenya.

Analysts took the proportion of the married in age group 45-49 to define the universality of marriage, in that near universal marriage “occurs when the proportion of persons aged 45-49 years who are married is above 95%.” They claim that it has remained stable at around 90% over the last two decades. This means that the marriage institution in Kenya is ailing because 90% is far below 95% when actual numbers of persons are considered. The figures in the table also demonstrate that marriage in Kenya is not stable. The total population divorced and separated stand out at over 0.5 million and this figure could be double or even triple because those once separated and divorced, especially the males, remarry and they are counted as married. Furthermore, the number of people separated and divorced within the age bracket of 25-59 years is quite high. All these families have many children who are adversely affected by the disintegration of their families. These effects include “poverty, emotional pain, rebellion, difficulty in school, as well as lack of guidance and love (Daystar University, 2013, p.27). It is sad to realize that children as young as 12-14 years are also rendered separated and their “child husbands” remarry. The church needs to stand up and proactively deal with this problem. Separation and divorce cases can be reduced if the couple can resolve the conflicts which are inevitable in their marriages.
A nationwide survey on the status of the marriage institution in Kenya by Infotrak revealed that “given a second chance, three in every ten people would not marry their current spouse again” (Daily Nation, 2010, June 10). Wright’s research sheds light on this observation:

Differences between the spouses become such a source of conflicts because they do not match up to the expectations the spouses have when they enter marriage. The unfulfilled expectations generate frustration which leads to anger, demands, defensiveness and non-compliance. The spouses become “weary wranglers” who are too eager to jump out from that marriage boat given a second chance (Wright, 1988, P.52).

The survey also reveals that only 40% of Kenyans are happily married, the rest being either unhappy or not sure how to describe their unions. This is evidenced by the increasing number of divorce cases filed in Kenya in just one court (Milimani court) since 2001, as given by Kenya Nation Bureau of Statistics secured from Kenya Population and Housing Census of 2009 as below:

<table>
<thead>
<tr>
<th>Age group</th>
<th>Widowed M</th>
<th>Widowed F</th>
<th>Separated M</th>
<th>Separated F</th>
<th>Divorced M</th>
<th>Divorced F</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-14</td>
<td>0.1</td>
<td>0.1</td>
<td>0.0</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
<td>1532395 1458927</td>
</tr>
<tr>
<td>15-19</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
<td>0.4</td>
<td>0.0</td>
<td>0.2</td>
<td>2116516 2044206</td>
</tr>
<tr>
<td>20-24</td>
<td>0.1</td>
<td>0.5</td>
<td>0.4</td>
<td>1.6</td>
<td>0.2</td>
<td>0.8</td>
<td>1733980 2013675</td>
</tr>
<tr>
<td>25-29</td>
<td>0.2</td>
<td>1.2</td>
<td>1.2</td>
<td>2.6</td>
<td>0.5</td>
<td>1.3</td>
<td>1506622 1666223</td>
</tr>
<tr>
<td>30-34</td>
<td>0.4</td>
<td>3.2</td>
<td>1.8</td>
<td>3.2</td>
<td>0.8</td>
<td>1.8</td>
<td>1238688 1258795</td>
</tr>
<tr>
<td>35-39</td>
<td>0.7</td>
<td>5.3</td>
<td>2.1</td>
<td>3.3</td>
<td>1.0</td>
<td>2.0</td>
<td>990582 1001419</td>
</tr>
<tr>
<td>40-44</td>
<td>1.2</td>
<td>8.2</td>
<td>2.1</td>
<td>3.2</td>
<td>1.1</td>
<td>2.3</td>
<td>735356 731572</td>
</tr>
<tr>
<td>45-49</td>
<td>1.6</td>
<td>10.9</td>
<td>2.1</td>
<td>2.9</td>
<td>1.1</td>
<td>2.2</td>
<td>628803 636856</td>
</tr>
<tr>
<td>50-54</td>
<td>2.3</td>
<td>15.9</td>
<td>1.9</td>
<td>2.3</td>
<td>1.2</td>
<td>2.1</td>
<td>474225 477469</td>
</tr>
<tr>
<td>55-59</td>
<td>2.9</td>
<td>20.0</td>
<td>1.8</td>
<td>2.0</td>
<td>1.2</td>
<td>1.9</td>
<td>357186 352405</td>
</tr>
<tr>
<td>60-64</td>
<td>3.9</td>
<td>27.0</td>
<td>1.6</td>
<td>1.5</td>
<td>1.1</td>
<td>1.8</td>
<td>293614 298501</td>
</tr>
<tr>
<td>65+</td>
<td>7.5</td>
<td>40.0</td>
<td>1.3</td>
<td>0.9</td>
<td>1.0</td>
<td>1.4</td>
<td>600661 728725</td>
</tr>
</tbody>
</table>

From 2011 to 2015, the divorce cases seem to be on the downswing. However, this is because out of the divorce cases filed, FIDA (International Federation of Women Lawyers) handled 417 cases in 2011, 389 cases in 2012, 332 in 2013, 406 in 2014 and 189 by June 2015. The same trend is expected in other courts of law, not forgetting that many are the divorce cases that go unfiled in any court. Little wonder then that Gichinga observes that “marital issues rank second in the list of problems that bring people for counseling in Kenya” (Gichinga, 2003, P.22).

Furthermore, the evangelical churches are feeling the disaster of infidelity and divorce. Congregations are being forced to adjust to the leadership of divorced and adulterous pastors as being reported by the mass media so often. A pastor of a church in Nairobi was reportedly caught red-handed in bed with a lady, as reported by one of the dailies (Daily Nation, 2015, Feb 8).

**Statement of the Problem**

It is in the light of this sorry state of marriage in Kenya that this study will be done in order to find out what the Church is doing to ensure sanity is restored in the marriage institution. This is because, in my opinion, the Church is ideally placed to teach her members what God intended marriage to be. It is the only institution that can teach her members by example to call upon God to give them the power and wisdom to overcome the causes and effects of marital conflicts. Stott correctly observes that “marriage is in all societies as it is God’s idea instituted by God Himself, in the time of man’s innocence, to serve three main purposes, namely companionship, recreation and sexual expression” (Stott, 1999, P.319). Brewer rightly explains the root cause of marital conflicts:

Marriages started to fail with Adam and Eve. When they were thrown out of paradise because of their disobedience, they soon encountered difficulties because they had changed for the worse. They had both discovered the difference between good and evil and at its heart the desire to do what they wanted, which was not necessarily what God or the other person wanted. This immediately led to conflict. Like many couples, they found that having children did not bring them close together as the more the number of people in a family, the more difficult for them all to agree especially when the children start growing into independent adults (Brewer, 2003, P.24).

Wink concurs and attempts to offer a spiritual remedy to counteract this effect of knowledge of evil and good, which leads to one desiring to do as he/she wishes (evil spirituality) thus:

> Behind every systemic problem in the society are evil spiritualties (Eph. 6: 12-13) and that the Church is the only institution mandated to receive and use the Holy Spirit to counter the world’s domination system of separation and divorce. The Church members are taught how to disarm and bind these spiritual forces of evil in the heavenly places, demolish the structures rooted in them and release the Holy Spirit to
set up new structures based on love, joy, wisdom, peace and holiness of God (Wink, 1992, P.96).

Jesus Christ, being God, foresaw the appalling immorality and marital problems of our days when He predicted that “the love of most will wax cold because of increase in evil.” But thank God, He added what we desperately need to hear today, “He that shall endure to the end will be saved. And the gospel of the kingdom shall be preached in all the world for a witness unto all nations, and then the end will come” (Mat. 24:12-14). Hence if the Holy Spirit continues to work in this dark world, there will still be happy, faithful, and successful marriages. This is the hope with which the Church should take up the challenge and be on the forefront to overcome the rulers, authorities, the powers of this dark world, and the spiritual forces of evil in the world’s domination system, which is wreaking havoc in our families today. It is because of this sorry state of the family that this study is done.

The central research issue is to find out the kind of initiatives the pastors in Africa Inland Church in Makueni County were undertaking in their efforts to help their church members to resolve marital conflicts that are inevitable in any marriage, so that the couple’s marriage does not end up in separation or divorce. The research questions answered in this research stem from the central question: what was the A.I.C in Makueni County doing to resolve marital conflicts? Subsequent research questions answered included the following: In the opinion of the pastors and church members surveyed, what are the causes of marital conflicts among married couples? What specific services, programs and training initiatives can be identified by means of which the Church seeks to help her members to resolve these conflicts?

Background Information
Marriage was God’s original idea and the fact that it is plagued by so many conflicts, some of which lead to separation and divorce, is a cause of worry to the Church. Observing the breakdown of marriages in the researcher’s context awakened a desire in her to want to find out the practical measures taken by the Church in trying to resolve these conflicts. The background to this doctoral research was laid because of doctoral seminars in conflict resolution and transformation in which key dynamics of conflict management and transformation were thoroughly discussed. Earlier on before this module, the increasing frequency of marriage breakdowns and the increasing number of colorful wedding ceremonies in our nation, Kenya, had continued to baffle the researcher. In addition, the researcher’s own sister as well as many friends and neighbors were divorced. This prompted the researcher to devote her first learning contract in her doctoral program to articulating a biblical foundation of marriage in which an exegetical study of some biblical passages on marriage was done. Hence the doctoral seminars on conflict management and resolution, the increasing cases of marital problems and divorce rates reported in Kenyan media, as well as the knowledge gained from the Biblical teachings on marriage gave the researcher the desire to devote her dissertation to finding out what the pastors in the African Inland Church were doing to help the members of their congregations to manage and to be transformed by their marital conflicts. Armed with the empirical evidence of what is presently taking place in this region of Kenya, the researcher’s desire was to offer research-based recommendations to pastors and churches to enhance their effectiveness in intervention in these marital crises.

The researcher is of the opinion that the Church in Kenya needs to be on the forefront in curbing the escalating rates of marriage conflicts that lead to separation, divorce and remarriage. Many books and articles on highly effective marriages, building a long-lasting marriage, secrets of a happy marriage, and many more practical books and articles have been
written concerning this problem. Many conferences and couple seminars have been held where beautiful teachings on this problem have been given to the participants. Pre-marital counseling has continued to be offered in many instances to those anticipating marrying. Despite all these, marriages continue to break. It is my opinion that because the church is widespread in Kenya, she is ideally placed to reach the masses of people with the gospel of resolution of marital conflicts for her married members. More so, the Church is the institution ideally placed to study the Bible and dig out for the people what the initiator of marriage laid down as guidelines for a long-lasting marriage. The Church is well situated to educate her members and encourage them to put the biblical teachings into practice.

**Sampling and Data Collection**

Empirical Field research was conducted to obtain crucial information as follows: Selected pastors from the Africa Inland Church in Makueni County were interviewed. The objective was to establish the types of interventions employed by various churches about resolving marital conflicts among the married members of this Church. Anecdotal experiences and how the pastors dealt with them were also highlighted. Several couples who had experienced marital conflicts were engaged in Focus Group discussions to find out what the church had done, and could do to help them to resolve their conflicts. The findings are given in chapter six.

The central research issue being studied through the empirical was to find out what the pastors in Africa Inland Church in Mukaa Sub-County were doing to help their church members resolve marital conflicts that are inevitable in any marriage, so that the couple’s marriage does not end up in separation and/or divorce. The research questions answered in this research stem from the central question: what is the A.I.C doing to resolve marital conflicts? Subsequent research questions answered included the following: In the opinion of the interviewee, what are the causes of marital conflicts among married couples? and how does the Church help her members to resolve these conflicts according to the pastors and members interviewed?

**Research Design**

To achieve the objective of the study, a descriptive qualitative research design was used. Since the main subject of investigation was the AIC churches of Makueni, selected churches in Mukaa Sub-County were sampled. An interview schedule was used to derive the relevant data from the pastors. In addition, various groups comprising of married men and women were engaged in focus group discussion. The purpose of the group discussion was to explore as well as analyze opinions, attitudes, preferences, and perceptions of married people toward marital conflicts and what the church was doing to help them sail through.

**Population and Sample**

The population studied was all Africa Inland Churches in Mukaa Sub-County of Makueni County. Twenty Africa Inland Churches in Mukaa Sub-County, whose leaders were trained pastors from the various Bible training institutions in Kenya, were carefully sampled. The pastors were purposively selected in order to have rural and urban settings well represented. In addition, the researcher had focus group discussions with married church members. Ten groups were interviewed and their responses recorded. The groups were made up of husbands and wives separately and were composed of five to seven members. The researcher attempted to select the group members to represent different marital age groups of 0-5yrs. 6-10yrs. 11-20 yrs. and over 20 years.
The table below summarizes the sampling procedure:

<table>
<thead>
<tr>
<th>SETTING</th>
<th>RURAL</th>
<th>URBAN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO. OF PASTORS</td>
<td>17</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>FOCUS GROUPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MALE</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>FEMALE</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

Research Instruments

Interview Schedule
The interview schedule was administered to twenty pastors from selected twenty Africa Inland Churches in Mukaa Sub-County of Makueni County. The questions were framed with a view to obtain information on the church’s position on dealing with marital conflicts. The interview was preferred to a questionnaire because it allowed for deeper interaction with the respondents and clarification could be sought where necessary as it was a face-to-face encounter.

Focus Group Discussion Guide
This was designed to suit church members. The guide was made in such a way as to elicit deep information about the causes and effects of marital conflicts that wives and husbands experience as well as the measures that their churches took to help them resolve the conflicts. Although it was not possible to get the opinion of each individual member on the issue of marital conflicts experienced, it was nevertheless used because it is less threatening than one-to-one interview. It is a useful tool for understanding public opinion on marital conflicts and the respondents felt valued and expressed their views with confidence. It also enabled interaction with more people within a given time.
Results
The results of the Pastors and Focus Discussion Groups interviewed are as follows:

Causes of marital conflicts

<table>
<thead>
<tr>
<th>Cited Cause</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td>4</td>
</tr>
<tr>
<td>Wife committed to church activities</td>
<td>2</td>
</tr>
<tr>
<td>Separation</td>
<td>3</td>
</tr>
<tr>
<td>by distance</td>
<td></td>
</tr>
<tr>
<td>Negligence of one’s responsibility</td>
<td>2</td>
</tr>
<tr>
<td>Conflicting interests and hobbies</td>
<td>1</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>7</td>
</tr>
<tr>
<td>Joblessness</td>
<td>3</td>
</tr>
<tr>
<td>Violation of conjugal rights</td>
<td>5</td>
</tr>
<tr>
<td>Lack of trust</td>
<td>4</td>
</tr>
<tr>
<td>External influence from in-laws</td>
<td>3</td>
</tr>
<tr>
<td>Childlessness/children of the same gender</td>
<td>8</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>10</td>
</tr>
<tr>
<td>Unfaithfulness</td>
<td>18</td>
</tr>
<tr>
<td>Wife not desiring children</td>
<td>1</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>5</td>
</tr>
<tr>
<td>Pre-marital sex</td>
<td>2</td>
</tr>
</tbody>
</table>

N.B: Some pastors cited more than one cause. As such, the total frequency is more than twenty.

It was noted that majority of the pastors interviewed cited unfaithfulness and financial issues as causes of marital conflicts that they had handled. In the light of this, infidelity is therefore a very common problem that needs to be adequately addressed by the pastors. Brewer aptly reckons that “when marriage is going wrong, the role of the minister is to encourage the couple to rescue the marriage. His role is to suggest ways to heal the marriage and to encourage repentance and forgiveness” (Brewer, p.311).

Handling Marital Conflicts
All the pastors that cited unfaithfulness as a cause of marital conflict admitted that it is the most difficult issue to handle because establishing the truth is difficult unless one spouse is caught red-handed. This is because the first reaction of the accused was denial and it took a lot of time before the pastor and the couple could sit together to talk about the issue. The pastors agreed that it required lots of humility and prayer for them to establish the truth from the couple. Sometimes one partner just suspects the other of infidelity. In such a case the pastor’s role is to frequently talk to them, giving them biblical instructions and advising them to mature up so that they do not fuss when one sees the other talking to the opposite sex. The pastor also advised them to cultivate trust for each other, highlighting the dangers of going about life mistrusting one’s partner such as developing high blood pressure, ulcers and other anxiety related disorders. In cases where it is established that one or both spouses are
unfaithful, the pastors used the weapons of earnest prayer, God’s Word and humility when talking with the couple.

The pastor then took turns to talk to each spouse separately to gather information from each one of them, assuring them of confidentiality. He then called both of them to discuss the issue with them. He played the role of an arbitrator between the spouses, offering them a non-threatening environment in which they would freely air their grievances. The pastor humbly and gently showed them the dangers of infidelity in marriage such as diseases, disrespect and emptiness. He identified the root cause of infidelity as conjugal rights violation, mistrust and lust, and dealt with each one of them. He also established whether or not they were born again. He would then deal with bitterness by persuading the wronged partner to accept and forgive the other. Some pastors said that they would advise the couple to visit VCT clinics to know their HIV/AIDS status so that they would live responsibly.

Concerning conflicts caused by finances, the pastors advised couples to jointly set goals for the projects that they wanted to undertake and have a common budget in order for each to know how and where the money was being used. One pastor advised that where both husband and wife were working, they should pool their salaries and budget together because everything is theirs. The money for daily expenses was to be placed in a drawer. If and when it was depleted, they should sit down and agree on what they should do. He proposed that husband and wife should be able to exchange their ATMs and expose their pay slips as there is no need to hide their salaries from each other.

As far as the other causes are concerned, there is no single bracket way of helping couples to sail through because each cause was unique to a particular couple and each pastor handled it in a particular way. The summary of what the pastors did for each cause of marital conflict is given below:

<table>
<thead>
<tr>
<th>Cause of marital conflict</th>
<th>Way of resolving the conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting interests</td>
<td>Identifying common interests and hobbies to participate together</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>Affects husbands mostly. Those affected do not come to church. Pastor advised the wife on how to deal with the drunk husband: - respect him and prayerfully exercise a lot of patience. - take all the money and give him only what he needs.</td>
</tr>
<tr>
<td>Joblessness due to husband losing his job or retiring.</td>
<td>Wife and husband advised to engage in other ways of generating income like chicken keeping or looking for casual jobs.</td>
</tr>
<tr>
<td>Pre-marital sex before marriage which causes mistrust to brew in the marriage.</td>
<td>Couple advised to forgive self and each other and to develop close relationship with each other.</td>
</tr>
<tr>
<td>Conjugal rights violation</td>
<td>Pastor explained to the couple their responsibilities to one another from scriptures that sex is an important aspect of marriage for both enjoyment (physical pleasure) and procreation, and that it is ordained by God (Gen.1: 28 and 1 cor. 7:5).</td>
</tr>
<tr>
<td>External influence</td>
<td>If the influence is from the in-laws, the couple was</td>
</tr>
</tbody>
</table>
advised to move away from the in-laws if possible. If not possible, the husband was shown the importance of defending his wife from them at all times.

-where either of them was still attached to his/her parents, the pastor advised them to leave their families and cleave to each other.

Children issues

-For childlessness, the couple was advised to seek medical help.
-Where medical help was sought to no avail, the couple was advised to consider adopting children.
-In case where the couple had same sex children (girls), the pastor explained to the husband that the wife has no problem because it is the father who determined the sex of children. More so, he was told that children are gifts from God and therefore one does not choose what gift to be given.

Early marriage

The couple got married when they were below twenty years of age and the marriage was occasioned by a lot of disrespect. The pastor was sorry that they separated despite his talking to them.

Wife’s over-commitment to church activities

The wife was counseled against having too many responsibilities in the church which led to neglecting her family duties. She was reminded that the church begins at home.

Neglecting one’s responsibilities to provide for the family

Husband was taught his responsibilities in the family as a father and provider.
The wife was encouraged to do some farming to supplement the husband’s income.
The wife is encouraged to visit the husband regularly at his place of work if it is not possible for them to stay together.

Each cause here seems to have a solution. However, the pastors were giving suggestions of how each cause could be resolved, suggestions that they gave their clients.
Programs/ Structures assisting couples to resolve Marital Conflicts

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praying with affected couples</td>
<td>3</td>
</tr>
<tr>
<td>Couple’s seminar</td>
<td>5</td>
</tr>
<tr>
<td>Visiting affected families by pastoral team</td>
<td>1</td>
</tr>
<tr>
<td>Family Sunday</td>
<td>6</td>
</tr>
<tr>
<td>Christian Women Fellowship and Christian Men Fellowship</td>
<td>14</td>
</tr>
<tr>
<td>Monthly messages on family life</td>
<td>2</td>
</tr>
<tr>
<td>Annual women and men Conferences</td>
<td>7</td>
</tr>
<tr>
<td>Young couples’ fellowship</td>
<td>5</td>
</tr>
<tr>
<td>Senior Youth seminars</td>
<td>2</td>
</tr>
<tr>
<td>Bible Study</td>
<td>1</td>
</tr>
</tbody>
</table>

All the pastors admitted that they had set up some structural programs in their churches that aided couples to sort out their issues without necessarily taking them to their pastors. It was noted that couple seminars were not common in the rural churches but common in the urban churches. During these seminars, couples were reminded or/and taught God’s plan for marriage as well as the roles of each partner in marriage. Couple seminars were not popular in the rural churches probably because most husbands in the rural areas were not attending church services for they are employed in urban centers. Their wives attend these couple seminars when they visit their husbands.

Challenges faced in handling marital conflicts

The pastors cited many challenges that they experienced in the course of helping their members resolve their marital conflicts. The table below gives the challenges.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of openness on the part of the spouses</td>
<td>6</td>
</tr>
<tr>
<td>Time consuming</td>
<td>16</td>
</tr>
<tr>
<td>Costly</td>
<td>12</td>
</tr>
<tr>
<td>Mental strain</td>
<td>6</td>
</tr>
<tr>
<td>Uncooperative spouses</td>
<td>10</td>
</tr>
<tr>
<td>Conflict in the pastor’s family</td>
<td>1</td>
</tr>
<tr>
<td>Influence from other pastors</td>
<td>3</td>
</tr>
<tr>
<td>Discouragement by lack of success</td>
<td>3</td>
</tr>
<tr>
<td>Ignorance of current affairs</td>
<td>9</td>
</tr>
</tbody>
</table>

The challenges of the exercise being costly, tedious and mentally straining were reported by most pastors. The cost implication came about when the pastors were required to move to where the clients were. Uncooperative spouses and failure to open up increased the mental strain and tediousness.
Focus Discussion Group Results
The discussion groups were aimed at providing information on causes of marital conflicts as experienced by the participants and to establish whether or not the Church assisted them in any way to resolve them. Wives and husbands of different marital ages were engaged in the discussion separately in order to enhance their freedom while speaking. All the groups composed of the wives participated actively and freely and were thankful for being offered an opportunity and space to air their views. But the groups composed of the husbands were not as free and so they needed slightly more tactfulness as well as incentives to participate in the discussion. The assurance of confidentiality and some monetary tokens of appreciation helped to motivate them to participate in the discussion. Some groups were composed of members from different churches for the purpose of good representation of the twenty churches whose pastors were interviewed. Below are the results of the focus discussion groups.

Causes of marital conflicts
All the groups interviewed confirmed the fact that marital conflicts are inevitable in any marriage. GWR/U and GMR/U were used to denote focus discussion groups for women and for men from rural/urban set-ups respectively. The table below gives their responses concerning the causes of the conflicts, the programs the church set up to help them resolve their conflicts and what else they felt the church could do to assist them resolve their marital conflicts.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>CAUSES CITED</th>
<th>PROGRAM IN PLACE</th>
<th>EXTRA MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GW1R</td>
<td>Financial problems</td>
<td>Timely messages from the pulpit</td>
<td>Couple seminars</td>
</tr>
<tr>
<td>Over 30 yrs. of marriage</td>
<td>Discipline of children</td>
<td>Weekly prayer meetings</td>
<td>Celebrating marriage by honoring model couples</td>
</tr>
<tr>
<td>GW2R</td>
<td>in-laws interference</td>
<td>timely messages from the pulpit</td>
<td>couple seminars</td>
</tr>
<tr>
<td>15-20 yrs. of marriage</td>
<td>bad influence from friends</td>
<td>weekly prayer meetings</td>
<td>invitation of guest speakers to speak on family life</td>
</tr>
<tr>
<td>GW3R</td>
<td>mis-trust</td>
<td>CWF</td>
<td>Young couples fellowship</td>
</tr>
<tr>
<td>5-10 yrs.</td>
<td>disagreements on financial constraints</td>
<td>annual conferences for women and men</td>
<td>invitation of guest speakers</td>
</tr>
<tr>
<td>GW4U</td>
<td>financial problems</td>
<td>CWF</td>
<td>mentoring programs</td>
</tr>
<tr>
<td>10-15 yrs.</td>
<td>in-laws interference</td>
<td>prayer meetings</td>
<td>praying with those undergoing conflicts</td>
</tr>
<tr>
<td>GW5R</td>
<td>arguments</td>
<td>CWF</td>
<td>pre-marital counseling</td>
</tr>
<tr>
<td>1-5 yrs.</td>
<td>interference from in-laws</td>
<td>timely pulpit messages</td>
<td>couple seminars</td>
</tr>
<tr>
<td></td>
<td>frustrations from unfulfilled expectations</td>
<td>annual conferences for women and men</td>
<td>young couple’s fellowship</td>
</tr>
<tr>
<td></td>
<td>interference from friends</td>
<td>local church monthly fellowship</td>
<td>mentoring by older mature couples</td>
</tr>
<tr>
<td>GW6U</td>
<td>disagreements involving mobile phones</td>
<td>CWF</td>
<td>mentoring programs</td>
</tr>
</tbody>
</table>
Over 30 yrs.

- Family roles in the family
- Family Sundays
- Annual conferences
- Ladies fellowships
- Couple seminars

GM1R

- Financial constraints
- Drunkenness
- Unfaithfulness
- Timely pulpit messages
- Weekly prayer meetings
- Strengthening men’s fellowships
- Post-marital counseling for husbands
- Couple seminars
- Setting up and strengthening men’s fellowships
- Couple seminars

GM2R

- Unfaithfulness
- Drunkenness
- Financial constraints
- Prayer meetings
- Timely messages
- Setting up and strengthening men’s fellowships
- Couple seminars

GM2U

- Unfaithfulness
- Financial constraints
- Pulpit messages
- Prayer meetings
- Christian Men Fellowship (CMF)
- Family Sundays
- Couple seminars

GM3U

- Unfaithfulness
- Mobile phones
- Childlessness
- Prayer meetings and timely messages
- Family Sundays
- Mentoring programs
- Couple seminars

From these results, mentoring programs and couple seminars are not common in rural churches. Those interviewed felt that the church needs to incorporate them in their programs in order to help those facing marital conflicts. Pre-marital counseling was not hailed as a crucial method of curbing marital conflicts. The participants seemed to prefer mass kind of counseling rather than the one-on-one kind of counseling.

None of the women groups interviewed cited unfaithfulness as one of the causes of marital conflicts but all the groups of men mentioned it as one of the causes. It is as if the women did not want to mention it, for reasons that require further research. The groups of men concurred with the pastors interviewed on this cause of marital conflicts. Young couples (0-5 yrs.) are in the process of adjusting to each other hence they need to be assisted to smoothly sail through these turbulent years.

**Resolution of marital conflicts**

All admitted that their first reaction when any of the above happens is anger followed by silence of the wronged partner especially the wife. She does not talk to the husband for some time, the length of time depending on the cause of the conflict. Finally, husband and wife talk about the issue and they decide to resolve the conflict by themselves. In cases of unfaithfulness, drunkenness, in-law interference and financial problems, both husband and wife admitted that they involved a third party to help them resolve marital conflicts. The third party involved is their pastor, parents or a mature couple. All admitted that they involved the third party when the relationship was already quite bad.

**Role of the Church**

The wives cited the Christian Women Fellowship group in the church as of being of great help to them in resolving their marital conflicts as therein are taught biblical lessons on how to be good wives and good mothers among other things like cookery and needlework. The husbands in the rural churches admitted that their Christian Men Fellowship had not picked
up. Where it was present, in the urban churches, they hailed it as being useful in helping them to resolve marital conflicts.

The participants said that timely messages on family life from the pulpit helped melt the hostilities between them and their spouses and after Sunday service they often went home healed and renewed. They gave suggestions on what more they thought the church would do to assist them to resolve their conflicts as shown in the table and explained as follows: organizing annual couple seminars where experts in marital therapy would teach and train couples on various issues, mentoring young couples by mature couples in the church, setting up prayer teams in the church to pray for families and organizing weekly prayer meetings for families.

Summary of the Findings

The findings of these interviews showed that the church is not dormant as far as assisting their members in the area of marital conflicts. All of them agreed that at least they were doing something to assist their members to cope up with inevitable marital conflicts. On the causes of marital conflicts, it was worrying that unfaithfulness drunkenness and separation rated highly, which were more of the husband’s problem. This is made worse by the observation that CMF was not coming strong in most of the churches whose pastors were interviewed. The general conclusion is that the husbands need to be targeted more in these programs as they are the heads of the family, if we want to have solid marriages. In addition, prayer meetings and Bible studies rated low and yet these are the backbone of every other program to be put in place.

The members confessed that they got help from the programs the church had put in place especially the CWF and CMF. Hence these two programs need to be strengthened and enriched to be more useful to the couples. It was however observed that CMF was not present in most rural churches, which was a major concern. Both the wives and the husbands needed to be helped as far as resolving marital conflicts is concerned.

It was observed that the wives interviewed did not have any problem of opening up like the husbands discussion groups. The husbands need to be encouraged to voice out their marital concerns as heads of their families. Since any marriage is made strong by the couple, both the husband and the wife should be targeted for its success. Targeting the wife alone will not bear much fruit as when both of them are targeted. Hence Christian Men Fellowships need to be strengthened in our churches alongside those of the wives.

Recommendations

Couples need to be encouraged to cultivate and nurture personal faith in God through Jesus Christ. This can be done by encouraging them to be active in spiritual disciplines of personal and communal Bible study, meditating on the Word, sharing it as well as praying and fasting for their families. This is because the disciplines of Bible study and prayer were seldom mentioned by the pastors as a way of curbing marital conflicts. These disciplines would help them to put off the sinful nature of self-centeredness and put on Christ-likeness through renovation of their hearts, and they would also know that their deep needs of security and significance are fully met in Christ Jesus and hence they would not look unto their spouses for their security and significance. Instead, they would find their significance in ministering to the needs of their spouses with the full assurance that their security is guaranteed in Christ whether their spouses reciprocate it or not. In addition to this, the spouses would learn true and sound Biblical purpose and meaning for marriage from God’s Word. God’s Word teaches that: Marriage is to be glorifying to God and that it is to be characterized by oneness, permanence and openness (Gen.2:24-25), strong marriages are the foundation for family life.
and the raising of godly children (Mal.2:15) and there is some way in which marriage portrays the very essence of the nature of God (Gen.1:27)

These scriptural truths are very important because they provide a powerful theological basis for understanding the importance of marriage in the world. Hence the pastors of these churches need to clearly teach them to their members so that marriage is accorded the significance that it deserves.

The causes of marital conflicts highlighted in this research are the obstacles that get in the way of experiencing the biblical model of marriage upon such a theological foundation of marriage. However, these scriptural truths of marriage require an experiential dimension where the church models living examples of marriages according to God’s design. This can be done by nurturing mentoring partnerships where older couples are encouraged to adopt younger couples whom they can mentor in marital issues. This can be a powerful way of appropriating the experiential dimension of marriage as it involves real people in real situations. The mentors are couples who have weathered marital storms and have mastered the art of resolving marital conflicts on the basis of the solid truth of the Word of God. They partner with younger couples to help them appropriate these truths in their marital life. It would be easy for the young couples to practice these truths because they see them in their mentors. The young couples become mentors to other younger couples. In the long run, couples will have older couples they can look up to as examples and consultants in their marital lives.

Forums where marriage is celebrated and honored can also be arranged whereby mature couples who have been good models are honored and requested to adopt young couples to help them weather through the challenges of marital life. The young couples would have people to lean on in times of marital turbulence; people who have already successfully passed through such challenges. Conferences at the church level can also be organized where the mature couples can be the speakers. The young couples mentored become mentors to others and the cycle continues. In the long run, the church would have members whose marriages mirror the Christ-church model.

The other crucial recommendation is commitment of the church to premarital counseling for those planning to get married since the field research revealed that it is rarely practiced. And where it is practiced, it is done haphazardly with no curriculum to be followed. This program would ensure that people marry when they know the duties and the obligations of marriage, as well as its purpose in the eyes of God. They need to be taught that their expectations may never be met in marriage and instead should be ready to adjust toward one another. They also need to be taught the place of romance and the place of love in marriage, in that romance comes before marriage and it cannot sustain a marriage because it is known to die off with time. On the contrary, love comes after marriage, and it is the key element that sustains it. They need to be advised against looking unto their spouses for fulfillment of their needs of security and significance because a spouse cannot satisfactorily fulfill them. They can only be fulfilled by Jesus Christ through establishing a personal relationship with Him. This would be successful if the pastors in the churches interviewed undergo training in premarital counseling.

References


Psychological Implications of the Use of Indigenous Knowledge in Aiding Agricultural Production among the Yorùbá of South Western Nigeria

By Oláléye Samuel Kányódé

Abstract
Ever since the pre-colonial era, agriculture has remained the major occupation in Africa. Given its pre-eminence as a means of economic development and major source of income, agriculture, and by extension, different farming methods, have attracted attention of scholars. However, despite numerous studies on agricultural practice in Africa in general, scholars have not done much study on relationship between indigenous knowledge and agricultural practice especially how the former affects the latter both positively and negatively. This study, therefore examined the use of indigenous knowledge (magic and medicine) in enhancing agricultural production in the South-Western Nigeria with a view to establishing the psychological implications of the practice. Survey research design was adopted. Ten herbalists, 10 Babaláwo and 20 farmers were interviewed using an interview schedule design in Yoruba language. Their responses were transcribed verbally, transcribed to English language and analysed thematically. Findings revealed that many of these farmers engaged in the practice due to love of money, greed, material gain, poverty and peer influence. The farmers and their families who engaged in this practice often experienced psychological implications. Findings equally revealed that there is nowhere in Ifá divination system that recommend the use of indigenous knowledge in enhancing crop production. Considering some of the negative implications of the practice, it is concluded that it is not advisable to indulge in the act of planting crops using indigenous knowledge. Therefore, farmers should employ modern agricultural practices that enhance output and profits without any negative consequences.

Keywords: Psychology, Religion, Indigenous knowledge, Yorùbá and Farm produce.
Psychological Implications of the Use of Indigenous Knowledge in Aiding Agricultural Production among the Yorùbá of South Western Nigeria

By Oláléye Samuel Kányódé

Introduction

To a large extent, since science and technology came into existence, they have contributed a lot toward agriculture and crops production in the world. They have made tremendous efforts to improve the life of humanity and have provided food to cater for the large number of the people living in the world through concerted efforts and research work in different directions. Today, there are high breed crops and livestock to further boost food production. They are done not only for the love of humanity but also, for economic gains by the nations, groups, companies and individuals involved in the production of these crops. In the same way Africans, particularly the Yorùbá, have their own ways of boosting their economic power through crop productions in agricultural setting even before the advent of the white on the soil of the black nations. One of such means is the indigenous knowledge using magic and medicine otherwise known as native intelligence. They are called different names by different localities. In some parts of the Yorùbáland, it is known as akó, èdà, oko sìsá and asanko. It is known and called kàdóko in Yorùbá speaking areas of Kogi State where this research work extended to. Despite the fact that the knowledge usually involves the spiritual and rituals which normally have negative implications on the farmers that used the system and the fact that there are other scientific means like fertilizer of different categories of crops and soil that can be applied in this modern time, yet some farmers still continue in the old tradition. To know the reason why the act is still on, ten herbalists, ten Babaláwo and twenty farmers were interviewed. Their responses were content analyzed. The paper is divided into six major sections. The first section traces the origin of agriculture as a profession in Yorùbáland from picker of fruits to a more settled life. The second section looked at the disposition of Ìfá toward the use of indigenous knowledge to aid the production of food for people. Application and the use of the knowledge to produce crops occupied section three. Here, some crops were selected and discussed extensively in the areas of two crops that are available in the country which is the food and cash crops. The positive and negative implications of these crops planted through this knowledge was also discussed in the next segment followed by the psychological implications that await the users and the consumers at the same time the implications for the person his/her spirits were used in case of the ones involving human parts or spirits. The concluding part discussed the findings which included greed, poverty, social status, peer influence, material gain, and the opinion of the writer on the issue.

Origin of Agriculture as a Profession in Yorùbáland

The Yorùbá, like other nations around the world in creation at the beginning, relied on nations, fruits and animals for their survival when life started (C. L. Adeoye. 1979-106). In their creation myths, nothing much was said about agriculture besides the fact that Ògùn was limiting games which was his profession. Humankind were moving from place to place in search of food. Therefore, there was no real settlement then. It was when the knowledge of agriculture started that mankind began to settle at places that brought about formation of communal life on earth today. Ìfá in Odu Òbàrù Mèj (Wande Abimbola,1968, 67-68) made explained that Òbọlẹbọ̀rọ̀gùn, one of the numerous sons of Ôrunmila started agriculture at Òtùu ‘fẹ, a place where the Yorùbá believed the world started. In the Odu, Ìfá says;

Apá nlá nigl ọjé Afzelia bella is the tree of the witches
Baobab tree spreads widely
Casts divination for Orunmila
Ifa was going marry Oro
The daughter of Olowu
He was asked to greet the gods
He should please offer sacrifice
He said he who offer sacrifice in part
would not die

He then offered half of a goat
Prescribed for the sacrifice
Then Orunmila prepared
He went ahead to married Oro the
daughter of Olowu

On the day Oro friends left her place,
That Orunmila supposed to sleep
with his wife

A message came from Oyan town
That Oyan town is in disorder

That Orunmila should come quickly
Orunmila then prepared
He went ahead to Oyan town

He took Oro his wife along with him
On the night of their arrival at Oyan
town,
Orunmila slept with his wife
The woman became pregnant.

Before they left the town,
The wife of Orunmila gave birth
He was asked, what name would
they call the child?
Orunmila said the child should be
called Amukanlodeoya
Not quite long they left Oyan town

When Oro wean the child
Orunmila was making attempt to
sleep with her again,

A message came from Onko city
It was there that Oro gave birth to the
second child
they asked what name shall the child
be called?
Orunmila said they should name him
Amosunlonkoegi
When Oro wean the child again,
Orunmila was sent for at Otuu’fe
When they got to Otuu’fe,
Oro became pregnant again
She gave birth
They asked what name the child be
called,
Orunmila said the child should be named Oboleboogun

He was the one that started farming...

This is an indication that there was nothing like farming before he started it despite the fact that there had been settlement of people that time.

There are basically two types of farming. The traditional system of agriculture involved planting of food and cash crops while mechanized farming, though it involves food and cash crops, but there are other types of farming that are included. These are live stocks farming, like fowl, turkey, pig, goat, and cow among others. There is also fish farming, and mechanized farming. The scope of this paper is limited to the traditional method of farming due to the fact that it is on this that the use of magic to enhance planting for bountiful harvest is common, since in mechanized farming, the use of fertilizer to enhance crops is a common practice.

In the traditional system of farming, there are two types of crops as earlier discussed. These are cash crops like cocoa, kola nut, cashew, rubber, palm tree, and coconut. There are also food crops such as yam, cassava maize, potato, melon pepper, okra, cotton, garden egg and groundnut among others. (All these crops are what magic or Indigenous knowledge can be used to enhance their production) cash crops are planted in thick forest areas and are always permanent crops that can be there for many years that will be producing fruits on yearly basis. Some of the crops can outlive the people that planted them. Such crops like palm tree, bitter kola, kola nut, coconut, and rubber tree are found in this category.

Food crops are planted for a few months before the crops are harvested and ready for consumption. These types of crops are usually planted on rotational basis. This gives room for shifting cultivation of the land for a better yield. Besides the shifting cultivation mentioned, there are other means of improving the crops to do well for a better profit by the farm. This includes the use of magical and medicinal preparations that would be applied to the crops or the soil on which the crops are planted. However, this is not limited to the food crops alone; rather, it cuts across both cash and food crops.

Application and the use of Indigenous Knowledge in the Production of Crops
Since it would be an almost impossible task to explain how native intelligence used to enhance production of all the crops existing in Yorùbáland in a short paper like this, efforts are made to concentrate on a few crops to establish the fact that indigenous knowledge, in the name of magic and medicine can be used to achieve this aim. As a result, yam, beans, melon and maize were treated under food crops, while cocoa and kola nut were treated under cash crops. Efforts were now made to explain how this is done on each crop beginning from food crops and then the cash crops as listed.

The first method that would be discussed here is a general method that can be used for all crops, particularly food crops. All the informants interviewed refused to explain in details what and what are gathered together to do the medicine. This is due to the risks it involved. According to Eluwole (Babawo Eluwole Ifalosobee, Oral Interview, 2016), Olowookere (Dele Olowookere, Oral Interview, 2016), Yombo (Yombo Olawoore, Oral Interview, 2015) it is the method that ọgbẹ alàdà nlá- big time famers in those days were using to farm and make their own money. According to them, the person involved usually do the charm double. He would keep one in his farm and bring the second one home. He would then look for able bodied men and women that he knows can work very well. He would use the one he brought home to touch the person. The person would be sick and die under mysterious circumstances.
The dead persons would then go to the man’s farm to look for the other charm he kept in the farm. Then the farmer too will go and meet the spirit of the dead persons in his farm with cutlass and hoes and instruct the dead people on what to do in the farm henceforth. Thus the dead people are turned to zombies that obey the words and take instructions from the farmer only. In addition to the charm he made, he must have made a pot of agbo- concoction that he would place at the edge of his farm. This is the agbo he would be using to wash his face for him to be able to see the spirit of the dead men for instructions and for feeding. Perpetually, these dead people work for the farmer day and night from planting to harvesting. This method is very common among farmers in Yoruba speaking areas of Ogun State. It is called Kádòko in their language while it is called Edò or Akó in Ekiti State that shares a boundary with them. One should also note that the farmers involved in this act work in collaboration with one another. Therefore, when any of them dies, the child may continue using the spirits if he makes the secret known to him. Alternatively, other farmers may come and move the spirits to his own farm to continue working there. Otherwise, the spirits become wandering spirits that would be disturbing the peace of the community until series of sacrifices are offered to disperse the spirits.

Yam:
Yam is one of the staple foods in Yoruba-land. As the saying goes in Yoruba, that “Iván loünje, okà loógin, àiri rará làúnjẹ, kẹnu má dílẹ ní tí gígúrí”- pounded yam is the major food, oka (Amala) is a substitute, lack of food makes one eats solid pap popcorn is just an appetizer practically shows how important yam is to the Yoruba. It can be converted to so many forms. One it can be pounded and eaten with different kinds of soup such as egusi-melon, okra, vegetable among others. It can also be converted to élúbò- flour, it can be roasted, fried, or boiled and eaten with oil, pepper and garden egg. It can be used for porridge or òjójó- soft cake made of ewúrà-water yam. According to the research carried out, there are two types of yam. There is Ako iṣu. This belongs to every yam that can be used for pounded yam such as Òkùnnòdò, Òlèṣù, Módùródójù, Ìggáànààn, A pépé, Òdò, Àréyìngbakúmò, Ìbèè and so on. While Abo iṣu belongs to the category of Ewúrà – water yam. Though water yam is not good for pounding, it is useful for other purposes such as Èkòkòrè, a kind of food common among Ìjèbù, speaking area of the Yoruba. It is also good for Òjójò- fried yam that is peculiar with all the Yoruba. Apart from pounded yam, ewúrà can be used for all other things that Ako iṣu can be used for.

As a result of the many functions and usefulness of yam, it is cultivated by all the Yoruba and other ethnic groups in Nigeria. Again, the importance of the product necessitated the enhancement through the use of indigenous knowledge by some farmers who know the secret of doing so for a bumper harvest. In the research carried out, six out of many methods of planting yam with indigenous knowledge were revealed to the researcher. This includes the use of Òjójó- concoction, Òmọ pàándòrò, Ôbè- the use of special knife soaked in a concoction, tûrà-rí- incense and Òdó- stake making. One should also note here that the magical methods that can be used are not limited to the four methods mentioned here. Rather, these are the methods the researcher was exposed to during the research study.

(i) Òjójó (potion) To make the Òjójó, the farmer will gather the root of Okunole (unidentified), iru- locust beans in small quantity, ata olúìgbó- pleiocarpa pycnantha , elephant bone and Òẹpọ Òṣè- Adansonia Digitata. Everything would be pounded together and soaked in unidentified water in a native pot. The Òjójó would be stirred together and sprinkled on the yam seedling and allow the seedling to be
there till the following day before planting. The pot of the āgbo is always placed under a tree at the middle of the farm.

(ii) Œbè (Knife) The knife is soaked into āgbo made with different ingredients usually from the āgbo mentioned for certain days that vary from three to seven days. (The āgbo is suspected to have been made with the water used in bathing a dead body). The knife is used in cutting the seedlings. Sometimes the yam is washed in the same water.

(iii) Omo pândórọ (Kigelia Africana) these materials are included in some of the prepared ingredients for the above method. Other ingredients are òrì- Shea-butter, oyin-honey, and a native egg. A hole would be dug at the middle of the farm. Some quantity of unidentified water would be poured in the hole, add some shear butter and some quantity of the honey would be added. This will be followed by placing the native egg in the hole. Then, the omo pândórọ, which is always long and big that symbolically means the yam will be big and like the pandoro would be placed on the egg in the hole. The remaining honey would then be added on it with the remaining shear-butter before covering it with sand. The Shea-butter melts when it gets in contact with the sun that symbolically indicates that it will be easy for the yam to grow deep into the ground whenever the sun shines.

(iv) Another method is, the Pândórọ will be marked round with osùn pupa- pterocarpus Osun Craib and ẹfun Sàngó- white chalk. The pândórọ is then placed under yam at the middle of the farm after soaking the pândórọ in the water used for the method for a few days from between three to seven days.

(v) Stake making: With this method, sticks are staked at the centre and four corners of the farm. The sticks are made or cut from ẹmi (shear butter tree). Five Èko títù- solid cold pap and òrì- shear butter are placed in the whole dug for the sticks. When the yam begins to germinate, the farmer will start hitting the stick on the head everyday little by little. As the stick is going down the ground, so also it is believed that the yam tubers will be growing in size and penetrate the ground. The èko and òrì are symbolically means of softing the ground to make it easy for the yam to penetrate the ground. The more the sticks enters the ground, the more the yam also grow.

(vi) Tùràrí (Incense) The bark of a big oṣè- Adansonia Digitata and òrù élédé ībílè- fat of a local pig (plenty). Pound the two together and sundry it. A branch stick of ẹmi tree that has dried on its trunk is collected and pound with the above. Then, the fresh of this same ẹmi tree is also cut. It is on this that the incense will be burnt once a week for seven times.

Egusi (Melon)
Ègúsi is one of the ingredients that are used in Yorùbáland for cooking delicious soup. A saying in Yorùbá that kò si lówò ẹni j'umálà tì ò ṣànwò, ẹni fẹgúsì se nánmọn lọ rì báwí- it is not the fault of someone that eats amálà without washing his hand, it is the person that cook soup with melon that should be blame attests to this fact. There are different methods of cooking melon depending on the locality. The Ijebu people will grind egusi and pepper together to cook their own egusi soup. While Ibadan or Oyo State people in general where ewédù is a special delicacy will mix ègúsi with ewédù. The mixture of ọṣápá (a kind of seed grouped under vegetable), èfọ- vegetable and fried ègúsi is common among Èkíti people where the combination is prepared in a soup form to eat pounded yam. There are basically two major types of egusi (melon) in Yorùbáland. They are ègúsi bàrà and Ìtòó. They are both
melon. However, ègúsi bárà crawls on the ground while Ìtòò is a climbing type. Without attaching itself to trees, it cannot do well. This is the reason why it only fructifies well in regions where there are trees. Again, ègúsi bárà is the common type that is frequently planted by the farmers for commercial purpose.

Ègúsi (melon) is always planted in the early months of the year, around February/March when the rains have just started (In some parts of Yorùbáland of Kogi State where part of this study was carried out, it can be planted twice in a year because rain fall is not usually heavy). By May/June, the melon is ready for harvest. The seeds in the fruits of melon are what is planted during planting season. However, in the case of the melon where indigenous knowledge is involved, the method of planting is quite different. In that case, the melon is peeled like the type to be used for cooking soup and mix with àgbo- concoction prepared with Omi oku- water used to bathe the dead body. The melon is planted at midnight. The farmer must be naked. After planting, the farmer must not go to the farm until all planted melon germinate and begins sprawling. Another method that can be used is to get one big unripe pawpaw, cut into pieces, add the ègúsi to be planted to it and leave till the following day before planting.

Êwà (Beans)
Beans are called eréé or èwà in Yorùbá society. Some people are of the opinion that calling beans èwà is not accurate, arguing that raw beans is eréé while the cooked type is èwà. However, the basis of the argument is not clear because in Yorùbá land today, only very few people refers to beans as eréé (C. L Adeoye, 1979-113). According to the nutritionists, is one of the foods that supplies protein the body needs to grow and look healthy? There are various types of beans, but the common type today is the brown (of different speeches like Olóyìn, drum and so on) and the white. As a result of its nutritious values, beans are used in variety of ways. It can be used to make móínmóín, àkàrà, gbegiri soup, àdálú, and ègbo among others. It can also be cooked and eaten by adding pepper, salt, irí- locust beans and palm oil.

To plant beans with medicinal herbs, the seeds of èékáná èkin- aremone Mexicana L. Papaveraceae (Pierre Fatumbi Verger, 1995-536) is used together with other ingredients like ewè jinwinni- a whole alligator pepper by burning them together add dew of cocoyam leaf and mix the beans with the medicine before planting it.

Àgbàdò (Maize)
According to history, maize was first domesticated in southern Mexico around 4000 BC. Report puts maize cultivation in the Americas at between 6000-10,000 years ago. It is a cereal plant that produces grains that can be cooked, roasted, fried, ground, pounded or crushed to prepare various food items in Yorùbáland such as èko, Ògì, (especially for nursing mothers for weaning babies. In some places like Ogbomoso, Iwo, Ila, and Oyo State in general, it is a special food for the indigenes), e.g. ìpèkèrè, ègbo, among others. Maize grain is used for three main purposes. It is used as staple food, as feed for livestock/poultry, and as a raw material for many industrial products (Etholeaflets, 2017). The name maize is derived from the South American Indian Arawak-Caribwordmahiz. When the Europeans arrived in the Americas, maize had already spread from Chile to Canada. Maize was reported for the first time in West Africa in1498, six years after Columbus discovered the West Indies.

Maize has an extremely wide distribution. It is grown in all countries of Africa, from the coast through savanna regions to the semi-arid regions of West Africa, and from sea-level to the mid-and high-altitudes of East and Central Africa. It was introduced into Nigeria probably in the 16th century by the Portuguese. In Nigeria, particularly among the Yorùbá,
maize is known and called by different names depending on the locality such names like àgbádọ, igbàdọ or yangan (Britanica, 2017). As a result of its importance as one of the crops with many usages, native intelligence system was introduced to the cultivation. Here four methods by which this native intelligence are being used for the crop shall be discussed.

(i) Ìrun ọvà- hair of grasscutter, whole alligator pepper, everything would be burned together and mixed with the corn before planting.

(ii) Epo ose- Adansonia Digitata, whole alligator pepper; burn everything together, mix with the corn and plant.

(iii) Èyìn òòkàn imòdò kan- one front teeth of a bush pig, whole alligator pepper, burn everything together; mix with the corn and plant.

(iv) Epo ose- Adansonia Digitata, drop it inside fire and allow it to burn for a while, then complete the burning in a pot with a whole alligator pepper. Add some to the corn in the pot and keep the rest for another planting.

Cocoa:
Cocoa belongs to the family of cash crops that bring huge cash on investment. The Latin name for cocoa—Theobroma—literally means, “Food of the gods.” This valuable crop played an important role in many ancient South American cultures. In the beginning, the Mayans used cocoa to create a ritual beverage that was a good drink in times of engagement and marriage ceremonies, which provided one of the first known links between chocolate and romance in ancient time. From Spain, it spread to Europe and from there to other parts of the world. The major food produce from cocoa is chocolate and one thing that has remained constant is, chocolate has never lacked romance in engagement and marriage ceremonies.

According to F. N. Howes (Howes, 1946), the date of the first introduction of the Cocoa tree to the British West African possessions is uncertain. However, the credit of having first brought the cocoa tree from the New World to the African tropics undoubtedly goes to the Portuguese who planted cocoa on the island of Sao Thome (off French Gabon) in 1822, then in the Gold Coast, now Ghana in 1868. While in Nigeria, cocoa was first introduced in 1874 by the Portuguese from Fernando Po who introduced same commodity to Gold Coast. Through cocoa, the then government of Awolowo in the Western Nigeria derived money from its sales to provide amenities for the Yorùbá, part of which can still be seen today. The success recorded in the sales of cocoa possibly encouraged the farmers to aid the production of the crop. These are some of the ways its production can be enhanced.

(i) Èyélè kan- one pigeon, one native egg, cotton leaf, finger nails(both hands and legs), ewe jinwinnin- Acalypha Ciliata Forssk ewé ịsu funfun- white yam leaf, burn everything together, mix it with ọkụru funfun- white bean cake sprinkled in the farm before cultivation.

(ii) Ewe bombom- Calotrops Prosera the four legs of a dog, ewé etí erin- Unidentified, ịgba adie- fowl faeces, odidi ọdọgba- one agama lizard, ewé ejiwinrin- Momodica Balsamina, pound everything together and put it inside snail shell. Cover the shell with white cloth and bury it in the middle of the farm.

(iii) Èwe iya- Daniellia oliveri, pigeon head, a whole alligator pepper, one scorpion, ewé ịghá oịsị or ọpị oịsị-Unidentified, burn everything together and mix it with black soap. This soap would be used to wash both the hoes and the cutlasses used in the farm.

(iv) Èwe gbégbé 17- Icacina Trichantha, that have no holes, 9 pieces of alligator pepper, ewé bàrà- Citrullus Colocynthis, irumarúgbó- Unidentified, Irińá gbígbé- dried okra, burn everything together, tie it into 7 notches in new white cloth. Smear the cloth with the blood of a cock. Put the cloth in a guard and bury it at the entrance
to the farm. *Atòrin-* Glyphaea Brevis tree should be planted on the guard. When the *atòrin* has germinated, white *èkuru* must be sprayed on it once in a month. Thus it becomes a ritual for the farmer to do this on a monthly basis.

(v) *Ewe jinnvinnin-* Acalypha Ciliata Forssk, *Éso pândôrô tô sêṣe yo-* Kigelia Africana, *lîlî- kiwi, adie aṣa kékèrè-* small *Asa*, burn everything together, mix it with *èkuru elèpo-* bean cake mixed with stew, and spray it in the farm.

**Kolanut:**

In Africa in general and the Yorùbá in particular, kola nut is regarded as a sacred nut, which is used to communicate with the gods. Kolanut is the seed kernel of a large African tree grown commercially around the world, particularly in Nigeria, Sri Lanka, Indonesia, Brazil and other parts of South America (Afro-style Magazine, 2017). According to reports, kolanut originated in tropical West Africa but it can also be found in Brazil and the West Indies, where it was taken to by the slave trade.

Its usefulness is found in its symbolism among Igbo tribe in Nigeria where it is used to grace social occasions and as a welcome offerings to guests. The Yorùbá used it for various purposes. It is used for divination to communicate with the gods. This is evident in all the shrines and temples of the gods except in Ọṣàngó worship. It is also useful in naming, wedding and burial ceremonies. It is also medicinal. Research has revealed that kola nut is high in caffeine as well as a number of other phyto-chemical compounds including betaine (a natural red pigment), kola red, phenolics, tannins, theobromine and theophylline. Its bitter astringent flavour is used as digestive aid prior to meals to stimulate gastric juice and bile production; while its caffeine and theobromine content make it a potent neuro-stimulant that is used to combat fatigue (Afro-style Magazine, 2017). According to Ogunleye (Felix Ogunleye, Oral Interview, 201), kola nut is a very good remedy for asthma, blood clotting, malaria, low sperm count, infertility, hypertension, love potion, toothache, headache and whooping cough. Ogunleye gave no details or scientific explanations. However, there is a scientific proof for some of these claims.

One often finds West African manual workers, labourers and farm workers chewing kola as work progresses on daily basis and as a pep-me-up in between meals, although the practice is said to be dwindling amongst the younger generation. Nonetheless, the kolanut is still used as a type of aperitif prior to meals to enhance the taste of the food to follow, as its astringency cleanses the palate and stimulates saliva production. Nutritionally, it is a source of some B-vitamins (thiamine, riboflavin, niacin), as well as proteins, starch and sugar. Muslims in Africa often substitute it for alcohol as their religion forbids them to drink and, although it contains 1-3.5% caffeine, it is not addictive. It is the distinctive source of flavor for colas, and certain soft drinks and tonics.

Medical science has proved that kolanut contains nicotine, which is injurious to the body chemistry, that regular consumption of it can lead to insomnia, high blood pressure, high heartbeat, high-level toxicity, over stimulations and locomotive effects (Afro-Style Magazine, 2017). To some of the problems mentioned, the Yorùbá, through their alternative means of medical system are able to take care of them. For instance, mistletoe (*afòmọ*) - Tapinanthus Truncatus (parasite plant) obtained from kolanut tree works better to care for high blood pressure, high heartbeat and high-level toxicity more than from other trees (Anslem Adodo, 2013-123). However, despite some of these negative medical reports, kolanut is still a cherished commodity with a huge economic prospect in terms of exportation to distant counties like China, North America and India, where it is largely used for the production of cola drinks and pharmaceutical products. These are the reasons kola nut is a valuable product among cash crops in Yorùbáland and every farmer will do everything possible to aid its
growth. These are some of the native intelligence used in enhancing kolanut to produce abundant fruits.

(i) Èso ògirisàkó- seeds of Anchomanes Diffomis, èso jinwinnin – seeds of Acalypha Ciliata Forssk, èso Èyinolobe- seeds of unidentified, èso Asoféyèje- seeds of Rauvolfia Vomitoria, egungun òkú – bone of a dead person, burn everything together, mix with èkuru funfun- white bean cake and spray it in the farm for ants to spread it.

(ii) Okùn olùso- hanging rope, Ewè Jinwinnin- Acalypha Ciliata Forssk, okó ògèdè anùkùn sogba unidentified, pound and burn together. Divide everything into two, add one part to palm kernel oil, and soak the knife that would be used to cut the kola nut trees till the following day. The knife can then be used to make a slight cut on the trees. On the use of the second part, all the soil covering the roots of the kola nut trees would be removed and the medicine would be sprinkled round the roots before covering it back with the soil (Abiodun Ajaja, Oral Interview, 2018).

Here, one should note that any of the knowledge used for cocoa is equally good for kola nut, coffee, palm tree, cashew and any other cash crops. Therefore, all the methods mentioned for coca are also good for kola nut.

Positive and Negative Implications of Using Indigenous Knowledge to aid Crops Production

The yam planted with these aids is always big and long to attract people’s attention. So also will it attract big sales for the farmers that engage in the act? However, there are negative implications for such aids. One, such yam are not good for pounded yam because the pounded yam will turn black after few a hours. Second, it changes colour when the yam is cut in raw form. Again, the farmer and his household must not eat from the yam; otherwise, sickness and death await them.

The melon, according to information gathered, will produce multiple fruits that would be enough for the farmer after sales to fulfil what he/she pledged to use the money for at the beginning before planting the melon. Thus, this is a happy moment for the farmer that gets big rewards from his /her labour. This will allow the farmer to meet his /her financial obligations like building houses, buying motors, sending their children to schools and other financial comforts he /she might have desired or pledged to use the money realized from the sales of the produce. But the negative effects of this are, the farmer must not use his hands to remove those ones that rested on one another. Rather, he must use legs to do so. Otherwise, the person will run mad or die. If the farmer or planter does contrary, he will either run mad or die mysteriously. The melon will bring out many fruits that will rest on top of each other. Before planting, he must pledge what he wants to use the proceeds of the melon to do that ranges from a house to buying motors or some other things. He would get the money from the cultivation. He must not plant it every year, if he does, he or his children will die and whatever he uses the money from the proceeds of the melon will collapse. However, he must use the money for that purpose. Otherwise, he will run mad. The beans also will germinate and do well. The same is applicable to the maize that will germinate and do well. Here, there are no side effects for the consumers of these crops as claimed by one of the informants (Tunde Fatoba, Oral Interview, 2018).

On the part of the cash crops, information gathered revealed that, though such a farmer will get huge money from the produce, yet if the crop was supposed to produce fruits for, say, twenty years, it will shorten it to about seven years or at most, ten years. Also, all the nearby farms of similar crops will not do well because all that these nearby crops were supposed to produce have been acquired by the one enhanced. Though those nearby farms are not going to
die off or its life span cut short like the one magic is used on, but the crops are not going to produce seeds for the period that the one enhanced is still functioning and producing (Ojo Adebusuyi, Oral interview, 2018).

Psychological Implications of the use of indigenous knowledge to aid Agricultural Production for the Consumers and the Farmers

As said earlier, there are no any side effects or implications on the part of the consumers that eat such crops, but a yam planted with magic and medicine is usually not good for pounded yam because after a few hours of pounding, it will turn black. The same thing is applicable to the yam that will turn brownish when cut and black after a few minutes even before boiling the yam. Such is enough to discourage the consumers from purchasing such yam.

Also, the farmer who uses indigenous knowledge to plant crops will experience some negative effects. One of such is, the knife he uses for cutting yam seedling must not be used for any other purpose. If he does, it will spell trouble for him. He or his family won’t have an opportunity to eat from his labour. If he tries to eat from such product, he will fall sick and may die in the process, or one of his family will die. Therefore, his house hold members are strictly warned not to go near the farm. Not only that, all whatever he uses the money to do, whether, he uses the money realised to build houses, or purchase motors will collapse before his face like a pack of cards before he dies. As results of this, the farmers with such an act are not psychologically stable because of the fear that mistake could come from any members of his family who may eat such produce ignorantly. This is the reason why such produce are taken to a distance lands for sale.

Besides, the money realised from the sales of such crops are not spent the way they like. Before planting, the farmer must make a vow or pledge, particularly, the melon on what he would use the money realised from its sales on. He dare not use the money no matter how small on something else. If he does, he would run mad without cure. And whatever he uses the money realised to purchase will become a history before he dies.

Again, the use of indigenous knowledge for aiding agricultural production is an act that is not exposed to the understanding of the community to see because of what it involves. Anybody that engages in it, does it with utmost secrecy because of some things like human parts that are involved in preparing the medicine for the crops which must not be known by the public. Therefore, if and when such secret is known, the tendency that people will disassociate themselves from such a farmer and his crops is always there. At the end, such a farmer will also be sent away from his community because he has deviated from the norms of his society. The fact that such a farmer won’t be able to display his affluence and be able to stay in his community for the rest of his life is enough trauma for him to bear for the rest of his life if the secret is blown open to the society. Furthermore, the spirits of the persons that are working like zombies in the farm or whose parts were used for the magic will neither rest nor go to heaven and will not allow the farmer to be at peace is also there. Finally, the belief of every individual on earth, particularly the Yorùbá is that human sojourn on earth is a temporary one, and that heaven is the ultimate for everyone. The aim and objective of every individual therefore, is to go to heaven. But with a life of blemish here on earth, it will be difficult to make örùn baba ẹni as the Yorùbá would say or believe (Festus Ojo Kokumo, Cocoa farmer, Oral Interview, 2018). For all the religions in the world preach that any man with blemish will not get the favour of the Creator.

Research findings have revealed that to a large extent, the love of money, greed and material gain contribute a lot to the reason why people indulge in such an act. Also, peer influence contributes in no small measure to this issue. According to some of the key
informants, majority of those who go for the method that involve the use of human spirits are influenced by their friends to boost their social status in the society that will form part of the pressure groups in their communities. As a result, such farmers influence a lot of decisions with their money on matters affecting their communities thereby placing them on important roles in the society.

The Position of *Ifá* on the Use of Indigenous Knowledge to aid Food Production

*Ifá* is the mouthpiece of both the divinities and humankind, particularly, the Yorùbá. It is *Ifá* that tells a devotee of any of these gods to offer sacrifice to the gods whenever the gods are offended. Although there is no place where *Ifá* actually mentioned that medicine should be used to enhance planting of the crops, yet as the usual practice of the Yorùbá who would not venture into any business without due consultation of *Ifá* with prompt and adequate offering of any sacrifice that comes out. As said earlier, *Ifá* talked much about crops and agricultural production, but there was never a place where he encouraged the use of indigenous knowledge to aid its production. Rather, *Ifá* lays much emphasis on the use of sacrifice to attain good yield. This is evidence in *Odù Òwónméjì* (Wande Abimbola, 1968, 73-74) where *Ifá* says;

<table>
<thead>
<tr>
<th>Yóó buië Olówu roko</th>
<th>Awo rè ô ní...</th>
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</thead>
<tbody>
<tr>
<td>Wón ni kó bo eégún ilé,</td>
<td>Also <em>Ifá</em> in <em>Ósé Méjì</em> (Ifalere O.Odegbola, 2014- 47) said something about bountiful harvest that turned one Oniibàànàn and his awo, <em>Ológoșe</em> to rich people when they engaged in farming business.</td>
</tr>
<tr>
<td>Agbóngbón ní sawo won lóde Ïloørèè</td>
<td>Agbongbon is the priest of Ilooree</td>
</tr>
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<td>Agba yangidi, the priest of Ijesa</td>
</tr>
<tr>
<td>Òkùnrìn yàngìdí ìyàngìdí</td>
<td>A hefty man</td>
</tr>
<tr>
<td>Ní wón dì ní àtípà</td>
<td>Is the one that was taken hostage</td>
</tr>
<tr>
<td>A dìjá fun Òlóyímèfún</td>
<td>Casts divination for Olooyemefun</td>
</tr>
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</tbody>
</table>

Aṣègè sègè mòsun |
Aṣègè sègè mòsun |
Óṣẹ lótùn ún |
Íbàdàn lòsí |
A dìjá fun Ológoșe |
Tí sawo ròde Ìbàdàn, |
Bí babaláwo bá ki fún ni, |
A màá kì fáwō |
A dìjá fun Ònìbàdàn |
Tí yíò kìjá fún Ológoșe awo rè... |

Also *Ifá* in *Ósé Méjì* (Ifalere O.Odegbola, 2014- 47) said something about bountiful harvest that turned one Oniibàànàn and his awo, *Ológoșe* to rich people when they engaged in farming business.

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<td>Aṣègè sègè mòsun</td>
</tr>
<tr>
<td>Óṣẹ lótùn ún</td>
<td>Ose on the right</td>
</tr>
<tr>
<td>Ìbàdàn lòsí</td>
<td>Ibadan on the left</td>
</tr>
<tr>
<td>A dìjá fun Ológoșe</td>
<td>Casts divination for Ologose</td>
</tr>
<tr>
<td>Tí sawo ròde Ìbàdàn,</td>
<td>Who was going to Ibadan for divination purpose.</td>
</tr>
<tr>
<td>Bí babaláwo bá ki fún ni,</td>
<td>If a diviner divined for someone,</td>
</tr>
<tr>
<td>A màá kì fáwō</td>
<td>Someone can also divine for a diviner</td>
</tr>
<tr>
<td>A dìjá fun Ònìbàdàn</td>
<td>Casts divination for Onibadan</td>
</tr>
<tr>
<td>Tí yíò kìjá fún Ológoșe awo rè...</td>
<td>Who was going to divine for Ologose his diviner...</td>
</tr>
</tbody>
</table>

Again, *Èjììbàrà* (Wande Abimbola, 1968- 79) too engaged in farming and became rich without using any form of medicine. One would not be surprised about this because *Ifá* will not concern himself with dishonest or illicit affairs. Again, a critical look at the issue of sacrifice in *Ifá* divination revealed that it is a common practice to offer sacrifice on every events, good and bad occurrences.
Conclusion
Considering some of the implications involved, outcome or end product of many of these methods, one would conclude that it is not advisable to indulge in such an act of planting crops with magic. Although it is a good thing to be rich for one to be able to care for his family, but is not to the detriment of depriving others from living or allowing their spirits to rest in peace. If we so much believe in destiny as emphasised by nearly all the religions in the world, then one should know that regardless of the business one ventures into, if one is destined to be rich, the money would surely come. This is evident in Irosün Ogbé (Ayo Salami, 2002 -216) where if says;

Ọde tā ní kó má hu gbégi

Ode se be ode hu gbegi

A dífa fun gunnugun omo oloree

Tete ta nii koma hu laatan

Tete se be tete hu laatan

A dífa fun kolikoli omo oloree

Ohun awo niba

Ohun awo lase

A dífa fun elulu tii somo Oloree Agbon...

The open space that we detest its growing stubborn grass

It grew stubborn grass

Casts divination for the Gunnungun the child of Oloree

The Tete vegetable that we detest of growing on a refuse dump site

It grew on the refuse dump

Casts divination for Kolikoli the child of Oloree

A priest’s voice is in reverence

A priest’s voice is the command

Casts divination for Eluulu the child of Oloree Agbon

Though Günnungün was dislike, as a result he was deprived on two occasions to be crown as king. But because he had been destined to be king, the two younger brothers made mistakes that made him become the last option. Contrary to people’s hope that he would not live long, he was on the throne for so many years with peaceful reign. What would be would surely be. Therefore we should desist from doing evil.

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The Impact of Internet Usage on Library Reference Services in Academic Libraries in Kenya: A case Study of Lukenya University Library

By Momanyi M. Evans and Achimwayi A. Eunice

Abstract
Reference services are personalized services offered by any library. In most cases a personal discussion takes place between a user and a reference librarian, before information need is met. The study is conceived with the aim of finding out how the integration of the Internet in library service providence has contributed to library reference services in Lukenya University library. The objectives of the study are to; identify users internet usage rate in the library reference service, to identify the effect of internet usage as an information tool that reference librarian use, identify the challenges and solutions of internet usage on the reference library service This study was guided by S. Ranganathan theory of information retrieval and use. The target population for the study was users drawn from Lukenya University. The sample size was 65 respondents. Simple random sampling was used to select 14 lecturers, 40 students, 8 non-teaching staff and purposive sampling was used to select 3 librarians. A descriptive case study method was used in the research where both qualitative and quantitative data was collected using questionnaire, interview schedule and observation method. Qualitative data was analyzed using descriptive statistics including percentages and frequency counts. The respondents showed that Lukenya University library has internet and provided access to their users. Users have used the internet for three and a half years for academic purpose and user internet training tendered to be during orientation. The librarians have internet training from colleagues and gained the skills by actual use. Librarians have integrated the internet as an information tool which has contributed positively to reference work. The study recommended that the problem of internet usage be addressed by Lukenya University management by developing internet reference as a core service, through increased bandwidth and employing designated reference librarian. The findings of this study will help all stakeholders, who include the university management, users and librarians in addressing issues of internet usage on Reference services in Lukenya University Library.

Key words: Internet Usage; Library Reference Services; Academic Libraries; Kenya; Lukenya University
The Impact of Internet Usage on Library Reference Services in Academic Libraries in Kenya: A case Study of Lukenya University Library

By Momanyi M. Evans and Achimwayi A. Eunice

Introduction

1.1 Background information to the study.
Reference service means, “Process of establishing contact between a reader and this document in a personal way.” His document refers to those which serve his requirements precisely. It is a personal service, which involves various activities, aimed at making information available to the users as easily as possible. In order to provide information, a reference librarian may make use of internet, resources of the library as well as those resources available outside his library. Reference services, or the personal assistance provided to library users seeking information, have been a main component of library activities for more than a century. Ever since the first library was established in Sumeria about 5,000 years ago, the library’s activities have been shaped by questions and answers (Katz, 2002a).

Over time, various technological developments have been used to assist in the provision of reference services. The tools consulted by reference librarians have become more varied and complex. The introduction of computerized resources and computer networks over the past 30 years has made the situation ever more complicated (Tedd, 1993; Ford, 2003). The reference environment has undergone a significant transformation, as collections and information in general become increasingly accessible electronically. Chowdhury and Margariti (2004) noted that the introduction and development of the Internet and its associated Web technologies in the past decade have significantly influenced both the way libraries provide information services to their users and the way users choose to access information. Librarians are exploring ways of supporting patrons in the emerging virtual communities. One way in which this is being done, according to Moyo (2002), is by offering value added services, such as digital reference services to support remote access and navigation of library electronic resources. Tenopir and Ennis (2002) indicate that information and communication technology (ICT) has transformed academic libraries’ orientation and services. Nowadays, users take for granted web-based online catalogues, library-provided interactive portals to quality web sites, and a plethora of commercial online databases, the most popular of which are web2 versions. The workstations, complex internal and external network connections, and a combination of in-house and online resources define reference services of the new millennium.

Statement of the problem

Studies have shown that the use of internet plays a great role in library. The various research studies conducted to evaluate the extent of usage of internet in multiple aspects of academic libraries reveals that librarians utilize internet in acquisition and to large extent in the processing. The study sought to establish if the introduction of internet in library in reference service at Lukenya University library has any impact on usage of reference service. Introduction of internet in the library operation and software development has been researched to great extend; however no research has be conducted on how internet can be used for reference service in a university library. Most research has focused on processing and acquisition of internet in technical work forgetting the area of reference services.
Objectives of the study
Specifically the study seeks to;

i. To find out users’ internet training skills given on how to use the internet in the library reference service

ii. To investigate the effect of internet usage as an information tool that reference librarian use.

iii. To find out the challenges and solutions of internet usage on the library reference service

Literature Review
Previous researchers
Ranganathan presented a paper entitled, "Genesis and present position of reference service and reference material." In this paper, Ranganathan discusses the changing role of the library from preservation stage to a stage of an efficient communication. This shift occurred after the industrial revolution, when there was an imbalance between the population demand and supply of various commodities and services; this imbalance resulted in intense research in research centers. In his 1876 paper, “Personal Relations Between Librarians and Reader,” Samuel Green wrote that it is essential to provide reference assistance to help users locate information because the public is not trained to find information (Bopp & Smith, 2001). By the end of the nineteenth century, the role of the librarian had expanded to include reference service, and it has been part of the profession since then. In the interim, great advances have been made in the field of librarianship. New technologies change the way we search for information and what we expect from reference service. With the introduction of the computer and the Internet, libraries expanded the role of reference beyond the use of the mail, telephone, or the fax machine. However, Green’s point remains pertinent: having access to sophisticated technology and more information does not mean that users have better research skills

User internet usage and training
In early 1990s, a new networking technology, which was originally developed in Defense Department to connect computers for defense-related research, became available in the public domain. This technology allowed isolated computers to be connected in an enormous network, known as the Internet. Basically, the Internet provided an infrastructure for electronic information stored in individual computers to flow around the entire network. Greatly enhancing the availability and accessibility of electronic resources, the Internet quickly gained popularity among libraries (Straw, 2001). The arrival of the Internet and its exponential growth, not only expanded the choices of electronic resources, revamped the old ways of database and catalog searching, but also reinforced the instructional role of reference librarians. Unlike well-structured database resources, the enormous amount of information available on the Internet is neither critically scrutinized nor carefully organized. Moore (1998a) described the Internet as “a library with all the books tossed on the floor” (p.117). Thus, in order to help users navigate the overwhelmingly intricate resources on the Internet without being misled by deceptive and biased information, reference librarians had to spend more time teaching them how to access the Internet, how to locate information on the Internet, and how to evaluate located information and then utilize them (Straw, 2001; Moore, 1998a; Hope, Kajiwara & Liu, 2001). Apparently, the Internet has been a ground-breaking force in
reshaping libraries’ reference services. Straw (2001) believed that “the Internet is transforming the nature of reference work” (p.9).

User internet usage
Reference and research librarians are highly depending upon the Internet to respond the ready and long range types of reference questions nearly in all kinds of libraries (Sauers, 2001). Reference librarians concern critical-thinking skills, emotional intelligence, teaching ability, and question analysis to connect the user with appropriate resources. Furthermore, it is involving face-to-face interaction between a patron and a librarian who answered every type of question from one or more multipurpose service points, prevailed throughout the “paper era” (Rao and Babu, 2001). A reference service is considered one of the key activities in an academic library. Reference librarians assist users in finding, selecting and using various information sources and materials. To be more effective and efficient, they rely on a variety of printed and electronic sources to provide relevant and accurate information to their users. Another source that is becoming more and more popular among reference librarians is the Internet. It enables them to search, retrieve, request, receive, and download information from sources scattered all over the world. The Internet continues to have a profound effect in promoting the sharing of information, making rapid business transactions, and supporting global collaboration among individuals and organizations. As a result, a huge number of information sources are available through the Internet, coupled with the flexibility, speed and accuracy in information retrieval that have brought a revolution in information generation, access and utilization (Abdoulaye & Majid, 2000).

User internet training
Training of the internet use for library staff and users is another component of libraries. Education and public libraries arrange are especially keen to provide such services. However, due to the variety of user communities, it seems difficulty for libraries to cope with training issues. Styczynski (2000) examined the changes in the internet training provided by a corporate library and concluded that the job of librarians will be to stay on top of all the changes so that they can effectively train the users of the future.

King (2006) observed that traditionally library staff have been trained on a” need-to-know” basis, with an initial training concerning basic library procedures such as circulation, and with additional training occurring as and when it is needed; such as training in the use of a new catalogue or management system. In the study, he found that it become the number one choice of library administration to have public library staff trained in ICT competency.

Effect of usage of the internet as information tool that reference librarian use.
Application of internet to library operations is believed to have had tremendous effect on reference services (Oyegade, 2000). Lancaster and Sandore (1997) in Ukachi (2008) enumerated the effects as modification of traditional services, introduction of new services, disintermediation of services and the extension of services to remote users. Reference librarians now provide users with databases that give access to millions of journal articles as well as access to the internet which has holdings of even more libraries and limitless variety of formal and informal sources of information. Thus, needed information can now be identified, accessed and delivered within the shortest time possible with very little effort from both the librarian and the user. Katz (2002) emphasized that with the internet, ready reference can be performed with even greater speed since information carrying materials can easily be downloaded from numerous sites.
**Real time Reference Service: Library Chat Rooms**

According to Ronan (2003), many libraries are experimenting with Internet chat technology as an innovative method for offering real time reference service, using chat software, live interactive communication software, call counter management software, web contact software, bulletin board services, interactive customer assistance system, etc. While digital reference service is an asynchronous method of information delivery, the Internet chat providing the benefit of synchronous communication between a user and a reference librarian (or mentor). Interactive reference services facilitate a user to talk to a real, live reference librarian at any time of day or night from anywhere in the world. Unlike with email reference, the librarian can perform a reference interview of a sort by seeking clarifications from the user. The librarian can conduct Internet searches and push websites onto the patron’s browser, and can receive immediate feedback from the patron as to whether his or her question has been answered to his satisfaction. Several institutions in US including Cornell University, Internet Public Library, Michigan State University, North Carolina University are offering Internet chat-based service using software like Live Person, AOL Instant Messenger, Conference Room and Google Talk.

**Reference librarians and users attitude towards the internet usage**

Tenopir and Ennis (1998b) reported on the changes in the attitudes of reference librarians and users, user instruction, workload and the workplace environment of reference librarians. Librarians reported greater user expectations and greater job satisfaction, a greater need for instruction at every level of computer skills and a greater workload as more resources were added without an increase in the number of staff.

Kinder, Robin (1994) has stated that the availability of various kinds of electronic information resources in the Internet environment has enhanced the capacity of libraries to provide services. It does not mean, however, that the library staff can meet their users' needs more easily. The reason is that the users' expectations of the library have increased in the Internet environment. For example, users now expect that libraries provide twenty-four-hour network access to a growing number of bibliographic and full-text databases as well as other electronic materials and that information in any formats from anywhere in the world can and should be delivered in a matter of days for their use. Moreover, library users also expect that the library staff offer some kind of workshops to instruct them in an effective use of the information resources on the Internet.

**Challenges and solution of internet usage on reference services**

Remote access by library users is a serious challenge to reference services. Academic libraries must develop strategies to cope with the demands of the user for remote access. Many academic libraries still have access to large numbers of serial titles in their online databases, whose full text articles can be accessed by users for teaching, learning, and research. These rich repositories are not available through mere navigation of the Internet, but are only available to authorized users. Professors and other teaching staff who are engaged in research may also be able to purchase articles with research funds. In this scenario, the worst off are the millions of people who live in developing countries, and who cannot access the Internet or pay for the articles.

The free resources and services of the public library are the only avenue for most people in developing countries. Reference services in academic libraries also play a key role in the provision of knowledge and information to the public. Libraries have devised several strategies to meet the challenge of remote access. One of these is virtual reference. Virtual reference is a type of electronic reference service that may or may not have real time...
operations. Tenopir (2001), in a survey of 70 academic libraries in the US, found that 99 percent were operating asynchronously. This means that the users may interact with the reference librarians by appointment or through email. Order (2001) found that only 29 percent of users could interact with reference librarians in real time by instant messaging and video conferencing. Email reference service may be adequate, since users can send queries to reference librarians 24 hours a day and seven days a week. Response to the queries may not be immediate, since librarians answer the queries only during working hours. One way to overcome this problem is a system that is interactive and can be accessed at any time of the day.

**Research Methodology**

The study adopted a case study design. The sample size was 65 respondents. Simple random sampling was used to select 14 lecturers, 40 students, 8 non-teaching staff and purposive sampling was used to select 3 librarians. A descriptive case study method was used in the research where both qualitative and quantitative data was collected using questionnaire, interview schedule and observation method. Qualitative data was analyzed using descriptive statistics including percentages and frequency counts.

**Data Presentation, Analysis and Discussions**

**User Internet use and training**

The study dealt on the library reference internet usage and training. Respondents were asked how long they had been able to use the Internet on reference services in the library. In determining the period the respondents had used internet, the findings revealed that 35 (70%) have had accessed internet for one to three years, and 15 (30%) have had accessed for 4-6 years. The librarians reported that internet was installed in the library in 2014 that is why majority of users have had access to the internet reference services for 1 to 3 years.

**Users of internet**

Respondents were asked to indicate who use the Internet in the library reference services and whether they have free access or pay access. The library only offered Internet reference services to their primary user population, namely students, staff, lecturers and this use tended to be free. 38 (76%) provided Internet use to students, 3 (6%) to librarians, 4 (8%) to lecturers, 5 (10%) to Non-teaching staff in the library.

**Various option used by users to access internet**

Respondents were asked to indicate through what option the library users access the Internet in the library. Majority of users who use the internet access it through, 25 (50%) via dedicated terminals, 3 (6%) via librarians, 10 (20%) via Wireless network laptop, 8 (16%) Smart phones and 4 (8%) reported using both modes of access.

**Internet use**

Study participants were asked to indicate how frequently they use the Internet for reference related services. All respondents reported using the Internet for reference services. A majority of the respondents 22 (55 %) used the Internet “frequently” while 14(35%) used it “very frequently” and 4(10%) used it occasionally. None of the respondents reported using the Internet “rarely” or “never”.

65
Purpose for internet usage in library reference services
Respondents were asked to indicate what they use internet for. The responses were 49(98%) respondents used the internet for educational purpose, 44(88%) respondents for research purpose, 38(76%) for communication purpose that is receiving and answering queries, document delivery SDI, CAS, while 18(36%) respondents admitted that they use internet for entertainment purpose, while 10 (20%) used it for searching OPAC to know the location of library resources. These responses indicates that majority of respondents mainly use the internet for educational purpose.

Librarians’ Internet Use
Librarians were asked to indicate how long they have had access to the Internet. The findings reveal that all librarians reported having used to the Internet. Three librarians indicated that they have had access to the Internet between four to six years (66.6%). Only one (33.3%) had access to the Internet for one to three years. If the researcher compares the length of access to the Internet between librarians and users, it seems that generally the librarians had access before users.

Internet training
Respondent were asked whether there was Internet training offered to users. Respondents were also asked to indicate the way in which training is given to them. The library offered training on the Internet to users. 3 (6%) were instructed using one-on-one, 2(4%) printed guides on the Internet 27 (54%) orientation session as part of general library instruction and 0 (0%) used computer-assisted instruction and finally 12 (24%) of respondents were not trained due to lack of awareness and they were familiar with internet use. The librarians indicated various combinations of user guide and learning from colleagues and self–taught efforts. The majority three (100%) were self-taught, 3 (66%) learned from colleagues and finally one (33%) learned using user guides. There was no formal training. An open-ended question was asked inviting further comments about user Internet use and training. This question was aimed at giving the respondents an opportunity to add anything pertinent that the previous questions in the section did not allow them. A total of nine respondents chose to comment further. They revealed that when the library opens the users literally raced to internet terminals

The effect of usage of the internet as information tool that reference librarian use
Respondents were asked to indicate their level of agreement with statement indicated in a rating based on a likert scale of 1-5. Strongly (5) Agree (4) Not sure (3) Disagree (2) strongly disagree (1). Respondents were asked to provide their opinion on the effect of use of the Internet on reference librarians. They were asked if the Internet has increased their workload at the reference department. Out of 50 respondents, 37 (74%) disagreed that the Internet has increased their workload. However, 1 (2 %) of the respondents “agreed”, 7(14%) not sure, 4(10%) of respondents “Strongly agreed” with the statement. Next of the 50 respondents, 31 (62%) “Agreed”, 17(34%) “Strongly agreed” that the Internet has enabled them to work more effectively and efficiently, one respondent “disagreed” and one was not sure. Next 27 (54%) of the respondents “agreed” and 23(46%) “Strongly agreed” that the Internet has provided more options and abilities to reference librarians. The next Statement respondents were asked if they agree that the Internet has enhanced reference services a great deal. 26(55%) “Agreed”, 22(44%) respondents “Strongly agreed”, 2(4%) not sure with this statement.
Users’ behavior and attitude towards the internet usage on reference services
The interview carried out on librarians, sought to find out the attitude towards internet usage on library reference services. The interviewer noticed a change amongst librarians and users. One interviewee reported that the Internet made it possible for users to do their own searches, and librarians were spending less time doing searches and more time on other library services. Two interviewees said that users have embraced internet usage as a solution to all questions.

Challenges of internet usage on reference services
The findings indicate that, 90% of the respondents face challenges when using internet as a tool on reference services, whereas 10% did not face any challenge when using the internet. The results show that indeed, users and staff faced challenges in using internet to do their reference work. In supporting these findings on challenges faced, Yacob (2011) in his research findings in Nigerian universities, using twenty-five (25) library administrators who participated in this research established that; almost all of them reported that they faced challenges in the course of using the internet.

Solutions to the challenges encountered
The respondents were asked to give their views and indicate how internet usage on library reference service could be improved in Lukenya University library. A significant number of respondents suggested that more computer terminals should be dedicated to reference purpose other than general internet search, the internet reference services need to, or must, be attached to someone’s job description. In addition, the librarian recommended that the responsibilities need to be clearly defined because, at the moment, the job descriptions are saying, ‘any other duties’ they need to attend to user queries on time although it is difficult, because they have other duties to attend in the library like charging and discharging, search and retrieval etc. Library users should be trained on how to use internet reference services, the library should introduce interactive services and develop tutorials or step by step guide for the librarians to demonstrate and guide library users how to search electronic resources in the library with ease. Internet training is a continuous process as well the parent organization to offer internet course as a common unit. Time limits should be imposed on how to use the computers with the internet per day. Consequently, the university management should improve bandwidth and install USP for each computer connected to internet to avoid power surge.

The future plans for internet usage on library reference services.
The researcher wanted to know the future plans for internet usage on library reference services in the library, and below are the responses from Librarians. The librarian expressed that the library field is developing. “We have to open our eyes and see what is going on around us and adopt it, and increase bandwidth.” The librarian express that the library need to set up a library reference section for the users, university management to employee reference librarians, add more computers to assist all users, schedule programs for information literacy, pay in advance subscribed database, e-journals, e-books and increase the bandwidth to serve faster the users, offer remote reference service.

The librarians also indicated that there were no proper records of general questions or questions from the Ask a librarian service, library should develop internet reference service policy document which will be used as a tool to guide librarians working with internet reference services. Library should give continuous training with content relevant to internet reference services to the librarians working with internet reference services. This training will
give sufficient competencies to librarians to be able to work comfortably with internet reference services to assist users.

Summary of Findings, Conclusion, Recommendation and Suggestions for Further Studies

User Internet usage and Training
The first objective of this study was to identify users’ internet usage to and are they given training on how to use the internet in the library reference service.

Internet usage
The study revealed that Lukenya University library has used internet on reference service for about of 4 years and majority of users have used the internet for an average of 3.5 years. Lukenya University library offer internet majorly to students, few staff because most of them have computers connected to internet in their offices and few lecturers use the internet because most of them are part time lecturers. The study revealed that majority of users use the internet via dedicated internet terminal which were insufficient and general to all users, others via laptops, smart phones due to availability of LAN WIFI. This study found that the Internet was used for academic rather than recreational purposes. Academic use included mostly downloading information, database access, search engine searches, specific URL’s and to access student portal. Non-academic use included searching for job advertisements, current affairs, and entertainment. While librarians report that they are seeing more users who are confident in using the advanced technology and do not want the help of librarians, there are some users who do not have basic computer skills.

Training
The study revealed that the library provided Internet training to their users. However, training was provided mostly on orientation session, one-on-one basis and printed guide to users. The trend is that Internet training was provided mostly on orientation session as part of library instruction. This trend is supported by the study findings. Only 54% of the respondents indicated that they were orientated on library. However, this included only very basic instruction. Some of the patrons were not trained due to lack of awareness and inadequate personnel and a few were already familiar with internet use.

Effect of usage of the internet as an information tool that reference librarian use
The second objective of the study was to assess the effect of Internet usage as an information tool that reference librarians use daily. Two research questions were derived from this objective, namely, Effect of internet usage for reference librarian, and users’ attitude towards the internet usage.

Effect of internet usage on reference services
The study revealed that participants felt that the Internet use has contributed positively in providing quality reference services and has improved daily reference work. The study revealed that despite acknowledging the useful role of the Internet in today’s reference work, a considerable number of respondents felt that the Internet could not completely replace the traditional reference tools. It might be due to their greater familiarity with printed reference tools for answering certain type of queries.
Librarians and users’ attitude towards the internet usage

The study revealed that all of the interviewees had a positive attitude toward the Internet. They identified internet use as a solution to all questions and vast amount of the information found on the Internet, the speed of retrieval and the availability of full text and the constant availability of the Internet as benefits to users.

Challenges and solution of internet usage on reference services

The study finding revealed that respondents agreed that they faced a number of challenges when using the internet on their reference functions. The key among them was the slow internet and download speed because of inadequate bandwidth, unstable power supply, inadequate space, lack of a designated reference librarian, lack of adequate training, information overload, and lack of longevity of sources on the Internet, inadequate facilities (computer workstation, less ports, USP, dedicated internet terminals), some users taking long on internet terminals doing non-academic work. However, majority of respondents stated that, though challenges existed, they could be overcome. They indicated that university management was to play a key role in ensuring that majority of the challenges mentioned were overcome.

Conclusion

Based on the study findings, the following conclusions were made as guided by the research objectives. The first objective focused on identifying users’ internet usage to and are they given training on how to use the internet for reference service. From the study findings, the results showed that Lukenya University library had Internet access for more than 4 years and majority of users have used the internet for an average of 3.5 years, most of them had accessed internet through dedicated internet terminals, laptops and their smart phones. Users seemed to be using the Internet mostly for academic purposes.

The second objective sought to identify the effect of internet usage as an information tool that reference librarian use. From the study findings, the internet has emerged as the single most powerful vehicle for providing access to unlimited information. The internet is inseparable part of today’s reference services. The dependency on the internet and its service is increasing day by day and the Internet use has contributed positively in providing quality reference services and has improved reference work, immediacy and vastness of the information available on the Internet

The third objective sought to identify the challenges and solutions of internet usage on the reference service. Conclusions drawn from the results are that; there are a number of challenges experienced as far as use of internet is concerned. However, there were possibilities that these challenges could be overcome if university management intervened.

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Fiscal Accountability and Agricultural Extension Programme Efficiency in Selected districts of South Western Uganda

By Joseph Tindyebwa Joseph

Abstract
This study sought to; identify the relationship of demographic characteristics of the respondents in terms of age, gender, education qualification, religion, and experience; to determine the level of public accountability and NAADS programme efficiency; to determine if there is a significant difference in the extent of agricultural extension service delivery through NAADS program and the levels of public accountability in respect with their profile; and to determine if there is a significant relationship between the levels of public accountability and NAADS programme efficiency in selected districts of south western Uganda. Primary data were collected from 387 farmers and local government extension workers. It was based on qualitative and quantitative approaches, and the ex post factor, descriptive comparative and descriptive correlation designs were employed. Data was analyzed using relative frequencies; means-test, analysis of variance, Pearson’s Linear Correlation Coefficient and linear regression. It was therefore concluded that farmers’ participation in NAADS programme practices was regardless of age, gender, religion, and experience supported by local governments. Thus, it was recommended that, in the quest for local governments to be efficient in the implementation of NAADS programme, Financial Institutions such as World Bank, NGOs and donor community should intensively support poverty reduction programs while ensuring accountability of public funds and emphasizing value for money through strict transparency of public officials in developing countries specifically Uganda.

Key words: Fiscal Accountability, Agricultural Extension Programme Efficiency, South Western Uganda
Fiscal Accountability and Agricultural Extension Programme Efficiency in Selected districts of South Western Uganda

By Joseph Tindyebwa Joseph

Background to the study

Financial planning, Fiscal accountability and agricultural extension services in Uganda have not worked satisfactorily due to mismanagement of agricultural program funds. Musisi, Asiimwe (2007); Oshabe (2007); Rugambwa, (2003) emphasize that besides failure to account for money, local officials have diverted resources meant for agricultural programs of PAF, PEAP, PMA and NAADS. Factual evidence of mismanagement of NAADS program funds by local governments nationwide have been cited by government official reports such as the Auditor General Report (2006/2007). Magara (2009), reports that during 2009, Kabarole district, a situation that led the President of Uganda to order probes, and suspend the NAADS program in three sub-counties due to mismanagement of resources. Daily Monitor; Okuda; Alaso, (2014) reveal that, corruption and involvement by local officials in the supply of fake agricultural implements affects agricultural service delivery. The suppliers of these services have spent too much on workshop allowances yet farmers needed technical inputs. The President within the last thirteen years has twice suspended NAADS program hence leading to the current policy proposal of 2014 that military army veterans should manage the NAADS program and that the program reforms should aim at agricultural financing through SACCOs to increase supply of agricultural input procurement directly to farmers.

Conceptualizing financial planning, Fiscal Accountability and Agricultural extension services

The basis of fiscal decentralization implementation for service delivery depends on financial resource mobilization for local governments in form of equalization, unconditional grants, and conditional grants (PMA, NAADS funds) that are allocated by the central government. Unconditional grants are locally mobilized to co-fund to NAADS program for effective agricultural services delivery. In order to avoid mismanagement of these funds, the Local Government Act (1997), Financial Rules and Regulations (1998), provide the legal framework strategy identified as the way of strengthening fiscal decentralization policy implementation. This is because it enhances the shifting of resources from the line ministries to the centre of local governments for the improvement of agricultural services delivery (Zirarema, Kasaija 2012). However, Omara (2004) reveals that, although PAF and PMA programs had the principle goal of putting money in the hands of the rural poor to transform agricultural production, increase harvesting, processing and marketing, program funds were inadequately mobilized and mismanaged by local governments. Despite the PMA program being passed on to prioritize agricultural research, agricultural advisory services, agricultural education, improve access to rural financial services, improve market for agricultural inputs, and proper natural resource utilization, very little impact was attained in the districts of Ntungamo, Mbarara and Kabale districts of South Western Uganda.

Furthermore, the utilization of NAADS Program funds by district and sub-county local governments in form of devolution via the NAADS Act (June, 2001), de-concentration and delegation of local governments is based on the five components: (1) Advisory and information services to farmers, (2) Technology development and linkage with markets, (3) Quality Assurance- Regulations and Technical auditing, (4) Private sector institutional
development, and (5) Program management and monitoring (Semana, 1999, 2008). NAADS program was put in place to increase the efficiency and effectiveness of agricultural extension services. Its objective was to develop a demand driven farmer led agricultural service delivery program targeting the poor subsistence farmers, with emphasis on women, youth and people with disabilities (Omara, 2004). NAADS program development goal is to enhance rural livelihoods by increasing agricultural productivity and profitability in a sustainable manner in pursuit of the national development framework of Poverty Eradication Agenda. It is client-oriented and farmer-led agricultural service delivery system, particularly targeting the economically-active poor and other vulnerable groups with limited physical and financial assets, to obtain active farmers that have skills and knowledge rather than destitute or large-scale farmers through farmers’ forums based on profitable enterprises (NAADS Secretariat, 2000). The basis to achieve the above NAADS program objectives and goals has not been fully achieved in various districts of Uganda. Thus, the need to increase agricultural productivity and food security, to reduce poverty, to manage sustainable use of natural resources—soils, water, forests is vital for better agricultural services. The intended program targeted outcome is to increase production capacity that competes with imported agricultural products that can diversify agricultural exports and ensure a balanced pattern of rural development in Uganda (Turyahikayo, 2005).

The intention by the government to boost agriculture services delivery since 2001 by the central government through NAADS program implementation as one of the efforts to reduce poverty and food security has been frustrated (Magara, 2002). Under the fiscal decentralization strategy, subsequently Kabale district has received NAADS program conditional grants of 829,132,000/= (Eight hundred twenty nine million, one hundred thirty two thousand) from the central government for agricultural extension services to be allocated and managed by sub-county farmers (Akatwijuka, 2007). Still, the funding has not produced tangible results from user farmers who still lack effective and efficient agricultural services delivery.

The author asserts that, despite financial resource allocation to local governments for effective utilization, very little impact has been attained in the districts of Ntungamo, Mbarara and Kabale districts of South Western Uganda. Nantaba, Muyomba et.al (2010), reveal that, the state of agricultural production in Ntungamo and Mbarara was worrying in that farmers accused the sub-county chiefs and agricultural extension staff of diverting the money meant to facilitate agricultural activities. They further state that the NAADS program implementation is experiencing challenges such as inadequate funding, mismanagement of public funds and corruption. The Auditor General (2010) reports cases of corruption in the agricultural sector that were unearthed in Ntungamo during 2008/2009 when over 40 million shillings meant for NAADS funds were reported missing. Based on that report it was further established that this money was not accounted for by the district NAADS coordinator, a factor that hindered the expected results for effective and efficient agricultural services delivery.

Continuous alarming situation of corruption and mismanagement of NAADS program funds by local government’s accounting officers and extension workers was reported in Bukinda sub county, Kabale district (Auditor General, 2008). Musinguzi (2008) further reports of ineffective utilization and management of resources allocated by central government due to diversion of agricultural funds of 50 million shillings (fifty million shillings) that led to suspension of NAADS program by the NAADS secretariat specifically. The external auditors never traced any single receipts or financial documents to reflect the expenditures for the
NAADS money remitted to the sub-county. The above situation propelled only the researcher to carry out an investigation that endeavored to explore factors that compromise effective fiscal decentralization implementation and examine whether fiscal decentralization has any impact on agricultural services delivery in some districts of Uganda.

International Food Policy Research (2008) particularly asserts that agriculture is the main source of livelihood, and access to agricultural information is generally costly. While agriculture has remained centrally part of African economy providing 30-50% of Growth Domestic Product (GDP) in most countries it is the major source of livelihoods for 70-80% of population’s food supplies and revenues from export of cash crops (Taulrain 2003). According to Kamiljon (2009) there are other underlying challenges that hinder effective and efficient delivery of agricultural extension services which includes; lack of community incentives to access and use agricultural extension services, loss of private innovation in agricultural production, corruption and misuse of funds allocated for NAADS program implementation.

Anderson 2007 observes that the degree of local governments’ efficiency, institutional and economic development determines the scope and types of agricultural extension services provided and financed. Though the study of local governments’ efficiency in general has received a lot of attention from academicians and media reports (Magara, 2008), while several highlight the level of inefficiencies in fiscal decentralization, accountability, and value for money remains vital if local governments are to be efficient in the utilization of both conditional and unconditional grants. This predicament has inspired the need for this study on the factors considered and effect of local governments on agricultural extension services delivery in selected districts of Western Uganda that includes; Mbarara, Ntungamo, Kabale.

**Financial planning and Agricultural extension program Efficiency**

Several scholars such as (World Bank, 2002) believed that there is a great promise in decentralization, but only it is tailed to reach the poor and voiceless, receives adequate support as well as sufficient autonomy from the center, and if institutionalized mechanisms of wide and regular participation are in place. FAO (1999) suggests that decentralization must go to the grassroots, as social capital works best in small groups. Once communities and local governments are given the power and resources to choose and implement agricultural projects, the very act of wrestling with problems builds capacity that supplements training of farmers which has a significant relationship between the level of public accountability and the degree of NAADS programme efficiency. While Heiman (2002) in contrast indicated that citizen participation in local fiscal processes, programme design and implementation logically extends to upstream issues around policy priorities and resource allocations which in turn focused attention on the budget process. Donor agencies concerned with fiscal policy and public expenditure management increasingly recognized the potential of citizen engagement for increasing accountability and effectiveness. Hence in order for local governments to achieve efficiency in NAADS program implementation, research must focus on the role of accounting officers, extension staff and farmers’ participation; farmers need to be involved in planning, implementation and evaluating the allocation and utilization of agricultural extension fund.

Local governments required expertise and technical advice to farmers in the relevant fields at both sub-county and district level for effective and efficient utilization of public funds (conditional and un conditional grants (MAAIF, 2010). The Navarro (1998) suggests that
elected politicians at the central or federal and provincial (state) parliaments play a key role in determining the role and mandate of local governments, and guidelines on the allocation and utilization of scarce resources efficiently. Related to the above (Okid, Guloba et. al., 2006) reveals that, the ruling party of Uganda has initiated the current system of decentralization as part of a broader strategy to restore state credibility and deepen democracy. The decentralization system emanated from the creation of local councils as instruments for political and economic empowerment through programs aims at improving service delivery and accountability.

Agricultural Extension Service Delivery

Agricultural extension services delivery has in the past considered traditional extension approach to bring about greater productivity and expansion of agriculture, despite costly government interventions. Semana (1998) revealed that extension should be a form of charity, rural people should participate in every effort intended to improve their way of life, encourage them to appreciate and reorganize rural life as honorable, and train the rural people on how to make decisions on the use of their resources through their own efforts. Now, agricultural extension services delivery through NAADS program implementation is to provide farmers with a wide range of advice, information, and knowledge which consists of technical know-how to use improved technologies, methods and approaches to improve quantity, quality, and value of their agricultural produce; and know-how related to record keeping, business management of their farmer enterprises, and marketing their produce. Empirical evidence has shown that agricultural advisory services therefore are intended to provide farmers with information technologies and education on how to cope with challenges associated with commercialization of farming and ability to have sustained food security (MAAIF-NAADS Implementation Guidelines, 2010).

Benin, Nkoya et. al. (2007) elaborate that NAADS and the non-NAADS sub-counties appears having substantial positive impacts on availability and quality of advisory services provided to farmers, promotion and adoption of new crop and livestock enterprises as well as improving adoption and use of modern agricultural production technologies is paramount. The revelation was made that NAADS program appears to have promoted greater use of post-harvest technologies and commercially-oriented agriculture. Despite positive effects of NAADS on adoption of improved production technologies and practices some sub-counties still reflects low levers of adoption of the technologies even in NAADS sub-counties, as well as other factors affecting productivity. Namara (2004) suggests that the cause for poor agricultural extension service delivery in the agricultural sector was as a result of farmers’ reluctance to join farmer groups, whereas there should be a strong relationship between service provision and farmer groups. Muyenyi (2004) firmly supports advisory services that are contracted to private service providers, however he indicates that there is a problem in private sector institutional development and quality assurance. He believes that some service providers lack business training and facilitation skills, and yet they are expected to extend advisory services to farmers. It is also believed that service provision in agriculture sector has been hit by inefficiency and corruption, for example under NAADS program, some district members of the committees award tenders to their supposedly own companies.

The study sought to disprove or approve the Social Organization Innovation Theory by (Engle, 1995, 2003). The theory emphasizes the ways in which “social” actors in the community that is rural development program beneficiaries and local government stakeholders organizes themselves for networking for the purpose of accessing and diffusing
technology. In this approach the quality of networking is a major determinant of the adoption of technology innovations by local government extension workers which brings impact on agricultural production and profitability.

**Fiscal Accountability and Transparence**

In research, public accountability has been operationalized in many ways and different measures have been used. Public accountability means the existing credible outcome in terms of; fiscal decentralization and transparency, value for money, goal attainment and stakeholder analysis. This may be one of the reasons for inconsistent results reported by several scholars, though other explanations have also been presented (FAO, 1999). Local governments required expertise and technical advice to farmers in the relevant fields at both sub-county and district level for effective and efficient utilization of public funds (conditional and un conditional grants (MAAIF, 2010). The Navarro (1998) suggests that elected politicians at the central or federal and provincial (state) parliaments play a key role in determining the role and mandate of local governments, and guidelines on the allocation and utilization of scarce resources efficiently.

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**NAADS Programme Efficiency**

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**Hypothesis**

The null hypotheses tested in this study contended on (i) there is a significant difference in the levels of effective financial planning, fiscal accountability and the degree of agricultural extension program efficiency (ii) no significant difference in the level of financial planning, fiscal accountability and the degree of agricultural extension program efficiency le constructs; (iii) no significant relationship between the levels of public accountability and NAADS program efficiency.

**Methodology**

This study adopted a descriptive and cross sectional survey research design that utilized questionnaires a combination of standardized and research devised questionnaires and interviews to obtain data from respondents. It employed both qualitative and quantitative research strategies. Using the Sloven’s formula, a minimum sample size of 391 was attained, though 400 questionnaires were administered to the respondents where 95% (387) of the questionnaires were retrieved. The simple, purposive and systematic random sampling were utilized to select from sample size of 400 selected farmers and program stakeholders in selected districts of South Western Uganda. The Cronbach’s Alpha coefficient test indicated that the questionnaires were accepted at above 0.5 (a=0.872). The data were analyzed using statistics such as means and ranks. The null hypotheses were tested using the t-test, analysis of variance (ANOVA) correlation coefficients and regression analysis.
Findings
Level of Effective Financial Planning, and Fiscal Accountability and Delivery of Agricultural Services (Item Analysis)  n= 387

<table>
<thead>
<tr>
<th>Item</th>
<th>Ntungamo</th>
<th>Mbarara</th>
<th>Kabale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Financial Planning and Budgeting (8 Items)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal decentralization involves effective financial planning and</td>
<td>3.71</td>
<td>3.89</td>
<td>3.82</td>
</tr>
<tr>
<td>budgeting for better delivery of agricultural services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal decentralization affects delivery of agricultural services.</td>
<td>3.67</td>
<td>3.61</td>
<td>3.75</td>
</tr>
<tr>
<td>Effective financial planning and budgeting impacts delivery of</td>
<td>3.42</td>
<td>3.57</td>
<td>3.69</td>
</tr>
<tr>
<td>agricultural services.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Effective Delivery of agricultural services requires local</td>
<td>3.41</td>
<td>3.50</td>
<td>3.61</td>
</tr>
<tr>
<td>government financial planning and budgeting reforms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective financial planning and budgeting is positively related to</td>
<td>3.40</td>
<td>3.48</td>
<td>3.60</td>
</tr>
<tr>
<td>agricultural extension services for commercial agriculture.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiscal decentralization contributes to effective use of NAADS</td>
<td>3.39</td>
<td>3.45</td>
<td>3.57</td>
</tr>
<tr>
<td>funds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participatory planning and budgeting is for effective financial</td>
<td>3.32</td>
<td>3.43</td>
<td>3.43</td>
</tr>
<tr>
<td>allocations and delivery of agricultural services.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiscal decentralization emphasizes equitable allocation of</td>
<td>3.02</td>
<td>2.69</td>
<td>3.35</td>
</tr>
<tr>
<td>conditional grants for effective delivery of agricultural services.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiscal Accountability (14 Items)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiscal accountability has enhanced supply of agricultural inputs.</td>
<td>3.44</td>
<td>3.04</td>
<td>3.56</td>
</tr>
<tr>
<td>Local Government accounting officers’ fiscal accountability is</td>
<td>3.22</td>
<td>3.06</td>
<td>3.53</td>
</tr>
<tr>
<td>based on actual agricultural service delivery out comes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective fiscal accountability enables timely transfer of</td>
<td>2.99</td>
<td>2.85</td>
<td>3.44</td>
</tr>
<tr>
<td>funds for delivery of agricultural services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal decentralization has led to fiscal accountability to</td>
<td>2.88</td>
<td>2.70</td>
<td>3.46</td>
</tr>
<tr>
<td>improve supply of agricultural inputs.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Agricultural extension services have transformed rural economy due</td>
<td>3.38</td>
<td>3.14</td>
<td>3.65</td>
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<tr>
<td>to fiscal accountability.</td>
<td></td>
<td></td>
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<tr>
<td>Fiscal accountability by local governments is to ensure delivery of</td>
<td>3.21</td>
<td>3.18</td>
<td>3.42</td>
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<tr>
<td>agricultural services and value for money.</td>
<td></td>
<td></td>
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<tr>
<td>Fiscal accountability procedures have led to agricultural</td>
<td>3.26</td>
<td>2.77</td>
<td>3.42</td>
</tr>
<tr>
<td>productivity.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fiscal and local taxation policies facilitate effective delivery of</td>
<td>3.35</td>
<td>2.92</td>
<td>3.61</td>
</tr>
<tr>
<td>agricultural services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal decentralization and local revenue mobilization has</td>
<td>3.43</td>
<td>2.91</td>
<td>3.74</td>
</tr>
<tr>
<td>enhanced delivery of agricultural services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal accountability and effective utilization of NAADS program</td>
<td>3.20</td>
<td>2.56</td>
<td>3.47</td>
</tr>
<tr>
<td>funds significantly affects agricultural services delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal accountability and timely release of funds promotes</td>
<td>3.14</td>
<td>2.47</td>
<td>3.40</td>
</tr>
<tr>
<td>effective agricultural service delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal accountability by government leads to agricultural</td>
<td>3.30</td>
<td>2.56</td>
<td>3.52</td>
</tr>
<tr>
<td>productivity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal decentralization implemented by ministry of finance, and</td>
<td>3.24</td>
<td>2.53</td>
<td>3.63</td>
</tr>
<tr>
<td>local government promotes effective agricultural services delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal accountability improves public financial management</td>
<td>3.16</td>
<td>2.49</td>
<td>3.35</td>
</tr>
<tr>
<td>Average Mean</td>
<td>3.23</td>
<td>2.80</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Source: Primary Data, July 2013

Legend for the level of fiscal decentralization (effective financial planning and budgeting, fiscal accountability)

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Response Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>Strongly Agree</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>Agree</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Disagree</td>
<td>Fair</td>
</tr>
<tr>
<td>1.00-1.75</td>
<td>Strongly Disagree</td>
<td>Poor</td>
</tr>
</tbody>
</table>
The results (Table 1) showed data analyzed considering purposively and random sampled recipients, questionnaires on fiscal decentralization involved financial planning and budgeting for effective delivery of agricultural services to farmers. However, the researcher presents details for descriptive statistics on appendix VIB on pages 218-220 to determine the level of impact due to fiscal decentralization in terms of effective financial planning and budgeting, and fiscal accountability on delivery of agricultural services. The results in Ntungamo was very satisfactory (mean =3.71), both in Mbarara (Mean =3.89) and Kabale (mean=3.82) was very satisfactory. This enhanced effective allocation and utilization of public funds. Results also showed that effectiveness of fiscal decentralization implementation affect on the delivery of agricultural services in Ntungamo i.e very satisfactory (mean =3.67), in both Mbarara (mean=3.61) and Kabale (mean=3.75) the results were also very satisfactory. The results (Table 4A) revealed that community participation in planning and budgeting which has led to effective financial allocations in Ntungamo was very satisfactory (mean =3.32), compared to Mbarara (mean=3.43) and Kabale (mean=3.43) was also very satisfactory.

Furthermore, based on questionnaire recipients randomly sampled, results showed that the examined effect of fiscal decentralization for better delivery of agricultural services was based on effective financial planning and budgeting impacts delivery of agricultural services where by in Ntungamo was very satisfactory (mean =3.42), Mbarara (mean=3.57) and Kabale (mean=3.69) still both were very satisfactory. It was also analyzed that based on findings about the effectiveness of agricultural services delivery that requires local government financial planning and budgeting reforms, it interpreted that; in Ntungamo was very satisfactory (mean =3.41), Mbarara (mean=3.50) and Kabale (mean=3.61) were strongly agreed upon in all districts to be very satisfactory. The recipients further responded that, effective financial planning and budgeting is positively related to agricultural extension services for commercial agriculture, results were revealed that in Ntungamo was very satisfactory (mean =3.40), Mbarara (mean=3.48) and Kabale (mean=3.60) were strongly agreed upon in all districts to be very satisfactory. However, Ibid, (2000) contributes to the above findings with fundamental observation that, national budgeting process in Uganda has been largely driven by the central government with little participation of local stakeholders since the commencement of fiscal decentralization in 1993.

Consequently, fiscal decentralization reforms have been adopted to harmonize the former position of argument. Local communities have been empowered to the extent that, they complain about budgeting and abuses of funds, but are not empowered to influence directly the public spending decisions which must affect their lives. In connection to that, the President’s Office Report on NAADS and PEAP (2009) considers fiscal decentralization, in comparison to the funding levers between 2006 to 2010, of which there has been tremendous shift in funding levels due to the new policy of Prosperity For All (PFA) programme. This intends to support commercial farming, values addition and eradicate poverty in Uganda, through which all Local government budgets are funded at 70% under NAADS program. The report further indicated that Katakiw district NAADS coordinator (DNC), was tasked to account for shillings 78m that was utilized without proper accountability. The funds were part of shillings 145m released for the development of a seed bank to empower communities in the sub-counties. In review to the above authors’ views, this implies that the level of fiscal decentralization implementation in Uganda coupled with financial mismanagement challenges did not have suitable impact on the delivery of agricultural services as well in Ntungamo, Mbarara and Kabale districts of South Western Uganda.
Nevertheless recipients seem to have differed on the question of effective fiscal decentralization as an emphasis of equitable allocation for utilization of conditional grants to aim at efficient delivery of agricultural services, for instance in Ntungamo was satisfactory (mean =3.02), Mbarara (mean=2.69) it was satisfactory and Kabale (mean=3.35) were strongly agreed upon to be very satisfactory. Other studies such Cockerift, (1996) contributes to the above findings in that, delivery of agricultural services was to be autonomously decentralized and funded with conditional grants by the central government to enable districts implement a package of effective social services based on reliable fiscal policies. Generally, the over all results considering various shown facts revealed that, the average mean of the level of fiscal decentralization in terms of effective financial planning and budgeting has a positive effect on effective delivery of agricultural services as indicated Ntungamo (Average Mean=3.42), Mbarara (Average Mean= 3.45), and in Kabale (Average Mean=3.61). This implies that, effective implementation of fiscal decentralization requires active financial support by development partners and central government for poverty reduction through agricultural services delivery.

On the other hand of the findings, one of the key informants in Mbarara district, Rugando sub-county and the town clerk of Rubare town council in Ntungamo district had this to narrate in response to how fiscal decentralization in terms of effective financial planning and budgeting had effect on delivery of agricultural services:

Since the introduction of PEAP and PMA conditional grants during 1998, effective and efficient delivery of agricultural services was the main target by the MAAIF and subsequently local governments. Agricultural extension services aiming modernization of agriculture, productivity and food security was emphasized for poverty reduction.

Whereas the Sub county NAADS Coordinator of Rubare sub county that this to respond: Although NAADS program was introduced, its design was not specific to her objectives which have not yielded more fruits that require agricultural extension policy reforms to be undertaken by the central government for tangible social economic transformation for our rural communities.

It was suggested by key informants that substantial effective policy reforms requires majority of local government stakeholders and NAADS program beneficiaries to participate in determining how funds transferred should be planned for and allocated by the local governments. It was observed that, there has been growth in the number and diversity of transfer mechanisms from central government and donors that has been a matter of concern in both central and local government. Ministry of Local Government-Fiscal Decentralization Draft Strategy Paper, (2004), has adapted to the decentralization framework with local governments given little power over allocation of resources, although there has been little involvement of lower level local governments in decision making. This implies that, local governments should be empowered fully with financial autonomy to mobilize, plan and utilize public funds effectively for agricultural service provision ensuring no misuse and mismanagement of such scarce financial resources.

The qualitative findings further reveals that (LCIII councilors of Bubare and Bukinda sub-counties in Kabale district were interviewed) other sources of funds that could finance their
local government council plans and budget delivery of agricultural services, were supported by graduated tax compensation which was the leading source of local revenue in Uganda. The LCIII Chairperson of Bukinda Sub County in Kabale district represented a focused group discussion of councilors. He had this to say on behalf of councilors while commenting on local government financial sources and agricultural services delivery:

Local governments are too much dependant on central government financial allocations including graduated tax compensation although it used not to yield good out comes, this has constrained the funding of our council budgets and plans. Meeting the needs of electorates has affected their livelihoods. The majority of our rural people are still poor. NAADS program funds for poverty reduction and food security is being mismanaged by sub county technocrats which had caused its suspension during 2007.

Thus, blocking or the suspension of graduated tax meant looking for a substitute as this would affect many activities. However, a report from the (Ministry of Local Government 1998) cited that graduated tax system did not yield a lot of revenue because of diverse problem in its mobilization. Emphasis was made that, the transfers of Central Governments were said to be high, stable and extraordinary (JARD Report, 2004) but were not commensurate to service delivery mandated to local governments. In the same report it was established that there were increased levels of service delivery which has been funded by Central Government transfers.

The objective of this study was to assess the challenges hindering fiscal decentralization for improved delivery of agricultural services in Ntungamo, Mbarara, Kabale districts of south western Uganda. Appendix VIB on page 218-219 reveals details of quantitative data with descriptive statistics per each district. The results revealed the level of challenges for fiscal decentralization implementation in terms fiscal accountability that affects effective delivery of agricultural services. There was need by central government financial allocations to efficiently utilize resources to achieve value for money. In Ntungamo, this was very satisfactory (Mean=3.44), Mbarara it was satisfactory (Mean =3.04), where as in Kabale it was very satisfactory (Mean=3.56). This means that fiscal accountability in Mbarara required improvement especially for effective utilization of agricultural extension program funds. In relation to the above findings, Ibid, (2000) emphasizes and suggests that, the need to scrutinize public fund spending by citizens is paramount if effective allocation and utilization of agricultural grants are to be of effect for the social economic wellbeing of citizens.

The results (Table 1.1) revealed that agricultural advisory service providers mismanagement of agricultural public funds and misuse has negative effect on agricultural services delivery. In Ntungamo the interpretation was very satisfactory (Mean=3.38), Mbarara it was satisfactory (Mean=3.14) where as in Kabale it was very satisfactory (Mean=3.65). The researcher asserts that, the findings had gaps of public financing wastage and mismanagement. In this regard the MoFPED, (2002) report concern should be emphasized in this study while ensuring that people at grass root level, local voices should be fully heard for the enhancement of effective financial accountability. This justifies part of the problem statement and the theory of demand- side and supply- side theory that addressed the participation of citizens for accountable service delivery.

The results further indicated that, there was an effective financial legal frame work for checks and balances in local governments for Ntungamo district was satisfactory (Mean =2.99), Mbarara similarly was satisfactory (Mean=2.85) where as for Kabale it was very satisfactory.
Local government accounting officers’ fiscal accountability is based on actual agricultural service delivery outcomes. In Ntungamo was satisfactory (Mean=3.21), Mbarara it was satisfactory (Mean=3.18) whereas in Kabale it was very satisfactory (Mean=3.42).

The recipients also considered that, fiscal accountability by local governments is to ensure delivery of agricultural services and value for money in the selected districts responded as follows; in Ntungamo was very satisfactory (Mean=3.22), Mbarara it was satisfactory (Mean=2.77) whereas in Kabale it was very satisfactory (Mean=3.42). Results revealed that, fiscal accountability procedures have led to agricultural productivity; in Ntungamo was very satisfactory (Mean=3.35), Mbarara it was satisfactory (Mean=2.92) whereas in Kabale it was very satisfactory (Mean=3.61). The recipients further considered the quest of fiscal and local taxation policies as away to facilitate effective delivery of agricultural services; in Ntungamo was very satisfactory (Mean=3.43), Mbarara it was satisfactory (Mean=2.91) whereas in Kabale it was very satisfactory (Mean=3.74). The results on fiscal decentralization further revealed that fiscal accountability and local revenue mobilization have enhanced delivery of agricultural services, in Ntungamo was satisfactory (Mean=3.20) ; Mbarara it was very satisfactory (Mean=3.56) whereas in Kabale it was very satisfactory (Mean=3.47). It was also determined by recipients that fiscal accountability and adequate public funds significantly affects agricultural services delivery; in Ntungamo was satisfactory (Mean=3.14), Mbarara it was satisfactory (Mean=3.47) whereas in Kabale it was very satisfactory (Mean=3.40).

In addition, results indicated that fiscal accountability and timely release of funds promotes effective agricultural services; in Ntungamo was satisfactory (Mean=3.20), Mbarara it was satisfactory (Mean=3.56) whereas in Kabale it was very satisfactory (Mean=3.52). It was also disclosed by recipients that fiscal decentralization via ministry of agriculture, finance, and local government promotes effective agricultural services delivery, in Ntungamo was very satisfactory (Mean=3.30), Mbarara it was satisfactory (Mean=2.53) whereas in Kabale it was very satisfactory (Mean=3.63). The recipients further considered fiscal accountability as a strategy that improves agricultural service delivery and productivity; in Ntungamo was satisfactory (Mean=3.16), Mbarara it was satisfactory (Mean=2.49) whereas in Kabale it was very satisfactory (Mean=3.35). In regard to the above findings, Saito (2003) relatively comments that, delivery of agricultural services by districts and central government depends on build capacity for peasants/farmers ability to demand for fiscal accountability to boast their agricultural projects that can sufficiently improve agricultural service provision.

Although the average mean of the level of fiscal decentralization in terms of fiscal accountability in Ntungamo district (Average Mean=3.23) and Mbarara (Average Mean=2.80) was satisfactory, where as in Kabale was very satisfactory (Average Mean=3.50). It was in agreement with previous studies which shows that local governments spend on alternative services via creative accounting practices, designing central transfers as conditional grants does not guarantee efficient and effective revenue utilization at local level (Barhan, Mookherjee, 2006). The findings are further supported by the Olowu and Wansh (2009) theory of fiscal decentralization which proposes relatively clear that, at the very least, they must have a defined area and population be of a reasonable size, have authority and resources proportionate to the problems they face and be working institutions that make decisions and enforce accountability to their population (Ostrom 1990).
Qualitative findings reveal that face to face interviews were conducted with accounting officers of local governments at all districts and sub-counties’ level. The purpose of these interviews was to get detailed account concerning the issues of financial transfers/grants concerning fiscal accountability. Most information was disclosed by the Chief Administrative Officer (CAO), and the district auditors’ office. In Mbarara it was disclosed that the process of fiscal accountability by local governments through IGG and Auditor General put local governments to account for all grants/public funds transferred by the central government. When the Chief Administrative Officer was interviewed on which sources of local government funds that implements local government plans and budgets, he had this to respond;

The central government of Uganda annually allocates some program funds based on the national formula for distribution or disbursement. These funds are conditional grants, of which requires proper accountability during utilization to effectively implement service delivery. Specifically NAADS program for agricultural services dominated in funding although since the last eleven years. Co-funding by farmer registered farmer groups at 3% and by various local governments at 5% of the total annual program releases was a regulatory and guideline to follow.

One of the key informants Ntungamo stated that though the accountability offices are put in place supposed to offer substantial checks on the misuse of financial resources. In relation to the above, in Kabale district, it was observed by one registered farmer group from Bukinda Sub County through a focused group discussion that presented a press report on the mismanagement of funds that:

The reality of fiscal accountability has been politicized and was often compromise in a corrupt system of government. It was recalled that during 2007, 50million of NAADS program in Bukinda sub-county was not accountable for the mismanagement of the conditional grant, the NAADS coordinator and sub-accountant did not have accountability report in place (Musinguzi 2008). Yet no strict action was taken to offer a substantial action on finances misused and mismanaged under the NAADS program.

In conclusion, Ugandan government should effectively plan and budget for increasing support to the agricultural sector to increase productivity and profitability for national economic growth and development. This is supported by unpublished document by Bucyanayandi (2009) which reveals that land available for cultivation in Uganda is 16.7million hectares representing 86% of the total area. Of this, only 5.20 million hectares (31.1%) of total cultivatable land is currently utilized, un-cultivatable land is 11.5 million hectares. This concurs with the agricultural extension demand and supply–side theory by Birner and Palaniswamy (2006) where by since there are 11.5 millions of hectares that are not cultivated then the need by local governments through fiscal decentralization to supply services in terms of effective planning and budgeting and fiscal accountability is vital. However this requires local governments’ adequate mobilization revenues either raised locally or transferred from the central government. This justifies why it is required that central government remains with an invisible hand that supports the current agriculture national budgetary allocations from 6 percent to 15 percent. This is in agreement with the free market theory Smith (1992) which positions the central government as the arbitrator with an invisible hand that influences provision of services to citizens on a competitive basis, but with no control on demand and
supply side. This implies that, local council representative’s provides services by ensuring effective financial planning and budgeting, and fiscal accountability that is mandatory demanded by stakeholders or clients aiming at the goal of effective provision of agricultural services.

Table 2: Relationship between Level of Financial planning, Fiscal Accountability and Degree of Agricultural extension program efficiency

<table>
<thead>
<tr>
<th>Categories Correlated</th>
<th>R-value</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal decentralization and transparency Vs Agric extension services</td>
<td>.621</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Accountability and transparency Vs Agric extension services</td>
<td>.667</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Goal attainment Vs Agric extension services</td>
<td>.539</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Value for money Vs Agricultural extension services</td>
<td>.580</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Stake holder analysis Vs Agricultural extension services</td>
<td>.684</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Public Accountability Vs Agricultural extension</td>
<td>.734</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Public Accountability Vs Agricultural in puts</td>
<td>.661</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Public accountability Vs Innovation &amp; technology</td>
<td>.581</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Public Accountability’ Vs NAADS program efficiency</td>
<td>.732</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
<tr>
<td>Overall NAADS program efficiency Vs Overall Public accountability</td>
<td>.785</td>
<td>.000</td>
<td>Significant Correlation</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The above table 2 indicates that there is a relationship between the levels of fiscal accountability (fiscal decentralization and democratic participation, accountability and transparency, value for money, goal attainment and stake holder analysis) as shown in Table 2. It also reveals a significant correlation between the levels of fiscal accountability and NAADS Program Efficiency including agricultural extension practices through agricultural education, supply of agricultural in puts, agricultural innovation and technology, agricultural loans through micro-finance credit.

This implies that there is a significant relationship between levels of fiscal accountability and NAADS program efficiency, and the significant correlation means that increase of public accountability by local governments positively affects the degree of NAADS program
efficiency among farmers. The findings are partly in agreement with the investigations of Odur (2003) which found out that agricultural extension conditional grant supported by the MAAIF aims, to promote and guide the production of crops, livestock and fisheries so as to ensure improved quality of agricultural produce and products for domestic consumption and export, and the findings of Kanyeihamba (2006) which discovered that on public accountability, the fight against corruption and assurance of public accountability and transparency is essential for efficient governance system. Naluwairo (2011) explains that promotion of agricultural research and technology through a quick maturity high value seeds and drought/pest resistant seeds can be part of the proven targeted measures if implemented for efficiency and sustainability of agricultural production in Uganda.

Conclusion
There was no significant relationship between the levels of fiscal accountability and degree of NAADS program efficiency was rejected. On the other hand, there was no significant relationship between the level of fiscal accountability and the degree of NAADS program efficiency on profile variable between age and education qualification was accepted, whereas in terms of religion and experience it was rejected. According to Social Organization Innovation theory Engle (1995, 2003) that states that the net working approach for social organizations in a more decentralized organization system creates opportunities for innovation.

This is seen as a process through which social relationships are constantly created, cultivated, sustained and dissolved with the aim to ensure the impact of agricultural innovative performance which acts as a social economic driving force to bring impact on agricultural sector. Though the extent of agricultural extension services delivery was satisfactory the majority farmers of South Western Uganda can adopt a strategic framework for improving the quality of agricultural extension services, display the characteristics of decentralized extension services in rural communities which requires participation of farmers and local government stakeholders to aim at achieving the objectives of NAADS program.

Recommendations
Fiscal accountability in Local governments have along way to go when it comes to rural economic development through poverty reduction programs, it is a strong concern the government of Uganda through the Auditor General, IGG, CID, Ant Corruption Courts, and the civil society or Non Governmental Organizations should aggressively fund agricultural sector, try to fight aggressively and discourage mis-use and mismanagement of public funds that could support farmers at a wider scope for increased sustainable agricultural productivity. This will be an ideal way to enhance decentralized agricultural extension services which should be predominant and financially supported in the Ugandan budget policy since 70%-80% agriculture is a major source of livelihoods for both food consumption and source of income. It is therefore recommended that, the government of Uganda should ensure that farmers are equipped with modern agricultural knowledge and skills, monitor the management of agricultural farms, motivate more farmers to be registered in farmer groups and support NAADS program through active and voluntary participation in order to achieve tangible results for quality and quantity agricultural production.

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**Journals**


Magazines/ News Papers

Published Materials

89


Un Published Materials


Influence of the social environment and teachers’ correctional strategies on pupils’ socio-emotional development in primary schools in Kericho County, Kenya

By Amanyama A. K; Ngeno, G. K. and Sitienei, E

Abstract
Socio-emotional development of children is greatly influenced by the environment that these children grow in with teachers having the most significant source of influence. The study focused on the influence of teachers’ correctional strategies on pupils’ socio-emotional development. The objective was to establish the correctional strategies used in public and private primary schools and their influence on pupils’ socio-emotional development. The purpose of this study was to provide a link between teachers’ correctional strategies, pupils’ perception of these strategies and their socio-emotional development. The objective of the study was to establish the correctional strategies used by teachers in primary schools and their influence on pupils’ socio-emotional development in Kericho County. The study was informed by the Gestalt theory’s key concepts and principles. The ontological assumption and the epistemological paradigm of this research were relativism, realism, and pragmatism respectively. This was a mixed research and it employed a survey study design which used highly structured questionnaires to collect quantitative data and the open ended questions to collect qualitative data. The target population in this study was 189,946 pupils (95815 boys and 94131 girls) learning in 512 primary schools found in Kericho County and 4955 teachers in these schools. A sample size determination formula and systematic sampling technique was used to sample 50 deputy head teachers, 219 heads of guidance and counseling teachers and 384 pupils. A pilot study was conducted to ensure reliability of the instruments which was estimated using Cronbach’s Coefficient Alpha. The reliability coefficients computed for teacher counselors, deputy head teachers and pupils’ questionnaires were; 0.96, 0.89 and 0.94 respectively. Analysis of data was done using descriptive and inferential statistics and was aided by Statistical Package for Social Sciences (SPSS) version 24. The findings indicated that the correctional strategies used have an influence on pupils’ socio-emotional development. It was also established that teacher-counselors and pupils have positive perceptions to supportive and preventive correctional strategies as opposed to corrective ones. The Government, all educational stakeholders, policy makers, school administrators, and teachers are expected to use the findings in formulating and implementing relevant correctional strategies for enhanced pupils’ socio-emotional development. The findings are also important as a basis for future research on ways of enhancing pupils’ socio-emotional development.

Key words: Correctional Strategies, Socio-Emotional Development, Social Environment
Influence of the social environment and teachers’ correctional strategies on pupils’ socio-emotional development in primary schools in Kericho County, Kenya

By Amanyama A. K; Ngeno, G.K and Sitienei, E

1.0. Background

It is important to note that although peer relationships and peer influence have great potential to contribute to healthy psychosocial development, peer relationships can also be a source of risk to misbehavior (Brendgen, Vitaro & Bukowski, 2000). This is a key factor that should be put to consideration by teachers when correcting pupils who may exhibit unwanted behavior. Managing pupils’ behavior is a challenge for all teachers and as Cline, Gulliford and Birch (2015) note, difficult behavior is by no means a new phenomenon in schools. Punishment, risks teaching the pupils a yet more complex and subtle set of difficult to manage behaviors (Kearney, 2007). Teachers strive to maintain children’s behavior through a number of ways. However, it is important to mention that some of the strategies have far reaching negative effects than benefits.

The ban on corporal punishment as a main method of managing pupils’ behavior ushered in the use of strategies like detention as one of the most common form of punishments in schools in the United States, the United Kingdom, Ireland, Singapore, Canada, Australia, and South Africa (Aloka & Bojuwoye, 2013). Sugai and Horner (2002) identified that the retreat to punitive approaches in schools, characterized by restatements of rules associated with linked threats of punishment, is indeed highly likely to increase the rates of very undesirable behaviors it aims to diminish, in addition to creating a climate that distracts from the instructional focus that a school is primarily aiming to promote. Alternatively, at the school level, teachers do incorporate rewards of various types into social reinforcement such as teacher praise or peer encouragement.

This should only be necessary in circumstances where the pupil’s skills level and accomplishment are not of a high enough standard for them to yet be a reinforcer in themselves (Cline, Gulliford & Birch, 2015). Peer counseling is used because children spend a lot of their free time in companionship with their peers, valuing them highly as they are persons who they feel they can trust, by whom they feel understood and with whom they share values, attitudes and interests (Quane & Rankin, 2006). Peer relationships therefore represent a vital source of emotional support for young people, as well as a major influence on their behaviour, attitudes and knowledge (Stanton-Salazar & Spina, 2005).

Peer relationships have the potential to foster positive or negative health behaviours and development in a way that an adult would not be able to, depending on the behaviour and the roles modeled by the fellow peers (Ueno, 2005).particularly peers that are regarded as highly popular have an influencing effect on other like-minded young people (Hoffman, Monge, Chou, Valente, 2007). In addition, peer relationships contribute to the acquisition of general social skills and competencies and the formation of autonomy and self-identities during the developmental period of an adolescent; developing these is essential to successfully deal with issues that arise when transitioning into adulthood (Quane & Rankin, 2006). Peers have an equally strong influence on the social development of an individual child. Social influence is the effect others have on individual and group attitudes and behavior (Berkman, 2000). The social influences on adolescent are exerted through social context, social networks, and group membership that operate mainly on social norms which are the patterns of acceptable beliefs, attitudes, and behaviors (Kameda, Takezawa, & Hastie, 2005). Social context determines opportunity for social interaction through social network formation. In its simplest form, a social network is a map of all of the relevant ties between individuals and groups (Valente, Gallaher, & Mouttapa 2004). A child’s social network consists of all the
people and groups with whom she/he has contact and the nature and extent of social interactions. The formation of each child’s social network is largely determined by shared social context such as neighborhood, school, church, and family (Wilcox, 2003). Social networks are important to a child because they share information and shape each other’s perceptions of social norms.

A child’s group membership to family, religious, school or peer is a particularly powerful socializing experience and often changes their perceptions, opinions, and behavior to be consistent with standards or expectations (norms) of the group (Forgas & Williams 2001). Social-emotional development of adolescents extends beyond friendship relations and encompasses also the broader peer group (Hansen, Steenbergen, Palic & Elklit, 2012). Therefore, imitating risk behavior of peers in similar positions may be seen as a manner to impress one’s best friends, especially when it is noticed that this behavior is valued by the friends they share. However, more indirect mechanisms such as exposure to similar social experiences and socialization from other peers in the network equally contribute to the social development of the adolescents. Adolescents’ contact with best friends are more frequent, intense and intimate (Giordano, 2003), and so one can expect that they are also more influential. Not only status characteristics on this homophile dimension can interact with peer influence, also heterophilic status characteristics may be of importance, such that adolescents may be influenced stronger by peers of high social status or popularity in the peer network. For example, peers who are highly liked by most pupils and disliked by few may be more influential (Pearson & Michell, 2000). Boys are quick to take opportunities to distinguish themselves from girls and the male peer group defines what is not male at an early age and those behaviors are discouraged or not used (Patterson, Dishion, & Yoerger, 2000). Peer groups can positively affect one’s development, and social skills such as empathy, teamwork, leadership, and sharing.

These groups can have a positive influence on a child’s life, behaviors, academic performance, and motivation (Stanton-Salazar & Spina, 2005). Children and adolescents without strong family connections, or at least a positive connection with other adults in their life, face a higher risk of negative influence from peer groups (Juvonen & Graham, 2001). If the child or adolescent has not been able to form bonds with positive peer groups, it is more likely they will be perceived as distant and different from their peers, making them feel more like outsiders. Lower standards of acceptance often exist in less positive peer groups, making it easier for people to join. Unfortunately, many such groups often engage in self-destructive and antisocial activities (Brendgen, Vitaro & Tremblay, 2000). Consistent with self-reports of lower resistance to peer influence among adolescents than adults (Steinberg, 2008), observational data point to the role of peer influences as a primary contextual factor contributing to adolescents' heightened tendency to make risky decisions.

Furthermore, one of the strongest predictors of delinquent behavior in adolescence is affiliation with delinquent peers, an association that has been attributed in varying proportions to peer socialization (Dishion, Bullock, & Granic, 2002). In its most acceptable form, the peer group is a healthy coming-of-age arbiter, by which children grasp negotiating skills and learn to deal with hostility and to solve problems in a social context (Mahoney & Stattin, 2000). These are some of the factors that a teacher must consider while designing correctional strategies for enhanced pupils’ socio-emotional development.

2.0. Statement of the Problem
There are many factors that come into play in as far as pupils’ socio-emotional development is concerned. For instance, peers play a major role in socialization alongside the parents, the media and the school. It has been said that peer interaction is not a preparation for life, it
is life itself. It is widely accepted that membership in peer groups is a powerful force during adolescence. These groups provide an important developmental point of reference through which adolescents gain an understanding of the world outside of their families. Failure to develop close relationships with age mates, however, often results in a variety of problems for adolescents – from delinquency and substance abuse to psychological disorders. As children progress through adolescence, they build knowledge bases that help them navigate social situations. For example, by facilitating peer feedback regarding alternative solutions to problems as they arise, teachers exhibit a nonjudgmental role that enhances socio-emotional development and learning. There is need to establish whether teachers put into consideration all these factors and the established legal frameworks as they correct pupils that exhibit unwanted behavior. It is important to examine whether the correctional strategies used by teachers are appropriate and that they do enhance pupils’ socio-emotional development.

3.0. Purpose of the Study
This study was important since it sought to establish the link between the correctional strategies used by teachers in primary schools and pupils’ socio-emotional development. It is hoped that the research’s finding will go a long way in improving correctional strategies used for pupils’ enhanced socio-emotional development.

4.0. Objective
To establish the correctional strategies used by teachers in primary schools and their influence on pupils’ socio-emotional development in Kericho County.

5.0. Methodology
This study used a descriptive survey study design. In survey research design, a survey is used to obtain a description of a particular perception. A descriptive research determines and reports the way things are. This study employed a mixed methods approach where both qualitative and quantitative data was needed to generate insight into the complex social phenomena under study hence mixed-mode designs that combine features of qualitative and quantitative designs and collect both types of data were used. Teddle and Tashakkori (2009) assert that mixed methods are a vehicle for improving the quality of inferences that are drawn from both the qualitative and quantitative methods. Highly structured survey questionnaires collected quantitative data and the open-ended questions were used to collect qualitative data that generated unexpected insights into the subject matter under study.

In this study, probability sampling technique was used where a systematic two stage case selection was developed. In the first stage, the schools to be involved in the study were selected. The study used cluster sampling to select the schools. In this case, the schools were selected as per the percentage of the number of schools in each sub-county in relation to the county. This involved the ordering of the sampling frame according to admission numbers of the pupils and selecting the participants at regular interval through the list. According to Bhattacherjee (2012), systematic sampling involves a random start and then proceeds with the selection of every $K^{th}$ element, where $k = \frac{N}{n}$ where $k$ is the ratio of sampling frame size $N$ and the desired sample size $n$. This study adopted a quantitative and qualitative methodology to document and analyze the teacher counsellors’ and pupils’ perception of the correctional strategies used on pupils’ socio-emotional development. Data was further analyzed using Statistical Package for Social sciences (SPSS) software version 21. The analyzed data was presented using frequency distribution tables, pie charts and tables.
### 6.0. Results and Discussion

**Correctional Strategies used by Teachers in Primary Schools**

<table>
<thead>
<tr>
<th>Correctional Strategies</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canning</td>
<td>4</td>
<td>3</td>
<td>20</td>
<td>13</td>
<td>10</td>
<td>3.41</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>24</td>
<td>21</td>
<td>4</td>
<td>_</td>
<td>1</td>
<td>1.59</td>
</tr>
<tr>
<td>Manual work to pupils</td>
<td>2</td>
<td>4</td>
<td>20</td>
<td>11</td>
<td>13</td>
<td>3.55</td>
</tr>
<tr>
<td>Suspension</td>
<td>_</td>
<td>_</td>
<td>3</td>
<td>20</td>
<td>27</td>
<td>4.48</td>
</tr>
<tr>
<td>Expulsion</td>
<td>_</td>
<td>_</td>
<td>_</td>
<td>9</td>
<td>41</td>
<td>4.82</td>
</tr>
<tr>
<td>Detention/ retention of pupils</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>17</td>
<td>23</td>
<td>4.16</td>
</tr>
<tr>
<td>Verbal warning</td>
<td>25</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>_</td>
<td>1.86</td>
</tr>
<tr>
<td>Slapping/pinching</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>29</td>
<td>4.16</td>
</tr>
<tr>
<td>Behavior modification programmes</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>2</td>
<td>_</td>
<td>2.40</td>
</tr>
<tr>
<td>Training pupils to be assertive and air their grievances appropriately</td>
<td>17</td>
<td>23</td>
<td>7</td>
<td>3</td>
<td>_</td>
<td>1.92</td>
</tr>
<tr>
<td>Use of rewards/ tokens when desired behavior is observed</td>
<td>18</td>
<td>13</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>2.14</td>
</tr>
<tr>
<td>Recognition through certificates, open appraisals on assembly and clapping for pupils</td>
<td>27</td>
<td>11</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1.82</td>
</tr>
<tr>
<td>Withdrawal of privileges when an undesirable behavior is exhibited</td>
<td>4</td>
<td>9</td>
<td>24</td>
<td>10</td>
<td>3</td>
<td>2.94</td>
</tr>
<tr>
<td>Apology in front of others</td>
<td>6</td>
<td>14</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td>2.76</td>
</tr>
<tr>
<td>School rules to help in guiding pupils on desirable behavior</td>
<td>27</td>
<td>17</td>
<td>5</td>
<td>_</td>
<td>1</td>
<td>1.62</td>
</tr>
<tr>
<td>School prefects help in correction</td>
<td>6</td>
<td>10</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>2.91</strong></td>
</tr>
</tbody>
</table>

Results in Table 4.3 show that 4(8%) participants indicated caning as a correctional strategy that is used always, 3(6%) participants indicated than the correctional strategy is used often, 20(40%) participants indicated sometimes. The mean of this was 3.41 an implication that teachers use corporal punishment to correct pupils though not in big magnitude. The results imply that the Governments ban on corporal punishment is heeded by teachers though not in totality.
The findings also imply that guidance and counselling is used as correctional strategy. A total of 24(48%) participants indicated that the correctional strategy is used always, 21(42%) participants indicated often. A mean of 1.59 was obtained an implication that guidance and counseling is used for correction of pupils to a large extent. In this case, guidance and counseling is used to help pupils deal with the challenges they face in school, mold their behavior and enhance their socio-emotional development.

Findings further indicate that manual work is used as correctional strategy, with 2(4%) participants indicating that the correctional strategy is always used, 4(8%) participants indicated often, and 20(40%) participants indicated sometimes. The mean of this was 3.55 an implication that this correctional strategy is not used extensively. On the other hand, majority of the participants indicated that suspension is rarely used; 27(54%). This also applies to expulsion which had a mean of this was 4.82 an implication that the correctional strategy is never used.

Detention/retention of pupils as correctional strategy is also not used largely with 2(4%) participants indicating that the correctional strategy is used always, 1(2%) participants indicated often, 7(14%) participants indicated sometimes, 17(34%) participants indicated rarely and 23(46%) participants indicated never. The mean of this was 4.16. This implies that the correctional strategy is never used. Other correctional strategies like, slapping and pinching are not used.

It was also noted that more than half of the respondents; 25(50%) participants indicated that verbal warning as a correctional strategy was always used by teachers to correct pupils. This is a common correctional strategy and the mean of 1.86 implies that this is one of the key correctional strategies used by teachers and it has an influence on pupils’ socio-emotional development. The analysis further revealed that behaviour modification programmes were used to correct pupils with majority of respondents; 16(32%) indicating often, and 24(48%) participants indicated sometimes. The mean was 2.40 an implication that teachers in primary schools have embraced the use of preventive correctional strategies in behavior management and enhancement of pupils’ socio-emotional development. The pupils are also trained to be assertive and air out their grievances appropriately.

Positive reinforcement in the form of rewards from teachers is a distinctive form of pupils behaviour management approach. On how often rewards are used when desired behaviour is exhibited, 18(36%) participants indicated always, 13(26%) participants indicated often, and 15(30%) participants indicated sometimes. The mean of this was 2.14 an indication that teachers greatly used rewards as an intervention to behaviour management. Findings also indicated that teachers use recognition through certificates, open appraisals on assembly and clapping for pupils is used, 27(54%) participants indicated that it is used always. Contrary to rewards, the findings in the study revealed that pupils are subjected to punishment-based approaches, involving significant deprivation and degradation. There was an indication that teachers used withdrawal of privileges when undesirable behaviour is exhibited, with 24(48%) participants indicating sometimes. However, it should be noted that there is an evidence base that shows deleterious effects of a negative sanctions-based approach in schools (Maag, 2012). On how often apology in front of others is used as correctional strategy, 14(28%) participants indicated often, 20(40%) participants indicated sometimes. The mean of this was 2.76 an implication that this correctional strategy is used.

School rules are used to guide pupils, 27(54%) participants indicated that it was used always, 17(34%) participants indicated often, 5(10%) participants indicated sometimes. The findings revealed that school prefects were used to help in correction, 6(12%) participants
indicated that the correctional strategy was used always, 10(20%) participants indicated often, 17(34%) participants indicated sometimes. The mean of this was 3.00 an implication that although all schools have prefects, their role in correction of pupils was minimal. Teachers need to strengthen this aspect since the establishment of pupils’ leaders is intended to give pupils an opportunity to acquire the sort of communication, planning and organizational skills which will be of benefit to them in their future lives. Research indicates that student counsels can improve academic standards and reduce dropout rates in schools (Department of Education and Science, 2002).

The overall mean of 2.91 is an implication that teachers use various correctional strategies in a bid to mold pupils' socio-emotional development. Children follow a typical continuum of social and emotional skills acquisition. Further analysis of the findings established that these correctional strategies have a positive influence on pupils’ socio-emotional development.

7.0. Conclusion
The study concludes that physical punishment, suspension, expulsion and detention have negative impact on learners’ socio-emotional development and so teachers should desist from applying these correctional strategies. This is an important step towards enhancing learners’ holistic development. To achieve a balance in pupils’ socio-emotional development, teachers need to balance all the appropriate correctional strategies. The study revealed positive pupils’ perception on some correctional strategies, for instance, guidance and counselling correlated highly with pupils’ ability to develop effective communication skills with a positive significance of 0.80. Rewards helped pupils to have a positive self-concept. The correlation was a positive significance of 0.217. However correctional strategies like physical beating, manual work, expulsion, detention and suspension correlated negatively with pupils’ socio-emotional development of applying essential life skills. The study concludes that rewards reinforce the desired behavior among pupils and should be used by teachers. In Gestalt, contact is necessary for change and growth. When a child makes contact with the environment, change is inevitable.

8.0. Recommendation
Further research is recommended on other developmental aspects of pupils other than socio-emotional development, for instance, mental or psychological, and physical development. The study recommends the use of peer counseling in pupils’ behavior management. Specifically, positive correctional strategies should be encouraged as opposed to the physical ones. Teachers should understand that pupils need be understood holistically in order to apply appropriate correctional strategies for optimal development of learners’ socio-emotional development.

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Changes in the Education System in Kenya and Their Impact on the Publishing and Book Trade Industry since the Introduction of Free Primary Education (FPE)

By Evans Momanyi

Abstract
The purpose of the study was to examine how changes in the education system in Kenya have affected the publishing and book trade industry since the introduction of FPE. The objectives of the study were; to investigate how the government involvement in approving and procurement of textbooks to be used in primary schools has affected the Kenyan publishing and book trade industry; find out how book distribution was before the introduction of Free Primary Education (2003) and how it was in 2015; The study was guided by the needs assessment theory. A survey of all publishing firms listed in the Orange Book 2016, 81 booksellers drawn from five districts, The Curriculum Administrator- Kenya institute of education; and Director Basic Education- Ministry of Education. The findings indicate that the FPE program has created market opportunities for local publishers; the funds provided for the program are inadequate; the quality of textbooks published is not up to standard; corruption is practiced in procuring of school text. The recommendations of the study are; publishers should embrace electronic book trade; the Ministry of Education and Kenya Institute of Curriculum Development in the process of evaluating, vetting and approving textbook should involve all the stakeholders; publishers should upkeep the endeavours to improve the reading culture in Kenya; funds should be availed in time to foster textbook purchase and there is need to empower school procurement committee because in most cases they are open to manipulation.

Key terms: Education System in Kenya; Publishing; Book Trade Industry; Free Primary Education (FPE)
Changes in the Education System in Kenya and Their Impact on the Publishing and Book Trade Industry since the Introduction of Free Primary Education (FPE)

By Evans Momanyi

Introduction

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high dropout and low quality of primary schools in Kenya, the new policy of Free Primary Education is likely to lead to a trade off between a dependence on parents and a dependence on external finance to meet the bills. Likely shortfalls will not only be in the numbers of trained teachers, but in instructional materials, building funds and furniture, 93% of this has gone on salaries, there has been little left for capital or development expenditure. Over the past seven years from 2009, a DFID-supported project which matched government funding of textbooks led to average annual increases in non-salary expenditure of 25%. Overall, the real challenge will be the reallocation of resources within the education sector as Kenya already spends 6% GDP and 36% of recurrent expenditure on education.

Publishing in Kenya

According to Nyariki and Makotsi (1996), Kenya has performed better in publishing development than most other African countries. Compared to other countries in East and Central Africa, Kenya has the most active book industry. It is commendable that the industry has managed to grow in spite of a fairly weak still base. The country still has adequate printing capacity, with more than ten printers capable of achieving reasonably good standard of book production. At the introduction of 8-4-4 system in 1985, many publishing houses started up. Key among them were Johnstone Makau’s Kenya Publishing and Book marketing Co. ltd and Gideon S. Were, whose press of the same name was started at around this time (1985), which provided textbooks to schools.

After some time multinationals produced new textbooks, which were found to be better and many schools switched courses in mid stream. The resulting wastage caused uproar and much confusion, particularly since in some cases there were three or four textbooks in use in any one school (Chakava, 1992). Parents sought guidance from the Ministry of education not only about the content but also the prices of these publications. The response from the ministry was swift. Subject panels were set up to prepare official textbooks for all the subjects in primary and secondary schools. The books were published by JKF and KLB, under the funding of World Bank. When the books appeared, schools were informed that those were the only recommended textbooks and that no other textbooks should be used. Directives were sent out to heads of schools and education officers to ensure that only government textbooks were bought.

Ministry of Education Science and Technology (MoEST) started to categorise textbooks into core and supplementary textbooks. The core textbooks were those authored by KIE and published by JKF and KLB while the supplementary readers were those published by other publishing houses – the local and multinational publishing firms. Ironically, the government used KIE to evaluate these books yet by extension, it was an author. There was only one core textbook per subject in a class, which all schools in Kenya were expected to use. Unfortunately the Government textbooks were criticized as being amateurish in their layout and illustrations, shallow and unbalanced in their content (Mailu, 2000).

As a result of complaints from private publishers and education stakeholders the textbook market was liberalized in 1998. The new policy was launched in September 1998. The main aim of the policy was to transform a largely government run publishing system by
liberalizing the textbook market through private sector participation (Rotich, 2006). A situation that Karimi (2007) describes as “Liberalization from 1998 was a lifeline as some opportunities were opened up in the school market” Although the textbook market was liberalized, for private publishers, it did come with a condition though; Publishers were required to submit textbooks for approval/vetting by the MTVC. The rules stipulated that the MTVC was to vet and recommend a maximum of six titles per subject per class for primary and secondary schools.

Statement of the Problem
From the background information of the study, it is observed that textbook publishing and distribution in Kenya is faced with more challenges than opportunities and the introduction of Free Primary Education program has added more woes to the industry, notwithstanding the benefits. The problems of publishing and book trade in Kenya can be assessed in many fronts. To start with, the government of Kenya liberalized the textbook market in 1998, allowing private publishers’ participation, but at a price. The government placed a book vetting policy, under MTVC committee, to approve the school books that are to be used in primary schools. This committee has had some defects as seen early for example corrupt nature of the officials through conflict of interest whereby some of the officials are working in cohort with publishing firms. That aside, in 2003, the Government introduced Free Primary Education Program that is funded by the government, where the government pays for textbook procured by primary schools.

This has an implication that, only those textbooks that are approved and recommended by the MOEST committee are to be procured by schools. Therefore, where does this situation place other publishers whose textbooks are relevant but were not approved due to inefficiencies and double standards of the MTVC? Taking into consideration that textbooks are the bread and butter of the Kenyan publishing industry and most publishers use their own money as a source of capital with no bank or financial institution will to lend money to publishers (Chakava, 1992).

Secondly, as observed in the UNESCO 2005 assessment report on Free Primary Education in Kenya, procurement of textbooks usually takes more than 5 months meaning that those publishers whose books have been approved and procured by primary schools have to wait a little bit longer before they receive their money -with the undercapitalization of publishing and book trade industry in Kenya. Thirdly, the largest student population in primary schools is found in the rural areas, which is characterized by poor transportation network, no developed bookshops, most of the population are poor hence can’t afford to purchase textbooks. Fourthly, finances aimed at textbook provision are limited, because a large proportion of the finances set aside for the Free Education Program are channeled to other projects such as classroom construction, teacher recruitment and running of the schools leaving limited finances for the purchase of the textbooks.

Finally, at the implementation time of the Free Primary Education new curriculum was also introduced, and this required that publishers publish new textbook incorporating the changes within three months 2003. The time available to publish these “new” books was limited hence it led to publication of sub-standard, low quality of books in terms of content.
1.4 Objective of the Study

The objectives of this study were to:

i. To investigate how the government involvement in approving and procurement of textbooks to be used in primary schools has affected the Kenyan publishing and book trade industry;

ii. Find out how book distribution was before the introduction of Free Primary Education (2003) and how it was in 2015

iii. Find out the volume of books produced before the introduction of Free Primary Education and compare with the ones produced in 2015.

Literature Review

Related Studies

There are a variety of conceptions of needs assessment basing on the definition of 'need'. This study adopted Kaufman's (1972) definition of 'need' as a 'discrepancy'. This definition contends that needs are areas in which actual status is less than the targeted status. Needs assessment as based on this definition entails a process of ascertaining the targeted status, followed by an investigation to determine the current status relative to the target status, and finally comparing the two to discover discrepancies, identify needs, and recommend or institute remedial measures. This process is known as discrepancy analysis and it is used in educational evaluation over the years, the Kenya publishers association fought for the creation of a liberalized book market, especially for schoolbooks.

Previously the schoolbook market, which is the biggest and most lucrative in Kenyan book industry, was monopolized by the two state-owned publishing firms, the Jomo Kenyatta Foundation (JKF) and the Kenya Literature Bureau (KLB) (Odini, 2002) ermine 'what is' and 'what ought to be ' (Witkins and Lincon, 1986; Suarez, 1991) Rotich and Musakalia (2005) carried out a comprehensive study on the textbook vetting process and its implications on the textbook publishing in Kenya, their major finding was that, there were malpractices in the book vetting and evaluation process by the vetting committee. However, they did not put emphasis on its implications on the Free Primary Education Program on the publishing and book trade industry.

Free Primary Education Programme

The development of the education sector has been a long standing objective of the Government of Kenya (GoK) since independence in 1963 (Rotich, 2004). Education is considered by various stakeholders and players as a basic need and a basic right besides, the socio-economic and political benefits accruing to education. Various studies indicate that countries with high literacy rates among women and men have lower level of fertility, low infant and mortality rates, longer life expectancy and are politically mature for democratic governance (Abagi, 1998). Thus, the investment in education in Kenya has been in response to a number of concerns, which include, among other things the need to combat ignorance, disease and poverty.

The FPE have since created a positive outcome because it has brought more children to school. One major effect of the implementation of Free Primary Education policy in 2003 is the increase in enrolment during the implementation. The gross enrolment ratio (GER) increased from 92 per cent in 2002 to 104 per cent in 2003 of the school age population. In 2003 (when Free Primary Education was being implemented), the total enrolment rose by 17.6 per cent from 6,131.0 thousand in 2002 to 7,208.1 thousand in 2003. The enrolment of
girls rose by 17.3 per cent from 2,998 thousand in 2002 to 3,505.3 thousand in 2003; while the enrolment of boys rose by 17.8 from 3,143.1 thousand in 2002 to 3,702.8 thousand in 2003 (Government of Kenya, 2008).

**FPE and Publishing in Kenya**

Since the introduction of Free Primary Education (FPE) in 2003, revenues for book publishers have been boosted by increased sale of textbooks to primary schools. Karimi(2007) notes;

> We’ve seen tremendous growth in the last four years with annual revenue for book publishers now estimated at Sh3 billion compared to Sh1 billion in 2002.

However, Publishers and authors of school text have called for a review of how books are selected for school syllabus saying the current system does not encourage growth in publishing. “We feel any book meeting the criteria should be included. The current system results in books by the big six publishers being approved locking out small publishers,” Njento (2009). In addition, the local publishers have been accused of concentrating on textbook publishing leaving out other genres. Karimi (2007) argues that people who fault publishers for focusing on school texts often forget that publishing is a business like any other. She notes “Publishers want to make money and textbooks is where we can get volumes, take for instance the 7.5 million children in primary school because of free education.” “Textbooks take the lion’s share of the publishing industry’s resources the world over,” Authors argue that publishers have been concentrating on school texts because this is a captive market where little effort is required to sell when their books are on the Kenya Institute of Education (KIE) list of approved texts for schools.

**Methodology**

The study collected data from 81 bookshops in Kisii County, Uasin Gishu County and Nairobi County; all the 15 publishing firms listed in the Orange Book 2016. In addition, the Director, Kenya institute of education; and director Basic Education at the Ministry of Education. A total sample of 98 respondents participated in this study. That is, 81 bookshops out of 270 bookshops in the three counties; 15 publishing firms out of 15 publishing firms listed in the Orange Book 2016 and two others as stated above. A descriptive case study method was used in the research where both qualitative and quantitative data was collected using questionnaire, interview schedule and observation method. Qualitative data was analyzed using descriptive statistics including percentages and frequency counts.

**Findings and Recommendation**

**School textbook Procurement Procedure**

In establishing the school textbook procurement procedure, payment and selection, relevant documentations were reviewed and key informants including some of the respondents were interviewed. From the analysis of the data, it was established that there are two methods of procurement, that is the cash and the consolidated method, which have been used and tested since the inception of Textbooks Provision Package. The cash method has since been more acceptable because it allows full participation of all stakeholders at school level. Using the cash method, schools select a local supplier and order their requirements through the selected supplier. The study established that every school must ensure that it has its own dedicated School Instructional Materials Bank Account (SIMBA) and that it is functional.
From findings it was found out that, Instructional materials funding provided by MoE’s Instructional Materials Management Units (IMMU) can only come to the school through this Bank account. If the school does not open this account, it will not receive its funding allocation. Further, Instructional Materials grants for every public primary school in Kenya are always paid into their SIMBA. The grants are calculated on the basis of a common per capita sum multiplied by the confirmed enrolled numbers of each individual school. The School Instructional Materials Selection Committee (SIMSC) should select one bookseller who will take their orders and supply their TM and stationery.

The study established that this funding methodology follows a four–step process as follows: MoE makes a public announcement in the press and on the radio that school instructional material budgets will be released on a certain date, MoE in Nairobi, via the IMMU, transfers funds to the head office of all the commercial banks in Nairobi where schools maintain their bank accounts, The commercial bank makes an electronic fund transfer (EFT) direct into the school’s SIMBA of each registered Public Primary School, The school is informed by the DEO about the amount that has been transferred into the SIMBA, and subsequently confirms the same with the Bank, Once the SIMBA has been credited with funds the school can start the textbook selection and ordering Process.

Funds provided for the enhancement of the FPE program by the government
The free and compulsory primary education for Kenyan children, which was one of the key pre-election promises in 2002, has proved not only to be expensive, but also difficult to implement. This is according to the respondents who participated in this research. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teacher staff and co-curricular activities.

The respondents indicated that it has taken $ 137.7 million to see the programme through the 2003-2004 fiscal year period. In the 2003/04 financial year, the government increased its education budget by 17.4% to Kshs.79.4 billion, with over Kshs. 7.6 billion specifically allocated to the FPE programme. The donor community, which received the FPE policy with high enthusiasm, was and is still quick to assist the government. The World Bank, for example, gave a grant of Kshs. 3.7 billion, while the British government through the Department for International Development gave Kshs. 1.6 billion. Other donors included the Organisation of Petroleum Exporting Countries (OPEC) Kshs. 1.2 billion, the Swedish government, Kshs. 430 million and UNICEF Kshs. 250 million. According to the respondents, such donor funding is usually temporary (Ministry of education annual report, UNESCO, 2005).

The government and development partners pay Kshs. 1,020 for each primary child in a year. The FPE does not require parents and communities to build new schools, but they are expected to refurbish and use existing facilities such as community and religious buildings. If they wish to charge additional levies, school heads and committees had to obtain approval from the MoEST. This request has to be sent to the District Education Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education, a fairly lengthy and tedious process.

The problem of funds is deemed to continue, publishers and booksellers will/are hard hit especially as from 14TH March 2009 when the ministry of education released a circular to all schools informing them that it would not be releasing funds for purchase of textbooks, apparently because schools had bought the required stocks. Notwithstanding that many schools buy learning materials on credit and pay when the ministry releases the funds. The data collected indicated that 93% of the money allocated for Free Primary Education goes to
paying of salaries while 7% goes to non-salary expenditures such as textbook purchase which is estimated to be taking 2% of the total amount of money allocated for Free Primary Education- approximately 2.5 billion shillings.

4.6 Curriculum changes and its implication on the publishing industry
It was deemed right to find out how curriculum changes affect the publishing industry in Kenya. To achieve this objective the researcher interviewed the publishing managers. According to publishing managers interviewed, curriculum changes in Kenya started as early as 2003 have affected the publishing industry negatively.

The respondents said that the year 2003 did not only see the introduction of the revised curriculum at both the primary school level and the secondary level, but also witnessed the launching of the Free Primary Education (FPE) in Kenya. The decision by the Government to introduce the new curriculum and free education was/is a noble, but challenging undertaking. This has an effect on the overall management of education in general, and specifically on textbooks supplies to schools for the coming few years.

The introduction of the revised curriculum was implemented in phases, to ensure a smooth transition from the old to the new curriculum. The entry point of the revised curriculum in primary schools was Std 1 and Std 6 in January 2004. This continued in that order until all levels of learning in primary education were covered. This approach allowed many children to continue with their studies in the old curriculum, without disruption, prior to sitting their KCPE examination at the end of their primary education.

New books have been written to support the new curriculum and all of them were evaluated and approved under the administration of the Kenya Institute of Education (KIE) before schools could buy them. Some of the pupils continued to study the old curriculum and use the old books until the year 2005. For instance pupils who entered Std 6 in the year 2003 continued with the old curriculum until they sat for their KCPE examination in December 2006. On the same understanding, those pupils who entered Std 2 in 2003 continued to use the old books until they started the new curriculum in the year 2006 at Std 5 level. Therefore the first KCPE examinations for the new curriculum were offered in December 2006.

Curriculum changes have affected the publishing industry negatively and to a smaller extent positively. A case is the summative curriculum that is conducted after every ten years, which is bound to be reviewed in the year 2009. Publishers are expecting many changes some of which might lead to demise of some smaller publishers, because most of their books will be rendered irrelevant. The primary school curriculum was specifically revised and implemented to reduce the cost burden, reduce the workload on pupils and improve quality (Oyuga, 2005). The achievement of these objectives received a boost with the introduction of Free Primary Education in 2003.

Structure of Publishing and Book Trade Industry before Introduction of Free Primary Education

To adequately answer this question the researcher used the following sub-headings to classify the respondents’ responses. Regarding how publishing industry was in 2002 before the Free Primary Education program was introduced. Distribution of books, Number of Book sales, Type of books published, Procurement procedures, Procedure of publishing the textbooks

Distribution of Books
It is universally agreed that book distribution is one of the most difficult problems for publishing, not only in Kenya but the world at large. The study found out that Kenya faces
some special problems. Low income, largely rural populations are not in a position to purchase books, nor do they have access to bookshops. Bookshops in Kenya are generally inadequate. They do not have large stocks of books, and they are generally undercapitalized. Further the respondents indicated that Booksellers find it difficult to obtain credit, and they can afford to keep only small numbers of books in their shops. The discount structure for publishing in general does not permit adequate profits for booksellers. The inherent problems of transportation add to the burden of book distribution.

At independence in 1963 the government institutions included the book-publishing parastatals, the Jomo Kenyatta Foundation and the Kenya Literature Bureau. Many schools were started countrywide. The book market became quite viable, and the existing multinational agents registered their firms to become private publishers (Muita, 1998). The researcher found out that the first private publishers in the country were Oxford University Press, Heinemann and Macmillan. They were the nemesis of the bitter disagreements between private publishers and the parastatals. To bring sanity the Ministry of Education came into the book publishing endeavor. But instead of coming in as a referee it came in as a player, worsening an already volatile situation.

As a result the Ministry discredited the material from private publishers as expensive and irrelevant to the school situation in Kenya. It went a step further and started the centralised supply of books to schools via the Kenya School Equipment Scheme (KSES). In collaboration with the Kenya Institute of Education (KIE), whose mandate was curriculum development and the vetting and recommending of books, KSES generated order lists which it distributed to schools via the DEBs. Schools then selected the books they wanted from these lists and the KSES supplied them with the titles requested. Positively, a book on the list brought in huge orders, hence large print-runs and low unit prices. But on the other hand the stage was set for massive corruption as publishers clamoured to have their books in the order lists. With all this factors in KSES's operations led to the scheme becoming moribund.

The respondents said that during the early 1980s KSES was replaced by a cost-sharing policy in school resources acquisition. Here, the government and the parents were to contribute to a school's resource-buying kitty. The study further found out that the government gradually shed the responsibility, eventually leaving most of the buying to parents, who were already feeling the pinch of a worsening, economy- as a result textbook purchase declined sharply. Further, the study findings revealed that in 1998 the Ministry of education introduced the textbook procurement policy.

The policy allowed the private publishers to participate in the school textbook publishing. However the published textbooks had to undergo the evaluation and vetting committee at the Kenya Institute of Education under the Ministry of Education, Science and technology. The textbooks had to be approved and only the approved textbooks were bought by schools – the approval committee approves six textbooks per class and per subject. The parents had to pay for the textbooks. As a result there were low book purchases by booksellers because the bookshops only stocked books which had been approved for use in primary schools

**Number of Book Sales**
The research revealed that before the introduction of Free Primary Education, sales were low because of the poverty levels in Kenya and as a result many parents were unable to purchase textbooks for their children. This study finding concurs with Rotich (2004) which revealed that most parents were unable to purchase textbooks for their children which retailed for sh.200 a copy. However most publishers seem to blame the booksellers for this scenario then, one respondent said “Bookselling is a paradox, for instance booksellers are still” “fighting for
better terms, and many feel’ that if they obtain increased discounts from publishers, their problems would be over. Although overheads continue to grow, perhaps better terms would help; they are not likely to be sufficient to meet all the needs. Ever-increasing turnover is more essential than better terms.”

The study revealed that sales are not where they are supposed to be according to most publishers’ and booksellers’ projections because, most bookshops have failed to move with the times in particular with regards to business methods. Many booksellers in Kenya still indulge in much unproductive work and continue to find reasons to avoid control buying and expenses (Atbach, 1986). Above all some old-established booksellers fail to appreciate that with the loss of the carriage trade people must be attracted into bookshops by improving window and interior display.

**Type of Books Published**

The respondents indicated that initially before the introduction of FPE, they indulged in general publishing whereby most publishers published school textbooks, story books, novels, dictionaries, guide books, and inspirational books, among others, because they were uncertain which books would sell and make them stay in business. Therefore, they concentrated on publishing wide variety of titles but with the introduction of Free Primary Education the reverse is true. 98 % of the publishers interviewed said that they had switched to the more lucrative textbook market because at least they were assured of reaping good amounts if their textbooks were approved by the Ministry of Education Science and Technology hence worth devoting all efforts to.

**Procurement Procedures**

Before the introduction of free primary school textbooks were bought by schools using the school fees paid by parents. The primary school head of departments were required to sit in a panel and select textbooks that are deemed suitable for the subjects; the textbooks that were to be used had to be the ones published by KIE, Jomo Kenyatta Foundation and KLB as it was a directive from the Government. All school heads and District Education Officers were instructed to purchase textbooks from the stated publishing firms.

From the findings of the study, after the introduction of Free Primary Education, there are two methods of procurement, that is the cash method and the consolidated method. These methods have been used and tested since the inception of Textbooks Provision Package. The cash method has since been more acceptable because it allows full participation of all stakeholders at school level. Using the cash method, schools select a local supplier and order their requirements through the select supplier. Every school must ensure that it has its own dedicated school instructional materials bank account (SIMBA) and that it is functional. Instructional materials funding provided by MoE’s Instructional Materials Management Units (IMMU) can only come to the school through this Bank account. If the school does not open this account, it will not receive its funding allocation. This in itself is a challenge especially if the school management is illiterate as evident in some rural areas.

**The Funds Provided by Government for Purchase of Primary Schools Textbooks**

The study established that the government remits the money by direct wire transfer to the school accounts held in a reputable bank in the district. Each child is allocated a maximum of Kshs 1,020 per year. When remitting the funds the Government also issues guidelines on what should be spent per child on instructional materials, what needs to be spent per child on textbooks based on the recommended prices of the textbooks and also what needs to be spent per child on the extra curriculum activities.
Each primary school is required to open two accounts: one for Instructional Materials (in which Kshs 650, equivalent to 63.7%, goes) and the other for General Purposes (Kshs 370 equivalent to 37.3%). The study further revealed that it’s the responsibility of the School Management Committee (SMC) to manage the funds once they are wired into the school accounts, especially in terms of giving out tenders for the supply of the various learning materials. However it was found out that the funds remitted to schools were not adequate enough to purchase the required number of textbooks. A spot check on the prices of books on the publishers catalogue the study revealed out that a textbooks cost an average of Sh. 250. If one subtracts this amount from the 650 shillings allocated for material then what remains is Sh. 400. This amount (sh. 400) is to be is to be spent on purchasing of exercise books, charts, registers, pens which is also not enough. The researcher saw this as the reason why the target book-student ratio is yet to be attained. It was found out that the current book-student ratio is 1:6 in upper primary and 1: 8 (UNESCO, 2005) in lower primary a dropdown from the stipulated book-student ratio of 1:2 in upper primary and 1:3 in lower primary.

Conclusion
However, the study revealed that the celebrations of the players in the book publishing and book trade industry are short lived since there are many challenges facing the industry as result of this program. First, the procurement procedure of the textbooks by schools under IMSC is tedious and a competitive process, that sometimes forces some players in the industry to device means of influencing the Instructional Material Selection Committee, in order to have the said committee procure textbooks from them. This inducement by bribing either in monetary terms or material terms has locked out some players who are either unwilling to bribe or unable to bribe. Secondly, the delay in the disbursement of funds by the government has made most players in the publishing industry to be forced out of their premises for failure of payment rent and wages. The study revealed that the government delays in remitting money to SIMBA accounts for the purchase of books, this delay makes the players in the publishing industry fail to run their business successfully. Thirdly, the programme has led to the emergence of pocket/briefcase booksellers. The study revealed that there is a proliferation of pocket booksellers who make the work of established booksellers with established premises not to compete competitively with these counterparts who receives similar discounts from publishers, who end up lowering their books because they have no rent to pay or wages and salaries to pay.

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Film Review: Dan Davies, Give Us Back Our Data, Al Jazeera productions, 2015

By Qémal Affagnon*

Generally speaking, literature on the Internet draws a comparison between two camps. On the one hand, we have the cyberenthusiasts. With regard to the ongoing changes in the digital world, these people throw a confident look on the promises of participatory democracies and the economic models based on sharing. On the other hand, we have the cyberpessimists. Unlike the cyberenthusiasts, the cyberpessimists ring the alarm bell concerning the attacks to personal freedoms and alienating threats of the digital world for the human thought.

Being part of this second category, Evgeny Morozov decrypts in the documentary Give us back our data the stakes related to the race for the optimization of daily life through a frantic collection of data. For a few years, Evgeny Morozov has been fighting against what he calls the « techno-enthuiasm ». He lead that fight to denounce the often defended idea that the modern technologies could improve all the aspects of our life. In his first book, The Net Delusion (2011), he destroys the idea that the Internet liberates the people and speeds up the democratic changes. Following on this, in this book To save everything, click here (2013), he rebuts the idea of an Internet revolution that could knock over everything on its way without allowing anybody to influence those changes.

In other respects, Morozov has just published The digital mirage : For a Big Data policy (2015). In that book, the writer invites his readers to stand up to solutionnism, a tendency that consists in finding in the digital technology a universal panacea that will solve all the problems. While criticizing the false claims of the Silicon Valley and their bonds with the neoliberal ideology, he is trying to understand how the free data flow is in keeping with the putting in place of deregulated world trade.

During the showing of the documentary divided into six chapters and that lasts twenty-five (25) minutes, Morozov considers the data as a next and powerful weapon. Morozov shows in the documentary how the new technologies offer a smoke screen that favours a huge change in the higher realms of power. Evgeny Morozov also underlines that the data play an important rôle in the creation of riches for some companies and that we must understand their origins. By giving precision on the fact that we have entered a new paradigm controlled by the « smart » objects, the researcher and writer explain the ways those objects capture, analyse and regulate an important part of our behaviours. For Morozov, it is important to keep in mind, the importance of democracy and social life in a world where the connected objects create non brutal incitive forms, aiming at regulating different aspects of daily life. During the film show, Morozov makes an inventory of a large quantity of innovations whose declared objective is « social », but that hides purely economic aims.

On the other hand, he indicates that such promises, still, are never made without opposing views. For example, all the self-tracking solutions (connected bracelets, sleep recorders, etc…) send notifications to tell you that it is high time you changed your behaviour. However, that type of service that is offered by the Sillicon Valley leads to some dangers. We are getting into an era of profound assymetry and the users become more and more transparent and easy to rule when for some lobbies and companies, it is the opposite, Evgeny Morozov regrets. That transparency of the individuals goes through the data that, in addition to the fact that it is becoming more and more valuable , orientates close ly the practices and the decisions of the powerful people. As a matter of fact, whether it is a question of health, commerce, the fight against terrorism, etc…, it is difficult to imagine domains that connot be improved on by predictive solutions.
From there, Morozov develops a political and social criticism, with regard to those applications and digital services. In his blurb, he shows that the ideal of the Silicon Valley represents the ideal of capitalism, a little bit, that is celebrating the resourcefulness and adaptability of an individual to the detriment of the collective effort. In other respects, facing a future where all the daily behaviours may be mapped out, there is a chance that supervision may be with no limit. In the Internet era where the world population represents an interaction network, what will fate have in store for the rebellious people or anybody who walks against the current if the technological cult forces itself upon everybody? How would the ordinary man react facing this possibility? Will the Silicon Valley become the new epicentre of power?

« Give us back our data » is an interesting documentary to keep in mind that technology has become a much too complex issue to be left only in the hands of the computer scientists, the businessmen and the greats of the Internet.

**Bibliography**


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