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Background of the Study- Managers and staff often dread performance appraisal like the plague but -done correctly –they can actually be enjoyable and productive for both parties. Performance appraisal is perceived to be a critical human resource management function in most organisations. In the United States of America, research estimates that over 90% of all large private sector organisations in the country employ some form of systematic employee appraisal and review (Locher & Teel, 1988). At the same time, the number of public sector organisations employing the formal appraisal process continues to steadily increase (Maroney & Buckely, 1992).

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AN INVESTIGATION INTO PERFORMANCE APPRAISAL SYSTEM AS AN EFFECTIVE TOOL FOR MOTIVATION

Strictly as per the compliance and regulations of:

An Investigation into Performance Appraisal System as an Effective Tool for Motivation

Isaac Ampong [α] & Chief Supt. Frank Abrokwa [σ]

I. BACkground of the Study

Managers and staff often dread performance appraisal like the plague but - done correctly – they can actually be enjoyable and productive for both parties. Performance appraisal is perceived to be a critical human resource management function in most organisations. In the United States of America, research estimates that over 90% of all large private sector organisations in the country employ some form of systematic employee appraisal and review (Locher & Teel, 1988). At the same time, the number of public sector organisations employing the formal appraisal process continues to steadily increase (Maroney & Buckely, 1992).

In recent years, widespread attention has been paid to the role of the formal appraisal process because of the belief that an effectively designed and implemented appraisal system can provide the employee, the manager, and the organisation with a host of positive benefits. The appraisal process can: provide managers with a useful communication tool for employee goal setting and performance planning; increase employee motivation and productivity; facilitate discussions concerning employee growth and development; provide a solid basis for wage and salary administration; and provide data for a host of human resource decisions (Mohrman Jr, Resnick-West & Lawler, 1989).

Education delivery and implementation is devoted to institutions, districts and regions through various agencies of the Ministry of Education, Youth and Sports (MoEYS), one of which is the Ghana Education Service (GES) which implements the basic and senior Secondary School Education components including technical and vocational institutions (Ghana Education Service Act (1995) Act 506). GES is therefore responsible for pre-tertiary education. GES has a procedure for evaluating staff performance.

The appraisal of performance has been a major subject of late. There have been public discussions about the future and quality of staff of the Ghana Education Service. The situation calls for the need to

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establish performance appraisal systems in order to have clearly defined causality between the performance and pay of its personnel. Performance appraisal systems have several other important functions (e.g., career planning, service quality assurance).

Moreover, a well-established performance appraisal system should help educators to position or reposition themselves in the organisational setting of the service. Performance appraisal is a process aimed at determining the results of an employee's work, one of its main functions being to offer a justified compensation for his/her efforts. It can be based directly on a particular employee's work results or on his/her activities or competencies and is regarded as the main component of performance management, through which it is also possible to evaluate the effectiveness of an organisation.

Performance management is a much broader concept than performance appraisal, its main purpose being to create suitable conditions for management by objective and effective work.

Performance management defines, measures and motivates an employee's performance on the job and aims to increase the effectiveness of the company (Hartog, Boselie and Paauwe, 2004).

Like many other management tasks, performance appraisal and performance management have a longer history than usually thought. References to performance management – an 'imperial rater' – have been found from the era of Wei Dynasty in China from 3 AD (Pratt, 1991). However, in modern times the re-emergence of performance appraisal is related to the Industrial Revolution in the late 18th century, but it gained popularity among managers only before World War I. At first, performance appraisal systems were dominated by quantitative figures of units produced. Thus, initially performance appraisal was directed towards evaluating production workers by setting them work standards. In the middle of the 20th century, the qualitative aspects of performance gained more recognition. However, the qualitative appraisal of employees' performance started from the subjective judgements of the boss. Then the concept of management by objectives offered a meaningful alternative in the form of appraising professionals and managers by achievement of their preset goals. Later on the appraisal by objectives has been criticised as problematic, because evaluated employees tend to lose

interest in setting challenging goals in favor of easy-to-achieve goals, due to which organisational development will suffer. This has led to modern multifactor appraisal systems which combine goals and objectives, quantity and quality standards, and key accountability elements (Pratt, 1991).

Performance appraisal activities enable determination of whether employees' performance accords with the established objectives and are primarily based not only on the appraisal of employees' work results and activity (behaviour), but also on their competence (skills, abilities and characteristics). Diverse appraisal methods and their combinations are used to analyse employees' performance. During the appraisal process primarily those work results are valued that create preconditions for their improvement in the future and enable differentiation between compensation, rates, thereby, on the one hand, diminishing equalisation and on the other hand, increasing fair compensation. Evaluators often tend to attribute too much importance to the situational circumstances, regardless of whether they evaluate their own activities or the activities of others, especially when the results were not satisfactory. In order to avoid that, more appraisal interviews between the appraiser and the appraised should be used and special computer programs would be useful, enabling most efficient and accurate registration and evaluation of the information obtained during the appraisal (McHale, 2003). The decisions based on evaluation can be backed up by properly documented performance appraisals which can also include additional documentation in the form of a journal, notes, diaries and other materials (Crawford, 2003).

The advantages and disadvantages of various appraisal criteria contribute to their balanced usage. For example, the appraisal systems of several well-known British companies are based on their employees' skills and competence, behavioural traits and outputs from the job. As work is very diverse by its nature and it lacks objective measures in more than one third of cases, it is difficult to establish the exact objectives of the work and make them congruent with individual interests. Therefore, British companies exploit distinct appraisal criteria simultaneously, while increasingly placing value on cooperation (Sisson, 1994).

A performance appraisal criterion has to be relevant, reliable and justly measurable, while also closely linked with the objectives of the organisation and its subdivisions. Such criteria are relatively difficult to set and in consequence the best result is achieved through balanced combination of distinct criteria.

However, as indicated above, in modern management, performance appraisal is viewed in the broader context of performance management, whereas precision of measurement and accuracy of ratings are accompanied by social and motivational aspects of the appraisal process (Fletcher, 2001). Boyd and Kyle (2004) also stress that one of the antecedents to distributive justice (i.e. the fairness of compensation in the light of an employee's performance) and procedural justice (i.e. the accuracy and suitability of appraisal procedures) of performance appraisal is social justice that defines the nondiscriminatory nature of the process between social groups (no gender, racial or other similar discrimination) (Boyd and Kyle, 2004; Brown and Benson, 2003).

Alongside with task performance, which covers job-specific behaviours and an employee's core responsibilities, in the appraisal process more attention has been devoted to non-job specific behaviours, such as cooperation, dedication, enthusiasm and persistence. These aspects form contextual performance, which because of increasing organisational and task complexities, is becoming more and more important (Boyd and Kyle, 2004). The notion of contextual performance is also related to organisational citizenship which incorporates pride of being a member of the organisation. A study by Fletcher and Williams (1996) showed that the characteristics of the performance management system are related to job satisfaction and positive employee attitudes.

Performance appraisal and management practices should be regularly reviewed and evaluated, especially in terms of their impact on performance and employee development. The introduction of total quality management and the use of teamwork have rendered unsuitable the traditional appraisal schemes that encourage competition among employees rather than cooperation and integration. Therefore, performance appraisal schemes should take into account the strategic objectives of the organisation (Smith, Hornsby and Shirmeyer, 1996).

However, performance appraisal has also been viewed as a "painful annual event" when the manager evaluates the employees' performance; it rarely had close links to the overall mission and program of the organisation that were designed to maximise human effort. Yet, in the ideal case, a performance appraisal system should establish a connection between the organisational and personal goals as well as shape and change organisational culture towards a result-driven climate (Grote, 2000).

Performance appraisal ratings might be used during layoffs in order to retain more valuable employees, to determine the quality of training programs, to measure equality of treatment, to manage employees' compensation, and to promote or dismiss them. Thus, appraisal results have a very important role in the human resource management (HRM) activities of the organisation. A well-established appraisal system helps make justified decisions and avoid litigation by terminated employees (Mani, 2002). Thus, the modern appraisal process is an essential part of organisational life, for it helps justify, besides compensation

differentiation, for example, promotions, demotions, selection validations and terminations (Longenecker and Fink, 1999).

A well-established performance appraisal system should render enough information for determining justified compensation. Employees' compensation is a process of rewarding employees with monetary and non-monetary benefits according to the value of their work contribution, thus compensating them for their efforts. The value of work (employee's worth) done during a set time period is determined via performance appraisal, while taking into account the value of other factors.

II. Theoretical Issues

a) The Benefits and Purpose of Performance Appraisals

Performance appraisal has been one of the most hotly debated topics in personnel management circles and, fortunately, has been the subject of much research. Assessments of performance appraisal range from the openly hostile [(Thayer, 1978)] to the generally benign, envisioning well-designed performance appraisals as a tool for correcting worker deficiencies, for motivating employees, as well as for giving feedback (Latham and Wexley, 1981).

Performance appraisal is being practiced in 90% of the organisations worldwide. Self-appraisal and potential team appraisal also form a part of the performance appraisal processes. To Gabris (1986), performance appraisal serves many purposes within organisations. One very important purpose of performance appraisal is to provide periodic, formal feedback to individual staff members. If supervisors never provide any type of formal feedback to employees, they may never know how well, or how poorly, they are performing. This situation is obviously troublesome for both employees as well as supervisors.

A second, and perhaps more debatable, purpose involves management's attempt to control employee behaviour and results (Gabris, 1986). Most performance appraisal instruments are designed around managerial objectives and the types of behaviours that management would prefer to routinise in employees. Instruments based on simple trait measurements clearly illustrate this orientation by encouraging employees to be enthusiastic, loyal, dependable, and team-oriented. Job-related performance-appraisal instruments, such as behaviour observation scales (BOS), are considered more sophisticated than trait-based instruments. These performance appraisal instruments strive to measure highly effective and ineffective behaviours associated with specific job duties. By requiring employees to behave in specific ways as a condition for receiving high performance appraisal scores, management feels it has a tool for controlling employees the way it wants (Latham and Wexley, 1981).

Another purpose of performance appraisal is that is used as a tool for managing employee compensation (Heneman, 1992). This is primarily done through linking performance appraisal to merit-pay. If public organisations intend to reward individual employees on some type of performance basis, they need a method for rating, measuring, and scoring work performance in a routine way. Performance appraisal fits this need by providing ostensibly objective measures of worker productivity. However, empirical research does not necessarily support this relationship between performance appraisal and merit incentives (Daley, 1987). Nonetheless, some evidence does exist that merit-pay can work under special circumstances, and can increase general organisational cost effectiveness (Heneman, 1992).

The techniques of performance appraisal are varied, but can generally be condensed into three major categories: trait, management by objectives (MBO) formats, and behavioural system formats. Trait formats are intended to evaluate employees based on specific personality traits. MBO formats are intended to evaluate employees on how well they have achieved previously developed work-related goals, while behavioural system formats, such as Behaviour Observation Scales (BOS) are intended to evaluate employees based upon specific work-related behaviours that the organisation deems important and desirable. Each of these performance appraisal techniques has its strengths and weaknesses.

Typically, performance appraisal is aimed at reviewing the performance of the employees over a given period of time. It helps management to judge the gap between the actual and the desired performance and also in exercising organisational control. Also, it helps to diagnose the training and development needs of the future and provide information to assist in the human resource (HR) decisions like promotions, transfers etc.

Performance appraisals provide clarity of the expectations and responsibilities of the functions to be performed by the employees and help to judge the effectiveness of the other human resource functions of the organisation such as recruitment, selection, training and development. It also helps to reduce the grievances of the employees and also strengthen the relationship and communication between superior-subordinates and management-employees.

Performance appraisal is a key tool for meeting the managerial needs of the modern organisation. Daley (1990) examines the entire process of designing a performance appraisal system from determining its organisational purpose to constructing an objective appraisal instrument for measuring employee performance. According to a survey conducted in India in 2008, the percentage of organisations (out of the total of fifty organisations surveyed) using performance

appraisal for the various purposes are as follows: 80% used performance appraisal results for making payroll and compensation decisions; 71% used it for training and development needs; 76% used it to identify the gaps in desired and actual performance and its causes; 42% used it to decide future goals and course of action; 49% used it for promotions, demotions and transfers and 6% used it for other purposes such as job analysis and providing superior support, assistance and counselling (Singh, 2008).

Any performance review process is incomplete without the feedback to the employees. The feedback could be given in the review discussion. Review discussions are semi formal, scheduled, periodic interactions – usually bimonthly or quarterly – between a manager and his/her employee. The basic purpose of the review discussion is to analyse the performance of the employee in the past to improve the performance of the employee in future.

A review discussion is an opportunity to coach, mentor, learn and understand. The manager encourages his/her employees to critically reflect over progress made on the performance appraisal plan and to develop creative, yet feasible alternatives for problem areas. The manager uses this opportunity to review the performance of the each employee individually and discuss the problems faced by the employees during the course of action. The manager also uses the opportunity to review the solutions tried, and the degree of success achieved in solving the problems faced. It also used to revisit with the employee, his/her annual plan for the remaining time period and develop revised action plans, if necessary.

It helps to review discussions, reassure the employees that each one of them has structured opportunities for one to one interaction with the manager once every two or three months during the year. These opportunities are influential as they provide an important chance for performance monitoring or development mentoring. The aim of the performance review discussions is to share perceptions, solve the problem faced during the course of the action, decide on the new goals jointly and provide a feedback to the employee for the past performance i.e. to look at his strengths and weaknesses and also help to chart out a career plan for the employee.

The focus of these performance review discussions should not be to judge the employees' past performance; rather it should be to motivate the employee to improve his future performance and reinforce his good behaviour (Singh, 2007).

Tznier, Joanis and Murphy (2000) suggest that organisations generally use performance appraisal for two broad purposes. First, performance appraisals are used in administrative decisions such as promotions, salary allocations, and assignments and secondly, they are used as a tool for employee development processes such as offering feedback, critiquing performance, and setting goals for improvement. With these broad purposes, organisations establish their own often unique performance appraisal systems to evaluate and develop their employees. But, it is often difficult for organisations to evaluate whether their performance appraisal system is accomplishing their desired outcomes.

The benefits of performance appraisal are also to establish employee performance plans and communicate these plans to employees at the beginning of the appraisal period. It is also used to evaluate each employee during the appraisal period on the employee's performance plan and recognise and reward employees whose performance so warrants and also assist employees in improving unacceptable performance, reassign, reduce in grade, or remove employees who continue to have unacceptable performance, but only after an opportunity to demonstrate acceptable performance (Tznier, Joanis and Murphy, 2000).

It is to provide employees with a sense of their work accomplishments relative to expectations and predefined performance indicators and also support employee development through discussion of assigned opportunities and training. Performance appraisal helps to emphasise an organisation's commitment to continuous improvement and learning and also encourage an appropriate relationship between pay levels and work performance (Tznier, Joanis and Murphy, 2000).

b) Implementation of the Performance Appraisal System

There is no one best way to conduct an appraisal. Some companies develop an appraisal form with space for appraisers to rate appraisees on aspects of their work such as their contribution to the team, role development, effectiveness, etc. The approach will depend on the nature of the business and the people involved. However as a minimum it is helpful to have a form to collect consistent information on the appraisal. This may be in the form of a free dialogue from appraisers with the opportunity for appraisees to reply and comment (Hutchinson and Purcell, 2003).

There is a view that the content of appraisal discussions should be confidential to the individual and the appraiser. But increasing pressure to provide information to assess the contribution of people to organisational value makes it desirable that performance data be recorded and stored in such a way that it can be used to feel into indicators of human capital value (Hutchinson and Purcell, 2003).

They go on to say that in implementing performance appraisals, both parties (the appraiser and appraisee) should prepare for the meeting beforehand if a successful outcome is to be delivered. The person conducting the meeting or the appraiser should consider how well the individual has performed since

the last meeting and also the extent to which any agreed development plans from the last meeting have been implemented. The appraiser should think about the feedback to be given at the meeting and the evidence that will be used to support it and also review the factors that have affected performance both those within and outside the individual's control.

The appraiser should consider the points for discussion on the possible actions that can be taken by both parties to develop or improve performance, the possible directions the individual's career might take and the possible objectives for the next review period. The individual or appraisee should consider their achievements during the review period, with examples and evidence, however they must give examples of objectives they were not able to achieve with explanations (Hutchinson and Purcell, 2003).

They should report on the most enjoyable part of their job and how they might want to develop the role and also explain any aspect of their work in which improvement is required and how this might be achieved. They should come out with their learning and development needs with arguments to support their case for specific training and the level of support and guidance they require from their managers. They come out with their aspirations for the future both in the current role and in possible future roles and their objectives for the next review period (Hutchinson and Purcell, 2003).

In some instances it may be helpful to guide appraisees through a self-assessment process encouraging them to assess and analyse their own performance as a basis for discussion and action. This can improve the quality of the appraisal discussion because individuals feel actively involved in the process and this encourages them to work through the points above beforehand. This can be particularly useful with more junior staff or those not used to appraisals (Hutchinson and Purcell, 2003).

However, self assessment can only work if individuals have clear targets and standards against which to assess themselves. It can also only be effective in a climate of trust where individuals believe their appraisers will not take advantage of an open self-assessment (Hutchinson and Purcell, 2003).

In a performance appraisal setting, a supervisor must make a cognitive decision on how accurately he or she will complete the performance appraisal process as outlined in the organisation's performance appraisal program. The basis for this decision is the level of importance that the supervisor views in the performance appraisal. If the supervisor views the performance appraisal as extremely important (high valence) it is likely that the supervisor will put forth great effort to complete the performance appraisal accurately. However, if he/she does not value the performance appraisal (low valence) he or she will likely not put forth much effort in completing the performance appraisal accurately (Higgins, 1997; Vroom, 1964).

Small (2007) also says that there are several issues which must be addressed to help the appraisals be an experience that creates positive outcomes for all parties. Prior to any meeting, the appraiser must review the staff member's history thoroughly, recognising the context of their career development, history with the business, and any external issues the appraiser is aware of. The job description and any previously identified strengths or work areas must be reviewed. When setting up a meeting, plenty of notice and issue of an agenda must be given so that the employee can prepare. Both the staff member and their manager should have an equal opportunity to bring information to the appraisal.

She goes on to state that appraisals should always be done in a neutral environment, ideally, with a peer manager present for an independent perspective and also the staff member must always be allowed to speak first at sharing their perspective on their role, outlining what they are responsible for and how they have set about achieving what their role requires. This will both demonstrate their understanding and create an environment more conducive to reaching agreement around the path forward.

Feedback should be conveyed positively and in an encouraging manner, wherever possible. The manager should be specific in defining issues and behaviours that are barriers to the level of performance required. Staff involvement is important in identifying their role in improving things, where corrective action is required. Actions plans that would be developed should follow the SMART principle: Specific, Measurable, Achievable, Related to outcomes, and Timely. Minutes should be taken to ensure that there is a record of the performance appraisal. These should be documented and signed by all present as a written record of the occasion, with a specific focus on agreed action points (Small, 2007).

According to Murphy and Margulies (2004), the following can be considered as elements of a successful performance appraisal system. There should be clear instructions and training for performance raters. Performance raters should be familiar with the nature and importance of job duties on which employee is being rated and with the employee's actual performance. The performance appraisal system should be job-related and understandable as possible and there should be precautions against improper bias by performance raters. There should be some additional level of review and signature beyond the performance rater.

Again, there should be some amount of monitoring to ensure uniform approach or application of the standards in the performance system and the employee should have the right to review and comment. The employee should sign to signify reading of review

but not necessarily agreement with any rating and should have the right of appeal if the system is oriented toward that. The rating method for the performance appraisal system, numerical and traditional, or collaborative, or some means should be agreed upon to ensure specific and mutual goals (Murphy and Margulies, 2004).

c) Obstacles/Challenges Encountered in Implementing and Managing Performance Appraisal Systems

A large number of managers, human resource professionals, human resource consultants and researchers are recommending companies to get rid of the performance appraisal systems.

The main argument given by the researchers is that the system of performance appraisals itself is based on a few wrong assumptions and it fails to fulfill its basic purpose.

The first and the foremost argument is the fact that there are discrepancies between the theory and its application. There is often a disconnect between the theory and the practical implementation.

Again, performance appraisal is a bitter process for most of the employees which can create emotional pressures and stress for the employees. Performance appraisal is often used as a tool to control the employees by the superiors and this dampens the intrinsic motivation of the employees.

The focus of the performance appraisal process is too narrow i.e. it is just used to determine the rewards and punishments for the employees by measuring their past performance. Most of the managers and superiors are not trained enough to carry the processes in the appropriate and the structured manner. This obstructs the genuine feedback, as it includes subjectivity and bias of the raters leading to incorrect and unreliable data regarding the performance of the employees.

Performance appraisal process increases the dependency of the employees on their superiors. It can adversely affect the morale of the employees and create dissatisfaction among them, thereby affecting the organisational performance.

Even though performance appraisal process encourages accountability and approvals, it also discourages the spirit of creativity and initiative by employees and also demotivates them. Performance appraisals and reviews are often time consuming, with faulty methods to measure performances and generating false results and the decisions taken can be politically influenced (Singh, 2007).

In another similar vein, the identification of the appraisal criteria is one of the biggest problems faced by the top management. The performance data to be considered for evaluation should be carefully selected. Top management should choose the raters or the evaluators carefully. They should have the required expertise and the knowledge to decide the criteria accurately. They should have the experience and the necessary training to carry out the appraisal process objectively. For the purpose of evaluation, the criteria selected should be in quantifiable or measurable terms (Singh, 2007).

The focus of the system should be on the development of the employees of the organisation. Many errors based on the personal bias like stereotyping, halo effect (i.e. one trait influencing the evaluator's rating for all other traits) etc. may creep in the appraisal process. Therefore the rater should exercise objectivity and fairness in evaluating and rating the performance of the employees. The purpose of the performance appraisal process is to judge the performance of the employees rather than the personality of the employees (Singh, 2007).

The appraisal process may face resistance from the employees and the trade unions for the fear of negative ratings and so the employees should be communicated to and the purpose and the process of appraisal should be clearly explained to them. The standards should be clearly communicated and every employee should be made aware of his/her expectations (Singh, 2007).

McNay (1997) says that performance appraisal does not enhance team work; it is time-consuming and difficult to administer and record and unsystematic appraisals might bring forth more negative than positive results. He goes on to say that performance appraisal brings about frequent changes, excessive competition and conflicts. It impairs the work climate and diminishes cooperation between colleagues.

The need to prove oneself all the time can cause burnout and also increases the possibility of being trapped by numerous tasks. It sometimes leads to Social Darwinism. This implies that only the strongest will survive. The criteria used to measure efficiency are limited and fail to consider the staff's contribution to the development of the organisation (Mylonas, 2004).

Several other problems have been related to the implementation of performance appraisal. Performance appraisal system is not considered as an ongoing yearly cycle process, but as a mechanistic once a year obligation ("filling of a form"). At times, there is lack of dialogue between the appraiser and the appraisee and criteria are not used as they are supposed to and there is a lack of specific objectives and agreed targets to be achieved, either in departmental or individual level (Mylonas, 2004).

Again, he states that appraisers seem reluctant to fairly evaluate employees, so as to avoid negative reactions and conflicts. Employees themselves are not willing to accept criticism and comparison with their colleagues. There is a perception, among some employees, that appraisers are unable to appraise in a fair manner.

In certain instances, both appraisers and appraisees are not trained to a satisfactory extent to engage themselves in fairly perfect performance appraisals. There is also external interference and influences (Mylonas, 2004). He states that the system is quite vulnerable to problems related to human nature, such as subjectivity, and to pressures related to family and other relationships. There is a tendency for appraisers to appraise in a more lenient manner in the case where promotions are imminent.

The problems associated with the design, implementation, and operation of formal performance appraisal systems are well documented, and they continue to frustrate both academics and practitioners alike. Researchers have concluded that there is no such thing as an "ideal" appraisal format and system. Every organisation must design an appraisal instrument and process that supports the organisational goals that it wishes to accomplish (Greenberg, 1986). In addition, participant acceptance of an organisation's performance appraisal system is perceived to be a critical factor in appraisal effectiveness (Ash, 1994). Further research suggests that having a technically sound appraisal system and procedure is no guarantee that an organisation's appraisal process will be effective (Wright, 1985).

Managers and subordinates must have a shared perception of the purposes and functions of the process and the belief that the appraisal process is useful to them on an individual basis (Maroney and Buckley, 1992). To this end, an effective appraisal system is one that satisfies the needs of the parties involved in the process (Lawler, Mohrman and Resnick-West, 1984). In addition, an effective appraisal system requires that managers not only have the skills necessary to conduct the appraisals, but also the willingness to do so (Longenecker and Goff, 1990).

Greenberg (1986) in a research has found that employees react more favourably to the appraisal process when it satisfied their needs and included an opportunity to state their position; when factors on which they were being evaluated were job-related; and when objectives and plans were discussed openly. Managers and subordinates do not always agree on what constitutes an effective appraisal. When managers and subordinates have a shared understanding of the purpose of the appraisal as well as each party's role in the appraisal, the subordinate's acceptance of the appraisal is increased (Longenecker, Liverpool & Wilson, 1988).

Research and organisational practice suggest, however, that managers and subordinates have different needs and expectations regarding the appraisal event. Research strongly indicates that the manager's (rater) purpose, intentions, and perceptions of the rating process may differ significantly from those of the subordinate (ratee) (Bernardin and Beatty, 1984). In a recent study conducted in a medium-sized organisation, researchers found that managers and subordinates differed significantly in their perceptions of both the role and effectiveness of the appraisal process on such key issues as: the purpose of the appraisal process; the level of fairness; the link between pay and performance; honesty of communication; completeness of feedback; means to improve the manager-subordinate relationship; and the extent to which an appraisal lets subordinates know where they stand (Longenecker, Gioia, & Sims, 1987).

d) Effective Performance Appraisal System

Aside from formal traditional (annual, six-monthly, quarterly, or monthly) performance appraisals, there are many different methods of performance evaluation. The use of any of these methods depends on the purpose of the evaluation, the individual, the assessor, and the environment. The formal annual performance appraisal is generally the over-riding instrument which gathers together and reviews all other performance data for the previous year (Gillen, 2007).

Performance appraisals should be positive experiences. The appraisal process provides the platform for development and motivation, so organisations should foster a feeling that performance appraisals are positive opportunities, in order to get the best out of the people and the process. In certain organisations, performance appraisals are widely regarded as something rather less welcoming which provides a basis only on which to develop fear and resentment. Staff performance appraisal should never be used to handle matters of discipline or admonishment (Cash, 1993).

Gillen (2007) argued that regular informal one-to-one review meetings greatly reduce the pressure and time required for the annual formal appraisal meeting. The holding of informal reviews every month is ideal for all staff as there are several benefits of reviewing frequently and informally.

The manager is better informed and more up-to-date with his or her people's activities (and more in touch with what lies beyond, e.g., customers, suppliers, competitors, markets, etc). Difficult issues can be identified, discussed and resolved quickly, before they become more serious. Help can be given more readily - people rarely ask unless they see a good opportunity to do so - the regular informal review provides just this.

Assignments, tasks and objectives can be agreed completed and reviewed quickly – leaving actions more than a few weeks reduces completion rates significantly for all but the most senior and experienced people. Objectives, direction, and purpose is more up-to-date and modern organisations demand more flexibility than a single annual review allows - priorities often change through the year, so people need to be re-directed and re-focused. Training and

development actions can be broken down into smaller more digestible chunks, increasing success rates and motivational effect as a result (Gillen, 2007).

The 'fear factor', often associated by many with formal appraisals, is greatly reduced because people become more comfortable with the review process. Relationships and mutual understanding develop more quickly with greater frequency of meetings between manager and staff member. Staff members thus can be better prepared for the formal appraisal, giving better results, and saving management's time. Frequent review meetings increase the reliability of notes and performance data, and reduce the chances of overlooking things at the formal appraisal (Gillen, 2007).

To Capko (2003) performance evaluations provide employers with an opportunity to assess their employees' contributions to the organisation, which are essential to developing a powerful work team. The primary goals of a performance evaluation system are to provide an equitable measurement of an employee's contribution to the workforce, produce accurate appraisal documentation to protect both the employee and employer, and obtain a high level of quality and quantity in the work produced.

Performance evaluations should be conducted fairly, consistently and objectively to protect employees' interests and to protect organisations from legal liability. One way to ensure consistency is to use a standard evaluation form for each evaluation. The form should focus only on the essential job performance areas. Limiting these areas of focus makes the assessment more meaningful and relevant and allows the employer and the employee to address the issues that matter most. Every detail of an employee's performance in an evaluation should not be covered in the form (Capko, 2003).

For most staff positions, the job performance areas that should be included on a performance evaluation form are job knowledge and skills, quality of work, quantity of work, work habits and attitude. In each area, the appraiser should have a range of descriptors to choose from (e.g., far below requirements, below requirements, meets requirements, exceeds requirements, far exceeds requirements). It is often important that the appraiser also have space on the form to provide the reasoning behind his or her rating depending upon the specificity of the descriptors (Capko, 2003).

Performance evaluations for those in management positions should assess more than just the essential job performance areas. They should also assess the employee's people skills, ability to motivate and provide direction, overall communication skills and ability to build teams and solve problems. Standard performance measures, which allow employers to evaluate an employee's job performance objectively, can cut down on the amount of time and stress involved in filling out the evaluation form. Although developing these measures can be one of the more time-consuming parts of creating a performance evaluation system, it is also one of the most powerful (Capko, 2003).

A current job description for each position is the first step toward creating standard performance measures, which are essentially specific quantity and quality goals attached to the tasks listed in a job description. A job description alone can serve as a measurement tool during an evaluation if, for example, employers assessing whether an employee's skills match the requirements of the position. Standard performance measures however take the job description one step further. Standard performance measures can even objectively measure some of the more subjective job performance areas, such as work habits. For example, employers can establish an objective measure for attendance by defining the acceptable number of times an employee can be tardy or absent during a specific time frame (Capko, 2003).

However, standard performance measures do not always work for other subjective areas, such as attitude. In these cases, it is still important to be as objective as possible in evaluation of employees. An attempt should not be made to describe attitude, however, the employee's behaviour, which is what conveys the attitude, and the consequences of that behaviour for the practice should be described (Capko, 2003).

Employers must not make the common error of glossing over an employee's deficiencies and focusing only on his or her strengths. It is by understanding their weaknesses that employees can take ownership of their performance and role in the practice. When employees are given the support they need to make improvements in these areas, they learn to take pride in their work and are willing to take on new challenges with confidence (Capko, 2003).

Again, when areas where improvement is needed are addressed, it helps employers to outline their expectations for improvement and how they can help employees meet them. For example, if an employee is speaking harshly with other employees and does not seem tolerant with customers or clients, the employee must be given some examples of his or her behaviour and some suggestions to resolve the problem, such as role-playing sessions or a communication skills/customer-service workshop or seminar. The boundaries must be defined by letting the employee know what is acceptable and what will not be tolerated, and then establishing a plan for monitoring performance and re-evaluating the employee (Capko, 2003).

The employee must be encouraged to give you some non-defensive feedback after the results of the evaluation have been discussed. The employee must be

asked whether he or she agrees with the assessment, and/or suggestions for improvement must be invited. This should lead to an open exchange of information that will allow the employer and the employee to better understand each other's perspective (Capko, 2003).

In some cases, even after a thorough performance evaluation and a discussion of expected improvements, an employee will continue to perform poorly. Employers need to be prepared to handle such a situation by having well-defined, written disciplinary and termination procedures in place. These procedures should outline the actions that will be taken when performance deteriorates - a verbal warning, a written warning if there is no improvement or a recurrence, and termination if the situation is not ultimately resolved.

The employer just need to decide when to conduct the performance evaluations once he/she have built their performance evaluation system - the evaluation form, the performance measures, the feedback guidelines and the disciplinary procedures. Some employers do all employee evaluations at the same time of year, while others conduct them within thirty days of each employee's anniversary of employment. However when employers decide to schedule the evaluations, they must ensure that each appraiser consistently meets the deadline. Ignoring employees' overdue evaluations will make them feel devalued and may hurt morale and performance (Capko, 2003).

A performance evaluation system should be a key component of an organisation's structure. When implemented effectively, it ensures fairness and accountability, promotes growth and development and encourages a sense of pride in your employees' contributions to the practice. Other means of implementing an effective performance appraisal system establishing performance standards which will be used to as the base to compare the actual performance of the employees (Capko, 2003).

This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organisational goals and objectives. The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards (Singh, 2007).

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organisation. Employees should be informed and the standards should be clearly explained to them. This will help them to understand their roles and to know what exactly is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this stage itself

according to the relevant feedback from the employees or the evaluators (Singh, 2007).

The most difficult part of the performance appraisal process is measuring the actual performance of the employees that is the work done by the employees during the specified period of time. It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employees work. The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set. The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organisational performance. It includes recalling, evaluating and analysis of data related to the employees' performance (Singh, 2007).

The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better (Singh, 2007).

The last step of the process is to take decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related human resource (HR) decisions like rewards, promotions, demotions, transfers, etc (Singh, 2007).

e) Conceptual Framework of the Study

Public sector performance appraisals are a significant aspect of making employees more productive and are the "tool of choice" in such performance enhancing efforts (Roberts, 1994). It has been said that "anything worth doing is worth doing well." Given the goals of most appraisal systems, this saying appears to be quite appropriate and, yet, effective appraisals are not assured by a technically sound system alone. Other elements, such as managers' and subordinates' attitudes toward performance appraisals, and expectations also play a significant role in achieving effectiveness of performance appraisal (Daley, 1990).

This study should serve as a case study for organisations to assess the effectiveness of their appraisal systems. Organisations must continually look for ways to keep effective management and appraisal behaviour in the forefront of managerial consciousness

or the things worth doing will not be done well. Appraisals are no exception.

The Performance Appraisal Process

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┌──────────────────────┐        ┌────────────────────────────┐
│ Benefits and Purpose │───────▶│  Correcting Deficiencies   │
│ of Performance       │        │  Motivation                │
│ Appraisals           │        │  Training and Development   │
└──────────────────────┘        │  Giving feedback, etc       │
                                └────────────────────────────┘

┌──────────────────────┐        ┌────────────────────────────┐    ┌──────────────────┐
│ Implementation of the│───────▶│  Nature of Business         │    │  Performance     │
│ performance appraisal│        └────────────────────────────┘    │  Appraisal       │
│ system               │                                          │  Effectiveness   │
└──────────────────────┘                                          │                  │
                                                                  │                  │
┌──────────────────────┐        ┌────────────────────────────┐    │  Performance     │
│ Obstacles and        │───────▶│  Discrepancies              │    │  Assessment      │
│ challenges           │        │  Focus – Narrow             │    │                  │
└──────────────────────┘        │  Controlling tool, etc      │    └──────────────────┘
                                └────────────────────────────┘

┌──────────────────────┐        ┌────────────────────────────┐
│ Effective Performance│───────▶│  Methods                    │
│ Appraisals           │        │  -Formal                    │
└──────────────────────┘        │  -Informal                  │
                                │  Purpose                    │
                                │  -the evaluation            │
                                │  -the individual            │
                                │  -the assessor              │
                                │  -the environment, etc      │
                                └────────────────────────────┘
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(Reference: Author's Own Construct, 2020)

The literature looked at the benefits and purpose of performance appraisal in organisations and comes out with several of these, among which are correcting deficiencies of workers, motivation, training and development, giving feedback, etc.

These benefits and purpose can be affected by how organisations implement their performance appraisals, the obstacles and challenges of the performance appraisal system and the extent to which they can conduct effective performance appraisals. The implementation of a particular kind of performance appraisal system or method would depend on the kind of business. Business critical of the decisions they make use different performance appraisal systems.

The obstacles and challenges of the performance appraisals identified were many and varied, for example, there were discrepancies between the theory and its application, a narrow focus and some managers used it a tool to control their workers among others.

The study examined that the extent to which organisations could conduct effective performance appraisals depended on the purpose of the evaluation, the individual, the assessor and the environment.

The connection that exists between the benefits and purpose of performance appraisals can be a factor for performance appraisal effectiveness and assessment (Anderson, 2002).

f) Research Design

The research design used in this study was the survey technique. This research design is desirable for the objectives of data collection. The researcher collected both qualitative and quantitative data that was used for the study. The research design tried to assess the performance appraisal systems of the Ghana Education Service. This technique was chosen because of the nature of the research topic which demands the collection of significant amount of data from a meaningful population size in an efficient manner (Ihenacho, 2005).

g) Research Population

The study population is the collection of all elements about which the researcher wish to make some inferences. The population was one hundred and fifty people and they were made up of thirty staff members drawn from the Regional Education Office and one hundred and twenty teachers of the Junior and Senior High Schools in the Kumasi metropolis. The choice of this population for the study was informed by the need to extract relevant information that will guarantee reliable findings and assist the researcher to make appropriate recommendations (Ihenacho, 2005).

h) Sample

A sample of the staff at the Regional Education Offices and teachers of the Ghana Education Service in the Kumasi metropolis was selected for the study. The choice of the sample size was influenced by the following: the confidence needed to have on the data in respect of the total population, the margin of error that can be tolerated; and the type of statistical analyses to be undertaken (Ihenacho, 2005).

A sample size of one hundred and twenty was selected and they included twenty staff members of the Regional Education Office and one hundred teachers from selected Junior and Senior High Schools within the Kumasi Metropolis.

i) Sampling Technique

The sampling technique was chosen considering the nature and characteristics of the population elements being studied. The simple random sampling method which is a probability sample in which each population element has a known and equal chance of being included in the sample was used to select the respondents. It helped the researcher to identify and enumerate the finite population.

j) Data Gathering Instruments

The instruments used for the study were questionnaires and interviews.

k) Structure of Questionnaire

The questionnaire is recognised as an important method of quantitative data collection and therefore, attempt was made to design it in a way as to capture accurate data and high response rate. In designing the questionnaire, it was assumed that the respondents who are major stakeholders were sufficiently informed on the subject matter.

Questions were asked about performance appraisal planning, monitoring, data management, supervision and budgeting in order to get a sense of if and how the performance appraisal process had been integrated into routine management systems.

In constructing the questionnaire in terms of wording and layout, consideration was given to its usefulness as a guide for decision or opinion making. The funneling approach was adopted in designing the overall structure of the questionnaire. This approach involved asking general questions first before gradually restructuring the focus through more specific questions, thereby leaving the most direct questions until the last. This technique is used to reduce elements of bias which could come from asking specific questions up front.

Efforts were made to eschew biased wording in the framing of the questionnaire. Cooper and Schindler (2001) observed that strong adjectives can be particularly distorting in the formation of questions. Also, attempts were made not to personalise questions.

i. *Administration of Questionnaire*

Questionnaires were prepared and administered by the researcher to the respondents used for the study. A total of eighty questionnaires were distributed to the target population elements comprising the teachers, and administrative staff at the Regional Education Office. The questionnaires were distributed to the respondents to fill them out three weeks earlier before these (questionnaires) were collected from them to be used for the analysis.

The following steps were taken to improve on the return rates for the distributed questionnaires: questionnaire length was made very limited to elicit ease of response; cover letters were used to dispatch the questionnaires. It is considered a logical vehicle for persuading individuals to respond and repeated visits and phone calls to the respondents though costly, assisted to ensure good response.

ii. *Interview Schedules*

Regional Education Offices included in the study sample were contacted prior to the study in order to inform them of the study and ask their agreement to participate in the study. The study protocol was shared with all participating respondents prior to being disseminated.

To ensure informed consent, interviewers explained the purpose of the evaluation prior to beginning the interview. Interviewers were provided with a script describing the study, its purpose and the right of interviewees to decline to be interviewed. After receiving this information interviewees were asked to consent to be interviewed before the interview could be conducted.

In all cases, interviewees were assured that the interview was confidential and that no personal information about the interviewee would be conveyed in the report.

iii. *Structured Interviews*

The structured interview is an oral presentation of a written questionnaire. The researcher read out the questions and the interviewees gave their responses. Conscious effort was made to explain further questions which interviewees did not understand. This type of interview was used to increase response rates and improve the quality of answers to the questionnaire items. This kind of interview was challenging as it required a personal sensitivity and adaptability as well as the ability to stay within the bounds of the designed protocol.

iv. *Unstructured Interviews*

An unstructured interview is where the researcher asks as few questions as possible, permitting the interviewee to talk freely, intervening only to refocus the discussion or probe for additional insights into a key area. The questions asked were more open-ended, with the interviewee providing responses in their own words. The respondents had more control over the conduct of the interview in that they were often allowed to discuss issues as they arise and not necessarily in an order predetermined by the interviewer.

The interview ensured a high contact and response rate and also helped clarify certain issues on the topic. The researcher was able to probe for specific meanings of responses made by supplementing respondents' responses with observations of them. A disadvantage was that it took a long period of time to complete.

l) *Method of Data Collection*

Data was collected from both primary and secondary sources. Primary data was collected using interviews and questionnaires. Structured interviews were formalised and involved standardised questions for the respondents (Abdullahi, 2004). Unstructured interviews were undertaken by taking note of responses to a list of questions on the subject matter.

Journals, textbooks, handbooks and manuals, review articles and editorials, literature review, informal discussions with experts, colleagues, seminars and conferences as well as published guides were used as sources of secondary data.

The importance of consulting secondary sources of data and information was recognised in the study. Hakim (1982) noted the need for researchers to consider the possibility of re-analysing an existing data in order to answer their research questions and meet their research objectives.

Data on the Internet were located using search tools. The World Wide Web was searched for information. The convenience of the Web and the extraordinary amount of information to be found on it are compelling reasons for using it as an information source (Cooper and Schindler, 2001). Search engines such as Yahoo (http://www.yahoo.com), Google (http://www.google.com) and MSN (http://www.msn.com) were used to access vast information on performance appraisal that assisted in the study. Other sources of information used include personal or informal discussions with associates and friends in the sector relevant to the study as well as personal documents provided by them. All sources of data, both primary and secondary sources were evaluated to ensure that they are relevant to the research objectives as well as assist the researcher to answer the research questions.

m) *Methods of Data Analysis*

The data resulting from the study could be both quantitative and qualitative and as such, need processing and analysis. The essence is to put the data in contextual form to enable the researcher answer the research questions as well as address the research objectives (Ihenacho, 2005).

Consequently, quantitative analysis using simple tables, pie-charts and bar charts were carried out in order to establish the relationships between the various variables. The analysis carried out enabled the researcher establish the relationships between variables and trends in patterns of associations.

III. Results and Discussion

This section attempts to analyse data generated from the study which include quantitative and qualitative information collected from the two groups of respondents. The two groups of respondents were staff of the Regional Education Office and teachers of Junior and Senior High Schools in the Kumasi metropolis. The instrument used for generation of the data analysed which is the questionnaire was structured in a way as to elicit as much responses as possible on the subject. The questionnaires were distributed and retrieved from these groups of respondents for analysis.'

The general distribution pattern of the questionnaires was as follows; twenty (20) questionnaires were distributed to staff at the Regional Education Office and one hundred (100) questionnaires were given to teachers in the Junior and Senior High schools in the Kumasi metropolis. Out of the twenty questionnaires sent to the staff at the Regional Education Office, ten was retrieved while for the one hundred (100) questionnaires sent to the teachers, seventy were retrieved. In all eighty questionnaires were retrieved. The retrieval rate for the questionnaires tendered in the survey was 66.67% and this was considered to be very reasonable considering the difficulties in getting people to respond to questionnaires on study of this nature in Ghana.

The section also presents in a comprehensive manner the discussions on the analysis of the data generated from the survey. The objective of discussing the findings from the data analysis is to establish if the findings are supportive to existing knowledge on the subject matter of the research study or provided a new knowledge as well as strategies that could help improve performance appraisal in the Ghana Education Service.

Table 1: Age * Gender Crosstabulation

| | | | Gender | | Total |
			Male	Female	
Age	20-24	Count	1	1	2
		% of Total	1.2%	1.2%	2.5%
	25-29	Count	4	4	8
		% of Total	5.0%	5.0%	10.0%
	30-34	Count	7	8	15
		% of Total	8.8%	10.0%	18.8%
	35-39	Count	9	4	13
		% of Total	11.2%	5.0%	16.2%
	40-44	Count	23	10	33
		% of Total	28.8%	12.5%	41.2%
	45 and above	Count	8	1	9
		% of Total	10.0%	1.2%	11.2%
	Total	Count	52	28	80
		% of Total	65.0%	35.0%	100.0%

(Source: Researcher's Field Study, 2020)

Table 1 shows that 52 respondents representing 65% were males while 28 representing 35% were females. It can also be seen that 2 respondents were within the age group of 20-24 years, out which one (1) was a male and the other one (1) a female.

Eight (8) respondents were within the age group of 25-29 years, out of which four (4) were males and the other four (4) females. Fifteen (15) respondents were within the age group of 30-34 years, out of which seven (7) were males and eight (8) were females.

Thirteen (13) respondents were within the age group of 35-39 years, out of which nine (9) were males and four (4) were females. Thirty three (33) respondents were within the age group of 40-44 years, out of which twenty three (23) were males and ten (10) were females. Nine (9) respondents were 45 years and above, out of which eight (8) were males and one (1) was a female.

In analysing the data, the study revealed that more males were represented than females. It came out that those in the age group 40-44 years were in the majority. This was followed by those in the age group 30-34 years. Following closely were those in the age group 35-39 years. They were followed by those in the age groups, 45 years and above, 25-25 and 20-24 years in that order.

Reasons for conducting Performance Appraisal in GES
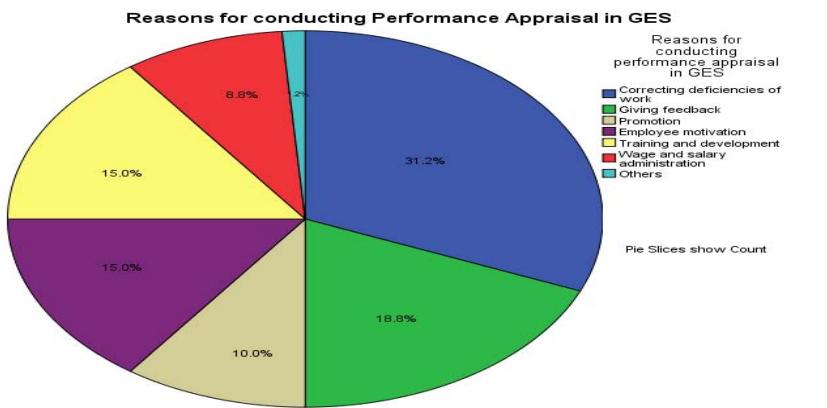
(Source: Researcher's Field Study, 2020)

Figure 1: Reason for conducting Performance Appraisal in the Ghana Education Service

Figure 1 shows that 25 respondents representing 31.2% said correcting the deficiencies of workers was the reason for conducting performance appraisal in the GES.

15 respondents representing 18.8% felt giving feedback on the work done by teachers was the reason for conducting performance appraisals in GES.

8 respondents representing 10% said promotion was the reason for conducting performance appraisal in the GES.

12 respondents representing 15% felt employee motivation was the reason for conducting performance appraisal in the GES.

Another equal number of 12 also representing 15% felt training and development was the reason for conducting performance appraisal in the GES.

7 respondents representing 8.8% felt wage and salary administration was the reason for conducting performance appraisal in the GES.

One respondent representing 1.2% felt there were other reasons for conducting performance appraisal in GES.

In analysis the data presented, the study revealed that correcting deficiencies of workers was the major reason for conducting performance appraisal. When performance appraisal is conducted, it helps to expose the deficiencies and shortcomings of the appraisees. It thus helps them to be aware of these deficiencies and the necessary steps are taken to correct or minimise them. This is confirmed by Latham and Wexley (1981) who have stated performance appraisal can be used for correcting worker deficiencies, among other benefits.

Another reason that was also cited by the respondents was giving feedback. The feedback helps the appraiser to know whether his/her performance was acceptable. It helps the appraiser to accept responsibility for their good or bad performance. This is also confirmed by Gabris (1986) in the literature that

performance appraisal provide formal feedback to individual staff members.

Promotion was also mentioned by group of the respondents as the reason for conducting performance appraisal. Bannister and Balkin (1990) has reported that appraisees seem to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards. Frequent appraisal and feedback sessions help to ensure that employees receive the ongoing, guidance and support and encouragement they need.

Employee motivation was in the next in line as one of the reasons for conducting performance appraisal. Performance appraisal can have a profound effect on levels of employee motivation – for better as well as for worse. Performance appraisal provides employees with recognition for their work efforts. If nothing else, the existence of an appraisal program indicates to an employee that the organisation is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging.

Training and development was also another reason for conducting performance appraisal. Performance appraisal offers an excellent opportunity for a supervisor and subordinate to recognise and agree upon individual training and development needs. Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations. From the point of view of the organisation as a whole, consolidated appraisal data can form a picture of the overall demand for training. It helps appraisers to measure employee performance by examining the extent to which predetermined work objectives have been met.

Wage and salary administration was also mentioned as one of the reasons for conducting performance appraisal. Managers and subordinates

believe the performance appraisal helps to link pay to performance. Some managers use performance appraisal as a vehicle to administer wages and salaries. This is given credence by Tznier, et al (2000) that

organisations generally use performance appraisal in administrative decisions such as salary allocations, among others.
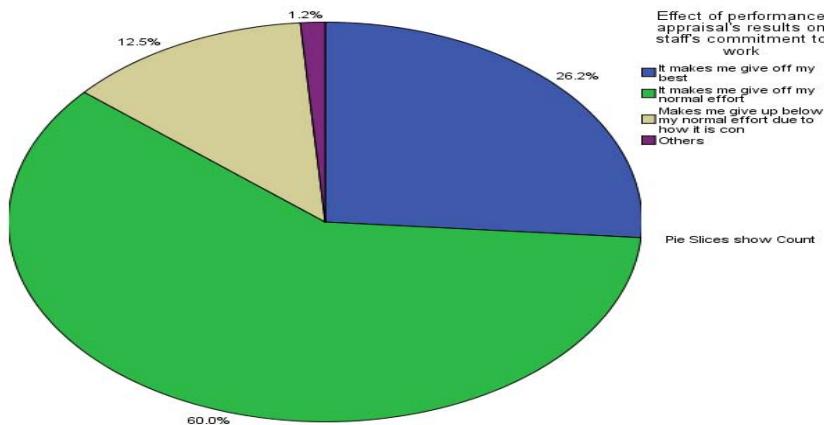
(Source: Researcher's Field Study, 2020)

Figure 2: Effect of performance appraisal's results on staff's commitment to work

Figure 2 shows that 12.5% of the respondents said performance appraisal's results made them give up below their normal effort due to how it is conducted. 60% said it made them give off their normal effort. 26.2% said it made them give off their best. 1.2% said mentioned other effects.

In analysing the data, the study revealed that performance appraisal results made the workers give off their normal effort. They were not motivated much by the results of the performance appraisal and so they worked as normal as before the appraisal were conducted.

However, another said performance appraisal made them give off their best. Some of the employees said performance appraisal helped them to improve their performance and thus work to their utmost capacity. Nemeroff and Wexley (1979) have stated that employees are likely to feel more satisfied with their

appraisal results if they have the chance to talk freely and discuss their performance. It is more likely that such employees will be better able to meet future performance goals.

Others said the results of performance appraisal made them give up below their normal effort due to how it was conducted. Performance appraisal was not conducted in a positive and friendly environment as some appraisers used it as a means of intimidating their subordinates. This has been confirmed by Greenberg (1986) that employees react more favourably to the appraisal process when it satisfied their needs and included an opportunity to state their position; when factors on which they were being evaluated were job-related; and when objectives and plans were discussed openly.
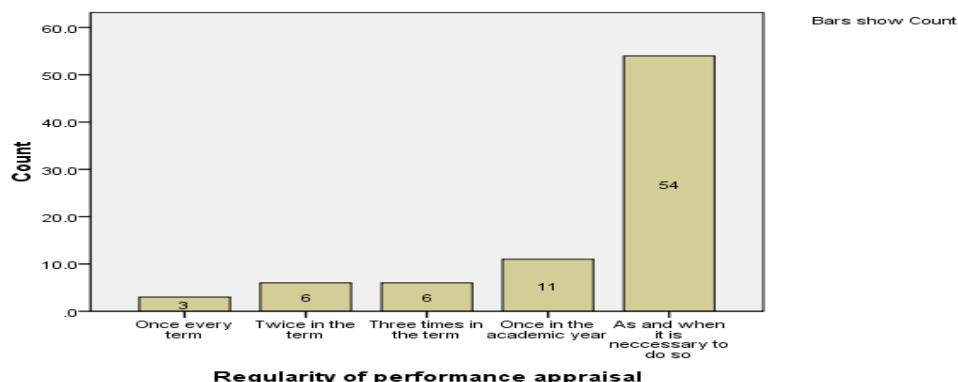
(Source: Researcher's Field Study, 2020)

Figure 3: Regularity of performance appraisal in the GES

Figure 3 shows that 3 respondents said performance appraisal was conducted once every term. Six respondents said performance appraisal was conducted twice in the term. 6 respondents said performance appraisal was conducted three times in the term. 11 respondents said performance appraisal was conducted once in the academic year. 54 respondents said performance appraisal was conducted as and when it was necessary to do so.

In analysing the data, the study revealed that performance appraisal was conducted in the GES as and when it was necessary to do so. The GES undertook appraisal without any laid down time periods. Greenburg (1986) have argued that there is no such thing as an "ideal" appraisal format and system. Every organisation must design an appraisal instrument and process that supports the organisational goals that it wishes to accomplish. Ash (1994) says that participant acceptance of an organisation's performance appraisal system is perceived to be a critical factor in appraisal effectiveness.
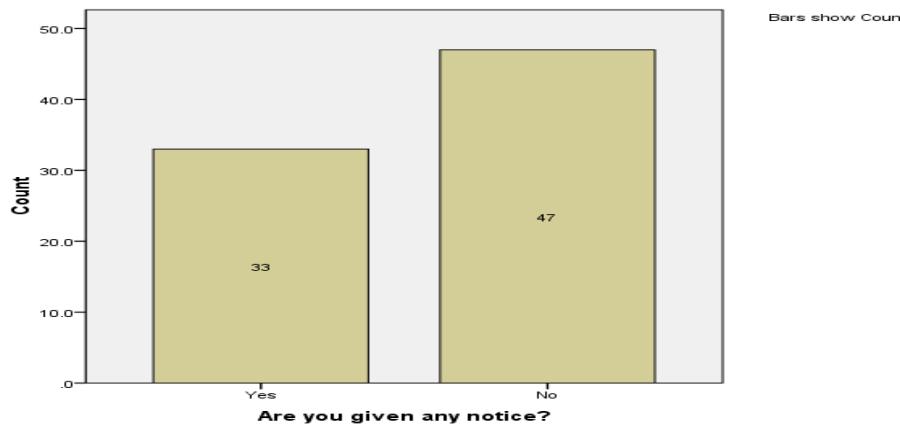
(Source: Researcher's Field Study, 2020)

Figure 4: Notice on the conduct of Performance Appraisal in the Ghana Education Service

Figure 4 shows that 33 respondents said they were given notice before the conduct of performance appraisal while 47 respondents said they were not given any notice before the conduct of performance appraisal.

In analysing the data, most of the respondents felt that they were not given any notice before the conduct of performance appraisal. Others, however, said they were given notice before the conduct of performance appraisal. Small (2007) says that plenty of notice and issue of an agenda must be given when setting up performance appraisal meetings. This could promote professionalism in the conduct of performance appraisals in the Ghana Education Service.
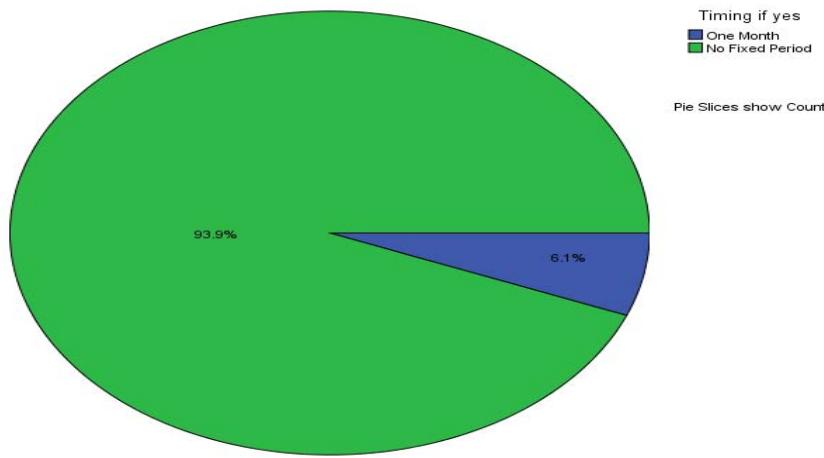
*(Source: Researcher's Field Study, 2020)*

Figure 5: Timing of Performance Appraisal in Ghana Education Service

Figure 5 depicts the analysis on the question of timing. 6.1% respondents said one month notice was given before the conduct of performance appraisal while 93.9% respondents said there was no fixed period for the conduct of performance appraisal in the Ghana Education Service.

In analysing the data, a very large percentage of the respondents said there was no fixed period for the conduct of performance appraisal in the Ghana Education Service. Others, however, said they were given one month notice before the conduct of performance appraisals. When a period is fixed for conducting performance appraisals in organisations, workers become aware of their responsibilities and commit themselves to their schedules.
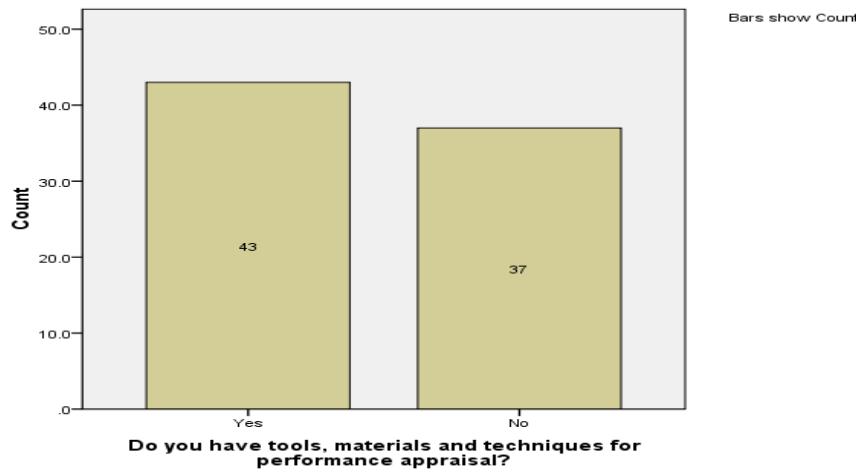
(Source: Researcher's Field Study, 2020)

Figure 6: Tools, materials and techniques for implementing performance appraisal

Figure 6 shows that 43 respondents said the GES have the tools, materials and techniques for conducting performance appraisal while 37 respondents said the GES did not have the tools, materials and techniques for conducting performance appraisal.

In analysing, most of the respondents said that the Ghana Education Service had the tools, materials and techniques for conducting performance appraisal.

Others also felt that the Ghana Education Service did not have the tools, materials and techniques for conducting performance appraisals. When there are enough tools and materials, it helps officers to conduct effective performance appraisal. Officers and supervisors who have the requisite techniques are able to conduct effective performance appraisals.

Table 2

Biases associated with the Performance Appraisal Process

		Frequency	Percent	Cumulative Percent
Valid	No Biases	29	36.2	36.2
	Favouritism	6	7.5	43.7
	It is difficult to measure quantitatively the amount of work done	4	5.0	48.7
	It sometimes leads to a situation where the strongest survive	1	1.3	50.0
	It tends to be discriminatory	4	5.0	55.0
	It tends to be mechanistic	2	2.5	57.5
	Personal affiliation to superiors by some section of subordinates	6	7.5	65.0
	Superiors are sometimes subjective in their appraisal of subordinates	1	1.3	66.3
	Superiors give some preferential treatment to some subordinates	6	7.5	73.8
	Superiors show some form of nepotism	5	6.2	80.0
	There is a halo effect	4	5.0	85.0

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	There is some form of leniency in cases where there is some relationship	5	6.2	91.2
	There is stereotyping	1	1.3	92.5
	Unfair treatment of some subordinates	6	7.5	100.0
	Total	80	100.0	

(Source: Researcher's Field Study, 2020)

Table 2 shows that 29 (36.2%) respondents said there were no biases associated with the performance appraisal process.

6 (7.5%) respondents said there was favouritism. 4 (5%) respondents said it was difficult to measure quantitatively the amount of work done. 1 (1.3%) respondent said it sometimes lead to situation where the strongest survive. 4 (5%) respondents said it tended to be discriminatory. 2 (2.5%) respondents said it tended to be mechanistic. 6 (7.5%) respondents said superiors had personal affiliation to a section of the subordinates. 1 (1.3%) respondents said superiors were sometimes subjective in their appraisal of subordinates. 6 (7.5%) respondents said superiors gave some preferential treatment to some subordinates. 5 (6.2%) said superiors show some form of nepotism. 4 (5%) respondents said there was a halo effect. 5 (6.2%) respondents said there was some form of leniency in cases where there was some relationship. 1 (1.3%) respondents said there was stereotyping. 6 (7.5%) respondents said there was unfair treatment of some subordinates.

In analysing the data, the study revealed that the highly rated biases associated with the performance appraisal process was favouritism, personal affiliation to superiors by some section of the subordinates, preferential treatment given to some subordinates by superiors, and unfair treatment of some subordinates. Superiors were not very objective in their assessment of appraisees. Derven (1990) have expressed doubts about the validity and reliability of the performance appraisal process and have even suggested that the process is so inherently flawed that it may be impossible to perfect it.

Another revelation was that superiors showed some form of nepotism and also were lenient in cases where there was some relationship between them and subordinates. They treated subordinates they knew or were related to in some special way. Singh (2007) have stated that interpersonal relationships can influence the evaluation and the decisions in the performance appraisal process.

Other biases that were associated with the performance appraisal process were that it was difficult to measure quantitatively the amount of work done, it tended to be discriminatory and also there was a halo effort. The appraisers did not have a clear cut policy or standard for measuring the process and also displayed acts of discrimination towards the subordinates. They also used the same criteria approach for different people irrespective of their individual efforts and differences. This is given by credence by Türk and Roolaht (2005) who argue that the need to prove oneself all the time can cause burnout and also increases the possibility of being trapped by numerous tasks; and there is a Social Darwinism, that is only the strongest will survive.
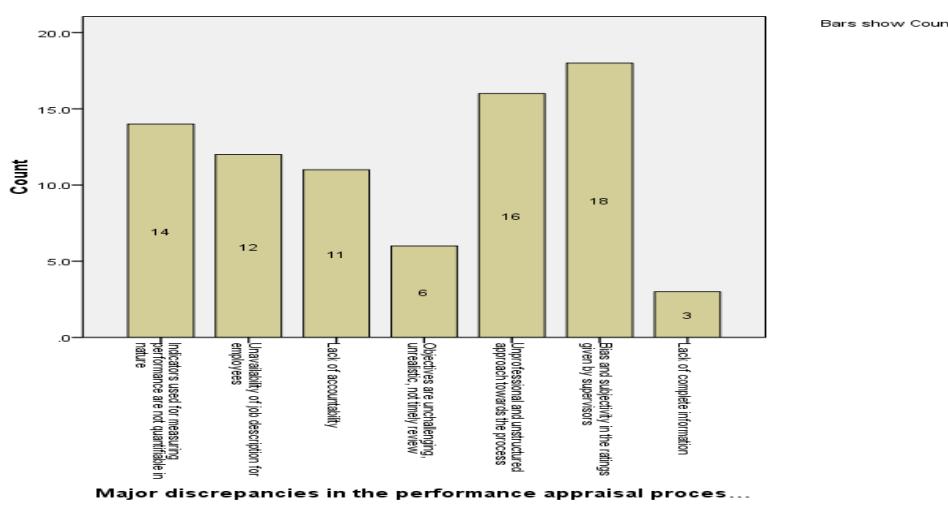

(Source: Researcher's Field Study, 2020)

Figure 7: Major Discrepancies in the Performance Appraisal Process in the GES

Figure 7 shows that 14 respondents said the indicators used for measuring performance were not quantifiable in nature. 12 respondents said there was unavailability of job description for employees. 11 respondents said there was lack of accountability. 6 respondents said the objectives were unchallenging, unrealistic and timely reviewed. 16 respondents said the approach towards the process was unprofessional and unstructured approach. 18 respondents said there was bias and subjectivity in the ratings given by superiors. 3 respondents said there was lack of complete information.

In analysing the data, the study revealed that the major discrepancy in the performance appraisal process in the GES was bias and subjectivity in the ratings given by supervisors. Supervisors displayed certain acts of bias towards some of the appraisers and were very subjective in the ratings they gave to appraisers.

Another revelation was that there was an unprofessional and unstructured approach towards the process. The performance appraisal process was not structured in any professional manner. It was done haphazardly in a manner that was convenient to appraisers.

The study also revealed that the indicators used for measuring performance were not quantifiable in nature and thus appraisers were very subjective in their ratings. Unavailability of job description for employees was also mentioned as one of the major discrepancies in the performance appraisal process in GES. The GES did not have a clear cut policy on the job description for their works and thus workers especially teachers were made to teach without any job description.

Lack of accountability was also mentioned as one of the major discrepancies in the performance appraisal process. Superiors did not take into account the strategic objectives of the organisation. It was viewed as a ritual event where managers evaluate employees' performance that rarely had close links to the overall mission and program of the GES.

Another discrepancy that was mentioned by the respondents was that the objectives set by the GES were unchallenging, unrealistically and not timely reviewed. The objective set by the GES did not challenge the workers in any high manner and were not reviewed timeously. They even conducted performance appraisal as and when it was necessary to do so.
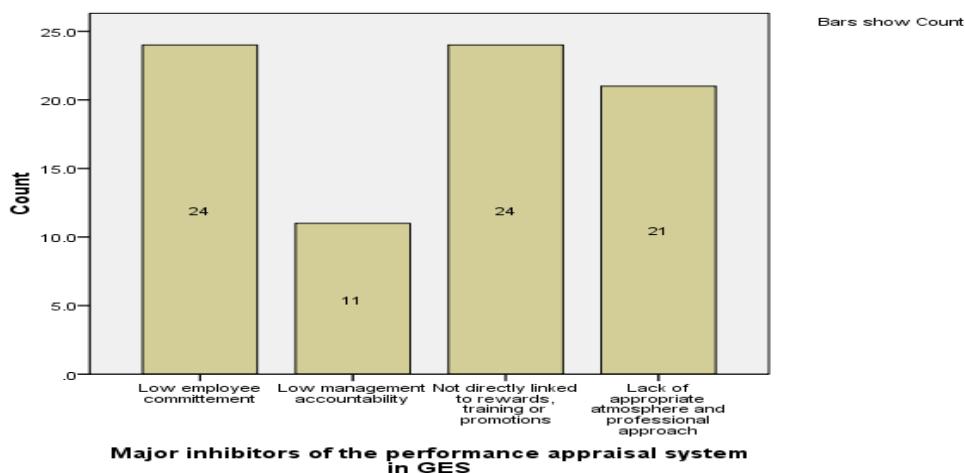
(Source: Researcher's Field Study, 2020)

Figure 8: Major inhibitors of the performance appraisal system at the Ghana Education Service

Figure 8 shows that 24 respondents said one of the major inhibitors of the performance appraisal system in the Ghana Education Service was low employee commitment. An equal number of 24 respondents also said that one of the major inhibitors of the performance appraisal was that it was not directly linked to rewards, training or promotions. 21 respondents said lack of appropriate atmosphere and professional approach was also a major inhibitor of performance appraisal system in the Ghana Education Service. 11 said low management accountability was one of the major inhibitors of the performance appraisal system in Ghana Education Service.

In analysing the data, most of the respondents felt the major inhibitor of the performance appraisal was low employee commitment and lack of appropriate atmosphere and professional approach. When there is low employee commitment and lack of appropriate atmosphere and professional approach to issues of appraisal, workers tend to view the appraisal process with disdain and contribute less significantly towards it.
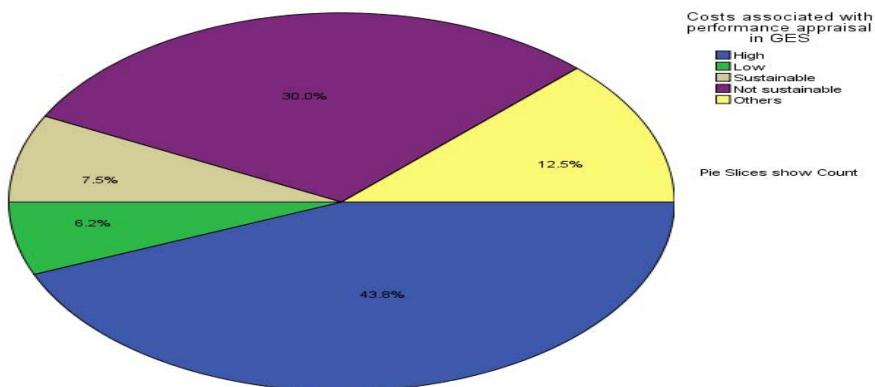
(Source: Researcher's Field Study, 2008)

Figure 9: Costs associated with performance appraisal

Figure 9 shows that 43.8% said the cost associated performance appraisal in the Ghana Education Service was high while 6.2% said it was low. 7.5% said the cost associated with performance appraisal in the Ghana Education Service was sustainable while 30% said it was not sustainable. 12.5% mentioned other reasons.

In analysing the data, most of the respondents felt the cost associated with performance appraisal was high. The high cost associated with performance appraisal is a hindrance to the Ghana Education Service in conducting effective performance appraisals.
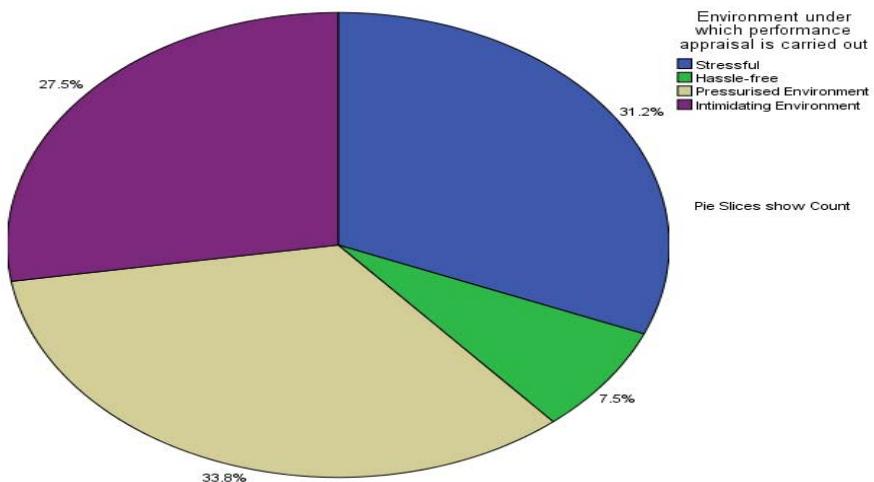
(Source: Researcher's Field Study, 2020)

Figure 10: Environment under which performance appraisal is carried out

Figure 10 shows that 33.8% of the respondents said performance appraisal was carried out pressurised environment. 31.2% said performance appraisal was carried out under stressful environment. 27.5% said performance appraisal was carried out under intimidating environment. 7.5% said performance appraisal was carried out under hassle-free environment.

In analysing the data, the study revealed that performance appraisal was carried out in a pressurised environment. In most instances, staff were not given any notice of the appraisal meetings and even pressurised to fill and submit forms in relatively short period of time.

Another section of the respondents mentioned that performance appraisal was conducted in a stressful environment. Performance appraisal was conducted in an environment where the managers dwelt on negatives and always pay particular attention to the weak points of the appraisees.

Others also said performance appraisal was carried out in an intimidating environment where the managers wanted to show subordinates that they were more superior to them. A small number of the respondents felt that performance appraisal was conducted in a hassle-free environment. Managers viewed the appraisal process in a much more favourable light and engaged subordinates in a two-way communication.
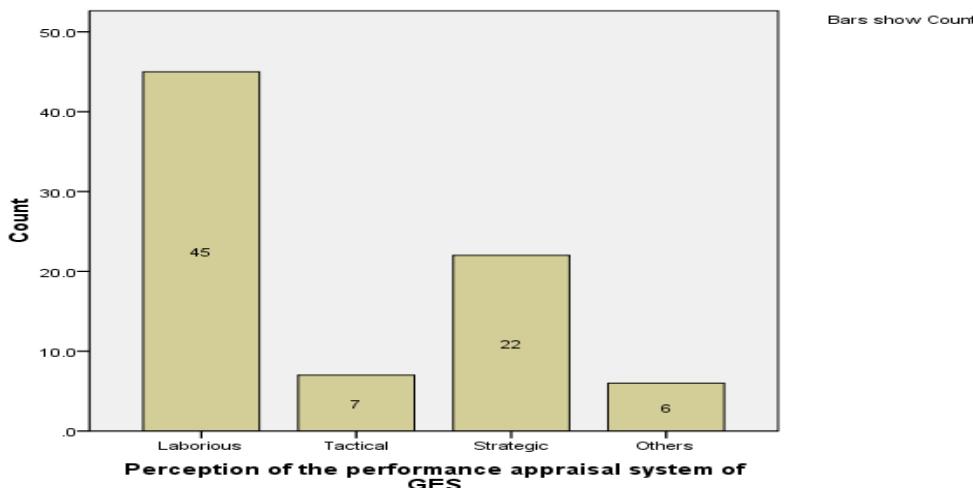
Figure 11: Perception of Staff about Performance Appraisal in the Ghana Education Service

Figure 11 shows that 45 respondents said performance appraisal in the Ghana Education Service was laborious. 7 respondents perceived the performance appraisal system was tactile while 22 respondents perceived the system to be strategic.

In analysing the data, the study revealed that performance appraisal system was laborious. Appraisers and appraisees expended a lot of time and effort towards the appraisal system in the Ghana Education Service.

IV. Conclusion

a) Findings of the Study

i. Benefits and Purpose of Performance Appraisal

The research work examined the benefits and purpose of the performance appraisal and came out with several of these. Furthermore, the study described the extent to which an effective performance appraisal could be implemented and also the obstacles or challenges that were likely to be encountered in implementing and managing performance systems.

The need for this study was therefore imperative, primarily to assess the performance appraisal systems of the Ghana Education Service. Performance appraisal systems existed in the service but were not mostly linked to wage and salary administration, promotions and incentives as means of influencing performance. Performance appraisal was based on staff interviews and filling of statutory forms on an as and when it was necessary basis. The use of existing performance appraisal systems for determining skill gaps and training needs seemed less important to managers of the service. Feedback especially individualised feedback to staff on performance appraisals was almost absent in the Ghana Education Service. Staff meetings were however organised and seemed to cover broader welfare and institutional issues rather than direct performance of appraisees.

b) Recommendation

The following recommendations are suggested.

c) Policy on Performance Appraisal

The Ghana Education Service did not have a clear cut policy on the conduct of performance appraisal.

It is recommended that there should be a clear cut policy on the conduct of performance appraisal in the GES. Performance appraisal should be aligned with the GES mission and organisational culture. Performance appraisal schemes should take into account the strategic objectives of the organisation. There should be proper education on the intents and purposes of the performance appraisal systems. Adequate notice should be communicated to all interested parties before the process is undertaken.

d) Time for conducting Performance Appraisal

The Ghana Education Service did not have definite time for conducting performance appraisal.

It is recommended that performance appraisals should be made an informal and ongoing activity. Performance appraisal should not be done on an adhoc basis. Managers/officers can increase their appraisal effectiveness by scheduling periodic, informal appraisals with their subordinates on a regular basis. These mini-appraisals will encourage honest communication, give managers/officers an opportunity to monitor employee progress, provide the employee with an ongoing source of feedback, and help address minor problems before they build or snowball.

e) Environment for Performance Appraisal

Performance appraisal was conducted in a non-friendly and non-intimidating and pressurised environment.

It is recommended that performance appraisal should be conducted in a friendly and non-intimidating environment. The environment should be welcoming for

both appraisees and appraisers to give their maximum best to the exercise. Performance appraisal should be done in an objective manner. Performance should be measured by using a combination of quantitative and qualitative measures to capture the complexity of the process. The process of assigning ratings should help minimise subjective aspects. It should not lead to a situation where the strongest survive and there should not be a halo effect.

f) Feedback

Appraisees were not given immediate and relevant feedback on their performance.

It is recommended that appraisees should be given feedback on their performance. Meaningful and accurate evaluation and feedback would help appraisees determine their strengths and weaknesses and take the necessary actions to improve their performance. There should be good communication and information dissemination to appraisees and there should be honest and accurate reporting with individual accountability for end results.

g) Training, Promotions and Financial Rewards

Training, promotions and financial rewards are not directly linked to the results of performance appraisal.

It is recommended that training, transfers, lay-offs, promotions and demotions, should be directly linked to the results of the performance appraisal process as it reveals the strengths and weaknesses of employees. Employee appraisal data should be used for determining any increases in wages and salaries for employees. It should help to diagnose the training and development needs of employees. It should be used for the correct purposes and help to identify the gaps in desired and actual performance and its causes.

h) Funds, Materials and Equipment

The Ghana Education Service did not have much funds, materials and equipment to conduct performance appraisal.

It is recommended that there should be enough funds, tools, materials and equipment to undertake an effective performance appraisal. The Ghana Education Service should provide all the necessary logistical support to help undertake successful appraisals in the service.

i) Skill Training for Managers or Appraisers

The appraisers lacked the training to conduct effective performance appraisal.

It is recommended that there should be appraisal skill training for managers or appraisers to enable them develop specific appraisal skills and confidence that can enable them to effectively evaluate others.

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Organisational Learning and Competitive Advantage of Media Broadcasting Organisation in Rivers State

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Abstract- The relationship between organisational learning and competitive advantage of media broadcasting organisations in Rivers State was the focus of this study. We used survey research design and the research instrument used was questionnaire. The study population was made up of three media organisations staff in Rivers State. The population was 1405 staff and using Krejcie and Morgan sample size determining table was used in determining our sample size and we had 302 staff as sample size. Random sampling method was used in administering the questionnaire on our respondents and Pearson Product Moment Correlation was the tool applied in testing the hypotheses. It was revealed in the findings that there exist relationship amongst organisational learning and competitive benefit of media broadcasting organisations in Rivers State.

Keywords: organisation, differentiation, organisational learning, competitive advantage, cost leadership, managerial commitment, participative decision making, knowledge transfer.

GJMBR-A Classification: JEL Code: M10

ORGANISATIONALLEARNINGANDCOMPETITIVEADVANTAGEOFMEDIABROADCASTINGORGANISATIONINRIVERSSTATE

Strictly as per the compliance and regulations of:

Organisational Learning and Competitive Advantage of Media Broadcasting Organisation in Rivers State

Ikoro, Ngozichukwu [α] & Amah, Edwinah [σ]

Abstract- The relationship between organisational learning and competitive advantage of media broadcasting organisations in Rivers State was the focus of this study. We used survey research design and the research instrument used was questionnaire. The study population was made up of three media organisations staff in Rivers State. The population was 1405 staff and using Krejcie and Morgan sample size determining table was used in determining our sample size and we had 302 staff as sample size. Random sampling method was used in administering the questionnaire on our respondents and Pearson Product Moment Correlation was the tool applied in testing the hypotheses. It was revealed in the findings that there exist relationship amongst organisational learning and competitive benefit of media broadcasting organisations in Rivers State. It was, however, recommended that media broadcasting organisations in Rivers State should media broadcasting organisation should strive to intensify organisational learning among its workforce as a apparatus for competitive benefit so as to enjoy the full benefit raised in resource-based theory.

Keywords: *organisation, differentiation, organisational learning, competitive advantage, cost leadership, managerial commitment, participative decision making, knowledge transfer.*

I. Introduction

Only organisation that can overcome ambiguous, volatile, complex and uncertain environment that can enjoy perpetuity in business (Sule & Onuoha, 2020). In the course of overcoming such business environment, many practices come into play among organisations and one such survival solutions practiced by organisations include competitive advantage tactics. Gilaninia, Ganjinia and Karimi (2013) discoursed that "organisations have been forced to constantly seek the best solutions and practices to adapt to their environment and thus gain a competitive advantage".

Competitive advantage is the solitary aim to gain from corporate strategy (Onuoha, 2016). Competitive advantage was described by Porter in Gilaninia, Ganjinia and Karimi (2013) as tactics that are embraced by organisations to overtake other participants in the trade and Onuoha (2016) said that

building competitive advantage entails four approaches which are being the industry's low-cost provider (cost leadership); outsmarting competitors using differentiating features (differentiation); creating a niche in the marketplace that the organisation will concentrate on (focus); and growth of a specific resource and/or expertise which might be a strength that competitors might not be easy to imitate and/or overtake. View of Porter as expressed in Gilaninia, et al. (2013) emphasized three types of public strategies (generic strategies) applied to overtake competitors and they were listed as focus differentiation, and cost leadership.

The fourth strategy as given by Onuoha (2016) is similarto organisational learning because of the way it was described by Gilaninia. Ganjunia and Karimi (2013) that "it strengthen the company's ability to identify opportunities and looking for new investments and to achieve continuous alignment with the environment". Efforts of organisational learning, therefore, are not just an option but an essential necessity needed by organisations around the world Makabila, et al. (2017). Organisational learning help in achieving relationship marketing, organisational performance, supply chain process strategy in things like innovation, service quality as well as results and human resources performance Makabila, et al. (2017). Also, in Makabila, et al. (2017), Sanz-Valle, Naranjo-Valencia and Perez-Caballero (2011) see organisational learning as a veritable tool for achieving supportable competitive advantage and the source to increasing the organisation performance.

The theory of resource-based is of essence here because "organisational learning is a unique resource that is critical in today's dynamic and discontinuous environment of change and a crucial determinant of competitive advantage" Makabila, et al. (2017) quoting Garvin, Edmoudson and Gino (2008).

Many scholars had done series of enquiry on organisational learning and competitive advantage and had confirmed existence of relationship between the variables. Even, Farrukh and Waheed (2015) did their own on learning organisation where organisational learning is a fundamental part of and confirm also that there exists relationship. But searching through, none had really considered examining the association of these variables in conjunction to media broadcasting organisation. That now forms the foundation for this

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study so as to establish if relationship exist between organisational learning and competitive advantage of media broadcasting organisations in Rivers State.

II. Aim and Objectives

Ascertaining the relationship amongst organisational learning cum competitive advantage as it happened in media broadcasting organisations in Rivers State was this study aim. For easy and strong inference from study, we looked at the listed objectives:

- Determining the relationship amongst knowledge transfer and differentiation of media broadcasting organisations in Rivers State.
- Examining the relationship amongst knowledge transfer and cost leadership of media broadcasting organisations in Rivers State.
- Evaluating the relationship amongst managerial commitment and differentiation of media broadcasting organisations in River State.
- Ascertaining the relationship amongst managerial commitment and cost leadership of media broadcasting organisations in Rivers State.
- Finding out the relationship amongst participative decision makingand differentiation of media broadcasting organisations in Rivers State.
- Determining the relationship amongst participative decision making and cost leadership of media broadcasting organisations in Rivers State.

III. Research Questions

- What is the relationship amongst knowledge transfer and differentiation of media broadcasting organisations in Rivers State?
- What is the relationship amongst knowledge transfer and cost leadership of media broadcasting organisations in Rivers State?
- What is the relationship amongst managerial commitment and differentiation of media broadcasting organisations in River State?
- What is the relationship amongst managerial commitment and cost leadership of media broadcasting organisations in Rivers State?
- What is the relationship amongst participative decision making and differentiation of media broadcasting organisations in Rivers State?
- What is the relationship amongst participative decision making and cost leadership of media broadcasting organisations in Rivers State?

IV. Research Hypotheses

- There is no relationship amongst knowledge transfer and differentiation of media broadcasting organisations in Rivers State.
- There is no relationship amongst knowledge transfer and cost leadership of media broadcasting organisations in Rivers State.

- There is no relationship amongst managerial commitment and differentiation of media broadcasting organisations in River State.
- There is no relationship amongst managerial commitment and cost leadership of media broadcasting organisations in Rivers State.
- There is no relationship amongst participative decision making and differentiation of media broadcasting organisations in Rivers State.
- There is no relationship amongst participative decision making and cost leadership of media broadcasting organisations in Rivers State.

V. Literature Review

a) Concept of Organisational Learning

Different scholars had described organisational learning differently to cover wide research sphere. Organisational learning was explicitly defined by Guta (2013) as "the development of new knowledge or insights that have the potentials to influence behaviour". A particular concept that keeps re-appearing whenever organisational learning was being discussed is organisational memory. Stain 1995 in Guta (2013) described organisational memory as "the means by which knowledge from the past is brought to bear on present activities, thus resulting in higher or lower levels of organisational effectiveness".

Organisational learning can be a basis of competitive advantage. Appelbaum and Gallagher, 2000; Curado, 2006; Saru, 2007 as quoted in Kamya, Ntayi and Ahiauzu (2011) opined that organisational learning as a vital resource of the firm is understood to be fostering competitive advantage according to scholars.

b) Knowledge Transfer

Knowledge was reflected to be a cherished property to organisations according to Swami ivekanada. Knowledge is one treasured resources with which an organisation can contend with other participants in the trade once the organisation possesses the knowledge or rather have a dominant of it. Sincerely speaking, organisation cannot exist without human beings, that is, human beings makes up the company as such the knowledge resides within each worker and thus, become competitive advantage of the organisation. With labour turnover, employees move with their understanding from one job to another organisation. Organisations can, therefore, benefit from such understanding is via knowledge sharing, knowledge transfer and knowledge integration.

Knowledge transfer could be explicit and tacit knowledge transfer. Tacit knowledge comprises the following experience, thinking competence, commitment and deed. Organisations should, again, have the ability to absorb knowledge and perhaps, their workers with experience must be able to develop and alter their tacit

knowledge base such that will later transform into explicit knowledge. Then, organisations should be clever to domicile such understanding and knowledge even when such employee might have left with the organisation.

Tacit knowledge was described by Nonaka, Takeuchi & Umemoto (1996) as the experience knowledge that are physical and. Subjective. Tacit knowledge must be personal, context specific and known bya person. Tacit Knowledge is also highly difficult to write down and communicate and also experiential. Sharing of tacit knowledge requires learning and it could not be codified easily but it could be transmitted through experience sharing and training; and in conclusion, it is all around "know-who""know-why","know-what" and "know-how".

Explicit knowledge according to *Wikipedia* was describes as readily articulated, codified, stored and accessed knowledge which can easily be transmitted to others. Many explicit forms of knowledge could be stored in some form of media. Often explicit knowledge complements tacit knowledge. Explicit knowledge is usually forms seen in data/information, documents, records and files. Explicit knowledge of rationality and trends to be metaphysical and objective, often relates to past events and objects 'there and then', oriented towards a context free theory Nonaka, Takeuchi & Umemoto (1996).Characteristics of explicit knowledge include context independent, more formal, easily shared, reproducible and could be codified, documented, transformed and conveyed in systematic way.

c) Managerial Commitment

For every organisation to have effective and efficient organisation learning there is need for adequate managerial commitment. Managerial commitment could be describes as high level of loyalty in all ramifications to organisation by managers/employees. The loyalty arena includes behaviour, action, attitude, thinking and so on. Many scholars had described commitment in different ways as such Mowday, et al. (1982) as cited in Lamsa and Savolalnen (2000) said that there is yet to be any agreement on what exactly commitment is. For instance, Meyer and Allen (1997) as quoted in Lamsa and Savolalnen (2000) said that commitment is the psychological condition of an employee as he/she interacts with the organisation. This psychological state affects the employee's continuous membership decision. Gbemaw (1991) as quoted in Lamsa and Savolalnen (2000) said commitment is simply "the persistence of strategies".

Commitment has three major element – normative, affective and continuance. Commitment is continuance if it has to do with the cost of leaving an organisation and such cost will arise when the cost of leaving an organisation increases, and the employee is in the knowing of incurring such cost. Commitment can also be affective if there is emotional attachment, involvement and identification through an organisation and such commitment is compelling the worker to stay with the organisation by accepting goals and values of the organisation. Finally, commitment may be normative once an employee is adamant in remaining in the engagement of a firm because of such employee's belief that such is right morally. In Lamsa and Savolalnen (2000) commitment was summed up as a "psychological bond" amongst employees and organisation.

d) Participative Decision Making

Participative decision making was described by Probst (2005) as the level employees are permitte dand/or encourage employees' involvement in decision-making in the organisation. Many organisations involve their employees in the process of decision-making. It was emphasized by Abraham Maslow that workers need to have sense of belonging to their organisation as part ofthe needs hierarchy and relying on this, those at top management echelon of many organisations nowadays feel that the only leadership style that can take their organisation to the *'promised land'* is participative decision-making which is otherwise known as collective decision-making.

It is said, again, that the simple participative decision-making concept is all about power-sharing arrangements among individuals at workplace which makes hierarchical unequal Locke and Schweiger (1979). Participative decision-making, on the portion of the employers will normally result into quality decision-making and efficiency normally influenced by mixed layers in multiple and differential terms of information access, participation level, dimensions and processes in participative decision-making.

Management experts had, however, criticized participative decision-making that one crucial risk of participative decision-making is the desire by the organization to have inclusive participation which may not be genuine. A distinction was made between going through empty participation ritual as well as the process consequence of the preferred real power Arnstein (1969:216). The insinuation of this, is the participation without redistribution of power amounts to an empty and very frustrating process for the powerless within the organisation. Conceivable destructive results of participative decision-making as pointed out by Debruin, Parker & Fischh off (2007) could involve great costs, incompetence inefficiency, and indecisiveness.

VI. CONCEPT OF COST ADVANTAGE

Organisations in one industry always turn to be rivals among themselves just like women in polygamous relationship that perceive themselves as being in competition. Competition among organisations can be

domestic rivalry which is among organisations within the same country and foreign competition which happen between organisations in diverse nations (Onuoha, 2016). Organisations use high quality manpower, raw resources, and technological breakthroughs to contest in the business Onuoha (2016).

For instance, Guinness Nigeria PLC is using raw materials to outsmart their competitors. That is, the taste of Guinness Stout. Till tomorrow, other breweries in Nigeria find it difficult to acquire the actual raw material(s) Guinness Nigeria PLC is using to have the special taste of Guinness stout. Organisations, again, can use high quality manpower to build a niche such that other competitors will not be capable to replicate just as it can be seen in the theory of resource based. No wonder, Onuoha (2016) emphasized that "developing expertise and resource strengths which rival cannot easily imitate, overtake or defeat with their own capabilities." This presupposed that organisational learning could be used in achieving competitive advantage above participants in the business. For organisation to achieve competitive advantage Porter (1980) proposed the using one or two from what was described as generic strategies – focus, differentiation and cost leadership strategies. It has been established in many studies that focus recently on resource-based theory that competitive advantage is as a result of "…firm-specific resources and capabilities with characteristics of value, rareness, inimitability and non-substitutability" (Barner, 2007, 1991 as quoted in Kamya, Ntayi & Ahiauzu, 2011).

Generic strategies were defined by Porter from two perspectives – strategic scope and strategic strength. But this study will focus on the strategic strength perspective, that is, strength or core competency of the firm which in this study is leveraging on organisation learning to achieve efficiency looking at cost and product differentiation.

a) Differentiation

Differentiation strategy denotes uniqueness of product of a specifi corganisation. That is, there exist a specific feature and distinction in a firm's product that could not be seen and/or felt using competitor's product. In Mahfod, Ismaeel, Al-Haddad and Upadhyaya (2017), Dirisu, Iyiola and Ibidunni (2013) was said to have said that "differentiation strategy is about creating a unique business proposition, that adds value to the organisation and allows it to stand out among its rivals in terms of creating products and services with distinguishing features in response to customer's demands". This distinguishing feature makes the producing cost of such product high which is always shifted to customers but because the customers are enjoying the particular distinguishing feature(s), they do not always care about the high cost. Tanwar (2013)

opined that "differentiation is a viable strategy for earning above average returns in a specific business because the resulting brand loyalty lowers customers' sensitivity to price". A very good example is the Rolls Royce manufacturing company; this company produces cars to sell to few that the brand loyalty lowers their price sensitivity and the company is as well the main manufacturer of airplane engine. Subrahmanyam and Azad (2019) said that "differentiation involves distinguishing the service or a product provided by the company, making something that is observed to be unique in the market place".

Organisation adopting differentiation might want to find means of sharing experience and knowledge among its workforce because it is applicable in organisation learning to ensure much research and development exercises. Miller (1987) and Jermias (2008) as quoted in Valipour, Birjandi and Honarbakhah (2012) opined that organisation planning to have product differentiation should be ready to invest heavily in Research and Development (R&D) activities to push up the organisation's innovative capability and checkmate the organisation competitor's innovations. Biggadike (1979) as mentioned in Valipour, Birjandi and Honarbakhah (2012) emphasized that innovation requires the firm to be involved in risky activities and not yet crystalized products which could be easily achieved by experienced and well-informed workforce and, highly committed, too. Spencer a, Joinerb and Salmon (2009) as quoted in Mahfod, Ismaeel, Al-Haddad and Upadhyaya (2017) said that differentiation can be splitted into sub-strategy like differentiation by responsiveness of customer, by innovation of product, or by marketing and public perception management.

b) Cost Leadership

A Porter's generic strategies aimed at achieving efficiency at lower cost rate for larger market share under such organisation control. Tanwar (2013) described strategy of cost leadership as exploitation of every cost advantage sources in becoming the lowest cost manufacturer among the organisation's competitors. Valipour, Birjandi and Honarbakhsh (2012) said that strategy of cost leadership can successfully takes place effectively through workforce experience, production facilities investment and others. Valipour, Birjandi and Honarbakhsh (2012) went further to opined that any organisation pursuing strategy of cost leadership must "… refrain from incurring too many expenses…". Such expenses might include cost of formal training and development for the workforce but once it is the organisation culture to imbibe organisation learning, knowledge and experience transfer could be a better substitute. Tanwar (2013) submitted that cost leadership requires access to labour and other important materials.

The emphasis of strategy of cost leadership is efficiency by standardized products production in high volume, such organisation intends that economies of scale advantage cum experience curve effects like knowledge transfer, commitment and collective decision making will be taken advantage of Tanwar (2013).

The strategy of cost leadership is "the significant strategy to achieve its goals and reached the maximum outcome (Pulaj, et al., 2015 as cited in Subrahmanyam and Azad, 2019). One of the cardinal objectives of organisation learning is proficiency of the workforce through knowledge and experience transfer and cost leadership strategy was said by Subrahmanyam and Azad (2019) to be encouraging proficiency. "Cost leadership strategy procedures give points of interest by means of scale, proficiency and access to ease inputs" Subrahmanyam and Azad (2019).

c) Operational Framework

Figure 1: Operational Framework showing the relationship among organisational Learning and competitive advantage.

VII. Methodology

Survey research design method was used. Our population encompassed all the 22 media broadcasting organisations (11 radios and 11 televisions and other media broadcasting Organisations) in Rivers State be it private or public owned media broadcasting organisations. To obtain primary data, we selected two private owned radio and television; and one each of public owned radio and television media broadcasting organisation totaling six media broadcasting stations, all with the staff strength of 1405 staff and secondary data include journal articles, textbooks and related publications. The six media broadcasting organisations staff forms the population of the study. Krejcie and Morgan sampling determination table was used to get the sample size of 302 staff. Research instrument was administered on 302 staff of the two firms by using random sampling method. Pearson Product Moment Correlation (PPMC) was used to test the hypotheses.

VIII. Hypotheses Testing

a) Hypothesis One (H_O1) Testing

H_O1: There is no relationship between knowledge transfer and differentiation of media broadcasting organisations in Rivers State.

Table 1: Relationship between Knowledge Transfer and Differentiation

		Knowledge Transfer	Differentiation
Knowledge Transfer	Pearson Correlation (r)	1	.659**
	Sig. (2-tailed)		.000
	N	302	302
Differentiation	Pearson Correlation(r)	.659**	1
	Sig. (2-tailed)	.000	
	N	302	302
**. Correlation is significant at the 0.05 level (2-tailed) Coefficient of Correlation (r^2) = 0.43 Source: SPSS Output, (2020)			

Table 1– Knowledge Transfer and Differentiation: The data analysis result shows low relationship. The r = 0.659, showing positive medium correlation among the variables. The findings disclose medium relationship among the variables. The alternate hypothesis is hereby accepted and the null hypothesis rejected.

b) Hypothesis Two (H_O2) Testing

H_O2:   There is no relationship between knowledge transfer and cost leadership of media broadcasting organisations in Rivers State.

Table 2: Relationship between Knowledge Transfer and Cost Leadership

		Knowledge Transfer	Cost Leadership
Knowledge Transfer	Pearson Correlation(r)	1	.697**
	Sig. (2-tailed)		.000
	N	302	302
Cost Leadership	Pearson Correlation(r)	.697**	1
	Sig. (2-tailed)	.000	
	N	302	302

**. Correlation is significant at the 0.05 level (2-tailed).
Coefficient of Correlation (r^2) = 0.49   Source: SPSS Output, (2020)

Table 2 –Knowledge Transfer and Cost Leadership: The data analysis result shows medium relationship level. The r = 0.697, showing positive medium correlation between the variables. The findings expose medium relationship among the variables. The null hypothesis is hereby rejected and the alternate hypothesis accepted.

c) Hypothesis Three (H_O3) Testing

H_O3:   There is no relationship between managerial commitment and differentiation of media broadcasting organisations in Rivers State.

Table 3: Relationship between Managerial Commitment and Differentiation

		Managerial Commitment	Differentiation
Managerial Commitment	Pearson Correlation(r)	1	.689**
	Sig. (2-tailed)		.000
	N	302	302
Differentiation	Pearson Correlation(r)	.689**	1
	Sig. (2-tailed)	.000	
	N	302	302

**. Correlation is significant at the 0.05 level (2-tailed).
Coefficient of Correlation (r^2) = 0.48 Source: SPSS Output, (2020)

Table 3 –Managerial Commitment and Differentiation: The result of the data analysis shows medium relationship. The r = 0.689, showing medium relationship among the variables. The findings disclose medium correlation among the variables. The null hypothesis is hereby rejected and the alternate hypothesis accepted.

d) Hypothesis Four (H_O4) Testing

H_O4:   There is no relationship between managerial commitment and cost leadership of media broadcasting organisations in Rivers State.

Table 4: Relationship between Managerial Commitment and Cost Leadership

		Managerial Commitment	Cost Leadership
Managerial Commitment	Pearson Correlation(r)	1	.677**
	Sig. (2-tailed)		.000
	N	302	302
Cost Leadership	Pearson Correlation(r)	.677**	1
	Sig. (2-tailed)	.000	
	N	302	302

**. Correlation is significant at the 0.05 level (2-tailed).
Coefficient of Correlation (r^2) = 0.46Source: SPSS Output, (2020)

Table 4– Managerial Commitment and Cost Leadership: The result of the data analysis shows medium relationship. The r = 0.677, showing medium correlation among the variables. The findings reveal medium relationship between the variables. The null hypothesis is hereby rejected and the alternate hypothesis accepted.

e) Hypothesis Five (H_O5) Testing

H_O5: There is no relationship between participative decision making and differentiation of media broadcasting organisations in Rivers State.

Table 5: Relationship between Participative Decision Makingand Differentiation

		Participative Decision Making	Differentiation
Participative Decision Making	Pearson Correlation(r)	1	.693**
	Sig. (2-tailed)		.000
	N	302	302
Differentiation	Pearson Correlation(r)	.693**	1
	Sig. (2-tailed)	.000	
	N	302	302
**. Correlation is significant at the 0.05 level (2-tailed).			

Coefficient of Correlation (r2) = 0.48Source: SPSS Output, (2020)

Table 5 – Participative Decision Making and Differentiation: The result of the data analysis shows medium relationship. The r = 0.693, showing positive medium correlation between the variables. The findings reveal medium relationship between the variables. The null hypothesis is hereby rejected and the alternate hypothesis accepted.

f) Hypothesis Six (H_O6) Testing

H_O6: There is no relationship between participative decision making and cost leadership of media broadcasting organisations in Rivers State.

Table 6: Relationship between Participative Decision Making and Cost Leadership

		Participative Decision Making	Cost Leadership
Participative Decision Making	Pearson Correlation	1	.662**
	Sig. (2-tailed)		.000
	N	302	302
Cost Leadership	Pearson Correlation	.662**	1
	Sig. (2-tailed)	.000	
	N	302	302
		**. Correlation is significant at the 0.05 level (2-tailed).	
		Coefficient of Correlation (r²) = 0.44 Source: SPSS Output, (2017)	

Table 6 – Participative Decision Making and Cost Leadership: The result of the data analysis shows medium relationship. The r = 0.662, showing positive medium correlation amongst the variables. The findings disclose low relationship amongst the variables. The null hypothesis is hereby rejected and the alternate hypothesis accepted.

IX. Findings

a) Knowledge Transfer and Differentiation

The knowledge transfer and differentiation (Hypothesis One) analysis result shows medium relationship with r^2 = (43%), indicating that for an element of knowledge transfer, there is 43 percent increase in the differentiation level. This implies medium relationship among knowledge transfer and differentiation of media broadcasting staff. This shows that knowledge transfer accounted for43 percent of media broadcasting staff differentiation. This finding agrees with that of Biggadike (1979) as cited in Valipour, Birjandi and Honarbakhah (2012) emphasized that innovation (differentiation) requires the organisation to be involved in risky activities and not yet crystalized products which can be easily achieved by workforce that are transferring of knowledge and experience and highly committed, too.

b) Knowledge Transfer and Cost Leadership

The knowledge transfer and cost leadership (Hypothesis Two) analysis result shows existence of medium relationship among knowledge transfer and cost leadership. This is confirmed, given r^2 = 49%. The result revealed that 49% total disparity in knowledge transferac counted for cost leadership. This imply that for every growth in knowledge transfer, there is 49% corresponding increase in the level of cost leadership of media broadcasting organisations in Rivers State. This shows medium relationship among knowledge transferand cost leadership of media broadcasting organisations. This finding concur with that of Tanwar (2013) that said that the emphasis of cost leadership strategy is efficiency by producing standardized

products in high volume, such organisation intends that economies of scale advantage and experience curve effects like knowledge transfer, commitment and collective decision making will be taken advantage of.

c) Managerial Commitment and Differentiation

The managerial commitment and differentiation (Hypothesis Three) analysis result shows significant relationship amongst the variables. This shows medium correlation between the variables. The determination coefficient (r^2), however, displays that $r^2 = 48\%$. The implication is that managerial commitment will account for 48% of differentiation. This findings is in track with that of Biggadike (1979) as cited in Valipour, Birjandi and Honarbakhah (2012) emphasized that innovation (differentiation) requires the organisation involvement in risky activities and not yet crystalized products which could be easily achieved by highly committed workforce.

d) Managerial Commitment and Cost Leadership

From the correlation result among managerial commitment and cost leadership analysis (Hypothesis Four), there is indication of relationship among the variables. The r^2 is 46 percent indicating that medium relationship exists. The implication is that medium positive correlation exists amongst the variables. Managerial commitment accounted for cost leadership of media broadcasting organisation at the level of 46 percent. This finding is in agreement with the submission of Tanwar (2013) that the emphasis of cost leadership strategy is efficiency by producing standardized products in high volume, such organisation intends that economies of scale advantage and experience curve effects like knowledge transfer, commitment and collective decision making will be taken advantage of.

e) Participative Decision Making and Differentiation

The analysis of participative decision making and differentiation (Hypothesis Five) exposed that we have 48 percent level of relationship among participative decision making and differentiation of media broadcasting organisation with $r^2 = 48$ percent. The result indicated 48 percent rise in the motivating level of media broadcasting organisation accounting for by participative decision making. The analysis of the relationship among participative decision making and differentiation reveals medium relationship. This finding support the words of Biggadike (1979) as quoted in Valipour, Birjandi and Honarbakhah (2012) emphasized that innovation (differentiation) requires the organisation to get involved in risky activities and not yet crystalized products which could be easily achieved by workforce that are allowed to participate in decision making practice.

f) Participative Decision Making and Cost Leadership

The analysis of participative decision making and cost leadership (Hypothesis Six) displays that there exist positive relationship amongst participative decision making and cost leadership. With determination coefficient which display that $r^2 = 44$ percent. This analysis is indicating that participative decision making attributed for additional 44 percent growth in the cost leadership of media broadcasting organisations. The assertion of Tanwar (2013) that the emphasis of cost leadership strategy is efficiency by producing standardized products in high volume, such organisation intends that economies of scale advantage and experience curve effects like knowledge transfer, commitment and collective decision making will be taken advantage of.

X. Conclusion

With all the hypotheses testing revealing medium relationship, it can be resolved that there exist relationship between organisational learning dimensions (knowledge transfer, managerial commitment and participative decision making) and competitive advantage measures (cost leadership and differentiation) of media broadcasting organisations in Rivers State.

XI. Recommendations

The following are the recommendations, relying on the findings:
1. The media broadcasting organisations should be resource-based competitor over their opponents using organisational learning.
2. The management of media broadcasting organisations should encourage knowledge sharing via knowledge transfer, managerial commitment and participative decision making to attract differentiation and cost leadership in the industry.

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Moderating Role of Legal Framework on Transformational Leadership in Implementation of Digital Literacy Program in Kenya

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Abstract- The general objective of this study was to analyze the role of transformational leadership on the implementation of a national government multi-agency projectprogram in Kenya. The specific objectiveswereto examine the role of idealized influence andinspirational motivationand themoderating role of the legal framework on the implementation of digital literacy programs in Kenya. A descriptive and explorative research design was adopted as well asa positivism research philosophy. The target population of this study was 300 project managers in the program whereby Yamane's formula (1967) was employed to determine the sample size to 171 project managers. The study used stratified random sampling; data was collected by the use of primary and secondary data. Secondary data was obtained from published reports and primary data was obtained by the use of semi-structured questionnaires to collect data.

Keywords: literacy, idealized influence, inspirational motivation, legal framework.

GJMBR-A Classification: JEL Code: M19

MODERATINGROLEOFLEGALFRAMEWORKONTRANSFORMATIONALLEADERSHIPININPLEMENTATIONOFDIGITALLITERACYPROGRAMINKENYA

Strictly as per the compliance and regulations of:

Moderating Role of Legal Framework on Transformational Leadership in Implementation of Digital Literacy Program in Kenya

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Abstract- The general objective of this study was to analyze the role of transformational leadership on the implementation of a national government multi-agency projectprogram in Kenya. The specific objectiveswereto examine the role of idealized influence andinspirational motivationand themoderating role of the legal framework on the implementation of digital literacy programs in Kenya. A descriptive and explorative research design was adopted as well asa positivism research philosophy. The target population of this study was 300 project managers in the program whereby Yamane's formula (1967) was employed to determine the sample size to 171 project managers. The study used stratified random sampling; data was collected by the use of primary and secondary data. Secondary data was obtained from published reports and primary data was obtained by the use of semi-structured questionnaires to collect data. Statistical Package for Social Sciences (SPSS version 24) was used to analyze data. Inferential and descriptive statistics were deployed to analyze data. The hypotheses were tested at a 5% level of significance. The study found that there is a significant role of idealized influence on the implementation of a digital literacy program in Kenya. Also, there is a significant role of inspirational motivation on the implementation of a digital literacy program in Kenya. The study, therefore, recommends the need for leaders to adopt a more idealized influence form of leadership. There is also a need for a high level of support from team members who are more organized and detail-oriented so that they can help in maintaining transactional focus.

Keywords: literacy, idealized influence, inspirational motivation, legal framework.

I. Introduction

Leadership is a very important factor in an organization because it determines most of its success and failure. From the mid-1980s, visionary leadership emerged with its emphasis on follower commitment to the vision of the future (Sosik & Jung, 2018). Over the past two decades, visionary also knownas transformational leadership emerged as one of the most popular approaches tounderstanding leader effectiveness (Mitul & Kabir, 2019). Transformational leadership blueprint as therequired leadership in that, such leaders transform the norms and values of employees, whereby the leader motivates the workers to perform beyond their expectations (Nguyen et al., 2017). Here the leader focuses on the enhancement of followers' involvement with the goals ofthe organization leading to employeeengagement first to their jobs and then to their organizations in the long run (Zineldin, 2017).

Transformational leadership is an important subject in the fields of organizational behavior, strategic management, strategic human resource management, and management in general (Alrowwad, Obeidat & Aqqad, 2017). Whatever kind of leadership style one looks at, a leader's capability determines the ability of the management to initiate a collaborative effort among the team members. This was the basis for transformational leadership since a transformational leader gains people's trust and allows collaboration among team members. Organizations require transformational leaders of high moral standing and excellent performance to spearhead the goals and objectives of the institutions (Sahibzada, Kakakhel & Khan, 2016).

It could be said therefore that in the current hyper-competitive and globalized world, to achieve success in government projects and sustained relevance, leaders must adopt effective leadership styles that are responsive to the dynamic operating environment (Mitul & Kabir, 2019). According to Ayacko, K'Aol, and Linge (2017), re-conceptualizing professional learning in turbulent times, put forth a caution to those exercising leadership authorities through various styles. They assert that sustained effectiveness will largely hinge on continuous improvement and development. Even with the much-admired transformational style of leadership, in terms of its organization-wide gains. Public sector leaders must come up with strategies that can inspire workers to go beyond their stated job requirements (Teske & Schneider, 2016). Such strategies will create a high-performance oriented workforce, which is vital for the public sector and organizations to grow. Innovative strategies do harness human capabilities, talents, and uprightness in employees, which are vital leadership attributes (Ayacko, 2017). Alrowwad, Obeidat, and Aqqad (2017) posit that a transformational leader inspires and

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challenges subordinates to have a vision, mission, and to own the organization's goals. The leader does urge and inspires subordinates to be articulate in the execution of duties, while heorshe takes care of them in a very individualized manner.

II. Statement of the Problem

Kenya's public sector institutions have had problems related to the absence of transformational leadership and management inadequacies Ndisya and Juma (2016). Failure to understand, transformational leadership of projects is regarded as one of the factors which have led to underperformance of the projects being funded by the Kenyan government (Omondi, 2017; Kiarie & Wanyoike, 2016; Gitee, 2018; Muchelule, 2018). The Ministry of Education in 2013 started the Digital Literacy Program but failed to take off due to a shortage of funds to run the program. During 2013/2014 the Ministry received Ksh 24.5 Billion to cater to the four components of the project. In 2014 attempts to jump-start the program again did not succeed because of procurement hitches. At this point, an additional Ksh.17.5 billion was allocated for the project (Republic of Kenya, 2018).

In 2015, the government restructured the program to have it implemented by the Ministry of ICT through the ICT Authority on considering the high level of technology involved. Further, other agencies and departments such as Rural Electrification Authority, Kenya Power & Lighting, Kenya Institute of Curriculum Development, Treasury, The Attorney General's office, parents' association (PTA), the universities, Teachers Service Commission, Kenya National Union of Teachers among others all came together to support and implement this program. After this restructuring, the government was able to implement the program. The program is considered one of the Kenya government flagship projects among others in their National ICT Master Plan (Republic of Kenya, 2018).

Otieno and Moronge (2017) on the drivers of effective implementation of inter-agency government projects in Kenya: the case of Kenya Coastal development project and concluded that the implementing agencies should adopt best practices in financial planning & management and project leadership from the agencies to focus on the project team. However, the study only focused on the drivers of effective implementation. Owuor (2018) on the effects of transformational leadership style on organizational performance in Kenya: a case study of Kenya Breweries Limited concluded that all the four elements idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of transformational leadership affected the overall performance of the organization. However, the study was based on organizational performance and did not address the issue of implementation of the national government multi-agency project program.Following the above studies that differ in contexts, it is evidentthat none of the studies has addressed the role of transformational leadership on the implementation of multi-agency government projects in Kenya which is a research gap this study proposed to establish.

III. Research Objectives

a) General Objectives

The general objective of this study was to analyze the role of transformational leadership in the implementation of a *digital literacy program in Kenya*.

b) Specific Objectives

The study was guided by the following objectives;
a. To examine the role of idealized influence on the implementation ofa digital literacy program in Kenya.
b. To establish the role of inspirational motivation on the implementation of a digital literacy programin Kenya.
c. To examine the moderating role of the legal framework on the relationship between transformation leadership and implementation ofa digital literacy programin Kenya.

IV. Literature Review

a) Transformational Leadership Theory

James McGregor Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation." Transformational leadership theory is a prominent representative of the new theories that have occupied center stage in leadership research in the last two decades (Yusuf, 1998). Yusuf (1998) established the concept of transformational leadership and emphasized that transformational leaders inspired groups to work towards achieving the common goals to attain a higher level of self-actualization desired instead of self-interest by instilling a clear mission and vision and building up trust and confidence among them.

Bass (1999) further developed and enhanced Burns' leadership theory by putting more focus on the followers' needs as opposed to the leaders' needs. Bass (1999) interpretation of transactional and transformational leadership suggested the theory of transformational leadership. Bass (1999) observed that an effective leader who possesses transformational attributes and abilities was able to transform his or her firm to greater heights to a position of achieving greater performance. Burns' theory of transformational leadership focuses to a greater extent on social reform by the moral elevation of followers' values and needs.

Bass focuses on attaining practical organizational objectives (Mahsud, Yukl & Prussia, 2010).

Transformational leadership theory describes how effective leaders inspire and transform followers by appealing to their ideals and emotions, whereby, transformational leaders make followers more aware of the importance and value of their work, thereby inducing them to transcend self-interest for the sake of the organization. The leaders develop follower skills and confidence to prepare them to assume more responsibilities and as a result, followers trust the leader and are motivated to do more than originally expected (Veale, Worthen & McKay, 2017).

b) The Contingency Theory of leadership

The Contingency theory of leadership was developed by Fred Fiedler in 1958 during his research on leader effectiveness in group situations (Fiedler, 1964). Fiedler believed that one's effectiveness to lead depended on their control of the situation and the style of leadership (Shamir& Howell, 2018). The leader's effectiveness is contingent on the leader's style matching the situation, not adapting to. This theory assumes that styles are fixed and that they cannot be adapted or modified (Gupta, 2009). A leader is most effective when his or her attributes and style of leadership is matched with the situation and environment around them. The Contingency theory is not concerned with having the leader adapt to a situation, rather the goal is to match the leader's style with a compatible situation (Gupta, 2009).

Contingency theory supports transformational leadership since the leader relies on building relationships between themselves and followers. The Contingency Theory can be used to create leadership profiles for organizations, in which certain styles can be matched with situations that have proven to be successful (Kuhnert & Lewis, 2017). Companies can know what type of person would fit in each position of the organization whenever there is an opening. This theory also helps to reduce what is expected from leaders and instead emphasizes finding a match to the situation (Gupta, 2009).The theory helped in establishing the role of inspirational motivation on the implementation of multi-agency government projects in Kenya since it tries to predict and consider which style is best in which circumstance for a leader.

Conceptual Framework

Independent Variable   Moderating Variable   Dependent
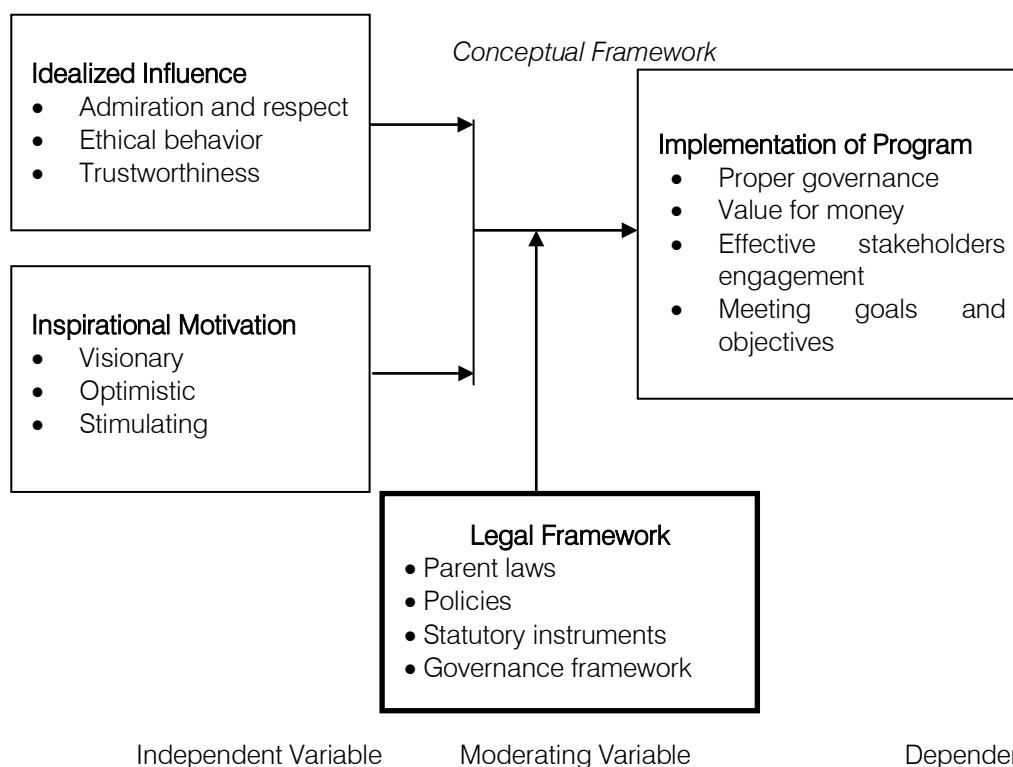
Figure 1: Conceptual Framework

c) Empirical Review

   i. *Idealized Influence*

The first-dimension idealized influence refers to leader actions that make group values and goals salient. The leader promotes cooperation and teamwork by instilling in followers a desire to work towards common goals (Saboe et al., 2015). The leader does this by articulating a group vision and fostering acceptance of group goals. Emphasizing group goals is important as it elevates follower values and goals from self-interest to social interest and thus cultivates group cohesion. The

leader demonstrates high ethical norms and becomes a role model for the subordinates (Bono & Judge, 2014).

In this element of transformational leadership, the leaders behave in ways that lead to them being role models for their followers. The leader, therefore, turns out to be admired, respected, and trusted by the followers who in turn want to emulate the leader. The followers also acknowledge extraordinary capabilities, persistence, and determination in their leader and the leader is willing to take risks to achieve organizational or personal goals but adopts ethical and moral conduct while doing that (Kark, Van Dijk, & Vashdi, 2018). Idealized influence can be explained within the organization in the context of knowledge creation. The term idealized influence means simply being influential over ideals. At the highest level of morality, leaders and their employees may dedicate themselves to the best ideals. By far the most effective trait-driven leadership style is charismatic (Waweru-Gathii & K'Obonyo, 2018).

Whereby, charismatic leaders have a positive influence on their followers and can change the self-focus of employees from negative to a positive focus (Mendelson et al., 2019). The result is that subordinates become more involved with the vision of the leader and are willing to make more sacrifices for that vision leading to a commitment to their organizations and achievement of organizational goals. Through idealized Influence, the leader provides role modeling for high ethical behavior and instill pride in their follower thereby they gain respect and trust of such followers. It is this attribute of a leader that motivates employees to contribute their best at work leading to organizational performance (Bono & Judge, 2014). Once employees feel motivated to perform at their best, they feel confident and enjoy their stay within their organizations. These employees thus become more committed not only to their jobs but their organizations (engagement) which ultimately leads to organizational performance (Judge & Piccolo, 2014).

d) Inspirational Motivation

Inspirational motivation is related to idealized influence but while charisma is held to motivate individuals, inspirational motivation is about motivating employees within the entire organization (Ayacko, 2017). Transformational leaders displaying inspirational motivation encourage their followers to become part of the overall organizational culture and environment (Zineldin, 2017). Leaders with inspirational motivation challenge followers with high standards and provide meaning to their tasks. This might be achieved through motivational speeches and conversations and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. The followers are willing to invest more effort in their tasks, feel encouraged and optimistic about the future, and believe in their abilities (Oluseyi & Ayo, 2015).

Inspirational motivation arises from the use of both effective and communicative styles of influence. This behavior articulates the importance of leaders communicating high expectations to employees, inspiring and motivating them by providing meaning and challenge to the employees so that they can develop a shared vision in organizations (Owuor, 2018). Inspirational managers align individual and organizational objectives, thus making the achievement of organizational objectives an attractive means of achieving personal objectives (Gagne, 2018). Through the vision, the leader offers to the followers the opportunity to see meaning in their work. Followers are challenged with high standards and a leader encourages them to become part of the overall organizational culture and environment. Inspirational motivation might be achieved through motivational speeches and conversations by the leader and other public displays of optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork (Gagne, 2018).

Due to inspirational motivation, followers are willing to invest more effort in their tasks, feel encouraged and optimistic about the future, and believe in their abilities. In other words, the supervisor is optimistic and enthusiastic about the future. This leads to follower commitment to and contributions to their organizations. The idealized influence and inspirational motivation are strongly correlated and are sometimes combined to form a measure of Charisma (Mukwenda, 2017). Inspirational motivation makes use of behavior to motivate and inspire employees by offering a shared meaning and a challenge to the followers (Lewa et al., 2018).

The leader offers meaning and challenge that motivates and inspires the work of the employees. In this regard, the leader promotes team spirit, enthusiasm, and optimism in their followers by involving them in a positive vision of the future and by communicating high expectations that followers want to achieve (Ndisya & Juma, 2016). The alignment of individual needs with the needs of an organization is a fundamental strategy of inspirational motivation. Transformational leaders attempt to nurture the spirit of teamwork and commitment by clarifying the vision, mission, and strategic goals of the organization and creating a strong sense of determination among the employees (Martin, 2017).

e) Legal Framework

A legal framework encompasses the laws, regulations and policies that are put in place to govern an organization or an activity (Thai, 2009). According to Nteere (2012) government policy is the principle that is behind the actions taken up to help in digital project implementation. These actions are administrated in the form of laws, regulations and administrative practice.

Another definition of government policy provided by Pinto and Trailer (2014) provides that it is experimental or theoretical assumptions made on what is needed to solve a given issue or problem. The focus by governments to come up with public infrastructure projects and implement them to build trust and support from the citizens has also led to more policies being passed in this investment area.

Kerzner (2018) focused on projects that dealt with induced technology and noted that government sectors that focused on these projects relied on government policies to ensure that the projects were implemented within the provided guidelines and regulations. Although the policies provided do not make it a rule that the project recipients should be made part of the projects, the argument made by Kerzner (2018) is that the project should engage all the involved stakeholders to meet the project's post and pre-requirements. Governments come up with policies focusing on the implementation of infrastructure projects to improve economic development, pursue social objectives and improve on the existing societal challenges (Nyakundi, 2015). Policies are also provided in the implementation of projects to ensure that resources are equitably distributed from one section of the country to the other to ensure equitable growth (Kerzner, 2018). Kerzner (2018) maintains that this goal should be achieved at the minimum cost.

According to Ngundo (2018), effective policies that are focused on the performance of projects should emphasize the effectiveness of these projects and the implementation process should ensure the project meets the socio-economical, regulatory and institutional goals of the recipients and also please the proponents of the project. Besides, an effective policy should advocate for effective implementation that ensures that the project is implemented in line with the cost budgeted for. The resources should also be used efficiently and there should be equitable in the treating of stakeholders and the project managers should do away with prejudice and discrimination and if there are confidentialities to be protected, this should be adhered to (Ting, 2016).

Musyoki and Gakuu (2018) explain that policies are provided to support the successful implementation of the project and also ensure there is integrity in the project management processes. Further, such policies ensure that the decisions made related to the project are transparent and made according to the provided regulations and these decisions are made based on accurate data. Gatti (2012) points out that transparency is an important factor in public infrastructure projects as it leads to clarity and openness. Therefore, government policies hope to be the bridge that links the public infrastructure projects, budgeting, planning, and the achievement of its financial goals when the implementation process is underway. Osman and Kimutai (2019) noted that government policies played a crucial role in enhancing the implementation process of these projects concerning performance, structure, size, and conduct of the projects during the implementation phase.

f) *Implementation Project*

According to Silvius and Schipper (2015) implementation projects can be accessed via the analysis of three key indicators which are systemic, project benefits, and social development indicators. It is then from these indicators, that it is possible to establish the different factors that affect the implementation of a project. If the implementation is to be achieved, project teams ought to pay special attention to these three indicators especially during the planning phase of intended projects. Available technology, project process, organizational structure and culture influence the degree of implementation of projects (Kaimenyi & Wanyonyi, 2019). For a project outcome to exceed the target there is a need for oversight for policy and strategic guidance, coordination of project partners and key stakeholders, and implementation arrangements for delivering project services to beneficiaries. Project oversight mechanisms are included in institutional arrangements to provide policy and strategic guidance to ensure delivery of the project outcomes and achievement of the project objectives and goals (Kerzner, 2018).

Project oversight entities normally consist of stakeholders with a direct interest in the project. Their tasks include providing advice on work plans and budgets, monitoring the quality of the project as it develops, providing advice about changes to the project, including harmonization and alignment with government priorities and policies, regulatory environment and legislative changes (Meredith, Mantel & Shafer, 2017). The continuity of a project and the resulting benefits are of great interest to all stakeholders since a lot of resources are invested by the donors. Road construction is perhaps most prominently promoted as a means of bringing economic benefits or encouraging economic development (Van Asselt et al., 2015). The intention can be that economic benefits would flow from the road's use in unlocking new areas of land for development, or by reducing the distance traveled between places or by enabling time-saving for road users by reducing congestion. The quality of life and socio-economic conditions of living of people may get significantly affected by the speed and ease with which they can move and carry their goods (Kerzner, 2017).

According to Herington (2017) stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resource which affect them. When projects are successful continued participation of stakeholders is supposed to make the development

demand-driven and effective. Through continued participation, stakeholders feel ownership of projects and solutions; encourage transparency and accountability of the organizations offering service. Also, there will be better monitoring of project activities and the stakeholders will gain a better understanding of the strengths and weaknesses of their activities, identify the procedures of other projects that are beneficial and those that are obstructive and redundant. A truly participatory monitoring and evaluation process will, therefore, lead to both stakeholder empowerment and their ownership of other projects in the future (Meredith, Mantel & Shafer, 2017).

g) Research Methodology

The study employed a descriptive and explanatory research design. The positivism research philosophy was appropriate for this study based on the underlying assumptions of this paradigm relative to social constructivism.The target population was 300 project managers with the key mandate of governance of various digital literacy programs in the following institution KICD, TSC, KPLC, ICT Authority, and the Ministry of education. For the data collection, the appropriate sample size was computed to achieve the true proportion at a 95% confidence level. To calculate the sample size, the Yamane's formula (1967) was employed. The researcher took a random sample from each stratum proportionate to the population proportion to come up with 171 respondents.

The study utilized primary data collected in the form of questionnaires. A Pilot study that involved 15 employees from the 5 corporations was carried out which is 10% of the sample to check the suitability of the instruments to collect the required data. Content validity was employed to measure the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. Cronbach's alpha methodology, which is based on internal consistency, was used to test the reliability of the data. Cronbach's alpha, which is above the acceptable level of 0.70 which is acceptable reliability (Bryman & Bell, 2013).

Data collected was both quantitative and qualitative. The descriptive statistical tools helped the researcher to describe the data and determine the extent used. The analysis was done quantitatively and qualitatively by the use of descriptive statistics. These included frequency distributions, tables, percentages, mean and standard deviation. Besides, advanced statistical techniques (inferential statistics) were considered. Data analysis was done with the use of SPSS Version 24.0 for windows. This generated quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to summarize responses for further analysis and facilitate comparison.

A multiple regression model was used to assess the collective effect of four independent variables and the dependent variable.F-test was carried out in the study at a 95% confidence level. The significance of each independent variable was evaluated based on the value of the t-statistic and corresponding p-value in the regression output. The null hypothesis H_o: $B_2 = 0$ was rejected whenever the p-value was less than 5%.Qualitative data was analyzed through thematic analysis while multiple regression models were used to test the hypotheses.Correlation analysis determines the relationship between the dependent and independent variables.

h) Research Results

The study distributed 171 questionnaires but only 156 questionnaires were returned having been dully filled which translated to 91.2%. As Mugenda and Mugenda (2013) explained, a response rate of 50% and above is adequate for analysis and reporting, a response rate of 60% and above is adequate while that of 70% and above s excellent.

Descriptive Statistics
Idealized Influence

Table 1: Descriptive Statistics on Idealized Influence

	Mean	Std. Dev.
I always portray good ethical behaviour that can be admired by my project team	4.49	1.056
I always go beyond my self-interest for the good of the whole project team	4.43	.937
I always guide all the employees in my team on the importance of teamwork	4.41	1.034
I always make personal sacrifices for the benefit of the whole project team	4.40	.907
I always admire and respect all the employees and stakeholders involved in implementing any project	4.35	1.076
I always instill pride and like to be associated with my whole project team	4.32	.997
I always trust the employees involved in the implementation of any project work	4.14	.940
I always display a sense of power and confidence when passing instructions to my project team	3.37	.851

From the findings in Table 1, the respondents agreed that they always portray good ethical behaviour that can be admired by their project team as indicated by a mean value of 4.49 and standard deviation of 1.056; that they always go beyond their self-interest for the good of the whole project team as indicated by a mean value of 4.43, standard deviation .937; and that they always guide all the employees in their team on the importance of teamwork as shown by a mean value of 4.41, standard deviation 1.034. The findings also showed that they agreed that they always make personal sacrifices for the benefit of the whole project team as shown by a mean value of 4.40, standard deviation 0.907; that they always admire and respect all the employees and stakeholders involved in implementing any project as shown by a mean value of 4.35, standard deviation 1.076.

Also, they agreed that they always in still pride and like to be associated with my whole project team as shown by a mean value of 4.32, standard deviation 0.997; that they always trust the employees involved in the implementation of any project work as shown by a mean value of 4.14, standard deviation 0.940. The findings further showed that respondents had neutral opinions on the idea that they always display a sense of power and confidence when passing instructions to their project team as shown by a mean value of 3.37 and a standard deviation of 0.851.

These findings agree with those of Mendel son et al., (2019) that a charismatic leader has a positive influence and the result is that subordinates become more involved with the vision of the leader and are willing to make more sacrifices for that vision leading to a commitment to their organizations and achievement of organizational goals. Through idealized Influence, the leader provides role modeling for high ethical behavior and instill pride in their follower thereby they gain respect and trust of such followers. It also concurs with Bono and Judge (2014) that it is the attribute of a leader that motivates employees to contribute their best at work leading to organizational performance.

Inspirational Motivation

Table 2: Descriptive Statistics for Inspirational Motivation

	Mean	Std. Dev.
I am optimistic that the Digital Literacy Program will work	4.32	1.059
I always create an environment where employees can be passionate in their job	4.26	1.036
I always create an environment where employees can be imaginative in their job	4.25	.968
I always create an environment where employees can be creative in their job	4.24	.980
I always articulate a compelling vision for the future regarding all the projects to be undertaken	4.24	.991
I always motivate the employees in my team to enable them to perform their roles effectively	4.19	1.036
I always inspire the employees to be relevant and dynamic in whatever task they undertake	3.38	.868

The findings in Table 2 shows that the respondents agreed that they are optimistic that the Digital Literacy Program will work as indicated by a mean value of 4.32 and standard deviation of 1.059; that they always create an environment where employees can be passionate in their job as indicated by a mean value of 4.26, the standard deviation of 1.036. They also agreed that they always create an environment where employees can be imaginative in their job as shown by a mean value of 4.25, standard deviation of.968; and that they always create an environment where employees can be creative in their job as indicated by a mean value of 4.24, the standard deviation of 0.980.

The findings also show that the respondents agreed that they always articulate a compelling vision for the future regarding all the projects to be undertaken as shown by a mean value of 4.24 and a standard deviation of .991. They also agreed that they always motivate the employees in their team to enable them to perform their roles effectively as shown by a mean value of 4.19 and 1.036. Besides, respondents had moderate opinions that they always inspire the employees to be relevant and dynamic in whatever task they undertake as shown by a mean value of 3.38 and a standard deviation of .868.

The study findings agree with those of Mukwenda (2017) that the dimensions of inspirational motivation indicate that respondents have the enthusiasm to carry out tasks because the leader can arouse the aspirations of subordinates, and subordinates are also able to advance team spirit in all tasks at hand. Accordingly, they argue that inspirational motivation sets the basis for sharing knowledge, which is key to enhancing job autonomy and the general performance of the organization.

Legal Framework

Table 3: Descriptive Statistics for Legal Framework

	Mean	Std. Dev.
The ICT policy in place has ensured that the implementation of the Digital Literacy Program is effective	3.81	1.100
There are good regulations and administrative practice as to the operations and management of the Digital Literacy Program	3.62	.993
There is proper state legislation as to the operations and management of the Digital Literacy Program	3.59	1.053
The education policy in place has ensured that the implementation of the Digital Literacy Program is effective	3.49	1.044
The budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective	3.46	1.160
There is sufficient public participation in the implementation of the Digital Literacy Program is effective	3.33	1.012
All the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program is effective	3.29	1.230

Based on the findings presented in Table 3, the respondents agreed that the ICT policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.81 and a standard deviation of 1.100. They also agreed that there are good regulations and administrative practices as to the operations and management of the Digital Literacy Program as shown by a mean value of 3.62, and a standard deviation of 0.993. Respondents also concurred that there is proper state legislation as to the operations and management of the Digital Literacy Program as shown by a mean value of 3.59 and a standard deviation of 1.053.

The findings also show that the respondents had moderate opinions that the education policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.49 and a standard deviation of 1.044. They also explained that the budgeting policy in place has ensured that the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.46 and a standard deviation of 1.160. Besides, they moderately agreed that there is sufficient public participation in the implementation of the Digital Literacy Program is effective as shown by a mean value of 3.33 and a standard deviation of 1.012. Furthermore, they concurred that all the stakeholders are involved in implementing, monitoring, and evaluating the Digital Literacy Program are effective as shown by a mean value of 3.29 and a standard deviation of 1.230.

The study findings agree with those of Pinto and Trailer (2014) that the focus by governments to come up with public infrastructure projects and implement them to build trust and support from the citizens has also led to more policies being passed in this investment area. It also concurs with Kerzner (2018) that government sectors rely on government policies to ensure that the projects were implemented within the provided guidelines and regulations.

Implementation of Projects

Table 4: Descriptive Statistics for Implementation of Program

	Mean	Std. Dev.
The Digital Literacy Program has enhanced the quality of learning in schools	3.78	1.193
The Digital Literacy Program projects in various regions have been implemented in time	3.65	1.162
There has been continued stakeholder support as to the implementation of the Digital Literacy Program	3.60	1.185
The Digital Literacy Program has met the required government standards	3.55	1.097
There are proper risk mitigation controls to monitor the sustainability of the Digital Literacy Program	3.30	1.155
The target of the Digital Literacy Program has exceeded the expectations	3.24	1.090

Based on the findings in Table 4, the respondents agreed that the Digital Literacy Program has enhanced the quality of learning in schools as shown by a mean value of 3.78 and a standard deviation value of 1.193. They agreed that the Digital Literacy Program projects in various regions have been implemented in time as shown by a mean value of 3.65 and a standard deviation value of 1.162. Also, there has been continued stakeholder support as to the implementation of the Digital Literacy Program as shown by a mean value of 3.60 and a standard deviation value of 1.185.

Findings also show that respondents agreed that the Digital Literacy Program has met the required government standards as shown by a mean value of 3.55 and a standard deviation value of 1.097. Besides, respondents had moderate views on the idea that there are proper risk mitigation controls to monitor the

sustainability of the Digital Literacy Program as shown by a mean value of 3.30 and a standard deviation value of 1.155. They moderately agreed that the target of the Digital Literacy Program has exceeded the expectations as shown by a mean value of 3.24 and a standard deviation value of 1.090.

These study findings agree with Meredith, Mantel, and Shafer, (2017) that the continuity of a project and the resulting benefits are of great interest to all stakeholders since a lot of resources are invested by the donors. It also agrees with Herington (2017) that stakeholder participation is the process through which stakeholders influence and share control over development initiatives and the decision and resource which affect. When projects are successful continued participation of stakeholders is supposed to make the development demand-driven and effective.

Correlation Analysis

Table 5: Correlations

		Implementation of Program	Idealized Influence	Inspirational Motivation
Implementation of Program	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	156		
Idealized Influence	Pearson Correlation	.739**	1	
	Sig. (2-tailed)	.000		
	N	156	156	
Inspirational Motivation	Pearson Correlation	.815**	.243**	1
	Sig. (2-tailed)	.000	.000	
	N	156	156	156

The findings presented in Table 5shows that idealized influence has a strong positive relationship with the implementation of the program (r=0.739). The relationship was also found to be significant since the p-value (0.000) was less than the selected level of significance (0.05). The study also established that inspirational motivation had a strong positive relationship with the implementation of the program

Multiple Regression Analysis

(r=0.815). Since the p-value (0.00) was less than the selected level of significance (0.05) suggested that the relationship was significant. These findings, therefore, suggest that there is a strong relationship between the dependent and the independent variables. To further understand the nature of their relationship, the study computed regression analysis.

Model Summary

Table 6: Model Summary for Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833a	.694	.691	.82018
a. Predictors: (Constant), Individualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation				

From the findings in Table 6, the value of adjusted R square was 0.691 which suggests that 69.1% variation in the implementation of a digital literacy program can be explained by changes in idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework. The remaining 30.9% suggests that other factors can be attributed to variation in the implementation of a digital literacy program that was not discussed in this study. The correlation coefficient (R) shows the relationship strength between the study variables. From the findings, the variables were strongly and positively related as indicated r= 0.833.

Analysis of Variance

Table 7: ANOVA for Regression Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	40.330	4	10.083	14.988	.000[b]
	Residual	101.578	151	.673		
	Total	141.908	155			
a. Dependent Variable: Implementation of Program						
b. Predictors: (Constant), Indiv idualized Consideration, Idealized Influence, Intellectual Stimulation, Inspirational Motivation						

The results in Table 7 indicate that the model was significant since the p-value (0.000) was less than 0.05 thus the model is statistical significance in establishing the effects of idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and legal framework on the implementation of a digital literacy program in Kenya. Further, the F-calculated (14.988) was greater than the F-critical (2.432) suggesting the significance of the model [Note: the f-critical value is obtained from the f-distribution table].

Coefficients of Regression Analysis

Table 8: Coefficients for Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.362	0.135		10.089	0.000
	Idealized Influence	0.111	0.017	0.101	6.529	0.007
	Inspirational Motivation	0.405	0.079	0.38	5.127	0.015
a. Dependent Variable: Implementation of Program						

Hypothesis 1

The first research hypothesis of the study was: Ho_1: There is no significant role of idealized influence on the implementation of a digital literacy programin Kenya.

The findings established that idealized influence had a significant influence on the implementation of a digital literacy programin Kenya since the p-value obtained (0.007) was less than the selected level of significance (0.05). The finding further showed that the influence of idealized influence on the implementation of a digital literacy programwas positive (β=0.111). Since the p-value was less than the selected level of significance (0.05) we reject the null hypothesis and conclude that *there is a significant role of idealized influence on the implementation of a digital literacy program in Kenya*.

Hypothesis 2

The second research hypothesis was: Ho_2: There is no significant role of inspirational motivation on the implementation ofa digital literacy programin Kenya.

The findings established that inspirational motivation had a significant influence on the implementation of a digital literacy programin Kenya since the p-value obtained (0.015) was less than the selected level of significance (0.05). The finding further showed that the influence of inspirational motivation on the implementation of a digital literacy programwas positive (β=0.405). Since the p-value was less than the selected level of significance, we reject the null hypothesis and conclude that *there is a significant role of inspirational motivation on the implementation of a digital literacy program in Kenya*.

Moderating Effect Regression Analysis

Table 9: Coefficients for Moderating Effect Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	1.749	0.248		7.052	0.000
	Idealized Influence	0.289	0.076	1.177	3.803	0.012
	Inspirational Motivation	0.427	0.126	0.025	3.389	0.032
	X1M	0.373	0.116	1.927	3.216	0.026
	X2M	0.235	0.034	0.182	6.912	0.001
a. Dependent Variable: Implementation of Program						

Hypothesis Ho$_{3A}$

The hypothesis tested was that there is no significant moderating role of the legal framework on the relationship between Idealized Influence and the implementation of a digital literacy programin Kenya.

The findings showed that the Idealized Influence* legal framework had a significant influence on the implementation of a digital literacy programin Kenya (β=0.373, p=0.026). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis H$_{05A}$ *there is a significant moderating role of the legal framework on the relationship between Idealized Influence and the implementation of a digital literacy program in Kenya.*

Hypothesis Ho$_{3B}$

The hypothesis tested was that there is no significant moderating role of the legal framework on the relationship between Inspirational Motivation and the implementation of a digital literacy programin Kenya.

The findings showed that the Inspirational Motivation * legal framework had a significant influence on the implementation of a digital literacy programin Kenya (β=0.235, p=0.001). Since the p-value was less than the selected level of significance (0.05), the study rejected the null hypothesis and accepted the alternative. The study, therefore, accepted the alternative hypothesis H$_{03B}$ *there is a significant moderating role of the legal framework on the relationship between Inspirational Motivation and the implementation of a digital literacy program in Kenya.*

V. CONCLUSIONS

The first objective of the study was to examine the role of idealized influence on the implementation ofa digital literacy program in Kenya. The study established that idealized influence had a significant influence on the implementation of a digital literacy programin Kenya. The finding further showed that the influence of idealized influence on the implementation of a digital literacy programwas positive. These findings suggested that a unit increase in idealized influence would increase the implementation of a digital literacy program in Kenya. Based on the findings the study concluded that there is a significant role of idealized influence on the implementation of a digital literacy program in Kenya.

The second objective of the study was to establish the role of inspirational motivation on the implementation of a digital literacy program in Kenya. The study established that inspirational motivation had a significant influence on the implementation of a digital literacy programin Kenya. The study further established that the influence of inspirational motivation on the implementation of a digital literacy programwas positive.

This means that a unit increase in inspirational motivation would increase the implementation of a digital literacy program. Based on the findings, the study concluded that there is a significant role of inspirational motivation on the implementation of a digital literacy program in Kenya.

The final objective of the study was to examine the moderating role of the legal framework on the relationship between transformation leadership and implementation of a digital literacy program in Kenya. The study found that there was a significant moderating role of the legal framework on the relationship between Idealized Influence, Inspirational Motivation, and the implementation of a digital literacy program in Kenya. Based on these findings, the study generally concluded that there is a significant moderating role of the legal framework on the relationship between transformation leadership and the implementation of a digital literacy program in Kenya.

VI. RECOMMENDATIONS

The study found that inspirational motivation has a positive significant influence on the implementation ofa digital literacy program in Kenya. Therefore, there is a need for project leaders to practice the use of inspirational motivation more. This will allow them to use their charisma to challenge their teams with high standards and provide meaning to the task. To achieve this, they can use motivational speeches and conversations to display optimism and enthusiasm, highlighting positive outcomes, and stimulating teamwork. Also to avoid demotivation, there is a need to ensure there is clarity. Mostly, de-motivation arises when the next step in the project is unknown or the reason for doing something isn't clear. This has been dealt with by revisiting the project goals and values and making sure that if there is a shift in an aspect because of change in time, adjustments are made.

The study also established that Intellectual Stimulation positively and significantly influences the implementation ofdigital literacy program. The study thus recommends organization leaders to adopt this form of leadership There is a need to motivate staff through training where they get to boost their skills. They should also encourage their team members to approach problems from different perspectives; by doing so, the members become thinkers, and thus their involvement with project activities increases.

a) Suggestions for Further Studies

The main objective of this study was to analyze the role of transformational leadership in the implementation of a digital literacy program in Kenya. This study was limited to the digital literacy program; there is a need for other studies to be conducted among other government projects to facilitate the generalization

of research findings. Such projects could include the implementation of CBC (Competency-Based Curriculum). The study targeted only leaders of these projects; there is a need for a study to be conducted among all the parties involved in the implementation process including the staff members to get an in-depth understanding of the role of transformational leadership in the implementation process. Thre is a need to focus on other leadership styles, such as autocratic and democratic, that are used during the program implementation process.

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The Impact of Foreign Direct Investment and Official Development Assistance on Tax Burden: An Analytical Study on Jordan

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Abstract- The purpose of this study is to investigate the effect of foreign direct investment and official development assistance on tax burden in Jordan employing the Auto- Regressive Distributed Lags Bounds Testing (ARDL BT) co-integration approach to the data ranging from 1991 to 2018. The results indicated that there is a long-run relationship among variables. The results showed that there is a positive and statistically significant effect of the ratio of foreign direct investment to GDP (FDI) on tax burden (TB) in the long run, and a positive and statistically significant effect of the ratio of official development assistance to GDP (ODA) on tax burden (TB) in the long run. The estimation results indicate that a 1% increase in (FDI) increases (TB) by 0.53%, and a 1% increase in (ODA) increases (TB) by 1.45%. This study is the first of its kind in examining the impact of foreign direct investment and official development assistance together on the tax burden in Jordan.

Keywords: foreign direct investment; official development assistance; tax burden.

GJMBR-A Classification: JEL Code: M21

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Keywords: foreign direct investment; official development assistance; tax burden.

I. Introduction

Tax burden index is an important indicator that reflects the macroeconomic stability of a country, where the interest in tax burden has increased since the middle of the last century as an important indicator which illustrates the performance of the tax system and shows the total taxes paid or incurred by society during a certain period of time to finance public activity (Baer and Galvao, 2005). The tax burden is also referred to as the total taxes actually paid by society attributed to an indicator of community income such as GDP or GNP. The tax burden can be divided into two categories: the first category is the general tax burden, and represents the total taxes attributed to GDP or GNP. The second category is the individual tax burden, which is a measure of per capita tax to GDP per capita (Maroun, 2010). What is of interest to us in this study is the general tax burden (tax revenues attributed to GDP).

The main objective of tax revenues is to finance public spending, redistribute income, stabilize the economy and promote real economic growth and development. For developed economies, developing countries suffer from the low tax burden, which makes it difficult to finance public spending and development plans, and according to World Bank and International Monetary Fund data, the tax burden in Jordan is very low, reaching 15.5% in 2017 and 15% in 2018, compared to some other countries, Turkey 22%, Greece 26%, Denmark 47% and countries of Economic Cooperation and Development Organization 26% (Jordan Strategy Forum, 2018).

The relationship between foreign investment, development assistance, and tax burden is controversial. With regard to foreign investments, especially direct ones, some economists and analysts believe that they have a negative impact on the tax burden. This is due to the volume of tax exemptions granted by countries, especially developing ones, to attract foreign direct investments. And these exemptions are often not tied to a certain period of time and not stopped when the economic activity reaches the required size, these exemptions are not subjected to continuous evaluation to calculate the desired benefit, in addition to not linking these exemptions to achieve economic activity the national objectives such as employment and infrastructure improvement. While others see the importance of these tax exemptions in stimulating the investment climate and attracting foreign investment, which in turn have a significant impact on real economic growth, increasing exports, transferring technology from abroad, reducing unemployment, and rehabilitating human capital. Thus all this leads to an increase in tax revenues and a diversified tax base (Amoah, 2014).

The overlap between foreign aid and tax revenues is large and also controversial. While some argue that foreign aid has an effective role in reducing poverty and achieving real economic growth and that this aid does not affect tax revenues and therefore the tax burden, others believe that this assistance It undermines the government's tax collection efforts and works to crowd out and reduce capital expenditures by increasing current expenditures and creating the so-called "illusion of aid" (IMF, 2016). In other words, when externally financed capital spending increases, current spending increases as a result of spending on what has been created, and if public finances are weak, future capital spending will decline in favor of current spending (Dutch Disease), which undermines efforts to increase state revenues which receive external assistance (Jordan Strategy Forum, 2018).

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This study aims to examine the effect of foreign direct investment and ODA on the tax burden in Jordan during the period 1991-2018. The study derives its importance as one of the rare studies that examined the impact of foreign direct investment and official development assistance on the tax burden in Jordan, using a new methodology to achieve its goals.

II. Literature Review

The literary library is replete with studies that dealt with the impact of both FDI and ODA separately on economic growth, but few studies that address the effect of these two variables on the tax burden, and this study is one of the rare studies that combined between these two types of foreign flows.

Some studies have shown the positive impact of foreign direct investment and official development assistance on tax revenues, such as: The study of Balıkçıoglu, Dalgıç, and Fazlıoğlu (2016), which examined the effect of the foreign direct investment (FDI) on taxes paid in Turkey with a special focus on the differentials between firms operating with different technology levels. The study utilized a comprehensive dataset for Turkish manufacturing firms over the 2004-2012 periods and employed a generalized method of moments methodology. The results of the study confirm that foreign investments increase the taxes paid by the firms and a bigger impact of FDI on taxation for high-technology firms than medium or low technology firms. According to Yohou, Goujon, Laporte and Guerineau (2016), the study explored the heterogeneous effects together with the transmission channels of aid on tax revenues in 47 African countries over 1990-2011 using a panel smooth threshold regression model and two alternative tax datasets from IMF and ICTD. The study finds that aid enhances tax revenues with decreasing returns for a threshold of 6.3% and 23% of GNI for total taxes and non-resource taxes respectively. Aid effect varies across countries and over time, but, on average, is positive. Moreover, it evidence that aid conditions the impact of the level of development, trade, institutions, and resource wealth on tax. In addition to the study of Balyar and Ozturk (2018), which analyzed the relationship among foreign direct investment inflows, economic growth, and total tax revenues in 33 OECD countries during 1995-2014 period using Westerlund-Durbin-Hausmann (2008) panel co integration test and Dumitrescu and Hurlin (2012) panel causality test. The study revealed a co integrating relationship between foreign direct investment inflows, economic growth, and total tax revenues. Furthermore; there was one-way causality from foreign direct investment inflows to total revenues and bidirectional causality between economic growth and foreign direct investment inflows.

On the other hand, some studies have shown the negative impact of foreign direct investment and official development assistance on tax revenues in some countries, such as Huu, Manh, and Aditya (2013) paper, which investigated the effect of foreign direct investment (FDI) on the welfare of the host country through the process of corporate tax rate determination. The study argued that the competition effect reduces the production of domestic firms and thereby lowers the level of corporate tax revenue while the technological spillovers can have positive or negative welfare effects depending on the absorptive capacity of local firms. And the degree of FDI contribution in government revenue in the host country also depends on the demand creation effect and technological transfer cost. In Gupta, Benedek, Crivelli, and Mothoora paper (2012). The paper examined the relationship between aid and local tax revenue using a more recent and comprehensive data set covering 118 countries for the period 1980-2009. Overall, the study showed a negative correlation between net ODA and tax revenue. The paper also found that net ODA and grants were negatively related to VAT, tax revenue and income tax, but had a positive relationship with trade taxes, and that aid had a particularly strong negative impact on domestic tax revenues in low-income countries and in countries with relatively weak institutions. Finally, a study of the Jordan Strategy Forum (2018) examined the relationship between grants and concessional loans on tax revenues in Jordan for the period 1983-2016 using vector error correction method and variance decomposition analysis. The results showed that the impact of grants and concessional loans on tax revenues in Jordan is negative, the higher these cash flows, the lower the ratio of tax revenues to GDP. And grants reflect an increasing importance in explaining the variation in the ratio of tax revenues to GDP higher than concessional loans over time.

During the review of previous studies, it's noticed that some studies have shown a positive impact while others have shown that there is a negative impact. In addition to using these studies different methodologies to achieve its objectives. What distinguishes this study from other studies is that it combines the two foreign inflows (FDI & ODA) together and it is one of the studies that may be the only one that discusses this impact on tax burden in the Jordanian economy. Thus, a study covering this country will be a benefit and an addition to economic literature.

III. Data and Methodology

The study used annual data for the period of 1991- 2018 for empirical analysis, the data series included: Ratio of Tax Revenues to GDP (TB), Ratio of Foreign Direct Investment to GDP (FDI), Ratio of Official Development Assistance to GDP (ODA), Real Interest Rate (INT) and Inflation (INF). All data set have been taken from the World Development Indicators of World

Bank, International Monetary Fund (IMF), United Nations Conference on Trade and Development (UNCTAD), Jordanian Department of Statistics, and Central Bank of Jordan. Figure 1 below shows the time profile of the FDI, ODA, and tax burden (TB) over the period 1991-2018.
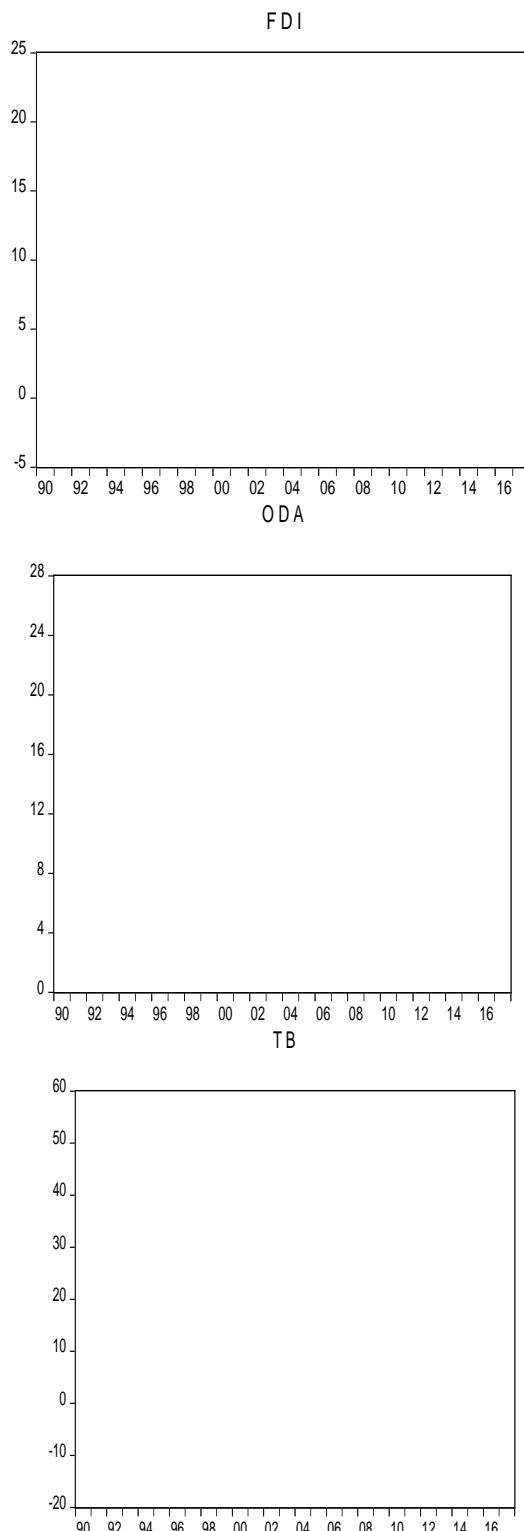

Figure 1: Time profile of the variables.

Figure 1 shows that during the period 1990-1999, the average ratio of FDI to GDP was 1.2%, the average ratio of official development assistance to GDP is 10.2% and the average tax burden is about 10%. In the new millennium 2000-2009, Jordan's dependence on foreign direct investment (FDI) increased and its dependence on official development assistance (ODA) decreased, with the average FDI to GDP ratio being 10.7%, the average ratio of official development assistance to GDP is 5.43% and the average tax burden is 13.64%. The researcher attributes the reason to Jordan was more open to the outside world in this period, Jordan's accession to the World Trade Organization (UNCTAD), the signing of several trade agreements, and Jordan's privatization approach in 2000. Between 2010 and 2018, due to the repercussions of the global financial crisis and the Arab Spring crisis, the average ratio of FDI to GDP fell to 5.35%, the average ratio of official development assistance was 5.3% and the average tax burden was 9.62%.

In this study, to illustrate the impact of foreign direct investment and official development assistance on tax burden in Jordan, the standard model was formulated based on the traditional economic theory and previous studies. The linear economic model was used. Since the impact of FDI and ODA requires a long time to show its impact on host economies, attention was paid to the long-term relationship of variables, so the standard model was based on the results of the diagnostic tests as follows:

$$TB_t = \alpha + \beta\, FDI_t + \gamma\, ODA_t + \varphi INT_t + \omega\, INF_t + \varepsilon_t$$

Where:
TB: Tax revenues (% of GDP).
FDI: Net FDI inflows (% of GDP).
ODA: Official development assistance (% of GDP).
INT: Real interest rate.
INF: Inflation.
α, β, γ, φ, ω: Parameters of the model.
ε: random error.
t: Time period.

Diagnostic tests were carried out to use the appropriate standard model to analyze data during the study period (1991-2018). These diagnostic tests include the stationary unit root tests (Augmented Dicky Fuller test), Autocorrelation test, Heteroscedasticity test, Normal Distribution test, and Bounds test. As the Auto Regressive Distributed Lag Bounds Testing approach (ARDLBT) was used as a statistical analysis tool (Pesaran and shin, 1999). The following flowchart illustrates the econometric methodology which followed in this paper.
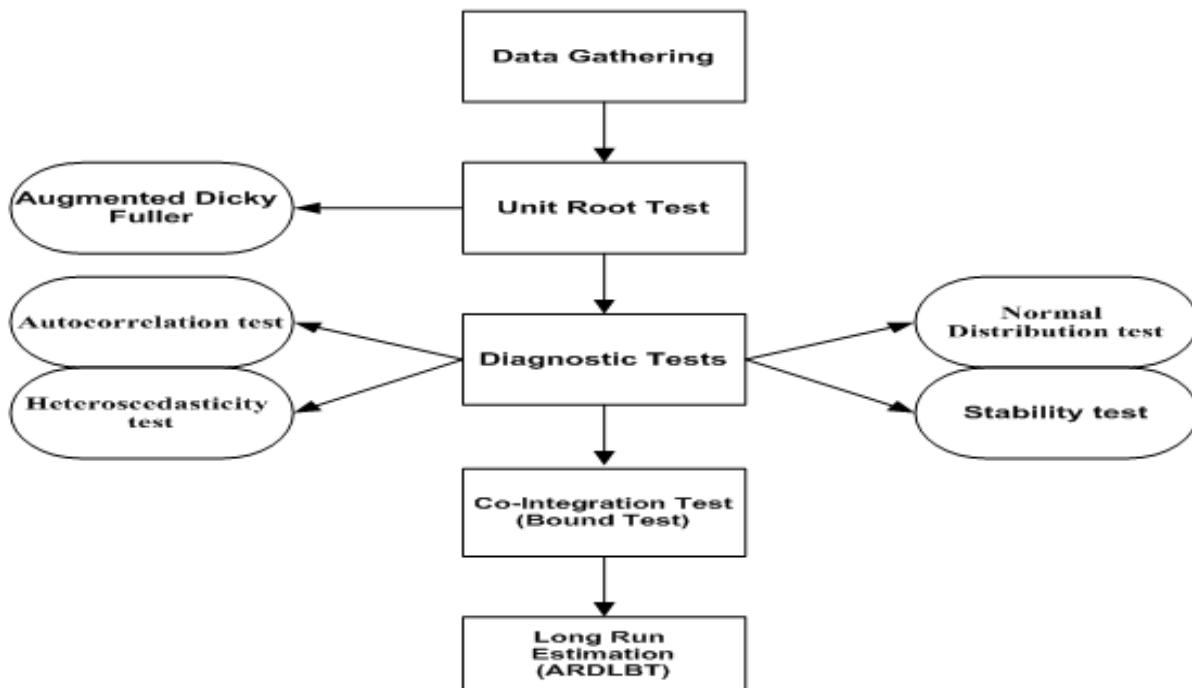
Figure 2: Methodology Flowchart

IV. Empirical Results and Discussion

To test the unit root for the study variables, the Augmented Dickey-Fuller test (ADF) was used (Dickey and Fuller, 1981), and Table 1 shows the test results.

Table 1: Results of ADF unit root test

Variables	Panel A:Level	Panel B:1 st difference	Results
	Actual value	Actual value	
TB	-4. 4281***	-9.2719	I(0)
FDI	-1.9421	-5.2326***	I(1)
ODA	-4.2528***	-5.1951	I(0)
INT	-2.7994*	-8.7747	I(0)
INF	-5.9401***	-9.0687	I(0)

Notes: Maximum lag order is set to two and optimal lag order (k) is selected based on Schwarz criterion in ADF test; *, ** and *** accordingly indicate rejection of null hypothesis at 10%, 5% and 1% significance levels; critical values are taken from the table prepared by MacKinnonun (1996). Time period: 1991- 2018

The time series of (TB), (ODA), (INT) and (INF) are static at level, and the time series (FDI) become static after the first difference, and for the possibility of a long-term equilibrium relationship, ARDLBT was used by using the bound test proposed by (Pesaran et al, 2001).

Table 2: The co-integration test results for ARDL (1, 0, 1, 1, 1)

F- statistic	Significance level	Low bound	Upper bound
FW= 12.08	10%	2.2	3.09
	5%	2.56	3.49
	2.5%	2.88	3.87
	1%	3.29	4.37

Notes: *The value of F- statistic = 7.27 is greater than Bound I1 and thus negates the null hypotheses (no long- run relationship exist) and there is a long term common integration among the variables.*

Since the variables showed a common integration, this indicates a long-term equilibrium relationship between these variables, therefore the ARDL model was then used to estimate the long-term relationship and the results were as follows:

Table 3: Results in the long term.

Panel A: ARDL Co integrating And Long Run Form			
Dependent Variable: TB Selected Model: ARDL (1,0,1,1,1)			
Variables	Coefficient	St. error	t- statistic
FDI	0.525193*	0.269750	1.769827
ODA	1.448351***	0.475219	3.047756
INT	-4.745637***	1.153575	-4.113853
INF	-6.233914***	1.647099	-3.784784
Intercept	49.557586***	13.063242	3.793667
Panel B: ARDL specification			
Specification with optimal lag (automatic lag): ARDL (1, 0, 1, 1, 1): Cointq = TB - (0.525*FDI+1.448*ODA-4.745*INT- 6.234*INF + 49.557).			
Panel C: Residual Diagnostics and Misspecification test results for ARDL (1, 0, 1, 1, 1).			
$\chi^2_{SC}(2)$=2.053 [0.1608], $\quad\chi^2_{ARCH}(1)$=0.093[0.760], $\quad JB_N$=0.976[0.613], $\quad F_{statistic}$ =6.280 [0.0000] R-squared= 0.7362, $\quad$ Adjusted R-squared= 0.6190.			
*Notes: *, ** and *** indicate significance levels at 10%, 5% and 1% , χ^2_{SC}, χ^2_{ARCH} denote Chi-squared statistics to test the null hypotheses of no serial correlation, no autoregressive conditioned heteroscedasticity, and; JB_N and F_{FF} indicate Jarque-Bera and F-statistic to test the null hypotheses of normal distribution and the significance probability of the model respectively, and; R-squared and Adjusted R-squared to indicates the ability of independent variables to interpret the dependent variable change.*			

Table 3 shows that the estimated parameters of the independent and long- term variables, and through the above model it's observed the following:

The findings show that the adjusted-R square (adj- R2) was 62.0%. This means the independent variables combined explain 62.0% of the change in the economic growth, and the results indicate that all parameters in the model are statistically acceptable (FDI at 10% significant level, ODA at 1% significant level, INT at 1% significant level and INF at 1% significant level).

For the ratio of Foreign Direct Investment to GDP (FDI coefficient), it's positive, and if (FDI) increases by 1%, Tax Burden (TB) will increase by 0.53%, with the stability of other factors. The result of this study coincides with some of the studies mentioned in the literature review as a study of Balıkçıoğlu, Dalgıç, and Fazlıoğlu (2016) which showed the positive impact of foreign direct investment on tax revenues in Turkey.

For the ratio of Official Development Assistance to GDP (ODA coefficient), it's positive and if the (ODA) increases 1%, Tax Burden (TB) will increase by 1.45%, with the stability of other factors. This study is also compatible with a study of Yohou, Goujon, Laporte, and Guerineau (2016), which indicates that foreign aids increase the ratio of tax revenues to GNI in 47 African countries.

According to the coefficient of Real Interest Rate (INT), it's negative, if (INT) increases 1%, Tax Burden (TB) will decrease by 4.74%, with the stability of other factors.

Finally; according to the coefficient of Inflation (INF), it's negative, if (INF) increases 1%, Tax Burden (TB) will decrease by 6.23%, with the stability of other factors.

V. Conclusion

Jordan's interest in the tax burden and its impact on increasing economic growth has increased, especially after many studies have shown a decrease in the tax burden in Jordan compared to countries in the region and the world, and hence the purpose of this study is to investigate the impact of foreign direct investment and official development assistance on the tax burden in Jordan during the period 1991-2018 and concluded the following: There is a long-term co-integration relationship between the independent variables (FDI, ODA, INT, and INF) and the dependent variable (TB), foreign direct investment increases the tax burden, official development aid also boosts the tax burden, and both of real interest rate and inflation reduce the tax burden.

Depending on the results of the study, some recommendations can be identified, including:

The need to activate the role of tax policy in encouraging foreign direct investment, and the formulation of tax exemptions in the framework of preventing the erosion of tax revenues as a result of these exemptions, so that these exemptions are not granted without discrimination in general, but the tax

exemption must be within the limits that ensure the success of the investment process and be A real advantage for projects that cannot be done without these incentives. And the government should be able to assess the contribution of different investment projects to the economic development process.

Although the findings of the study show that foreign aid does not undermine Jordan's tax burden, it should be managed with great caution and directed towards promoting economic growth and capital expenditures and reducing its role in supporting state current expenditures.

The Jordanian government should work to achieve greater levels of macroeconomic stability, such as reducing inflation, maintaining an interest rate consistent with investment promotion, as well as increasing tax flexibility by increasing the tax base and diversifying sources of tax collection. The study also recommends that this research paper be an introduction to other studies aimed at studying tax policy in Jordan such as the study of tax flexibility, tax effort and tax capacity, and its impact on achieving national economic growth.

Aknowledgment

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Employee Political Skill, Organizational Citizenship Behaviour and Performance among Employees in Kenyan Universities: Moderation Approach

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Abstract- The main aim of the study was to assess moderating role of organizational citizenship behaviour on relationship between employee political skill and employee performance in Kenyan universities. The study was grounded by social exchange theory. The study used positivism paradigm, explanatory research design, simple and combination of random and stratified sampling on a target population of 6147 employees in selected universities in Kenya. A sample size of 567 academic and non-academic staff selected based on Yamane's formula to determine selection of respondents to be served with structured questionnaires. The reliability of the data collection instrument was presented using Cronbach Alpha while factor analysis was used to validate the instrument. Data was analysed quantitatively with the aid of the Statistical Package for Social Science (SPSS 24.0).

Keywords: organizational citizenship behaviour, social exchange theory, employee performance.

EMPLOYEEPOLITICALSKILLORGANIZATIONALCITIZENSHIPBEHAVIOURANDPERFORMANCEAMONGEMPLOYEESINKENYANUNIVERSITIESMODERATIONAPPROACH

Strictly as per the compliance and regulations of:

Employee Political Skill, Organizational Citizenship Behaviour and Performance among Employees in Kenyan Universities: Moderation Approach

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Abstract- The main aim of the study was to assess moderating role of organizational citizenship behaviour on relationship between employee political skill and employee performance in Kenyan universities. The study was grounded by social exchange theory. The study used positivism paradigm, explanatory research design, simple and combination of random and stratified sampling on a target population of 6147 employees in selected universities in Kenya. A sample size of 567 academic and non-academic staff selected based on Yamane's formula to determine selection of respondents to be served with structured questionnaires. The reliability of the data collection instrument was presented using Cronbach Alpha while factor analysis was used to validate the instrument. Data was analysed quantitatively with the aid of the Statistical Package for Social Science (SPSS 24.0). Findings from Hayes model 1 showed that there is a positive and significant moderating effect of Organizational Citizenship Behaviour (R-sq Δ=.14, β= .48, p=.00) on the relationship between employee political skill and employee performance. Conclusively, Organizational Citizenship Behaviour significantly affects the relationship between Employee Political skill and Employee Performance. The study recommends leaders in institutions to instil the resource of employee political skill through a blend of organizational citizenship behaviour so as to enrich performance among employees. Additionally, it calls for broadening research and extension of existing theories on this topic.

Keywords: organizational citizenship behaviour, social exchange theory, employee performance.

I. Introduction

Employee performance is related to constant, quantity and quality of results, reporting at work, effectiveness and efficacy at work. Employee performance is depicted by successful accomplishment of duties as required by the institution or manager, and it is validated by stipulated codes while proficiently and essentially utilizing the wherewithal at hand in a dynamic environment (Mathis and Jackson, 2018). Considering this and putting in mind the emerging issue of employees' performance, it is paramount that managers adopt several of strategies in order to attain notable employees' performance (Mutai, 2017). While the American practitioners and scholars are adopting the major concepts of human resource that are geared in promoting employees performance practices in their organizations, the political skills are being given major emphasizes. As proven by Ferris *et al.,* (2017) and Semadar *et al.,* (2016), political skill shows someone's capability to become a better person through changing their actions, understanding other people's conduct and having an impact on their action in a safe and honest way. A study done by Ferris (2015) shows that people who are politically skilled have personal traits that are more self-assured and exact which is viewed as reassuring. In addition, they don't see social relationship as a bad thing other than a great way to grow career wise (Perrewe *et al.,* 2010). Besides, according to Ferris (2017) political skill includes the ability to grow in numbers and influence social wealth. A good personality among social interaction brings visible results as proven by Baron and Markman (2010). For instance, politically skilled person has the ability to gain network centrality allowing them to gain significant data (Jawahar *et al.,* 2018). Moreover, the assurance and hope put in people that are politically skilled helps in teamwork (Ferris *et al.,* 2015).

Possible moderators and mediators of the relation between political skill and employee performance have been identified, indicating that this association is a positive linear one only under certain conditions. For instance, OCB has proven to be a major factor when it comes to staff accomplishments. In the study done by Aslam and Haque (2011), proves that OCB components improves operation and they consist of; selfless and helping components, components that bring social wealth, components leading to time saving or problem solving and the rest offer socio-emotional care by coming up with cultivating culture and building up self-esteem. Scholars all around the world are cultivating the area of Organizational Citizenship behaviour which aids associations to add their effectiveness. OCB consist of employees' character so that they are considered as the main participants to

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have a high chance of efficiency/ output in a company through their accomplishments (Deery *et al.,* 2016).

However, there are no empirical studies in Kenya that show the effect of employee political skill and OCB on employee performance in universities and other sectors which this study strived to achieve. In addition, employee performance is a concern issue for all organizations; most Kenyan universities have faced challenges in the performance of employees (Samuel and Chipunza, 2009; Ovadje, 2009; KIPRRA, 2015). This is regardless of the fact that they are even made to have a proper understanding of a full and current work description and job values. Usually there is low performance as employees are estranged which limits their ingenuity and inventions. Several firms have failed to reach the required level of productivity like reduced labour turnover, relinquishment of conflicts among administration , high employment and optimum employ motivation. Atieno, Patrick and Ogweno, (2014) attest that it is perplexing as to why this unwanted light lingers although political expertise and OCB has been incorporated in some organizations of tertiary education and has undergone various impediments like high labour turnover, reduced enrolment including lacklustre among staff. There is barely any knowledge concerning how personnel might react to their organization's political skills on employee performance. Therefore, the key purpose of this research is to evaluate the moderating effect of organizational citizenship behaviour on the relationship between employee political skills and employee performance in Kenyan Universities;

II. LITERATURE REVIEW

As attested by Ferris, Tread way *et al.,* (2005) employee political skills have been described as the capacity to successfully comprehend the rest at the work place, as well as putting this know how to use in impacting the rest to behave in ways that improve individual as well as firm rationales. Therefore, politically apt persons put together social intelligence and their ability to cope with dynamic situational requirements in a way that seems to be genuine, stimulates trust and support and sufficiently impacts and regulates the reaction of others. Political skills, therefore is based on proficiencies that are revealed in job related scenarios, which shines light on situation volatility as well as attitudinal determinants. On the other hand, the variance due to attitudes is stronger; the variance due to situations can be influenced.

Individuals with weak political skill are more inclined to capitalise on institutional response practices for instance coming back or engaging in defamatory behaviour given their inferior understanding in making use of alternative influence techniques for instance being civil. Harrell-Cook Ferris and Dulebohn (1999) discovered that those well versed with political skills employ tactics such as flattery to attain their objectives, which in this instance would be to ensure just treatment. Indeed Tread way, Ferris, Duke, Adams and Thatcher (2007) realised that managers who perceived staff with superior political skill employing persuasive techniques and found it to be a sincere attempt while those who have low political skill using persuasive techniques as an outright attempt to coerce for self-serving intentions and thus have fewer odds at attaining their objectives.

Dennis Organ who coined the term "Organizational Citizenship Behaviour" (OCB) defined it as individual habit that is not acknowledged by the official reward scheme, and that encourages the efficient operation of the establishment (Organ, 1997). In line with Khalid *et al.,* (2009) understanding, OCB is an extra-role practice that is any practise beyond institutional requirements. rather its practice depends solely on the consent of employee as a consequence of the organizational internal environment. The employee's behaviour roots in his job devotion on the belief that his discretionary behaviour will be helpful to the growth of the institution (Sun *et al.,* 2007). As such, he makes further trials at enhancement and development of the establishment, Cardona *et al.,* (2004). Though not officially compensated for by companies, it can bear various significant advantages for the establishment and play a card in gaining competitive edge (Hackett *et al.,* 2003).

It would then be crucial that administrators and staff be nudged to boost their staff voluntary endeavours in establishments, on the presumption that such tendencies generate a conducive work surrounding, supports the company's vision and encourages enhanced job results (Vigota-Gadot, 2007; Le Pine *et al.,* , 2002; Organ *et al.,* , 2006). According to Ahmed, (2011), OCB is described as job linked practices that are arbitrary, not associated with the official company remuneration system, in addition on average, boost the efficient operation of the company. Furthermore, OCB stretches past the determinants of performance as expected by the company in an official staff outline. It also depicts the activities taken up by staff that extend the minimum responsibility demands as required by the organization and promote the welfare of co-workers, work groups, and/or the organization (Lovell *et al.,* 1999).

Employee Political skill can be conceived as a personal resource (Hochwarter *et al.,* 2006) letting employees attain objectives by proficiently banking on individual and communal assets; it is an individual resource that ensures the safety of public resources. When met with stressors, politically skilled individuals do not feel the impact as strongly as the less politically skilled staff (Perrewé *et al.,* 2004). Judging from current scientific and theoretical work, McAllister *et al.,* (2016) contended that political skills improve the social

influence procedure in three levels: recognition of opportunity, prospect evaluation and prospect capitalization. The social astuteness and interactive capacity of politically skilled workers helps them become more socially embedded, which in- turn leads to more opportunities to influence co-workers towards performance and other organizational benefits.

Allen and Meyer (1996); Mathieu and Zajac, (1990); McFarlane and Wayne, (1993); Haque and Aslam, (2011) contend that the influence of employee performance on OCB has been a well-analysed subject. Several analyses have demonstrated the positive relationship between OCB and employee performance. EC was deemed as an OCB covariate (Scholl, 1981; Wiener, 1982). Based on Meyer, et al., (2002), in a systematic review of the determinants, correlates and implications of organizational commitment, employee performance (ρ =.32) correlated positively with OCB. Further EC was considered a crucial component for forecasting extra-role practices, for instance OCB (Scholl, 1981; Wiener, 1982). Freud (2004) investigated the correlation between employee performance and OCB among lawyers in the private industry.

The findings revealed that there is a significant relationship between OCB and employee performance. Nonetheless, it should be observed that specific enquiries are yet to realise any relationship between OCB AND EC (Williams and Anderson, 1991; Shore and Wayne, 1993). Regardless of these inconclusive outcomes, it is usually held by scholar-experts as well as scientists that more study findings backing a definitive association between employee performance and OCB offers credit to the belief that employee performance has correlation with OCB. Few particular researches, associating EC to OCB have been carried outside the Western context (e.g., Chien and Su, 2009; Su and Hsiao, 2005; Ogba, 2006).

A majority of the research conducted on OCB's linkage with other variables have been centered on western nations (for instance, Cappelli and Rogovsky, 1998; Drago and Carvey, 1998; Farh et al., 1990; Pearce and Gregersen, 1991; Samuel and Aubrey, 2006) employing western techniques. These techniques are widely utilized due to their validity and reliability, the pertinence of such scale with conclusive outcomes in non-western states have proved difficult(Cheng and Stockdale, 2003; Lee et al., 2001; Gautam et al., 2001; Wasti, 2002, Ogba, 2006).

A meta-analysis carried out by Chang, Rosen and Levy (2009) assessed a framework that associated observed institutional politics with job performance (including contextual performance as is OCB) from several publications released between 1989-2007. Employing content analysis for the purposed of establishing categories, some central ideals were discovered and assessed by use of the structural equation modelling method. Outcomes showed that

outlook of institutional politics held a solid definitive linkage with stress and aims of leaving a company and solid negative links with employee efficiency and affective performance. The study also included precise support for the association between observed organizational politics and an element of job efficacy, organisational citizenship behaviour, which had previously not been tested by more researches (Chang et al., 2009).

According to Li and Kong (2015) discoveries, employees' political skill is substantial in interacting with their superintendents in addition to boosting their OCB. The publication also indicates that the mitigating impact of POP is not outright when dealing with LMX, when assessing new age employees, many administrators realize that their long term management expertise is insufficient in applying to this cluster of new age staff. Thus, the study hypothesized;

$H_{o1:}$ Organizational citizenship behaviour has no significant moderating effect on the relationship between employee political skill and employee performance in Kenyan Universities

III. THEORETICAL FRAMEWORK

Cropanzano et al., (2001b) posits that social exchange theory is a general terminology that coins a community of linked conceptual frameworks. Since social exchange theory has a vast background story, kicking off with the work by Gouldner (1960) and Mauss (1954), these ideals have evolved significantly through the years. Past social exchange theory studies were centred on the part played by material self-regard in the formulation of objective viewpoints (for instance, Berscheid & Walster, 1978; Hatfield, Walster, & Piliavin, 1978). using the publication by Blau (1964) as a foundation, many experts have claimed that staff create relations at the job area and these associations can be divided into two wide classes; social and economic (Mansour-Cole & Scott, 1998; Masterson, 2001; Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

The social exchange theory and the custom of reciprocity describe the metaphor of sustaining the balance of social exchange between workers and the firm. Some scientists have implied that OCB falls into criteria. The first entails practices that explicitly influence the equilibrium of social exchange between staff and the firm, that is, OCB aimed at the organisation (OCBO). The second criteria consist of practises that bear an implicit impact and are tailored for individuals (OCBI) (Lee & Allen, 2002; Williams & Anderson, 1991).

Based on a research conducted by Lee and Allen (2002) where they deliberated this position by implying that since OCB is an intentional trial at sustaining the equilibrium in a social exchange between staff and the institution, it is logical to claim that this practice is precisely meant to promote the institution. As

such, OCBO is more apt to be a direct function of staff perception regarding the conditions of their job. On the contrary, OCBI, chiefly tackles and pays attention to the individual at the work station. Though it seems to only bear precise consequences, OCBI aids in sustaining a state of equilibrium within the institution, nurturing staff activities. In this way the present research aims to incorporate the publications on social exchange theory by suggesting that OCBs conciliate the association between political skills and essential work results for instance employee performance.

IV. METHODOLOGY

The study adopted positivism approach. In this study positivism was an applicable perspective because effect of employee political skill and organizational citizenship behaviour on performance of staff was assessed without bias quantitatively. The study demography entailed 6147 academic and non-academic staff from two high-ranking universities (Kenyatta University and the University of Nairobi) along with two private (United States International University and Strathmore University), (University HR records, 2018; www.4icu.org/ke). The researcher employed systematic sampling to pick out personnel in each university so as to form the sample. This was carried out by selecting each Kth value which equals N/n. For example in university of Nairobi, the Kth value was 1981/121= 16 thus every 16th staff was selected. Primary data was obtained from the universities employees using questionnaires. Construct validity was also tested and it involved convergent validity and discriminant validity (Mac Kenzie & Podsakoff, 2011). In this study, the measurement model's convergent validity was evaluated by assessing the average variance extracted (AVE) value. Convergent validity was eligible where constructs attained at least.5 AVE value. In order to compute the coefficient correlations that were attained, the SPSS computer software was used. Co-efficient alpha of .7 obtained indicated that the research instruments were reliable and therefore were adopted for data collection. According to Oluwatayo (2012), a reliability index of .7 is considered ideal for the study.

a) Measurement and Operationalization of Variables Dependent variable

The questionnaire was applied to know the performance of employees in universities. It was validated and developed by Pradhan *et al.,* (2017). Responses were recorded on 5-likert scale, 1=strongly disagree and 5=strongly agree. It had 23 items in all types employee performance they included (Task performance-6 items), (Adaptive performance-7 items) and (Contextual performance-10 items) The high score showed high employee performance and low score showed low employee performance

b) Independent Variables

The study adopted items for the political scale dimensions from Political Skill Inventory (PSI) (Ferris, Tread way *et al.,* 2005). The PSI consisted of forty one items which participants answered by indicating to what extent they agreed or disagreed with each statement about themselves in the workplace on a one (strongly disagree) to five (strongly agree) Likert scale. The mean score of all items within a dimension indicates the participant's proficiency in that specific dimension of political skill. The mean score of all forty one PSI items indicated the participant's total political skill proficiency. Individual political skill within a dimension and overall were defined by Ferris, Davidson, and Perrewe (2005)

c) Moderating variables

Drawing upon previous researches (Podsakoff *et al.,* 1990), this study adopted four measures of OCB aspects; including altruism, courtesy, civic virtue and sportsmanship which are also the study moderating variables. Altruism was measured under scale of helping other members of the organization in their tasks. Courtesy is a proxy of preventing problems deriving from the work relationship. Sportsmanship is accepting less than ideal circumstances; civic virtue was measured under the scale of behaviours that demonstrate a responsible concern for the image and wellbeing of the organization.

d) Data Analysis and model Specification

Moderation in this study was tested using Hayes model 1 Hayes (2015) method was utilized because it showed how the prediction of the independent variables (interactions of the independent variables and a moderator) improves the prediction (Hayes 2015;
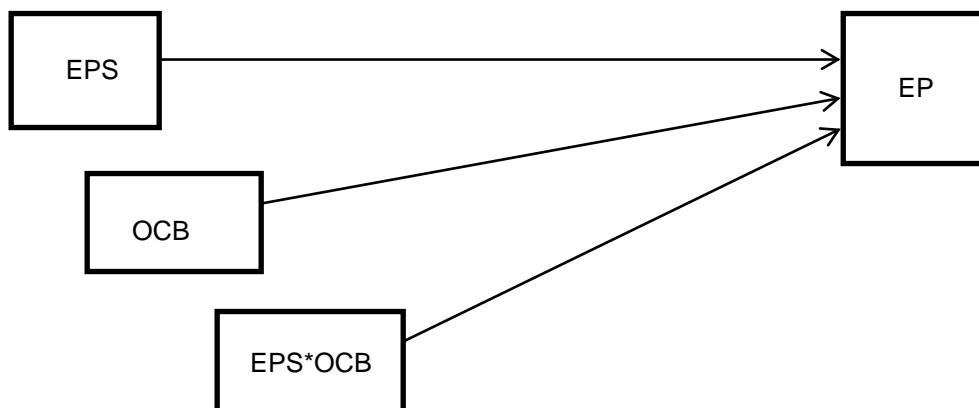
Source: (Hayes, 2012)

Figure 3.1: Moderated Analytic Model

$$EP = \beta_0 + \beta_1 EPS_1 + \beta_2 OCB_2 + \beta_3 GE_3 + \beta_4 A_4 + \beta_5 TE_5 + \beta_6 ED_6 + \beta_7 (EPS * OCB) + \varepsilon$$

V. Results

This section discusses the research findings. The data was also checked for univariate outliers. Four univariate outliers were discovered using a threshold of z = +/-3.29 (Tabachnick & Fidell, 2006). Two univariate outliers were identified for scores and two univariate outliers were found for scores. The data was tested for multivariate outliers by use of a threshold of the independent value of 2.5 regulated deviations for standardized residuals and by utilizing the category p < .001 for Mahalanobis Distance (Tabachnick & Fidell, 2006). A single multivariate outlier was found using p < .001 criterion for Mahalanobis Distance. The statistics were also tested for significant observations by use of Cook's Distance with a threshold of 1 and DEFITS with a threshold of 2. No influential observations were discovered. Assessments were carried out with and without such outliers and no fundamental disparities in the outcomes were observed. Therefore, all cases identified as outliers were included in the final analyses.

a) Univariate Analysis

From the findings, employee performance had the highest mean (4.22) followed by employee political skill (3.83) and last but not least, organisational citizenship behaviour (3.80). The standard deviations for the variables were less than 1 indicating fewer variations in the responses. Finally, all independent variables and the dependent variables were normally distributed as shown in Table 1.0 below. From the results in table 1, there is a positive and significant correlation between the independent variables and employee performance. Particularly, the correlation results showed that Employee political skill positively correlates with employee performance ($r = .728$, $\rho < .01$). The correlation results showed that organizational citizenship behaviour has a positive and significant moderating relationship with employee performance ($r = .338$, $\rho < .01$) Further, for control variables, only age ($r = -.108$, $\rho > .01$) showed a negative and a significant correlation. Based on the above results there is an indication of the linear relationship between all predictors on employee performance in Kenyan universities, hence there is need to perform a more sophisticated model such as multiple regression model to show a cause-effect relationship.

Table 1: Correlation results

n=427	Mean	Std. Deviation	1	2	3	4	5	6	7
1	4.22	0.56	1						
2	4.14	0.59	.728**	1					
3	3.83	0.51	.338**	.688**	1				
4	3.8	0.66	-.108*	-0.051	0.069	1			
5	-	-	0.051	-.124*	-.185**	.131**	1		
6	-	-	-0.069	-.209**	-.266**	-0.049	.241**	1	
7	-	-	-0.017	-.098*	-0.072	.162**	-0.026	-.164**	1
** Correlation is significant at the 0.01 level (2-tailed).									
* Correlation is significant at the 0.05 level (2-tailed).									

1) *Employee Performance*
2) *Employee political skills*
3) *Organization Citizen Behavior*
4) *Age*
5) *Job Tenure*
6) *Highest Educational Level*
7) *Gender*

b) *Diagnostics tests*

Statistical assumptions were tested to establish if the data met the linearity, normality, multicollinearity, autocorrelation and heteroscedasticity assumptions. It was on the basis of these results, that the tests of associations and prediction were performed. The findings of the tests of linearity on the table below reveal that the relationship between employee performance and employee political skill is also linear. This suggested non-violation of the linearity assumption. The findings proved that normality of the data was not an issue since tests of K-S and S-W of all the variables were insignificant. Therefore, the data presentation in the review was viable for multivariate review. The results revealed that the VIF values for all the independent variables were under 10 and tolerance values higher than .1. This indicates that for all independent variables, there was no sign of multicollineraity, The Durbin Watson (DW) statistic is employed totest for autocorrelation in the remainders from a statistical regression analysis. Findings demonstrated a positive autocorrelation. Thus the findings implied a significant auto correlated relationship between employee performance and all the independent variables. This suggested non-violation of the autocorrelation assumption. Using Levene's test, heteroscedasticity was analyzed. The results showed that contingent on Levene statistic, homoscedasticity is not a challenge for all the variables, p-value>.05.This actually means that a linear relationship exists and there is no reason for having a non-linear data transformation or otherwise quadratic term to fix.

c) *Testing For Hypotheses*

The regression analysis was performed to test the model fit and to establish the predictive power of models in the dependent variable. Based on Field (2009), even though there are a variety of regression techniques for instance, stepwise methods, forced entry and hierarchical method, the current research employed the multiple regression and Hayes model 1 to test moderation effect. As it vividly demonstrates what the regression model undergoes with the introduction of various independent variables. Therefore the analyst was able to consistently take into account the role played by each predictor variable in elaborating the predictive power of the model. This section provides the findings for the main effects and gradually the relationship effects of the variables in the research. Hayes model 1 findings are presented below in table 2

The results presented in table 2, shows that 14% was explained by the moderation effect of Organizational citizenship behavior between employee political skill and employee performance (R-sq Δ=.14). From the findings it showed that moderation of organizational citizenship behavior has significant effect on relationship between employee political skill and employee performance (β= .48, p=.00). Thus the hypothesis was rejected. Employee performance is regarded as the successfully execution of roles as per the standards provided by the firm or superintendent, and it is checked on recommended acceptable guidelines while successfully and competently maximizing on resources availed in a dynamic setup. Employee Political skill has been explained as the ability to successfully relate with others at work, and to utilize such wherewithal to encourage others to behave in manners that improve individual as well as institutional objectives. OCB denotes anything that employees prefer to do, instantaneously and of their own wish, which usually lies outside their stipulated job description. The review therefore noted that there is a strong relationship of moderating role of Organizational Citizenship Behaviour between employee political skill and employee performance in Kenyan Universities. The review demonstrated that Organizational Citizenship Behavior considerably modulates employees' performance positively. It not only moderates the employee political skill positively but also correlates positively with employees' performance. This results are backed up by Vigota-Gadot, (2007); Le Pine et al., (2002); Organ et al., (2006) since they imply that it would be crucial that directors and staff be motivated to heighten their employees' voluntary practices in firms and political skill, on the notion that this kind of practice begets a more fitting work surrounding, resulting in enhanced job results and boosts the goals of the firm in general. Sun et al., (2007) also supports these findings as they explained that tendencies like assisting a workmate who has been away from work, aiding those who have burdening workloads, being deliberate as to how one's individual behavior influences the work of others, and offering assistance and reinforcement to new staff demonstrates explicit evidence of an employee's concern for their work surrounding resulting in enhanced employee performance.

These results are in accord with Chang, Rosen and Levy (2009); they tested a model that relates job productivity to perceived organizational politics. The study discovered undoubted support for the affiliation

between perceived organizational politics and an attribute of employee performance including organizational citizenship behavior. Therefore, organizational citizenship behavior is a moderator between employee political skills and employee performance.

Table 1: Hayes model 1

Model Summary							
R	R-sq	MSE	F	df1	df2		
0.83	0.68	0.55	127.83	7	419		
Model							
	coeff	se	t	p	LLCI	ULCI	
Constant	-702.00	0.04	-0.81	0.07	-0.15	0.01	
ZEPS	0.52	0.05	1.56	0.00	0.43	0.61	
ZE_OCB	-0.04	0.04	-0.88	0.38	-0.12	0.04	
Int_1	0.48	0.04	3.36	0.00	0.41	0.55	
Zage	-0.06	0.04	-1.49	0.14	-0.13	0.02	
Zjobtenu	0.14	0.04	3.63	0.00	0.06	0.21	
Zeducati	0.11	0.04	2.85	0.00	0.03	0.18	
Zgender	0.11	0.04	2.98	0.00	0.04	0.18	
Product terms key:							
Test(s) of highest order unconditional interaction(s):							
	R2-chng	F	df1	df2	p		
X*W	0.14	178.39	1	419	0.000		

Conditional effects of the focal predictor at values of the moderator(s):							
	ZE_OCB	Effect	se	t	p	LLCI	ULCI
16th percentile	-0.881	0.102	0.068	1.493	0.136	-0.032	0.237
50th percentile	0.186	0.612	0.042	14.637	0.000	0.530	0.694
84th percentile	1.239	1.116	0.041	26.961	0.000	1.035	1.197
*********************** ANALYSIS NOTES AND ERRORS ***********************							

Figure 1 below clearly shows the moderating effect of OCB on EPS and EP. At low level of Employee Political Skill, Employee Performance increases with high levels of OCB.
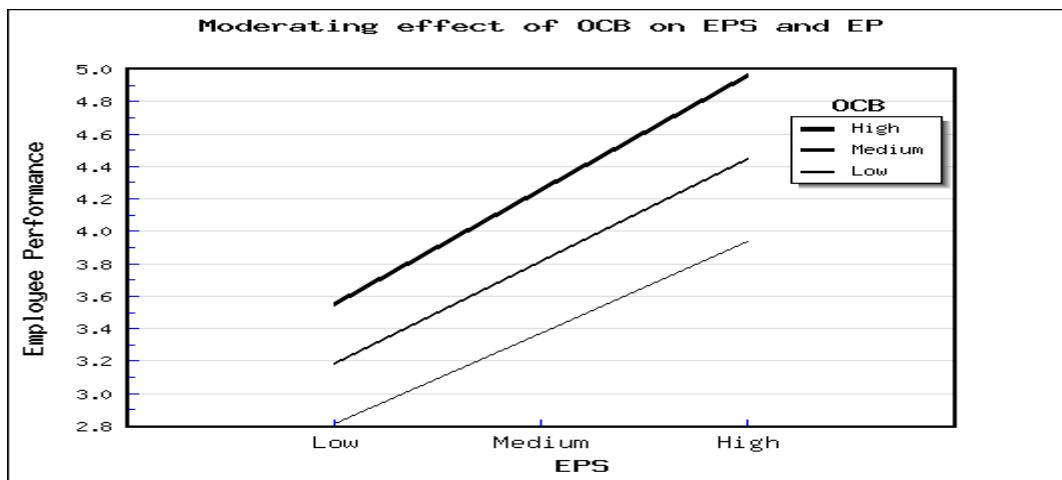

Figure 2: Moderating Effect of OCB on EPS and EP

VI. Conclusion

The study also suggests that there exists a significant statistical relationship between employee performance and employee's personal characteristics in Kenyan Universities. It is clear that where workers have proficiency, advanced career growth, well trained, positive outlook, are highly driven among other attributes, their performance is likely to be at its optimum level as opposed to personnel that lack such elements.

This suggests that the employee's performance level is considerable influenced by employee political skill and employee organizational citizenship behavior. Thus, there is need for organizations to nurture personal attributes among employees, more especially on employee political skill elements specifically; proactive personality, social astuteness, networking ability, self-monitoring and interpersonal influence. Furthermore, there is need to blend the mentioned skills with other factors used in this study majorly, organizational citizenship behavior in order to achieve the organizational goals with proper enhancement and moderation of the aspect of employee politics.

VII. RECOMMENDATION

The study correspondingly recommends that directors or administration of the private as well as public organizations be liable for seeing to it that personnel have the drive to assist others without looking to get rewarded through the spirit of organizational citizenship behavior. With respect to the aforementioned, there is need as well for firms to be keen on whether their staff are content with their work since they are at danger of forfeiting discontented personnel with fundamental skills. In addition, it is of great significance to guarantee their staff career advancement within the firm.

Kenyan university management should promote comprehensive working environments for their employees as this will enhance positive performance. Work environment as a sum of the interrelationship of various factors that exist among the employees and the employers need to be enhanced to moderate the constructs of political skill for positive performance. The study currently has validated the moderated mediation effect of Employee commitment and Organizational Citizenship Behaviour significantly affecting the relationship between Employee Political skill and Employee Performance.

Due to limited research on employee performance in Kenya, recommendations for further research on this field focusing on various sectors is encouraged. Deeper, there is need to further research on the relationship between the temporally employees verses permanent employees of institutions so as to study the levels of political skill, OCBs effects on performance of the two types of term of employment.

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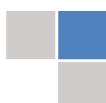
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ASSOCIATE OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.
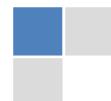
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> Career | Financial

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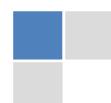
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Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive   Financial

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Associate	Fellow	Research Group	Basic
$4800	$6800	$12500.00	APC
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Certificate, LoR and Momento	**Certificate,** LoR and Momento	**Certificates,** LoRs and Momentos	GJ Community Access
2 discounted publishing/year	**Unlimited** discounted publishing/year	**Unlimited** free publishing/year	
Gradation of Research	**Gradation** of Research	**Gradation** of Research	
10 research contacts/day	**Unlimited** research contacts/day	**Unlimited** research contacts/day	
1 GB Cloud Storage	**5 GB** Cloud Storage	**Unlimited** Cloud Storage	
GJ Community Access	**Online Presense** Assistance	**Online Presense** Assistance	
	GJ Community Access	GJ Community Access	

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

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Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

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- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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PREPARING YOUR MANUSCRIPT

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.

FORMAT STRUCTURE

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in a research paper?" Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.
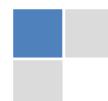
Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

PREPARATION OF ELETRONIC FIGURES FOR PUBLICATION

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

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 though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

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

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

Title page:

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

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

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

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

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

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

Approach:

- 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:

- o Report the method and not the particulars of each process that engaged the same methodology.
- o Describe the method entirely.
- o To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- o Simplify—detail how procedures were completed, not how they were performed on a particular day.
- o 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:

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

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

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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
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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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