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Social Responsibility Compass

New Higher Education Institute

Discovering Thoughts, Inventing Future

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Investigation of Community Perceptions of a New Higher Education Institute in Rural Rwanda

By Claire Kimilu, Diana Rujema, Joseph Kalibbala, Jenae Logan
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Abstract- Background: The community perceptions, experiences, and expectations concerning a new rural university were examined to give insight into the role of higher education institutions in optimizing positive community engagement and social development in rural contexts.

Methods: Five focus group discussions were conducted with community members.

Results: While most participants acknowledged UGHE as an educational institution focusing on the delivery of medical care within rural and vulnerable settings and expressed pride, they also perceived UGHE as a foreign and expensive institution and were uncertain of financial implications. Those displaced by campus construction also felt exploited. Participants did not have accurate information about the university and generally welcome more interactions.

Keywords: higher education institute, community engagement, rural, Rwanda, community service.

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Investigation of Community Perceptions of a New Higher Education Institute in Rural Rwanda

Claire Kimilu ^α, Diana Rujema ^σ, Joseph Kalibbala ^ρ, Jenae Logan ^ω & Rex Wong [¥]

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Conclusion: Residents expressed interest in health education, income-generating initiatives, and local employment. Formation of a community advisory committee with continued intentional interactions with community members can open communication channels to improve awareness of UGHE's mission and further strengthen the relationship.

Keywords: higher education institute, community engagement, rural, Rwanda, community service.

1. BACKGROUND

In a global era, higher education institutions (HEIs) are situated to serve as catalysts of social transformation. HEIs have assumed increased responsibilities to stimulate social and economic development when located within rural and developing communities (Thompson, 2014). Some rural-based universities have dedicated themselves to empower and build capacity among local community members, alleviate poverty, and reshape rural environments (Luvalo, 2014). Involving locals throughout each stage of project development and implementation, these universities emphasize community-engagement as a critical factor in achieving sustainable development. Increased interest in global health has expanded the role of HEIs in global development. Through medical education partnerships, many universities of the Global

North and South now collaborate to improve the well-being of people and the planet through education, research, service, and advocacy (CUGH, 2019; Taché, 2008; Cancedda, Cotton, Shema, Rulisa, Riviello, et al, 2018; Binagwaho, Kyamanywa, Farmer, Nuthulaganti, Umubyeyi, Nyemazi, et al, 2013; Crane, 2010; Kolars, 2012). Global partnerships have been enhanced by the Consortium of Universities for Global Health (CUGH) which unites a network of 185 academic institutions and global organizations (CUGH, 2019).

While newly-developed institutional partnerships provide opportunities for cross-cultural collaboration and innovative social development, challenges remain in ensuring equitable collaboration and mutual benefit among resource-rich and resource-limited partners (Crane, 2010; Taché, 2008). Recent research has found successful sustainable development requires three key factors: 1) perceived ownership by Sub-Saharan African partners, 2) continued communication among leaders, and 3) a focus on building local expertise (Kolars, 2012). These factors can be extended to the local community partnerships underlying broader global partnerships (Mtawa, 2016).

While the idea of community service ("community engagement") is becoming a tradition within higher education, its definition varies among HEIs within different regions and academic disciplines (Mtawa, 2016; CHE, 2004). In its most recent understanding, community engagement is embedded within the process of knowledge exchange; universities and communities are partners in inquiry, learning, and application of new knowledge (Mtawa, 2016). Little research exists regarding this concept of "scholarship of engagement" within Sub-Saharan Africa. Limited understanding of community engagement within higher education contributes to knowledge gaps concerning effective methods of community-engagement and best practices for joint-development. In global health, which emphasizes equitable partnerships for sustainable progress, there is critical need to understand local communities' perceptions and experiences of development especially within the Global South.

With a unique curriculum rooted in the "scholarship of engagement," the University of Global Health Equity (UGHE) is pioneering a new approach where higher education fuels social development. Opening its first permanent campus in 2019 in the rural community of Butaro, Rwanda, UGHE aims to equip

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students with experiences and skills to “protect the most vulnerable and improve health outcomes and social systems” (UGHE, 2019). Considering the continued discourse surrounding community engagement within higher education, we undertook this study to examine a developing partnership between UGHE and Butaro community. Laying a foundation for UGHE’s successful integration and community engagement initiatives, this study aimed to expand our understanding of community perceptions, experiences, and expectations concerning UGHE and its mission to contribute to social development. The results of this study can promote positive outcomes for UGHE development initiatives. As the establishment of HEIs within rural communities remains a novel phenomenon in global health and development, this study further contributes to a body of knowledge concerning the role of HEIs in global health and social development. It offers insight into effective means of social integration and community engagement in the context of rural-based educational institutions.

II. METHODS

a) Setting

This study was conducted in Butaro Sector, Burera District, Northern Province, Rwanda, where the common language spoken is Kinyarwanda. Butaro is the second most populated sector in Burera District, with a population of 31,520 (Ndayisaba, 2019). Among the 8,255 households, 81 were relocated for the construction of UGHE campus (Ndayisaba, 2019). The community is served by sixteen nursery schools, nine primary schools, five secondary schools, and one vocational institution, all owned or aided by the government (Ndayisaba, 2019). UGHE is the only university in the sector.

Agriculture is Butaro’s major economic activity with 99.5% of the population relying on subsistence farming (The Republic of Rwanda, 2012). Health infrastructure, access to healthcare, human resources for health (HRH) and hygiene and sanitation practices are some key health concerns in the area. Many non-governmental organizations (NGOs) and local agriculture and livestock organizations operate in the area (Ndayisaba, 2019). As of 2012, Butaro hosted approximately 76 foreigners (The Republic of Rwanda, 2012). This number is believed to have increased with the establishment of Butaro Hospital and UGHE’s Butaro campus.

b) Study design and sample

A qualitative study using five focus group discussions (FGD) consisting of six to eight participants each was conducted in May through July 2019. One FGD consisted of Butaro town residents including local business people. Two FGDs consisted of residents who were displaced from university land. One FGD consisted

of local staff at UGHE—cleaners, security guards, kitchen staff, construction staff, and landscape workers. The fifth FGD consisted of local leaders in Butaro sector—village leaders, community health workers (CHWs), heads of social services, and gender officers.

Community participants were selected via purposive and snowball sampling. Local leaders and community members who had pre-established relationships with the university and/or researchers gave referrals for participants. Participants for the local staff FGD were selected via convenience sampling.

Participants were 18 years and older. Participants were excluded if they had lived in Butaro for less than six months or had any mental disabilities which prevented them from fully understanding FGD information or from providing informed consent.

c) Data collection tools and procedures

Semi-structured focus group guides (Appendix 1) were developed with questions related to community perceptions, social integration, and global health within higher education. The questions varied slightly based on the focus group memberships. Questions for Butaro residents and local leaders focused more on UGHE’s development, while questions for residents displaced by UGHE’s construction focused more on their personal experiences. Guides were translated from English to Kinyarwanda with the assistance of hired translators. Translated guides were modified based on feedback from pre-testing with Kinyarwanda-speaking UGHE students and staff.

With the exception of the local UGHE staff FGD, all FGDs were conducted at a location within the community of the group’s choosing to account for perceived power imbalances. The local UGHE staff FGD was conducted on campus out of convenience for participants. Written consents were signed by each participant after the research team explained the purpose of the study and the consent process. A skilled moderator facilitated discussions in Kinyarwanda per the preference of participants using the translated focus group guide. All participants were encouraged to contribute. Prior to FGDs, the moderator was trained on the study’s purpose and objectives and offered time to familiarize himself with and discuss any questions he had about the FGD guides. All FGDs were audio recorded (with consent from study participants) and lasted approximately ninety minutes. All participation was voluntary and no stipend was provided to study participants.

The study was approved by the Institutional Review Board (IRB) of UGHE and by Butaro Sector leaders.

b) Data management and analysis

Audio recordings were transcribed in Kinyarwanda and then translated to English by an

experienced translator fluent in both languages. The translator also acted as the facilitator for FGDs to ensure an accurate understanding of participant responses and the validity of translations.

Each transcript was independently coded by three researchers using inductive coding. A final codebook was developed after thorough discussion and agreement among researchers. All transcripts were re-coded using qualitative data analysis software Dedoose for final analysis. All codes were subsequently organized into categories, then emerging themes.

III. RESULTS

A total of 39 Butaro residents participated in five focus group discussions. Analysis of transcripts yielded 45 codes, 11 categories, and four themes to describe participants' understanding, interactions, attitudes, and expectations of UGHE.

a) Understanding of UGHE

Most participants acknowledged UGHE as an educational institution focusing on the delivery of medical care within rural and vulnerable settings: *"I know this university is a medical institution working with [Butaro] hospital and with us"* (Displaced resident); *"the university prepares students in the field of medicine. Medicine for all the people in the world, especially in rural areas"* (Town resident). Some described UGHE as a university which trains aspiring health professionals to practice in rural or underserved areas around the world: *"Its [the university's] primary goal is to educate about health and to take care of patients in and out of the country. The students who will graduate from it or studying in it will be the ones to deliver that assistance here or abroad"* (Local UGHE staff).

While they understood UGHE is a higher education institute, most participants perceived it as expensive, foreign, out of their reach, inaccessible to, and separated from the local community: *"it is an expensive university... no Rwandan or anyone living here can afford to study in it according to the fees required"* (Local leader). Some thought the university was predominantly run by expatriates and catered to international students: *"We hear that only foreigners are studying there"* (Displaced resident).

b) Interactions with UGHE

The respondents' interactions with UGHE ranged from none, transactional and service-based, to social interactions.

Some participants had limited or no interaction with UGHE students, staff, and faculty: *"I have not yet reached there [the university], I do not know the director of the campus, I do not know the students except I see them on the road and in cars"* (Displaced resident). They perceived the University had not formally visited the local community: *"We often see university students walking around Butaro but university authorities should*

visit the community and converse with them as well as introducing themselves" (Displaced resident). Some even described participating in the focus group discussion as *"my first time to meet [UGHE students]"* (Town resident).

Some participants described their interactions with UGHE as service-based. This meant either conducting business with or providing services to the UGHE students and staff: *"I assisted two students from the university who were applying for short-term visitor's visa for Congo and Burundi ... I helped some who were applying for the [UGHE] security job in credential-related services too"* (Town resident); *"when the university was still under construction, some of the [UGHE] employees used to bring their children to my nursery; others also rented my houses"* (Town resident). Such service-based interaction was positively perceived by the participants: *"I have a barbershop/salon. They [UGHE employees] come and we serve them, hence I gain new customers"* (Town resident).

Social activities were a major pathway for regular interaction among UGHE and the local community. Participants described their interactions with students and staff during social events within the community including church, sports events, and Community Laboring Saturday (known as Umuganda). They mostly saw this kind of interaction as positive: *"we met both the staff and students from UGHE at Community Laboring Saturday. We were happy to see students and staff familiarizing with us. This improves our relationship and work together for the development of all"* (Local leader); *"I was happy to see [UGHE] coming and having a [football] match with the youth from Butaro"* (Local leader). Some participants saw UGHE participation in social events as a positive respect to their community: *"We have been together with university students during the Genocide Commemoration Week. Their lecturers also marched with us in the 'Walk to Remember'"* (Town resident).

c) Attitudes about UGHE

Participants expressed a range of attitudes towards UGHE, ranging from pride to fear to uncertainty.

Participants described a sense of pride during the early construction phases of UGHE. They were happy that UGHE is in their home (Butaro): *"UGHE made us famous. We became famous in the world. Even people in America now know Butaro"* (Local UGHE staff); *"We're happy because the university was established in our cell and it creates a sense of pride for us. We were delighted"* (Displaced resident); *"[the university] was brought here to Butaro, a rural area. Bringing it here is making us popular because it came to Butaro, our home"* (Displaced resident).

However, having an elite institution in their community also brought some negative perceptions. They perceived UGHE students and staff as superior in social status, power, and influence: *"I was compensated*

for my land and came to live nearby. When the construction was finished, I went there to search for a job. They chased me away saying that they want people with degrees. They see us as unable people, yet we have the energy to work but they undermine us. I doubt that they will even pay attention to our suggestions if you advocate for us" (Displaced resident).

There were also enhanced notions of UGHE's financial inaccessibility: "[UGHE] keeps the expensive stuff inside the campus. I do not know how they get what they need daily or if their needed products are stored on the campus. They do not buy anything here in the surrounding community to develop people living in this neighborhood" (Displaced resident). Some participants also thought UGHE preferred outsourcing goods and services: "I thought they never eat food from here... their food came packaged and were consumed within the university"; "We do not even sell UGHE what they need. We want them to buy from us. We are like two separate countries. them and us" (Local leader).

Some participants expressed feelings of exploitation, especially those displaced by the construction: "we do not see any other important impact on us since our children cannot study there. We give them land and then disappear" (Displaced resident); "We thought the university would be important to us. We gave out our land happily. But after the construction, they showed us that they are bad people" (Displaced resident). Some mentioned that "What UGHE wanted from us was the land and we left. Nothing else" (Displaced resident).

Participants also expressed feeling hopeless for their future following relocation and UGHE's presence in Butaro: "things will really worsen because if [UGHE] brings only foreigners because of high costs, none of our children can afford to study there because of our financial means. This implies that in the coming days,... people like us are not sure if they will continue to stay here because only graduates will be hired; and we will not be able to compete with them in the labor market" (Displaced resident).

Participants also expressed their uncertainties. They were not sure how UGHE would benefit them. Some participants who own businesses mentioned that a lack of clear direction from the university did not allow them to plan for their business: "we keep asking whether all incoming students will stay in the campus, we cannot decide if we should build houses for renting. You can understand that uncertainty is one of the drawbacks we are facing as business people" (Town resident). For workers, uncertainty about their job stability was also a concern for them: "Until now there is no problem, we are well paid. But as time passes, cleaners like us don't know whether we will continue or not" (Local UGHE staff).

d) Expectations of UGHE

Participants described their expectations for development and overall standards of living within Butaro. Participants expressed UGHE's potential to drive growth and development within the community, mentioning new investments and innovations. They expected UGHE to boost the local economy and provide individuals with opportunities for new income-generating activities. Examples include selling farm produce to UGHE, establishing hotels/restaurants, investments in schools, and improved transport systems: "I am a farmer. If I know the university will be an assured market, that will improve my standard of living. If I sell them at a good price, I will get the school fees for my kid. They [the community] will build hotels and will bring more and more development activities. Many [people in the community] have already purchased land plots for many other projects following this university. Lives will be transformed" (Town resident).

Participants also expected the infrastructure brought by the university would benefit the community. The Rwandan government is constructing roads connecting Butaro to other towns due to the establishment of the university in Butaro: "After the road construction, many factors that will influence our development. With the construction of roads, trade activities from the vicinity will develop" (Local leader).

These expectations encompassed beliefs that UGHE's presence should contribute to improved health outcomes. Participants expressed a desire for UGHE to educate the local community in areas of health promotion: "What I wish from our relationship with the university is that they educate about health especially. I would suggest students plan time for community extension education in our village to teach about hygiene. It would be better" (Displaced resident); "I am not saying that we are malnourished but teaching us about a balanced diet will be helpful...also teaching people about preventing disease caused by poor hygiene" (Town resident). Apart from providing health education in the community, participants also expressed the desire for UGHE to help the local school in health education: "there is not even a nursery, primary or secondary school teaching health [in Butaro], so UGHE can educate them for instance about washing hands after using the toilet" (Local leader).

Reflecting on their experiences of minimal interaction and perceived isolation and elitism, participants suggested meaningful interaction as a pathway toward building more positive relationships with UGHE. They believed UGHE could form a strong relationship with the community: "Let [UGHE] come and teach so that we don't feel distant to them. We should even befriend [UGHE]" (Town resident). With a stronger relationship, the university will gain a better

understanding of community needs: *"Our ideal relationship with the university would be getting to know students and conversing when we meet so that we tell them what we think (like we are doing now)... and then hang out together. When you hang out with someone, you exchange ideas and give advice on how to improve your relationship"* (Displaced resident); *"Coming outside the campus and interacting with the community can benefit both of us. As we get to know each other would help people understand the impact of the university in their lives"* (Town resident).

Participants also welcomed more interactions with UGHE so that the university is better situated to serve as an advocate for the community: *"I would like to suggest that if possible, you would advocate for us, who are neighbors of the university"* (Local leader).

Since some participants viewed the "elite" university as inaccessible, they expressed the desire to be allowed to see the inside of the university: *"Our wish is that we meet frequently and visit each other so that we can be allowed to visit the university and have a look at the buildings for which we left our land"* (Displaced resident).

IV. DISCUSSION

While global development efforts in rural communities are grounded in good intentions, unforeseen changes are sometimes inevitable (Fine, 2019). From the perspective of local leaders and business people, UGHE is considered an avenue of urbanization and an opportunity for economic growth and development, from improved roads and transport systems in the past to increased access to electricity and water in the future. For local staff members, UGHE is seen as an institution that improves the quality of life in Butaro through local employment. Perceptions of relocated residents, on the other hand, were mixed. They expressed dreams of what they could have accomplished with monetary compensation for their land and how their initial expectations have yet to be met. They quickly began to feel the growing pains of adjustment upon discovering their previous way of life did not necessarily fit into their new reality after relocation. Relocated residents highlighted unintended consequences as a "natural challenge of global development" (Fine, 2019). UGHE's social impact altered their way of living. Their adjustment woes prompted us to consider the concept of creative destruction—the social change that involves the replacement of old institutions, traditions, and previous ways of life with new ones (Fine, 2019). The worth of UGHE and other global development projects must hinge on their ability to positively impact the most vulnerable (Fine, 2019). UGHE and other development projects must continually: ask themselves whether local communities are included in their efforts to achieve progress; ensure human dignity is maintained; and

constantly monitor the effects of well-intentioned development initiatives.

Butaro community members shared a common perception of UGHE as an "international" institution run by expatriates and catering to foreign students despite realities of UGHE's national ties and mission to build capacity among health care professionals within Africa. The Butaro community further distinguishes the institution, staff, and students based on socio-economic status. Even UGHE's Rwandese staff and students were viewed as "other" in relation to the local community. Physical barriers distinguishing university land, extravagant buildings, and heavily guarded gates which only open to large containers and "big white [coasters and SUVs] carrying foreign goods and people," as described by a local resident, all gave the perception of an inaccessible campus that was somehow "other."

Participants characterized UGHE students as affluent and the institution as "exclusive" believing that the average Butaro student could only dream of studying there. Such perceptions present a common challenge to successful community engagement and ultimately social integration among HEIs (Bender, 2008).

Local leaders and local business people seem to have a more accurate understanding of UGHE's purpose and operation within Butaro and more positive outlook about UGHE's impact on the local community. Conversely, testimonies of displaced residents seem riddled with confusion and hints of miscommunication which elicit frustration, unrealistic expectations, disillusionment, and a bleak outlook on life following UGHE's development. Their lack of interaction with UGHE students and staff led to general lack of awareness of UGHE's goals, a sense of isolation, and ill-feelings in relation to UGHE's development in Butaro. This is consistent with what is commonly described in community development literature (Chesoh, 2009). Butaro residents described their current encounters with UGHE by making a critical distinction between what migration literature deems "mundane interaction" and more meaningful social integration (Matarrita-Cascante, 2017). Our findings support literature which notes that mundane encounters limited to business interactions, no matter how frequent, are less likely to make locals feel a sense of community with new migrants. Instead, locals and new migrants must continually engage on more personal levels so that they can begin to see beyond their perceived differences (Matarrita-Cascante & Stocks, 2013; Matarrita-Cascante, 2017). Since UGHE aims to be a global university that educates students of diverse origins and social-economic backgrounds, the image of "elitism" will probably persist. Efforts to better interact with and inform local residents, however, can help to improve overall community awareness, perceptions, and satisfaction with UGHE's Butaro campus. Emphasizing UGHE's role in local capacity building and informing local residents

of UGHE scholarship opportunities and support for students within Rwanda and surrounding regions can help bridge perceived social divides between UGHE and Butaro community.

For Butaro residents, meaningful interactions include encounters with UGHE at social activities. Interactions like the monthly Community Laboring Saturday (*Umuganda*), sports events, and church gatherings create opportunities for deeper communication, resource sharing, cultural exchange, and trust development. The more UGHE interacts with the local community, the more approachable and less “foreign” or “other” the students and staff appear to Butaro residents, laying the foundation for mutual understanding.

Perhaps an additional and mutual barrier to desired social integration is language (Matarrita-Cascante & Stocks, 2013). In a predominantly Kinyarwanda-speaking area, non-Rwandese UGHE staff and students may be hesitant to regularly interact with the local community and vice versa. UGHE might consider initiatives for “language exchange” as an avenue for meaningful interaction and enhanced communication.

Residents remind us that building successful partnerships requires HEIs to willingly immerse themselves within the local community to: better understand the community’s present needs and future aims; allow the local community to become more aware of their mission; and include the community at each stage of the development process (Fourie, 2003; Matarrita-Cascante & Stocks, 2013). The FGDs themselves seemed to elevate local residents from beneficiaries of UGHE to stakeholders. Countering a common “I plan, you participate” mentality, UGHE’s interest in community members’ thoughts gave community members a sense of level footing with the university (Bandesha & Litva, 2005). Butaro residents overwhelmingly expressed a desire to actively contribute to UGHE’s development, progress, and initiatives. Participants described an ideal alliance where UGHE and the surrounding community work together to achieve improved quality of life. In line with literary findings, this dialogue enabled clarifications on the intended roles of UGHE and local community members and appeased disappointments stemming from miscommunication and confusion (Heenan, 2004). Continued involvement of the local community in this manner remains a critical first step for UGHE’s, or other HEIs’, social integration and can optimize success in its future community engagement endeavors.

a) Limitations

Similar to most qualitative studies, information collected has limited generalizability to the wider population, especially when perceptions are highly personal and dependent on time and context. We could

not eliminate respondent bias as some participants were recommended by local leaders; although snowball sampling was kept at a minimum and local leaders who referred participants were not present to hear participant responses during FGDs. Language was definitely a challenge to the study, despite the assistance of qualified data collectors and translators.

V. CONCLUSION AND RECOMMENDATIONS

Although relocated residents mention challenges in adjusting to new ways of life, the study results suggested a general sense of pride and excitement concerning establishment of UGHE’s Butaro campus. Findings highlight future opportunities for collaboration and growth. Specifically, Butaro residents expressed interest in health education, income-generating initiatives, local employment, and general investments in Butaro’s overall economic growth and development.

Findings also revealed areas in which UGHE has already progressed in creating a lasting and formidable bond with the community. Student and staff engagement in social activities such as monthly Community Laboring Saturday, church services, and a UGHE vs. Butaro Community soccer match have fostered a positive image of UGHE within the community and were cited as essential ways of opening lines of communication among UGHE and the surrounding community.

Despite these successes, there were areas that required improvement. Sustaining intentional and continuous meaningful interactions with community members is essential. Communication channels to improve awareness of UGHE within the community, especially about the university’s investment in local goods and services should be established. UGHE’s subsequent community engagement efforts can enhance UGHE’s position as an exemplary institution within the growing realm of rural-based education and university engagement in the advancement of global health.

a) Recommendations

The formation of an advisory committee comprised of community members could create a platform for respective parties to discuss each other’s concerns and needs and establish means of collaboration to achieve growth and development within Butaro. Regular communication can help minimize unrealistic expectations and disappointment concerning UGHE’s mission and purpose within Butaro. Sustained regular social interaction and development of other community initiatives catering to Butaro community needs can solidify UGHE’s relationship with the community. Effort from UGHE students and staff to learn Kinyarwanda and also to teach English may also help to mitigate social barriers and strengthen communication.

In line with UGHE's mission to "build the next generation of global health professionals," UGHE can begin to empower Butaro's youth and young children by collaborating with existing schools in the sector to create educational programs or initiatives concerning behavioral change activities. Such initiatives can also address local residents' desire for UGHE students to serve as mentors for local youth. UGHE may consider establishing a "Butaro Scholarship" scheme to support qualified students originating from Butaro in pursuing a medical degree. This could enhance the Butaro community's sense of ownership toward UGHE while refining local residents' ideas of the students UGHE educates. A similar study on Butaro community perceptions should be conducted within the coming years to monitor the longer term impact of UGHE on the Butaro community.

b) UGHE's responses to the study results

This study aimed to expand UGHE's understanding of the Butaro community's perceptions and expectations of the university in order to inform UGHE's community engagement initiatives. Despite the university's mission to deliver equitable and quality education to all, the modern campus inevitably portrayed the image of "eliteness" to the rural community. UGHE is the first and only zero-tuition medical school in Rwanda and all students in the medical program are Rwandans. However, the findings of this study showed the community viewed UGHE as an "unaffordable" institution only catering to foreigners. The university also has intentionally hired as many community members as possible and purchased most of the daily consumables from the local community. Such actions, however, were not visible to the community as indicated in this study. One major impetus behind this research project was to collect such information while the university-community relationship was still at its early stage to allow corrective actions.

In light of these findings, UGHE has developed a series of community engagement events. The university staff and students continue to engage in the monthly Community Labor Saturday. Formal after school tutorial programs were established between UGHE and community high schools with the aim of enhancing high school students' academic performance. UGHE also provides English courses to adult learners to assist their English language ability. The university has regularly invited community members to visit the campus. Events included sports and recreational activities, campus tours for Butaro residents, as well as informational sessions for high school students about higher education opportunities. Intentional communications were made by UGHE to ensure the community has accurate information about the university. A formal Community Engagement and Development Department was formed at the university to coordinate such activities. An

advisory board including community members is being formed as another step to actively seek input from the community. More programs aimed at vocational skills development are in university plans. Another similar study will be conducted in the future in order to evaluate changes in perception.

Research ethics

The study was approved by the Institutional Review Board (IRB) of UGHE and by Butaro Sector leaders.

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 2. What has been your interaction so far with UGHE?
 - a. Prompt: Have you had any form of interaction with students or staff members? This can be outside of UGHE's campus. Was your experience positive or negative?
 3. What was life like before the construction of UGHE began?
 4. What is life like now since the opening of UGHE?
 5. Considering that UGHE is not the first new development in your community, how do you feel about PIH/ Inshuti Mu Buzima's other recent developments?
 - a. For example, how has your experience been with Butaro Hospital?
 6. Is the community the same? Is the community different? How so?
 7. Given that UGHE is a permanent entity in Butaro, what do you think life will be like moving forward?
 - a. Prompt: Do you think there will be any changes like...new roads, businesses, new people etc. ?
 8. How would you describe your ideal relationship with UGHE? How could UGHE work with the community?
 9. What can the community contribute to UGHE?
 10. Is there anything else you would like to share that has not been covered in this discussion?

Local Staff

1. What is your understanding of UGHE?
 - a. Prompt: From your point of view, what is the purpose of UGHE? What do you know about UGHE?
2. How did you find out about employment opportunities at UGHE or with contract companies at UGHE?
3. How would you describe your experiences working at UGHE so far? Are there any specific things that could be done to improve your work experiences?
4. How would you describe your interactions with students and staff?
5. Given that UGHE is a permanent entity in Butaro, what do you think life will be like moving forward?
6. Do you think there may be any changes to...employment opportunities, educational resources etc.?
7. Would you recommend your friends or family to work at UGHE?
8. Is there anything else you would like to share that has not been covered in this discussion?

Displaced Residents

1. What is your understanding of UGHE?
 - a. Prompt: From your point of view, what is the purpose of UGHE? What do you know about UGHE?
2. How did you learn about UGHE?
3. How has your day-to-day life changed since the establishment of UGHE?
4. How do you find your new housing/ community?

APPENDIX

Focus Group Discussion Guides

Butaro Town Residents/ Local Leaders

1. What is your understanding of UGHE?
 - a. Prompt: From your point of view, what is the purpose of UGHE? What do you know about UGHE?

5. After relocating, have you interacted with the campus community?
 - a. Prompt: This can include experiences outside of campus. How were your experiences?
6. How would you describe your ideal relationship with UGHE?
7. Given that UGHE is a permanent entity in Butaro, what do you think life will be like moving forward?

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Profil Psychologique Des Propriétaires- Dirigeants Et Innovation Entrepreneuriale Des Petites Et Moyennes Entreprises Au Cameroun

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Abstract- In a highly competitive environment and competing with large, resource-rich companies, companies of all sizes focus on finding resources for both creating and maintaining competitive advantages. Psychological profile is therefore strategic resource that enables SMEs to establish a sustainable competitive advantage. The purpose of this work is in the context of research that supports the existence of a positive psychological profile and entrepreneurial innovation of SMEs. Specifically, this study aims to evaluate the effect of psychological profile on the entrepreneurial innovation of SMEs. To answer this problem, we started from a theoretical framework to express our hypotheses.

The empirical results of the multiple regression, calculated on the basis of a sample of 253 SMEs, show the existence of a positive influence of the psychological profile on entrepreneurial innovation of SMEs.

Keywords: *entrepreneurial innovation, psychological profile and smes.*

GJMBR-A Classification: *JEL Code: L32*



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Profil Psychologique Des Propriétaires-Dirigeants Et Innovation Entrepreneuriale Des Petites Et Moyennes Entreprises Au Cameroun

Abouna Adam Mahamat ^α, Tchingnabe Daniel ^σ & Math Mazra ^ρ

Résumé- Dans un environnement hautement compétitif et en concurrence avec les grandes entreprises dotées des ressources, les entreprises quel que soit leurs tailles, se focalisent sur la recherche des ressources visant à la fois la création et le maintien des avantages compétitifs. L'innovation entrepreneuriale permet aux entreprises de protéger leurs parts de marché et le profil psychologique constitue une ressource stratégique permettant aux PME d'asseoir un avantage concurrentiel durable. L'objectif de ce travail s'inscrit dans le cadre des recherches qui s'appuient sur l'existence d'une relation positive entre le profil psychologique et l'innovation entrepreneuriale des PME. De façon précise, cette recherche vise à évaluer l'effet du profil psychologique sur l'innovation entrepreneuriale des PME. Pour répondre à cette problématique, nous sommes partis d'un cadre théorique pour émettre nos hypothèses.

Les résultats empiriques de la régression multiple, calculés sur la base d'un échantillon de 253 PME, montrent que le profil psychologique influence positivement l'innovation entrepreneuriale des PME.

Mots-clés: innovation entrepreneuriale, profil psychologique et pme.

Abstract- In a highly competitive environment and competing with large, resource-rich companies, companies of all sizes focus on finding resources for both creating and maintaining competitive advantages. Psychological profile is therefore strategic resource that enables SMEs to establish a sustainable competitive advantage. The purpose of this work is in the context of research that supports the existence of a positive psychological profile and entrepreneurial innovation of SMEs. Specifically, this study aims to evaluate the effect of psychological profile on the entrepreneurial innovation of SMEs. To answer this problem, we started from a theoretical framework to express our hypotheses.

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I. INTRODUCTION

L'innovation est aujourd'hui une stratégie d'entreprises incontournable et mérite une attention particulière dans un environnement en pleine mutation. En effet, l'augmentation du nombre de concurrents et l'exigence des clients avec la demande individualisée obligent les entreprises et plus particulièrement les PME à innover. L'innovation permet aux petites et moyennes entreprises de maintenir leurs parts de marché, de revitaliser leurs activités existantes et, plus généralement, accroître leur performance (Lumpkin et dess, 1996 ; Zahra, 1993 ; Sahut, Leroux, 2011). Toutefois, Djoutsa et al. (2017) soulignent qu'il existe une différence entre les entreprises des pays développés et les pays en voie de développement en termes de pratiques d'innovation. Au Cameroun très peu des PME s'intéressent à la pratique d'innovation, certaines innoveraient d'autres non.

Plusieurs études ont tenté de comprendre pourquoi certaines entreprises réussissent à innover plus que d'autres en essayant d'identifier les particularités des PME en matière d'innovation afin de mieux cerner les éléments explicatifs. Parmi les facteurs déterminants les auteurs ont identifié la taille (Pavitt et al, 1987), la structure (Gopalakrishnan et Damanpour, 1994 ; Becheikh et al, 2006), la coopération (kouba' asalah, 2014), les compétences (Carrier et Julien, 2005 ; Vinding, 2006 ; St Pierre et Trépanier, 2007), les ressources financières (Becheikh et al. 2006), le leadership (De Jong et Den Hartog, 2003 ; St-Pierre, 2004 ; St-Pierre et Mathieu 2003), les activités de R&D (Becheikh et al, 2006 ; Baldwin et al, 2000 ; Brouwer et Kleinknecht, 1996), la culture (Razafindrazaka. T, et al, 2014), mais le profil psychologique est peu étudié dans le contexte Camerounais (Mazra et al.2019).

Pourtant les aspects psychologiques constituent des ressources stratégiques (Lohmann, 1998) pour la réussite entrepreneuriale des PME (Nkanyou, 2011 ; St-pierre et Cadieux, 2011 ; Baum et Locke, 2004 ; Fonrouge, 1999 ; Grandclaude et Nobre, 2013). Elles permettent d'examiner l'interaction dynamique entre l'individu et l'environnement en expliquant quels processus cognitifs, motivationnels et affectifs sont impliqués dans la décision d'un individu de s'engager dans des activités entrepreneuriales (Shane et Venkata

ramen, 2000). Dans ce sens, plusieurs études ont montré l'effet positif des aspects psychologiques des dirigeants sur la croissance des PME (Price et al., 2013 ; Atalay, et al. 2013; Boubakary et al., 2017 ; Grandclaude et Nobre, 2013). Malgré l'importance et la qualité des études en entrepreneuriat sur le profil psychologique et l'innovation en entrepreneuriat, il faut relever toutefois qu'aucune étude à notre connaissance n'a mis en relation le profil psychologique et l'innovation en entrepreneuriat.

Ainsi, cet article se propose d'analyser l'effet direct du profil psychologique des propriétaires-dirigeants sur l'innovation entrepreneuriale des PME dans le contexte Camerounais.

II. CADRE THÉORIQUE

Le premier élément de cette section portera sur la définition de l'innovation à partir du concept d'orientation entrepreneuriale et le second va s'appesantir sur le lien entre le profil psychologique et l'innovation entrepreneuriale des PME.

a) de l'orientation entrepreneuriale à l'innovation entrepreneuriale des PME

Plusieurs études, les dimensions de l'orientation entrepreneuriale peuvent être agrégées pour définir la stratégie entrepreneuriale des organisations. En prenant en compte l'environnement et le contexte dans lequel évolue l'entreprise, Lumpkin et dess (1996) soulignent que les dimensions de l'orientation entrepreneuriale dont l'objectif est la *nouvelle entrée*.

i. orientation entrepreneuriale

Depuis quelques années, l'orientation entrepreneuriale a fait l'objet d'une littérature féconde (Benezech et al, 2013) et ne cesse de révolutionner les recherches tant en entrepreneuriat (Covin, et al, 2006) qu'en stratégie (Cherchem et Fayolle, 2010). Le concept d'orientation entrepreneuriale verra véritablement le jour avec les travaux de Miller (1983) dont l'objectif était de chercher les corrélations entre l'entrepreneuriat et le type d'organisation (Simple, planificatrice, organique). En effet, Covin et Slevin (1989) en s'appuyant sur la définition de l'entreprise entrepreneuriale définie par Miller(1983) à travers trois variables (innovation prise de risque et proactivité) et, l'utilisation partielle du questionnaire développés par Khandwalla (1977), définissent l'orientation entrepreneuriale est un style de management qualifié d'entrepreneurial ou posture entrepreneuriale (Basso et al. 2009). Cette posture s'applique non seulement au niveau organisationnel mais aussi et surtout au niveau individuel. Dans ce sens, l'analyse de la littérature faites (Basso et al. 2009 ; Cherchem et Fayolle, 2008) montre qu'au cours de son évolution, plusieurs notions ont été attribuées à l'orientation entrepreneuriale. Cette diversité sémantique crée une rupture avec le concept d'origine (Basso et al.

2009 ; Fayolle, 2010) et sur l'utilisation même du construit dans des recherches empiriques (Cherchem & Fayolle, 2008). C'est pourquoi Lumpkin et DESS (1996) apportent un éclairage sur le concept en distinguant l'orientation entrepreneuriale de l'entrepreneuriat. Pour ces auteurs, l'orientation entrepreneuriale est « *l'ensemble des processus, pratiques et activités de prise de décision qui contribuent à une nouvelle entrée* » et l'entrepreneuriat comme la nouvelle entrée dans le nouveau marché ou le marché déjà existant.

En ce qui concerne ses dimensions, plusieurs travaux (Miller, 1983; Wiklund & Shephred, 2003; Covin et Slevin, 1989,1991; Cherchem et Fayolle, 2008; Basso et al.,2009; Randerson& Fayolle, 2011; Cherchem et Fayolle, 2010 ; Randerson et al, 2011; Miller et Le Breton-Miller, 2011; Mighri Zouhayer, 2013)pensent que les trois variables doivent évoluer simultanément au sein d'une structure entrepreneuriale pour exprimer de manière globale le niveau entrepreneurial de l'organisation. Pour d'autres (Lumpkin et DESS, 1996; 2001; Kreiser et al, 2002; Kreiser et al, 2010; et Balambo et Zemzami, 2014) chacune des trois dimensions peuvent contribuer indépendamment en fonction du contexte et de l'environnement dans lequel il est étudié (Lumpkin et dess, 1996) dont l'objectif est la *nouvelle entrée (innovation entrepreneuriale)*.

ii. Innovation entrepreneuriale des PME

Le domaine de l'entrepreneuriat existe avant mais c'est Schumpeter (1934) qui donne l'envol du domaine de l'entrepreneuriat (Fillion, 1997) avec le concept d'innovation via la recombinaison des ressources. Pour Schumpeter (1934) l'innovation est « un processus de destruction créatrice », où la richesse est créée lorsque les structures existantes du marché sont perturbées par l'introduction des biens nouveaux, provoquant ainsi la création d'organisations nouvelles. Le concept d'innovation constitue donc le fondement de l'entrepreneuriat donc Mohiédine et Murat, (2011), pensent qu'il existe plusieurs définitions, logiques et des conceptualisations. Pour Puech, (2014), l'innovation est définie comme un processus, ou encore comme le résultat. Julien et Marchesnay, (1996) en adoptant le processus définissent l'innovation comme étant le processus qui consiste à créer une entreprise différente de ce qu'on connaissait auparavant, c'est découvrir ou transformer un produit, c'est proposer une nouvelle façon de faire, de distribuer ou vendre. concernant, le résultat, Puech,(2014), pense que la définition de Schumpeter et la nouvelle entrée de Lumpkin et dess(1996) reste les plus utilisées en entrepreneuriat.

Dans le cadre de l'entrepreneuriat organisationnel, Miller et Friesen, (1982) définissent l'innovation comme étant le fait pour les dirigeants d'une entreprise d'accorder de l'importance aux activités de recherche et développement (R&D); de rechercher constamment de nouvelles idées (nouveaux processus,

nouveaux produits/services) à travers la créativité et les expériences. Dans le même ordre d'idée, Lumpkin & Dess (1996) définissent l'innovation comme «la nouvelle entrée » (new entry), c'est à dire la création de nouveaux produits/ services, la conquête de nouveaux marchés, la création d'une nouvelle entreprise (start-up, corporate venture, essaimage,...) (Cherchem et Fayolle, 2011). Ainsi Zahra (1993) pense que l'innovation consiste pour les entreprises a introduit de nouveaux produits, des nouveaux procédé, et le renouvellement des nouvelles activités au sein des entreprises existantes. En considérant l'innovation comme une stratégie entrepreneuriale des PME, Etrillard (2004) pense que la stratégie entrepreneuriale est adapté aux structures de petite taille et par conséquent la dynamique entrepreneuriale résulte processus de prise décision faiblement formalisé engageant l'entreprise dans une démarche proactive et dépendant de l'initiative du dirigeant-proprétaire de la PME.

b) Le profil psychologique des propriétaires- dirigeants détermine l'innovation entrepreneuriale des PME

Le profil psychologique des propriétaires-dirigeants est l'ensemble des traits qui prédisposent l'individu à l'acte entrepreneurial. Cependant, tous les traits psychologiques n'influencent pas la dynamique entrepreneuriale de la firme. Pour Tamzini et al. (2016) les traits psychologiques du dirigeant se déclinent selon les logiques propres aux chercheurs. Pour la cohérence de notre recherche, cette étude retient les traits de caractère identifiés par (Cherchem et Fayolle, 2010 ; Randerson et al. 2011 et Zouhayer, 2013) à savoir le besoin d'accomplissement, le lieu de contrôle interne, le sentiment d'efficacité entrepreneuriale auquel cas nous ajoutons la propension à prendre le risque (Tamzini et al. 2016) car l'entrepreneuriat est par définition une prise de risque pour étudier l'innovation entrepreneuriale.

i. Le besoin d'accomplissement personnel et l'innovation entrepreneuriale des PME

Le concept du besoin d'accomplissement est l'une des trois besoins (affiliation, d'indépendance et d'accomplissement). Il se réfère à la perception de l'individu quant à sa capacité à relever les défis pour atteindre un accomplissement personnel (Mc Clelland, 1961). Pour Puech (2014), le besoin est une caractéristique stable qui caractérise un individu et sa façon de réagir aux différentes situations. Plusieurs travaux ont montré son impact sur la dynamique entrepreneuriale des entreprises existantes. Pour Randerson et al. (2011), le besoin d'accomplissement peut se voir associé à une volonté de créer quelque chose de nouveau ou d'appliquer des connaissances acquises antérieurement. L'individu dirigé par ce besoin d'accomplissement sera plus d'avantage susceptible d'exploiter des opportunités entrepreneuriales, qu'un individu ayant un faible désir d'accomplissement

(Randerson et al. 2011). Ces opportunités constituent ce que Schumpeter (1934) appelle la destruction créatrice. Toutefois, Diop, (2012) souligne que le lien de causalité entre le besoin d'achèvement et la dynamique entrepreneuriale des firmes varie en fonction des cultures ou des pays (Diop, 2012). Ainsi notre première hypothèse s'intitule ainsi qu'il suit :

H1 : Le besoin d'accomplissement personnel influence positivement l'innovation entrepreneuriale au sein des PME.

ii. Lieu de contrôle interne et l'innovation entrepreneuriale des PME

Les besoins à l'origine de l'acte entrepreneuriale sont stables et dépendent des objectifs de l'individu. Les études en entrepreneuriat ont montré que les sujets internes influencent positivement la dynamique entrepreneuriale des firmes (Cherchem et Fayolle ; 2010). Brockhaus (1980) souligne que les personnes ayant un niveau élevé du lieu de contrôle pensent influencer l'environnement et que le hasard et le destin n'ont pas d'influence sur ces actions entrepreneuriales. Le lieu de contrôle interne détermine la dynamique entrepreneuriale dans les organisations simples (Miller, 1983). Etant une caractéristique psychologique, le lieu de contrôle interne inter agit dans le modèle conceptuel de Lumpkin et Dess (1996). Dans la dimension psycho-managériale de l'approche par les traits, Basso (2006) pense que les personnes qui ont ce traits psychologiques ont un potentiel à agir de manière entrepreneuriale. Selon Randerson et al. (2011), les individus qui possèdent un lieu de contrôle interne croient que leur réussite dans la vie émane de leurs propres actions, de leur capacité à contrôler et de leur habilité. Pour Pandey et Tewary (1979) les individus qui ont un fort niveau du lieu de contrôle interne ont tendance à poursuivre des nouvelles opportunités, initier des nouveaux processus. De ce qui précède nous formulons dont l'hypothèse :

H2 : le lieu de contrôle interne influence positivement l'innovation entrepreneuriale au sein des PME

iii. La prise de risque et l'innovation entrepreneuriale des PME

La recherche permanente des nouvelles opportunités dans un contexte d'incertitude poussent les managers et les entrepreneurs à prendre de risque. Diop (2012) indique que les managers et les entrepreneurs cherchent et développent des opportunités d'affaires dans des contextes incertains. La propension à la prise de risque est un trait de personnalité définit par Miller et Friesen (1982) comme la mesure selon laquelle les dirigeants sont prêts à engager d'importantes ressources dans des projets incertains (Rauch et al. 2009). Cette conception du risque est fonction du contexte d'étude (Naldi et al. 2007), notamment, stratégique, financier et

entrepreneurial (Lumpkin et Dess, 1996). La propension à la prise de risque reste la dimension la plus étudiée en entrepreneuriat comme un trait de personnalité pouvant discriminer les entrepreneurs de non entrepreneur. Les individus qui s'engagent dans l'aventure entrepreneuriale ont des styles cognitifs différents pendant la création d'entreprise. Ces différents styles s'expliquent selon Diop (2012), par le fait que le manager ou entrepreneur ayant un niveau élevé de besoin d'accomplissement et du lieu de contrôle interne perçoit le risque de manière modéré.

Ainsi la propension à la prise de risque tient compte de l'incertitude environnemental et dans ce sens les auteurs (Rauch et al. 2009; Nobile, 2013) pensent qu'il faut tenir compte du risque dans un environnement incertain. Toutefois, si l'entrepreneuriat est par définition une prise de risque et que l'acte essentiel est la nouvelle entrée, il est judicieux de penser que l'innovation et la propension à la prise de risque sont deux réalités inséparables dans l'étude du phénomène entrepreneuriale car innover nécessite d'investir des ressources. Ainsi nous pouvons formuler notre hypothèse

H3: la propension à la prise de risque influence positivement l'innovation entrepreneuriale au sein des PME

iv. *L'auto-efficacité entrepreneuriale et innovation entrepreneuriale des PME*

La notion de l'auto-efficacité entrepreneuriale examine simultanément l'interaction dynamique entre

l'individu et l'environnement en expliquant quels processus cognitifs, motivationnels et affectifs sont impliqués dans la décision d'un individu de s'engager dans des activités entrepreneuriales (Shane et Venkataramen, 2000). Pour Randerson et al. (2011), le sentiment d'efficacité personnelle réfère à la croyance qu'un individu a de sa capacité à réussir des tâches spécifiques (Randerson et al. 2011). Ces croyances sont les déterminants de la façon de penser, d'agir et de percevoir (Bandura, 2012). Ainsi Wood et Bandura (1989) définit le sentiment d'efficacité personnelle comme la croyance d'un individu en ses capacités à mobiliser la motivation, les ressources cognitives et les actions requises pour affronter des exigences situationnelles données. Étant une variable personnelle, le sentiment d'efficacité personnelle prend compte de l'interaction entre la personnalité du dirigeant et le contexte environnemental. Pour St-jean et Mathieu (2011), les personnes disposant des fortes croyances en leurs compétences se montrent les plus persistantes dans leurs efforts et notamment en ce qui concerne la maîtrise des défis. Dans le même ordre d'idée Randerson et al. (2011) pensent que les individus ayant un niveau élevé d'auto-efficacité entrepreneuriale possèdent un haut niveau de croyance en leurs bonnes idées. Ils croient en outre en leurs capacités à relever des challenges, introduire de nouveaux produits. De ce qui précède nous pouvons écrire.

H4: l'auto-efficacité entrepreneuriale influence positivement l'innovation entrepreneuriale des PME.

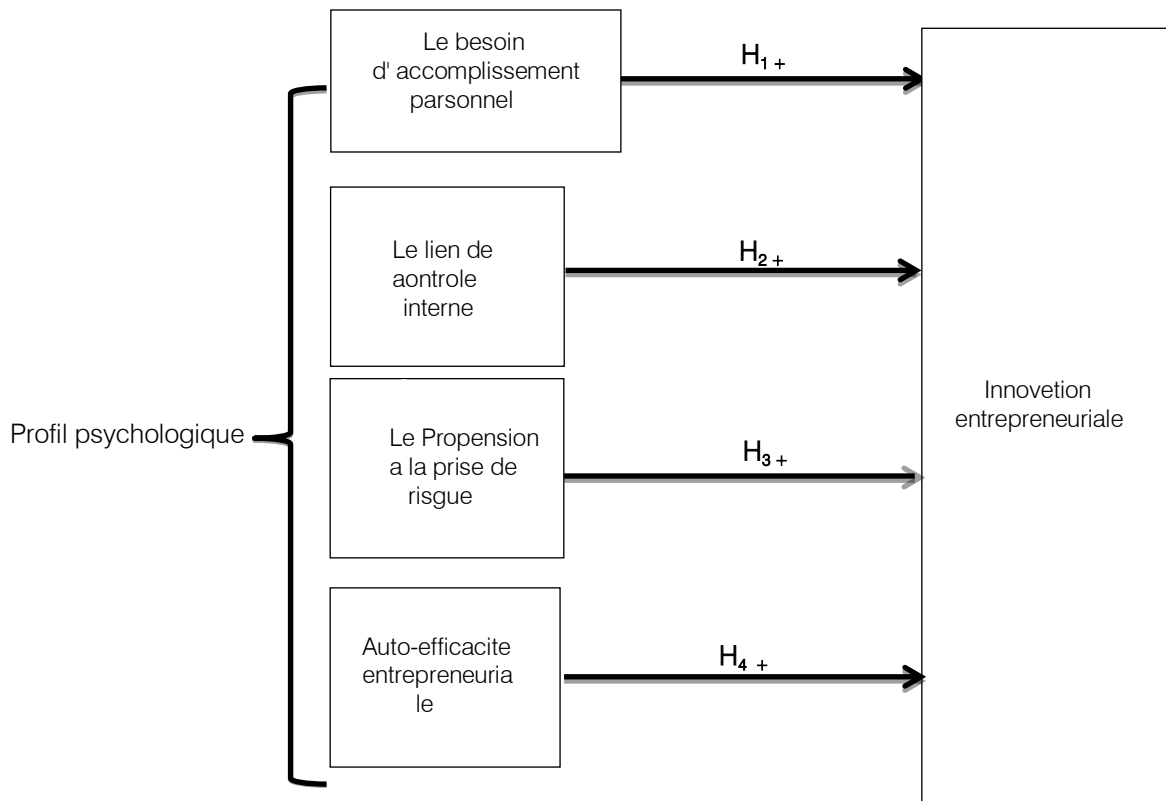


Figure 1: Modèle théorique de la recherche

v. Approche méthodologique et mesure des variables

Nous développerons la démarche méthodologique qui consiste à détailler la démarche et l'outil de collecte de données et éventuellement les outils statistiques utilisées. Pour terminer la sous-section, nous aborderons les items de mesure de variables de l'étude.

c) Méthodologie

Cette recherche étudie l'effet modérateur de l'auto-efficacité dans la relation intention de croissance-croissance des PME. Les variables (besoin d'accomplissement personnel, lieu de contrôle interne, propension à la prise de risque et auto-efficacité) de cette étude sont clairement définies dans la littérature. Par conséquent nous adoptons la démarche hypothético-déductive. Cette démarche permet de

construire des hypothèses qui seront testées à l'épreuve des faits pour valider ou non notre modèle conceptuel. Pour mener à bien cette investigation, nous allons administrer un questionnaire auprès des dirigeants des PME et les données recueillies seront analysées par le logiciel SPSS. Afin de caractériser l'échantillon et de tester les relations, quelques analyse à savoir l'analyse descriptive, l'ACP, et l'analyse des régressions linéaires seront effectuées.

i. L'échantillon

La taille de l'échantillon fait référence au nombre de questionnaire exploitable après dépouillement et au nombre d'individus interviewés respectivement pour les études quantitatives. Le tableau suivant en fait une synthèse.

Tableau 1: La répartition de l'échantillon

Villes	Questionnaires					
	Distribués		Récupérés		Exploitable	
	Effectifs	%	Effectifs	%	Effectifs	%
Douala	160	43,25	129	46,57	121	47,83
Yaoundé	140	37,84	103	37,18	98	38,74
Garoua	15	4,05	12	4,34	07	2,76
Ngaoundéré	30	8,10	13	4,69	10	3,95
Maroua	25	6,76	20	7,22	17	6,72
Total	370	100	277	100	253	100

Nous avons administré 160 à Douala (43,25 %), 140 à Yaoundé (37,84 %), 15 à Garoua (4,05 %), 30 à N'Gaoundéré (8,10 %) et 25 à Maroua (6,76 %). Cette répartition suit en quelque sorte la répartition théorique des PME au Cameroun avec la ville de Douala (capitale économique) qui vient en tête avec près de la moitié des PME Camerounaises. Au total, nous avons distribué environ 370 questionnaires et nous avons reçu 277 remplis, soit un taux de réponse de 74,86%. Après vérification, nous avons retenu 253 questionnaires exploitables ce qui atteste que notre questionnaire était compréhensible.

d) Mesure des Variables

Dans cette section nous présentons notre variable expliquée (l'innovation entrepreneuriale), les variables explicatives (le profil psychologique).

Pour la mesure de la variable expliquée (l'innovation entrepreneuriale), nous avons adapté et combinés les items issus des travaux de Covin et Slevin (1991) et Hughes and Morgan (2007). L'innovation entrepreneuriale est mesurée par 7 items sur une échelle de Likert à 5 points, les répondants avaient à choisir l'énoncé qui convient à la situation de leur entreprise eu égard aux items: « 1 » = totalement pas d'accord « 2 » = pas d'accord; « 3 » = neutre; « 4 » = d'accord; « 5 » = totalement d'accord.

Le besoin d'accomplissement : Nous utilisons les items développés par les auteurs (McClelland, 1961 ; et Zeffane, 2013). Pour le lieu de contrôle interne, nous

avons utilisés l'échelle de Robinson et al, (1991). Concernant, la propension à la prise de risque, nous adoptons l'échelle de mesure de Diop (2012) issue du questionnaire GET2 (General measure of Enterprising Tendency Version 2). Enfin, pour opérationnaliser le concept d'auto-efficacité entrepreneuriale, nous avons adopté l'échelle de mesure de De Noble, Jung et Ehrlich (1999).

Chaque trait est mesuré sur une échelle de Likert à 5 points, les répondants avaient à choisir l'énoncé qui convient à la situation de leur entreprise eu égard aux items: « 1 » = totalement pas d'accord « 2 » = pas d'accord; « 3 » = neutre; « 4 » = d'accord; « 5 » = totalement d'accord.

III. RÉSULTATS ET DISCUSSIONS

Avant de tester les relations causales entre les variables, il nous faut au préalable vérifier qu'aucune des variables n'est identique à une autre. Ainsi, nous allons présenter d'abord les statistiques de la corrélation et finir par vérifier le modèle théorique que nous avons construit.

a) Corrélation des variables

Le tableau suivant détaille les statistiques descriptives des corrélations bivariées relatives aux différentes variables de l'étude. En effet, ce test de corrélation est effectué pour vérifier si les dimensions ainsi déterminées par l'ACP sont davantage liées à leurs propres mesures ou qu'aux autres construits.

D'après le tableau, nous constatons que tous les coefficients des corrélations bivariées sont inférieurs au seuil recommandé par Lind et al. (2007) qui est de 0,8. Les résultats sont présentés dans le tableau suivant:

Tableau 2 : Corrélations entre les variables

Variables	Moyenne	Ecart-type	1	2	3	4	5
BAP	3,62	1,031	1				
LCI	3,80	0,944	,194**	1			
PPR	3,49	1,049	,390**	,293**	1		
AE	4,04	0,730	,283**	,055	,462**	1	
INNOV	3,78	0,958	,279**	,146*	,030	,094	1

** . La corrélation est significative au niveau 0.01 (bilatéral).

* . La corrélation est significative au niveau 0.05 (bilatéral).

BAP, LCI, PPR, AE et INNOV reflète respectivement le besoin d'accomplissement personnel, le lieu de contrôle interne, la propension à la prise de risque, l'auto-efficacité entrepreneuriale et innovation entrepreneuriale.

entre une variable à expliquer ou dépendante et plusieurs variables explicatives ou indépendantes en ajustant une équation linéaire aux échantillons de données observés.

Les résultats de la régression sont présentés dans le tableau 3. De manière générale, le modèle est satisfaisant. Le profil psychologique des propriétaires-dirigeants explique pratiquement 28,1% de la variation de l'innovation entrepreneuriale des PME (R-deux ajusté). L'estimation de la qualité de l'ajustement du modèle est confirmée par le coefficient F de Fisher-Snedecor qui est égal à 25,633 (sig. = 0,000).

b) Présentation des résultats et discussions

Pour étudier la relation linéaire entre une variable à expliquer ou dépendante (innovation entrepreneuriale) et plusieurs variables explicatives ou indépendantes déterminer précédemment par l'ACP, nous avons utilisées les modèles de régression linéaire multiples. En effet, les modèles de régression linéaire multiples sont utilisés pour étudier la relation linéaire

Tableau 3 : Résultats des régressions multiples sur l'échantillon complet

VARIABLES	MODELE		
	Bêta	T	Sig.
BAP	,346	6,320	,000
LCI	,255	4,533	,000
PPR	,215	3,813	,000
AE	,219	3,990	,000
Constante		7,968	
R ²		,293	
R ² ajusté		,281	
F de Fisher		25,633	

Note : * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$

BAP reflète le besoin d'accomplissement personnel, LCI, PPR et AE le lieu de contrôle interne, propension à la prise de risque et auto-efficacité. INNOV reflète l'innovation entrepreneuriale.

A la lecture du tableau et au regard des hypothèses formulées dans ce travail, nous pouvons dire que le besoin d'accomplissement personnel est significativement corrélé à l'innovation entrepreneuriale, validant ainsi l'hypothèse

H1: Le besoin d'accomplissement personnel influence positivement l'innovation entrepreneuriale au sein des PME.

Nous pouvons alors conclure que le besoin d'accomplissement personnel est une fonction linéaire positive de l'innovation entrepreneuriale des PME Camerounaises. C'est dans ce sens que Cherchem et Fayolle (2010), pensent que les propriétaires- dirigeants animés par ce besoin d'accomplissement personnel

sont capables de relever le défi pour atteindre un accomplissement personnel. Ces défis peuvent être associés à une volonté de créer quelque chose de nouveau, de chercher des nouvelles opportunités entrepreneuriales.

La deuxième hypothèse met en relation le lieu de contrôle interne et l'innovation entrepreneuriale de PME. Au regard des résultats on peut dire que l'hypothèse

H2: Le lieu de contrôle interne influence positivement l'innovation entrepreneuriale au sein des PME est vérifiée.

En effet, les résultats de la régression laissent penser que les propriétaires- dirigeants ayant un le lieu de contrôle interne orienté ver soi sont capables d'identifier des nouvelles opportunités entrepreneuriales, d'introduire un nouveau produit ou service au sein des PME. Par contre la perception que

les propriétaires-dirigeants qu'ils ont sur les autres à moins d'influence sur l'innovation entrepreneuriale. Ces résultats viennent donner du crédit aux recherches antérieures sur la relation positive entre le lieu de contrôle interne et la réussite entrepreneuriale (Pandey et Tewary, 1979 ; Randerson et al, 2011). Les propriétaires dirigeants qui possèdent un lieu de contrôle interne, pensent que la réussite d'une stratégie d'innovation entrepreneuriale est fonction de leurs propres actions, de leur capacité à contrôler et de leur habileté. Par contre l'influence de l'environnement à moins d'influence sur l'innovation entrepreneuriale.

Nous pouvons donc conclure en disant que les individus qui ont un fort niveau du lieu de contrôle interne ont tendance à poursuivre des nouvelles opportunités et peuvent initier des nouveaux processus. Quant à la troisième hypothèse de la recherche, les résultats montrent que la propension à la prise de risque influence positivement l'innovation entrepreneuriale des PME. Ces résultats rejoins les travaux de auteurs dans le domaine (Balambo et Zemzami, 2014 ; Miller et Frisen, 1982 ; Nobile, 2013 ; Rauch et al. 2009) sur la relation positive entre la propension à la prise de risque et l'innovation entrepreneuriale. Pour ces derniers, la connaissance de probabilités d'échec ou de réussite, et l'investissement dans l'inconnu permet de caractériser la prise de risque. Ainsi, nous pouvons dire que la stratégie d'innovation entrepreneuriale est fonction de la prise de risque modéré et de l'incertitude environnementale validant ainsi l'hypothèse

H3: la propension à la prise de risque influence positivement l'innovation entrepreneuriale au sein des PME.

Enfin, la quatrième hypothèse relative à l'auto-efficacité entrepreneuriale est significative mais pas sur tous les dimensions. En effet, l'auto-efficacité relative à la capacité à reconnaître les opportunités, à définir la finalité de l'entreprise et la compétence humaine et conceptuelle sont positivement corrélées à l'innovation entrepreneuriale dans les PME. Ces résultats sont conforme avec certains travaux effectués dans le domaine (Diop, 2012; Cherchem et Fayolle, 2010; Randerson et al. 2011 et Mighri Zouhayer, 2013; Tamzini et al. 2016).

De tous ce qui précède nous pouvons conclure que l'hypothèse

H4: l'auto-efficacité entrepreneuriale influence positivement l'innovation entrepreneuriale au sein des PME est vérifiée

IV. CONCLUSION

L'innovation entrepreneuriale a fait l'objet des plusieurs études, aussi bien du point des vues des déterminants que de son effet sur la croissance des entreprises existantes. L'objectif poursuivi dans cet article était d'évaluer en contexte camerounais, les

déterminants de l'innovation entrepreneuriale des PME. Parmi les nombreux déterminants, nous nous sommes penchés sur le profil psychologique. En effet le profil psychologique permet d'examiner l'interaction dynamique entre l'individu et l'environnement en expliquant les facteurs impliqués dans la décision d'un individu de s'engager dans des activités entrepreneuriales (Shane et Venkataramen, 2000). Il constitue en outre une ressource stratégique (Lohmann, 1998) pour la réussite entrepreneuriale des PME (Nkanyou, 2011; St-pierre et Cadieux, 2011; Baum et Locke, 2004; Fonrouge, 1999; Grandclaude et Nobre, 2013). L'exploitation de 253 PME camerounaises permet de conclure que l'innovation entrepreneuriale est positivement influencée par le besoin d'accomplissement, le lieu de contrôle interne, la propension à la prise de risque et l'auto-efficacité entrepreneuriale. Partant de ces résultats, plusieurs mesures sont susceptibles d'être mises en œuvre pour encourager les propriétaires-dirigeants à adopter le comportement entrepreneurial. Ainsi, le premier apport managérial se situe dans l'identification du développement du besoin d'accomplissement personnel par le développement des compétences permettant de fixer les objectifs claires et stimulants, de renforcer l'auto-efficacité entrepreneuriale par la formation car ils permettent d'examiner l'interaction dynamique entre l'individu et l'environnement en expliquant quels facteurs psychologiques sont impliqués dans la décision d'un individu de s'engager dans des activités entrepreneuriales. Enfin, les propriétaires-dirigeants doivent éliminer le comportement averse et de considérer le risque non pas comme un échec mais plutôt comme une opportunité.

Comme aucune recherche n'est parfaite, la nôtre souffre des certains limites : La toute première est liée à l'échantillon. En effet, l'échantillon ne regroupe que quelques PME de la ville de Douala, Yaoundé, Garoua, Ngaoundéré et Maroua, alors nos résultats ne sauraient être généralisés à tous les autres PME, d'une part et, d'autre part tous les secteurs ont été touchés par nos enquêtes or chaque secteur a ses spécificités. Par ailleurs, la même recherche sur un échantillon plus étendu et dans un secteur précis mènerait à des résultats davantage généralisables. Evaluer les perspectives est indispensable pour toute recherche car permettant de renouveler les problématiques et l'avancée du domaine. Afin de pallier à la limite concernant la démarche méthodologique évoquée, les recherches futures gagneront à adopter une étude qualitative car les traits psychologiques ne sont pas observables et il faut donc aller en profondeur pour étudier le phénomène.

L'innovation entrepreneuriale est une stratégie compétitive, par conséquent les études futures pourront évaluer son impact sur la croissance en adoptant une

étude longitudinale sur 3 à 4 ans. Enfin cette relation peut dépendre des variables de contingences telles que l'environnement et la structure et les travaux futurs peuvent mesurer l'effet de ces variables sur la relation entre l'innovation et la croissance.

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Society-Oriented Social Responsibility Compass to Sustainable Growth of Small and Medium Enterprises in Developing Countries

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Abstract- Although Society-oriented Social Responsibility has customarily been linked with large companies, Small and Medium Enterprises businesses proved to be a considerable sector in developing countries' economy. Globally, Small and Medium Enterprises constitute as productive drivers of inclusive economic growth and development of many countries. In South Africa, Small and Medium Enterprises make up 91 percent of formalised businesses, providing employment to about 60 percent of the labour force and accounts for total economic output of roughly 34% percent Gross Domestic Product (GDP) of the country. Given the critical socio-economic role played by Small and Medium Enterprises, it is vital that they grow and succeed. While a number of studies have acknowledged access to finance as a key success factor, similar studies carried out around the world also highlighted the role of social responsibility on the success of Small and Medium Enterprises.

Keywords: *society-oriented social responsibility, small and medium enterprises, and sustainable growth.*

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Dr. Bobo Chazireni ^α & Dr. Kudakwashe Zvitambo ^σ

Abstract- Although Society-oriented Social Responsibility has customarily been linked with large companies, Small and Medium Enterprises businesses proved to be a considerable sector in developing countries' economy. Globally, Small and Medium Enterprises constitute as productive drivers of inclusive economic growth and development of many countries. In South Africa, Small and Medium Enterprises make up 91 percent of formalised businesses, providing employment to about 60 percent of the labour force and accounts for total economic output of roughly 34% percent Gross Domestic Product (GDP) of the country. Given the critical socio-economic role played by Small and Medium Enterprises, it is vital that they grow and succeed. While a number of studies have acknowledged access to finance as a key success factor, similar studies carried out around the world also highlighted the role of social responsibility on the success of Small and Medium Enterprises. Literature on society-oriented social responsibility as a compass strategy to sustainable growth of Small and Medium Enterprises is scarce. Small and Medium Enterprises do not operate in a vacuum but in a community which provides the operating license. Society-Oriented Social Responsibility activities have a significant positive influence on the competitive advantage of those Small and Medium Enterprises which practise it. Therefore, business which voluntarily participates in local community activities, such as providing the community with donations, assisting them with projects and sharing some of its profit with the community, is more likely to become competitive in the long run. The study explores Society-Oriented Social Responsibility to sustainable growth of SME business in developing countries using South Africa as a case study. The study was guided by an interpretative paradigm which advocates qualitative approach. Data was obtained through face to face interviews. The data revealed that most Small and Medium Enterprises do not understand the significance of giving back to the community. The paper recommends education and awareness programme which target the Small and Medium Enterprises. There must be a model which can be adopted by Small and Medium Enterprises who practice Society-Oriented Social Responsibility.

Keywords: *society-oriented social responsibility, small and medium enterprises, and sustainable growth.*

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I. INTRODUCTION

Scholars concur that Small and Medium Enterprises contribute massively to Gross Domestic Product of most developing countries, especially in Africa. Small and Medium Enterprises position themselves as fecund drivers of economic growth and sustainable development in African countries.

The existence of Small and Medium Enterprises in any economy is of paramount importance despite them experiencing a high failure rate. Studies done reveals growing recognition of the critical role Small and Medium Enterprises plays in economic development. Empirical evidence points to their efficiency and prolific job creation, the seeds of big businesses and the fuel of national economic engines with much hype on their ability to eradicate poverty and inequality. Nevertheless, for a multiplicity of reasons, Small and Medium Enterprises lag behind practises of modern brand growth strategies such as Society-Oriented Social Responsibility.

Despite their vital contribution to economic growth, Small and Medium Enterprises in developing countries still face numerous challenges that inhibit growth. The frustrating low growth rate has been predominantly caused by Small and Medium Enterprises failing to embrace growth strategies such as Society-Oriented Social Responsibility. SME lament cost linked to adoption, implementation and practise of SSR. However, apart from SME funding and access to finance (which is a major reason for high failure rate), the Global Entrepreneurship Monitor (GEM) Reports of 2001-2010 explained that South African SMEs suffer from poor marketing, expertise which proceed from inadequate training and education. Furthermore, SME business owners' ethics play a prohibitive role in the adoption of SSR as a strategy to build brand loyalty and other benefits realised through the successful practice of SSR.

To date, very little research has been conducted in South Africa on the perceived role of the owner's ethical values which directly or indirectly impact on the business' adoption, practise or implementation of SSR. Research on SSR in SMEs is limited, especially in developing countries. While playing such a significant role in the economy, to address this, the study will

investigate SSR as a compass strategy to the sustainable growth of SMEs businesses in South Africa.

South Africa experiences abundant socio-economic challenges, and the challenges are, however to a large extent linked to high levels of unemployment. (Hall, 2009) Pointed out that the official unemployment rate is approximately 29 per cent; however, if one were to include those between the ages of 16 to 60 and discouraged work seekers, then the unemployment rate is approximately 36 per cent. Olawale and (Garwe, 2010) revealed that growth failure rate of SMEs in South Africa is around 75 per cent, one of the highest in the world which conveniently contribute to vast unemployment in the country.

Nevertheless, according to the Stakeholder Theory, by involving all SSR stakeholders in the business activities, SMEs improve their relationship with customers, work in an accommodative business environment, engage motivated workforce, willing community and increased brand loyalty which results in potential growth of the business (Freeman, 2010); (Urban and Naidoo, 2012). Therefore, the motive and drive of the study were to establish clearly whether SME business owner's ethical values have a role to play in SME businesses in South Africa.

Objectives

Results were attained through assessing SMEs perception of SSR towards sustainable growth of the business; assessing impact of SSR on the SME business; assessing SSR as a sustainable growth strategy for SME businesses.

II. LITERATURE REVIEW

a) *SSR and sustainable growth of SME businesses in South Africa*

The future generation refers to a business that considers the effects of its growth on its employees, community and the environment. It has been established through research that there is a direct *trade-off* / or interchange between rapid growth and growth in the future. There are amassable chances that rapid growth today may exhaust resources and create environmental, employee and societal problems for future generations, including the depletion of oil and fish stocks and global warming (Ball 2014).

Todd, Javalgi and Grossman (2014) contended that regarding a business, sustainable growth is the realistically attainable growth that a company could maintain without running into problems. Therefore, a business that grows too quickly may find it challenging to fund growth. On the other hand, a business that grows too slowly or not at all may stagnate. Finding the optimum growth rate is the goal. Todd et al. (2014) posit that a sustainable growth rate (SGR) is the maximum growth rate that a company can sustain without having to increase financial leverage. In essence, to find a

company's sustainable growth rate is to answer the question: how much can this company grow before it must borrow money? (Snyman et al. 2014). Ndubisi and Agarwal (2014), in support of Todd, Javalgi and Grossman (2014), suggest that businesses must consider sustainability a priority, adding that it is one of the only ways of ensuring South Africa's economic growth. The business of business is not just business.

The SMEs' relatively small size can work to the advantage of sustainable growth. The advantage is that SMEs tend to be closer to their communities and these strong ties help them stay in tune with local needs and demands. Their autonomy permits flexible decision-making to implement SSR as they see fit. To substantiate the idea of SMEs' sustainable growth as a springboard to consistent employment levels in an economy, poverty alleviation, crime reduction, increased brand loyalty through SSR (Bolanle 2012).

b) *SSR factors that influence the sustainable growth of SMEs*

In its nature, SSR can be equated with the notions of giving back to the community and offering quality products and services. Common SSR activities include sponsorship programs, waste recycling and participation in community activities (Adebiyi and Adeola 2014; Shitta-Bey 2014). Okafor and Oshodin (2012) agreed that similar to their larger counterparts, SMEs cannot operate their businesses without community support. Okafor and Oshodin (2012) argue that SMEs act responsibly because their legitimacy with immediate stakeholders is at stake.

Conclusively, agreeing with the work of Adebiyi and Adeola (2014) and Shitta-Bey (2014), SMEs could implement SSR policies successfully, which would positively affect their sustainable growth and long-term goals. One important aspect to note is that SMEs have stakeholder relationships that are similar to and stronger than those of large companies because of their proximity to communities. Most SME businesses are founded as home-based (Spaza shops in Soweto) with strong community ties and loyal customers. Also noting Ibidunni's (2013) contribution, the above statements imply that SMEs have stakeholders in the normal range with large companies and the purpose of stakeholder management is similar with their primary concern being to reduce their risk by managing stakeholders. Akeem (2014) posits that SSR is all about making socially sensitive investments; developing relationships with the community.

c) *Practise of SSR by SME businesses in South Africa*

According to Homburg, Stierl and Bornemann (2013), SSR activities refer to those activities aimed at community, sports, health and well-being, education, support to low-income groups and community participation. These activities are viewed as support for social and cultural community activities, as well as

community development and other related issues. The main popular SSR activity is support for sporting activities and is the preferred activity amongst SMEs in nearly all the countries, both in Europe and Africa. Similarly, SMEs appear to be to most active in supporting sporting, health and cultural activities in Latin America.

Calabrese (2013) argued that SSR activities as necessary to SMEs, namely financial and in-kind (material) donations; volunteerism; education of the public; support of various kinds for the local quality of life (e.g. sports, culture, etc.); and collaboration with local schools, authorities and various organisations.

However, to sum up, the above, Manasakis, Mitrokostas and Petrakis (2013) held the view that SMEs depend on the health, stability and prosperity of the communities in which they operate. The reputation of a business at its location, its image as an employer and producer, but also as an actor on the local scene, certainly influences its competitiveness.

In the researchers' view, SMEs are not in isolation from the community they operate in. Therefore Lizarzaburu (2014) strongly suggested a paradigm shift on the way SMEs view the society. His suggestion was mainly targeted at a two-way relationship where the community and the business view each other as partners. Cruz (2013) agreed and explained that SSR activities have a significant favourable influence on the increased competitiveness of SME businesses. According to Cruz (2013), this means that a business which voluntarily participates in local community activities, such as providing the community with donations, assisting them with projects and sharing some of its profit with the community, is more likely to become competitive in the long run. Therefore, SMEs should take an interest in the overall well-being of the community by engaging in local community activities such as giving the community donations of necessary funds and goods, awarding grants to children for outstanding scholastic performance, and assisting the community with general development projects (e.g., health care and sports) in order to build good community relations and thereby enhance their competitiveness (Rahim and Wisuttisak 2013).

III. METHODOLOGY

It is against the gaps in the literature caused by different research methods that this study is anchored by Stakeholder theory, which directly feeds into the Research Paradigms, i.e. *Interpretivist* (aligned to a qualitative perspective): promotes self-reflection of Stakeholders and considers that there are multiple realities since all knowledge is relative to the knower. Interpretivist aims to work alongside others as they make sense of, draw meaning from and create their *realities* to understand their viewpoint. While *Positivist* is

aligned to a quantitative perspective. Considering stakeholders, the positivist position presumes the social world exists objectively and externally, and that knowledge is valid only if it is based on observations and consideration of this external reality.

However, the philosophical paradigm that guided the research was interpretivism, which subsequently recommends a qualitative method. The problem under study required the participants' experiences and self-reflections by SME business owners towards SSR and sustainable growth. Qualitative research is any research that produces findings not arrived at by employing statistical procedures or other means of quantification (Creswell, 2012).

As mentioned above, the research reinforced the selection of a Case Study research design as a framework for collecting data to answer the research questions. As well, since SMEs are made up of different Stakeholders which is in line with the Stakeholder theory, a case study allowed the researcher to use interviews to collect data.

The researcher applied the case study approach as the primary technique for this research to answer questions such as: what the perception of SMEs business towards SSR is; to what extent do SME businesses practice of SSR; what the owner's values could be driving sustainable growth of the business.

IV. RESULTS AND DISCUSSION

The results from this study were addressed under four critical themes: Perception of SMEs towards SSR; Adoption and implementation of SSR by SMEs; Barriers against the practice of SSR by SMEs and Owners' values key to the success of SME business. The themes were extracted from respondents' feedback to the research questions raised interviews and data collection tools.

- *Perception of SMEs towards SSR*

SMEs are not supportive of the Stakeholder Theory, which states that all Stakeholders must be treated equally. SME owners hold the idea that they pay salaries; therefore, taking care of community welfare is never part of their SSR. SMEs in South Africa understand what SSR entails and more so seem to support the idea of practising responsible business literally. However, SMEs in South Africa regrettably distanced themselves from extra-curricular responsibilities, apart from their core business. Concerning society, SMEs are aware of the need to take part in community activities as part of their SSR. However, most of their views point to large corporates as the primary culprits who exploit communities through their businesses making billions in profits.

Once they pay tax, SMEs expect the government to take care of the community. SMEs presume that government, local authorities and large

corporations are solely responsible for caring and funding society beneficial projects or initiatives. SMEs have a strong belief that since they obey all government laws by paying tax, annual licencing fees, healthy certification and rates to the municipal, they expect those funds to be used to maintain the community's living standards. A substantial societal burden is set on the shoulders of large corporations whom SMEs believe benefits through huge customer numbers they serve in the community and their operations harm, exploit and weigh heavily on the income of the society. Hence, should give back financial and payback by participating in humanitarian, infrastructural and civil initiatives that benefit the society. Also, society has little or no expectation of SMEs taking care or participating in the community; therefore, there is no pressure to practise society-oriented SSR.

Furthermore, concerning society-oriented SSR, the SME owners indicated that they had nothing to do with the community, or rather, they were not prepared to participate in any form in the community as they obey all the relevant laws and pay taxes, which can, in turn, be used to support the needs of communities. Nonetheless, this is against the philosophical approach of the Stakeholder Theory, which promotes total consideration of all Stakeholders by the business.

- *Adoption and implementation of SSR by SMEs*

SMEs are not behaving in a socially responsible manner towards society. Any other SSR activity that comes with a cost to their pockets is considered less relevant. The idea with SMEs is that since they operate in a cash business environment, the strategy is that the lower the use of money in non-revenue generation activities, the higher the revenue for transactions. Hence, 95 per cent of their activities is profit-driven. If every SME considered society as number one Stakeholders, then the country will experience consistently improving human living standards with improved health care, entertainment facilities, improved infrastructure, education and productive society

Though it is a common belief that community loyalty to a business plays a significant role in the sustainable growth of the SME business and that in most cases it is community support that props up the business, SME owners focus on profit-making activities, neglecting non-revenue generating social responsibility like Stakeholder-related activities. The results showed that most of the owners indicated that SSR responsibilities did not apply to their respective organisations, given that their business relies not only on the community they operate in but collectively on the public. Majority of wholesale SME business owners believe that 90 per cent of their business transactions are with fellow businesses, and 10 per cent is towards the public. The results also (surprisingly) reveal that there are SMEs who do not believe that there is an

excellent reason to join hands in fighting crime. The main reason could be that they have never experienced any crime-related cost or drawback. Therefore, it makes no meaning to support society on a cause that seems not to affect them.

SME owners that held higher qualifications knew about what is ethically expected in the operations of their businesses, and they were aware that business operates in a community and that the community if not supported, will affect sustainable growth of the business. However, there is a concern based on SMEs viewing themselves as relatively too small to positively impact the community hence no need to invest in SSR. There is a considerable challenge in the SME business sector that stretches to lack of education in the country where majority of SME business owners in South Africa possess matric level certificates, professional certificates in some field which may not be even close to running a business, diplomas and a few possess degrees. This condition consistently brings a different level of perception towards such business strategies as SSR.

An encouraging development was noted on SMEs' commitment to upholding Black Economic Empowerment (BEE), Affirmative Action (AA), and Employment Equity (EE). Majority of SME owners confirmed their commitment. However, according to the revised BEE codes which became law in 2007, businesses with a turnover of less than R5 million a year are exempted from having to draw up a BEE scorecard. Given the above, there was a negative difference between SME owners on the willingness to implement changes in line with BEE, AA and EE. Subsequently, about that sudden development, one would find out that most SMEs undoubtedly decreased since the turnover is now pegged at R5 million per year and most SMEs are way less than that value. Given that majority of these SMEs fell away from the BEE criteria, their prospects of engaging in SSR naturally diminished because of them failing to get BEE certified status which comes with some business leverages in South Africa.

- *Barriers against the practice of SSR by SMEs*

In order of importance, the most common and frequent barriers hindering SMEs from further and consistently engaging in SSR are huge costs incurred by the company; lack of time, lack of human resources; and a lack of interest. SMEs, besides the barriers they come across in practising SSR, see no benefits in engaging in SSR activities. Due to barriers, these SME businesses choose not to consider any of the Stakeholders as spelt out by the Stakeholder theory and stick to the core business.

SMEs in South Africa are deterred from practising SSR due to the costs incurred in meeting the requirements and expenses of SSR. Therefore, most of these SMEs businesses expect finance-based

assistance to further engage in SSR. Some of the SMEs are not interested in assistance in the form of advice or guidance on SSR as they always perceive a costly outcome. That is the reason why most SMEs generally fail in effectively practising and implementing SSR as a sustainable growth strategy since the 'know-how' is non-critical to them.

- *Owners' values key to the success of SME business*

Considering Stakeholder Theory, morals play an essential role in the applicability of the philosophical principles. Most SME managers see their businesses driven by morals. However, the SME managers indicate that laws that set right or wrong had a strong influence on how they manage their empires. In this regard, most SME owners were not clear whether their values influenced the way they run their companies. By not considering morals as a significant driving force behind their businesses, SMEs showed that they did not equally consider all Stakeholders in SSR.

SME owners believe that there is slim or no chance of investment opportunities coming their way even if their values as owners are highly maintained. The concern was based on the reason that, because of the nature of their business which are naturally operating in a volatile market with unpredictable clientele tastes, profit margins and competition levels, investors fear that their efforts may go down the drain. Therefore, it never mattered whether to uphold personal values or not because it brought no revenue other than just principled staff. In simpler terms, Stakeholder Theory does not apply to their businesses since the values enshrined in responsible business do not bring any investment to their businesses.

V. CONCLUSION AND RECOMMENDATIONS

- *Perception of SMEs towards CSR*

The findings of the research showed that SMEs in South Africa have a positive attitude and are sensitive to SSR. However, a positive attitude without practical results in this research will not hold water, given the fact that there is severe unemployment in the economy. SMEs are sensitive to and have a positive attitude towards the concept but fail to implement it fully in their organisations.

SMEs professed negativity towards SSR activities such as investing and operating in less deprived areas of the community or getting involved with traditionally marginalised groups (i.e. handicapped, unemployed, homeless). Regrettably, SMEs distanced themselves from extra-curricular responsibilities apart from their core business which goes against the Stakeholder Theory. It is likely that such an attitude is because most SMEs' perception has been built on the belief that they were too small to engage themselves in such responsibilities and point out the fact that SSR activities are predominantly for Multinational companies

(MNCs). Hence authorities such as the Ministry of Small businesses and Chambers of Commerce should carry out an awareness campaign on the benefits driven from a socially responsible business.

- *Adoption and implementation of CSR by SMEs*

Despite their significance and contribution to economic growth, SMEs in South Africa faces numerous challenges that inhibit entrepreneurial growth. Apart from SME funding and access to finance (which is a significant reason for the high growth failure rate), SMEs fail to adopt, implement and practise sustainable growth strategies like SSR. The failure is a result of lack of adequate training and education in business. Consequently, the high rate of SME business failures results in business closures and generally high unemployment rates in the economy. Therefore, government should initiate training workshops for SME business on SSR to bridge the gap between the business owner's formal education and expectations in business.

- *The importance of values in practising SSR*

Regrettably, the South African government considers the sustainable growth of SMEs as a critically vital strategy to alleviate and fight the soaring levels of unemployment by progressively empowering previously disadvantaged citizens of the country simultaneously forgetting to enforce mandatory policies for SMEs to commit and engage in SSR fully. Likewise, since the governing authorities in South Africa at all levels are generally shallow-resourced, incapable and inept when it comes to policy enforcement, SMEs are not a priority even if the impact of their operations is more significant. The proof is, in developed countries such as Australia, Japan, Germany, their cultures taught them to be responsible organisations no matter the size, the industry is highly socially responsible, and evidently, unemployment rates are relatively low with crime levels at insignificant levels. Morals and cultural beliefs in any country are easily nurtured from childhood hence the need for the South African government to consider SSR to be incorporated in the education system uniquely aligned to business subjects to make SSR part of SME businesses owners' values.

- *Owners' values key to the success of SME business*

Researchers fail to establish whether there is a significant link between values and SSR. Literature has reflected different standpoints on the same topic; however for this study, the researcher concludes as:

- *The balance between entrepreneurship and ethical practice*

There is need for the education system to incorporate SSR as part of the subjects in the business courses. It is also crucial for the system to align SSR with personal values that lead to a successful business. Research also found that SME business owners were

not aware of which personal value among all other values that can be sustained and drive their business strategies such as brand loyalty through practising SSR.

- *Entrepreneurs placing a high value on desire and accomplishment rather than on business-driven principles.*

South Africa has gone through some socio-economic challenges in the past years and has seen the majority of SME businesses folding up because of related financial problems. The economy led to SME businesses failing to exercise their social obligations especially SSR initiatives which generally has been regarded as a cost. SME business owners are aware of the need to promote their values through practising SSR; however the economy is not supportive enough for the business to branch from their core business to promote SSR activities. There is need for business and local authorities to come together and compliments each other synergies so that business can have the room to practise SSR without much cost.

- *Investors are attracted not only by the financial performance of the business but also the values which the owner-manager exhibits for them to invest in the business' SSR initiatives.*

As local authorities like Chamber of Commerce should run business workshops that are targeted on SME business owners to appreciate critical areas that investors consider when they looking for business to invest in. It is of paramount importance for the workshop content to highlight to SME business owners that investors consider other non-business factors that build up to a successful business such as a history of achieved SSR initiatives which reflects high on sustainable growth of the business.

Results showed that majority of the respondents had an adverse view of SSR towards sustainable growth of SME business. SME business do not acknowledge the impact of SSR on SME business. SMEs undermine the practise of SSR as a compass strategy to sustainable growth of SME businesses. The study contributed to new knowledge through a model framework driven by the Stakeholder Theory entitled, "SSR, compass to SME business sustainable growth". The model was proposed to motivate SME businesses to positively embrace SSR. Furthermore, the study recommended chamber of commerce, local municipalities and business leaders to proactively support SMEs to adopt SSR as a sustainable growth strategy through training leading to SME business alignment with SSR strategy.

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TIPS FOR WRITING A GOOD QUALITY MANAGEMENT RESEARCH PAPER

Techniques for writing a good quality management and business research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of management and business then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice. Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.

19. Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

20. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.



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 through 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:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- 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:

- Explain the value (significance) of the study.
- 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.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- 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:

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

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- 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.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- 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.
- 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?
- 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

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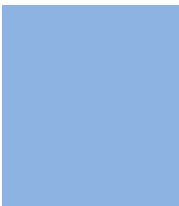


CRITERION FOR GRADING A RESEARCH PAPER (COMPILATION)
BY GLOBAL JOURNALS

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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