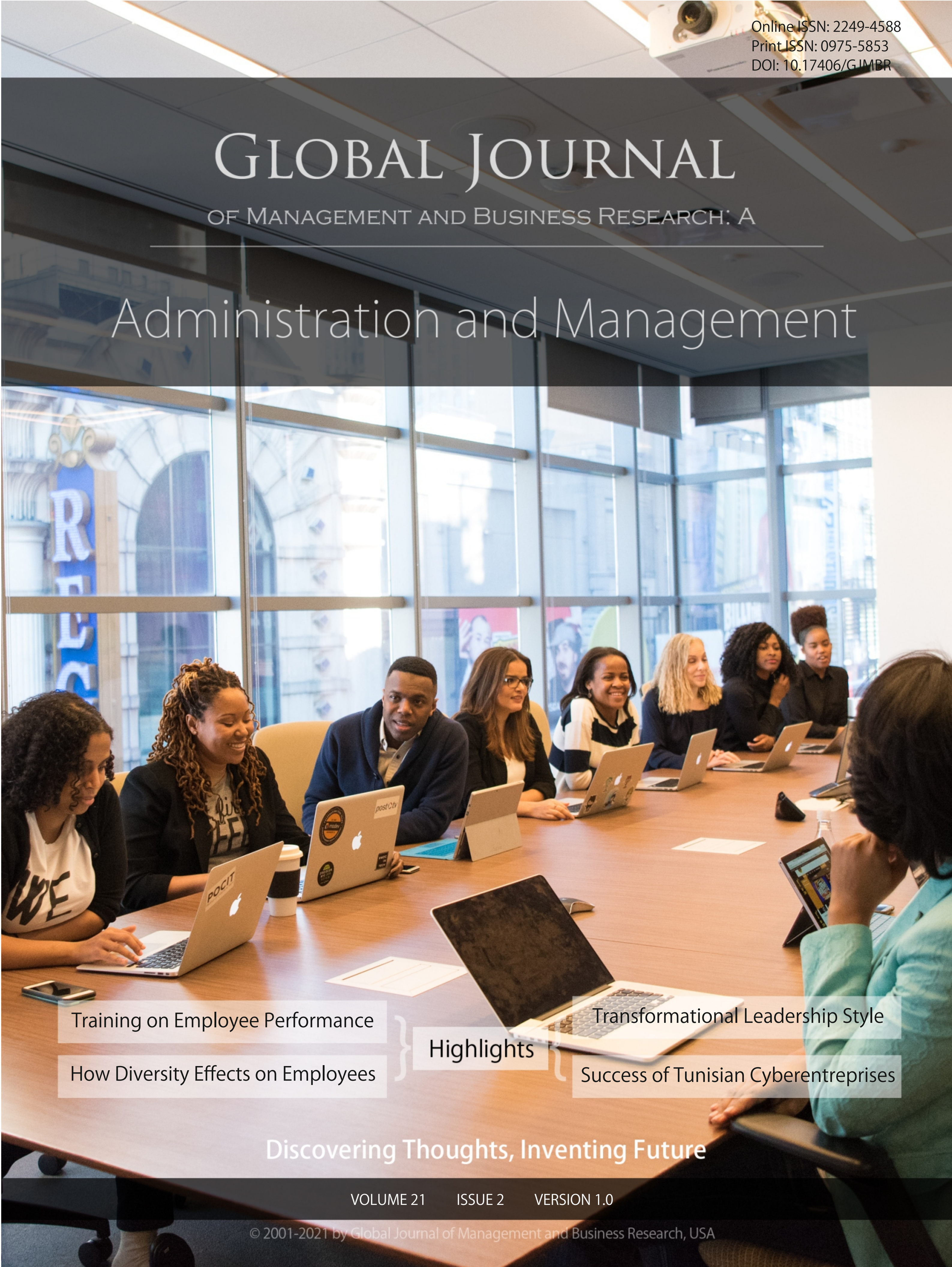

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Administration and Management

Training on Employee Performance

How Diversity Effects on Employees

Highlights

Transformational Leadership Style

Success of Tunisian Cyberentreprises

Discovering Thoughts, Inventing Future

VOLUME 21 ISSUE 2 VERSION 1.0

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How Diversity Effects on Employees' Performance at a Non-Profit Orgainsation

By Dr. Nasser Assaf, Dr. Anas Bashayreh & Ms. Farah Alhasan
Talal Abu-Ghazaleh University

Abstract- *Objective:* This study aims to show the link between the diversity management and employees' performance, how this non-profit organization differs between local and international employees' packages and how this effects their employees' performance negatively. In this context, diversity management is defined as the systematic and planned commitment by the organizations to recruit, retain, reward and promote a mix of employees (Henry, O., Evans A., 2007). In addition to this, the definition of employee performance is the effectiveness with which organizations manage, develop and stimulate their employees is an important cornerstone for how organizations perform. (Noordzij, L, 2017).

Keywords: *diversity, employee's performance, international and local employees, salaries, non-profit organization.*

GJMBR-A Classification: *JEL Code: M51*

How Diversity Effects on Employees' Performance at a Non-Profit Orgainsation

Dr. Nasser Assaf [α], Dr. Anas Bashayreh [σ] & Ms. Farah Alhasan [ρ]

Abstract- Objective: This study aims to show the link between the diversity management and employees' performance, how this non-profit organization differs between local and international employees' packages and how this effects their employees' performance negatively. In this context, diversity management is defined as the systematic and planned commitment by the organizations to recruit, retain, reward and promote a mix of employees (Henry, O., Evans A., 2007). In addition to this, the definition of employee performance is the effectiveness with which organizations manage, develop and stimulate their employees is an important cornerstone for how organizations perform. (Noordzij, L, 2017).

Methods: To test the hypothesis that offering different packages to local and international employees lead to lower employee performance, an online survey was distributed to employees across the non-profit organization. Respondents were divided into two groups (managers and officers) and interviews were conducted with some employees as well. Responses were analyzed using Microsoft Forms.

Results: The results showed that the hypothesis provedight, many employees indicated that the international packages affected their performance negatively.

Conclusions: These results suggest that the non-profit organization should re consider the packages of international and local staff. On this basis, the concept of unifying all packages should be taken into account when the organization re-visits its terms and conditions.

Keywords: diversity, employee's performance, international and local employees, salaries, non-profit organization.

I. Introduction

A non-profit organization was founded in early1930s. Their aim was to create in a country overseas a basis of knowledge and understanding of the people of its country. In addition, their mission was to promote a knowledge of its country, their language abroad and creating closer cultural relations between its country and other countries.

Equality, diversity, and inclusion are the heart of the organisation cultural relations ambitions. They represent the mutual trust and respect the organisation strives on behalf of its country. These concepts are an important part to their success, reputation, business sustainability and cultural relations impact. They want everyone who meets them, both offline and online, to feel valued and respected and their programmes, services, and general ways of working to show their stated commitment to equality, diversity, and inclusion EDI strategy (Jacques. M., 2003).

Although this organisation considers the Equity Diversity and Inclusion (EDI) as an integral part of their organisation, there are some highlights in this report demonstrate that the organisation needs to be more considerate in some EDI practices. In addition, it should adjust their polices related to local and international employees to meet their EDI strategy. The collected survey from staff shows how their performance would be more effective if the organisation amends some of their equality aspects when dealing with salary grades and benefits of international staff and how the non-profit organization would be much more inclusive.

II. Problem Statement

The organisation believes it is important to value everyone and to be fair and respectful. This holds whether they are an employee, participant in, or contributor to their work and regardless their background and fixed characteristics. While this can be challenging there are many advantages including a reduction in conflict, stress, tension, discrimination, unfairness, and anger experienced by individuals, organisations and societies, sometimes affecting globally.

The organisation focuses on six areas: disability, religion, age, gender, ethnicity/raceand sexual identity/orientation. Unfortunately, in the current state, many local staff have concerns about differences between their salaries and international staff's salaries even when both have the same grade and position, the rates of international staff are much higher. Some staff consider it as racial discrimination, others think that we cannot call it racial discrimination, but it is for sure unfair. They commented in the survey that local staff do the same effort as the international and sometimes more but get less salary.

Continuing with this current situation raises local staff dissatisfaction, creates an unfriendly environment, and contributes to higher turnover, which in turn does not match the organisation values and goals.

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(Carnahan. M, & Durch. W, Gilmore. S, 2006). Developing a more diverse system which contains the solutions for these concerns could help better implement the EDI strategy which focuses on creating an inclusive organizational culture.

This proposed research aspires to explore options for adjusting the EDI practices that could help the organisation to build more equality, diversity and inclusion into their environment. To do this, I carried out a full staff analysis and use it to propose appropriate solutions to this problem.

III. Research Objectives

The objectives that could be achieved to solve the problem of the differences of local and international grade salary are diverse. The first objective that I would like to start with is local and international grade salaries should be the same which would help to decrease prices occur in parts of the economy servicing international. The other objective that could support is that there is a large room to enhance the local economic impact, especially in local procurement practice and in how missions go about hiring and paying local.

Moving to the other objective where international positions can be replaced by national staff, which lead to significant cost savings and the legitimacy of the mission can be enhanced.

Also, missions' positive effects on local labour markets and the contribution to the growth of a locally driven "development sector" may foster the long-term development prospects of the economies that international institutions and donors are trying to help. (Laird, P. M., 2015)

Another objective which is local staff have knowledge of the local culture and business practices where the expats will need some time and training to become adjusted with a whole new culture and language, so everything will not work-out overnight.

One of the most crucial objectives is that the organisation should make local talent their first choice ensures that if culture mismatches occur, their new employees will not be stuck in midpoint.

The last objective is to lower the unemployment rate in the country which would provide a significant economic boost at a time when the economy needs it most here in Jordan.

IV. Research Questions

Does the difference between international and local employees' salaries effected the local staff performance?

The above question is one of the questions that was asked in the e-interview which was made through Microsoft teams. The researchers e-interviewed 4 managers and 2 officers. Also, the question was stated in the survey which was made via the organisation survey platform. 5 managers and 5 officers filled out the e-survey.

63% of the local staff indicated that there is a relationship between the difference in international and local salaries and local staff performance. 60% of the managers agreed that there is a relationship between salaries of international staff and performance of local staff. 35% of the local staff including managers demonstrated that international staff do not deserve higher salaries.

International staff take a month of leave; they get 12 days. The organisation pays for their accommodation, international health insurance and even their children's school fees; on the other hand, local employees do not get any of that. Even if local staff have comparable skills and qualifications. In addition, they do the same work. In fact, they understand the context of work better than international colleagues.

One of managers commented the following "For teachers they should get the same salary if they deliver the same work and not based on nationality as they should have the same qualifications in order for them to deliver English courses and teach English at the organisation. For project management and running programmes, salary should be the same too as local and international staff deliver the same work".

In the humanitarian aid and development sector, this is always the case. Local staff are paid less and receive fewer benefits than their expat colleagues, even when they do similar work and have similar qualifications. (Laird, P. M., 2015)

Because of this, the organisation should revisit their equality strategy as it is not only effecting the local staff performance, but also, 50 % of local staff consider it as racial discrimination. Giving international staff different packages which are better than the local staff packages is racial discrimination and as a consequence, it could lead to incremental negative long-term effects on the mental health of staff which would affect the organisation's goals (Wallace. S , Nazroo. J , & Bécares. L, 2016).

V. Literature Review

According to a recent study by the Economic & Social Research Council (ESRC), a UK governmental body, there is a huge gap in salaries in lower-income countries, with expats making 400-900 percent more than their local counterparts. The survey drew on the participation of around 1, 300 local and foreign employees from the humanitarian aid, education, government and business sectors in six lower-income countries, which are India, China, Malawi, Uganda, the Solomon Islands and Papua New Guinea. The organization, which published its findings, among other places, in The Guardian in April, concluded that this inequality cannot be attributed to either differences in experience or skills, but rather to the fact that foreign employees are coming from economies with higher average incomes, and therefore demand higher pay (Ying. L, 2016).

As well as this, a survey in the Suzhou area confirmed that local employees observed that their salaries in comparison to expats is unfair. Trustworthiness, locals showed a stronger effect on their evaluation of expats than on their job satisfaction and organizational commitment. There is a relationship between the salary and job satisfaction as well as organizational commitment (Leung, K. & Zhu, Y & Cungen. G, 2009).

In developing countries, there is also a large gap in the salaries of locals and expats, which leads to negative attitudes of locals. Amulti level study was conducted in China on the influence of low salaries in multinational corporation operations. Findings show that the negative effects of low compensation on outcome variables, namely, evaluation of and knowledge sharing with expats, as well as job satisfaction and intention to quit, were fully facilitated by distributive justice based on a comparison with expats (Leung, K., Lin, X. & Lu, L., 2014).

At the end, it is a well-established fact that during recent decades wage inequality has increased in many countries around the world. Inequality reflects differences in workers' individual and productive characteristics, growing concerns have been expressed about the consequences of inequality on local employees.

VI. Methods of Data Collection

I used aqualitative data as my research required knowledge about local staff's behaviours and opinion of international staff packages. As well as this, this methodology is less controlled, more informative and through it I gained information from local staff which impacted the results of my research.

To gain a better insight into what the organisation local employees think of the effect of international salaries on how they performance, e-interviews were conducted through Microsoft teams with 10 local employees (5 managers and 5 officers) from the organisation. The local employees were selected anonymously but I ensured to get managers' responses as well. E-Interviews were conducted through Microsoft Teams approximately 15 minutes each. Answers were recorded by note taking.

The e-interviews were transcribed, and an analysis was conducted. This involved analysing all the data from managers and officers through Microsoft Forms where I was able to review and investigate the outcomes.

Lastly, out of the e-interviews a more in-depth understanding of local employees' perceptions, motivations and emotions were collated and suggestions on how the problem could be. solved Below are a sample of the e-interview questions that were asked during the e-interview and stated in the e-survey.

1) How much do you like your organisation environment?1-10
2) Do you consider that your organisation is applying the EDI strategy on all staff??1-10
3) Do expat employees deserve higher salaries? 1-10
4) Do you agree that the company should expat workers swing into town and get paid far higher rates than their national colleagues?1-1
5) If you get the same salary as the international staff would you be more satisfied?1-10
6) Do you agree that the company should focus more and hire local staff? 1-10
7) Do you agree that the higher salary of international staff could affect the performance of local staff??1-10
8) Can we consider it as racial discrimination or not, please comment here if you have anything to add ?1-10
9) Do you have any suggestions on how we can solve this problem (grade salaries for international and local staff)?
10) Would you like to add any other comment? If yes, please add here….

In the end and after the findings of this research, the organisation should not differ the international packages from the national ones as this does not match their equality strategy and could have a real negative impact on how local staff perform and do their work. Also, it could lead to negative long-term effects on the mental health of staff which would 100% affect the organisation's outcomes and goals.

VII. Conclusion

The diversity and employee performance have an apparent relationship at the workplace. Unifying international and local employees' packages should be taken into account by the organisation to increase its employees' performance. By doing so and through including this aspect in its terms and conditions, the employees' productivity will be enhanced, they will feel more valued and their health and wellbeing will be impacted positively. This will contribute to the organisation's future success and help it to reach its goals effectively.

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The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka

By Kuruppu, C.L., Kavirathne, C.S. & Karunarathna, N.
SLIIT Business School

Abstract- The success of any organization depends considerably on the standard of its human capital. Training is a more powerful weapon among Human Resource Management practices, which helps to develop knowledge and skills of employees in an organization. The objective of the study was to investigate the impact of training on operational level employees' performance in a selected apparel organization in Sri Lanka. Through the analysis of 60 responses of randomly selected sample of machine operators; it shows that there is a strong, positive and significant relationship between training and performance with the correlation value of 0.817.The result of regression analysis indicates that there is a significant positive impact of training content and operational factors on employee performance. Upgrading the training content and identifying the training requirements specifically with a proper training duration are some of the recommendations that the researchers are suggesting improving employee performance.

Keywords: training content, operational factors, employee performance.

GJMBR-A Classification: JEL Code: M51

THEIMPACTOFTRAININGONEMPLOYEEPERFORMANCEINASELECTEDAPPARELSECTORORGANIZATIONINSRILANKA

Strictly as per the compliance and regulations of:

The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka

Kuruppu, C.L. [α], Kavirathne, C.S. [σ] & Karunarathna, N. [ρ]

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Keywords: training content, operational factors, employee performance.

I. Introduction

a) Background of the Study

Employees are considered as the most valuable asset of every organization because the success or failure of any organization is mainly supported by its employees' performance. Employees are required in organizations because their competencies can fulfill a particular role in a company. Either skilled employees are recruited, or they are developed in organizations with training programs. Every single industry is coping with activities that are used in attaining their standard. It had been revealed in various studies that there are sound associations between training practices and distinct measures of worker performance (Niazi, 2011). According to Sultana, et al. (2012) performance is the achievement of set targets in terms of expected standards of accuracy, completeness, cost and speed. Training requirements of a particular employee cannot exactly be the same for another employee, because for those who have low qualifications need extensive trainings and high motivation to be able to work with those who have high qualifications (Newton, 2006).

Therefore, it is very essential for organizations to offer systematic training and career development programs for their employees because they are the ones who make up the organization.

b) Problem Statement

The training process has always been useful for the apparel industry, since there has been a constant impact of training over the organizations showing their culture as being socially responsible. The selected organization is an apparel manufacture that was established in the early 1900s and belongs to a group of companies which is a global business with 60,000+ associates and a diversified footprint that spans multiple industry sectors. Even though, the selected company is spending large amount of money to train machine operators as they are the key resource of the organization, who contribute a lot to achieve success of the organization, the observations had in the organization show that trainings are given for individuals, without identifying gaps between their actual performance and desired level of performance, which means employees take trainings that are not related with their work. Furthermore, management is facing difficulty in delivering the orders on time to the customers when their employees could not meet production targets and due to the quality defects identified in garments. Therefore, it has become a problem to the organization whether their trainings have an impact over employee performance. Although, many studies were carried out on the impact of training on employee performance in the organization, not enough research had been conducted in apparel sector in Sri Lanka to provide empirical support for investigating impact of training on employee performance among machine operators. This shows that there is a gap in empirical knowledge in that area. Therefore, the main problem in this study is to what extent training impact over employee performance in the selected apparel organization.

c) Significance of the study

The apparel industry in Sri Lanka plays an important role in the economic system of the country as it is one of the largest contributors to the growth of Sri Lankan economy. Since the selected organization is also an apparel manufacturer, this research study will be important to the management and executives to understand the importance of training programs and alsoenable them to structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance. Furthermore, this will help HR managers to develop appropriate training strategies for their operational level employees. Moreover, the research findings can be used as a tool for performance evaluation and reward management of operational level employees in the organization.

d) Objectives of the Study

General objective

- To investigate the impact of training on performance of operational level employees in the selected apparel organization.

Specific objectives

- To identify the impact of training content on performance of operational level employees in the selected apparel organization.
- To identify the impact of operational factors on performance of operational level employees in the selected apparel organization.

II. Literature Review

a) Training

Training and development function is one of those HRM functions that involves in improving employee abilities. Some employments and designations are redundant and surplus in organizations due the newest technologies that have taken place. Due to that there is a need of highly skilled people in organizations and employees need to be skilled and trained in order to secure their employment in the future. Training has been defined by various scholars in different ways. In the era of 1960 to 1969, many authors have defined training as a process to improve job related skills, knowledge in order to adequately perform present job by an employee. For an example Becker (1962) defined training as an investment which raises the productivity of employees (Somasundaram & Egan, 2004). In that case, they did not consider training as a learning tool which makes relatively permanent change in employee's behavior. After 1970, many authors defined training as a systematic process to provide learnings to employees as well as a tool to modify employee behavior. Campbell, Dunnette, Lawler & Weich (1970) defined training as a planned learning process that designed to make a permenent change in employee skills, knowledge and attitudes (Somasundaram & Egan, 2004). In 1985, Training was defined by Holder (1985) as "a process of learning to improve job performance that is directly related to a particular job" (Somasundaram & Egan, 2004). However, when it comes to more recent definition on training, according to Hassan, et al. (2013) training is a planned process which is designed to improve individuals' job performance. According to Kulkarni (2013) training is a kind of nerve that helps to fluent and smooth functioning of work that in return improves the quality of work life of employees and organizational development. To survive in the competitive market successfully, training plays a significant role as a tool which helps organizations to gain competitive advantage. Trainings improve the ability of workforce to perform the jobs with excellence (Kulkarni, 2013).

b) Dimensions of Training

Even through, there are many training dimensions; researcher has identified two basic training dimensions from past literature. These two dimensions are training content and operational factors.

c) Training Content

According to Opatha(2009) training content can be defined as all the things that are considered to be covered through a training program. According to Cheng & Waldenberger (2013) training content is the work-related knowledge and skills that are going to be gained through participate in training program. Researcher uses the definition of training content of Cheng & Waldenberger (2013) and specific skills, general skills and relevance as the indicators of training content for this research study.

Specific skills: Specific skills are defined as the job specific skills that are important for the performance and company specific norms and regulations that facilitate to smooth functioning within the organization (Chen 2005 cited in Cheng & Weldenberger 2013).

General skill: General skills are the skills that need to improve the employability of the employees (Baruch 2001 cited in Cheng & Weldenberger 2013).

Relevance: Relevance can be defined as relatedness of something to a particular situation or to a person or its importance in that situation or to that person (Collinsdictionary, n.d.). In this research study, relevancy is defined as the extent to which training content meet trainees' expectation in their career.

d) Operational Factors

Operational factors include design, organization and implementation of training like training provider, time duration, length, support and so on (Cheng & Waldenberger, 2013). According to Colquitt et al, 2000 cited in Cheng & Waldenberger 2013, operation of training has impact on trainees' reaction and behavior. Further, it is identified that trainees are expecting qualified trainers and highly reputed training providers (Gan & Colleagues 2009 cited in Cheng & Waldenberger 2013). In this research study, trainer's support and duration of training are used as indicators of operational factors.

Trainer's support: According to Opatha (2009) trainers are the people who are going to provide trainings to trainees. They should be experts in relevant field and that expertise knowledge should be acquired through training, education and experience (Opatha, 2009).

According to Cheng & Waldenberger (2013), trainees are expecting highly qualified and reputed training providers. Trainer should have both strong educational background and extensive practical experience (Cheng & Waldenberger, 2013).

Duration of training: According to Opatha (2009) time duration of training refers to particular dates or hours of training sessions. Past literature reveals that a reasonable period of training is expected by trainees (Mumford et al. 1988 cited in Cheng & Waldenberger 2013).

e) Employee Performance

Organizations have understood that they have to develop distinctive dynamic characteristics that empower their competitive advantages in order to survive in this everchanging business environment. The way employees perform their role directly or indirectly can have an impact on success or failure of any organization as it ultimately reflects the organizational performance. Sultana, et al. (2012), has outlined performance as; “the accomplishment of specific targets measured against preset standards or expected level of accuracy and completeness”. When employees have performed their tasks up to the required standard they can be considered as good performers (Sultana, et al., 2012). As Brown 2008 cited in Sila 2014performance is how well someone completes a particular task and additionally the perception with which he/she completes that task. According to Sila (2014), job performance can be defined in terms of quantifiable outcomes of work behaviors such as amount of sales, numbers sold and also in terms of behavioral dimensions. As Baldwin 2008 cited in Sila 2014performance is about generating actions or behaviors effectively to meet the set targets. According to all above definitions, employee performance means the accomplishment of a given task measured against present known standards of accuracy, competency, cost and speed.

f) Dimensions of Employee Performance

The researcher used efficiency, effectiveness, and speed as the dimensions of employee performance.

g) Efficiency

Efficiency can be defined as the comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time, labor, etc.). It is an important factor in determination of productivity (Businessdictionary, n.d.). The quantity of work would be the indicator of efficiency in this research.

Quantity of work: Quantity is the amount that you can measure or count (Collinsdictionary, n.d.). Therefore, the quantity of work is the amount of work produced or the volume of work completed by an employee in an organization. It recognises the hard-working employees in an organization.

h) Effectiveness

Effectiveness can be defined as the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing" (Businessdictionary, n.d.). The quality of work is used as the indicator of effectiveness.

Quality of work: The quality of work refers to the produced work in terms of standards, errors, waste and rework and it recognises employees who produce quality work, work which meets standards and work with few errors or mistakes.

i) Speed

Speed is a measure of how fast something is moving. The average speed of an object in a certain time is the distance the object travelled divided by the time. Speed is also the distance covered by an object per unit time. The researcher used timelines of work as the indicator of speed.

Timelines of work: Timelines of work refers to the timely delivery of work in terms of schedules, meeting deadlines, etc. and it recognises employees who produce work on-time and meet deadlines.

j) Relationship between Training and Employee Performance

The information from previous studies has revealed that there is a positive relationship between training and employee performance. Therefore, training plays an importance role in improving quality of employees directly and effects on organizational performance through HR outcomes. The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic business environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management function. In every organization there are some expected performances from its employees. Moreover, when they perform up to that expected standards and meet organizational standards, they are believed good performers (Sultana, et al., 2012). The study Ahmad, et al. (2014) also reveals that a sound association exists between training and employee performance. It is also believed that to achieve the organizational goals, employee performance is important and it depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Ahmad, et al., 2014). According to

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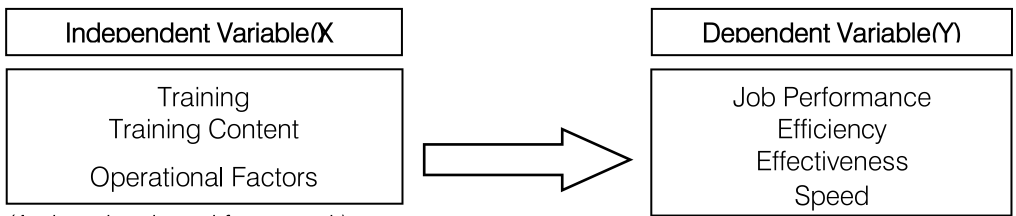
Benedicta & Appiah 2010 cited in Sultana, et al. 2012, there is a positive relationship between training and employee performance because training generates benefits for both employee and the organization with the positive influence through the enhancement of knowledge, skills and behaviors. Even though employee performance depends on various factors, training is the most important fact that impacts performance because it increases individual's skills and competencies (Khan, et al., 2011). The conclusion results of Khan, et al. (2011) shows that training and development have a positive impact on organizational performance.

III. Conceptual Framwork

The conceptual framework of this study is shown below.



(Author developed framework)

Figure 1: Conceptual Framework

Below are the developed hypotheses for the study.

$H1_a$: There is a significant relationship between 'Training Content 'and ' Employee Performance'.

$H1_0$: There is no significant relationship between 'Training Content 'and ' Employee Performance'.

$H2_a$: There is a significant relationship between 'Operational Factors 'and 'Employee Performance'.

$H2_0$: There is no significant relationship between 'Operational Factors 'and ' Employee Performance'.

$H3_a$: There is a significant relationship between 'Training' and 'Employee Performance'.

$H3_0$: There is no significant relationship between 'Training' and 'Employee Performance'.

$H4_a$: 'Training' has a significant impact on 'Employee Performance'.

$H4_0$: 'Training' has no significant impact on 'Employee Performance'.

IV. Methodology

The research was conducted with a deductive approach by studying the relevant theories applicable for the area of interest. The data gathering was conducted mainly by referring to primary data. A quantitative approach was mainly applied in this study and the research strategy adopted was 'survey'. This study was cross-sectional in nature since it was conducted during the year 2019 and 2020, and the respective findings were discussed based on the data collected at that point of time. SPSS version 22 was used for the data analysis in arriving at the results and the interpretations.

The target population of the study was 150 of machine operators attached to the "Sample Development Department" in this selected apparel organization in Sri Lanka. From that population of 150, the researcher selected only 100 employees in order to carry out the study (n/N*100% > 150*30%) in which only 60 responses were returned. Depending on the nature of the research and the facilities available, the questionnaire method was used to collect primary data. Apart from the five main questions relating demographic factors, this research instrument includes fifteen questions under Training and seven questions under employee performance. Each question was measured with a five-point Likert scale ranging from 1 to 5.

V. Analysis and Discusion

a) Reliability of research instrument

The reliability of the questionnaire was measured by calculating Cronbach's Alpha Value through SPSS. Cronbach's Alpha is a reliability coefficient which indicates how well items in an instrument are positively correlated to one another (Sekaran, 2003). According to Sekaran (2003) an alpha of 0.7 or above is considered to be reliable in the research study. As shown below Table 1, the Cronbach's Alpha Value of this research questionnaire is higher than 0.7 which means the questionnaire used to gather data is valid.

Table 1: Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.906	.907	22

b) Descriptive Analysis

Below Table 2 displays the profile of the participants within the sample. In terms of gender, the majority of the study participants were females (60%) and the age of the most participants ranged from 31 to 40 years representing 46.7% of the total sample. Majority of respondents possessed ordinary level examination as their highest educational qualification and only 8 from the total sample have done extra courses other than their O/L and A/Ls and it represents 13.3%. When considering the marital status of respondents, most of them are married and it represents 61.7% of the total sample. According to the findings, majority of the sample have above 3 years' experience, which is 45% of the total respondents.

Table 2: Descriptive Summary of Machine Operators

	Frequency	Percentage
Gender		
Female	36	60%
Male	24	40%
Age		
20 and Below	1	1.7%
21- 30	25	41.7%
31- 40	28	46.7%
41 and Above	6	10%
Education Level		
Below Grade 11	5	8.3%
O/L	27	45%
A/L	20	33.3%
Courses	8	13.3%
Marital status		
Unmarried	23	38.3%
Married	37	61.7%
Experience		
Below 6 months	3	5%
6 months - 1 year	3	5%
1 - 2 years	12	20%
2 - 3 years	15	25%
Above 3 years	27	45%

c) *Correlation Analysis*

The Pearson correlation has been adopted in this study to identify whether there is a significant relationship between the variables as explained in the Conceptual Framework.

Table 3: Correlation between 'Training Content' and 'Employee Performance'.

		Training Content	Performance
Training Content	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	60	60
Performance	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	60	60
***. Correlation is significant at the 0.01 level (2-tailed).*			

According to the correlation analysis carried out in SPSS and shown in Table 3, the level of significance between the variables is 0.000 which is less than the significance level of 0.01, thus alternative hypothesis could accept ($H1_a$) and reject the null hypothesis ($H1_0$). Furthermore, it shows that there is a strong positive relationship between two variables of training content and performance with the correlation value of 0.748.

Table 4: Correlation between 'Operational Factors' and 'Employee Performance'.

		OPerational Factors	Performance
Operational Factors	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	60	60
Performance	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	60	60
***. Correlation is significant at the 0.01 level (2-tailed).*			

According to the correlation analysis carried out in SPSS and shown in Table 4, the level of significance is 0.000 which is less than the significance level of 0.01, thus alternative hypothesis could accept ($H2_a$) and reject the null hypothesis ($H2_0$). This further shows that, there is a strong positive relationship between two variables of operational factors and performance with the correlation value of 0.719.

Table 5: Correlation between 'Training' and 'Employee Performance'.

		Training	Performance
Training	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	60	60
Performance	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	60	60
***. Correlation is significant at the 0.01 level (2-tailed).*			

According to the correlation analysis carried out in SPSS and shown in Table 5, the level of significance is 0.000 which is less than the significance level of 0.01, thus alternative hypothesis could accept ($H3_a$) and reject the null hypothesis ($H3_0$). Moreover, it shows that the correlation value between two variables of training and performance is 0.819. This depicts that there is a strong positive relationship between two variables of training and performance with the correlation value of 0.819.

d) Regression Analysis

The simple regression analysis was made to determine the functional relationship between the dependent variable, employee performance and independent variable, training.

Table 6: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819a	.671	.666	.33586
a. Predictors: (Constant), Training				

As depicted in Table 6, the R square value of 0.671 indicates the proportion of dependent variable (employee performance) that is explained by the independent variable (training). Therefore, 67.1% of operational level employees' performance in the selected apparel organization can be explained by the variable of training, while the remaining 32.9% are described by other factors.

Table 7: Regression analysis- ANOVA

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.355	1	13.355	118.396	.000b
	Residual	6.543	58	.113		
	Total	19.898	59			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Training						

The above Table 7 determines whether the predictor variables of the study account for significant variance in the outcome variable (dependent variable). Accordingly, the significant value is less than 0.01 and it demonstrate that there is a significant variance between predictor (Traning) and the dependent variable (Employee Performance).

Table 8: Rgression analysis- Coefficients

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.434	.311		1.396	.168
	Training	.905	.083	.819	10.881	.000
a. Dependent Variable: Performance						

The above Table 8 demonstrates the coefficient of predictor variable (Training) consisting the 'Training Content' and 'Operational Factors' as dimensions. The fourth hypothesis was to test whether 'Training' has a significant impact on 'Employee Performance' under the significance level of 0.01. Accordingly, significant value for Training is 0.000 which is less than 0.01 (Sig = 0.000<0.01) thus, accepting ($H4_a$). This indicates that Training impacted on Employee Performance. According to the above table, unstandardized coefficient has been considered as the data taken from a common scale and resulted in B=0.905.This represents when the training increases by one unit, the employee performance expected to increase by 0.905 units.

Therefore, the regression equation of employee performance is,

$$\text{Employee Performance} = 0.434 + 0.905\ (\text{Training}) + \varepsilon$$

e) Discussion and Managerial Implications

According to the results it was found that there is a strong positive relationship between training and employee performance among the selected sample. The correlation between the two variables, training (IV) and performance (DV) was 0.819 which was significant at 0.000 level. This correlation was found to be strong as it is more than the lower bound of strong correlation (0.7). The regression analysis showed that there is a strong impact of training on employee performance in the sample. The R Square value indicates how much of the total variation in the dependent variable, employee performance, can be explained by the independent variable, training which is 67.1%.

The findings of correlation and regression analysis empirically confirm the arguments given by previous authors like Sultana, et al. (2012) and Khan, et al. (2011). The results of study carried out in the telecommunication sector in Pakistan by Sultana, et al. (2012) showed that there is a positive relationship between the two variables of training and performance with 0.508 of correlation value and also training had accounted 50.1% of variation in the performance of their study sample.Khan, et al. (2011) had also identified a positive impact of training and development on organizational performance in their study. They have considered training and development, on the job training, training design and delivery system as independent variable while organizational performance as dependent variable. According to Ahmad and Sahaj-ud-din (2009) cited in Khan, et al.(2011) training and development increase performance of employees. They have proved it though research on training and development is the best way to improve performance in health sector organization. According to above empirical findings, training helps organizations to improve the performance of employees not only in apparel sector but in other industries as well.

As some employees are not satisfied with the present content of the training (specific skills, general skills and relevance) and identification of training needs are important, the management should first identify the training needs of employees before planning the training program, and then they should maintain a skill inventory and ensure that it is up to date at least on a quarterly basis. It is also identified that some employees are not satisfied with the current operational factors like trainer's support and duration of their trainings. The line managers should understand the importance of training and let their subordinates participate in trainings. Therefore, the management must pay attention on these factors in order to provide effective trainings. The majority of employees took training once or twice. Training should be conducted on continuous bases for employees of the organization so as to make them competent in this challenging environment. It is important for the selected apparel organization to understand that training is not having an impact only on employee performance but on a firm's overall performance. Hence, management should be a willingness to spend in employee trainings with the understanding of that it is an investment that will bring you good returns.

VI. Conclusion

Offering systematic trainings and career development programs for the employees is a key responsiblity of all organizations since employees are the ones who drive the organizations. The training process has always been beneficial for apparel industries as they mainly depend on the labor-intensive processes. The research was aimed to investigate whether there is an impact of training over operational level employees' performance in the selected apparel organization. Based on the theoretical information, a conceptual framework was developed to test the impact of training on employee performance. The results of empirical study discovered that training has a positive impact on performance of operational level employees at the selected apparel organization. The findings of this research study shall be important for the practical scenarios in the organization as well as for further studies. This study focused only on the training content and operational factors as the dimensions of training. Therefore, there is a scope for other researchers to study the other aspects of trainings and their influence on performance on the same or different sectors. Further research can also be carried out to identify other factors that may affect the employee performance which are not studied yet.

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Transformational Leadership Style and Public Participation in the County Governments in Kenya

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Methodology: The study adopted both descriptive and explanatory research designs. The study population comprised citizens who are registered voters in all the 47 counties in Kenya. A two stage sampling technique was used to select 8 counties and a sample of 400 respondents to participate in the study. A pilot test was conducted to detect and correct weaknesses in design and instrumentation. Of the 400 respondents, 296 completed the questionnaires properly giving a response rate of 74%. Cronbach's alpha was used to test for internal reliability of the survey items used in the study. Descriptive statistics, Pearson's correlations and regression analysis were used for data analysis.

Keywords: transformational leadership style, public participation, county governments, governance.

GJMBR-A Classification: JEL Code: M19

TRANSFORMATIONALLEADERSHIPSTYLEANDPUBLICPARTICIPATIONINTHECOUNTYGOVERNMENTSINKENYA

Strictly as per the compliance and regulations of:

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Results: The findings revealed that there is a statistically significant influence of transformational leadership style on the public participation in the county governments in Kenya. Transformational leadership style was found to have a strong positive correlation ($r = .649$, $p < .001$, 2 tailed) with public participation in the county governments in Kenya, with a $\beta = .606$, $p < .001$ and R^2 of 0.421. This suggests that the more transformational leadership is practiced, the higher the public participation in the county governments, and that transformational leadership style accounts for 42.1% of the variance in public participation.

Unique contribution to theory, practice and policy: It is recommended that leaders in the county governments in Kenya should endeavour to practice transformative leadership in order to promote public participations and overall performance in the county governments. To motivate followers beyond self-interests, leaders should mainly focus on enhancing intellectual stimulation by challenging the status quo and encouraging the followers to do the same, and inspiration motivation where the leaders demonstrate a clear vision that they are able to articulate to the followers.

Keywords: transformational leadership style, public participation, county governments, governance.

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I. Introduction

Transformational leadership style is widely researched as a style that is positively related to individual and organizational performance (Bass, 1985; Northouse, 2016). Transformational leadership style is exercised where followers and leaders elevate each other to greater motivation and morality levels. The style cultivates commitment of the followers to the objectives of the organization and shapes the culture of the organization in a way that is in line with the strategy of the organization (Yukl, 2013). It is directed towards inspiration of the followers to pursue and share the leader's vision and motivate the followers to move past their own interests of exchanging compliance and effort for rewards (Howell & Avolio, 1992). Transformational leadership has four main elements, namely idealized influence or charisma, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985; Northouse, 2016).

Idealized influence or charisma that describes charming leaders, whose compelling presence and glamour, attract followers who desire to be like them and assist them in achieving their goals. It is the leader's way of appealing followers at an emotional level and promoting cohesiveness. Inspirational motivation refers to how leaders use incentives to make followers participate in achieving their vision by convincing them their contribution is key and irreplaceable. It is the way that leader inspires subordinates with expressions of visions. Intellectual stimulation describes the way a leader challenges his/her follower to think creatively, encourages them to express themselves creatively, to take risks and supports them in all activities to meet goals of the team. Individualized consideration refers to how the leader gets attentive to the followers' needs, sympathizing with them, and providing a conducive atmosphere for them and acts as a mentor (Northouse, 2016).

Transformational leadership improves performance, morale and the motivation of followers through various mechanisms. These include; linking the organization's collective identity and the follower's sense of self and identity to the mission; inspiring followers by becoming a role model to them; inspiring followers to own their work, and knowing their strengths and weaknesses and hence align them with tasks that maximize their performance. It allows members to freely communicate their ideas and innovations (thinking outside the box) and the group's interest comes first (Odumeru, 2013).

Renewed governance reforms that lay emphasis on devolution of power as a way of promoting participatory democracy, improve systems of governance and foster economic growth in rural areas have been adopted in many nations in the world (World Bank, 2013). A key component of devolved governance is the public participation process which enhances decision making, reduces citizen cynicism toward government and builds stakeholder consensus in government (Sanoff, 2000; Weeks, 2000). However, Furia and Wallace-Jones (2000) show that in order for participation of public to be effective, the objectives of engaging the public should be met. Unfortunately, recent studies show that in most democracies, engaging citizens in public participation remains a challenge (Carreira, Machado & Vasconcelos, 2016).

Designing and implementing programmes related to public participation requires effective leadership (Crosby & Bryson, 2005) to ensure that different leadership roles such as sponsoring, defending and facilitating the participation processes are fulfilled (Bryson, Quick, Slotterback, & Crosby, 2013). Although the role of leadership in improving participation has been emphasized (Cornwall, 2008; Riristuningsia, Wahyunadi & Harsono, 2017), past studies have only focused on aspects of structures to meet legislative or fiscal requirements and building capacity as barriers to effective public participation (Ghartey, Ghartey & Essaw, 2016). The impact of leadership approaches on citizen participation remains understudied (Beer, 2014; Ghartey, Mensah, & Ghartey, 2016; Greasley & Stoker, 2008; Rathore, 2012; Van Wart, 2013).

In Kenya, there are two levels of government created on equal basis by the Constitution of Kenya (2010). There is a National government and 47 devolved county governments with clearly defined geographical boundaries. The two levels of governments have clear mandate to provide a range of significant services to the citizens. Further, the Constitution makes public participation a central part of Kenya's governance system and mandates leaders at both levels of governments to enhance and facilitate participation of the public in the exercise of the powers of the State and in making decisions affecting them. Moreover, the High Court of Kenya warned that Public participation ought to be real and ought not to be treated as a mere formality for the purposes of fulfilment of the Constitutional dictates county leaders should ensure that the spirit of public participation is attained both quantitatively and qualitatively (County Public Participation Guidelines (2016). Despite the aforesaid constitutional imperatives, reports indicate that public participation still remains dismally low in the county governments in Kenya (ICPAK, 2014; Oxfam, 2017; Transition Authority, 2014). Undoubtedly, enhancing public participation requires leaders who stand on a foundation of good governance principles and whether the leadership style is attributed to the low public participation is yet to be established through empirical research.

a) *Statement of the Problem*

Good and inclusive governance is imperative for social and economic growth at all levels of governments (World Bank, 2013). To realize this aspiration, the Constitution of Kenya 2010, mandates leaders in the county governments to facilitate and promote public participation as a governance approach that is widely accredited to deliver decisions that are transparent, accountable, responsive, participatory and inclusive of interested stakeholders. Accordingly and to instill public participation in the national values and principles of governance, numerous legal provisions and guidelines were instituted at the county government level.

Despite the aforementioned constitutional and legislative provisions, reports available indicate that public participation remains dismally low and is not effective in the county governments in Kenya (ICPAK, 2014; KIPPRA, 2015; Opiyo, 2017; Oxfam, 2017; Transition Authority, 2014). Moreover, where participation has occurred, it has mainly been rhetoric, ignored citizens' input, and no feedback provided back to the public (SID, 2016). Consequently, citizens are dissatisfied with county decisions (Gitegi & Iravo, 2016; Muriu, 2012) and in certain cases, citizens have filed court cases against their county governments where their leaders made decisions without their input (KSG, 2015). Undoubtedly, these challenges demonstrate the need to improve the leadership behavior in the county governments in Kenya.

Extant literatures shows that transformational leadership style is positively related to individual and organizational performance (Bass, 1985; Northouse, 2016). However, empirical studies linking transformational leadership style and public participation are scarce. The few studies in Kenya on public participation such as Gitegi and Iravo (2016), Kaseya and Kihonge (2016), Muriu (2012); Opiyo (2017) and Siala (2015) focused on other factors impacting public participation but did not explore the link between leadership styles and public participation. Given the centrality of public participation in governance, the present study was informed by the need to discover the relationship between transformational leadership style and public participation in the county governments in Kenya.

II. Literature Review

a) *Theoretical Review*

James Victor Downton, an American sociologist is credited with the origination of the term transformational leadership in 1973 which was further explored by political scientist, James Mac Gregor Burns (Burns, 1978) and was developed as a new paradigm of leadership by Bass (1985) and Bass and Avolio (1990). Transformational leadership motivates the follower beyond self-interests through inspiration, ideal influence (charisma), individualized respect or intellectual motivation. The follower's ideals and maturity level are elevated, and also their concerns for self-actualization, achievement and the welfare of others, the organization and the community (Bass, 1999). Transformational leaders are proactive in that they can develop followers' capabilities, help map new directions, mobilize resources, facilitate and support employees, and respond to organizational challenge. They consider change whenever it is necessary for the organization (Bass, 1990).

According to Denhadrt, Denhardt, and Aristigueta (2002), transformational leadership is based in studies of political as well as governmental leadership. They further asserted that leaders in the public space, help in creating their community's vision for the country or state; and also help in building the public policy agenda; mobilization of the opinion of the public with regard to policy proposals, and are committed in implementing and shaping policies and programs undertaken by the government. As noted by Wright and Pandey (2010), this emphasis on the mission makes transformational leadership naturally suited to the public sector, whose employees are inherently required to see beyond self-interest for the well-being of the larger community.

The principle of people's participation underscores representative democracies and underpins 'participatory democracy'. Thus, participatory democracy is among a number of democratic theories that are conceived as complements to or variants of representative democracies and stems its roots from an Athenian statesman called Solon in 7th and 8th century. This theory argues that, where there is higher degree of participation, people are more are likely to believe that the decisions of the state are binding and hence form a less estranged attitude towards the government (Pateman, 1970; Day, 2017).

In the Kenya context, public participation is a process in which the Citizens, governmental as well as non-governmental groups influence law making, policy decision making, delivery of service, oversight and matters of development that affect them. It is a mutual interactive process whereby the bearer of duty passes information in transparent and timely manner, involves the public in making decision, responds and is responsible to their needs. Active involvement of the public in the process takes place when problem at stake directly relates to the public (County Public Participation Guidelines, 2016). Based on this operational definition four constructs of public participation were explored. These are: use of public participation mechanisms; public involvement and influence in decision- making; timely and transparent communication of information; and responsiveness and accountability of the agent to the public.

b) *Empirical Review*

Mwakasangula *et al.,* (2015) examined the effect of leadership behaviour on good governance using a cross-sectional design covering Rungwe and Babati Districts in Tanzania using a sample size of 125 households. The effect of leadership behavior was measured based on participation which is an aspect of good governance. The study results indicated a strong relationship between transformational leadership behavior and effective villagers' participation in different development activities. For instance, in villages where the leaders were said to be charismatic and supportive, the villagers' participation in decision making processes and funds mobilization for development projects such as schools, and dispensaries construction were found to have been effective and efficient.

Egessa (2013) analyzed the effect of transformational leadership paradigm on service delivery to customers in local authorities in Kenya's Western region. The author used a correlation survey design and collected data from 322 respondents who were employed by selected local authorities in the Kenya's Western region using MLQ centered questionnaire. The study used both Pearson's correlation coefficient test and descriptive statistics for analysis. The study observed that transformational leadership paradigm was positively and significantly related to customer service delivery at 0.05 significance level ($r = 0.689$; $p < 0.05$).

Emery and Barker (2007) studied how transformational affect job satisfaction and the organizational commitment of customer contact personnel using a sample of 77 branch managers and 47 store managers. The hypotheses were tested using a correlation analysis. The findings showed that the transformational factors, namely individualized deliberation, intellectual stimulus and charisma are correlated more with organizational commitment and job satisfaction. Charisma of the leader by itself, excellently predicts employee attitude. That way, this feature seems to have value in training programs and selection of the leader in the service sector (Emery & Barker (2007).

Men and Stacks (2013) investigated the effect that styles of leadership and empowerment of employees have on perceived reputation of the organization through hypothesized model testing. They carried out a quantitative survey on-line comprising of 700 randomly selected employees ailing from work units that were diverse in a Fortune 500 company in the U.S. The results showed that, the way employees perceive organizational reputation is absolutely influenced by transformational leadership style, not just indirectly but also directly through employee empowerment.

The findings by Men and Stacks (2013) observed that attitude of employees towards the company is determined by their opinion on how they are treated and whether their contributions are considered in decision-making. Employees feel more valued, accepted and trusted by transformational leaders, thus shaping employees' favorable evaluation of the organization indirectly. These views were also shared by Bass, (1999), Aldoory and Toth (2004), and Castro Perin˜an and Bueno (2008) who opined and added that transformational leadership is made up of comprise sharing of power in participation and decision making.

Zhu, Avolio and Walumbwa (2009) examined the facilitating role of follower features with transformational leadership and follower engagement in work. The study was based in the context of knowledge workers in South Africa. They used a sample of 48 supervisors and their 140 followers from various industries. The study findings indicated that transformational leadership impacts follower more positively in their work engagement.

Amgheib (2016) examined the manner in which leadership styles and follower characteristics determine the work outcome of followers in Libyan organizations. The study employed a deductive approach and used a questionnaire for data collection from 667 respondents from across 24 public sector organizations in Libya. Data analysis was carried out using multi-level modeling techniques to establish the type of relationships that existed between independent and the dependent variables. The study used moderation analysis in examining the effect of followership on leadership performance. The research findings showed that due to transformational style of leadership, there is an induced positive level of work engagement, job satisfaction and also organizational commitment of employees. Transactional leadership style was positively linked to work engagement and job satisfaction (Amgheib, 2016).

In their study, Khan and Anjum (2013) explored the citizens' community boards (CCBs) role of promoting citizen participation in development projects of Muzaffargarh District in Pakistan. A survey was conducted out of a sample of 93 CCBs randomly selected. They found that the public that participates actively is a key component of solutions and is regarded as directly influencing the accomplishment of development projects. Additionally, it results in efficient, effective and attains sustainable development as well as improving the quality of outcomes. Participation helps ensure better designing of projects, better targeted benefits, inputs of projects delivered in a timely manner and more cost effectively, and that distribution of project benefits is more equitable and with smaller spillages as a result of corruption and other rent seeking activity. These roles and benefits were also cited by other scholars including Mansuri and Rao (2003).

III. Methodology

The study adopted both descriptive and explanatory research designs. The study population comprised citizens who are registered voters in all the 47 counties in Kenya. A two stage sampling technique was used to select 8 counties and a sample of 400 respondents to participate in the study using questionnaires to collect data. A pilot test was conducted to detect and correct weaknesses in design and instrumentation. Of the 400 respondents, 296 completed the questionnaires properly giving a response rate of 74%. Cronbach's alpha was used to test for internal reliability of the survey items used in the study. Data analysis was done using descriptive statistics, correlation and regression analysis. The study used correlation and regression analysis to analyze the association between the variables aided by SPSS software version 26. The presentation of the findings was done using tables and figures.

IV. Results

a) *Descriptive Findings*

i. *Public Participation*

Eleven research questions were posed to the respondents to collect the perceptions of how leaders handled public participation in their county governments. Table 1 presents the descriptive statistics results generated for public participation. From the results presented on Table 1, it is evident that to a moderate extent (mean of 3.03 and a spread or SD of 1.191), counties use different channels for public participation such as holding public hearings, barazas, neighborhood meetings, citizen surveys, and internet. The results also indicate that to a moderate extent (mean of 2.9 and a spread of 1.111), respondents agreed that during public participation forums, there is a two-way interactive communication process where county government representatives convey county in formation and public views. On the question of whether the county governments have sufficiently skilled and well-trained officers or experts who facilitate public participation meetings, an affirmative mean score of 2.83 (to a moderate extent) and a spread/SD of 1.167 was achieved.

A question posed to respondents as to whether county governments involved citizens in county activities such as budget making processes, monitoring and evaluation of development projects and service delivery in the county resulted into a mean score of 2.48 and a SD of 1.150 (meaning a majority agreed to a little extent). Respondents were also asked whether the public is involved in the vetting of county government public officers and the results were a mean score of 2.14 and SD 1.189. This meant that respondents agreed only to a little extent to the research question asked. A majority of respondents agreed that to a moderate extent (mean of 2.84 and SD of 1.116), people involved in the participation exercise are inclusive of the diversity of communities, gender, disabilities and minorities. A majority of respondents also agreed to a little extent that the turnout in public participation forums is high enough to give reliable results (a mean score of 2.55 and SD of 1.186). These result support KIPPRA (2015) whose study concluded that county leadership has not effectively engaged the public and Mitullah (2016) who found that only 29 of the citizens indicated that they were satisfied with the extent of public participation in their county.

On whether citizens easily understand the information provided by the county governments during public participation, a majority agreed to a moderate extent (mean 2.64 and a reduced variability of a SD of 1.094). A similar moderate extent response with a mean of 2.60 and a SD of 1.166 was achieved on the question of whether the public participation process is transparent so that the public can see what is going on and how the county government makes decisions. A mean score of 2.25, means that respondents agreed to a little extent to the questions that county governments respond to any public inquiries in a timely manner and comprehensively and that the public is informed of the output of their public participation i.e. whether or not their ideas were taken up by the county governments. The two last research questions had SDs of 1.055 and 1.096 respectively. These results support the notion that the leaders ignored citizen input and did not give feedback (SID, 2016; KSG, 2015; Transparency International, 2015).

A number of the responses to the research questions on public participation indicate that a majority (mean scores 2.59) of the respondents either agreed to a little extent or to a moderate extent that their counties engaged actively in public participation activities. With 10 out of 11 means scores below 3.00, these results corroborate empirical findings that public participation remains generally low and should be improved (Oxfam, 2017; Carreira, Machado & Vasconcelos, 2016; Transition Authority, 2015; Khan & Anjum, 2013). In addition, the study results reinforce arguments by Bevir (2013) that governance matters have gone past government and so, there is need and scope for public to be more involved in enhancing participation. The results further concur with findings by United Nations (2015) and Rowe & Frewer (2000) that contemporary balanced governance systems result into better accountability results when citizens are adequately engaged in determining their destiny.

Table 1: Descriptive Statistics for Public Participation

Research Item	NA %	LE %	ME %	GE %	VGE %	Mean	Std Dev.
Uses of different mechanisms for public participation in the county	10.9	25.5	23.8	28.9	10.9	3.03	1.191
Use of two-way interactive communication process during public participation forums	11.0	22.7	31.6	27.5	7.2	2.97	1.111
Availability of sufficiently skilled and well-trained public participation facilitators	15.3	24.3	30.2	22.6	7.6	2.83	1.167
Public involvement in planning, monitoring and evaluation of development projects and services	23.6	29.8	25.7	16.4	4.5	2.48	1.150
Public involvement in vetting of county government public officers	41.1	22.9	20.7	11.4	3.9	2.14	1.189
Participation is representative of the diversity of people in the community in the county	10.6	31.7	28.7	21.2	7.8	2.84	1.116
Turn out in public participation forums is high enough to give reliable results	23.0	26.1	30.6	13.1	7.2	2.55	1.186

Information provided for public participation purposes is easily understood by the citizens	15.1	33.7	29.2	16.5	5.5	2.64	1.094
Public participation process is transparent	18.0	33.9	25.1	15.5	7.4	2.60	1.166
Response to public inquiries is timely and comprehensive	28.1	34.6	24.1	10.8	2.4	2.25	1.055
Feedback is given back to the public on decision made and input taken from public	27.5	39.3	18.3	10.8	4.1	2.25	1.096

NA= Not at All, LE=To a little extent, ME=To a moderate extent, GE=To a great extent, VGE=To a very great extent, Std Dev. = Standard Deviation

The mean scores for the public participation constructs used in the study were generated as detailed in table 2. The respondents perception was that the participation process mechanisms were moderate (mean score 2.94), public involvement and influence in decision making was tending towards moderate (mean score 2.5), transparency, sufficient and provision of timely communication of information was tending towards moderate (mean score 2.6) while responsiveness and accountability were only to a little extent (mean score 2.24).

The overall level of public participation in the county governments had a mean score of 2.6 which was below the average mean score of 3.00 and corresponds to 40%. The results were consistent with Mitullah (2016) who found that only 29% of the citizens indicated that they were satisfied with the extent of public participation in their county. The results further corroborate with Oxfam (2017) and Transition Authority (2015) that public participation remains low and KIPPRA (2015) that the County leadership has not effectively engaged the public in participation. The mean score for timely receipt of transparent information was 2.63 or 40.75% which was consistent with KIPPRA (2015) who observed that only 32.8% respondents were involved to the extent of receiving information.

Table 2: Descriptive Statistics for Public participation Components

Public participation Components	NA%	LE%	ME%	GE%	VGE%	Mean	Std Dev.
Participation process mechanism	12.40	24.17	28.53	26.33	8.57	2.9493	.94961
Public involvement & influence in decision making	24.58	27.63	26.43	15.53	5.85	2.5068	.85418
Transparency, sufficient & timely communication of information	16.55	33.80	27.15	16.00	6.45	2.6301	.97814
Responsiveness & accountability	27.80	36.95	21.20	10.80	3.25	2.2475	.92017
Total - Public Participation	20.38	29.50	26.18	17.70	6.23	2.6013	.75670

NA= Not at All, LE=To a little extent, ME=To a moderate extent, GE=To a great extent, VGE=To a very great extent, Std Dev. = Standard Deviation

ii. *Transformational Leadership Style*

The research sought to determine the influence of Transformational Leadership style on public participation in the County governments in Kenya. Eight research questions were posed to the respondents to measure the perception of transformation leadership practices. Table 3 presents the descriptive statistics results generated for the transformational leadership style. From Table 3, the study found out that a majority of respondents felt that their county leaders; to a moderate extent (mean of 3.33 and SD of 1.261) talk about a bright and successful future for the county; to a little extent (mean of 2.29 and SD of 1.150) go beyond self-interest for the good of the citizens in the county; to a little extent (mean of 2.40 and SD of 1.095) have built trust and confidence with citizens in the county; to a moderate extent (mean of 2.47 and SD of 1.115) are careful of the moral and ethical consequences of their decision; and to a moderate extent (mean of 2.51 and SD of 1.160) do examine proposal and question whether such proposals or suggestions are appropriate for the county citizens' needs. A moderate response was obtained (with a mean score of 2.46 and SD of 1.145) where respondents felt that county leaders consider divergent ideas and perspectives when solving problems in the county; to a small extent (mean of 2.34

and SD of 1.179) county leaders help other leaders to develop their strengths and coach them to be better leaders, and to a small extent (mean of 2.37 and SD of 1.151) thought that county leaders consider citizens' individual needs, abilities and aspirations and not just as part of a group.

A study carried out in western Kenya by Egessa (2013) observed that transformational leadership paradigm was positively and significantly related to service delivery, a fact that is also confirmed by the survey question on how positive county leaders are regarding the successful future of counties in Kenya (a majority recorded a mean of 3.33). A study by Men and Stacks (2013) concluded that the way employees perceive organizational reputation is absolutely influenced by transformational leadership style, not just indirectly but also through empowerment. A study by Emery and Barker (2007) observed that transformational factors, namely individualized deliberation, intellectual stimulus and charisma are correlated more with organizational commitment and job satisfaction compared to management-by-exception and contingency reward transactional factors.

Based on the results of the study, it is notable that while citizens and the county leaders have high expectations about a bright future of their counties, the responses obtained (a majority of them being "to a little or to a moderate extent") demonstrate that the citizens are not convinced enough that the current leaders possess the necessary transformational leadership skills that will lead to the realization of those expectations. A review of the transformational leadership theory revealed that a key characteristic of this style of leadership is that followers are motivated beyond self-interests through inspiration, ideal influence (charisma), individualized respect or intellectual motivation (Bass, 1999). The results, thus, seem to suggest that the leaderships exhibited fall a little short and thus the fear of harvesting the bright future that the citizens are seeing for their counties.

Table 3: Descriptive Statistics for Transformational Leadership Style

Research Item	NA %	LE %	ME %	GE %	VGE %	Mean	Std Dev.
Leaders go beyond self-interest for the good of the citizens in the county	30.3	30.3	23.8	10.7	4.8	2.29	1.150
Leaders have built trust and confidence with citizens in the county	23.2	34.5	25.3	13.3	3.8	2.40	1.095
Leaders are careful of the moral and ethical consequences of their decisions	21.6	32.3	29.2	11.3	5.5	2.47	1.115
Leaders talk about a bright and successful future for the county	9.7	17.6	23.9	27.3	21.5	3.33	1.261
Leaders do examine proposal and question whether such proposals or suggestions are appropriate for the county citizens' needs	23.4	28.1	27.5	15.9	5.1	2.51	1.160
Leaders collect differing ideas and perspectives when solving problems in the county	23.9	29.7	27.6	13.7	5.1	2.46	1.145
Leaders help other leaders to develop their strengths and coaches them to be better leaders	30.4	27.6	24.6	12.3	5.1	2.34	1.179
Leaders do consider individual's needs, abilities and aspirations and do not treat individuals as just part of a group	25.3	37.0	19.2	14.7	4.8	2.37	1.151

NA= Not at All, LE=To a little extent, ME=To a moderate extent, GE=To a great extent, VGE=To a very great extent, Std Dev. = Standard Deviation

In addition, the mean scores of the transformational leadership constructs were generated as summarized in table 4. The results revealed that the mean scores for charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration were 2.3939, 3.3322, 2.4865 and 2.3547 respectively. The findings suggest that inspirational motivation was the dominant constructs that was observed by the respondents. This means that at an average level, leaders have a clear vision that they are able to articulate to the followers. Further, the level of transformational leadership style practiced in the counties had a mean score of 2.53 which was below the average score of 3.00.

The finding corroborates Kung'u (2019) study which found that leaders largely use inspirational motivation construct of transformational leadership to make change possible in selected counties in Kenya. Similar, the results concur with Springer, Walkowiak and Bernaciak (2020) who also found that inspiration motivation component of transformational leadership was also largely used by commune mayors from the Greater Poland Province, and like in the current study, individualized consideration was least practiced component.

Table 4: Descriptive Statistics for Transformational Leadership Components

Leadership Construct	NA%	LE%	ME%	GE%	VGE%	Mean	Std Dev.
Charisma/Idealized Influence	25.03	32.37	26.10	11.77	4.70	2.3936	.91175
Inspirational Motivation	16.55	22.85	25.70	21.60	13.30	3.3322	1.26121
Intellectual Stimulation	27.15	28.65	26.10	13.00	5.10	2.4865	1.01338
Individualized Consideration	25.30	37.00	19.20	14.70	4.80	2.3547	1.02139
Total - Transformational Leadership Style	23.48	29.64	25.14	14.90	6.96	2.5277	.81030

NA= Not at all, LE=To a little extent, ME=To a moderate extent, GE=To a great extent, VGE=To a very great extent, Std Dev. = Standard Deviation

b) Correlation between the Variables

i. Correlation between Transformational Leadership Style and Public Participation

The findings in table 5 indicated that there is a strong positive correlation (r = 0.649**; p-value <0.001) between transformational leadership style and public participation. This mean a unit linear change in transformational leadership will results to .0649 change in public participation in the county governments in Kenya.

Table 5: Pearson'sCorrelations Matrix

		Transformational Leadership Style	Public Participation
Transformational Leadership Style	Pearson Correlation	1	
	Sig. (2-tailed)		
Public Participation	Pearson Correlation	.649**	1
	Sig. (2-tailed)	.000	
	N	296	296

***Correlation is significant at the 0.01 level (2-tailed)*

c) Regression Analysis

i. Transformational Leadership and Public Participation

Simple linear regression was carried out to determine the relationship between transformational leadership and public participation in county governments in Kenya. It was hypothesized that:

$H_{01:}$ There is no significant relationship between Transformational Leadership Style and public participation in the county governments in Kenya.

The findings presented in Model Summary Table 6 indicate that R^2=.421 which means that transformational leadership style explains 42.1% of changes in public participation in county governments in Kenya. The remaining 57.9% of the variation in the public participation can be accounted for by other factors excluded in the model or by chance. The ANOVA indicates that the model is statistically significant as the p-value is less than .05 (F-calculated (1,294)=213.460, P<0.01). This shows that transformational leadership style significantly predicts public participation.

Table 5 shows that the coefficient of transformational leadership style (β = .606) was positive and statistically significantly (t = 14.610, p <.01). This indicates that a unit increase in transformational leadership style increases public participation by 0.606 units. Consequently, the null hypothesis that $H_{01:}$ that here is no significant relationship between transformational leadership style and public participation in the county governments in Kenya was rejected and hence the study concluded that transformational leadership style had a positive and significant influence on public participation in the county governments in Kenya.

The model $Y = \beta0 + \beta_1 {}_* X_1 + \varepsilon$ was fitted and the resultant equation was as follows:

$$\hat{Y} = 1.070 + .606{*}X_1$$

Where $\hat{Y}$ = Public Participation and X_1 = Transformational Leadership Style

The findings were in agreement with the observation by Mwakasangula *et al.* (2015) who found a strong relationship between transformational leadership behavior and effective villagers' participation in different development activities in Tanazania. For instance, in villages where the leaders exhibited transformational leadership attributes, the villagers' participation in decision making processes was found to have been effective and efficient. The results are also consistent with Ghartey, Mensah and Ghartey (2016) who examined how the leadership approaches have influenced participation and performance of local governments in the Central Region of Ghana. The study revealed that the leadership approaches influenced participation and enabled the followers to feel enthusiastic and take responsibility.

Table 6: Regression Analysis on Transformation Leadership and Public Participation

Model Summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.649	0.421	0.419	0.57695		
ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	71.054	1	71.054	213.46	0.00
Residual	97.863	294	0.333		
Total	168.917	295			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.07	0.11		9.728	0.00
Transformational Leadership Style	0.606	0.041	0.649	14.61	0.00

d) Transformational Leadership Style Constructs and Public participation

To further understand the relationship between transformational leadership style and public participation, multiple regression analysis was performed to determine the relationship between transformational leadership style constructs and public participation. Model summary in Table 6 indicates an R^2 of 0.421, which means that 42.1% of changes in public participation can be accounted for by individualized consideration, inspiration motivation, charisma/idealized influence and intellectual stimulation. Analysis of variance indicates that charisma/idealized influence, inspiration motivation, intellectual stimulation and individualized consideration have significant relationship with public participation (F-calculated (4, 291) = 52.979, $P < 0.01$)

Further, there was a positive and significant relationship between all components and public participation since all the slopes were positive and the p values <0.05. The ranking of the components indicates that intellectual simulation had the highest influence (β = 0.184) on public participation in county governments in Kenya followed by charisma/idealized influence (β = 0.16), then individualized influence (β = 0.15) and inspiration motivation (β = 0.108). The data was fit for application in the multiple regression model:

$Y = \beta0 + \beta_{i1}X_{i1} + \beta_{i2}X_{i2} + \beta_{i3}X_{i3} + \beta_{i4}X_{i4} + \varepsilon$ and the resultant equation of the study was:

Public participation= 1.05 + 0.16* Charism/Idealized influence + 0.108* Inspiration motivation+0.184* Intellectual Stimulation+ 0.15* Individualized consideration.

Table 7: Regression Analysis on Transformational Leadership Style Components and Public Participation

Model Summary					
R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.649	0.421	0.413	0.57955		
ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Regression	71.177	4	17.794	52.979	.000
Residual	97.739	291	0.336		
Total	168.917	295			
Coefficients					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.05	0.115		9.093	0.000
Charisma/Idealized Influence	0.16	0.05	0.193	3.228	0.001
Inspirational Motivation	0.108	0.03	0.182	3.566	0.000
Intellectual Stimulation	0.184	0.048	0.247	3.869	0.000
Individualized Consideration	0.15	0.043	0.203	3.541	0.000

The findings were in agreement with Springer, Walkowiak and Bernaciak (2020) who documented significant effect of intellectual stimulation and idealized influence have on transformational leadership in Poland. They researched on 49 mayors' style of governance adopted by the political leaders of rural communes in Poland and its links with their engagement in social activation and the use of participatory tools. The implication of intellectual stimulation is that the county leaders should not only challenge the status quo but they also encourage it in the followers. The implication of idealized influence is that county leaders should endeavor to win the followers trust and respect the leader so they emulate and internalize the leader's values and beliefs.

V. Summary, Conclusions and Recommendations

a) *Summary*

The findings revealed that there is a statistically significant influence of transformational leadership style on the public participation in the county governments in Kenya. Transformational leadership style was found to have a strong positive correlation ($r = .649$, $p < .05$, 2 tailed) with public participation in the county governments in Kenya, with a $\beta = .606$, $p < .05$ and R^2 of 0.421. This suggests that the more transformational leadership is practiced, the higher the public participation in the county governments, and that transformational leadership style accounts for 42.1% of the variance in public participation.

All the attributes of transformational leadership style (individualized consideration, inspiration motivation, charisma/idealized influence and intellectual stimulation) had a positive and statistically significant relationship with public participation. Intellectual stimulation component had the strongest influence while charisma/idealized influence had the least influence. The findings were in agreement with empirical research presented in the paper which showed that the effect of transformational behavior positively influenced public participation.

VI. Conclusion

The study concluded that there is a statistically significant influence of transformational leadership style on the public participation in the county governments in Kenya. A positive increase in transformational leadership style practices by the county leaders will lead to an increase in public participation. Further, study findings established that intellectual stimulation and inspiration motivation components of transformational leadership had the strongest positive significant impact on public participation.

VII. Recommendations

The study recommended that leaders in the county governments in Kenya should endeavour to practice transformative leadership in order to promote public participations and overall performance in the county governments. To motivate followers beyond self-interests, leaders should mainly focus on enhancing intellectual stimulation by challenging the status quo and encouraging the followers to do the same, and inspiration motivation by the leaders demonstrating ability to articulate a clear vision to the followers.

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21. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

22. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

23. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.

Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.

- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- o Single section and succinct.
- o An outline of the job done is always written in past tense.
- o Concentrate on shortening results—limit background information to a verdict or two.
- o Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- o Explain the value (significance) of the study.
- o Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- o Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- o Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- o In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- o Present a background, such as by describing the question that was addressed by creation of an exacting study.
- o Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- o Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- o Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- o Do not include raw data or intermediate calculations in a research manuscript.
- o Do not present similar data more than once.
- o A manuscript should complement any figures or tables, not duplicate information.
- o Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- o You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- o Give details of all of your remarks as much as possible, focusing on mechanisms.
- o Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- o One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- o Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals.

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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