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# Administration and Management



Dimension of Labour Framework

Towards the Emergence and Valorization

Highlights

New Era of Innovation in the UK

Role of Motivation in Employee Retention

Discovering Thoughts, Inventing Future

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# Towards the Emergence and Valorization of Necessity Entrepreneurship: The Case of Women in the Republic of Congo

By Dr. Aimée Tathiana Koulounda & Dr. Jean-Paul Favre

*Abstract-* This article sheds light on the specificities of necessity entrepreneurship, characterized by the concern to reduce the risk of sinking and disappearing, in contrast to opportunity entrepreneurship, which is based on a secure present and the willingness to take risks for a promising future. It examines the emergence and valorization of necessity entrepreneurship, with a focus on the case of women in the Republic of Congo. The article highlights key issues related to this form of entrepreneurship.

*Keywords:* *necessity entrepreneurship, opportunity entrepreneurship, informal sector, women entrepreneur-ship.*

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# Towards the Emergence and Valorization of Necessity Entrepreneurship: The Case of Women in the Republic of Congo

Dr. Aimée Tathiana Koulounda [α] & Dr. Jean-Paul Favre [σ]

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## I. Introduction

Necessity entrepreneurship, also referred to as "survival" or "resourcefulness" entrepreneurship, is an emerging form of entrepreneurship that has received limited attention in the traditional literature, dominated by the theory of opportunity entrepreneurship, which emphasizes the deliberate creation of value by entrepreneurs. The term "necessity entrepreneurship" carries a pejorative connotation that devalues entrepreneurs who find themselves in precarious situations and seek to improve their livelihoods. The decision to engage in entrepreneurship is often a result of significant life changes, such as separation, loss, unemployment, or deteriorating economic conditions Shapero and Sokol (1982). The motivation for entrepreneurship is influenced by the individual's context, and can be a choice or a response to necessity, as conceptualized in the push/pull or opportunity/necessity dichotomy. In the Republic of Congo, necessity entrepreneurship is particularly prevalent among women and constitutes a significant portion of the economy, providing around 70% of jobs.

One potential solution lies in the government's decision in 2016 to promote female entrepreneurship, which seems to fare better despite the challenging business environment. However, the reforms implemented have not been sufficient to improve the business climate, mainly due to structural difficulties such as limited access to domestic and foreign investments, burdensome administrative and judicial procedures for business creation, and corruption.

Historically, African women have always been entrepreneurs, mainly engaging in informal trading to meet their families' basic needs. The informal sector offers quicker financial gains compared to the formal economy, which is less accessible due to administrative and financial barriers. This article focuses on the definition of necessity entrepreneurship, particularly within the Congolese context.

## II. Exogenous Approach Versus Endogenous Approach

Entrepreneurial studies predominantly adopt an endogenous approach, which examines the intrinsic characteristics and profiles of individual entrepreneurs. This approach suggests that entrepreneurs are "born" rather than made. In contrast, the less-explored exogenous approach, which we adopt in this study, focuses on the environmental conditions that influence and push individuals to engage in entrepreneurship. We consider ourselves part of a systemic model where economic, social, and cultural factors interact with each other. This approach is particularly relevant in developing countries with a significant informal sector. The theoretical debate between the endogenous and exogenous origins of entrepreneurship can be summarized by two key questions:

- Are Entrepreneurs "Born" or "Made"?
- Is Entrepreneurship a Choice or a Constraint?

By adopting the original exogenous approach, we shed light on the nature of high risk in the Congolese context. For Congolese women entrepreneurs, the motivation is driven by survival. Faced with precariousness, unemployment, and a lack of formal employment opportunities, women have no choice but to turn to the informal sector. Therefore, their greatest risk lies not in investment or inactivity, but rather in the absence of entrepreneurship, which could lead to their dis-appearance or death. Thus, entrepreneurship of necessity is characterized as "mandatory innovation" contrasting with Schumpeter's classical definition, as women enter an unfamiliar universe. While there is

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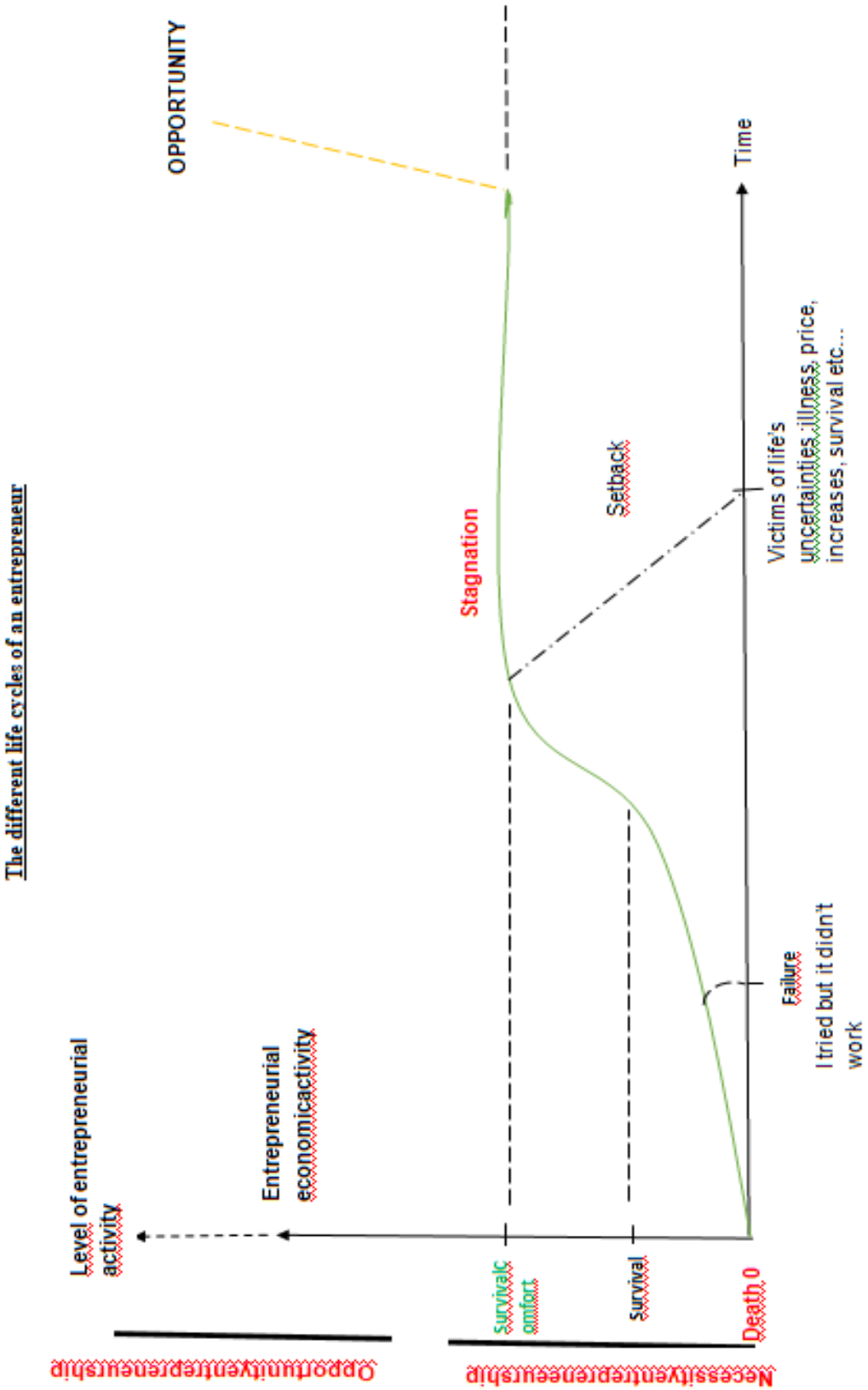
always a risk involved in entrepreneurship and innovation, the risk for necessity entrepreneurs is lower compared to the potential consequences of inactivity.




*Source : Aimée Tathiana Koulounda, 2020*



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## III. Push Theory Versus Pull Theory

The distinction between necessity and opportunity entrepreneurship was introduced in the Global Entrepreneurship Monitor's first study, which examined entrepreneurial dynamics in developing countries. Drawing from observations between developed and developing countries, Reynolds introduced the concepts of necessity and opportunity entrepreneurship based on the push/pull theory (Johnson & Darnell, 1976; Oxenfeldt, 1943; Shapero et Sokol, 1982)[1]. In other words, necessity and opportunity entrepreneurship are defined based on push/pull concepts.

## IV. Pull Theory

Considers entrepreneurship as a choice, driven by the desire for independence and the ability to identify business opportunities that yield higher benefits than the opportunity cost. Opportunities can refer to new products, services, or technologies. According to Schumpeter's theory, entrepreneurs are innovators who introduce new technologies that replace the old ones. Innovation is their primary means of survival. This theory complements Kizner's perspective (1973, 1979, 1997)[2], which envisions entrepreneurship evolving in an uncertain environment where entrepreneurs benefit from market imbalances by providing solutions to unmet needs. On the other hand, the descriptive approach, focusing on the intrinsic qualities and personality traits of entrepreneurs, considers entrepreneurship an opportunity when individuals possess the ability to perceive business opportunities (Shane, Venkataraman, 2000)[3] and take risks. In this context, opportunity is embedded in the entrepreneurial process, which leads to organizational emergence, referring to the birth of new formal enterprises (Gartner 1985, 1990, 1995).

## V. Push Theory

On the other hand, push theory suggests that entrepreneurial motivation is driven either by necessity or dissatisfaction. In the case of necessity entrepreneurship, factors such as unemployment or a lack of employment opportunities contribute to individuals feeling marginalized[4] (Gilad et Levine, 1986) and, through entrepreneurship, they seek to assert their values. In this sense, their engagement can be seen as part of a process of valorizing the entrepreneur within their community and society. According to Reynolds and All (2001), necessity entrepreneurship is considered the "best available option for employment but not necessarily the preferred one. These individuals engage in entrepreneurship because they have no better choices[5]." Dissatisfaction, in the case of opportunity entrepreneurship, becomes a triggering or determining factor in the decision to embark on entrepreneurship. This concept, often used in the field of human resources within organizations to measure job satisfaction, has been adapted to entrepreneurship. There is a close relationship between the intensity of dissatisfaction and entrepreneurship (Brockhaus, 1980; Stoner and Fry, 1982). This theory suggests that a high level of dissatisfaction acts as a positive factor in the decision to start a business when individuals see it as the ultimate alternative, ruling out the possibility of pursuing other avenues for fear of reliving the same situation.

## VI. Presentation of Congo and Economic Context

Congo Brazzaville, officially known as the Republic of Congo, is a country located in Central Africa, covering an area of 342,000 square kilometers. It shares its borders with several countries, including the Democratic Republic of the Congo, Gabon, Cameroon, the Central African Republic, and Angola. In 2022, its population was estimated to be around 5.97 million people[6]. The country experiences an annual population growth rate of 2.3%. The population is predominantly urban and concentrated in the two major cities of the country, Brazzaville and Pointe-Noire, which alone house 62% of the population[7]. The territory has one of the lowest population densities in Africa, with only 14.8 inhabitants per square kilometer.

In 2022, Congo ranks 153rd out of 189 countries with a development index of 0.5[8]. This index indicates that the country faces major challenges in terms of access to education, health, and nutrition.

The economy of Congo Brazzaville is largely dependent on the oil industry, which constitutes a significant source of government revenue and exports. The oil sector plays a crucial role in the Congolese economy by attracting foreign investments and generating employment. However, this excessive dependence on oil exposes the Congolese economy to fluctuations in international oilprices.

In addition to the oil sector, the economy of Congo Brazzaville includes other sectors such as agriculture, mining, fishing, and tourism. However, these sectors are oftenless developed and diversified compared to the oil industry.

In terms of economic performance, Congo is estimated to have recorded a growth rate of 1.5% in 2022, following a contraction of 2.2% in 2021[9]. However, this economic growth has not been strong enough to reduce the poverty rate. On the contrary, the proportion of the population living below the international extreme poverty line is said to have slightly increased from 52.0% in 2021 to 52.5% in 2022[10].

## VII. Socio-Economic Situation of Women

In developing countries, including the Republic of Congo, women continue to face marginalization and



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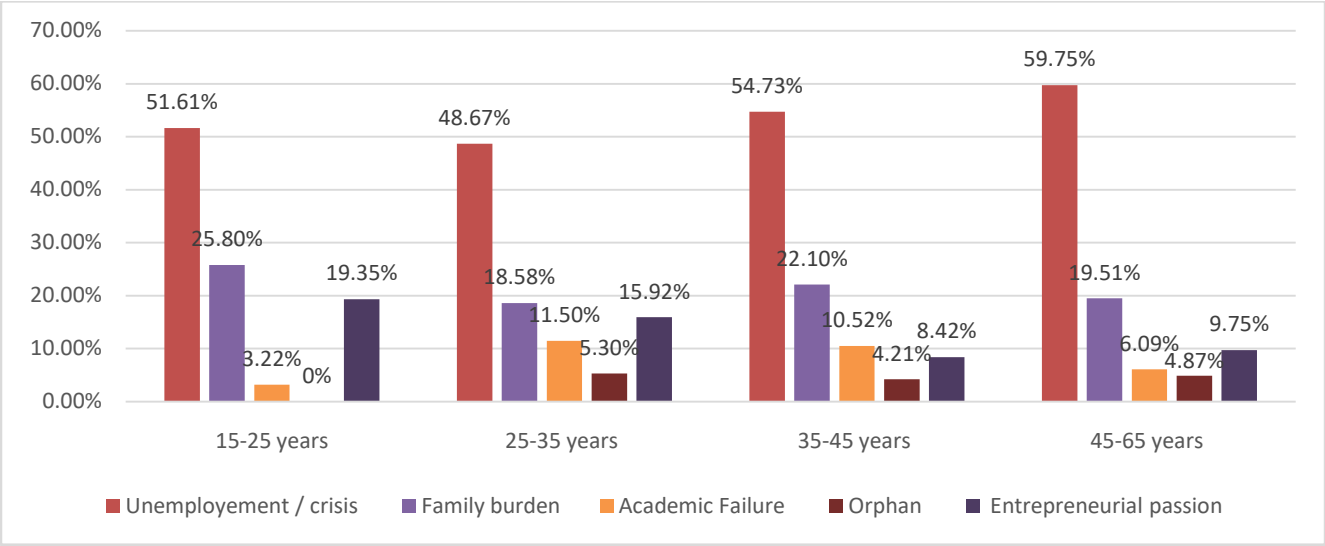
social exclusion, which hinder their access to education, social norms, and labor market discrimination. In terms of education, women have lower levels of education compared to men. Between 2015 and 2021, the literacy rate among young men aged 15-24 was higher than that of young women, with rates of 85% and 80%, respectively. Among adults aged 15 and above, the literacy rate is 86% for men and 75% for women[11]. The gender parity index of 0.93 reveals that the percentage of literate young boys is slightly higher than that of girls. This disparity highlights the need to promote girls' education and ensure equal opportunities for literacy. It also indicates that education plays a crucial role in acquiring the necessary skills and accessing decent employment. The gender gap in literacy can be partially attributed to the stereotypes and traditional roles assigned to Congolese women, perpetuating the notion that women should be confined to the roles of mother and wife, which can result in less emphasis on formal education.

Social and cultural expectations can influence family and community decisions regarding education, often favoring boys' education over girls'. Girls may be encouraged to marry and engage in domestic tasks rather than pursue further studies.

This can limit their access to formal education, depriving them of the opportunity to acquire the necessary skills and knowledge to thrive in various fields, contributing to higher unemployment rates among women. In fact, the unemployment rate for women was estimated at 23.2% in 2022 compared to 20.4% for men. This demonstrates a gender disparity in the labor market where women face specific difficulties in finding employment. They have no choice but to engage in informal entrepreneurship. The study on the dynamics of female entrepreneurship reveals that unemployment is one of the main reasons that drive women to start their own businesses.




*Source: Aimée Tathiana Koulounda, 2020*

*Graph 1:* Reasons for Entrepreneurship

## VIII. Obstacles and Constraints Faced by Women Entrepreneurs

According to the Women Business 2023 report, the Republic of Congo achieved a total score of 58.1, compared to the global average of 77.1 out of 100[12]. This represents an improvement of 8.7 points compared to 2021. The report analyzes eight indicators to assess women's autonomy, including mobility, workplace, pay, marriage, parenthood, entrepreneurship, assets, and pensions.

Congo is among the seven African economies that implemented 18 legal changes in 2023. For Congo, eight reforms have been implemented, six of which relate to the workplace and two to marriage. Regarding the workplace, women benefit from legal protections against sexual harassment. Additionally, laws on family violence, including physical, sexual, and psychological violence, have been adopted for the first time in the Congolese economy[13].



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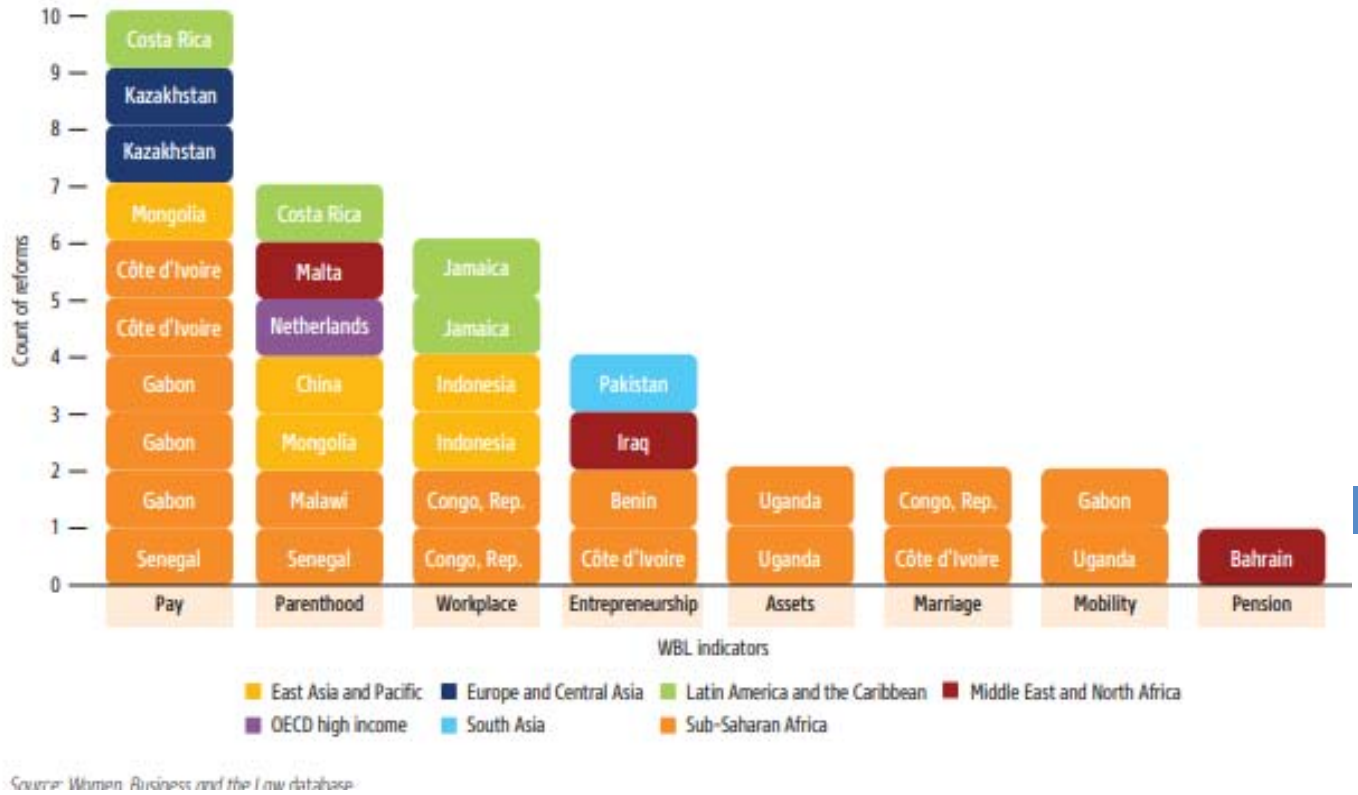


Source: Women, Business and the Law database

*Figure 1:* In 2021–22, 18 Economies Enacted Reforms Across all Women, Business and the Law Indicators
Count of Reforms Since October 2021, by Economy, Indicator, and Region

However, concerns persist regarding pay, with a score of 25, which measures laws affecting occupational segregation and the gender pay gap. Parenthood, with a score of 20, affects women's work during and after pregnancy. Congo's performance in pensions (100) and entrepreneurship (75) has stagnated for the past two years. The stagnation in the entrepreneurship score can be attributed, among other factors, to obstacles related to limited access to financial resources, lack of tailored training and skill development programs for women. The lack of technical skills in business management and networking opportunities can hinder their growth and development.

## IX. Conclusion

In conclusion, this article has revisited the concept of entrepreneurship by highlighting two distinct and complementary forms: opportunity entrepreneurship and necessity entrepreneurship. While opportunity entrepreneurship is based on deliberate will and free initiative, necessity entrepreneurship emerges from economic constraints and survival, where the entrepreneur is compelled by an injunction or vital obligation.

It is important to emphasize that these two forms of entrepreneurship are not exclusive but rather inter-dependent and can be considered as two ends of a continuum. An important contribution of this article lies in the relationship between entrepreneurship and risk-taking. While entrepreneurship is generally associated with valorized risk-taking for its audacity and creativity, it is interesting to note that necessity entrepreneurship actually represents the lowest risk. Doing nothing in the face of a lack of means of subsistence represents the greatest risk, with the certainty of imminent disappearance. Thus, necessity entrepreneurship is motivated by the concern to reduce the risk of sinking and disappearing, while opportunity entrepreneurship is based on the perspective of a secured present and allows for risk-taking motivated by speculation about a promising future.

Therefore, these two forms of entrepreneurship differ in terms of the notion of risk, temporal perspective, and degree of urgency that characterize them. The necessity entrepreneur is constrained by adversity and acute urgency that mobilize them to ward off fatal risk, thereby preventing them from projecting into the future. On the other hand, the opportunity entrepreneur, assured of their present existence, can project onto a longer time horizon and take risks to achieve imagined and promising goals.

In summary, this article underscores that these different forms of entrepreneurship have distinct motivations, temporal perspectives, and levels of urgency, and it is essential to recognize and understand



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these differences to better grasp the diversity of entrepreneurship in our society.

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# Entrepreneurship in Education: Unlocking a New Era of Innovation in the UK

By Ripan Das

*Abstract-* With its emphasis on innovation and creativity, entrepreneurship education has become a game-changer in the classrooms of the United Kingdom. This article provides a critical analysis of the rising prominence of entrepreneurship education, its effects on the economy and society in the United Kingdom, and its potential to usher in a new era of innovation. The article emphasises university entrepreneurship centres and incubators as hubs for student companies and ventures, highlighting the significance of educational institutions as catalysts for entrepreneurial growth. It also delves into the ways in which teaching young people entrepreneurial skills might help reduce youth unemployment. The need of incorporating entrepreneurship across multiple academic areas is also discussed, as is the influence of social entrepreneurship on local communities. The important conversation also addresses potential hazards, misconceptions, and obstacles to the mainstream adoption of entrepreneurship education, and provides solutions for policymakers and educational stakeholders.

*Keywords:* *entrepreneurship, education, innovation, uk, entrepreneurship education, economic growth, social entrepreneurship, youth unemployment, university entre-preneurship centers, incubators, curriculum integration, entrepreneurial mindset, creative thinking, problem-solving, future prospects, policymakers, educational stakeholders, continuous innovation.*

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This article examines the growing impact of business models in the academic world in the United Kingdom. Education for entrepreneurship has arisen as a catalyst for altering established modes of instruction by emphasising the development of innovative and flexible thinking. This essay explores the ways in which entrepreneurial strategies have improved the state of education and explains why this paradigm change is good for everyone involved. It shows how the current educational climate in the UK is fostering a new generation of innovators and entrepreneurs through in-depth case studies and analysis of the incorporation of entrepreneurship into curricula, pedagogical approaches, and institutional frameworks.

*Keywords: entrepreneurship, education, innovation, uk, entrepreneurship education, economic growth, social entrepreneurship, youth unemployment, university entrepreneurship centers, incubators, curriculum integration, entrepreneurial mindset, creative thinking, problem-solving, future prospects, policymakers, educational stakeholders, continuous innovation.*

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## I. Introduction

The incorporation of entrepreneurialism into today's educational system has become a game-changing phenomenon, one that is redefining conventional teaching methods and ushering in a new era of innovation in the United Kingdom. The definition of entrepreneurship in education, an overview of its growing significance within the UK education sector, and a precise articulation of the purpose and scope of this article are all provided in this introductory section. As defined by Fayolle and Gailly (2008), "entrepreneurship" in the classroom refers to "a set of skills and attitudes that enable students to recognise opportunities, take prudent risks, and creatively address complex problems." Creativity, critical thinking, flexibility, and a can-do attitude towards addressing problems are just some of the traits that may be developed by encouraging an entrepreneurial mindset (Gibb, 2002). Instilling a sense of agency and self-efficacy that goes beyond the classroom, entrepreneurship education empowers students to take charge of their own learning (Jones & Iredale, 2010).

The educational climate in the United Kingdom has been evolving, with an increased emphasis being placed on more than just cramming for tests and memorising facts. Educators and politicians are aware of the importance of preparing students to deal with uncertainty and innovate in the face of a fast shifting global economy (Hannon, 2006). Consequently, entrepreneurial education has become a focal point of policymakers' efforts to improve the quality of higher education in the United Kingdom (Gibb, 2011).

The primary objective of this journal article is to provide a thorough evaluation of the effects of entrepreneurialism on academics inside the United Kingdom. This essay seeks to shed light on the transformative potential of entrepreneurial integration in education for students, teachers, and society at large by exploring its many elements. This article aims to highlight the benefits of entrepreneurship education in developing fundamental competencies and abilities required for success in the 21st century by citing data from case studies and scholarly research. To help with the wider adoption of entrepreneurship education, it also seeks to address the obstacles and possibilities connected with implementing such education and to



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provide useful insights to policymakers, educational institutions, and other stakeholders.

An era of learning that equips students to be resilient, flexible, and forward-thinking leaders in the United Kingdom is being ushered in with the incorporation of entrepreneurship as its guiding light.

## II. Evolution of Education: A Need for Change

The foundation for the spread of information and the cultivation of abilities has always been the school system. However, the limits of the traditional educational approach have become increasingly obvious in the face of quickly shifting global landscapes and the advent of a technology-driven economy (Jones & Iredale, 2010). This part provides a critical analysis of the problems with the current educational system, the needs of the modern economy, and the growing skills gap, before conclusively arguing that incorporating entrepreneurship into the classroom is the best way to address these issues.

1. *The Traditional Education System and its Limitations:* Critics of the status quo in education point to the system's inflexibility in addressing students' varying backgrounds, interests, and learning styles through standardised testing and a one-size-fits-all approach to curriculum and instruction (Fayolle & Gailly, 2008). When teaching is centred on rote memory, students rarely have time to practise higher-order thinking abilities like analysis, synthesis, and problem solving. Furthermore, this strategy has the tendency to suppress students' uniqueness and does not adequately prepare them for the intricacies of the real world, where adaptation and invention are crucial (Hannon, 2006).
2. *The Demands of the Modern Economy and the Skills Gap:* In today's fast-paced, technologically-driven industry, workers of all stripes are in higher demand than ever before. This has resulted in a skills gap between what students learn in school and the competences expected by businesses (Gibb, 2002), as the traditional education system has struggled to keep up with these shifting needs. There is an increasing demand for individuals with an entrepreneurial mindset who can deal with uncertainty, take the lead, and spot chances for innovation as automation and AI transform businesses (Gibb, 2011).
3. *Rationale for Introducing Entrepreneurship in Education:* The modern economy suffers from a skills gap, and there is a persuasive case to be made for introducing entrepreneurship education as a means of resolving this problem. The incorporation of entrepreneurial principles into the classroom has been shown to increase student engagement and motivation, as well as feelings of independence and responsibility (Jones & Iredale, 2010). Entrepreneurship education, with its emphasis on problem-solving, innovation, and critical thinking, prepares students to deal with unexpected setbacks and make the most of promising new prospects (Fayolle & Gailly, 2008).

Furthermore, students who take part in entrepreneurial programmes develop an attitude of resilience and risk-taking, learning to view setbacks as learning opportunities (Gibb, 2002). The capacity to adapt and innovate is highly prized in today's work market, therefore this method is crucial for educating individuals for it. Students that take part in entrepreneurship courses learn to work together, value differences of opinion, and pool their resources in order to create novel answers to problems (Hannon, 2006).

The need to cultivate a workforce that can propel economic growth and social change is a good fit for the inclusion of entrepreneurialism in the classroom. Education systems that foster an entrepreneurial spirit in their pupils will produce leaders who can successfully navigate the complex challenges of the twenty-first century economy.

## III. Integrating Entrepreneurship into the Curriculum

The introduction of entrepreneurial study into schools is a radical departure from the norm. Case studies of effective curricular integration are presented, and a critical debate is offered on the difficulties of juggling entrepreneurship with traditional academic courses. These factors show how much entrepreneurship education may change lives by creating a new wave of British entrepreneurs.

1. *Approaches to Incorporating Entrepreneurship in Various Subjects:* The incorporation of entrepreneurship across a wide range of academic disciplines calls for creative educational approaches that inspire students to apply entrepreneurial principles to pressing societal issues (Fayolle & Gailly, 2008). Here, students could engage in subject-specific project-based learning by launching their own businesses. For example, students might develop concepts for environmentally responsible products while studying scientific principles in science classes (Gibb, 2011). Students in the arts and humanities can also experiment with social entrepreneurship by addressing local issues through original works of art.
2. *Balancing Entrepreneurship and Core Academic Subjects:* Striking a balance between entrepreneurial education and foundational disciplines is a significant difficulty when including entrepreneurship into the curriculum. There are many who worry that teaching entrepreneurial skills at the expense of more traditional courses like



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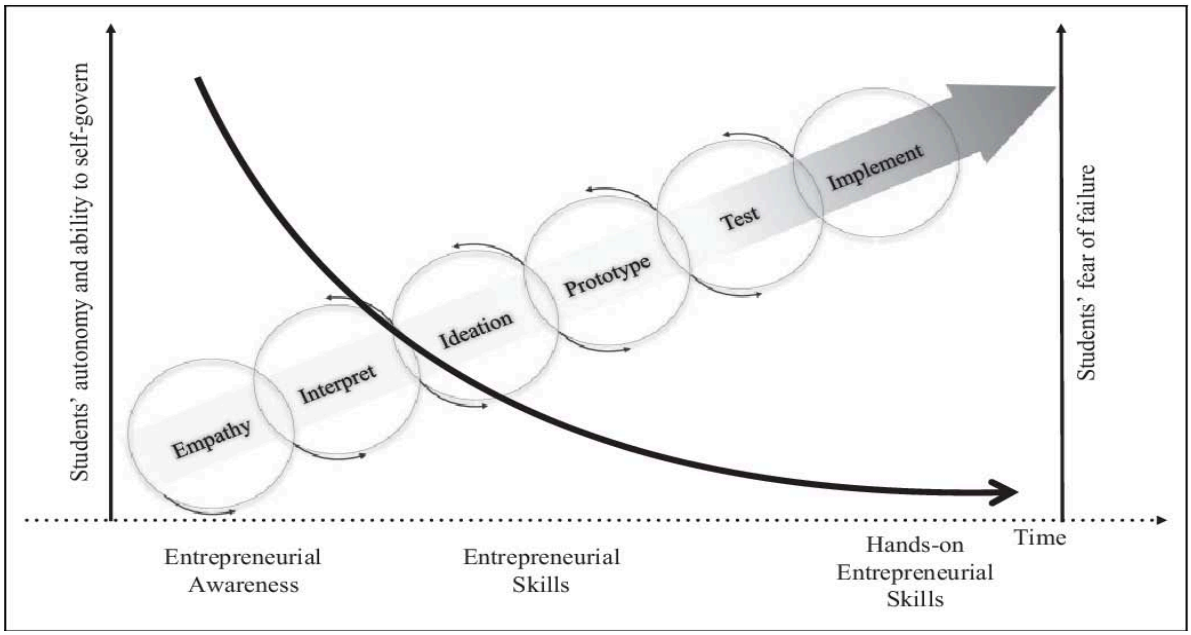
maths, language arts, and the sciences is a bad idea (Jones & Iredale, 2010). Entrepreneurship advocates, however, stress that the skills learned in the field are transferable to any field of study. A multidisciplinary strategy can help find that middle ground by incorporating entrepreneurial ideas into preexisting fields of study rather than viewing them as unrelated silos (Hannon, 2006).

3. *Case Studies of Successful Curriculum Integration:* Promising Results from Implementing Entrepreneurship into the Classroom Several schools in the United Kingdom have implemented entrepreneurship instruction with positive results. One university's engineering programme implemented an entrepreneurship section in which students worked side by side with business majors to create products with commercial potential (Gibb, 2002). This interdisciplinary strategy not only encouraged creative thinking, but also prepared students for the difficulties encountered by real-world business owners. A secondary school that infused its mathematics curriculum with an emphasis on entrepreneurship is the subject of another case study. In order to apply mathematical ideas to real-world business circumstances, students were given the task of drafting a budget and business plan for a made-up startup (Fayolle & Gailly, 2008). Students' mathematical skills improved and an entrepreneurial spirit was encouraged through these collaborations. In addition, one university has begun including entrepreneurship-themed workshops into its history courses, when students learn about and analyse the social, economic, and cultural elements that have influenced the success of past entrepreneurs (Hannon, 2006). The incorporation of these elements brought the past to life and highlighted the importance of an entrepreneurial mindset across time periods. These examples illustrate how entrepreneurship may be successfully included into a wide range of curricula, resulting in students who are well-rounded in terms of both their subject knowledge and their entrepreneurial abilities.

Finally, if entrepreneurship is taught in schools across the UK, it might completely change the face of education there. Educators can equip their students with the skills and mindset necessary to thrive in an ever-changing world by taking a variety of approaches to incorporate entrepreneurship into a variety of subjects, striking a balance between entrepreneurship and core academic disciplines, and showcasing successful case studies. This game-changing approach to teaching entrepreneurship might usher in a golden age of invention in Britain.

## IV. Fostering an Entrepreneurial Mindset in Students

One of the most important goals of entrepreneurship classes is to help students develop an entrepreneurial frame of mind. The necessity of fostering risk-taking and resilience, the role of nurturing a culture of innovation and flexibility, and the importance of developing creative, problem-solving, and critical thinking abilities are all critically discussed. These aspects emphasise the ways in which entrepreneurship education equips students to become leaders in the UK economy and society.




*Source: Gibb (2011)*

*Figure:* Entrepreneurial Mindset



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1. *Developing Creativity, Problem-Solving, and Critical Thinking Skills:* Students' ability to think creatively, solve problems analytically, and make sound decisions is a primary focus of entrepreneurship education (Fayolle & Gailly, 2008). Entrepreneurship education helps students think creatively by exposing them to fresh ideas and encouraging them to imagine what might be possible. Students learn to think critically and creatively by tackling problems in the real world through projects and challenges that provide them direct experience (Hannon, 2006). Successful entrepreneurs have a number of traits, including the ability to think critically, assess risks, and make well-informed decisions (Gibb, 2011).
2. *Encouraging Risk-Taking and Resilience:* Risk-taking is an integral part of entrepreneurship, and entrepreneurship courses aim to develop in their pupils a healthy appetite for measured risk (Gibb, 2002). Resilience and endurance can be fostered by teaching pupils to accept ambiguity and see setbacks as educational opportunities. Students can learn to deal with failure, modify their approach, and go on towards their goals with the help of entrepreneurship courses (Jones & Iredale, 2010). Aspiring entrepreneurs can gain from this trait, but it will help them in any field where they encounter adversity.
3. *Nurturing a Culture of Innovation and Adaptability:* Entrepreneurship education encourages students to question the status quo and look for ways to improve upon what already exists, therefore fostering a culture of innovation and adaptation (Gibb, 2011). By encouraging curiosity and a willingness to try new things, we can help our students adapt to the ever-changing nature of the modern workplace. Education for entrepreneurs places a premium on flexibility, helping students adjust to ever-changing cultural and market norms (Fayolle & Gailly, 2008). Additionally, the team-based structure of entrepreneurship education helps students learn how to effectively work together, communicate effectively across differences, and use their collective expertise to innovate (Hannon, 2006). This cooperative frame of mind not only aids in finding solutions, but also paves the way for the development of a mutually beneficial and enterprising neighbourhood.

Finally, the future of the United Kingdom gains greatly from educating pupils with an entrepreneurial perspective. Students are prepared to take on roles as innovative leaders in a variety of fields by cultivating their capacity for creative problem solving, critical analysis, and critical thinking. They may take on difficulties and failures with an optimistic outlook if they are encouraged to take risks and be resilient. And in a world where entrepreneurship is the engine that propels development and innovation, fostering a culture of innovation and adaptation helps students succeed. The United Kingdom can unleash a new era of creativity and equip students to be agents of positive change by incorporating these elements into the educational system.

## V. The Role of Educators in Entrepreneurship Education

Educators have a pivotal role in fostering a new generation of UK citizens who are both imaginative and entrepreneurial. This insightful conversation goes into the difficulties and possibilities of modern educator preparation and professional development, emphasising the value of encouraging teachers to take an entrepreneurial approach.



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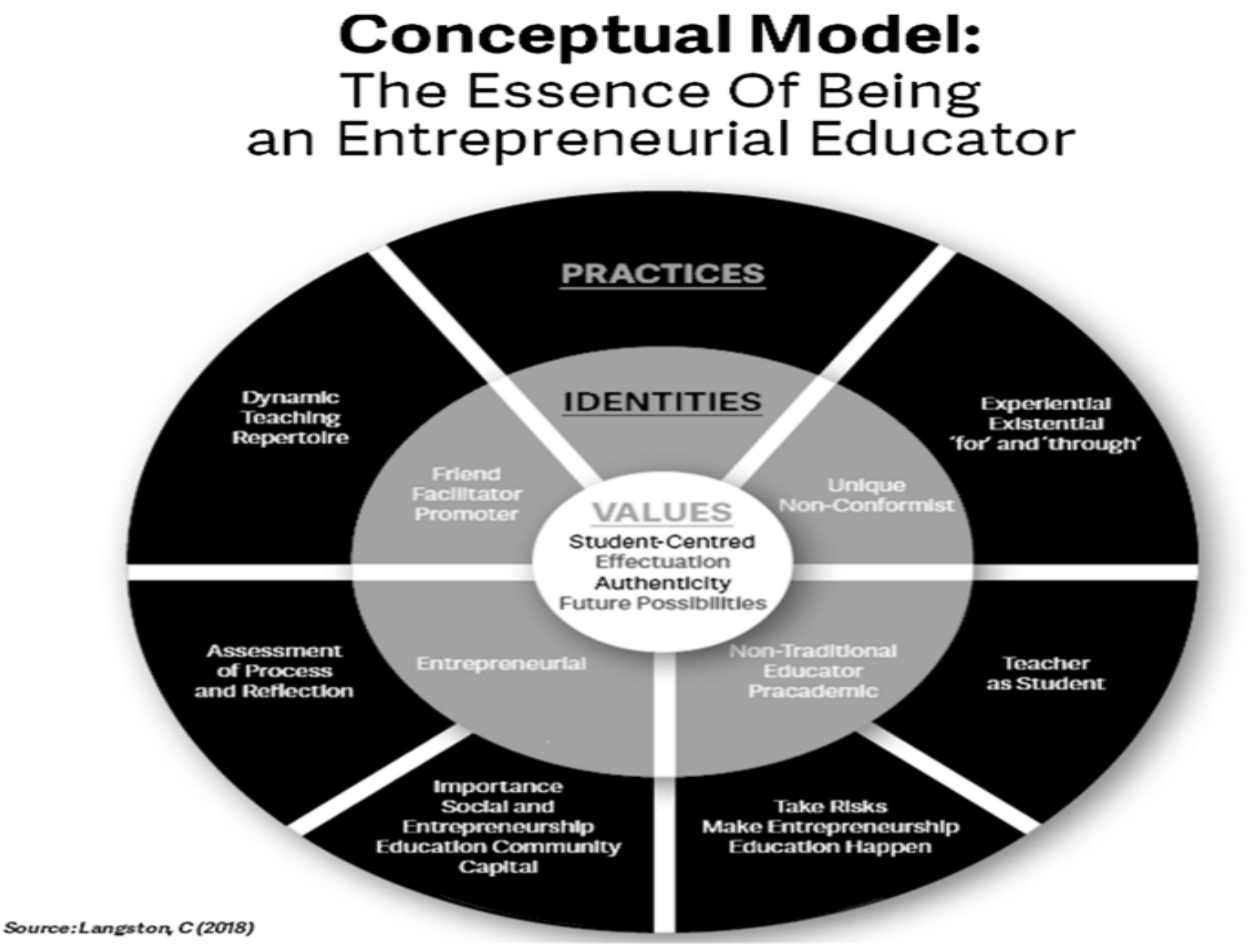


*Source: Langston (2018)*

*Figure:* Entrepreneurial Educators

1. *Teacher Training and Professional Development:* Professional and continuing education for teachers is essential if they want to provide pupils with an education in entrepreneurship (Gibb, 2011). However, traditional teacher education programmes frequently fall short in providing teachers with training in entrepreneurship (Jones & Iredale, 2010). To close this gap, teachers need consistent chances to learn the content, methods, and strategies that will allow them to effectively teach entrepreneurship to their students (Fayolle & Gailly, 2008). The quality of entrepreneurial education can be improved by investing in the professional development of teachers so that they can better encourage innovation, analysis, and problem solving among their pupils.
2. *Empowering Educators to Embrace Entrepreneurship:* For entrepreneurship education to thrive, teachers need to be given the tools to become entrepreneurs themselves (Gibb, 2002). Fostering an entrepreneurial culture in schools means encouraging educators to try new things, take chances, and create their own opportunities (Hannon, 2006). As noted by Fayolle and Gailly (2008), teachers can have a significant impact on their students' learning and problem-solving habits if they themselves exhibit an entrepreneurial mindset and participate in entrepreneurial activities. Educators should also work with entrepreneurs, business professionals, and community members to have a deeper knowledge of the obstacles and possibilities faced by entrepreneurs in the real world (Gibb, 2011). By working together, teachers may expand their expertise and give their students more relevant and useful lessons in business.
3. *Challenges and Opportunities for Teachers in the New Era of Education:* Teachers face new difficulties and opportunities as they usher in an era of education that emphasises entrepreneurship. The incorporation of entrepreneurial education into existing curricula is difficult since it must be done without sacrificing other courses (Jones & Iredale, 2010). Teachers need to strike a balance between emphasising entrepreneurship and ensuring that students master more conventional subjects. Teachers may also encounter pushback from



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established institutions and community members who question the value of entrepreneurship instruction (Hannon, 2006). To overcome this scepticism, it's important to highlight the ways in which entrepreneurship can help kids develop their originality, flexibility, and problem-solving skills. On the other hand, educating future entrepreneurs allows educators to work with experts from a wide range of fields and try out new approaches to teaching (Gibb, 2002). Educators can use it to help students gain real-world experience, to promote student-led projects, and to guide students as they launch their own businesses. Teachers can use these activities to create a stimulating classroom setting where students are actively involved in their own learning.

Finally, teachers play a crucial part in the UK's forward-thinking approach to entrepreneurship education. To realise the full potential of entrepreneurship education, it is essential to provide thorough training and professional development for teachers, encourage them to embrace entrepreneurship, and address the obstacles and opportunities they face. The education system may usher in a new era of inventiveness and originality by giving teachers the tools they need to help their pupils succeed in a dynamic and unpredictable world.

## VI. Institutions as Catalysts for Entrepreneurial Growth

The UK's entrepreneurial ecosystem relies heavily on the support of institutions, particularly universities and other educational institutions. This article takes a close look at the role that student startups and entrepreneurial ventures play in propelling entrepreneurship education forward, as well as the significance of university entrepreneurship centres and incubators, as well as collaborations between educational institutions and the business community.

1. *University Entrepreneurship Centers and Incubators:* University Entrepreneurship Centres and Incubators (Gibb, 2011) University entrepreneurship centres and incubators play a critical role in fostering entrepreneurial growth. These hubs help students and alums make their company ideas a reality by providing them with tools, guidance, and connections (Fayolle & Gailly, 2008). These schools encourage students to embrace entrepreneurship and seek innovative solutions to real-world situations by creating an entrepreneurial culture and providing experiential learning opportunities (Hannon, 2006). Furthermore, university entrepreneurship centres and incubators serve as a conduit for the dissemination of academic findings into commercially viable products.
2. *Collaborations between Educational Institutions and the Business Community:* Institutional partnerships provide a rare chance to improve entrepreneurship education (Jones & Iredale, 2010) because they bring together the expertise of both the academic world and the business world. Educational institutions can ensure that their entrepreneurial courses are up-to-date and in line with real-world demands by forming relationships with local businesses, startups, and existing organisations (Gibb, 2002). Students gain a more concrete grasp of the obstacles and opportunities faced by entrepreneurs as a result of these partnerships' exposure to practical experiences, internships, and prospective employment. Professionals in the field can also lend their expertise to budding business owners by serving as guest speakers, mentors, and advisors.
3. *Supporting Student Startups and Entrepreneurial Ventures:* As stated by Hannon (2006), a vital part of entrepreneurship education is providing resources and guidance to student-run businesses. Educational institutions foster a culture of creativity and risk-taking among students by offering funding, incubation places, and networking opportunities. Students' innovative thinking and drive for success as business owners are fostered through a variety of grant and competition opportunities (Gibb, 2011). Student entrepreneurs are able to focus on their businesses and gain significant expertise thanks to the aid provided by educational institutions, lowering the barriers to entry for them. Student startups help the local economy and community because successful businesses provide employment, fuel innovation, and find solutions to pressing social issues (Fayolle & Gailly, 2008). Furthermore, the achievements of student entrepreneurs serve as motivational examples for their contemporaries and the generations to come.

In conclusion, the UK's educational and research institutions play a crucial role in fostering entrepreneurship and new ideas. Aspiring business owners can get support and guidance at university-based entrepreneurship centres and incubators. By bridging the gap between classroom theory and real-world application, partnerships between academia and business greatly improve entrepreneurship education. By investing in student-run businesses, we can encourage students to take initiative, boost innovation, and aid in the advancement of our economy and society. Institutions play a crucial role in unlocking a new era of creativity and propelling entrepreneurship education forward by promoting a culture of entrepreneurship and providing the necessary support and resources.



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## VII. Impact on the UK Economy and Society

By encouraging new ideas, combating youth unemployment, and propelling constructive social change, entrepreneurship education has a major impact on the economy and culture of the United Kingdom. This critical conversation analyses the effects of social entrepreneurship in the United Kingdom, as well as the contributions of entrepreneurship education to economic growth and the reduction of youth unemployment.

1. *Contributions of Entrepreneurship Education to Economic Growth:* Economic growth is aided by entrepreneurship education because it produces more people with the know-how and attitude to seize chances, innovate, and add value to the economy (Gibb, 2002). By encouraging a can-do attitude among their pupils, schools can help fuel economic expansion and new job development (Gibb, 2011). The growth of student-run businesses and startups helps other industries, spurs innovation, and increases output. Education about entrepreneurship also creates a hospitable environment in which new businesses can grow and help the economy (Fayolle & Gailly, 2008). These business endeavours have had a profound effect on the economy as a whole, making it more robust and globally competitive.
2. *Addressing Youth Unemployment through Entrepreneurial Skills:* Youth unemployment is a serious problem, and entrepreneurship education helps by giving young people the tools they need to start their own businesses and find their own work (Hannon, 2006). Schools can help students become independent and proactive in their professional lives by teaching them entrepreneurial skills such as critical thinking, problem solving, and resourcefulness (Jones & Iredale, 2010). The empowerment that comes from learning about entrepreneurship inspires young people to consider it as a career option. When more young people take up entrepreneurship, they not only help the economy by creating jobs for themselves, but also help reduce unemployment overall (Gibb, 2011).
3. *Social Entrepreneurship and its Impact on Communities:* The Influence of Social Entrepreneurship on Local Communities Educating people to be social entrepreneurs is another important goal of entrepreneurship programmes (Fayolle & Gailly, 2008). Using their business acumen, social entrepreneurs work to improve society as a whole by tackling issues like poverty, injustice, and the depletion of natural resources (Hannon, 2006). Communities and the world as a whole benefit from educational institutions that emphasise social entrepreneurship. These businesses have a positive effect on underprivileged people and communities, adding social value beyond financial profits (Jones & Iredale, 2010). Future business leaders who understand the necessity of making a positive effect in their communities are inspired by social entrepreneurs who use their talents to find solutions to social problems.

In conclusion, the UK economy and society benefit much from entrepreneurship education. It promotes economic expansion, new business formation, and technological advancement by helping the next generation develop an entrepreneurial spirit. In order to combat youth unemployment, it is essential to provide young people with the tools they need to become entrepreneurs and start businesses of their own. In addition, universities help improve society and local communities through encouraging social entrepreneurship. The continued success of entrepreneurship education in the United Kingdom has the potential to usher in a period of unprecedented economic growth and social development.

## VIII. Challenges and Future Prospects

Despite entrepreneurship education's potential for positive change, various obstacles stand in the way of its widespread implementation and bright future. This critical analysis considers the obstacles to entrepreneurship education's widespread adoption, as well as some of the misunderstandings and misperceptions that exist about it, and provides suggestions for how policymakers and educational stakeholders might best take advantage of the benefits it offers.

1. *Addressing Barriers to Widespread Adoption of Entrepreneurship Education:* The reluctance of traditional educational institutions and stakeholders who may see entrepreneurship education as a diversion from core academic subjects is one of the key problems facing entrepreneurship education and must be addressed if it is to gain widespread adoption (Jones & Iredale, 2010). To overcome this obstacle, it is necessary to increase public understanding of how entrepreneurship education may help students develop employability skills and a growth mentality (Gibb, 2011). Educational policymakers and administrators should stress the entrepreneurial curriculum's enhancing rather than diminishing effects on students' overall education. The lack of teacher training and professional growth in entrepreneurship is another major obstacle (Fayolle & Gailly, 2008). Educators need to be provided with in-depth training to help them overcome this challenge and provide students with quality entrepreneurship education (Hannon, 2006). Teachers can benefit greatly from the information and connections provided by networks and



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partnerships between schools and experts in relevant fields.

2. *Potential Pitfalls and Misconceptions:* One risk in entrepreneurship education is that it becomes too superficial, teaching students only the fundamentals of running a firm without also encouraging them to think creatively, critically, and problem-solvingly (Gibb, 2002). Educators can help prevent this by placing a premium on hands-on learning and the practical implementation of entrepreneurial principles. By incorporating real-world projects and experiences, students are able to fully immerse themselves in the ideas and difficulties of entrepreneurship. In addition, some may wrongly assume that entrepreneurship education is exclusively valuable for future firm owners. The knowledge and outlook developed through an entrepreneurial education programme can be used to a wide variety of careers, not just startups (Jones & Iredale, 2010). In order to dispel this myth and inspire a wider audience to embrace the benefits of entrepreneurship education, it is important to emphasise the subject's adaptability.
3. *Recommendations for Policymakers and Educational Stakeholders:* Policymakers and educational stakeholders are urged to take the initiative outlined in this report in order to fully realise the benefits of entrepreneurship education. First, they should make entrepreneurship education a focal point of the national curriculum and establish measurable objectives for students to achieve in light of the ever-evolving requirements of the business world (Fayolle & Gailly, 2008). Education authorities, business leaders, and entrepreneurship specialists can work together to accomplish this. Second, a more well-rounded education can be achieved by including entrepreneurial training into courses across disciplines and educational levels (Gibb, 2011). To ensure that all students have access to entrepreneurship education, policymakers should promote a multidisciplinary approach that integrates entrepreneurial principles across subject areas. Finally, a vibrant ecosystem for potential entrepreneurs can be created through supporting entrepreneurship centres and incubators in educational institutions (Hannon, 2006). Policymakers should provide funding and incentives to encourage the growth of such hubs and partnerships, creating a climate in which enterprise and innovation may thrive.

While entrepreneurship education has the potential to usher in a new era of creativity in the United Kingdom, it also faces a number of obstacles that will need to be addressed strategically. It is imperative that educational policymakers and other stakeholders remove obstacles, clarify myths, and stress the need of entrepreneurial education for all students. The United Kingdom (UK) can equip future generations to succeed in a complex and uncertain environment by adopting a forward-thinking and collaborative approach to improving education.

## IX. Conclusion

The potential for entrepreneurship education to revolutionise the educational system in the United Kingdom has been examined in this scholarly paper. We have established the crucial role of entrepreneurial skills and mentality in preparing students for the future by analysing several characteristics of entrepreneurship in education, such as its definition, expanding significance, and purpose. To sum up, the UK's economy and society have both benefited from entrepreneurship education. It encourages students to embrace innovation and seek out new possibilities by developing their creative, critical thinking, and problem-solving skills. Student companies and enterprises benefit from the enabling environment provided by university entrepreneurship centres and incubators, which in turn drives the economic and social effect of entrepreneurship. The long-term goal of entrepreneurship education in the United Kingdom is to provide every student with the skills necessary to become successful entrepreneurs. It is imperative that policymakers, educational stakeholders, and business leaders work together to make entrepreneurship education a standard part of the national curriculum. This would necessitate on-going funding for teacher training and professional development that equips teachers to effectively instruct students in the principles of entrepreneurship. To make the most of entrepreneurship education, however, it is essential that teaching methods be constantly improved. Educators need to rethink their methods to ensure that students are learning information and abilities that will be useful in the future (Gibb, 2011). Educators may help students put entrepreneurial ideas into practise by placing a premium on hands-on, practical training.

The incorporation of entrepreneurship education in the United Kingdom (UK) has the potential to unleash a new era of invention and equip a new generation of innovative, flexible, and hardworking people. The education system can cultivate a pool of enterprising individuals capable of driving economic growth, tackling societal difficulties, and leading positive change in the UK and worldwide by encouraging students to adopt an entrepreneurial attitude and providing them with the tools they need to do so.

## X. Recommendations

Recommendations based on the above discussion are given in following.

- Policymakers' Emphasis on Entrepreneurship Education: Policymakers should recognize the



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transformative potential of entrepreneurship education and prioritize its integration into the national curriculum. They should collaborate with educational institutions, industry experts, and entrepreneurship educators to establish clear learning outcomes and ensure a consistent approach to delivering entrepreneurship education across all levels of education.

- Comprehensive Teacher Training and Professional Development: To effectively deliver entrepreneurship education, comprehensive teacher training and ongoing professional development programs should be implemented. Educators should be equipped with the knowledge, pedagogical techniques, and practical experiences necessary to deliver engaging and effective entrepreneurship instruction.
- Support for University Entrepreneurship Centers and Incubators: Policymakers and educational stakeholders should provide financial support and incentives to establish and maintain university entrepreneurship centers and incubators. These centers play a crucial role in fostering student startups and ventures, connecting academia with the business community, and creating a supportive ecosystem for entrepreneurship.
- Promotion of Experiential Learning: Educational institutions should prioritize experiential learning in entrepreneurship education. Encouraging hands-on projects, internships, and practical experiences enables students to apply entrepreneurial principles to real-world situations, deepening their understanding and skills.
- Integration of Entrepreneurship Across Diverse Subjects: Policymakers and educators should promote the integration of entrepreneurship principles across various academic subjects. By infusing entrepreneurial thinking into different disciplines, students can appreciate the applicability and relevance of entrepreneurship in various professional fields.
- Awareness Campaigns on the Versatility of Entrepreneurship Education: Efforts should be made to dispel misconceptions that entrepreneurship education is solely relevant for aspiring business owners. Raising awareness about how entrepreneurship skills and mindset benefit all career paths will encourage a broader audience to embrace entrepreneurship education.
- Evaluation and Assessment of Entrepreneurship Education: Establishing comprehensive evaluation and assessment mechanisms for entrepreneurship education is crucial to measure its effectiveness and impact. Regularly analyzing outcomes and feedback will allow for continuous improvement and refinement of entrepreneurship programs.
- Industry-University Collaborations: Strengthening collaborations between educational institutions and the business community will enhance the relevance and practicality of entrepreneurship education. Industry professionals can contribute as guest speakers, mentors, and advisors, enriching students' exposure to real-world challenges and opportunities.
- Continuous Innovation in the Learning Process: To stay ahead in an ever-evolving world, educational institutions should emphasize continuous innovation in their approaches to entrepreneurship education. Adopting cutting-edge teaching methods, technologies, and curricula will ensure that students are equipped with future-relevant skills and knowledge.
- Long-Term Monitoring of Graduates: Monitoring the progress of graduates who have undergone entrepreneurship education is essential to assess the long-term impact of the program. Tracking the career trajectories and entrepreneurial activities of alumni will provide valuable insights into the effectiveness of entrepreneurship education.

Incorporating these recommendations will strengthen the impact of entrepreneurship education in the UK, fostering a new era of innovation and equipping the future workforce with the skills and mindset to thrive in a dynamic and entrepreneurial-driven world.

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# Role of Motivation in Employee Retention: A Study on Readymade Garments Manufacturing Company in Bangladesh

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*Abstract-* The objective of this research is to assess the influence of motivation on employee retention within the Readymade garments sector of Bangladesh. During the study, a customized questionnaire was formulated to conduct a survey. A total of 72 participants from various garments companies were surveyed. The research utilized statistical techniques including reliability analysis, validity analysis, correlation and regression analysis to scrutinize the collected survey data. The analysis was performed using statistical software SPSS version -20. The results of the study indicate that factors contributing to motivation, such as compensation, work-life-balance, job environment, supervisor-subordinate relationships, attractive salary and wages, supervision, working hours and both extrinsic and intrinsic benefits exert a substantial impact on the ability to retain employees within Bangladesh's Readymade Garments Industry.

*Keywords: work-life-balance, superior-subordinate relationships, attractive salary and wages, extrinsic and intrinsic motivational benefits.*

*GJMBR-A Classification: JEL Code: L20*




*Strictly as per the compliance and regulations of:*

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# Role of Motivation in Employee Retention: A Study on Readymade Garments Manufacturing Company in Bangladesh

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*Abstract-* The objective of this research is to assess the influence of motivation on employee retention within the Readymade garments sector of Bangladesh. During the study, a customized questionnaire was formulated to conduct a survey. A total of 72 participants from various garments companies were surveyed. The research utilized statistical techniques including reliability analysis, validity analysis, correlation and regression analysis to scrutinize the collected survey data. The analysis was performed using statistical software SPSS version -20. The results of the study indicate that factors contributing to motivation, such as compensation, work-life-balance, job environment, supervisor-subordinate relationships, attractive salary and wages, supervision, working hours and both extrinsic and intrinsic benefits exert a substantial impact on the ability to retain employees within Bangladesh's Readymade Garments Industry.

*Keywords: work-life-balance, superior-subordinate relationships, attractive salary and wages, extrinsic and intrinsic motivational benefits.*

## I. Introduction

Garments sector is one of the most vital export sectors of our country. Now-a-days readymade garments sector not only earn maximum foreign currency but also engage a lot of unemployed people in productive industry. Statistics shows that there are more than 20 lacks people engaged in this sector. More than 10 lacks people are engaged in different accessories industry to earn their livelihood. As a consequence, our unemployment reduces, beside our socio-economic position also developed. It is also true that, for bright future of Bangladesh the contribution of this sector cannot be neglected. A Following China, Bangladesh currently holds the position of the world's second-largest garment exporter. In the previous year, its exports experienced a remarkable surge of 30.4%, reaching $35.8 billion. This increase marks the most substantial year-on-year growth in nearly 25 years. Additionally, Bangladesh maintains a robust presence in the European Union market, particularly in the export of ready-made garments (RMG). This is the high time for capture foreign market otherwise we cannot increase our market share for readymade garments. The following paper is prepared on *"Ready-made garments industry of Bangladesh"* the main objective of the study is to evaluate various HR strategies as well as overall performance and employee retention of the garments industry in Bangladesh.

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## II. Literature Review

The primary approach to motivating employees is to ensure adherence to social compliance standards, encompassing aspects such as maintaining legal working hours, providing lawful leaves, guaranteeing health and safety provisions, implementing effective grievance handling procedures, offering adequate welfare facilities, fostering a non-discriminatory work environment, and creating an environment free from abuse and harassment. As a result, the objective of this study is to propose a conceptual framework for investigating the impact of social compliance on employee productivity, with employee work motivation acting as a mediating factor. Every manager strives to enhance the productivity of their workforce, an integral component of their overarching strategy (Gino and Jane, 2009). Given the connection between employee motivation and productivity enhancement, the significance of motivation becomes apparent. However, it's often noted that in many companies, employees exhibit lower motivation levels and diminished job satisfaction, with employers often showing limited concern for their workforce's motivation (Islam et al., 2012). While extensive research has explored factors influencing job satisfaction, there's no universally defined standard that outlines which aspects of a job should be regarded as measures of job satisfaction. For practitioners, identifying the effective determinants of job satisfaction and their outcomes holds critical importance. Rose (2005) characterizes job satisfaction as a two-dimensional concept. The intrinsic dimension relies on individual characteristics including the job itself, initiative, and supervisor relationships. The extrinsic dimension hinges on motivation, encouragement, salary, earnings, and promotion. The former represents symbolic aspects of work, while the latter pertains to situational aspects. Both sets of factors should be considered as measurements of job satisfaction. Numerous remedies are proposed to enhance worker productivity, including improving social



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compliance, providing training to workers, and incorporating advanced technology (Razzaue and Eusuf, 2007). In their study on trade, development, and poverty linkage, Razzaue and Eusuf found that improved working conditions, enhanced welfare facilities, and fair wage payments positively impact workforce productivity. Building on this, Rahman and Hossain (2010) recommend exploring the connection between social compliance issues and employee productivity. Hence, the proposed study aims to bridge this knowledge gap by establishing the relationship between social compliance and employee productivity, mediated by employee work motivation.

*a) Meaning and Process of Motivation*

Motivation is consistently regarded as one of the most influential predictors of individual behavior and a fundamental driver of performance across various behavioral aspects (Steers RM, Shapiro DL, 2004). As a result, it's unsurprising that motivation is a recurrent topic in research literature (Levin MA, Hansen JM, 2008). Scholars and executives alike have displayed significant interest in understanding individual motivation to engage with social media and tools on behalf of companies (Leftheriotis I, Giannakos MN, 2014). Motivational factors, such as achievement, recognition, accountability, effort, advancement, and personal growth, are closely linked to job satisfaction, while hygiene factors, including corporate strategy and management, interpersonal relationships, working environment, compensation, job security, position, and benefits, are associated with the overall work context (Griffin RW, 2012). Herzberg classified hygiene factors as extrinsic elements, which, when not adequately met, have a disheartening effect on employees' job attitudes, eventually leading to dissatisfaction. In contrast, motivational factors are considered intrinsic elements that lead to fulfillment when met, yet their absence does not necessarily lead to dissatisfaction (Simons T, Enz CA, 1995). Furthermore, this study postulates that motivation emerges when individuals recognize a positive link between efforts leading to work performance and work performance resulting in rewards (Griffin RW, 2012). The objective-setting theory of motivation, stemming from the expectancy theory, posits that setting objectives functions as an "immediate regulator of human action" (Locke EA, Latham GP, 1991), directing individuals towards achieving the set goals. Objectives influence performance by channeling focus, organizing efforts, enhancing determination, and fostering motivation. Previous research (Bhatti K, 2015) sheds light on individual attitudes, perspectives, intentions, and life goals. This research helps businesses comprehend their employees' aspirations in both their professional and personal lives, while emphasizing the necessity of fostering them. In parallel, it appears to enhance employee engagement, reliability, and commitment to their organizations. Understanding the factors that influence employee motivation is an immense challenge for businesses, leaders, and executives (Sulaiman M, Ahmad K, 2014), especially considering that people hold diverse life objectives. Individuals possess varying needs, values, ambitions, goals, and perspectives (Ahmad K, Fontaine R, 2011), making it imperative to recognize these differences in order to effectively motivate and engage employees.

*b) Relationship between Employee Work Motivation and Employee Retention*

Drawing from the human relations theory, it becomes apparent that motivation serves as a driving force behind employees' performance (Filley et al., 1976). The interplay between work motivation and worker productivity has been a subject of research for an extended period. Nonetheless, earlier studies fell short of definitively establishing a direct correlation between these two factors (Vroom, 1964). It appears that there is a mutual influence between them. Petty et al. (1984) conducted an assessment of the 15 studies utilized by Vroom (1964) in his research and incorporated an additional 20 contemporary studies. They concluded that there is an unquestionable relationship between worker motivation and productivity. The findings of their study suggest that the correlation between an individual's overall job motivation and their job performance is more consistent than what was previously indicated in studies such as Vroom's (1964). Furthermore, Hackman and Oldham (1976) propose that the introduction of employee motivation establishes a circular relationship that encompasses motivation, job satisfaction, and productivity. The concept of satisfaction is also addressed by Herzberg (1959), who contends that the presence of motivators within a job leads to satisfaction.

*c) Motivational Factors Influence Employee Retention*

Employee retention is generally defined as "the intention of employees to stay loyal to their current workplace" (Huang et al., 2006). It signifies the commitment of employees to remain with the organization for an extended period or until the completion of ongoing projects (Bidisha, 2013). Consequently, as highlighted by Govaerts et al. (2010), the viability of organizations heavily relies on their human resources, creating an imperative for organizations to retain these valuable assets (Horwitz et al., 2003). Therefore, this literature review primarily centers on the identification and examination of factors that impact employee retention. Drawing from studies conducted by George (2015), Moncarz et al. (2009), Kossi et al. (2016), and Umamaheswari and Krishnan (2013), it is evident that compensation, work-life balance, working environment, and superior-subordinate relationships are consistently recognized as the key factors influencing employee retention.



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*d) Compensation*

Compensation encompasses both financial and non-financial rewards extended by employers to employees in exchange for their valuable services (Osibanjo et al., 2014). It encompasses wages, salaries, bonuses, incentives, and supplementary benefits such as holidays, health insurance, and company vehicles (Patnaik and Padhi, 2012). Compensation serves a dual role: on one hand, it's recognized as a motivator and a crucial retention strategy (Gardner et al., 2004), showing a direct correlation with employee retention (Hytter, 2007). Conversely, Teseema and Soeters (2006) noted that employees placing higher value on financial rewards within their compensation package were more prone to voluntary turnover, implying that compensation significantly influences retention. For instance, professional nurses who emigrated from South Africa cited compensation as a leading cause for their departure (Spence et al., 2009). However, a contradictory perspective exists. Hayes et al. (2006) and Kossivi et al. (2016) argue that compensation does not hold a direct relationship with retention. A case in point is Google Inc., renowned for its generous compensation offerings, yet maintaining a median tenure of merely around one year due to the hyper-competitive nature of the tech job market, which consistently presents new job opportunities (Business Insider, 2015).

*e) Work-Life-Balance*

As outlined by Hudson (2005), work-life balance entails well-structured practices that include flextime, teleworking, job-sharing schemes, family leave programs, and onsite childcare/elderly care. Corporate leaders increasingly emphasize non-financial rewards in their pursuit of work-life balance. This perspective is reinforced by observations among industrial blue-collar workers, which highlighted those wages or salaries alone fail to completely satisfy workers (2001). This illustrates that while compensation remains a pivotal driver for retention, it alone may not ensure long-term employee loyalty. Today's employees, both in managerial and blue-collar roles, place significant importance on various aspects of their job, such as work-life balance and employer-employee relations, as opposed to solely concentrating on pay rates (PWC, 2011). This sentiment is succinctly captured by the saying often attributed to millennials, "money is not everything." Over time, work-life balance has gained prominence as a crucial consideration for professionals within organizations. In contemporary business environments, employees increasingly seek flexible work schedules that harmonize their personal and professional lives (Ellenbecker, 2004). PWC's survey (2011) revealed that 95% of respondents consider work-life balance important, with 70% considering it highly important. Even in Japan, where millennials appear less concerned about work-life balance, 85% still acknowledged its significance. Kossivi et al. (2016) and Arnolds (2005) emphasize that jobs offering work-life balance provide employees with opportunities to fulfill family and other responsibilities, encompassing childcare, educational pursuits, religious commitments, and the need for stress reduction through flexible work arrangements (ACAS, 2015). This emphasis on work-life balance is conducive to enhanced employee retention. Conversely, workplaces neglecting work-life balance tend to grapple with high turnover rates, indicative of low retention levels. For example, in Taiwan, family responsibilities, especially childcare and traditional family obligations, have consistently influenced the retention rates of working women, leading to higher turnover among this demographic compared to men (Sinha and Sinha, 2012). Hence, the existence of work-life balance measures could empower working mothers to strategically plan their work schedules around home and childcare commitments, effectively allocating dedicated time to both their professional and personal lives (George, 2015).

*f) Working-Environment*

A favorable working environment encompasses a pleasant work experience, ample resources, and a degree of flexibility, and it is widely acknowledged to play a significant role in retaining employees (Alexander et al., 1998). Research conducted by Miller et al. (2001) underscores the value of an environment that fosters a sense of belonging among employees, encouraging long-term commitment and loyalty to the workplace (Irshad, 2014). Lok et al. (2005) found that job autonomy, positive feedback, and an innovative and supportive organizational culture contribute positively to employee retention. Moreover, Andrews and Wan (2009) contend that distinct organizations should tailor their working environments to match employee needs. For instance, manufacturing firms may thrive in an empowering environment that allows employees to showcase their full capabilities, while service organizations engaging directly with clients might require a psychological dimension to interact effectively and comprehend clients' needs (Umamaheswari and Krishnan, 2016; Shalley et al., 2011). Conversely, Raziq (2015) highlights the adverse consequences of neglecting the working environment. A lack of attention to this aspect can lead to diminished employee satisfaction and performance, resulting in decreased retention rates. This underscores the importance of accurately assessing and addressing the genuine needs of workers to provide them with a satisfying working environment that bolsters retention levels. Even exemplary workplaces like Google, Inc., renowned for its excellent and flexible working environment with a focus on work-life balance, faced challenges in retaining employees. Despite offering an appealing culture and environment, talented individuals were drawn by enticing



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offers from competing employers, leading them to transition voluntarily to other companies (Business Insider, 2016). This demonstrates that, while a conducive environment is vital, external factors and competitive offers can also influence retention decisions.

*g) Superior-Subordinate Relationship*

Jasper (2007) emphasized that the superior-subordinate relationship stands as another pivotal factor impacting employee retention. This relationship delineates the connection between supervisors and employees. According to Pitts et al. (1990), the perception employees hold about the organization is significantly shaped by their rapport with their supervisors. A robust relationship with open communication between employees and their supervisors fosters engagement and paves the way for employee commitment, thereby elevating retention levels (Landsman, 2008). A fragile superior-subordinate relationship can lead to demotivation among employees, prompting them to seek alternative job opportunities elsewhere (Kooker et al., 2007). When employees feel valued, recognized, and embraced within the organization, they become actively invested in achieving business goals and objectives, resulting in heightened productivity and increased retention rates (Mathis and Jackson, 2010). This dynamic also establishes a foundation of trust between employees and their supervisors. Nevertheless, in certain countries, a high-power distance culture prevails, often associated with autocratic leadership and centralized control (Sheridan, 1992). Organizations in such societies tend to adopt an autocratic or top-down management approach, potentially leading to a dearth of the superior-subordinate relationship. For instance, as noted by Newman et al. (2012), a high-power distance culture in China contributed to a lack of significant relationship between superiors and subordinates, which consequently impacted employee retention negatively. In contrast, Ghapanchi and Aurum (2011) further underscored the significance of the superior-subordinate relationship. Consequently, organizations that fail to appreciate employee commitments, neglect engagement, focus solely on faults, blame the wrong individuals, set unrealistic goals and deadlines, and disregard the importance of a strong bond between supervisors and subordinates will likely struggle in maintaining effective relationships, leading to lower retention levels (Mehta et al., 2014).

*h) Salary or Wages*

Compensation stands as a pivotal and vital determinant significantly impacting job satisfaction, particularly in terms of the salary's adequacy and equity. An employee's commitment to dedicating time and effort to their role often hinges on the compensation package they receive. As pointed out by Oshagbemi (2000), salary stands out as a primary contributor to an organization's operational costs. The correlation between salary size and job satisfaction remains a subject of debate, with some asserting an absence of a clear link. Herzberg's (1964) analysis includes salary as one of the hygiene factors influencing job satisfaction. Conversely, contrasting views from theorists like Locke and Porter (1976) suggest that when an employee's salary surpasses their expectations, their satisfaction level tends to rise, while the inverse is also true.

*i) Working Hours*

When there's an unstable equilibrium between individual expectations and demands, employees may encounter conflicts. Discomfort with one's work contributes to the accumulation of such conflicts. The conflict within roles can be linked to various factors, including frequent overtime and unsuitable working hours. The connection between working hours and employee satisfaction stems from the substantial time employees invest in their jobs. As discovered by Pors (2003), working hours impact an individual's quality of life, relationships with family and friends, and subsequently, their overall job satisfaction.

*j) Supervision*

Effective management is pivotal in shaping employee satisfaction. Granting employees the autonomy to voice their ideas fosters loyalty among them. Employee perspectives highlight the significance of fairness within the workplace. An integral determinant influencing employee satisfaction and behavior is the rapport shared between coworkers, supervisors, and colleagues. Especially when it comes to relationships, equity should be a central consideration, as emphasized by Chen (2001).

Relationship between employee work motivation and employee productivity

*k) Benefits*

Employee performance can be influenced by benefits in numerous ways. Benefits often receive less frequent assessment, making them a cost-effective strategy for employers in the market (Baughman R, Dinardi D, Holtz-Eakin D, 2003). This cost-effectiveness implies that more affordable benefits could potentially boost employee performance. Moreover, benefits can serve as an alternative to salary. Research has examined how employers adjust compensation by reducing salaries while providing various benefits to individuals over time (Baughman R, Dinardi D, Holtz-Eakin D, 2003). Employees often perceive benefits and salary as interchangeable, with individuals willing to trade salary for additional benefits. While benefits are often studied as a significant component of employee compensation (Kalleberg AL, 1977), they are frequently addressed separately from the core analysis. Literature has also emphasized the role of rewards in shaping an



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individual's job satisfaction and their approach to their work (Kressler H, 2004). In businesses, rewards play a significant role in creating and nurturing the bond between workers, ensuring satisfactory job performance and fostering employee loyalty. In the corporate context, employees engage with a company with specific skill sets in exchange for desired goals, anticipating favorable working conditions where their abilities are utilized to achieve objectives (Mottaz CJ, 1988). These rewards elevate individual effectiveness and efficiency in their roles, contributing to improved organizational performance as a result (Mottaz CJ, 1988).

*l) Stress*

Stress manifests as both psychological and physical burnout, leading to objective or subjective challenges for employees. Numerous factors, including issues like liquidity shortages and overcrowded branches, can contribute to employee stress levels. Research conducted by Hamid (2007) revealed a substantial correlation between stress and job satisfaction. It was observed that higher levels of employee stress were associated with a decrease in overall job satisfaction.

*m) Job Environment*

The work environment can vary significantly, ranging from environments that are entirely comfortable and fulfilling to those that are challenging and potentially hazardous to employees' well-being. Moreover, the intricate operational context can be influenced by the factors outlined by Khan et al. (618 A. Khan et al.).

## III. Objective of the Study

The objectives of the research are -

- To investigate whether motivation has a positive impact on employee retention within the readymade garments industry in Bangladesh.
- To understand the salary compensation and the employee benefits.
- To evaluate the factors that influence the employee's performance.

## IV. Research Hypothesis

The hypotheses formulated based on the aforementioned research question suggest the possible answers to the research inquiry as follows:

*H0:* The role of motivation does not have an effect on employee retention within the readymade garments industry in Bangladesh.

*H1:* The role of motivation has a positive effect on employee retention within the readymade garments industry in Bangladesh.

## V. Methodology of the Study

This study employs a combination of primary and secondary data collection and analysis techniques. To ensure its effectiveness, primary data has been gathered from a sample size of 72 respondents, including high officials, executives, and other employees within the garment industry in Bangladesh. This sampling was conducted through a 'random sampling' method, utilizing surveys distributed across various garment organizations. The primary data collection utilized a structured questionnaire designed for employees. This questionnaire comprised a mix of closed (dichotomous - yes/no), open-ended, non-forced, balanced, and odd-numbered non-comparative itemized questions. A Likert 5-point rating scale was employed for measurement. Conversely, the study also drew upon secondary data obtained through an extensive literature review. This review encompassed recent articles, research papers from referenced journals, peer-reviewed international conference proceedings, and relevant reports pertaining to the impact of employee training. This study embarked on exploratory research to acquire insights and comprehension of the comprehensive operations within a Garments Company. Its primary focus was to familiarize with the diverse HR strategies prevalent in the garments industry. Exploratory research involves delving into a problem or situation to generate ideas and insights for the research. In this context, I opted for this research approach to gather ideas and insights directly from the managers, executives, and high officials of Shun Ho Bangladesh Ltd.

## VI. Data Analysis and Findings

*a) Reliabity*

*Table 1:* Reliability Statistics

| Cronbach's Alpha | No. of Items |
|---|---|
| .868 | 11 |



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From the above table it is seen that the Cronbach's Alpha value of the reliability of this research is .868 which is good.

*b) Validity Analysis*

*Table 2:* KMO and Bartlett's Test

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .819 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 320.511 |
| | Df | 55 |
| | Sig. | .000 |

The provided table indicates that the Kaiser-Meyer-Olkin (KMO) Measure holds a value of .819, which signifies the sample size's adequacy for the study. The outcome of the Bartlett's Test of Sphericity reveals an approximate chi-square statistic of 320.511, corresponding to 55 degrees of freedom, surpassing the critical table value. This discrepancy leads to the rejection of the null hypothesis that the population correlation matrix is an identity matrix, as supported by Bartlett's test of sphericity. Consequently, the result of the Bartlett's Test of Sphericity holds significance, indicating that the population correlation matrix was not an identity matrix.

*c) Mean of Motivational Factors Influencing on the Retention of Garments Employees*

*Table 3:* Mean of Motivational Factors Influencing on the Retention of Employees

| Factors Influencing Employees' Performance | Mean |
|---|---|
| v1: Compensation | 4.1389 |
| v2: Working-environment | 4.2917 |
| v3: Work-life-balance | 3.8611 |
| v4: Superior-subordinate | 4.1667 |
| v5: Relationship | 4.0278 |
| v6: Salary or wages | 3.9583 |
| v7: Working Hours | 3.9861 |
| v8: Supervision | 3.7083 |
| v9: Job Environment | 4.0556 |
| v10: Stress | 4.1667 |
| v11: Motivational factors influencing Employee performance | 3.9028 |

The data presented in the above table indicates that motivational factors influencing employee retention have yielded higher average or mean values (ranging from 3.7083 to 4.2917). Among the statements (v1 to v11), eleven of them showcase mean scores of 3 or higher, signaling positive perceptions among the respondents. In light of these findings, the results of the mean analysis reject the null hypothesis (H0) suggesting "There is no effect of the role of motivation in employee retention within the readymade garments industry in Bangladesh." Instead, the alternative hypothesis (Ha) asserting "There is a positive effect of the role of motivation in employee retention within the readymade garments industry in Bangladesh" is accepted or proven. Thus, the anticipated relationship exists as demonstrated.



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## VII. Correlation Analysis

*Table 4:* Correlations of Employee Performance and Identified Factors of Role of Motivation

Correlations

| | | Compensation | Work-life-balance | Working-environment | Superior subordinate relationship | Salary or wages | Working Hours | Supervision | Stress | Benefits | Job Environment | Motivational Success in Employee performance |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compensation | Pearson Correlation | 1 | .281* | .556** | .335** | .511** | .148 | .354** | .251* | .485** | .095 | .212 |
| | Sig. (2-tailed) | | .017 | .000 | .004 | .000 | .216 | .002 | .033 | .000 | .425 | .074 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Work-life-balance | Pearson Correlation | .281* | 1 | .298* | .339** | .384** | .156 | .227 | .125 | .298* | .233* | .321** |
| | Sig. (2-tailed) | .017 | | .011 | .004 | .001 | .190 | .055 | .296 | .011 | .049 | .006 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Working-environment | Pearson Correlation | .556** | .298* | 1 | .696** | .596** | .394** | .426** | .519** | .443** | .297* | .379** |
| | Sig. (2-tailed) | .000 | .011 | | .000 | .000 | .001 | .000 | .000 | .000 | .011 | .001 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Superior subordinate relationship | Pearson Correlation | .335** | .339** | .696** | 1 | .567** | .250* | .339** | .490** | .350** | .309** | .390** |
| | Sig. (2-tailed) | .004 | .004 | .000 | | .000 | .035 | .004 | .000 | .003 | .008 | .001 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Salary or wages | Pearson Correlation | .511** | .384** | .596** | .567** | 1 | .434** | .497** | .454** | .468** | .378** | .430** |
| | Sig. (2-tailed) | .000 | .001 | .000 | .000 | | .000 | .000 | .000 | .000 | .001 | .000 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Working Hours | Pearson Correlation | .148 | .156 | .394** | .250* | .434** | 1 | .243* | .326** | .196 | .175 | .234* |
| | Sig. (2-tailed) | .216 | .190 | .001 | .035 | .000 | | .039 | .005 | .099 | .141 | .047 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Supervision | Pearson Correlation | .354** | .227 | .426** | .339** | .497** | .243* | 1 | .450** | .630** | .314** | .388** |
| | Sig. (2-tailed) | .002 | .055 | .000 | .004 | .000 | .039 | | .000 | .000 | .007 | .001 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Stress | Pearson Correlation | .251* | .125 | .519** | .490** | .454** | .326** | .450** | 1 | .600** | .540** | .474** |
| | Sig. (2-tailed) | .033 | .296 | .000 | .000 | .000 | .005 | .000 | | .000 | .000 | .000 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Benefits | Pearson Correlation | .485** | .298* | .443** | .350** | .468** | .196 | .630** | .600** | 1 | .355** | .449** |
| | Sig. (2-tailed) | .000 | .011 | .000 | .003 | .000 | .099 | .000 | .000 | | .002 | .000 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Job Environment | Pearson Correlation | .095 | .233* | .297* | .309** | .378** | .175 | .314** | .540** | .355** | 1 | .493** |
| | Sig. (2-tailed) | .425 | .049 | .011 | .008 | .001 | .141 | .007 | .000 | .002 | | .000 |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |
| Motivational Success in Employee performance | Pearson Correlation | .212 | .321** | .379** | .390** | .430** | .234* | .388** | .474** | .449** | .493** | 1 |
| | Sig. (2-tailed) | .074 | .006 | .001 | .001 | .000 | .047 | .001 | .000 | .000 | .000 | |
| | N | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 | 72 |

**. Correlation is significant at the 0.05 level (2-tailed).*

The correlation between Employee performance and identified factors of role of motivation is positive and is significant at the 0.01 level (2-tailed). The table shows the correlation between 'Employee performance' and 'Compensation' (variable 1) is 0.212 (Sig.=0.074); the correlation between 'Employee performance' and 'Work-life-balance' (variable 2) is 0.321 (Sig.=0.006);the correlation between 'Employee performance' and 'Working-environment' (variable 3) is 0.379 (Sig.=0.001); the correlation between 'Employee performance' and 'Superior subordinate relationship' (variable 4) is 0.379 (Sig.=0.001); the correlation between 'Employee performance' and 'Salary or wages' (variable 5) is 0.430 (Sig.=0.000); the correlation between 'Employee performance' and 'Working Hours' (variable 6) is 0.234(Sig.=0.047); the correlation



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between 'Employee performance' and 'Supervision' (variable 7) is 0.388 (Sig.=0.001); the correlation between 'Employee performance' and 'Stress' (variable 8) is 0.474 (Sig.=0.000); the correlation between 'Employee performance' and 'Benefits' (variable 9) is 0.449(Sig.=0.000); the correlation between 'Employee performance' and 'Job Environment' (variable 10) is 0.493 (Sig.=0.000). Therefore, the study exhibits that there seems to be a moderate correlation between employee performance and identified factors of role of motivation in garments sector's employees.

## VIII. Conclusion and Recommendations

To conclude, it is evident that consistent motivation can yield the subsequent favorable outcomes on employee performance and retention within the readymade garments sector in Bangladesh. Consequently, upon motivating employees, the organization will witness: Enhanced job satisfaction strengthened commitment, diminished intention to leave the job (leading to prolonged engagement). The outcomes of this study suggest that employee retention is strongly influenced by a set of ten motivational factors. These factors include compensation, work-life balance, the working environment, relationships between superiors and subordinates, salary or wages, working hours, supervision, stress levels, benefits, and the overall job environment. Through statistical correlation analysis, it has been established that there is a positive and significant correlation between employee performance and the identified motivational factors. This significance holds at a confidence level of 0.01 (two-tailed). Furthermore, the motivational factors that impact employee retention have demonstrated higher average values, ranging from 3.7083 to 4.2917. The study has also assessed the reliability of the research using Cronbach's Alpha, resulting in a value of 0.868, which indicates good reliability. The study concludes that both extrinsic and intrinsic motivational factors play a notable role in influencing employee retention.

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# Toward Gender Mainstreaming in Infrastructure Investment Projects: An Economic and Gender Dimension of Labour Framework, South Africa

By Dr. Joel Marumo Mosenogi

*Abstract-* Effective and efficient conceptualisation and implementation of infrastructure investment is fundamental to every country's development. Many studies over decades have presented scientific evidence to this effect and it can be narrowly disputed. However, very few studies have been under- taken to point out the development inter-link of infrastructure investment and gender equality. What if further lacking, is the systems, tools and applicable frameworks which can provide scientifically based evident planning to ensure gender mainstreaming in infrastructure investment. Therefore, this paper proposes an Infrastructure Investment and Gender Dynamics of Labour Framework. The framework proposes factors to consider during the conceptualisation and implementation of infrastructure investment at macro level, meso level and micro level.

*Keywords:* *gender equality, women empowerment, infrastructure investment, labour.*

*GJMBR-A Classification:* *JEL Code: R58*



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## I. Introduction

The importance of gender equality and women empowerment in policy and developmental goals cannot be over-emphasised. Women continues to be vulnerable as a consequence gender inequality perpetuated by economic conditions, under-development and imbalanced socio-economic conditions in society. Infrastructure investment globally plays a central for medium to long-term sustainable economic development. However, the degree of gender-inclusivity in the design, financing and implement of infrastructure project in many countries remains under question. As demonstrated in their paper, Mosenogi and Daw (2021) disaggregating South African economy into 34 industries shows the difference on gender-based income inequality from infrastructure investment thus painting a clear picture of the unequal gender-pay gap where males still earn more than females.

Aguilar and Hart (2018) when arguing for the importance of gender in energy infrastructure points out that, the differentiated impacts of these developments on women and men are seldom explored, discussed or documented. This indicates that the impacts differentiation because of the direct effect on women and men, for example, through job opportunities, as well as through indirect impacts, as with respect to access to land and resources. As argued by OECD (2019), it is often assumed that females will automatically gain from new infrastructure projects in the same way as men do, without acknowledging possible distinct impacts on women and men according to their needs and social roles. The importance of gender-sensitive impact assessment cannot be over-emphasised. Prior to the commencement of every infrastructure project, the impact on both men and women at economic and social level must be under-taken so that all necessary measures can be designed to mitigated risks or challenges that both genders might be exposed to. This paper aims at making a significant contribution in the body of knowledge and practice within the space of gender equality, women's empowerment and infrastructure investment. South Africa is in the process of infrastructure development and is evident various infrastructure project conceptualised and implemented throughout the country. The paper therefore seeks to propose a framework that can easily applied on scientific basis to ensure gender mainstreaming in infrastructure investment.

## II. Literature Review

Good access to quality and sustainable infrastructure is an essential determinant of people's wellbeing and a basic requirement for businesses to prosper. High-quality infrastructure from digital, transport, energy and water to public parks and museums underpins inclusive growth and supports sustainable development, in line with the 2030 Agenda (Mosenogi, 2019). As argued by Pouw (2009), a relational scheme can be derived at different phases of consolidation within the economy depending on how much detail is desired for exploration. From a gender-perspective it is important to differentiate between individual members of households. Likewise, differentiation can be between individuals within firms, communities and governments if that would meet the objective of questions to be explored. There is thus always the possibility to zoom in a specific relationship within the relational scheme and construct a new scheme at a lower level of aggregation (e.g. intra-household level).

As presented in the pioneering work of Pouw (2009), understanding the theoretical relationship of gender, the economy and labour produced the schematic framework which remains helpful in

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academia and practice to perform different analysis. Pouw (2009) further argues that units of analysis in the relational scheme are mutually exclusive. He further states that each of them forms a separate entry into the scheme. The cells in the scheme specify the nature and form of the relationship between the row entries on the left and the column entries at the top of the scheme. For example, 'households' relate to 'labour' in two ways: i) by sustaining and regenerating the labour force through providing unpaid household work and care and real labour supply; and, ii) by demanding labour themselves.

Fundamentally, the optimisation problems that need to be solved in the economy are the optimisation of allocating goods and services, labour, time and natural resources by economic agents over economic agents. Individuals, households, firms and communities make economic choice at the micro sphere of the economy. Additionally, the government is an important economic agent that operates at the macroeconomic level. The government has a special part in facilitating and guiding the (re) distribution of scarce resources in the economy, for example by legislature and formalising market operations and procedures. Although, government policies and regulation are implicitly reflected in the economic decisions of households, firms and communities, the government is given a separate entry as the 'closure' of the scheme (Pouw, 2009). As argued by The World Bank, (2010), infrastructure should not only be developed for women but also by women thus allowing the optimal distributive economic choice. According to Aguilar and Hart (2018), a gender-responsive approach to project design and implementation enables the identification of potential barriers to enable energy access to vulnerable households and provides a clearer comprehension of the needs and interests of the whole population of target communities. The study by Mosenogi (2019), brings forth scientific evidence on the gender disparities in the South African labour market within the space of electricity infrastructure investment using the case of Kusile and Medupi and the two cannot be an exception based on literature. It is against this backdrop that the re-look at infrastructure investment is of paramount importance and framework proposed below should be a guiding and reference tool in changing the landscape.

## III. Analysis and Framework

### a) *Analysis*

The existence of frameworks to enhance gender inclusive development in the space of, especially mega infrastructure projects remain limited globally and close to non-existent in South Africa. "Gender mainstreaming", "gendered budgeting", and "women's empowerment" features dominantly in social and economic policies at different scales in various international bodies such as the United Nations, the World Bank, and the European Union as well as in national, regional, and local institutions (Perrons, 2005). Gender mainstreaming is largely impeded by different institutional hurdles and the believe that public policy cannot assist societal gender transformation (Mosenogi, 2019; Perrons, 2005; Standing, 2004; Subramanian, 2004). This is further supported by Mukhopadhyay (2004) who argues that gender mainstreaming has become normalised as a "technical project" and has been disassociated with its foundation of feminism which opposes inequality in gender and power relations.

From the analytical point of view, South Africa remains under-developed with poverty, unemployment and inequality being extremely high with its population being a slight increase. According to Statistics South Africa (2021) population mid-year estimates for 2021 shows that South Africa has reached 60,14 million despite COVID-19 challenges with female's population share remaining higher to males at 51,1%. Table 1 below illustrates the population number in South Africa.

*Table 1:* Mid-Year Population Estimates for South Africa by Population Group and Sex

| Population group | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | Number | % distribution of males | Number | % distribution of females | Number | % distribution of total |
| Black African | 23 761 051 | 80,9 | 24 879 278 | 80,9 | **48 640 329** | **80,9** |
| Coloured | 2 578 930 | 8,8 | 2 716 038 | 8,8 | **5 294 968** | **8,8** |
| Indian/Asian | 790 412 | 2,7 | 754 810 | 2,5 | **1 545 222** | **2,6** |
| White | 2 257 654 | 7,7 | 2 404 805 | 7,8 | **4 662 459** | **7,8** |
| **Total** | **29 388 047** | **100,0** | **30 754 931** | **100,0** | **60 142 978** | **100,0** |

*Source: Statistics South Africa (2021a)*

Contrary to the high population numbers of females, table two below shows that unemployment for females remains high in South Africa compared to males.



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*Table 2:* Labour Force Characteristics by Sex – All Population Groups (Thousand)

| | Jan-Mar 2020 | Apr-Jun 2020 | Jul-Sep 2020 | Oct-Dec 2020 | Jan-Mar 2021 | Qtr-to-qtr Change | Year-on-Year Change |
|---|---|---|---|---|---|---|---|
| **Both Sexes labour Force, Population 15-64 years** | | | | | | | |
| Unemployment Rate | 30,1 | 23,3 | 30,0 | 32,5 | 32,6 | 0,1 | 2,5 |
| Employed/Population Ration (Absorption) | 42,1 | 36,3 | 37,5 | 38,2 | 38,0 | -0,2 | -4,1 |
| Labour Force Participation Rate | 60,0 | 47,3 | 54,2 | 56,6 | 56,4 | -0,2 | -3,9 |
| **Females** | | | | | | | |
| Unemployment Rate | 32,4 | 24,8 | 32,3 | 34,3 | 34,0 | -0,3 | 1,6 |
| Employed/Population Ration (Absorption) | 36,9 | 31,3 | 32,4 | 33,2 | 33,1 | -0,1 | -3,8 |
| Labour Force Participation Rate | 54,5 | 41,7 | 47,9 | 50,6 | 50,2 | -0,4 | -4,3 |
| **Males** | | | | | | | |
| Unemployment Rate | 28,3 | 22,1 | 29,6 | 31,0 | 31,4 | 0,4 | 3,1 |
| Employed/Population Ration (Absorption) | 47,5 | 41,3 | 42,7 | 43,3 | 43,0 | -0,3 | -4,5 |
| Labour Force Participation Rate | 66,3 | 53,0 | 60,6 | 62,8 | 62,6 | -0,2 | -3,7 |

*Source: Statistics South Africa (2021b)*

As shown in table two above, total unemployment rate in South Africa was 32,6% as at first quarter of 2021. Unemployment for females was higher at 34,0 % and those of males slightly lower than that of the opposite sex at 31,4%. The patten shows to be the same from quarter 1 of 2020 thus reflecting gender disparities in the South African Labour market. Both labour absorption and participation rate of females shows to be lower than that of males.

COVID-19 has had its share in the labour market dynamics globally and South Africa is not exception challenges posed by this pandemic. Furthermore, COVID-19 related labour data shows a clear pattern of gender inequality in the labour market in South Africa. Figure 1 below shows percentage distribution of those who worked during lockdown by industry and sex, Q1: 2021. As argued by Statistics South Africa (2021b) of the 15,0 million persons who were employed in Q1: 2021, almost four out of every five persons (81,3%) were expected to work during the national lockdown by the companies/organisations they work for. Reflecting the gender dynamics of the South African labour market, about 9 in 10 people employed within the Construction industry who worked during the lockdown were men. Construction activities takes place because of infrastructure investment. However, looking at figure 1 below construction sector shows to be an industry were fewer women engaged in work activities across all industries during lock-down. Worth noting, is the higher number of women in the community and social services and private household thus pointing the continuous gender role definition by society and the labour market in general.



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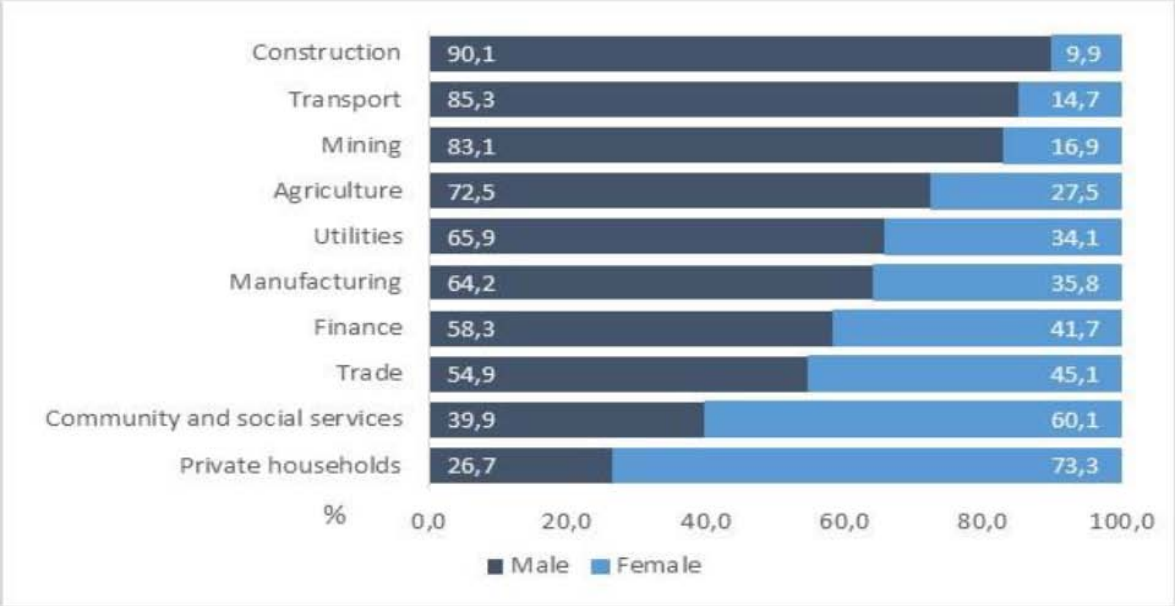


*Source: Statistics South Africa (2021b)*

*Figure 1:* Percentage Distribution of those who Worked during Lockdown by Industry and Sex

*b) Economic and Gender Dimension of Labour Framework*

To achieve the desired developmental outcomes and impact, a conscious decision to mainstream gender in development projects must be made. As argued by Fofack (2011), empirical evidence is increasingly showing that projects which integrate gender considerations have higher chances of meeting their underlying development objectives. The African Development Bank Group (2009) advances the following gender infrastructure indicators for infrastructure project cycle to ensure intentional equitable benefit for women in infrastructure development projects. Notwithstanding the plethora of laws and policies in South Africa, females have not yet progressed as expected in terms of socio-economic empowerment and gender equality (Mosenogi, 2019).

It is evident that a blanket approach towards attainment of gender equality cannot yield desired results of equal society at both social and economic level. Challenges facing South Africa in attaining gender equality are heavily founded in many years of historical system of economic planning and social setting and thus require a well-though, evidence-based and robust yet inclusive approach to deal with. These challenges still remain visible and prominent in the South African labour market.

As argued by Von Fintel and Moses (2017), internal migration in South Africa has a strong gender dimension. Historically, the apartheid-era migrant labour system` meant that predominantly black African men moved to urban areas without their families. After the abolition of influx controls in 1986, many women relocated, presumably to join their male partners. The period of migration feminization was also coupled with labour market feminization. However, existing research shows that increased female labour supply was poorly matched by labour market absorption, leading to rising unemployment among black African women (Von Fintel and Moses, 2017). It is against this background and the research findings that this study developed the *Infrastructure Investment and Gender Dynamics of Labour Frame work* which is outlined below.



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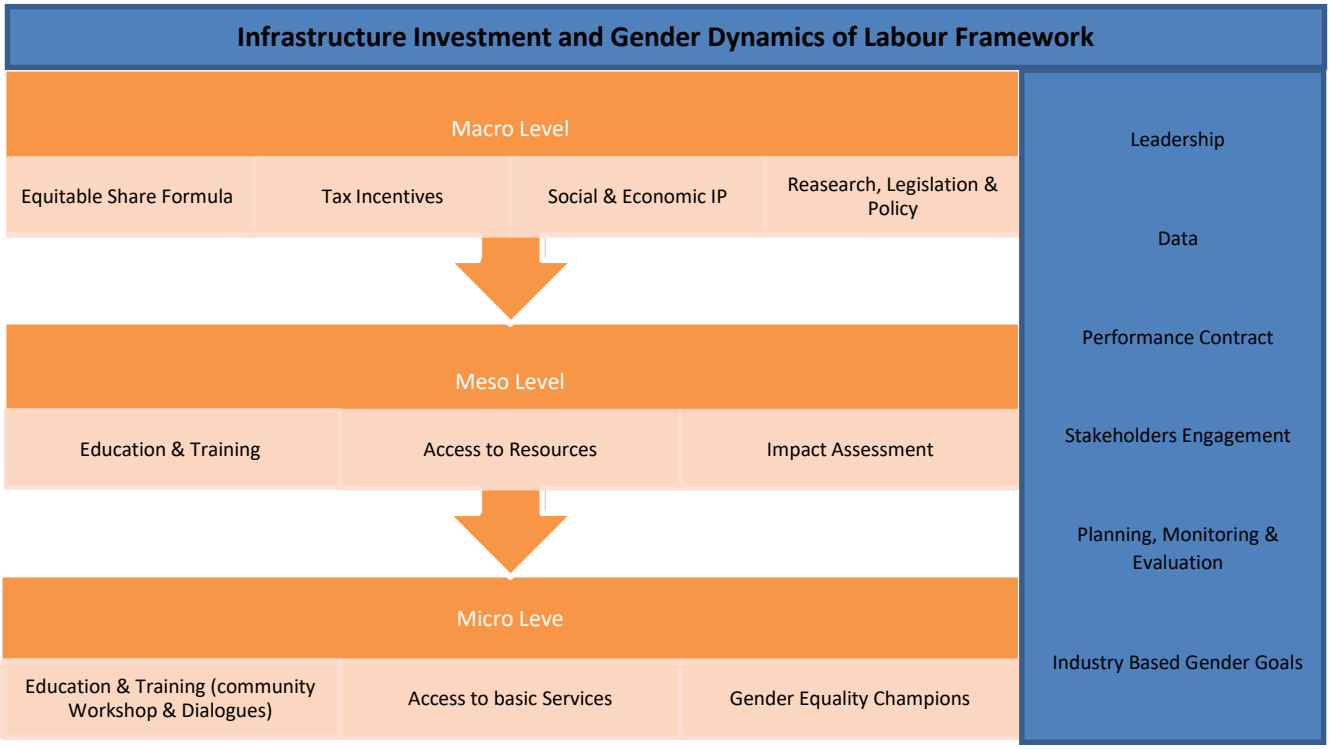
Infrastructure Investment and Gender Dynamics of Labour Framework




*Source: Model Developed by the Author*

*Macro Level*

Macroeconomic policy, both fiscal and monetary policy, is often thought of as gender-neutral. But economic policy choices affect women and men differently because of their different positions in the economy, both market (paid) and non-market (unpaid). For instance, budget cuts that reduce social spending may increase the demands on women's unpaid household labour, while trade liberalization may negatively affect women's employment in contexts where they are over-represented in import-competing sectors, such as agricultural food crops, (UN Women, 2016). Yet, macroeconomic policies to date have paid scant attention to these issues and have therefore not been conducive to the achievement of gender equality. Focusing on goals, measurement and policy instruments, this brief lays out the key problems with current macroeconomic policies and provides building blocks for an alternative macroeconomic agenda that is rights-based and gender-responsive, (UN Women, 2016).

Based on the findings of this study, it is argued that to achieve sustainable economic and inclusive labour market at a macro level the following aspects as outlined in the diagram above be considered and these are:

- *Equitable Share Formula*

Many Authors have argued for gender budgeting, however, achieving this have always been a challenge for various reasons. Gender equality can surely not be achieved without resources. The framework thus argues that the population components of the equitable share must be divided by gender-based population statistics and be allocated as such at National, provincial and local level.

*Example:*

| SA Equitable Share-Population component = 1% | Males Population (% share) | Females Population (% Share) | Budget Share Males | Budget Share Females |
|---|---|---|---|---|
| National | 48% | 52% | 48% of 1% Component | 52% of 1% Component |
| Province A | 47% | 53% | 47% of 1% Component | 52% of 1% Component |
| Province B | 50% | 50% | 50% of 1% Component | 50% of 1% Component |
| Municipal A | 46% | 56% | 46% of 1% Component | 56% of 1% Component |
| Municipal B | 49% | 51% | 49% of 1% Component | 51% of 1% Component |

*Source: Illustration by the Author*

The above table illustrate a possible approach towards gender-sensitive equitable share formula. Noting that South Africa has more females compared to males, and women bears the brunt of poverty while at the same time being under-represented in the labour market, it only makes sense that the fiscal policy be re-



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focused to be gender sensitive and amongst other the equitable share formula can play a pivotal role. This principle must therefore be applied across all spheres of government. A proposed framework requires effective oversight to ensure that the budget is spent in accordance with females and males needs in the society.

- *Tax Incentive*

Tax system is another key fiscal policy tool that can be used for various reasons such as attracting investment, encouraging/discouraging consumption and other economic and social behavioural patterns, raising revenue for government, etc. tax incentive is therefore another critical tool that can be used by South Africa to encourage employment of women in South African. Companied must therefore be incentivised for employing women across all ages, more especially young women due to the high unemployment of youth in South Africa.

- *Investment (Social and Economic Infrastructure Projects (IP)*

The South African government has 18 Strategic Infrastructure Projects (SIPs). To achieve women's economic empowerment and gender equality in the labour market, gender mainstreaming must be prioritised in these projects. Such mainstreaming must be informed by industry gender-specific labour statistics; gender-based unemployment in the province or municipality where the project is located; gender disaggregated population data at provincial and municipal level. This principle must be applicable and enforced across all spheres of government and over-and-above the 18 SIPs. This could be an opportunity to fast-track transformation in the labour market.

- *Research, Legislation and Policy*

There is a need for continuous investment in various sectors of the economy and such must be funded. The South African Employment Tax Incentive Act, (2013) be extended to include women. The Commission for Gender Equality Act 39 of 1996 be amended to give powers to the commission to enforce implementation of its findings or recommendations. Policy on gender equality and women's empowerment be continuously reviewed to be sector specific and aligned to industries of the future. Investment in research and development has the potential to enhance innovation in areas of gender equality, women empowerment and gender inclusive economic growth.

*Meso Level*

South African Government structure is divided into three spheres of government which are National, Provincial and Local government. Amongst others, the provincial government (Meso Level) is responsible for implementation of education, distribute resources and conduct impact analysis of resources distributed on the socio-economic conditions of its population. The framework thus argues that such approach must be gender-sensitive to achieve gender equality and as a consequence reduce poverty, unemployment and inequality. The following must be done to realise this:

- *Education and Training*

Gender mainstreaming in the curriculum is of critical importance. This will break and reshape gender stereotypes in the society. Furthermore, as indicated in the research finding, across all skills level women remains underrepresented in the labour market. Gender budgeting in education and training must therefore be legislated to accelerate women capacity in economic sectors which are male dominated such construction and electricity. These must consider capacity building for future industries to empower women in being more competitive in the fourth industrial revolution.

- *Access to Resources*

In the phase of rapid economic development and changes, access to resource has never been important as today to human development. Equitable access to resource has the potential to reduce poverty, unemployment and inequality significantly in South Africa and afford women a competitive edge to equally compete for opportunities in the labour market. Resource such as business funding for women currently must be compulsory for women. Access to ICT infrastructure for females must be a priority for both private and public in the current age of 4$^{th}$ Industrial Revolution. Funding for education must take a gender-based population shape.

- *Impact Assessment*

On a continuous basis, both private and public sector and the Constitutional body such as Commission for Gender Equality must assess the impact of resources on economic empowerment and transformation in the labour market. This will create a scientific-evidence-based accountability mechanism. Outcomes of such impact assessment must inform future discourse to accelerate gender equality and change he unequal patterns of the labour market.

*Micro Level*

Households as suppliers of labour to the market are based at micro level of the economy and local government sphere in the South African context. This is where communities develop and practices its culture and tradition that shapes the ultimate labour supplied to the entire economy. It is at local level were gender roles and stereotypes are shaped and defined. Hence the framework emphasis the need for education and training (workshops and dialogues); Access to basic service and gender equality champions.

- *Education and Training (Workshops & Dialogues)*

Reframing of mind set, behavioural patterns and attitudes can only be achieved through education and



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training over time. Local government and key stakeholders must play an active role in facilitating community workshops and dialogues, which can ultimately shape a clearly understanding of gender equality at a grass roots level.

- *Access to basic Service*

Many women across African countries spend most of their time on unpaid labour such as collecting wood for energy and fetching water for cooking and laundry. These are also responsibilities of young girl children in most areas which compromised the time and energy that could be used in their schoolwork and shaping their future. Provision of basic service such as water, energy, access to data, sanitation and health service can go a long way in encouraging and enabling women to participative fully in the economy.

- *Gender Equality Champions (GEC)*

To effectively advocate for and implement education and training and provision of basic service at a local level, there is a need to establish gender equality champions. In partnership with other stakeholders, GEC will have the responsibility to design, implementation and sustainability of gender and development programmes and projects in local communities.

## IV. Conclusion

One of the root causes of poverty and gender-based violence is gender inequality and un-empowered female population. It evident from many studies that distribution of resources in South Africa is largely not gender biased based on the state equality or inequality. Population as a component of equitable share in South Africa is gender-blind and to that effect does not consider gender dynamics in the county. More women are unemployed and lives in poverty compared to men. Infrastructure developments present an opportunity to South Africa as a country advance gender equality, eradicate gender-based poverty and achieve women empowerment not only as beneficiaries but as leaders of development.

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# Factors Affecting QR Code usage in Nepal

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*Introduction-* Quick Response (QR) codes are two-dimensional and machine-readable matrix bar codes created by Hara Masahiro, an engineer for Denso Wave Incorporated, a Toyota subsidiary, in 1994 for accurate and fast inventory checks. QR-code was first used in Japan's Kanban, a type of electronic communication tool used in the automotive industry (Stein, 2020). QR code was used in manufacturing and expanded to the logistics and retailing industry. In the marketing field, QR-code had been used widely to understand consumer behavior, market research, retailing, and marketing communication (Tolliver-Walker, 2011).

QR codes can be read by any smartphone, tablet, or laptop with a camera, using freely available software. Conventional one-dimensional bar codes can store information only in a horizontal manner, while QR codes can store information both vertically and horizontally. So more perfect and huge information can be stored in QR codes than in one-dimensional conventional bar codes (Cheong et al., 2017). The stored information can be encoded as a URL, text, or other various types of data, which can be easily read by the cameras of mobile devices. The widespread use of mobile devices extended the use of QR Codes to many business areas, such as trade, retail, marketing, logistics, education, tourism, and entertainment. (Kan et al., 2009).

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# Factors Affecting QR Code usage in Nepal

Devendra Prasad Luitel

## Chapter One

### I. Introduction

*a) Context Information*

Quick Response (QR) codes are two-dimensional and machine-readable matrix bar codes created by Hara Masahiro, an engineer for Denso Wave Incorporated, a Toyota subsidiary, in 1994 for accurate and fast inventory checks. QR-code was first used in Japan's Kanban, a type of electronic communication tool used in the automotive industry (Stein, 2020). QR code was used in manufacturing and expanded to the logistics and retailing industry. In the marketing field, QR-code had been used widely to understand consumer behavior, market research, retailing, and marketing communication (Tolliver-Walker, 2011).

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Driven by increasing income levels in Nepal, both online and offline transactions have been experiencing rapid growth, with customers seeking more efficient and technologically advanced payment methods to meet their needs (Tamang et al., 2021). The Covid-19 pandemic has further accelerated the adoption of digital payment methods, as people have become more concerned with reducing the risk of infection by avoiding close contact with others (Zhong & Moon, 2022).

As a result of this trend, many retailers and online food delivery services in Nepal have made digital payments mandatory, including through the use of mobile wallets, online banking, and contactless transfer, in order to accelerate the digitization of the payment system (Widayat, 2020). This has led to a significant increase in the use of QR code payments, as customers are able to make purchases with ease and convenience by simply scanning a QR code.

According to a report from Nepal Rastra Bank (2021), the number of QR-based transactions from mid-December 2020 to mid-January 2021 was 372,176, with a transactional amount of Rs 1.245 billion. In the following month, the number of transactions increased to 535,790 and the amount to Rs 1.712 billion, indicating a clear increase in the usage of QR code payments. The growing demand for more efficient and technologically advanced payment methods, coupled with the increasing awareness of the benefits of digital payments and the acceleration of the digitization of the payment system during the Covid-19 pandemic, has led to a significant increase in the use of QR code payments in Nepal. This has greatly improved the shopping experience, making purchases much easier and more convenient for customers.

Thus, QR codes gained popularity in Nepal during the Covid-19 pandemic as an alternative to cash payment. This new technology allowed customers to make payments in a convenient and easy manner simply by scanning the QR code, and thus upgraded the shopping experience. The popularity of QR codes not only impacted the payment system but also affected the way businesses adopted the technology as a marketing tool. Tiwari (2016) posits that with consumers becoming more and more attached to their smartphones and carrying them everywhere, including when they go shopping, marketers will have to come up with new ideas and methods to reach consumers effectively. Pozin (2021) sees the QR Code as a cost- effective, yet powerful marketing tool that can enhance the relationship between a brand and its consumers. One of the latest marketing trends is the use of smart packaging that incorporates QR Codes, as it offers a promising way to provide consumers with more information and influence their purchasing behavior (Rotsios et al., 2022). The flexibility of QR codes makes it possible to place them in various areas, such as point-of-purchase displays and publications, product packaging, business cards, television ads, ticket stubs, or direct mail, providing marketers with a valuable tool for communicating with consumers. Hossain et al. (2021) argue that QR Codes can provide valuable information about consumer behavior, demographics, and response rates, helping businesses understand their target audience better.

In addition to these benefits, QR codes can also be easily customized to fit the brand image and

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aesthetic of a business, making them an attractive option for businesses looking to promote their brand effectively. Furthermore, QR codes are not just limited to being used for payment and marketing purposes. They can also be used for data storage and transfer, such as storing contact information or product information, making them a versatile tool for businesses of all industries. The popularity of QR codes in Nepal during the Covid-19 pandemic was a testament to the convenience and efficiency they offered, and as a result, they were adopted not only as a payment tool but also as a marketing tool. With the versatility and cost-effectiveness of QR codes, it is no surprise that they have become an integral part of the Nepalese business landscape and will continue to be so in the future.

In this study, our primary objective was to dive deep into the factors that impact QR code usage in Nepal. Given the highly interactive nature of QR code use, user intention towards technology acceptance and adoption plays a critical role in determining the success of QR codes in advertising. The adoption of new technologies is largely dependent on users perceiving them as useful and easy to use (Ozkaya et al., 2015). In order to understand why some technologies are adopted while others are ignored, the Technology Acceptance Model (TAM) can be applied (Venkatesh, 2000). Thus, in this study, we have proposed an extended TAM model that includes three additional variables: service security, personal innovativeness, and facilitating conditions. This expanded model forms the basis of our research framework, which seeks to shed light on the reasons behind QR code technology acceptance as both a payment and marketing tool.

Over the years, QR codes have gained widespread popularity as an alternative to traditional cash payments. With the advent of new technologies that make shopping experience easier and more convenient, customers can now make payments simply by scanning QR codes. Businesses have also begun adopting QR codes as a marketing tool, and with consumers becoming increasingly attached to their smartphones, marketers are continuously exploring new ways to reach them. QR codes can be used as a low-cost marketing tool that can enhance the relationship between a brand and its customers. They can be placed on various mediums, such as point-of-purchase displays and publications, product packaging, business cards, television ads, ticket stubs, or direct mail, and provide marketers with valuable insights into consumer behavior, demographic information, and response rates.

Smart packaging that incorporates QR codes is emerging as one of the latest marketing trends. By increasing the information available to consumers and influencing their buying behavior, smart packaging with QR codes has the potential to revolutionize the way marketers interact with their customers. Additionally, QR codes also provide valuable information regarding consumer behavior and demographics, which can be used by marketers to better understand their target audience.

The study of factors affecting QR code usage in Nepal is a complex and multi-faceted endeavor that requires a comprehensive research framework. By proposing an extended TAM model that includes the variables of perceived ease of use, perceived usefulness, service security, personal innovativeness, and facilitating conditions, we aim to better understand the reasons behind QR code technology acceptance as a payment and marketing tool.

## II. Statement of the Problem

Despite the widespread use and successful applications of QR codes in marketing, there are only a limited number of studies dedicated to this topic. Many of the studies in the literature on QR codes concentrate on the innovative and creative uses of the technology.

However, there is a lack of studies examining the factors that influence the usage of QR codes, apart from a few studies that focus on the adoption of QR codes.

In this study, I focus specifically on consumers who have already adopted QR codes. This is an important distinction, as these "current" users differ from the "potential" users who are the focus of other studies. For companies looking to promote their products through the use of QR codes, it is critical to understand and increase the usage rate of these codes among current users. To achieve this, it is essential to explore the various factors that could potentially impact the usage rate of QR codes.

## III. Purpose of the Study

The main purpose of the study is to identify and examine the factors affecting QR code usage in Nepal. Besides, the following specific purposes of the study have been set:

1. To identify the factors that contributed to the acceptance of QR code technology in Nepal and analyse their relationships.
2. To assess the level of consumer satisfaction towards QR-based marketing and QR- based payment.

*a) Research Question*

The research aims to answer the following questions

1. What are the factors that contribute to the acceptance of QR code technology in Nepal?
2. Do perceived ease of use, perceived usefulness, service security, personal innovativeness, and facilitating conditions have a positive impact on QR code usage in the context of Nepal?



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*b) Hypothesis*

The following hypotheses were proposed:

Hypothesis 1 (H1). PEOU has a significant impact on QR code usage.

Hypothesis 2 (H2). PU has a significant impact on QR code usage.

Hypothesis 3 (H3). SS has a significant impact on QR code usage.

Hypothesis 4 (H4). PI has a significant impact on QR code usage.

Hypothesis 5 (H5). FC has a significant impact on QR code usage.

## IV. Significance of the Study

The study is conclusion-oriented. The knowledge and conclusions drawn from the study would be helpful to all the parties directly or indirectly concerned with QR code applications. The study will be beneficial to the following parties:

1. *To the Researcher*

The first beneficiary of the study is the researcher himself as such research- related activities allow him to think beyond the books. As this project demands greater time and effort, the researcher will learn about discipline, consistency, and perseverance. It helps the researcher to develop both knowledge and skills that will be useful for his career. Moreover, the researcher will learn about solving real-life problems as he did a lot of activities like data collection, analysis, interpretation, and many more while conducting the study.

2. *To the users*

The study can be used by consumers, marketers, businesses, and government organizations to learn about the benefits they can derive by adopting QR codes as a payment and marketing tool. After knowing the factors affecting QR code usage, the aforementioned users can make their decisions accordingly.

3. *To the Organizations*

The findings of the study can be used as feedback by Payment Service Operators (PSOs), Payment Service Providers (PSPs), and QR code generating and scanning applications for further improvements. They can know the fundamental requirements for technology acceptance in the context of Nepal.

4. *To the Readers*

The report will be beneficial to other readers and students who want to learn more about QR codes or do research on it. The analysis of basic factors affecting QR code usage in Nepal will provide crucial insights and provide support to other readers' further research.

5. *To Enrich Library Assets*

The report will be available for everyone who visits the library and it will remain up to existence of the library, so one can collect and gain insights from it even after a long period.

## V. Delimitations of the Study

Although the research had reached its aims, there were some unavoidable delimitations.
They have been mentioned below:

1. There might be a chance of response error because of factors such as awareness of the respondents, hesitation of respondents, and misinterpretation of statements in the questionnaire.
2. The study has a geographical limitation as the survey was conducted only on the users who lived in Itahari Municipality.
3. The research is fully based on primary data given by the respondents. There is a chance for personal bias. Moreover, it is a complex job to quantify qualitative responses for the research purpose.
4. The study is based on convenience sampling due to time limitations for the study. Since we could not use random sampling, the findings derived may not draw accurate findings.

## VI. Literature Review

This section incorporates the review of theoretical/conceptual literature review and the empirical review of the previous study.

*a) Review of Theoreticl Literature*

The concept of various factors used in the study are reviewd and the review are given below:

i. *Perceived Ease of use (PEOU)*

Davis (1993) defined perceived ease of use as the level of mental effort required when adopting new technology. Ease of use is one of the key factors in shaping user attitudes and their intention to accept information technology in their life (Venkatesh, 2000). According to previous studies, perceived ease of use has positive effects on technology adoption. In a focused study with 28 library patrons, Lo and Coleman (2013) found the perceived ease of use regarding QR codes to be high, and they suggested that it could be enhanced by providing instructions to those who are unfamiliar with the technology. To make a payment using a QR code, a user simply needs to scan the code using a smartphone camera, which automatically opens the relevant payment app and completes the transaction. This process is quick, easy, and does not require any technical knowledge or skills. However, perceived ease of use is also influenced by other factors, such as consumer awareness, the availability of QR code payment services, and the overall user experience. For example, if a consumer is unfamiliar



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with QR codes or lacks access to QR code payment services, they may find the technology difficult or confusing to use. If customers believe that QR code is easy to use and can offer convenience, they will tend to have a more positive attitude toward using such technology and they are more likely to increase their usage rates.

ii. *Perceived usefulness (PU)*

Perceived usefulness is closely related to users' subjective perceptions of improving task efficiency by using a specific technology (Wu & Cheng, 2018), which relies on external motivation in terms of the tangible or intangible benefits of the utilization of a system (Venkatesh, 2000). Individuals are more likely to adopt new technology if they perceive high potential usefulness. By using QR code payment, consumers have the benefits of avoiding crowds, queuing, and saving travel costs and time. The payment method increases efficiency and customer satisfaction by allowing the speedy completion of transactions. Narang et al. (2012) noted that the addition of QR Codes to print advertising offers interactivity and enables consumer tracking, such as browsing time on the site, QR Code scan frequency, and consumers' geographical location. Consequently, both marketers and consumers will tend to be satisfied and more willing to reuse the same technology. QR codes offer several advantages over traditional payment methods, such as greater security, faster transaction times, and wider payment options. These advantages can increase the perceived usefulness of QR codes as a payment method for both consumers and merchants.

iii. *Service Security (SS)*

Hua (2008) defines service security as a company's capability to prevent clients' personal information and transaction information from being stolen during online transactions and activities. Security has become one of the most decisive factors driving customer behavior in online transactions. Whether sensitive information is protected during online transactions strongly shapes customer attitudes and purchase intentions (Chiu et al., 2005). QR codes heavily rely on online systems; therefore, customers may have more concerns about security and privacy issues when using these services. QR codes, being heavily reliant on online systems, may raise security and privacy concerns among customers. Therefore, it is crucial for companies to implement robust security measures to ensure the protection of their customers' information. If the users believe that their privacy is well protected when using the QR code system, they tend to have a more positive attitude towards the system and are more likely to increase their usage rate. Moreover, it is important for companies to regularly educate their customers about the importance of security and the measures they have taken to ensure it. This not only instills trust in the customers but also creates transparency and accountability, further strengthening the security of the QR code system. If the users believe that their privacy is maintained when using the QR code system, they will tend to have a more positive attitude about the system and are more likely to increase their usage rate.

iv. *Personal Innovativeness (PI)*

Personal innovativeness is a measure of an individual's willingness to try out new technology or engage with new experiences. Individuals with personal innovativeness in information technology are often seen as better equipped to handle large amounts of uncertainty and tend to have a more positive outlook towards adopting new innovations or technologies. This makes them a valuable target market for companies looking to introduce and promote new products and services. A prime example of the importance of personal innovativeness can be seen in the adoption of mobile QR code payment services. Yang et al. (2012) found that personal innovativeness plays a critical role in facilitating the initial adoption of these services. Consumers who are highly innovative tend to be early adopters of new technologies, such as QR code payment services. They are often more aware of new technology and its benefits, and they are more comfortable using it. They are also more willing to take risks and try out new services, which can drive adoption and help to establish a new technology as the norm. It is essential for companies to understand the role of personal innovativeness in the adoption of new technologies and services. By targeting consumers with high levels of personal innovativeness, companies can increase the chances of success in introducing new products and services and drive long-term growth.

v. *Facilitating Conditions (FC)*

Facilitating conditions refer to an individual's perception of the availability of the necessary resources and support to effectively utilize a given technology. In the context of QR codes, facilitating conditions include an individual's perception of their own knowledge of the technology, the availability of the necessary hardware such as a smartphone, and the presence of external support and assistance. According to Venkatesh (2000), these conditions play a crucial role in determining an individual's adoption and usage of QR codes. For example, if an individual perceives that they have the necessary knowledge, hardware, and support to effectively use QR codes, they are more likely to adopt and use the technology. This idea has been supported by previous research, such as the study conducted by Teo et al. (2015), which found that the availability of certain infrastructure such as smartphones, 4G services, Internet access, and secure applications can be important motivators for individuals to adopt mobile payment services.



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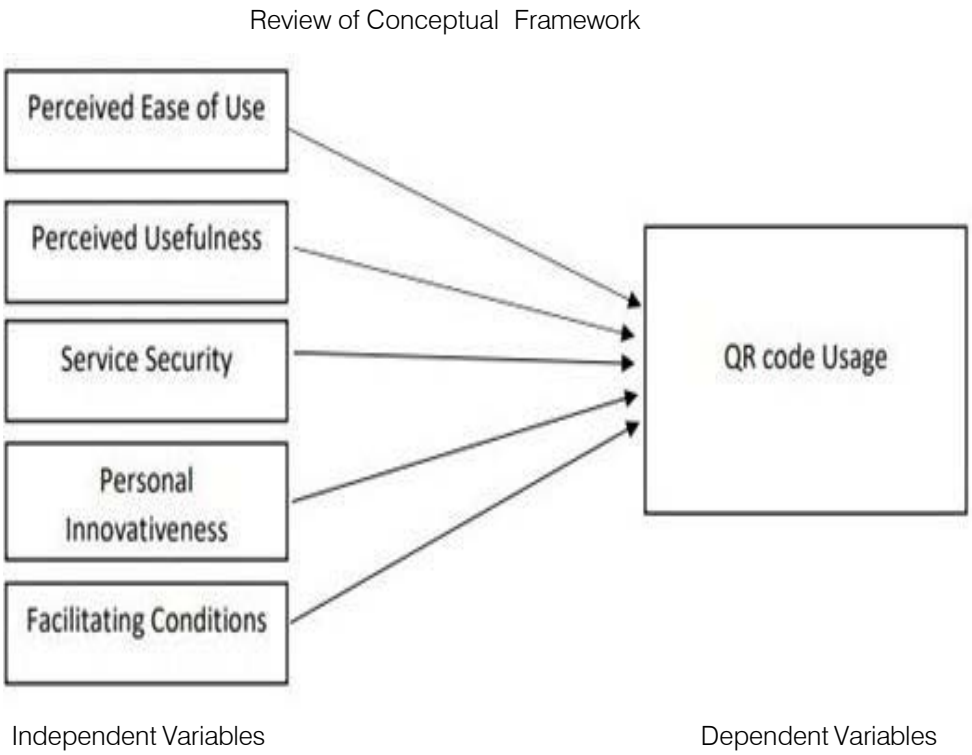


*Fig. 1:* Conceptual Framework

*b) Dependent Variables*

i. *Perceived Ease of use*

Perceived ease of use as the level of mental effort required when adopting new technology.

ii. *Perceived usefulness*

Perceived usefulness is closely related to users' subjective perceptions of improving task efficiency by using a specific technology which relies on external motivation in terms of the tangible or intangible benefits of the utilization of a system.

iii. *Service Security*

Service security as a company's capability to prevent clients' personal information and transaction information from being stolen during online transactions and activities.

iv. *Personal Innovativeness*

Personal innovativeness is a measure of an individual's willingness to try out new technology or engage with new experiences.

v. *Facilitating Conditions*

An individual's perception of the availability of the necessary resources and support to effectively utilize a given technology.

*c) Review of Emperical Literature*

QR code technology has gained a lot of popularity in recent years due to its ease of use and convenience. Nepal, like many other countries, has seen a significant increase in the adoption of QR code technology. This empirical review aims to identify and discuss the various factors that affect the usage of QR codes in Nepal.

A systematic review of the literature was conducted using various academic databases such as Google Scholar, PubMed, and Science Direct.

The review identified several factors that affect the usage of QR codes in Nepal. These factors are discussed below.

Many users in Nepal are not aware of the technology and its benefits. A study by Shrestha et al. (2020) found that only 43% of respondents in Nepal were aware of QR codes. Lack of awareness can hinder the adoption and usage of QR codes.

Users are concerned about the security and privacy of their data when using QR codes. A study by Bhattarai et al. (2021) found that trust was a significant barrier to QR code adoption in Nepal.

The education level of users also affects the usage of QR codes. A study by Shrestha et al. (2020) found that users with higher education levels were more likely to use QR codes than those with lower education levels. A study by Acharya et al. (2020) found that the perceived usefulness of QR codes was a significant predictor of their usage in Nepal.

A study by Subedi et al. (2021) found that the availability of QR code scanners was a significant predictor of their usage in Nepal.

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individual's adoption and usage of QR codes. For example, if an individual perceives that they have the necessary knowledge, hardware, and support to effectively use QR codes, they are more likely to adopt and use the technology. This idea has been supported by previous research, such as the study conducted by Teo et al. (2015), which found that the availability of certain infrastructure such as smartphones, 4G services, Internet access, and secure applications can be important motivators for individuals to adopt mobile payment services.

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## VII. Research Methodology

I have used the quantitative research methodology in the research to examine the factors affecting QR code usage in Nepal.

*a) Research Design*

I have used a causal-comparative research design. Causal-comparative/quasi - experimental research attempts to establish cause - effect relation-ships among the variables. An independent variable is identified but not manipulated by the experimenter, and the effects of the independent variable on the dependent variable are measured. For this purpose, the study will be relying on primary data. Surveys will be done using structured questionnaires to gather the required information.

*b) Population and Sample*

In my research study on QR code usage, the population of interest consists of individuals who are QR code users and meet specific criteria. Specifically, the population of this study consists of individuals who are a minimum of 18 years of age and residing within the city limits of Itahari Municipality. The age requirement is significant because QR codes are often linked with bank accounts, and in order to open a bank account, an individual must be at least 18 years old.

In addition to the age requirement, the location of the study has also been restricted to the residents of Itahari Municipality as the use of QR codes is still a relatively new and emerging technology that is not yet widely adopted in rural areas. Given time constraints and the need to focus the study, the researcher has chosen to concentrate specifically on the residents of the Itahari Municipality area.

For my research study, I have chosen to use a particular type of sampling method known as convenience sampling. In the research study, a sample of 52 respondents will be selected using convenience sampling.

*c) Data Collection*

An online web-based questionnaire will be designed in three main parts to capture the required information for the study. The first section will be aimed at collecting demographic data of respondents such as gender, age, occupation, and marital status. The next part of the questionnaire will consist of some general questions to make sure that respondents of this study had a shopping experience via QR code in the past 12 months. The last part of the survey will include main questions to evaluate respondent perceptions regarding the main variables of this study. The questionnaires will apply a seven-point Likert scale ranging from strongly disagree (1) to strongly agree (7). The questionnaires will be distributed online to the targeted respondents.

The online web-based questionnaire is a critical component of our research study, as it will serve as the primary tool for capturing the required information. The questionnaire has been designed with three main sections to ensure that all of the necessary data is collected and analyzed.

The first section of the questionnaire is designed to gather demographic information about the respondents. This section is of utmost importance as it provides a clear understanding of the respondents' background, which will be critical in analyzing the results of the study. Demographic data that will be collected in this section includes information such as gender, age, occupation, and marital status. This information will be used to understand the profile of QR code users and how this information relates to their usage patterns.

The second part of the questionnaire is aimed at verifying that the respondents of the study have had a

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shopping experience using QR codes in the past 12 months. This section will consist of general questions that will help ensure that only individuals who have actually used QR codes in a shopping context will participate in the study.

The final section of the questionnaire is where the main variables of the study will be evaluated. This section will include a set of questions aimed at evaluating the respondent's perceptions and attitudes towards QR codes and their usage. To ensure that the responses are consistent and accurate, a seven-point Likert scale ranging from strongly disagree (1) to strongly agree (7) will be applied to each question in this section.

The online web-based questionnaire is a crucial element of our research study, as it will provide us with the data needed to answer our research questions. Once the questionnaire has been designed and thoroughly tested, it will be distributed online to the targeted respondents. This will be done through various online channels, including email, social media, and other relevant websites. The online distribution of the questionnaire will ensure that a large number of respondents can participate in the study, regardless of their location or schedule. The use of an online questionnaire will also make the data collection process more efficient and cost-effective, as it eliminates the need for physical data collection methods, such as paper-based surveys or in-person interviews.

In conclusion, the online web-based questionnaire is a crucial element of our research study, as it will provide us with the data needed to answer our research questions. The questionnaire has been designed with the utmost care and attention to detail, ensuring that all of the necessary information is captured accurately and consistently. The online distribution of the questionnaire will make it easy for a large number of individuals to participate, regardless of their location or schedule, making it possible to collect a large and diverse dataset.

*d) Tools of Data Analysis*

In this research, I will be utilizing a range of statistical tools and techniques such as percentage analysis, bar graphs, frequency distribution, mean, standard deviation, reliability tests, and correlation analysis. All of these tools will be executed with the aid of the SPSS (Statistical Package for Social Sciences) software, which is widely recognized as one of the most effective and powerful tools for quantitative data analysis.

To perform the analysis, we will be collecting data through a questionnaire, which will be distributed to a representative sample of participants. The data collected will then be fed into the SPSS software, where we will use various statistical methods to analyze the information and draw meaningful conclusions. The results of our analysis will provide us with a clear understanding of the patterns, relationships, and trends that exist within the data, which can be used to make informed decisions and improve future outcomes.

# Chapter Two

## VIII. Data Presentation and Analysis

This chapter is all about the presentation and analysis of the results based on the data collected. The chapter is subdivided into two parts to make the project appear organized. The first part deals with the respondent's profile while the second part is all about the analysis and interpretation of data through descriptive analysis.

This chapter is dedicated to presenting and analyzing the results of the data collected in a comprehensive and organized manner. The chapter has been structured into two distinct sections, designed to make the project appear well-structured and easy to understand.

The first section of the chapter is focused on the profile of the respondents. This section will provide detailed information about the demographic characteristics of the participants, including their age, gender, education level, income, and other relevant demographic information. This information will provide important context for the analysis of the data and will help us to better understand the study population.

The second section of the chapter is focused on the analysis and interpretation of the data through descriptive analysis. In this section, we will use a range of statistical techniques, such as frequency distributions, measures of central tendency, and measures of variability, to analyze the data and uncover meaningful insights and patterns.

The descriptive analysis will provide us with a clear understanding of the characteristics of the data, including the distribution of the data, the central tendencies of the data, and the variability of the data. This information will be presented in an easily understandable format, using tables, graphs, and other visual aids, to make the results accessible to a wide audience.

Moreover, this section will also include a thorough interpretation of the results, providing a clear explanation of the meaning of the data and its implications for the study. This interpretation will be based on a careful examination of the results and thorough study of the information.

## IX. Respondent Profile

The questionnaire was designed and developed using google forms and was distributed through Facebook. Fifty-two respondents had fully completed all aspects of the questionnaire. To get insight into the



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demographic characteristics of the respondents under study, a respondent profile has been presented below:

Gender of Respondents

*Table 1: Gender of Respondents*

| | Frequency | Percent |
|---|---|---|
| Male | 30 | 57.7 |
| Female | 22 | 42.3 |
| Total | 52 | 100.0 |

Table 1 presents a comprehensive breakdown of the gender distribution among the respondents in the study. The data was collected and analyzed to determine the number of male and female participants. The results showed that out of the 52 total respondents, 30 were male, making up 58% of the total participants, while 22 were female, comprising 42% of the total. This analysis indicates that the majority of respondents in the study were male, a finding that is further supported by the accompanying chart. The chart provides a clear visual representation of the gender distribution among the respondents, highlighting the disparity between the number of male and female participants. The chart effectively conveys the message that the majority of respondents were male, and serves to reinforce the findings of the study. The results of this gender analysis are important in understanding the demographic makeup of the sample population, and provide valuable insights into the characteristics of the respondents that can be used to inform future studies. It can be presented more clearly through the chart mentioned below:

Age of Respondents

*Table 2:* Age of Respondents

| | Frequency | Percent |
|---|---|---|
| 18-23 | 38 | 73.1 |
| 24-35 | 12 | 23.1 |
| 43-50 | 2 | 3.8 |
| Total | 52 | 100.0 |

Table 2 presents a comprehensive breakdown of the age distribution among the respondents in the study. The data was collected and analyzed to determine the age groups of the participants. The results showed that the majority of respondents belonged to the age group 18-23 years, with 73.1% of the participants falling into this category. This finding highlights the prevalence of younger respondents in the study, and serves to emphasize the importance of understanding the age demographic of the sample population. Additionally, the results showed that 23.1% of the respondents belonged to the age group 24-35 years, while only 3.8% of the participants were in the age group 43-50 years. This data suggests that there was a relatively small representation of older individuals in the study. Interestingly, there were no respondents in the age group 36-42 years, which is a surprising finding that merits further investigation. The accompanying chart provides a clear visual representation of the age distribution among the respondents, highlighting the disparities between the different age groups. The chart effectively conveys the message that the majority of respondents were in the 18-23 age group and serves to reinforce the findings of the study. The results of this age analysis are important in understanding the demographic makeup of the sample population, and provide valuable insights into the characteristics of the respondents that can be used to inform future studies.

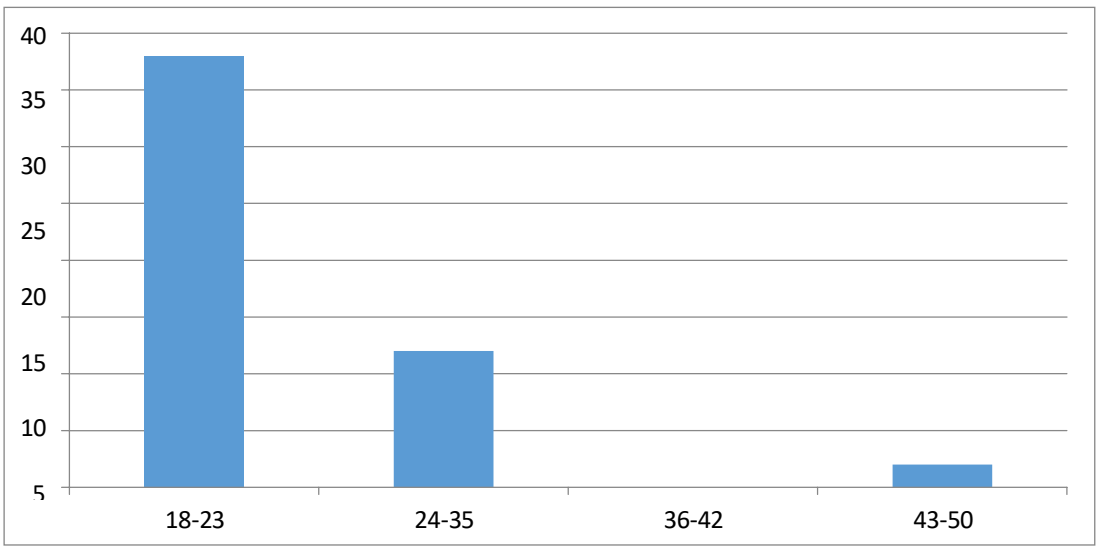


*Figure 3:* Age of Respondents



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Occupation of Respondents

*Table 3:* Occupation of Respondents

| | Frequency | Percent |
|---|---|---|
| Employee | 2 | 3.8 |
| Student | 48 | 92.3 |
| Business | 2 | 3.8 |
| Total | 52 | 100.0 |

Table 3 presents a comprehensive breakdown of the employment status of the respondents in the study. The data was collected and analyzed to determine the different categories of employment among the participants. The results showed that the majority of respondents, 92.3%, were still studying, indicating that a large portion of the sample population was in their student phase. This finding is important in understanding the profile of the sample population and highlights the significance of considering the education level of the participants when interpreting the results of the study. Additionally, 3.8% of the respondents were employed, suggesting that a small portion of the participants were already in the workforce. This finding provides valuable insights into the career aspirations and ambitions of the respondents and can inform future studies on the subject. Furthermore, the results showed that 3.8% of the participants were involved in business, indicating that a small number of the respondents had taken the entrepreneurial path. Surprisingly, none of the respondents was involved in household activities, which is a significant finding that merits further investigation. The accompanying chart provides a clear visual representation of the employment status distribution among the respondents, highlighting the disparities between the different categories. The results of this employment analysis are important in understanding the demographic makeup of the sample population, and provide valuable insights into the characteristics of the respondents that can be used to inform future studies.

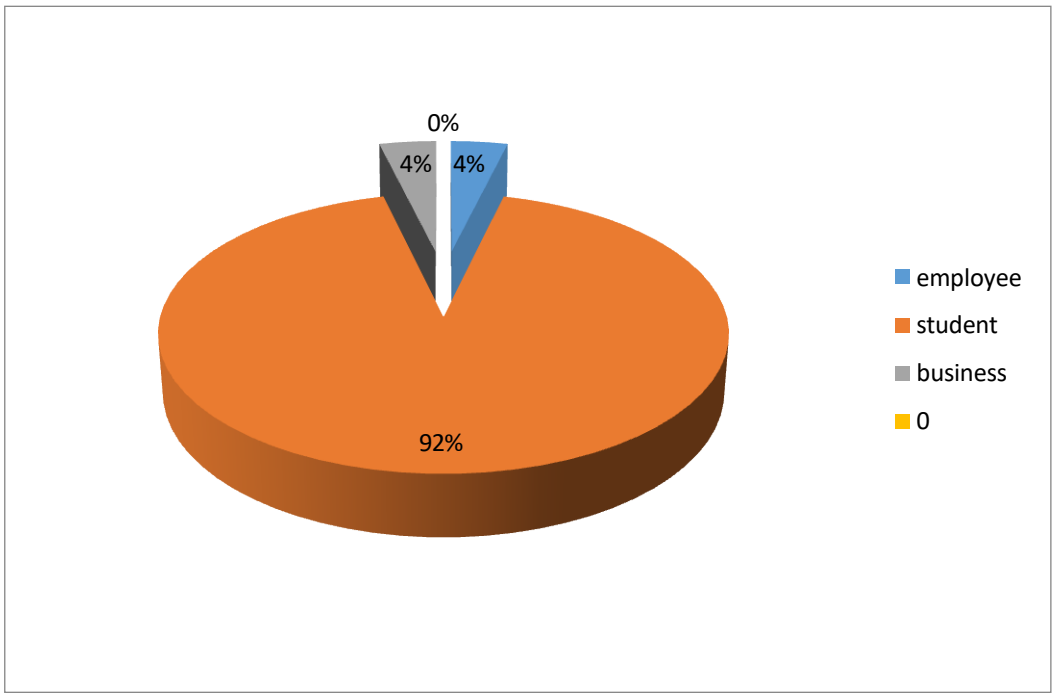


*Figure 4:* Occupation of the Respondents

Paid using QR Code

*Table 4:* Payment Made Using QR Code

| | Frequency | Percent |
|---|---|---|
| Yes | 48 | 92.3 |
| No | 4 | 7.7 |
| Total | 52 | 100.0 |

Table 4 presents a comprehensive breakdown of the payment methods used by the respondents in the study. The data was collected and analyzed to determine the popular payment methods among the participants. The results showed that a significant number of respondents, 48 out of 52, made payments using the QR code, which represents 92.3% of the total participants. This finding highlights the widespread adoption of QR technology in the area and indicates that a majority of the residents of Itahari Municipality have embraced this payment method. This result is important in understanding the payment behavior of the local population and provides valuable insights into the technology trends in the area. Additionally, it was found that 6 out of 52 respondents, or 7.7%, made payments through other means such as cash, credit card, or debit card. This finding suggests that while QR technology



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has gained popularity in the area, there are still some individuals who prefer traditional payment methods. The accompanying chart provides a clear visual representtation of the payment methods used by the respondents, highlighting the disparities between the different payment methods. The chart effectively conveys the message that the majority of respondents made payments using the QR code, and serves to reinforce the findings of the study. The results of this payment method analysis are important in understanding the consumer behavior of the sample population, and provide valuable insights into the purchasing preferences of the respondents that can be used to inform future studies. The findings of this study clearly indicate that QR technology has become a popular payment method in the area, and suggest that this trend is likely to continue in the future.

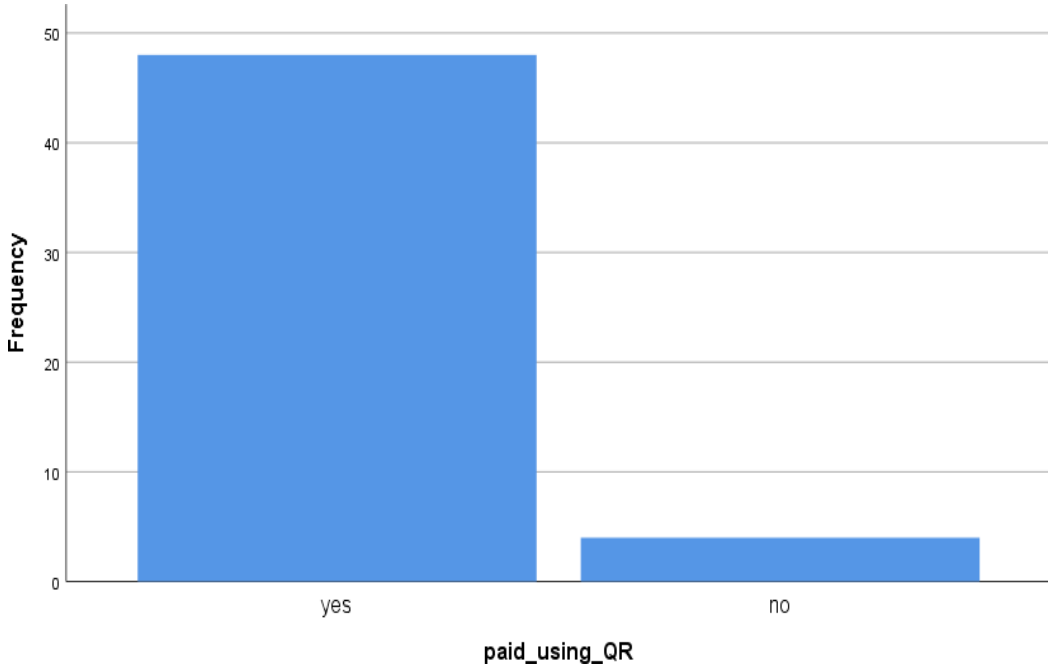


*Figure 5:* Payment Made using QR Code

Started Using the QR Code Since

*Table 5:* Started Using the QR Code Since

| | Frequency | Percent |
|---|---|---|
| Less than 3 Months | 6 | 11.5 |
| 3-6 Months | 8 | 15.4 |
| 7-12 Months | 7 | 13.5 |
| More than a Year | 31 | 59.6 |
| Total | 52 | 100 |

Table 5 indicates that out of 52 respondents, 6 started using the QR code less than 3 months ago, 8 started using it 3-6 months ago, 7 started using it 7-12 months ago, and 31 which is 59.6% started using it more than a year ago. It can be presented in the charts below:

Table 5 presents a comprehensive breakdown of the usage duration of QR technology among the respondents in the study. The data was collected and analyzed to determine the duration of usage of this payment method among the participants. The results showed that 6 out of 52 respondents started using the QR code less than 3 months ago, indicating that a small portion of the sample population had recently adopted this payment method. This finding is important in understanding the adoption rate of QR technology in the area and provides valuable insights into the technology trends among the local population.

Additionally, 8 out of 52 respondents, or 15.4%, started using the QR code 3-6 months ago, which suggests that a moderate number of individuals had started using this payment method in the recent past. This finding provides a clearer understanding of the usage duration of QR technology in the area and can inform future studies on the subject. Furthermore, 7 out of 52 respondents, or 13.5%, started using the QR code 7-12 months ago, indicating that a small number of individuals had adopted this payment method in the



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past year. Lastly, 31 out of 52 respondents, or 59.6%, started using the QR code more than a year ago, which represents the majority of the sample population and highlights the widespread adoption of QR technology in the area. The accompanying charts provide a clear visual representation of the usage duration of QR technology among the respondents, highlighting the disparities between the different usage durations. The charts effectively convey the message that the majority of respondents have been using the QR code for more than a year, and serve to reinforce the findings of the study. The results of this usage duration analysis are important in understanding the consumer behavior of the sample population and provide valuable insights into the purchasing preferences of the respondents that can be used to inform future studies. The findings of this study clearly indicate that QR technology has become a popular payment method in the area, with a majority of respondents having been using it for more than a year, and suggest that this trend is likely to continue in the future.

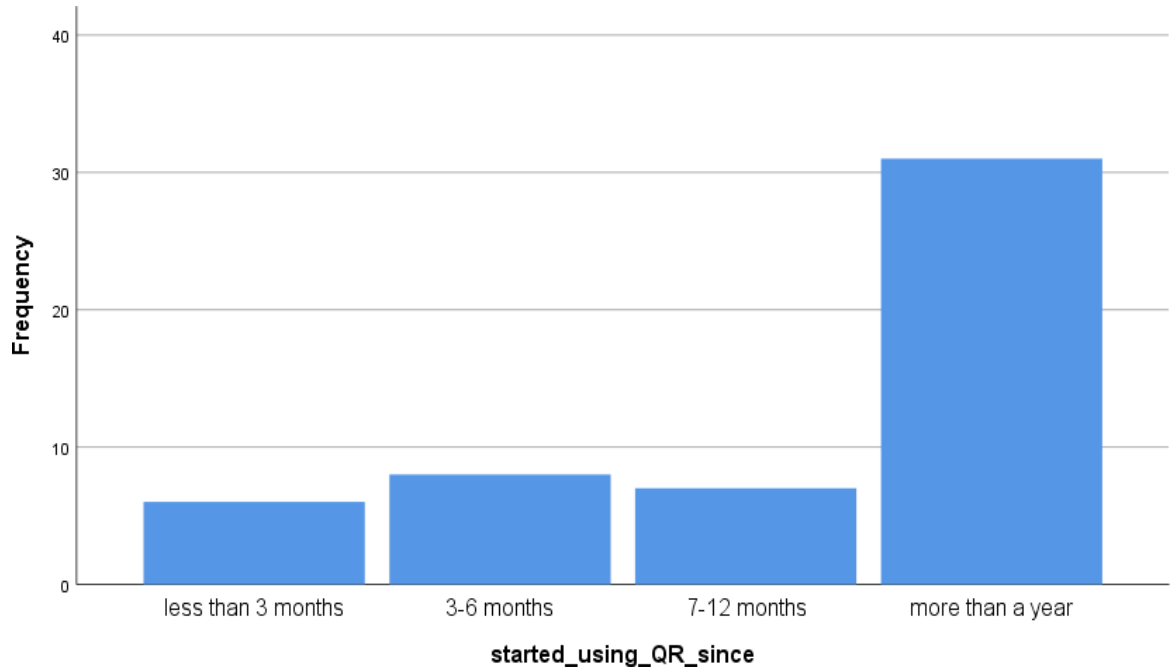


*Figure 6:* Started using the QR Code Since

## X. Data Analysis

In our research, we have used descriptive analysis, regression analysis and correlation analysis to assess the impact of independent variables (perceived ease of use, perceived usefulness, service security, personal innovativeness, and facilitating conditions) on the dependent variable (usage intention). All in all, the data collected using questionnaire was analyzed using SPSS 25 analytical software.

*a) Descriptive Analysis*

Descriptive analysis deals with collecting, interpreting, organizing, and assessing data to generate meaningful information and knowledge. In descriptive analysis, tools such as measures of central tendency, measures of dispersion, measures of skewness, measures of kurtosis, and others are employed. In this study, the mean is used to measure central tendency, while the standard deviation is used to measure dispersion. The survey results are summarized in this section. This section provides the information on the customer's perception about purchase intention regarding apparel brands. The respondents were asked question regarding their view on entertainment, interactivity, trendiness, advertising and customization relating to social media marketing activities. The statement is measured in seven-point Likert scales: 1= Strongly Disagree, 2= Disagree, 3=Somewhat Disagree, 4= Neutral, 5= Somewhat Agree, 6= Agree and 7= Strongly Agree.



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*Table 6:* Perceived Ease of use Component on QR Code usage

| Code | Statements | Mean | St. Deviation |
|---|---|---|---|
| PEOU 1 | The QR code payment system has a user-centered design. | 4.77 | 1.628 |
| PEOU 2 | I think even a layman can make a payment using a QR code payment. | 3.92 | 1.643 |
| PEOU 3 | I find it somewhat difficult to use QR code. | 2.90 | 1.741 |
| PEOU 4 | Scan and pay is as simple as eating and playing. | 3.96 | 1.726 |
| PEOU 5 | Using QR codes for me is an effortless job. | 5.17 | 1.823 |

Table 6 represents the response of the respondents regarding the perceived ease of use component on QR code usage. Here, the mean values indicate that the respondents seem to disagree with statement PEOU3, somewhat disagree with statements PEOU2 and PEOU4, and somewhat agree with statements PEOU1 and PEOU5.

*Table 7:* Perceived usefulness component on QR code usage

| Code | Statements | Mean | St. Deviation |
|---|---|---|---|
| PU 1 | I use QR code every time I need to make a payment. | 3.83 | 1.801 |
| PU 2 | I use QR codes to save time. | 4.21 | 1.861 |
| PU 3 | I feel that QR codes have made my daily life easier. | 4.75 | 1.493 |
| PU 4 | QR Code is not as useful as people Claim it to be. | 2.92 | 1.341 |
| PU 5 | I find QR Codes advantageous | 5.08 | 1.667 |

Table 7 represents the response of the respondents regarding the perceived usefulness component on QR code usage. Here, the mean values indicate that the respondents seem to disagree with statement PU4, neutral with statements PU1, PU2 and PU3, and somewhat agree with statement PU5.

*Table 8:* Service Security Component on QR Code usage

| Code | Statements | Mean | St. Deviation |
|---|---|---|---|
| SS 1 | My personal information is protected while using the QR code. | 3.81 | 1.645 |
| SS 2 | QR code is a safer technology. | 4.35 | 1.607 |
| SS 3 | I can trust QR code technology. | 4.33 | 1.568 |
| SS 4 | QR code usage doesn't pose threat to the privacy of users. | 3.83 | 1.723 |
| SS 5 | I believe that confidential information of the users is safeguarded by QR code. | 4.00 | 1.826 |

Table 8 represents the response of the respondents regarding the service security component on QR code usage. Here, the mean values indicate that the respondents seem to somewhat disagree with statements SS1 and SS4, and neutral with statements SS2, SS3 and SS5.

*Table 9:* Personal Innovativeness Component on QR Code usage

| Code | Statements | Mean | St. Deviation |
|---|---|---|---|
| PI 1 | If I heard about new Information Technology, I will try to use it. | 4.71 | 1.786 |
| PI 2 | In my social circle, I am usually the first to try out new Information Technology. | 3.42 | 1.576 |
| PI 3 | I know more than my friends about new Information Technology. | 3.65 | 1.520 |
| PI 4 | Compared to my friends, I own few electronics. | 3.58 | 1.564 |
| PI 5 | I know the names and features of Information Technology before others. | 3.35 | 1.655 |

Table 9 represents the response of the respondents regarding the personal innovativeness component on QR code usage. Here, the mean values indicate that the respondents seem to somewhat disagree with statements PI2, PI3, PI4, and PI5, and neutral with statement PI1.



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*Table 10:* Facilitating Conditions Component on QR Code usage

| Code | Statements | Mean | St. Deviation |
|---|---|---|---|
| FC 1 | I have the resources necessary to use QR code (e.g. smartphone, internet services, secured applications). | 5.12 | 2.074 |
| FC 2 | I know how to use QR code mobile payment. | 5.56 | 1.798 |
| FC 3 | I started using QR code because of Covid-19 risk. | 3.96 | 1.899 |
| FC 4 | I can get help from others when I have difficulties using QR code. | 4.75 | 1.792 |
| FC 5 | Using QR code mobile payment fits into my lifestyle. | 4.75 | 1.908 |

Table 10 represents the response of the respondents regarding the facilitating conditions component on QR code usage. Here, the mean values indicate that the respondents seem to somewhat agree with statements FC1 and FC2, somewhat disagree with statement FC3, and neutral with statements FC1 and FC2.

Regression Analysis

*Table 11:* Calculation of Regression Coefficient

| | Beta | Std. Error | Test statistics | P value |
|---|---|---|---|---|
| Constant | 1.052 | 0.301 | 3.499 | 0.00* |
| Perceived Ease of Use | 0.138 | 0.085 | 1.627 | 0.11 |
| Perceived Usefulness | -0.066 | 0.085 | -0.778 | 0.44 |
| Personal Innovativenss | 0.090 | 0.088 | 1.027 | 0.31 |
| Service Security | 0.171 | 0.064 | 2.677 | 0.01* |
| Facilitating Conditions | 0.440 | 0.105 | 4.178 | 0.00* |

"*" *means significant at 5%*

*b) Interpretation of the above Data*

To test the hypotheses, the dependent variable was regressed on predicting variables and the following results are found:

*H1:* PEOU carries a significant positive impact on UI.
Here, P-value = 0.11>0.05 which implies $\beta_1$ is insignificant at 5% level of significance.

*H2:* PU carries a significant positive impact on UI.
Here, P-value = 0.44>0.05 which implies $\beta_2$ is insignificant at 5% level of significance.

*H3:* SS carries a significant positive impact on UI.
Here, P-value = 0.01<0.05 which implies $\beta_3$ is significant at 5% level of significance.

*H4:* PI carries a significant positive impact on UI.
Here, P-value = 0.31>0.05 which implies $\beta_4$ is insignificant at 5% level of significance.

*H5:* FC carries a significant positive impact on UI.
Here, P-value = 0.00<0.05 which implies $\beta_5$ is insignificant at 5% level of significance.

All in all, service security and facilitating conditions significantly affect usage intention (at 5% level of significance). H3 and H5 are accepted while all other hypotheses are rejected.

*Table 12:* Calculation of $R^2$

| Model | R | R Square | Adjusted R Square | Std. Error |
|---|---|---|---|---|
| 1 | 0.909 | 0.826305 | 0.80742555 | 0.499362 |

In the above table, the value of R Squared ($R^2$ or Coefficient of Determination) is 0.826305 which means that 82.63% of the variation in the dependent variable i.e. usage intention is explained by the regression model. In other words, 82.63% of the variance in the dependent variable can be accounted for by the set of independent variables chosen for the model.

R square is used to find out how well the independent variables can predict the dependent variable. However, the R square tends to be a bit inflated when the number of independent variables is more or when the number of cases is large. The adjusted R square takes into account these things and gives more accurate information about the fitness of the model. Here, the adjusted R square is 0.8074 which would mean that the independent variables in the model can predict an 80.74% variance in the dependent variable.



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*Table 13:* Test of Significance of $R^2$ using ANOVA

| | Sum of Squares | Df | Mean Square | F | P-value |
|---|---|---|---|---|---|
| Regression | 54.56857287 | 5 | 10.91371457 | 43.76653 | 0.000 |
| Residual | 11.4706579 | 46 | 0.249362128 | | |
| Total | 66.03923077 | 51 | | | |

Here, the p-value=0.000<0.01 which implies that there is a significant impact of the independent variables on the dependent variable at 1% level of significance.

Correlation Analysis

*Table 14:* Calculation of Correlation Coefficient

| | Usage Intention | P-value |
|---|---|---|
| Perceived Ease of Use | .694** | 0.00 |
| Perceived Usefulness | .589** | 0.00 |
| Personal Innovativeness | .746** | 0.00 |
| Service Security | .713** | 0.00 |
| Facilitating Conditions | .885** | 0.00 |

*** means significant at 1%*

The correlation coefficient between perceived ease of use and usage intention is 0.694 and the level of significance is 0.00. It implies that there is a strong and significant relationship between the two variables.

The correlation coefficient between perceived usefulness and usage intention is 0.589 and the level of significance is 0.00. It implies that there is a moderate and significant relationship between the two variables.

The correlation coefficient between personal innovativeness and usage intention is 0.746 and the level of significance is 0.00. It implies that there is a strong and significant relationship between the two variables.

The correlation coefficient between service security and usage intention is 0.713 and the level of significance is 0.00. It implies that there is a strong and significant relationship between the two variables.

The correlation coefficient between facilitating conditions and usage intention is 0.885 and the level of significance is 0.00. It implies that there is a strong and significant relationship between the two variables.

All in all, from the correlation analysis, it is found that all the independent variables are significantly related to usage intention.

## XI. Findings and Discussion

By researching, reviewing and analyzing the data, I have come out with the following findings and discussions.

*a) Findings*

The major findings can be presented as follows:

1. Among the 52 respondents, 57.7% of respondents were male which indicates that males are more actively using QR codes compared to females.
2. The majority of the respondents fall under the 18-23 age group which means the QR code is popular among teenagers compared to other age groups.
3. 92.3% of respondents who are QR code users are students. It implies that students easily accept new technologies as a part of their life.
4. 48 people out of 52 respondents who are currently residing in Itahari Municipality made payments using the QR code. Thus, it can be generalized that QR technology has become popular among the residents of Itahari Municipality.
5. 31 out of 52 respondents had started using QR codes more than a year ago. It means the majority of the respondents were exposed to QR codes after the covid pandemic.
6. $\beta_1$ is insignificant at 5% level of significance. H1 is rejected.
7. $\beta_2$ is insignificant at 5% level of significance. H2 is rejected.
8. $\beta_3$ is significant at 5% level of significance. H3 is accepted. It can be concluded that service security significantly affects usage intention.
9. $\beta_4$ is insignificant at 5% level of significance. H4 is rejected.
10. $\beta_5$ is significant at 5% level of significance. H5 is accepted. It can be concluded that facilitating conditions significantly affect usage intention.
11. The value of R Squared (R2 or Coefficient of Determination) is 0.826305 which means that 82.63% of the variation in the dependent
12. There is a strong correlation between perceived ease of use and usage intention.
13. There is a moderate correlation between perceived usefulness and usage intention.
14. There is a strong correlation between service security and usage intention.



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15. There is a strong correlation between personal innovativeness and user intention.
16. There is a strong correlation between facilitating conditions and user intention.

*b) Discussion*

There is a strong and significant relationship between perceived ease of use and usage intention.

Ease of use is one of the key factors in shaping user attitudes and their intention to accept information technology in their life (Venkatesh, 2000). According to previous studies, perceived ease of use has positive effects on technology adoption. In a focused study with 28 library patrons, Lo and Coleman (2013) found the perceived ease of use regarding QR codes to be high, and they suggested that it could be enhanced by providing instructions to those who are unfamiliar with the technology.

There is a moderate and significant relationship between perceived usefulness and usage intention.

Narang et al. (2012) noted that the addition of QR Codes to print advertising offers interactivity and enables consumer tracking, such as browsing time on the site, QR Code scan frequency, and consumers' geographical location. Consequently, both marketers and consumers will tend to be satisfied and more willing to reuse the same technology. QR codes offer several advantages over traditional payment methods, such as greater security, faster transaction times, and wider payment options. These advantages can increase the perceived usefulness of QR codes as a payment method for both consumers and merchants. Moreover, Hossain et al. (2018) showed that feasibility, acceptability, and perceived usefulness had a positive impact on customer satisfaction and purchase intention in online shopping.

There is a strong and significant relationship between service security and usage intention.

Chiu et al. (2005) found out that whether sensitive information is protected during online transactions strongly shapes customer attitudes and purchase intentions. If the users believe that their privacy is maintained when using the QR code system, they will tend to have a more positive attitude about the system and are more likely to increase their usage rate.

However, our study found moderate relation between service security and usage intention. It may be due to lack of IT awareness among the Nepalese users of QR code and moderate technology.

There is a strong and significant relationship between personal innovativeness and usage intention.

Seubtimrat and Vonguai (2020) concluded that adoption readiness, compatibility, attitude, and personal innovativeness impact behavioral intent towards QR code payment. Yang et al. (2012) found that personal innovativeness plays a critical role in facilitating the initial adoption of these services. Consumers who are highly innovative tend to be early adopters of new technologies, such as QR code payment services. They are often more aware of new technology and its benefits, and they are more comfortable using it.

There is a strong and significant relationship facilitating conditions and usage intention.

According to Venkatesh (2000), these conditions play a crucial role in determining an individual's adoption and usage of QR codes. For example, if an individual perceives that they have the necessary knowledge, hardware, and support to effectively use QR codes, they are more likely to adopt and use the technology.

## Chapter Three

## XII. Conclusion and Action Implications

*a) Conclusion*

The fundamental purpose of this research has been to identify statistically significant factors that contribute to the usage intention of the QR technology. To answer the question, the research identified and tested five variables- perceived ease of use, perceived usefulness, service security, personal innovativeness, and facilitating conditions. The result indicated that service security and facilitating conditions have statistically meaningful impact on the usage intention of the QR technology at 5 percent level of significance. However, perceived ease of use, perceived usefulness, and personal innovativeness show no statitiscally significant relationship with the usage intention at 5 percent level of significance.

The overraching conclusion of the research is that Service security is a crucial factor that affects the usage intention of QR technology. If people feel that their personal information is not secure when using QR codes, they may be hesitant to use them or avoid using them altogether. A lack of trust in the security of the technology can result in low adoption rates and hinder its widespread usage. On the other hand, if QR technology is implemented with strong security measures and users are confident in the protection of their data, it can lead to increased usage and greater trust in the technology.

Furthermore, facilitating conditions plays a significant role in determining people's intention to use QR technology. If the technology is easily accessible and perceived as relevant and useful, it can lead to increased usage. Facilitating conditions in terms of the the availability of QR code readers on various devices such as smartphones, relevance of the QR code for a specific transaction, social influence, and the availability of QR technology in various locations and contexts, such as retail stores or event venues, can also increase its usage intention.



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*b) Action Implications*

Our results demonstrate that service security is a crucial aspect that greatly impacts the intention of QR code usage among customers. With the increasing demand for secure transactions, security has become a determining factor for technology acceptance, particularly when it comes to online transactions. Customers who feel confident that their personal information is protected during online activities tend to have a positive attitude towards the system, which leads to a higher likelihood of repeat usage. This finding is crucial for marketers as it highlights the need to communicate and assure customers about the security measures in place to protect their personal information.

Facilitating conditions also have a significant impact on QR code usage intention, according to our findings. This implies that marketers need to establish a simple and accessible mechanism to support users in case they encounter any problems related to QR codes. The future of QR technology is uncertain, but it holds numerous and diverse potential implications, depending on how it evolves and is adopted by individuals and businesses.

Given the numerous benefits associated with the adoption of QR technology, it is important to encourage its widespread adoption through education campaigns, partnerships with businesses, or by integrating it into existing systems.

Moreover, as user perception of service security is the key factor that determines QR technology usage, entities that opt for QR technology must take additional security measures to guarantee the protection of user transactions and data. With privacy and security concerns becoming more prevalent, QR technology providers must implement stronger security measures to safeguard user data and establish trust among their customers. By doing so, QR technology can reach its full potential and become a widely accepted tool for facilitating secure and convenient transactions.

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# Global Journals Guidelines Handbook 2023

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# Memberships

## Fellows/Associates of Management and Business Research Council

### FMBRC/AMBRC Memberships



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FMBRC/AMBRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FMBRC/AMBRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

# FMBRC

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FELLOW OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted 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. Fellows 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 Fellow Members.

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### Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



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### Get access to a closed network

A FMBRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation




## Certificate

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Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation




## Designation

### Get honored title of membership

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Career | Credibility | Financial

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Associates receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

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Career | Financial



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Financial

## Conferences & Events

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Career | Credibility | Financial

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Exclusive




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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.

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| Associate | Fellow | Research Group | Basic |
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- 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.
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- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
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- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
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***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.
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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.

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j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

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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.

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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.

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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.

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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.

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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).

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***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.



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

**Title page:**

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

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

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

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

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

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

**Approach:**

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

**Introduction:**

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

*The following approach can create a valuable beginning:*

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

**Approach:**

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

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

**Procedures (methods and materials):**

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

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

**Materials:**

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

**Methods:**

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

**Approach:**

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

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

**What to keep away from:**

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

**Results:**

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

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

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



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**Content:**

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

**What to stay away from:**

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

**Approach:**

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

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

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

**Figures and tables:**

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

**Discussion:**

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

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

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

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

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

**Approach:**

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

Describe generally acknowledged facts and main beliefs in present tense.

## The Administration Rules

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

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

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

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

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