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Cultural Tourism in Georgia: Opportunities at Global and Local Levels

Abstract

There is an opinion that culture and tourism have a symbolic relationship with each other. Art, dance, rituals, and legends are at risk of being forgotten by modern generations, but they can be revived by tourists who have an interest in the cultures of ancient countries such as Georgia. Monuments and cultural heritage can even be protected by foundations and organizations in the field of tourism and culture, which protect and popularize them and at the same time increase the number of visitors. Today, creativity and modern technologies are changing the connection between culture and tourism. This has made cultural tourism become more desirable and accessible. With the help of technologies, it is getting closer and closer to modern approaches than it was in the past. The paper outlines the challenges of developing sustainable cultural tourism in Georgia. Statistics on state documents, projects, and cultural tours organized by local tour companies was also discussed. They employed both qualitative and quantitative research methodologies which showed that besides pandemic, there is a demand for cultural tourism. Georgian tour companies are offering a wide range of cultural tours and tourists have interest in it. Its full potential has not been harnessed and the main attention is paid to UNESCO heritage. The development of cultural tourism poses challenges (e.g., implementation of digital technologies, quality control mechanisms) for Georgia to become more recognizable within this kind of synergy, which is called the fusion of culture and tourism.

Keywords: Cultural heritage, tourism, EU Cultural Routes, Georgian tourism, UNESCO heritage

Introduction

Culture and tourism were always connected with each other. Cultural heritage and cultural events are the main motivators for travelling, while travelling creates culture itself. The relationship between tourism and culture became obvious during the last years when a different form of travelling called cultural tourism was developed. Cultural tourism, as a social phenomenon, and the subject of studies became popular after the Second World War, when people started moving from one country to another for leisure and cognition. The economic growth began from 1960-1970 and during this period, international tourism and cultural exchange started between the nations. Since 1980, the main places which were attracting tourists were identified and have been labeled as cultural sights. The interest in cultural tourism was caused by the “Heritage boom” (Hewison, 1987). This showed the growth of international and domestic travelling and the identification of cultural tourism as a “good” form of tourism that would stimulate the economy and help conserve culture (Richards, 2001).

The beginning of early 1990s can be considered as the period of cultural tourism transformation, which involved the travel of elite type tourists. However, cultural tourism has to face other opportunities and challenges such as “mass tourism”. Consequently, cultural tourism became a phenomenon for many places of interest and this has led to cultural heritage tourism, art tourism, gastronomic tourism, creative tourism, etc. The expanded concept of cultural tourism has certainly contributed to the development of cultural tourism. Nonetheless, from 2013, cultural tourism has faced another challenge and problem. Also cultural places of interest are overcrowded and a new concept known as “over-tourism” has appeared. For several cases, after its increased interest, it became necessary to defend cultural objects. In some cases, the conservation problem is also important.

Materials and Methods

The research was conducted using materials provided by research papers, strategies, literature reviews, official statistics (analyzing statistics regarding Georgia as a cultural tourism destination), as well as books and internet resources of Georgian and foreign scientists (international and state organizations). Content analysis method was used to study the potential of cultural tourism, the current situation, and the cultural tours of Georgian tour companies (chosen according to their activities). An analysis of commercial websites of tour companies was then carried out. Hence, this gave rise to an opportunity to discuss the potential of cultural tourism development at the global level on a long-term period. Furthermore, quantitative research method (which interviewed 200 local tourists) was used to investigate the opportunity of developing cultural tourism at the local level. Thus, this was carried out

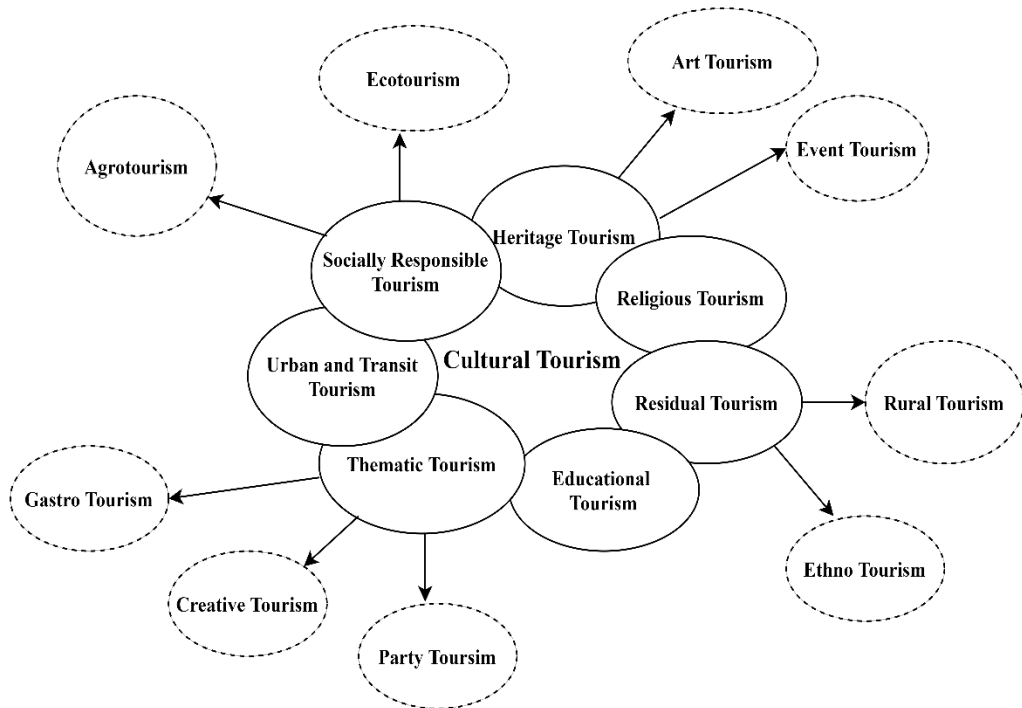
based on the hypothesis that due to the pandemic, there would be increased demand for cultural tourism between local tourists. Also, the potential of cultural tourism development in Georgia is discussed according to the recommendations from the European Council Working Plan for Culture and Sustainable Cultural Tourism.

Main Text

Cultural tourism is often used as a general term, which describes the lifestyle of local people, art, traditions, and festivals. This kind of concept allows cultural tourism to build strong competitiveness and develop cultural characteristics of the country on an international level. There are two types of cultural tourism. The first is cultural tourism with tangible components such as cultural heritage monuments, museums, churches, galleries, etc. The second is culture with intangible components, which involves attending various festivals, enjoying local food and wine, attending cultural events, etc. Cultural tourism involves travelling to gain new experiences and sometimes participate in a vanishing lifestyle that lies within human memory (Goeldner & Ritchie, 2009).

Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience, and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products are related to a set of distinctive material, intellectual, spiritual, and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries, the living cultures with their lifestyles, value systems, beliefs, and traditions (Richards, 2018). Figure 1 shows the cultural tourism diversification forms, which consists of various types of activities.

Figure 1. *Cultural Tourism Diversification Forms*



Note. Adopted from (Vujović, 2018)

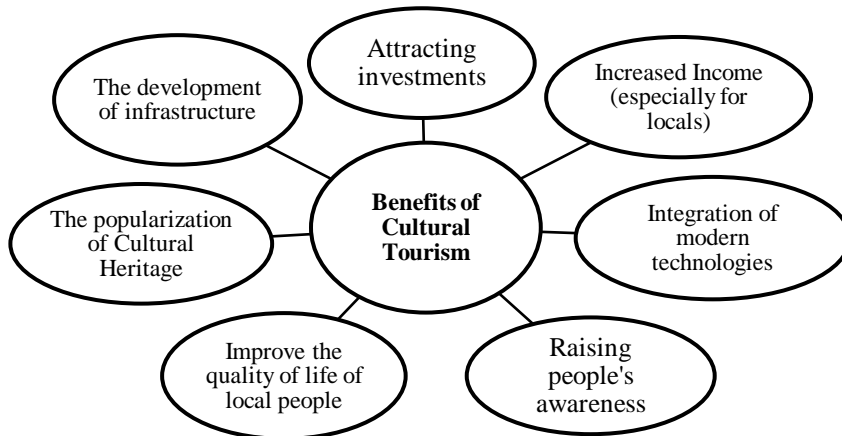
Smith explains cultural tourism as a form of travelling when a person or a group of people are in search of a place where they can be excited by the unique culture of other people and respect the different cultural values so as to develop friendly relationships with other communities (Smith, 2003). The development of cultural tourism has played an important role in raising social awareness of cultural heritage (Jittangwattana, 2005). However, there were different opinions regarding the essence of cultural tourism. The main idea of cultural tourism is to show tourists the intercultural differences, language, traditions, and get the experience they expected before travelling. Cultural tourism covers all aspects of travelling whereby people learn about each other's ways of life and thought patterns. Tourism is thus an important means of promoting cultural relations and international cooperation. Conversely, the development of cultural factors within a nation is a means of enhancing resources to attract visitors. In many countries, tourism can be linked with a "cultural relations" policy. It is used to promote not only knowledge and understanding, but also a favorable image of the nation among foreigners in the travel market. The channels through which a country presents itself to tourists can be considered as its cultural factors. These include the entertainment, food, drink, hospitality, architecture, manufactured and

handcrafted products of a country, and all other characteristics of a nation’s way of life (Goeldner & Ritchie, 2009).

Research Findings

According to the study, developing cultural tourism can bring about many benefits to all including the people, regional development, country, and future generations. Figure 2 shows the benefits of developing cultural tourism.

Figure 2. *Benefits of Cultural Tourism Development*



Note. Authors, according to the research

Cultural tourism development can also result in negative and positive social-cultural impacts. These impacts are shown in Table 1.

Table 1. *Social-Cultural Impacts of Cultural Tourism Development*

Positive	Negative
<ul style="list-style-type: none"> ✓ Promotion of the country's cultural values; ✓ Positive changes in values and behaviors; ✓ Improves life quality; ✓ Development of educational programs (study the art of meeting guests/hospitality); ✓ Increased demand for historical and cultural value; ✓ Cultural exchange; ✓ Adopts responsible behavior; 	<ul style="list-style-type: none"> ✓ Unwanted lifestyle changes; ✓ Influences on language and culture; ✓ Negative influences on values and customs; ✓ Changing the location of the local population to arrange the necessary infrastructure for tourism; ✓ Migration of local People;

Note. Authors, according to the research

Table 1 outlines the need for cultural tourism development to be planned carefully on behalf of the sustainable development standards so as to get rid of negative impacts, which will cause serious problems.

The changing nature of cultural tourism was recently brought into focus by a UNWTO Report on Tourism and Culture Synergies (UNWTO, 2018). This included online surveys covering 43% of UNWTO member states as well as 61 international experts and academics in the field. This study

confirmed the importance of cultural tourism. Also, 89% of national tourism administrations indicated cultural tourism as a part of their tourism policy. Almost all member states included tangible heritage and intangible heritage in their definition of cultural tourism, and over 80% also included contemporary culture (e.g., film, performing arts, design, fashion, new media, etc.). Tangible heritage was rated as the most important element of cultural tourism. This was followed by intangible heritage and contemporary culture.

Sustainable Cultural Tourism was highlighted as one amongst the ten initiatives for the European Year of Cultural Heritage, and it has provided an unprecedented opportunity to explore the relationship between cultural heritage and cultural tourism. According to the document, “Sustainable Cultural Tourism” is the integrated management of cultural heritage and tourism activities in conjunction with the local community creating social, environmental, and economic benefits for all stakeholders to achieve tangible and intangible cultural heritage conservation and sustainable tourism development (Sustainable Cultural Tourism European Commission, 2018). The document contains recommendations for tourism associations, operators, developers, entrepreneurs, and tourists (consumers). The recommendations are also important for Georgia, even though it is not a member of the EU. Thus, Table 2 and Table 3 below show the recommendations given to Georgia and their response.

Table 2. Recommendations from Council Work Plan for Culture Tourism associations, operators, developers, and entrepreneurs

Recommendation	Georgia
Invest in long-term economic and entrepreneurial development plans that include sustainability and social responsibility as part of the business strategy.	Yes
Consult with local communities to develop and agree on high quality tourism offers, experiences, and products based on authentic cultural heritage.	No
Provide guidelines and training for responsible tourism for both tourism practitioners (tour operators) and consumers (individual travelers).	Not Completely
Support start-up clusters for cultural tourism entrepreneurship.	Not Completely
Avail of existing applications (e.g., United Nations Environmental) or develop new online toolkits and digital applications for measuring visitor impact.	Not Completely
Promote new emerging destinations and facilitate integrated marketing with the support of local communities.	Yes
Develop pricing structures that encourage longer stays and visits in the low season.	Yes
Publish tourism data to enable evaluation, monitoring, and mapping of the variable dynamics in the field by local and national governments.	Yes
Support local businesses and favor local products to encourage unique offerings.	Yes
Ensure a positive working environment by creating permanent employment or long-term employment through the low season.	No

Note. Authors, according to the EU Member States Working plan (Sustainable Cultural Tourism European Commission, 2018)

Invest in Long-term Economic and Entrepreneurial Development Plans

According to the study, Georgia has the greatest potential for developing Sustainable Cultural Tourism. The National Tourism Administration of Georgia has developed the document "Georgian Tourism Strategy 2025", which aims to create a guide that will contribute tourism to sustainable development. This will increase revenues and the importance of the sector. According to the strategy, the responsibility of the Georgian government is to develop and implement a plan that will turn rich natural and cultural resources into a world-class tourism product and also create an opportunity to make unique impressions. According to the strategy in 2025, Georgia will be well known as a premier year-round, high-quality tourism destination, centered on its unique cultural and natural heritage, world-class customer service, and timeless tradition of hospitality (Tourism Strategy Reform Overview, n.d.).

The Georgia Tourism Strategy from 2015–2025 gives strong importance to cultural heritage and cultural tourism, which is expressed by the first two objectives. The first objective hints on the need to respect, to enhance, and protect Georgia's natural and cultural heritage. The second objective focuses on unique and authentic visitor experiences centered on those natural and cultural assets. Furthermore, it highlights the importance of developing and promoting routes and trails as part of tourism development (Szivas, 2019).

The National Tourism Administration supports cultural tourism, takes part in various ceremonies, and organizes marketing campaigns. As a result, Tbilisi was nominated as the "Best Cultural City" of 2020 in a competition held in Berlin. The capital of Georgia won the LCD (Leading Culture Destinations) Berlin Awards at a joint ceremony of the Global Cultural Travel Network and Visit to Berlin. Tbilisi's competitors were various world-famous tourist cities. 50 cultural destinations from 28 countries were also represented at the 6th LCD Awards Ceremony (Georgian National Tourism Administration, 2020).

Another important document is the Culture Strategy 2025, which represents the long-term strategic document of the Government of Georgia. This determines state vision, goals, and perspectives considering different challenges faced by the culture sector in Georgia.

The Ministry of Culture and Monument Protection of Georgia elaborated the document in cooperation with other government agencies and with the active participation of the general public. The strategy creation process was supported by EU institutions. Furthermore, the Council of Europe and the European Union evaluated the cooperation positively. The strategy has fundamental principles such as publicity, civil-society engagement, and transparency. It also cooperates with governmental representatives, non-governmental organizations, international organizations, professionals,

business, and educational institutions to reform institutional and legislative actions in order to develop creative industries in the cultural sector (Creative Georgia Culture Strategy of Georgia 2025, n.d.).

Promote New Emerging Destinations and Facilitate Integrated Marketing with the Support of Local Communities

Project “Zrda” (USAID) supports tourism development in the regions, promotes the development of new tourism products, new tourism facilities and landmarks, and improves the quality standards of the parties involved in the tourism sector through a comprehensive approach. To promote tourism development, the main regions of “Zrda” are Samtskhe-Javakheti, Samegrelo, and Tusheti. However, the promotion of family-type hotels in the target regions remains one of the main directions of the project. “Zrda”, in cooperation with the National Tourism Administration of Georgia and the public and private sectors in the regions, facilitates the development of a tourism development model in the Samtskhe-Javakheti and Samegrelo regions. The model is focused on agro, eco, cultural, and adventure tourism development and aims to improve coordination and cooperation between stakeholders to better demonstrate the tourism potential of these regions.

Provide Guidelines and Training for Responsible Tourism for both Tourism Practitioners (tour operators) and Consumers (individual travelers)

The National Tourism Agency organizes training programs for legal entities and individuals representing the tourism industry. The training covers the subjects such as hotel business/service skills, hotel sales and revenue management, strategic approaches in the service industry, managerial management skills, managing problem situations, wine guide, adventure guide Skills, introduction and development of services for people with disabilities, first aid, ecotourism product and offer, marketing and sales, and management of international booking platforms (Training courses, National Tourism Administration., n.d.). In 2018, a tour company established a “Tourism Organization”, which offers various trainings for tourism practitioners (Tourism Organization, n.d.). “Academic Press of Georgia”, with the support of the Ministry of Education, Culture and Sports of Georgia, and "Creative Georgia" is starting the project: "Let's talk about cultural heritage". The project is for pupils from 5th to 8th form, and it aims to raise the awareness of cultural heritage among the youth (Academic Press of Georgia, n.d.).

Develop Pricing Structures that Encourage Longer Stays and Visits in the Low Season

Discount Week is an event that includes discounted hotel services for domestic and international tourists in different regions of Georgia. It aims to popularize the region and encourage domestic tourism. The project will also help tourist facilities attract visitors. At the initiative of the Georgian National Tourism Administration ("Administration"), which is part of the Ministry of Economy and Sustainable Development of Georgia, a discount week ("Project") is planned to promote tourist attractions and tourism product development. At this stage, the expression of interest is announced for the selection of tourist facilities in the mountain resorts of Georgia (Discount Week National Tourism Administration, n.d.).

Publish Tourism Data to Enable Evaluation, Monitoring, and Mapping of the Variable Dynamics in the Field by Local and National Governments

The National Tourism Administration and the National Statistics Office of Georgia publish statistics monthly, which provides information about the dynamics of tourists, their interests, nationalities, etc. However, it needs to be more informative because it does not give information about local tourists and their interests as well as their expenses. Unfortunately, in Georgia, there are no organizations at the local level that carry out the researches and studies of tourism in regions.

Support Local Businesses and Favor Local Products to Encourage Unique Offerings

The Program "Produce in Georgia" Supports micro and small entrepreneurship, tourism-related services, and agricultural secondary production through access to finance and technical support. The minimum loan/lease amount is GEL 50,000 and the maximum is GEL 10,000,000 (Loan and Leasing Co-financing Program, Government your partner, n.d.). Local businesses are also supported by banks that offer "cheap loans" to provide assistance to the tourism industry.

Table 3. *Recommendations from the Council Work Plan for Tourists (consumers)*

Recommendation	Georgia
Adopt responsible behavior both as a traveler and as a consumer.	No
Be conscious of "impact" and "ecological footprint" and use online toolkits and applications to measure impact.	No
Be conscious of the use of natural resources and follow any special instructions.	No
Respect the local community and engage in the area's history, tradition, and culture.	Yes
Avail of local produce, creative industries, goods and services to stimulate the local economy.	Yes

Note. Authors, according to EU Member States Working plan (Sustainable Cultural Tourism. European Commission, 2018)

As seen in Table 3, adopting responsible behavior both as a traveler and as a consumer is important for tourists and local people. Nowadays, vandal acts still exists when travelers damage cultural heritage. Therefore, adopting responsible behavior between the local people and Georgian tourists is important. During the research, it has also been hypothesized that people from different countries (e.g., developed countries, the EU, and post-soviet states) behave themselves in different manners, while people from developed countries and the EU appear to be the best socially responsible travelers. This case appears to be the other subject of the research and can be done in a separate article.

Furthermore, in regard to impacts measurements, Georgia still does not have implemented toolkits and applications to measure the impact. However, it is very important because mass tourism and over tourism can harm cultural heritage. Thus, it becomes impossible to save them for future generations. The development of mass tourism is not considered to be a good solution for economic development. Tourist destinations are also doing more about sustainability, environmental protection, and cultural heritage preservation (Kotollaku & Margariti, 2015).

Local people in Georgia also respect their traditions and culture. Nonetheless, the main problem for them appears to be the low level of knowing modern technologies and the knowledge on how to make these unique cultural products more profitable. Local handmade crafts which are very expensive and attract the attention of tourists can be sold on the internet. They can also create clusters and sell local handicrafts with one brand and include master classes in the cultural tours, which will help cultural tourism to be more interactive with locals.

In addition, the European crafts sector combines tradition, heritage, culture, skill, and design. Craft encompasses a wide range of disciplines that reflects the diversity of European cultural identity.

In economic terms, the crafts industry is characterized by small entrepreneurial businesses that provide viable, sustainable employment in cities, towns, villages, and remote rural regions across the EU. Within this year, beginning from July, the new website craftingeurope.com was created and this is where handicrafts were sold. Supported by Creative Europe, the “Crafting Europe” project was inspired by the need to build capacity within the crafts sector across Europe. It is a partnership between nine (9) expert organizations across Europe. A key focus of this project is to enhance new skills and improve the employability of emerging and current professionals in the craft sector (Crafting Europe, 2020). Also, Georgian Arts and Culture Center (GACC) is the Georgian leading cultural NGO dedicated to preserve, develop, and promote Georgian Arts and Culture. Georgian Arts and Culture Center has a lot of projects. It helps to facilitate international exhibitions of

the Georgian cultural gifts as well as to develop the local market within Georgia. The GACC regularly participates in International Gift and Craft Fairs to increase sales of Georgian goods and acts as an exporter of Georgian crafts products to international crafts markets (Gaccgeorgia, n.d.).

The fact that Georgia has a huge potential to develop Culture Tourism was also mentioned by The Council of Europe Cultural Routes. Also, Georgia is a part of their Routes and the Georgian government has also certified cultural routes. A mobile application was also created, which helps tourists to organize tours.

Cultural Routes of the Council of Europe with Georgia include the following tours: European Route of Jewish Heritage, Iter Vitis Route, Prehistoric Rock Art Trails, and European Route of Historic Thermal Towns.

Georgian Certified Cultural Routes: "St. Andrew's Path" - a pilgrimage route, the main theme of which is an excursion-pilgrimage (St. Andrew's Path, Cultural Routes of Georgia). "From Capital to Capital" - The two most important cities in the history of Georgia is Mtskheta and Tbilisi (From Capital to Capital, Cultural Routes of Georgia). "German Settlements" - The certified Route of German Settlements and Architectural Heritage in Georgia aims to promote, preserve, protect, and sustain the development of the German settlements in Georgia (German Settlements, Cultural Routes of Georgia). "Following Alexandre Dumas" - The Route is guided by Al. Duma's novel "The Caucasus", which was written by the famous writer during his journey in the Caucasus region. Thus, the one who will follow the writer's footsteps will discover local traditions, customs, and cultural heritage. The Route also implies cooperation with neighboring countries (Following Alexandre Dumas, Cultural Routes of Georgia).

Cultural relations between the Georgian cultural sector and its counterparts in the EU have intensified after the EU Association Agreement in 2014. Georgia is a member of the Steering Committee for Culture, Heritage, and Landscape of the Council of Europe. Georgia has ratified Council of Europe Conventions and the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions in 2008. In 2015, Georgia joined the Creative Europe Program. Several cultural projects and researches have been supported by the Council of Europe, EU ENP, and Eastern Partnership Culture Programs (Szivas, 2019).

Subsequently, Georgian monuments are also listed in the UNESCO cultural heritage list (Gelati Monastery, Historical Monuments of Mtskheta and Upper Svaneti) (UNESCO, n.d.). In addition, tour companies are using these facts and they include these cultural heritages in their tours and mention it. Nevertheless, no information has been given about Europa Nostra, where for example Heritage Crafts Initiative is the Winner of the EU Prize for Cultural Heritage / Europa Nostra Award 2017 (Europa Nostra, Heritage

Crafts Initiative for Georgia, n.d.). Also, the fortified Settlement of Mutso, which in 2019 on European Heritage Awards / Europa Nostra Awards, won the Public Choice Award (Europa Nostra, European Heritage Awards Ceremony, 2019, n.d.)

The Convention for the Safeguarding of Intangible Cultural Heritage established a Representative List to ensure better visibility of the Intangible Cultural Heritage of Humanity, enhance its importance, and promote international dialogue in regard to cultural diversity. Four Georgian elements were inscribed on the aforementioned list: (1) Georgian polyphonic singing was recognized by UNESCO as a Human masterpiece of Oral and Intangible Heritage in 2001. After the accession of Georgia to the Convention for Safeguarding of Intangible Heritage, Georgian polyphonic singing was inscribed on its Representative List in 2008. (2) The Ancient Georgian traditional Qvevri wine-making method has been on the list since 2013. (3) The living culture of the three writing systems of the Georgian alphabet has also been on the list since 2016. (4) “Chidaoba”, wrestling in Georgia is on the list since 2018 (Intangible Cultural Heritage, n.d.). Thus, Georgian tour companies also have an opportunity to plan cultural events with these intangible heritages. This makes Georgia world famous and attract the attraction of tourists.

Furthermore, there are 43 Intangible Cultural Heritage Monuments, 4221 movable listed properties, 7577 immovable listed properties, 3 of international significance (World Heritage Properties), and 986 of national significance in Georgia (Cultural Heritage Policy, Council of Europe, n.d.).

Cheryl Hargrove (Hargrove, 2014) in the report, *Attracting visitors and their spending*, opined that the cultural district planning process must consider the following questions as to the viability of attracting and hosting tourists. Therefore, it will be important to answer these questions using a case study of Georgia.

Table 4. *Questions while planning cultural tourism (in the case of Georgia)*

Question	Answer
<i>How open is the destination for hosting tourists from out-of-town (hospitality)?</i>	Georgia is an open country for tourists and its hospitality is world known. Tourists often want to arrive back in Georgia, after having experienced a warm welcome and friendly relationship.
<i>Is “culture” a priority or integral part of the destination’s economic development and tourism strategy?</i>	Culture is a priority and it can be confirmed by the strategies, which are already discussed in the article.
<i>Is the DMO (destination marketing organizations) receptive to recognizing cultural districts as part of their destination brand?</i>	Destination marketing organizations are being created in Georgia. Georgian National Tourism administration together with USAID/ZRDA has already established destination management organizations (DMOs) in Svaneti, Samegrelo, Samtskhe-Javakheti, Kakheti, and Imereti.

<i>Are current visitors interested in cultural activities and experiences?</i>	Current visitors are really interested in cultural activities and this fact was also confirmed by the research which was done on behalf of the article. The overviewed statistics also show the interest in cultural tourism in 2018-2019.
<i>Does the proposed cultural district complement or compete with other attractions, activities, and experiences in the destination?</i>	Georgia has a huge opportunity to develop cultural tourism and offer certain tours to tourists where natural resources and balneological resources can be combined. To be original, authentic, and individual are some of the main differences that differentiate Georgia from other countries. For example, in Tusheti, the cultural tour can be combined with a trip to Tusheti Protected Areas, which has a unique nature and biodiversity.
<i>What activities or experiences in the cultural district are not currently available in the destination and will appeal to tourists?</i>	There is no calendar of local festivals in regions, which would allow tourists to arrive and attend. There are no organized master classes for local handicrafts or local dishes. All these need to be well discussed and planned. It is very important because the regions have such traditions and celebrations, which tourists cannot see anywhere around the world.
<i>How does this cultural district compare to other cultural districts in competitive destinations?</i>	Georgia has an opportunity to develop cultural tourism in almost every region because they all have cultural heritage, monuments, museums, and traditions which differs one district from another. The main challenge for the regions appears to be tourists' interests, distance and infrastructure, which makes travelling more desirable.
<i>Can the cultural district accomplish, satisfy, or contribute to the realization of most or all of these criteria?</i>	Cultural districts in Georgia also have the possibilities to satisfy tourists, accomplish and contribute to the realization of most or all of the criteria. However, the main challenges for our country centers on standards and the sustainable development of tourism. Since Georgia is a developing country, it is not facing over-tourism or mass tourism problems but gains more tourists' interest.

Note. Authors, according to the research

After the content analysis of Georgian tour companies' websites (5 tour companies), the research highlighted that Georgia has a huge potential to organize various types of cultural tours, with different kind of cultural elements. In addition, tour companies offer mostly the same type of tours and they do not use the potential fully. The offered tours do not include festivals or concerts and it can be included on demand. On the other hand, tourists can buy tickets on their own but the same websites do not give these possibilities. Price range (per day) is about 390-600 Gel and the number of days (3-7 days) depends on the tour. It includes a full package and the price is changeable according to the accommodation. Tours also offer travelling to neighboring countries. Table 5 gives detailed information about some cultural tours of the chosen tour companies. These companies were chosen because while doing a market study, they appeared to be among the most popular tour companies in Georgia.

Table 5. Cultural Tours of Georgian Tour Companies

The name of the tour company	Language of the website	Details about the offered tours	Days
Tour operator "Caucasus Travel" http://www.caucasustavel.com	English, Russian, German, French, Italian, Chinese, Spanish	Discover Georgia (Tbilisi, Mtskheta, Gori, Kutaisi, Signagi) Historical cultural monuments: Svetitskhoveli, Jvari, Ananuri arch complex, Gergeti Trinity, Uplistsikhe, Davit Gareji.	8 days
		The spirit of Georgia (Tbilisi, Signagi, Mtskheta, Gudauri, Kazbegi, Gori, Bakuriani, Kutaisi, Batumi). Cultural monuments: Davit Gareji, Svetitskhoveli, Jvari, Ananuri Arch. Complex, Gergeti Trinity, Uplistsikhe, Vardzia, Gelati, Bagrati.	13 days
		Land of the Golden Fleece (Tbilisi, Mtskheta, Gori, Kutaisi, Zugdidi, Mestia, Batumi). Cultural monuments: Svetitskhoveli, Jvari, Uplistsikhe, Gelati, Bagrati, Vani Archaeological Museum, Ushguli.	12 days
		Life of Georgian cities: Tbilisi, Kutaisi, Signagi and Batumi Cultural monuments: Metekhi, Sioni, Narikala, Anchiskhati, Sameba, National Museum, Signaghi Ethnographic Museum, Bodbe Monastery Complex, Tsinandali Wine Cellars, Jvari, Svetitskhoveli, Bagrati, Gelati, Gonio Fortress, Batumi Archaeological Garden, Batumi Archaeological Garden Temple.	9 days
Tour operator "Georgian Discovery Tours" http://www.gdt.ge	English, Russian, German, Spanish	Cities in caves and monasteries (Tbilisi, Borjomi, Kutaisi). Cultural monuments: Uplistsikhe, Safara, Vardzia, Timotesubani, Gelati, Prometheus Cave, Sataplia, Davit Gareji.	5 days
		All the beauty of Georgia (Tbilisi, Borjomi, Kutaisi, Mestia, Batumi, Mtskheta, Telavi, Kvareli, Gurjaani, Signaghi). Cultural monuments: Vardzia, Bagrati, Gelati, Ushguli, Jvari, Svetitskhoveli. Alaverdi, Al. Chavchavadze House-Museum, Grammy, Davit Gareji.	11 days
		Travel to the ancient region of Georgia (Tbilisi, Khertvisi, Agara, Shoreti, Ota, Mirashkhani) Cultural monuments: Tsunda, Vani boilers.	7 days
		Georgian castles and monasteries (Tbilisi, Mtskheta, Borjomi, Signagi, Gurjaani). Cultural monuments: Svetitskhoveli, Jvari, Shio-Mgvime, Uplistsikhe, Vardzia, Davit Gareji, Shua Mta, Alaverdi.	6 days
		Touch with history (Tbilisi, Mtskheta, Stepantsminda, Gudauri, Gori, Bakuriani, Signagi, Gurjaani, Tsinandali, Telavi). Cultural monuments: Jvari, Svetitskhoveli, Ananuri complex, Gergeti Trinity, Uplistsikhe, Davit Gareji, Al. Chavchavadze House Museum, Alaverdi.	6 days

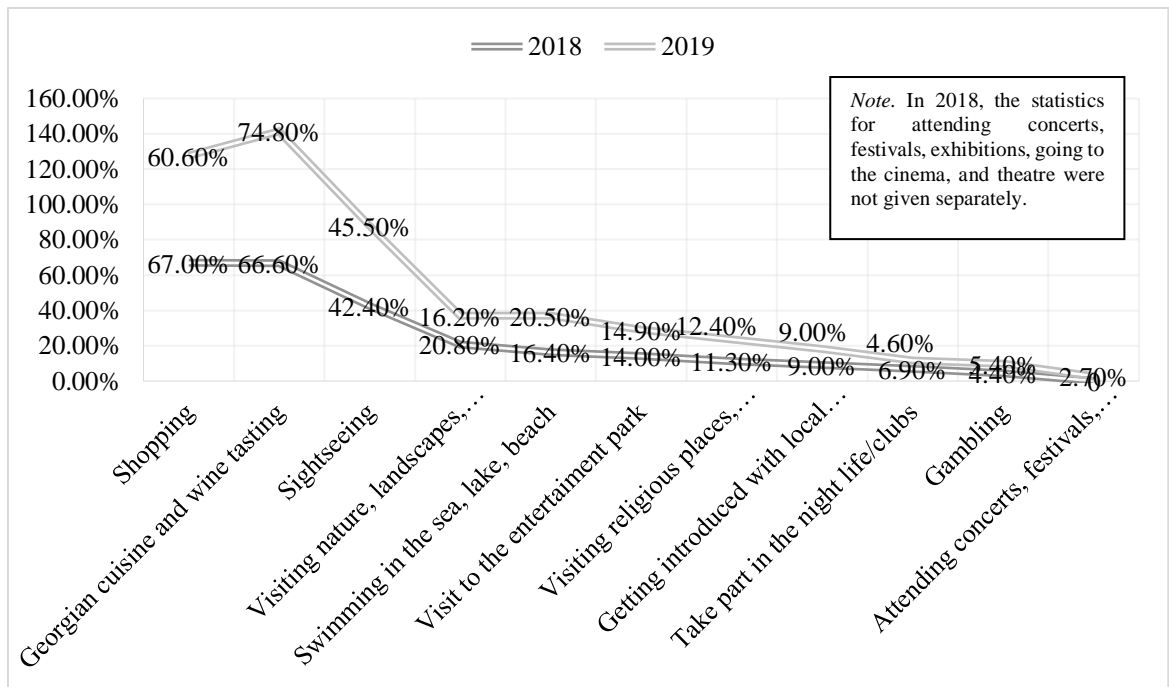
		The ancient beauties of Georgia (Tbilisi, Mtskheta, Telavi, Tsinandali, Gurjaani, Signagi). Cultural monuments: Tbilisi historical monuments, Svetitskhoveli, Jvari, Bodbe Monastery Complex, Al. Chavchavadze House-Museum.	4 days
Tour operator "Concord Travel" http://concordtravel.ge	Georgian, English, Russian, German, French, Japanese, Polish, Spanish, Italian, Lithuanian, Chinese, Arabic	Caucasus Paradise (Tbilisi, Gori, Kutaisi, Zugdidi, Nikortsmina, Signagi) Trinity Cathedral, Metekhi Church, Old Tbilisi, Sulfur Baths, Narikala Fortress, Sioni and Anchiskhati Church, Jvari Monastery, Svetitskhoveli Cathedral, Ananuri Fortress, Joseph Stalin House-Museum, Uplistsikhe, Trinity of Gergeti, St. George of Bagrat Churches, Dadiani Palace Ancient fortress-city fortress Goji, Nikortsminda and Barakoni temples, Uba, Samtavisi, Bodbe monastery, St. Nino's tomb, Alexander Chavchavadze museum, Gremi, Shuamta, Ikalto monastery and Alaverdi temple, Davit Gareji.	15 days
		Discover Georgia (Tbilisi, Telavi, Gori). Cultural monuments: Trinity Cathedral, Metekhi Church, Old Tbilisi, Sulfur Baths, Narikala Fortress, Sioni and Anchiskhati Church, Bodbe Monastery Complex, Al. Chavchavadze Palace, Alaverdi, Gremi, New and Old Shuamti, Ikalto Monastery, Jvari Monastery, Svetitskhoveli Temple), Ananuri Fortress, Gergeti Trinity, Joseph Stalin House-Museum, Uplistsikhe.	11 days
		Tour "Three Capitals" (Tbilisi, Mtskheta, Kutaisi, Vani) Cult, monuments: Bagrati, Gelati, Sataplia, Samtavisi, Jvari, Svetitskhoveli, Samtavro, Father David Church, Narikala, Metekhi, Sioni, Sameba.	6 days
		Tour Sights of Georgia (Tbilisi, Telavi, Kazbegi, Gori, Borjomi). Cultural monuments: Trinity Cathedral, Metekhi Church, Old Tbilisi, Sulfur Baths, Narikala Castle, Sioni and Anchiskhati Church, Bodbe Monastery, St. Nino's Tomb, Alexander Chavchavadze Museum in Tsinandali. Wine tasting, trip to Telavi, visit Alaverdi and travel to Khevi region, visit Mtskheta, Jvari Monastery, Svetitskhoveli, Ananuri Fortress, visit Gegreti Trinity Church, visit Sno Gorge, visit Joseph Stalin Museum. Departure to Borjomi gorge, Vardzia.	9 days
Tour operator "Exotour" www.exotour.travel	Georgian, English, Russian	Georgia - Classic Tour (Tbilisi, Mtskheta, Signaghi, Gurjaani, Gori, Borjomi, Samtskhe-Javakheti, Kutaisi, Batumi, Kazbegi, Bolnisi). Abanotubani, Narikala Citadel, Metekhi, Sioni Cathedral, Anchiskhati Basilica, Museum of Art of Georgia, Mtskheta, Jvari Church, Svetitskhoveli, Signagi, museum of Niko Pirosmiani, the church of All Saints, Tsinandali, Alaverdi Cathedral, the monastery of Ikalto, Shuamta, Gori fortress walls, Uplistsikhe, Bagrati Church, Gelati Monastery Complex, Sataplia reserve, Batumi Botanical Gardens, Borjomi Park, Saphara monastery, Khertvisi Fortress, Vardzia, Ananuri castle, Gergeti Trinity Church, Bolnisi Sioni Church, Dmanisi.	10 days

Tour Company "Next Travel" http://www.nexttrave l.ge	English	Tbilisi-Anchiskhati church, Sioni cathedral, Narikala castle, Sameba cathedral, Father David's church, Tbilisi State Museum, Anchiskhati church, Sioni Cathedral Church, Narikala castle, Sameba Cathedral Church, Mamadaviti church and pantheon, Tbilisi National Museum.	1 day
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Note. Authors, according to the content analyses of the web-sites.

The fact that tours with cultural tourism activities are really important is also demonstrated in Diagram 1, which shows statistics for 2018 and 2019.

Diagram 1. Popular Activities of 2018 and 2019 years



Note. Authors, according to National Statistics Office of Georgia (Inbound Tourism Statistics, National Statistics Office of Georgia., n.d.)

According to the statistics of tourists' interests by nationality of 2019 (see Table 6), people from various countries have different interests. Thus, after the market study, tour companies should have the right focus. These countries were chosen for the reason that they are neighbors with Georgia, and so their interest in travelling here is huge.

Table 6. *Tourists' Activities in 2019, by nationality*

Activity	Azerbaijan	Turkey	Russia	Armenia	Central and Eastern Europe	Other European countries	Other Countries
Tasting of local cuisine and wine	68.2%	58.1%	88.1%	70.2%	86.1%	85.2%	77.3%
Shopping	58.8%	42.3%	66.8%	83.2%	55.9%	50.5%	55.8%
Visiting sights, cultural and historical heritage monuments, and museums	28.9%	54.3%	49.8%	4.4%	72.1%	78.8%	81.3%
Visiting entertainment park	14.2%	11.3%	15.4%	7.2%	19.7%	20.2%	28.1%
Going to the seaside, lake, river, swimming, and going to the beach	12.9%	35.3%	19.2%	9.3%	35.8%	24.2%	17.6%
Visiting nature, landscapes, reserves	11.4%	17.5%	15.1%	2.3%	24.4%	30.6%	33.9%
Nightlife, clubs	4.4%	7.4%	1.7%	3.6%	5.5%	5.6%	7.4%
Visiting religious places, churches	2.6%	11.7%	20.4%	10.4%	16.9%	17.6%	12.5%
Gambling	2.4%	23.0%	0.8%	0.1%	1.2%	5.8%	3.5%
Participation in agricultural activities	1.7%	0.1%	0.5%	0.0%	2.5%	1.7%	1.4%
Getting introduced to local art, culture, language, history	1.50%	3.8%	8.6%	0.1%	17.9%	32.7%	23.7%

Note. Authors, according to the National Statistics Office of Georgia (Inbound Tourism Statistics, National Statistics Office of Georgia., n.d.)

Diagram 1 and Table 7 demonstrate getting introduced to art, culture and history, as well as sightseeing, tasting wine, and local cuisine. Thus, this part of cultural tourism is very popular, but it depends also on the reason for travelling. This is also proven by the activities of tourists within neighboring countries as they often cross our borders (e.g., Armenia). Also, the purpose of travelling appears to be for shopping and local food, not sightseeing or visiting religious places of interest. It will be also interesting to discuss the expenses of tourists within these two years (see Table 7).

Table 7. *Structure of Tourists Expenses in 2018 and 2019*

Components of Expenses	The sum of whole touristic expenses incurred by visitors in 2018 in Gel	Share in total expense	The sum of whole touristic expenses incurred by visitors in 2019 Gel	Share in total expense
Food and Beverages	2,266,881,133	28.6%	2,343,421,279	27.5%
Accommodation	1,854,514,224	23.4%	2,021,228,953	23.7%
Recreation, cultural and sports activities	1,434,705,232	18.1%	1,528,705,888	18.0%
Shopping	1,074,094,320	13.6%	1,800,271,650	21.2%
Local Transport	560,769,313	7.1%	644,544,830	7.6%
Other expenses	726,539,907	9.2%	173,362,328	2.0%
The sum of touristic expenses in 2018 - 7 917 504 128 GEL				
The sum of touristic expenses in 2019 - 8 511 534 927 GEL				
The average of per visitor's expense in 2018 - 1 099 GEL				
The average of per visitor's expense in 2019 - 1 102 GEL				

Note. Authors, according to the International Visitors Survey Report of the National Tourism Administration 2018 and 2019

As demonstrated in Table 7, recreation, cultural and sports activities were in third place in 2018 and fourth place in 2019. However, its share in the total expenses has not changed much from 18.1% to 18%. As for infrastructure, e.g., ticketing systems are not still well organized. Also, income is less than it should be because nowadays tourists can visit places and do not spend money besides transport. Also, according to the Tax Code of Georgia, income received from the sale of religious items is exempted from taxes. As a result, direct profit or expenses that may be received from a tourist cannot be counted.

In this current time, Georgia is facing challenges and is way behind developed countries. Since Georgia is a small country, problems appear to be more serious and important in the context of sustainability. This is because in the case of mass tourism, it will be impossible to control the flows. Therefore, attention should be paid to “tourism carrying capacity”, which can be assessed through many factors. “Carrying Capacity” in the case of cultural sightseeing is an indicator, which should provide a high level of visitor satisfaction in the conditions of minimal impact on resources. This should be within the appropriate limits of the use of the area. The violating of the principle “carrying capacity” harms tourism development and causes the violation of the principles of sustainable development.

Nowadays, as the world is facing an unprecedented global health, social, and economic emergency due to the COVID19 pandemic, it is very important that the sector adopts a feasible situation. Current tourism challenges that bring together experts and tourism professionals offer different provisions together with UNWTO. They assume it will cause a significant diversification of products and will promote some of the trendy types considering the new status quo. Several trends will gain popularity as per their content and the possibility to provide social distancing and safe health standards. Georgia can offer diverse experience and emotions including: *Cultural*: visiting historical, architectural and religious sites; *Wine*: visiting wine-related sites including wineries, family-run wine cellars and related cultural attractions; rural farms and boutique Chateaus; *Adventure*: visiting national parks and Great Caucasus mountains; *Holiday, recreation, and leisure*: weekends tour (Koblianidze & Tabidze, 2020).

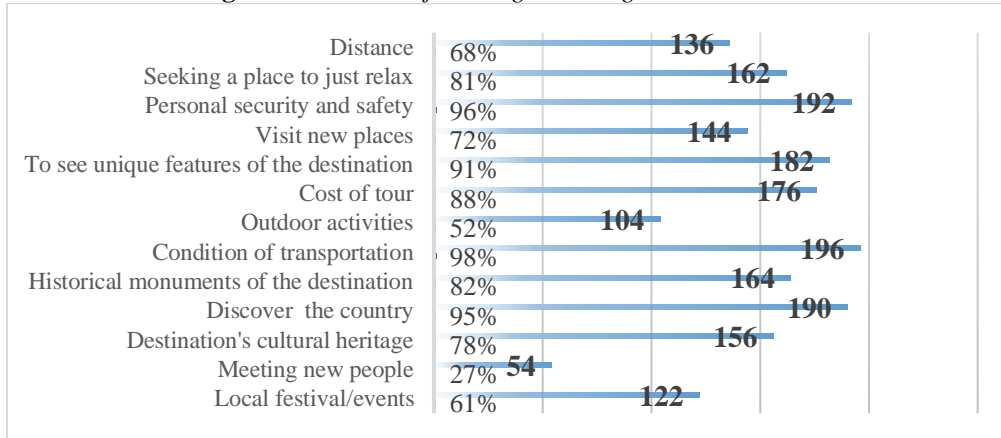
The main challenge faced by the government is creating a mechanism that can avoid the spread of COVID-19 by visitors. In this case, a good example is seen in Singapore. Here, an SG clean certificate is created and if the companies engaged in the tourism business want to get it, they have to meet the requirements of 7 different standards (Koblianidze & Tabidze, 2020).

After studying the reason for travelling to those regions, the popularity of cultural tourism shows that the factors which are important for them while travelling was obtained using a quantitative research (period: 15-31 August).

200 people were interviewed, consisting of 68% women and 32% men. The research was carried out based on the hypothesis that during the pandemic, local people prefer to travel to Georgia on cultural tours.

The results showed that 72% (144 people) of Georgians always try to visit cultural sightseeing when they go to the sea or to the mountains to rest. 82% of people try to visit cultural places of interest at the weekend and the factors which they are paying attention to while travelling is given below in Diagram 2.

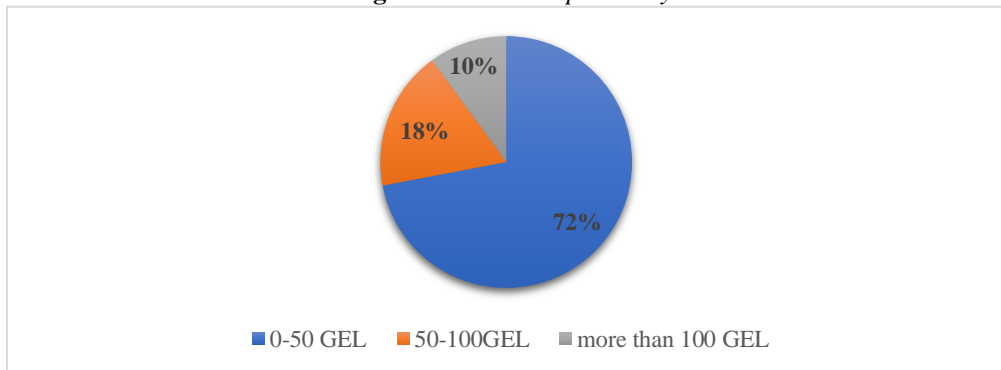
Diagram 2. Factors influencing travelling on Cultural Tour



Note. Authors, according to the research

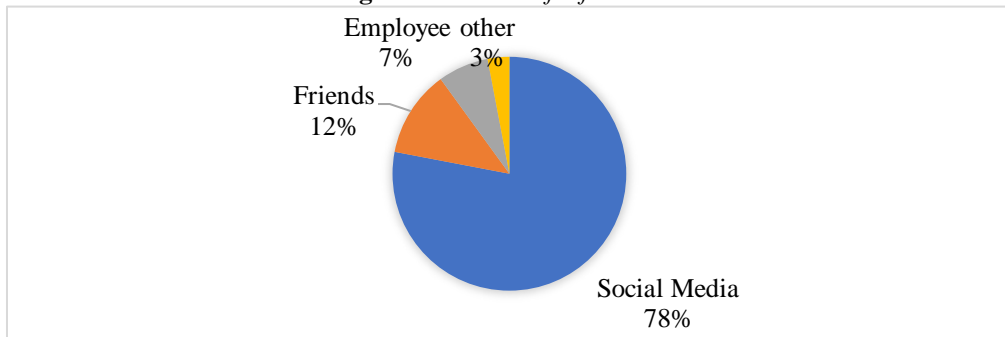
Based on the question of how much they spend while travelling on a cultural tour, the results were as follows:

Diagram 3. Amount spent daily



Note. Authors, according to the research

Diagram 4. *Source of information*



Note. Authors, according to the research

The content analysis method revealed studied information about cultural tours on the social network. It showed that the price of the tour is up to 120GEL (depending on the distance, food, activities) per day, and this price includes transport (sometimes they do not need it) and guide. While the pandemic government of Georgia has created an anti-crisis plan (Tourism Activation - Anticrisis Plan, n.d.) to support the local tourism and tour companies, cheap price is also caused by these tax regulations. However, the cheap price in some cases indicates poor quality of the transport which has a negative influence on people's safety. Therefore, quality control mechanisms appear to be the most important challenge that must be regulated. An important role for marketing activities is the use of social media. This is because 78% (156 people) get information from it. Social media gives an opportunity to get in touch with potential clients directly, organize tours, make events, invite them, and share photos. However, on the international level, not everyone uses social media. As a result, websites, with a well-managed booking system, are also very important for cultural tourism development.

Conclusion

The findings of this study indicate that according to the discussed recommendations of EU, Georgia still has active subjects. This shows that the policymakers or public organizations still have some work to do. Also, the main principle of cultural tourism development should include sustainability and the maintenance of identity.

The research revealed that the existence of Cultural Routes of the Council of Europe and the cultural heritage in the UNESCO World Heritage List is a precondition for popularization in the international tourism market. Nonetheless, without the necessary infrastructure and sustainable development strategies, the country may face cultural heritage damage and loss, which does not meet sustainable development requirements (e.g., mass flow mechanisms). Conversely, this will cause problems to conservation.

According to the study, the potential of Georgia is not used completely by Georgian tour companies and the main focus is on the UNESCO heritage list.

According to the content analysis of the websites, the tour companies in Georgia should follow the examples of successful developed countries and create websites that will help tourists so as to organize more suitable tours for them (depending on their interests). Another important subject which should be managed is the calendar of cultural events. Thus, this will give more opportunities to tourists as well as to tours companies to plan tours and holidays on behalf of the important cultural events, especially in regions. In this case, Destination Management Organizations can have a positive impact, which is already created in some regions. Also, the local events based on traditions, culture, and identity have the opportunity to attract more tourist and reduce the seasonality factor, which is very important for people who are employed in the tourism business.

Modern technologies give new opportunities to ticketing systems, which makes travelling more flexible. Therefore, this will have a significant positive impact if tour guides can be managed with special cards or mobile applications to run the queues and if they have the opportunity to enter the museum or other places of interest with pre-purchased e-tickets. This will give the motivation to tourists to visit places of interests with tour guides rather than organize such tours on their own. Nowadays, in some places in Georgia (especially in Tbilisi), tickets are available to buy online but only in several cases. This kind of electronic system shows statistics about the popular tour companies, guides, museums, etc.

The quantitative research proved and supported the hypothesis that during the pandemic, local people prefer to travel to Georgia on cultural tours. The factors, which local tourists have mentioned, show that cultural tourism has a huge opportunity between locals. Also, tour companies should take note of the aspects which have a significant influence on their decision making. Subsequently, these factors are common for any kind of tourist and, in some cases, it appears to play an important role. Thus, it should be eliminated as soon as possible to become competitive at both local and global levels. The global pandemic gave new opportunities to tour companies to offer various types of cultural tours to tourists combined with wine tours and tours with agritourism activities. Besides, the borders are still closed and the pandemic gave a hand to new challenges and opportunities, which will have a positive impact on cultural tourism development.

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Inadequate Flexibility and Resistance to Change Hindering Effectiveness of ERP System in Accounting

Abstract

The Enterprise Management Planning (ERP) software applications allow companies to integrate key daily activities such as procurements, financial, production, human resources, and project activities and helps organizational stakeholders to facilitate efficient decision making based on integrated data from various departments. Many accountants have not been able to realize the effectiveness of the ERP system due to its inadequate flexibility to adapt to change and resistance among some accountants that use the system. This research aims at showing the role that the inadequate flexibility of the system plays in impeding the ERP software from guaranteeing effectiveness and depicts how resistance to change among different stakeholders in an organization hinders the effectiveness of the enterprise resource planning (ERP) system in accounting. It uses a qualitative research method entailing semi-structured interviews with multiple employees working in the accounts department in different organizations. The study revealed that many accountants are driven by fear of new technology, making them resist the ERP system. Participants also affirmed that ERP does not readily adapt to organizational changes in the accounting departments. The major limitation of this study is that it focused on a small sample population because of the limited funds to cater to many participants.

Keywords: Inadequate Flexibility, Resistance, Enterprise Resource Planing (ERP), Information System

Introduction

Enterprise Management Planning (ERP) is integrated software used by companies to manage critical business functions within an organization (Kanya, 2018). The Enterprise Management Planning (ERP) software applications allow companies to integrate key daily activities such as procurements, financial, production, human resources, and project activities (Kanya, 2018). It helps organizational stakeholders to facilitate efficient decision making based on integrated data and information from various departments. The ERP system automates complex corporate activities that often waste significant time and resources and other repetitive manual processes (Kanya, 2018). This makes business processes very efficient and allows different departments to conduct their duties without pressure, confusion, or bugging leaders. Nevertheless, Uppatumwichian (2013) argued that the ERP system's effectiveness depends on its flexibility to adapt to organizational changes and business processes. However, the ERP system is complex and rigid to change, forcing companies to spend substantial time and resources training workers to adapt instead of the system itself accommodating recent organizational changes that a company and the market present (Kanya, 2018). Also, resistance among employees and other corporate stakeholders to adopt the new integrated system deters the ERP software from achieving its objective of facilitating organizational efficiency in achieving goals.

This research aims to deconstruct the role that the system's inadequate flexibility plays in impeding the ERP software from guaranteeing effectiveness. It also aims at depicting how resistance to change among different stakeholders in an organization hinders the effectiveness of the enterprise resource planning (ERP) system in accounting. As corporates and small and medium businesses implement the ERP system to effectively automate critical functions to achieve efficiency and high productivity in firms, resistance to change, especially when adopting the new technology, significantly hinders the system from ensuring effectiveness. The unwillingness to accept the new technologies hampers the efficacy of a new system because people opt not to utilize the system leading to work-around and inevitably deteriorates the benefits a business can realize.

Literature Review

ERP Effectiveness in Accounting

Various organizations have adopted the ERP system because of its effectiveness in organizational operations such as accounting. According to the study conducted by Alrabba & Ahmad (2017), the ERP system has increased the significance and relevance of the accounting information and decreased the uncertainties that hinder effective decision making in organizations (Alrabba & Ahmad, 2017). The ERP systems have improved

internal and external accounting information controls and helped create a clearer picture of organizations' accounting and financial position (Al-Akra et al., 2009). Also, Al-Akra et al. (2009) ascertain that ERPs have bookkeeping advantages, including better adaptability of data and enhanced financial reports, due to their modern bookkeeping methods. Heele (2019) also asserts that while standalone accounting packages provide the necessary accounting reports such as balance sheets and income statements, ERP systems offer a wide range of detailed financial information. For instance, ERP provides cashflow projections basing their forecasts on order statistics, inventory management, ledger management, and accounts receivables (Heele, 2019). Rich and widely-ranged financial reports enable the accounting department to account for all business finances. Heele (2019) adds that ERP systems have automated the accounting processes, facilitating easy entries and tracking financial transactions. The systems have made it easier to automate workflows that cross more than one system (Heele, 2019). Abbasi et al. (2014) affirm that ERP has simplified and streamlined the accounting processes such as accounts payable, accounts receivables, cash management, and cash flow problems. Moreover, according to Abbasi et al. (2014), ERP helps curb accounting errors such as duplicate data entries. It also integrates all accounting information, removing the tedious manual data entry process prone to mistakes (Abbasi et al., 2014). Further, the ERP system is highly reliable as it is accurate and ensures the timely integration of data and real-time financial reports that facilitate better decision-making (Abbasi et al., 2014).

Inadequate Flexibility

Accounting organizations or departments implement ERP systems to ensure they help achieve organizational goals as they integrate and manage critical corporate functions (Abas, 2018). However, Enterprise Management Planning (ERP) depicts inflexibility, which critically hinders its effectiveness from achieving desired organizational goals and objectives. Inflexibility entails unwillingness to compromise or an inability to change (Abas, 2018). An ERP system is designed to provide centralized information based strictly on configured data and commands. It allows access to stored data from robust databases to offer solutions to intended organizational problems. However, the ERP systems can perform powers and functions they are aligned with, but they cannot adapt to new changes (Abas, 2018). The inadequate flexibility of the ERP system places a limitation on the range of solution a company can attain or put into perspective (Abas, 2018). For example, it is difficult to change or adjust the ERP system to adapt to organizational changes or new business processes, which hinders companies from attaining their stipulated objectives. Uppatumwichian (2013) highlighted limited consistency in ERP utilization in managing accounting functions due to its rigidity. Since the ERP system

functions to promote effectiveness, its inflexibility poses a challenge to these companies. This is because it requires sophisticated integration between diverse business systems with the ERP central system to align the data workflows and pre-existing processes (Abas, 2018). Businesses are susceptible to change to adapt to the fluctuating market demands, growth, and development, which require a system that quickly embraces changes. However, adjusting the ERP system and setup involves writing custom codes and configured data within the database (Abas, 2018). This inflexibility hinders the effectiveness and efficacy of the ERP to facilitate organizational goals.

Uppatumwichian (2013) ascertained that the ERP system lacks the flexibility that organizations need, especially during business processes such as accounting. The system is either slow or does not correspond to the changing modes and networks that companies adopt, which hinders strategic business initiatives. Since the implementation of an ERP system aims to help organizations achieve their goals, the inability to efficiently correspond to networking modes substantially deters goal achievement (Uppatumwichian, 2013). Inadequate ERP system flexibility can result in direct risks for companies because the system's reference model does not readily embrace the changing business environment to facilitate suitable processes and changes (Uppatumwichian, 2013). This forces companies to change and reformulate their strategies to adapt to the ERP system. For example, as accountants strive to achieve organizational objectives, they encounter difficulty with the inflexible ERP system (Kanya, 2018). The inadequate flexibility in the system wastes significant time and resources, as organizations must retrain employees to adapt to the system's rigid nature rather than promoting its effectiveness or ensuring recognition of business (Kanya, 2018). Therefore, the system's inadequate flexibility to accommodate organizational changes and new business processes hinders ERP systems' effectiveness, making them a liability rather than an asset to companies.

Resistance to Change

Resistance to change has been defined as a natural reaction that employees develop in response to change (Schein, 1993). Ahmed et al. (2006) described resistance as a phenomenon that daunts the change process, either by slowing or delaying its beginning, increasing its costs, or obstructing its initiation or implementation. According to Chawla and Kelloway (2004), resistance is both a behavioral and attitudinal response to change. Employees may not be resisting the change, but instead, they may be fighting the cost, loss of status, or discomfort it brings (Chawla & Kelloway, 2004). Most departments face difficulty implementing changes due to the strong resistance they get from the employees. Accounting is a sensitive department in every

organization that requires cooperation from all employees when initiating any changes that would alter the normal accounting operations (Angonese & Lavarda, 2013). However, the ERP system's implementation in accounting has faced resistance from the staff and employees, impairing its effectiveness.

Although ERP comes with numerous benefits to the organization, users still resist the system for multiple reasons. Angonese and Lavarda (2013) asserted that the primary factor that elicits resistance among employees is ontological insecurity that develops into anxiety. Schein (1993) defined stress as that feeling that arises due to the unwillingness or inability to learn or do something new because of the fear of the activity's complexity. In a study conducted by Angonese and Lavarda (2013), employees developed resistance to new accounting systems because of the fear of disruption. Additionally, according to Granlund, "management accountants tend to resist changes to the accounting system because they are now afraid that any single change would significantly affect their workload" (2001, p.150). Management accountants and employees are afraid that the unsuccessful implementation of a new system will be hazardous, considering the complexity of the ERP system (Granlund, 2001).

Additionally, Seo (2013) explained that the other key factor that causes resistance to the new ERP system in accounting is the change itself. The management and employees have work habits and patterns that are interfered with when the new system is implemented. Schein (1993) confirmed that a lack of willingness to embrace change inflicts resistance among the accounting workforce. Additionally, employees tend to be unwilling to implement ERP because it requires new abilities and skills. Seo (2013) explained that in the case of post-ERP implementation resistance, employees find the new system to be misaligned with their expectations, training, education, and skills. Also, fear of inability to implement a new system due to lack of experience, training, and IT skills, and the change process's ambiguity contributes to the resistance (Seo, 2013).

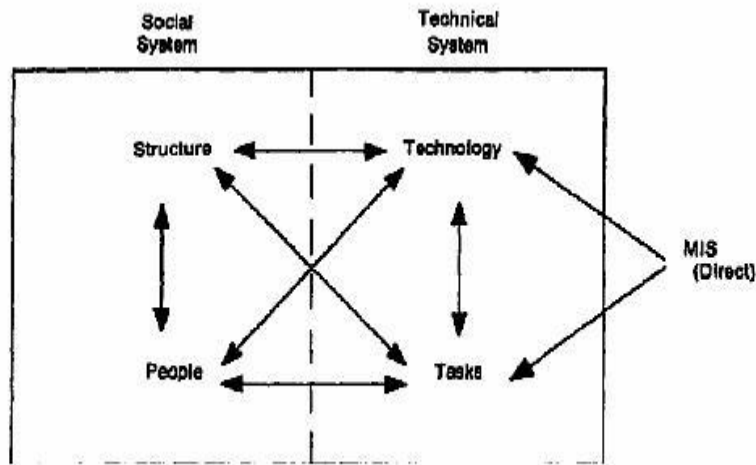
Furthermore, organizations are shaped by their environment, which constitutes imposed rules, myths, cognitive patterns, and social expectations of the parties involved (Angonese & Lavarda, 2013). Successful implementation and utilization of the ERP require the organization to equip employees with the necessary skills and knowledge of the system that draws the correct cognitive patterns (Angonese & Lavarda, 2013). A lack of knowledge about the ERP system and its potential benefits in the accounting process induce resistance from the accounting workforce. Granlund (2001) explained that, during the ERP system's implementation, the workforce's knowledge and skills are ignored, which results in increased resistance from the members. The people who institute change in an organization must have the knowledge and skills to ensure successful implementation. The lack of

knowledge acts as a critical resistance factor during ERP systems' performance and utilization in the accounting process (Angonese & Lavarda, 2013).

Nevertheless, resistance to change to accounting systems is undesirable due to the time and resources spent to ensure the successful implementation of new systems and processes (Granlund & Mouritsen, 2003). While ERP is perceived as an effective system that increases efficiency in performing various business operations, increased resistance hinders full exploitation of the system's benefits. Despite the significant advantages and attributes presented by the systems, the ERP software's implementation and utilization have not been very successful in accounting due to the workforce's constant resistance (Chawla & Kelloway, 2004). Although the ERP system could transform and streamline the accounting process, the workforce's opposition has resulted in its underutilization, thus hindering the system's effectiveness (Chawla & Kelloway, 2004). This is because employees tend to avoid using ERP when they do not like the system or do not feel comfortable using it (Chawla & Kelloway, 2004). Krasner (2004) ascertained that it takes numerous months for employees to get used to a new system and be comfortable using it after its implementation. However, with the complexity and system failures associated with ERP use, most accounting department employees tend to completely resist the system, which has resulted in its underutilization (Chawla & Kelloway, 2004).

Theoretical Framework

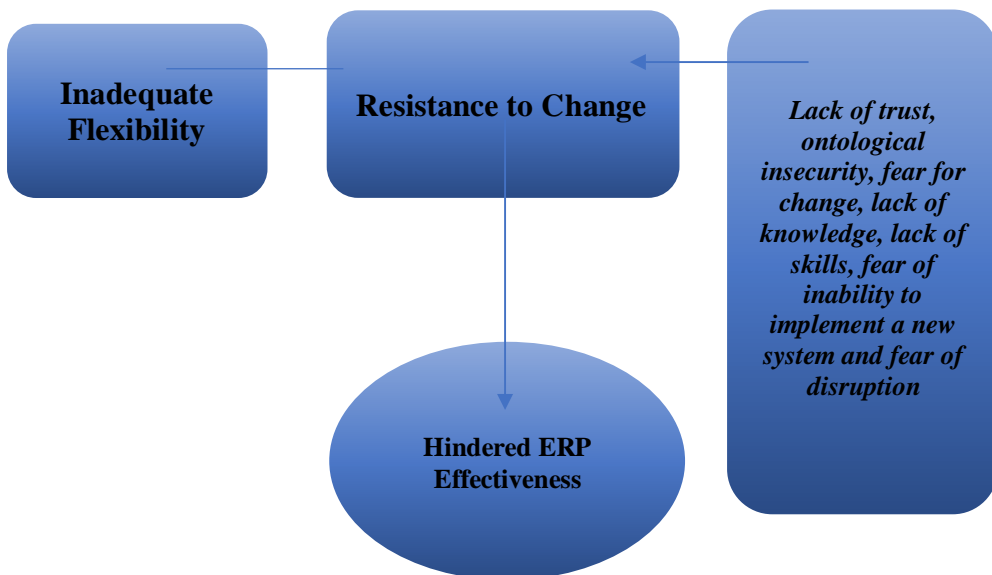
The socio-technical theory argues that the organizational systems' performance and structure can only be understood and enhanced if both the technical and social aspects are put together and considered "interdependent parts of a complex system" (Appelbaum, 1997). According to Appelbaum (1997), the failure of most complex systems in the organization is caused by the products' social and technical aspects. Therefore, according to the author, when ensuring successful implementation of the system, it is essential to identify both the technical and social aspects affecting their functioning in the organization (Appelbaum, 1997).



MIS Problems and Failures: A Socio-Technical Perspective. Bostrom, Robert P.; Heinen, J. Stephen. MIS Quarterly, Sep77, Vol. 1 Issue 3

Conceptual Framework and Hypotheses

This study explores the impact of the system’s inflexibility and employee’s resistance to the system’s effectiveness. The conceptual framework for this study is drawn from the literature review above. Based on the discussion above, inadequate flexibility and resistance to change significantly hinder the ERP system’s effectiveness in accounting. Below is an illustration of the conceptual framework for this study.



Accordingly, the hypotheses for this study are;

H1. Inadequate flexibility hinders the effectiveness of the ERP system in accounting

H2. Lack of trust, ontological insecurity, fear for change, lack of knowledge, lack of skills, fear of inability to implement a new system, and fear of disruption are central to increased ERP system implementation resistance.

H3. Resistance to change hinders the effectiveness of the ERP system in accounting.

Methodology

The research involved an empirical study to investigate the impact of inadequate flexibility and resistance on the ERP system's effectiveness in the accounting process. The research utilized a qualitative two-phase survey to test the conceptual framework. The focus for phase I was a group of IT professionals and managerial accountants from various organizations. This phase gave insights into the inflexibility of the ERP system from an IT professional perspective. This study's second phase entailed semi-structured interviews with multiple employees working in the accounts department in different organizations. The phase entailed analysis of the resistance to change and effectiveness of ERP.

Sample

This study's sample population entailed an accounting workforce in 7 American companies (labeled A to G) that have implemented ERP or plan to implement the new system in accounting. The study conducted a web search to identify the top ERP consultants in the US. We placed the first two consulting companies on the list from the web search and sent emails to their managers requesting the names of the companies situated in America that had already implemented ERP or were planning to implement ERP, based on their data. The study identified fifteen companies in America, but only seven responded to the emails sent to them requesting interviews. Five of the companies selected for this study are among the most extended ERP system users. The remaining two organizations have been inquiring about the system from the ERP manufacturing and selling companies. A total of 10 accounting personnel, two from each of the organizations, were randomly selected from the accounting departments' workforce. The study also involved 7 IT professions randomly selected from the identified organizations.

Data Collection and Analysis

During the study, the researchers collected data using semi-structured interviews. It heavily involved all the study participants, which helped acquire enough data to test the conceptual framework and the hypotheses. The

researchers transcribed all the data collected from the interviews and organized into themes relevant to the study. Data from phase 1 were reviewed, annotated, and conceptualized manually. In this phase, the researchers conducted a narrative analysis for all interviews. During the investigation, the researchers reviewed all the talks to familiarize themselves with the responses. The researchers highlighted all critical aspects of the stories that best resonate with the study and concluding based on the accounts. However, in phase 2, the data was large scale; hence it utilizes the Nvivo software to analyze and code the data into different themes. In this phase, the researchers only conducted a narrative analysis of five randomly selected interviews to examine the level of resistance among accounting professionals. During the investigation, the researchers reviewed and underlined the useful transcripts and the statements at first glance. The study identified common and recurring themes by assessing the number of times they appeared in the interviewees' responses and transcripts structured using a color scheme to create categories. Statements, quotes, and opinions were summarized into categories and subcategories in the order of their colors. After manual coding of the transcript, statements were collected, analyzed, and interpreted to identify the causes for resistance to change and ERP's effectiveness.

Measures

The study used an ordinal scale to measure the variables of this study. The ordinal scale ranges for the variables varied. The researchers sent a questionnaire constituting the scale to all participants through their emails. For ERP's effectiveness, the question stated, "How effective is the ERP system in accounting?" The scale measurement entailed; 1. very ineffective, 2. Somewhat ineffective, 3. Neutral, 4. Somewhat useful, and 5. Very effective. The question for resistance to change states, "Do you agree that accountants are resistant to ERP use and implementation?". The measurement scale constituted 1. Strongly disagree 2. Disagree. 3. Neutral, 4. Agree. 5. Strongly disagree. To measure inadequate flexibility, the question stated, " How inflexible is the ERP system in operationalizing accounting processes?" 1. Very inflexible. 2. Inadequately flexible. 3. Neutral. 4. Flexible. 5. Very flexible. The researchers assessed responses, and the total number for each response identified. Although the ordinal scale's unequal distance between its measurement points limits its reliability, it is a useful measurement that forces participants to differentiate various factors through ranking (Fife-Schaw, 2006).

Reliability and Validity

This study's reliability depends on the semi-structured interviews were general, as shown in the appendix, and follow-up questions were asked to

further probe into the underlying problem under study. Additionally, the Nvivo software is a reliable tool that codes transcribed data and organizes it into themes. Hence the data analyzed using Nvivo is trustworthy and reliable. The examination of the articles can establish the validity of the study. The researchers critically reviewed Phase 1 results to identify all the critical information vital for the study. For step 2, themes were established before and after analysis to test their validity. Before coding, coders found the themes in the transcript, and after setting the coding scheme, they went through the transcripts to identify discrepancies or additional themes. The themes identified initially before software analysis were included in the coding scheme, and there were no other themes that had been overlooked, which proves the validity of the themes identified by the software.

Results

Inadequate flexibility of the ERP system

This theme entails the issues related to the inadequate flexibility of the ERP system itself that hinders its ineffectiveness in accounting. According to the ordinal scale, nine respondents claimed the system was inadequately flexible, four were neutral, and three claimed it was inflexible. During the interviews, the major complaint was the misfits or misalignment of the ERP'S built-in processes and the traditional accounting processes. Five of the study companies have pre-packaged ERP systems that came with standard business processes, but they are not adequately flexible for accounting. Although there were numerous responses from the 7 IT professionals, only 2 provided a straightforward narrative of the inadequate flexibility of the system as the rest failed to clearly explain why ERP was not flexible.

“ERP flexibility is essential, but it is not as simple to attain it as it seems. For instance, it is difficult to alter the systems architecture to fit an organization’s changing needs as the system’s cloud solutions are very dependent on ERP’s underlying platform configurations and infrastructure,” said the IT director for company B.

The IT analyst for company F claimed;

“ The ERP system is not adequately flexible. It requires a lot of time and resources to reorganize the business to fit the operation of the software.”

The accounts managers expressed their frustrations about the ERP system’s inadequate flexibility. I found responses from three accounts manager to be elaborative of the impact the inflexibility has had on the system’s effectiveness in accounting.

The accounts manager for company F stated,

“The ERP system is quite a problem solver, it has reduced our workload, made data analysis easier, faster, and accurate, and we found new ways of working with the system. But the problem is that it is hard to do things

differently in the ERP system because most of its programs are either rigid or hard to change. Just an example, the business calendar configured in our ERP system is not that compatible with our accounting calendar. Accounting is not constant; we can wake up one day and decide to close books weekly, daily, or even hourly, and it is not easy making frequent changes to the system. We decided to scrap the system for a time because it was too costly, and it could not adhere to the changing accounting operations in our company. We still use it, but the time and energy needed to realign the system always sends us back to our conventional accounting processes. we have to stop using the ERP system for a few days for it to be reprogramed, which makes it less effective as it causes disruptions and inconveniences.”

The accounts manager for company B claimed that;

“We rarely use the system because our department is like a business silo. But the ERP system has been programmed to integrate all departments within the organization. If there was a way we could reprogram the system, we could, but the specific program is rigid; it will be like reinstalling different software. We do not like sharing most of our information with the rest of the company, so we do upload only a segment of our information in the system.”

During the conversation with the accounts manager in company G, it was so evident that he was very frustrated with ERP’s inflexibility;

I needed more straightforward and simplified operations in accounting. With ERP, I knew it was possible to initiate institution-wide budgeting of all funds without making errors and wasting time. I expected a lot from the system, from the retrieval of account-based information to accounting professionalization. But instead of easing our work, the system is annoying and frustrating because we have to deal with an entirely new way of accounting. A good example is that a time-phased-budgeting has been integrated into the system’s architecture that cannot be changed. Yet, it sets limits on grant management processes that can be considered. We tried to reconfigure and align the internal control system with our operations, but it is so complicated, and we evened returned it to the vendor to reorganize it. The system requires a lot of time and professional expertise to reorganize and make it useful for our operations. My accountants are forced to use conventional methods to perform most of our accounting processes because they find it hard to adapt to the new accounting processes.

Resistance to Change

According to the nominal scale, ten agreed, six strongly agreed, and one was neutral. The second phase of the study revealed that the accounting professionals’ resistance to the ERP system hinders its usage and thus its effectiveness in accounting. 5 out of 10 respondents showed their unwillingness to adapt to the new system despite its benefits and contributions

that the system can have in their departments. Three of the respondents were members of the companies that have implemented an ERP system, while two were members of organizations planning to implement the system.

When asked whether they experience any form of resistance, some of the responses included;

Accountant in company B;

“I do not use the system, and neither am I planning to use it. It is complicated, and the fact that it is still a new system in accounting just scares me off.”

Managerial accountant in company D;

“It’s been a year since the system was implemented in my company, but I still find it difficult to use it in accounting. First of all, the system is a bit complicated to use, and secondly, I just do not trust the system. I am ok using Freshbooks and Quickbooks in case I need software because that is what I am used to.”

Accountant in company G;

“I just don’t want to use this system because it failed me a few times. It’s been a while since I used it.”

Managerial accountant in company A;

“My company has been planning on implementing this system, but I just find it hard using it in accounting. I do not have the skills to operate the system, and its arrival will just disrupt my normal operations in a bid to adhere to the new system’s requirements. I am not sure if I will implement this new system in accounting.”

Managerial accountant in company C;

“I feel a strong resistance towards implementing this system; maybe I am just afraid of adopting the new system or am not sure whether I will be able to implement and work with the system in accounting. it may take me quite a long time to implement the system.”

When asked why they were resisting the implementation of ERP systems in accounting, various themes were confirmed. These include the system’s complexity, fear of adopting a new approach, lack of skills and knowledge, fear of disruption, lack of trust, fear for change, and fear of inability to implement a new system. There was no evidence to support ontological insecurity. More results on resistance to change are illustrated in the NVivo coding scheme. (See appendix B)

ERP Effectiveness

According to the nominal scale, eight claimed ERP was somewhat effective; four claimed it was beneficial, three claimed it was relatively ineffective, and two were neutral. Based on the empirical study, ERP is useful software in accounting. When asked whether the system was effective in accounting, all the participants responded, “Yes.” The reasons for the ERP system’s effectiveness were analyzed using the Nvivo software, and various codes were identified to determine the themes (see appendix C). According to the analysis, ERP automates accounting processes, minimizes errors in accounting processes, provides more detailed financial reports, and is reliable.

Discussion and Conclusions

The study reveals that ERP effective in accounting processes. Based on the study, ERP has automated processes that make it faster and easier to conduct accounting processes. This is in line with Heele (2019), who argues that ERP systems have automated the accounting processes, facilitating easy entries, and tracking financial transactions. The empirical investigation also reveals that ERP has reduced errors in accounting processes and simplified detailed financial reports. As Heele (2019) affirms, ERP systems offer a wide range of detailed financial reports. Abbasi et al. (2014) also ascertain that ERP helps curb accounting errors such as duplicate data entries. Moreover, according to the empirical study, ERP is highly reliable as it is accurate, provides real-time data, and seamlessly integrates all accounting information. This study corresponds with Abbasi et al., 2014, who claimed that ERP is not only accurate but also ensures timely integration of data and real-time financial reports that facilitate better decision making. A literature review also reveals that the ERP system has increased the significance and relevance of the accounting information and decreased the uncertainties that hinder effective decision making (Al-Akra et al. 2009). The ERP systems have improved internal and external controls of the accounting information. They also create a clearer picture of organizations’ accounting and financial position (Al-Akra et al., 2009). Further, ERPs have bookkeeping advantages, including better adaptability of data and enhanced financial reports due to their modern bookkeeping methods (Al-Akra et al. 2009).

This study’s results reveal that the ERP system’s inadequate flexibility continues to hinder its effectiveness in accounting. According to the IT professionals who participated in this study, the ERP system is not flexible enough to ensure business agility in the accounting process. This is in line with Uppatumwichichian (2013), who asserted that there is inconsistency in utilizing the ERP system due to its rigidity. Organizations face challenges fully implementing the system in accounting because of its inadequate flexibility. According to this study, the system can benefit accountants and make their

work more comfortable, but its insufficient flexibility hinders its effectiveness. This study reveals that it takes a lot of time and effort to align the systems architecture to fit organizational needs as the system's cloud solutions are very dependent on ERP's underlying platform configurations and infrastructure. Abas (2018) argues that ERP requires sophisticated integration between diverse business systems with the ERP central system to align the data workflows and pre-existing processes. According to Abas (2018), businesses are susceptible to change, to adapt to the fluctuating market demands, growth, and development, which require a system that quickly embraces changes. However, adjusting the ERP system and setup involves writing custom codes and the migration of configured data within the database (Abas, 2018). Based on the empirical investigation, accountants are forced to stop using the system and go back to their conventional accounting processes whenever they find the system incompatible with their new operations and needs reorganization. According to the interviews' narrative analysis, some accounting departments opt to stop using the system entirely because of its rigid features like integration of all departments in an organization and its inability to adjust to the changing operations quickly to avoid disruptions and inconveniences. The system's inadequate flexibility hinders the accounting professionals from exploiting the full potential that the ERP presents, thus hindering the accounting system's effectiveness. As Kanya (2018) asserts, the inadequate flexibility in the system wastes significant time and resources, as organizations must retrain employees to adapt to the system's rigid nature rather than promoting the company's effectiveness or ensuring recognition of the business.

Furthermore, resistance to change that accounting professionals show is negatively correlated with the ERP system's effectiveness in accounting. According to the study, when employees showed resistance to the system, they either had second thoughts about implementing it or stopped using it. While ERP portrays numerous benefits to accounting, lack of implementation of use hinders its effectiveness. This finding is in line with Chawla and Kelloway (2004), who asserted that the workforce's resistance results in the underutilization of ERP, thus hindering the system's effectiveness. The authors also added that employees tend to avoid using ERP when they do not like the system or are not comfortable using it (Chawla & Kelloway, 2004). Reasons for resistance in the study are consistent with the current literature. According to the empirical study, the system's complexity, fear of adopting a new system, lack of skills and knowledge, fear of disruption, and lack of trust. This in line with the findings from various studies in the literature that identify that lack of confidence, ontological insecurity, fear for change, lack of knowledge, lack of skills, fear of inability to implement a new system, and fear of disruption.

The research affirms that inadequate flexibility of ERP and the resistance to change among accounting professionals hinders the effectiveness of the ERP system in accounting. Although ERP is an essential tool that can transform accounting operations, its inadequate flexibility and resistance to change prevent accountants from efficiently operationalizing their highly volatile duties. This study's findings highlight the reasons for the inflexibility and resistance to ERP that may help organizations in the journey to implementing effective systems in accounting. This study's major limitation is that it focused on a small sample population because of limited funds to cater to many participants. However, this research gives more in-depth insights into inadequate flexibility and resistance to ERP and how they affect the effectiveness of the systems in accounting. Although it bridges the gap in accounting, it also gives room for future research. For example, future research is still needed to identify the possible solutions to the problem of inadequate flexibility and resistance to change to facilitate ERP systems' effectiveness in accounting.

The empirical investigation helps solve this study's research problem. Based on the research findings, it is evident that the ERP systems are highly effective in accounting. However, inadequate flexibility and resistance to change hinder the effectiveness of this system as accounting professionals avoid its use and implementation. Therefore, to foster the point of the system, organizations need to implement strategies to overcome resistance to change among employees, while developers should adjust the system to make it more flexible.

Conclusion

This research study attempted to explore the experiences of accountants as they use the ERP system. The review of the literature reveals that the system has made accounting information more operational in every organization. An analysis of the study and literature review shows that the ERP system is reliable, minimizes errors, automates accounting processes, and provides detailed financial reports, making it useful in accounting. However, despite its usefulness in accounting, resistance to change and inadequate flexibility hinders the system's effectiveness. The participants suggested that the ERP system present significant difficulty in the semi-structured interviews as it is inflexible when injecting new changes in accounting operations. The results depict that many accountants either resist implementing the ERP system within their department or avoid using the system when conducting accounting duties such as preparing the company's sales reports. This is primarily because the system is inadequately flexible, preventing it from effectively facilitating organizational goals. The findings further suggest a possible connection between resistance to change and its ineffectiveness.

Failure to implement or use the system continues to hinder the effectiveness of ERP in accounting processes. The researcher hopes that further research is conducted on the acute relationship between accountants' resistance to change and ERP's inadequate flexibility, and the system's inability to meet company objectives effectively.

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Appendix

Appendix A: Interview questions

Phase I

Has your organization implemented or plans on implementing the ERP system in accounting?
 How has it been?

Do you think ERP system is a problem solver for the accounting department?

Is the ERP system being implemented by organizations in accounting flexible? Why?

What are your thoughts on the ERP system?

Phase II

Has your organization implemented or plans on implementing the ERP system in accounting?

Have you felt any form of resistance towards ERP implementation or use? Why?

Do you like the ERP system? Why?

Is the ERP system effective in accounting? Why?

Do you think your management should pursue the successful implementation of ERP in accounting? why?

What are your thoughts on the ERP system?

Appendix B: ERP Coding Scheme

Research Question: Have you felt any form of resistance towards ERP implementation or use? Why?

Code	Category	Subcategory	Theme	Key research terms
-do not want the system - do not use the system -do not like the system -hate the system -Feel strong resistance towards the system	Failure to implement or incorporate ERP into accounting operations.	-Not using already implemented ERP. -Do not want the system to be implemented.	Resistance to change	-resist, like, hate
-Afraid of the new system. -not sure what damage	Anxiety among employees	Fear of the system itself Fear of the possible	Fear of adopting a new system	-fear, anxiety, new system

the new system can cause		consequences of the system		
-Hard to use -complicated -Stressful to use	Difficulty operating the system	-Complex configuration -configured accounting process are hard to follow	the complexity of the system	-complicated, difficult, hard, stressful
-Do not know how to use -No training -no skills -Not familiar with the system	Unaware or unable to use the system	-Have not received training on ERP -Not informed about the system and its functions	lack of skills and knowledge	Skills Knowledge Training
-disrupt normal processes -Interfere with the normal accounting -it will change everthing	Disruption of normal accounting processes	-Change normal accounting processes -Disrupt accounting operations Hamper some accounting processes-	Fear of disruption	Disrupt,interfere,change,disturb
-Cannot trust a new system with accounting processes -not confident with the new system -cannot rely on a new system	Trustworthiness of ERP among employees	No trust No confidence Not reliable	lack of trust	Trust, confident, rely,reliable
Used to the old transaction processing system Changing the system seems scary Afraid of changing the	Scared of adopting a new system	-Afraid of leaving the traditional system -Scared of a new system	Fear for change	Scary, old processes, afraid.

old processes to new ones				
-We may not be able to implement -may not be successful -might fail on us.	worries of possible failure to implement the system	Afraid of possible failures during implementation Afraidn of possible failures after implementation	Fear of inability to implement a new system	Unable, not successful, fail.

Appendix C: NVivo Coding Scheme

Research Question: Is the ERP system effective in accounting? Why?

Codes	Category	Subcategory	Theme	Search Key terms
-easy to automate workflows that require two systems -No more manual entries Financial transactions automated Faster to use ERP automated processes	Automation of financial and accounting processes	Automated workflow Automated accounting entries and transactions	Automated accounting processes	Automatic, manual, automatic accounting
- integrates all accounting operations -can track down the source of mistake in data entries -no incorrest details or transposed digits -no calculation mistakes	Reduced chances of occurrence of errors	Errors in overall accounting operations Errors in data entry. Errors in calculation	Minimal data entry errors	Errors, mistake, incorrect.
-Has varied financial reports - offers comprehensive financial reports	Wide-range detailed financial reports	-cashflow projections - ledger management - detailed report from analysis of accounts receivables and accounts payable	More detailed financial reports	Financial reports
-Seamlessly integrates accounting information -Accurate -Authetic -Easy to forecast -Real-time financial reports	Dependable	-Accounting accuracy -financial projections	Reliability	Reliable, accurate, seamless



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How lead generation can be the link between marketing and sales through the customer experience? A case study of Talentia Software Italy

Abstract

Digitalization is the use of digital technology to adapt and grow a business model. Businesses use digitalization to create value-producing opportunities through the information they collect from customer interactions by optimizing their marketing and selling processes. Potential customers have changed the way that they research and select products and services, so companies must respond and adapt. Competition has increased so creating win-win customer relationships is even more important today than ever before. Due to the uniqueness of the contemporary digital economy, brands may need to redefine what profit means for both company and consumer. The Customer Lifetime Value Analysis is the potential value of all future profit that an individual customer will generate over the life of potential customer compared with the benefit expected for both parties. First of all, the premise of the paper considers the process of scouting for new and potential customers value for money and value for time are highly relevant for brands. The most important recommended methods are Advertising (it helps to offer a message that not only hits on brands target customers, but also showcases the value brands can offer them); Networking and referral (to pick up customers with the highest retention rates; what is more, referral customers tend to purchase more over time and in turn become a source of additional referrals); Create an agreement with "host beneficiary" (another business with the same target customer will use their database to promote another one business); Strategic alliances (while a host beneficiary relationship is generally a one-time or short-term commitment, strategic

alliances can sometimes last for many years). Then, the aim of the paper is to demonstrate the relevance of the role of the Business Developer through Lead generation. It is more profitable if brands take the approach of using live chat services, direct help options with customer representatives present to solve any incoming query. This works by increasing engagement on the customer level and increases brand word of mouth promotion for more leads and better business development. Moreover, the paper analyses the roles of the Demand Generation Manager, Inside Sales Representative and more are at the core of Business Development. The methodology

used in the paper is a descriptive empirical analysis. After a view on the important variables about business development analysis, lead generation and customers experience, the Authors describe the strategies adopted in the case history (Talentia Software Italy). This empirical analysis aims to confirm the validity of the concept that confirms a really and strong relation between lead generation attitudes and marketing sales.

Keywords: Lead generation, Marketing Sales, Business Development, Customer Experience

Introduction

1. Business Development and Lead Generation

Scott Pollack (2018) sought to define the different types of business development in one comprehensive framework, and at the end of his work he said: “*Business development is the creation of long-term value for an organization from customers, markets, and relationships*”.

Steve Martin (2018), professor of Sales Strategy at the University of Southern California, thought about sales and marketing: “*They are able to create a transactional engagement and the focus is on opening opportunities. They require analysis and strategy as much as research and data control.*”

About the definitions, there is elegance in simplicity, but perhaps there is something more considering that *relationship* and *opening opportunity* have a great deal in common.

So, the questions are: Are contemporary marketing and sales processes closer than before? If the answer is yes, then what about Lead Generation?

Salesforce.com define “lead generation” as the process of being able to build relationships with prospects, to earn their trust, and be by their side until they are ready to make a purchase. In detail, lead generation is about finding quality leads and nurturing them into relationships. The B.A.N.T. Analysis (AA.VV., 2017) is one of the sales qualification frameworks used to identify and pursue the most qualified prospects based on their budget, authority, needs, and timeline.

The lead generation process can be managed remotely although the Business Development Team must be close to a potential customer. This is because sellers will feel competitive pressure to cut costs and increase revenue and buyers are more comfortable collaborating remotely through web-conferences, phone calls, webinars, emails, and or social media.

The first step in structuring a lead generation campaign is to understand how to organize the customer acquisition strategy, which in turn depends on understanding how the consumer behaves.

This understanding derives from the study of the purchasing process, summarized in this scheme:

1. Perception of need.
2. Search for information.
3. Purchase.
4. Post-purchase behaviour.

Lead generation focuses on the first point: the perception of need.

From the perception of need comes the type of demand that the company can satisfy by offering its product or service.

The perception of need can be configured in two different ways, each of which generates a specific type of question:

1. Perception need as "Discovery": The consumer discovers a product or service for the first time.
2. Perception need as "Problem": The consumer has a problem that he wants to solve.

The first case concerns a latent question: the consumer does not directly look for a product or service but may need it.

This means that the lead generation campaign must have as its first objective to stimulate the potential customer and bring him to the knowledge that he has a need.

The classic example is advertising on TV, which on the web translates into sponsored campaigns on Facebook Ads.

The second case concerns a conscious question: does the consumer know exactly what his problem or need is, and he is looking for a solution.

The acquisition channels here are different, and brands prefer to take advantage of SEO (placing site among the top positions in search engines organically) or paid ads in search engines (which allow you to appear among the first search results for an investment).

Only by analyzing the type of question it is possible deduce which customer acquisition strategy is best suited for the lead generation system to implement (and in case below it is possible see how this is sometimes not so obvious).

Intercepted the question, the next step in a lead generation campaign is to convert traffic to customers.

So, how do brands generate affiliate marketing leads? Here are three smart ways to generate new leads for Brands Affiliate Website:

1. Offer "new customer bonuses" to brands affiliates, by changing their commission settings; they can offer bonuses to their affiliates for each new customer they recruit.
2. Expand brand reach by writing guest posts.
3. Create (or optimize) brands social media campaigns.

Heidi Cohen (2014), Chief Content Officer at Actionable Marketing Guide, said about lead generation that: *"Today's customers are social media and content marketing savvy. Whether they are making a purchase for their business or themselves, they have at least started their research before they even contact you"*.

Considering all these opinions, why has lead generation become an added value activity for marketing and sales nowadays?

The answer comes down to one-to-one relationships. Marketing isn't about a product; it is about the people who use them. Understanding these people will ensure the marketing has an impact. It is direct marketing where its purpose is anticipating the needs and motivating a response such as a telephone call, email, on-line click, or meeting, etc. Starting from this assumption the analytical approach of the customer journey is useful to calculate the propensity to buy. Sometimes lead generation is called telemarketing, but not only calls are useful for generating leads. According to customer omni-channel approach there are many other potential touchpoints with customers, such as telephone, press releases, websites, and events. The most important part of lead generation is the human being connected to all these tools and mediums. Focusing too heavily on said tools and mediums runs the risk of losing the attention of the potential customer that brands were trying to reach in the first place.

If the risk is real, then the next question is: is the main task of the business development team to create more than a relationship?

2. Customized Experience

According to experience marketing theory, the new customer is everywhere (digitalization approach) and everyone's needs vary depending on time, context, relationship and emotions. Using audience profiling to understand the target in as much detail as possible becomes more important than before.

The experiential marketing¹ uses the experiences lived by consumer as marketing tool to make the consumer perceive a higher added value, thanks to the involvement of the senses and emotions. Also, within the software sector, the need to cope with the new needs of consumer led the companies on the road to experiential differentiation. Today, consumption is no longer a private and personal act, but a real “social event” in the sense that a product is purchased not so much for its functional value, as for the meaning it assumes for those who use it or consume it and for its own social relationships. The consumer experience therefore generates a noticeable involvement for consumer and for its own social relations: the individual seeks, for this reason, products and services with a symbolic value, that allow him to fully manifest his personality. “To consume means to satisfy one’s own needs, but also to create and maintain social relationships” (Douglas & Isherwood, 1989). Therefore, the experiential marketing is based on a type of consumption, different that in the past, because it does not aim to the mere satisfaction of consumer’s needs, but it has as goals his involvement, his satisfaction, the reinforcement of links with other individuals, thanks to the indispensable use of emotions. Rationality leaves place to a whole set of emotional factors that characterize the experiential purchase and impact on individual’s perceptions, giving life to an experience with a high emotive content.

All this is the reason why today personalization can be the key driver.

Personalized marketing is a strategy of its own that can integrate into brands different types of marketing mediums, such as email, social media, and blogs, to generate better results.

Personalized marketing involves collecting data related to the customers and crafting marketing experiences that target specific types of customers through brand’s content.

In the personalize marketing, email data are very useful. The success of campaigns will depend on how well brands collect and measure data. Whether it’s email list segments or surveys, brands can collect different data to learn more about their users. It is the only way to offer more personalized experiences through your marketing campaigns.

Once brand have enough data and they start to paint a picture of their typical customer, they can begin to properly personalize their marketing campaigns.

The main benefit of personalized marketing is the ability it gives to the brands to reach specific audiences. By collecting user data from list segments,

¹ Writing about experiential marketing means the particular sector of marketing that concentrates its own attention on the perceived and proved experience by consumer during the choice process and following purchase. The goal is to concentrate itself about the consumer’s perception, to act directly on the leverage points that allow a greater conversion of intentions for sale.

surveys, or studies brands can create more effective email campaigns targeting audiences based on their interests or buying habits.

Perhaps the buzzword for 2021 should be 'hyper-personalization' - the harnessing of all forms of data being used in unison across all marketing channels and customer journey stages. Embracing this approach is going to move customers from top of funnel awareness to post-purchase happiness in record time through higher and more effective engagement at every stage. So, what's the recipe that B2B or B2C digital marketers need to follow to enable hyper-personalization?

There are three main ingredients to consider:

1. **Engagement** - Engaging customers with hyper-personalized campaigns which customize their experience with your brand or organization. According to recent findings by the Epsilon Group, 80% of consumers are more likely to make a purchase when the brand offers a personalized experience. In this qualitative study, one of the respondents reported hyper-personalized campaigns drove 3-4x more engagement with the brand. A B2B respondent reported that full-funnel personalization has doubled its webinar and event registrations. The key here lies in collecting and analysing consumer data at every turn and investing the time and effort to understand the key trends.
2. **Relevance** - This is the ingredient that B2B and B2C marketers need to borrow from Netflix and Amazon - it requires truly getting the right message to the right person at the right time, all the time. Many have spoken about this in the past, but brands finally have the tools and knowledge available to do it properly, by using richer behavioral data and intent data to create messaging that hits everyone's personal needs and pain points.
3. **Trust** - If the first two ingredients are added correctly, the third will naturally follow- trust. With so much competition in the online space, customers are going to choose the one that they trust the most - which is why reviews are now so important in every aspect of our process. Aside from customer reviews, good educational content is a prerequisite - companies need to invest in an education team that puts out instructionals and thought-leadership content, especially in video form. This type of content needs to be delivered to the customer based on their specific needs, intent, and funnel stage.

The key to making this recipe work is taking a data-driven approach that is personalized for each account and each person at every touchpoint along the buyer's journey.

If executed properly, it will result in higher engagement, more customers, a larger pipeline, and larger account wins.

Basically, the more you know, the more tailored and engaging your approach will be because nowadays there is no such archetypical customer. In this scenario, the nurturing process becomes strategic and customising the right touch points with personalized messages could be a key driver that stands out.

It is another reason why segmentation analysis could be changed as well, but this topic requires a whole new article entirely.

3. Introduction to Talentia Software

Talentia Software is a leading international software group that develops and implements business management software for Human Capital Management (HCM), Finance and Corporate Performance Management (CPM).

Talentia Software has been delivering strategic HCM, Finance and CPM solutions for more than 30 years.

Talentia Software currently has offices in 9 countries around the world: France, Italy, Spain, Portugal, Greece, Switzerland, Germany, United Kingdom and Canada. The group employs 430 people, has more than 3600 clients in its portfolio and 900.000 users in all industries in over 50 countries.

For all businesses today, it is all about growth.

The specific knowledge of each industry allows Talentia Software to support clients through a variety of different stages of complex and innovative programs. To grow, companies carry out several strategic options like mergers & acquisitions, international expansion, LBO, IPO or diversification. Talentia Software interviewed CFOs & CHROs, of which 80% say their job is continuously getting much more complex.

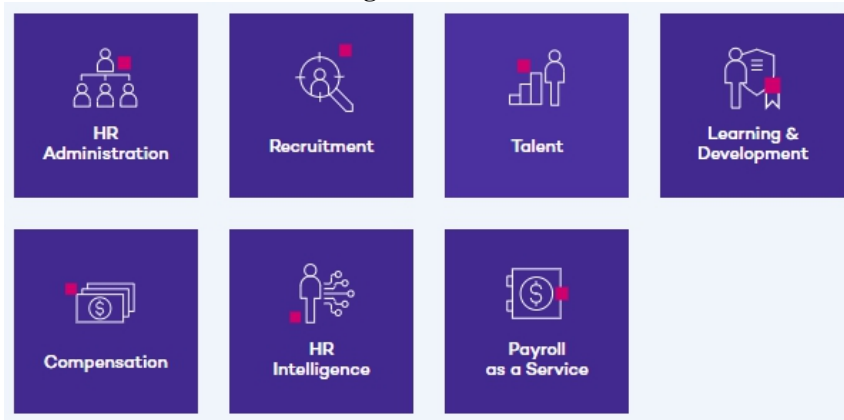
Talentia Software understands the huge benefit that a total solution can offer an organisation. It digitalizes and *makes HR and Finance complexity easier*.

In detail the solutions developed by Talentia Software are²:

1. Talentia HR Suite (Fig.1): an HRIS, HRMS and HCM software that allows to optimise and simplify your HR processes. It is a complete HR Solution to simplify and optimise your HR management from payroll to employee administration to career development. The software provides all the tools you need to help streamline the administrative side of HR as well as the strategic, such as performance evaluation, succession planning, compensation review and continuous talent development.

² <https://www.talentia-software.com>

Fig.1 – HR Suite

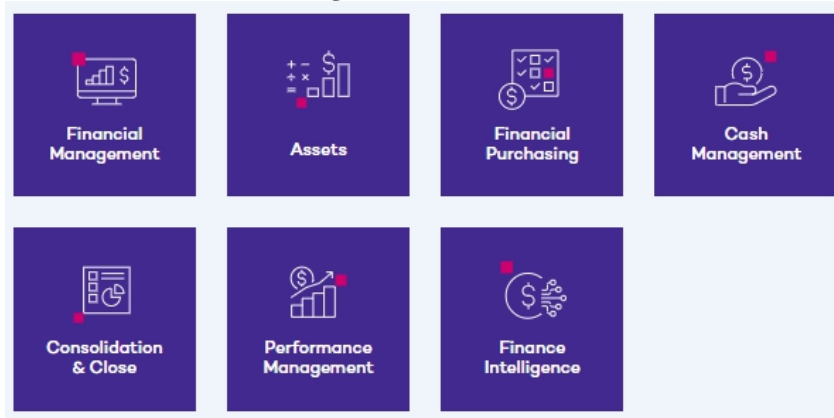


Fonte: <https://www.talentia-software.com>

- Strengths of the Talentia HR Suite: a complete and integrated HR platform covering HR Management, Talent Management, Payroll and T&A, a powerful solution automating processes, offering a single source of truth with real-time business intelligence, an HRIS that adapts to changing regulatory and social constraints, an SaaS solution including recurring à la carte services, an HRIS including employee, manager and HR portals accessible on the move and simple, intuitive applications.
 - Benefits of the Talentia HR Suite: your organisation becomes agile, your HR processes are simplified, and your HRIS is optimised.
2. Financial Suite (Fig.2): a single platform for financial management, performance management, consolidation and closing. Thanks to this unique software suite, financial directions benefit from digital continuity and can free up cumbersome and time-consuming tasks like controls, reprocessing, reconciliation, and regulatory management. Secured and with lot of automated processes and collaborative functionalities, Talentia Financial software solution constantly evolves and provides turnkey and adaptable business solutions.
- Strengths of Talentia Financial Suite: functional completeness, parallel core models, powerful and reviewable analytics, real time solution, integrable platform, integrated automation, reporting and analysis with adaptable granularity, instant access to detail, adaptability of the processes according to the organization, shared multi-source and multi-process piloting, simulations, and adaptable models.
 - Benefits of the Talentia Financial Suite: optimizing accounting and financial operations, simplifying financial information management,

automating reporting, forecasting & simulations, facilitating communication, allowing real time financial performance management, Obtaining precise global and/or detailed financial performance information.

Fig.2 – Financial Suite



Fonte: <https://www.talentia-software.com>

4. Market demand analysis, segmentation and positioning

Analyzing the lead generation process means to deepen three key elements of business development and marketing: market demand analysis, segmentation and positioning.

In accordance with the privacy policy of the company, this paragraph considers the logical approach (modus operandi) to give the reader some food for thought.

The business development activities need to estimate the size of the markets. The market demand for a product³ is the total volume that would be bought by a particular customer group, in a particular time, in a particular marketing environment, under a particular marketing program.

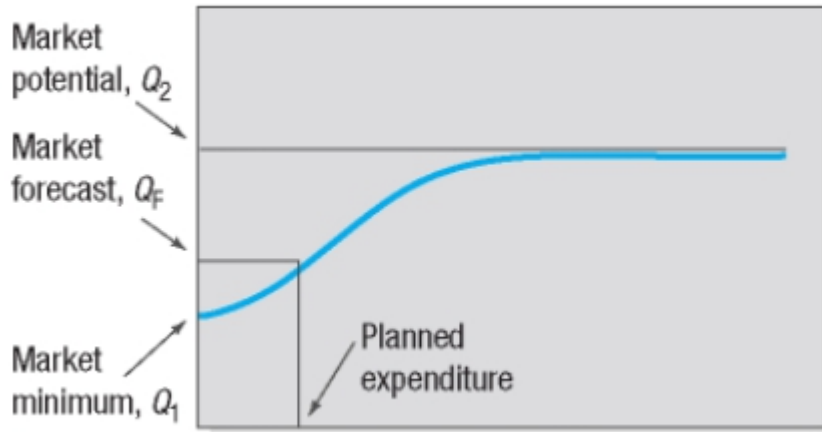
Due to the market demand the marketing expenditures will increase the market demand. However, it is important to recognize three constraints in the relationship (Fig.3):

1. Market minimum, labeled in Q1 in the figure that would take without any marketing expenditure.
2. Market potential, labeled in Q2 in the figure, it is dependent on a given external marketing environment and it would occur when marketing expenditure becomes ineffective at incrementing demand.
3. Marketing forecast, labeled in Qf in the figure, it corresponds to a certain level of marketing expenditures, it shows the expected demand not the maximum demand.

³ In this case the term product refers also to service.

The distance between the market minimum and market potential indicates whether the market demand (company’s target) is sensitive or insensitive to marketing expenditures.

Fig.3 – Market demand as a function of Industry Marketing Expenditure



Fonte: Kotler P., Keller K. (2016). Marketing Management: Pearson (15th Ed).

Now the question is: How big are the markets for Service A and Service B? It sounds almost impossible to answer, it is possible, however, to decompose the question into sub-questions and then combine the results.

Market Build-up Methods

number of buyers in the market	x
annual quantity purchased by an average buyer	x
the average price paid per unit	=

Market demand

On the assumption that Service A is more profitable than Service B the next question is: what is the probability that a potential client will purchase the Service?

The answer comes down to considering the statistical modeling related to descriptive analysis such as ratio indicators: mode, median, mean, variance, standard deviation, regression analysis, etc.

According to statistic definition the regression analysis is a set of statistical processes for estimating the relationships between a dependent variable and one or more independent variables. Essentially, it is the “best guess” at using a set of data to make prediction. It is the “go-to method in analytics”, and smart companies use it to make decisions about all sorts of business issues (Gallo, 2015).

Multiple (linear) regression model

$$y_i = \beta_0 + \beta_1 X_{1i} + \dots + \beta_k X_{ki} + \epsilon_i$$

y_i = dependent variable with $i = 1, 2, \dots, n$

X_{1i}, \dots, X_{ki} = independent variables

β_0 = intercept

$\beta_1 \dots \beta_k$ = regression coefficients

ϵ_i = statistic error

After the marketing analysis, the next stage involves market segmentation and positioning.

Segmentation is a way of organizing clients (potential clients) into groups with similar needs, product preferences (expectations), traits, etc. Furthermore, the more successful segmentation has been constructed on the right basis. It is the reason why the segmentation could change from traditional criteria to non-traditional criteria. The assumption is that the segments are sufficiently different from one other. The key is understanding the differentiation in relations with the competitive environment.

In summary, segmentation requires the following steps:

- Understanding the benefits that the customer seeks;⁴
- Segmenting the market and developing prototypical customer profiles based on the customer benefits.
- Finding the observable variables most likely to discriminate among the benefit segment to identify membership in specific segments.

Once segments are identified the cluster analysis is the statistical technique useful to identify units of observations (customers, companies, etc.) based on data on relevant classifications variables. Customers who belong to the same cluster are like each other. They are dissimilar to customers outside the cluster, particularly customers in other clusters. The primary input for cluster analysis is a measure of similarity between customers, such as: correlation coefficients, distance measure and association coefficients.

The following are the basic steps involved in cluster analysis:

- Formulate the problem and select the variables to use as the basis for clustering.
- Compute the distance between customers along the variables.
- Decide on the number of clusters.
- Map and interpret the clusters.
- Apply the clustering procedure to the distance measures.

⁴ In this case the term customer refers to potential client (prospect).

The distance between two individuals is obtained through a measure called Euclidean distance.

$$\text{Euclidean distance} = \sqrt{(X_{\text{service}, 1} - X_{\text{service}, 2})^2 + \dots + (X_{\text{service}, n} - X_{\text{service}, n})^2}$$

$X_{\text{service}, 1}$ = represents the value of Service along variable 1.

$X_{\text{service}, 2}$ = represents the value of Service along variable 2.

All steps described remain at the core of segmentation. Even if nowadays, the segmentation analysis becomes more dynamic in three ways: economics are fluctuating frequently, customer's needs and behavior can change quickly, and emerging niche and new technologies are evolving more rapidly than ever.

Trying to put together all the various elements of the marketing mix without reference to a positioning strategy is rather like trying to make sense of a 100-piece jigsaw puzzle without the benefit of the picture on the box.

Positioning is the process of distinguishing the company from competitors. It refers to the target market segment and describes the advantages that a company would like to provide its customers.

The four possible elements at the core of the positioning process are:

- Target market: the product position in the mind of customers' company.
- Frame of difference: the product category in relation to customer need.
- Point of difference: the product value that is meaningful to the target customer.
- Reason to believe: the company ability to deliver the promised point of difference.

Considering these thoughts, positioning is not an advertising strategy. It is a process that comes from a depth analysis of the company, the competitors, products, and customers.

5. The Lead Generation Process of Talentia Software Italy

In the last few years, Talentia Software Italy has been reorganizing its lead generation activity going beyond to a telemarketing approach.

The new approach does not put purchased contact information lists at the centre of its strategy. It finds the right prospect through searches and analysis oriented to qualifying and targeting the potential clients.

Paying attention to all details of the potential client (work experiences, background, behavior, interests, relations, etc.) become more important than ever.

The goal is to target the right prospect in order to create a quality experience from the very first contact to build business relationships and increase new market opportunities.

The related activities are:

- Acquiring information related to prospects as well as potential clients using online and off-line resources.
- Developing one-to-one relationships with suspects as well as prospects using all mediums and means in line with their behaviours to anticipate the need and provide real-time experiences that reach the potential clients just as they want them.
- Examining the HR scenario and Finance scenario of the company targeted in order to position the offer of Talentia Software Italy.

For this purpose, a specific plan has been formulated to optimize all operations. Specifically, these operations include:

- Improving scouting techniques: acquiring the know-how to better qualify the potential client step by step from suspect to prospect, customizing scripts, documents and reports.
- Standardizing activities: setting up procedures and methodologies to better manage the flow of information in order to monitor all feedback conversations and share the opportunities with Management.
- Updating the tools that are useful to the activities of customer relationship management.

In this scenario the activities deal with the “Lead Generation Process related to the Business Development Activities” and are organized in relation to the company mission, timeline and deadlines.

In the short-term, the activities include:

- Qualification: activity in relationship with the question “who is the target?”, it looks for information useful to qualify the company in line with the target and people who have authority inside the company.
- Updating data on CRM.

In the medium and long-term:

- Scouting: first step with suspects potentially interested in Talentia Software services in line with the “customer engagement strategies” concept.
- Nurturing: second step of pursuing the suspect and/or prospects providing customized information in the right time, considering all the information useful to better position the Talentia Software services in the mind of the potential client.

The goal of the lead generation process is quite clear: to transform the prospect into a potential client, thus creating a business opportunity. For this reason, the lead generation process, in some cases, can go on for several months. Moreover, this point is crucial, considering that:

- Competition has increased, so creating win-win customer relationships is even more important today than even before.
- There is no such archetypical customer, making the nurturing process more strategic.

Conclusion

The work experience and academic background allows a deep analysis about Lead Generation. Some case studies allow for the consideration that Lead Generation can be a link between Marketing and Sales.

It suggests that Lead Generation can be updated day by day in relation to the marketplace development and customer's behavior changes.

The idea is that Lead Generation refers to a Process. Concretizing the idea of Lead Generation as a process would allow for us to increase the company's revenues.

The competitive value generated by the new process will be effective at a time when there is a homogeneity about the process approach methodology. In this way it is possible to avoid the risk of assembling individual plans that correspond more to a tactical rather than a strategic approach⁵.

In short, Lead Generation in digital marketing is the initiation of consumer interest or inquiry into products or services of a business.

The digital era has transformed the way brands do business. Gone are the days where promoting business means taking out a newspaper advertisement or launching a flyer campaign and knocking door to door.

These days, brands can focus on their target audience and research their habits using various analytics softwares. A bit like using an x-ray machine on brands data. So, brands can choose who to hit, when and how – and execute campaigns with extreme precision. This allows brands to reverse engineer their campaigns with their starting point being the end goal, the user.

Businesses must keep up and continuously adapt to develop their digital marketing strategies. Social media and Search Engine Marketing are synonymous with Lead Generation. Both play a huge and vital role in getting brands noticed and heard and set the stage for many marketing campaigns online today.

⁵ Tactic is an option that the company might use that is comparatively easy and inexpensive to deploy, it differs by a strategy that is the plan according to a set of activities used to create a valuable position in the market.

Paying attention to an omni-channel approach where there are different touch points to get in touch with the potential customer means optimize customer journeys, not just touchpoints. For this reason, the questions to ask are: Why has lead generation become an added value for marketing? How does lead generation support sales activity?

Often lead generation process focuses on *relationship*.

«According to the most common interpretation» (Addis, 2007), the customer experience is divided into two principal components. The first is about the attribution of the sense of the individual to the lived interaction; the second is about interaction between the individual and the bidding system. To talk about consumer experience, it is necessary that a beneficial relationship between consumer and company is created, in such a way that the individual can be involved and is able to interpret the interaction that takes place during the consumer experience. The nature of consumer experience is complex because the consumer and his choices regarding what to consume are influenced by emotional factors connected to the experiential vision.

A good experience, to be considered as such, must be “unforgettable” (Pine & Gilmore, 1999) that is able to stir up emotions, involve all the consumer’s senses and produce important transformations. This is possible through the staging of “personal” and “memorable” events that can charm consumers and entice them to come back. The more emotions that are linked to consumption, the more value that experience will be able to create, thanks to the interaction between the consumer and the product.

According to experience marketing the next questions are: can lead generation create more than a relationship? Is the lead generation process a way of creating a personalized message with the potential customer?

Answering these questions means understanding Lead Generation as a Process where the focus will be first on *opening opportunities* through listening and communication skills, as well as analysis and synthesis skills.

Marketers know that the marketplace has changed, and the competition is strong. For this reason, it is important to recognise that mindset and tactics can shift.

The process to capture leads and then convert them to sales is useful but not enough. Today’s mantra could be to integrate data (statistical approach), nurture leads (human approach), and then expand them as an orchestrated team. The lead generation process could be an approach that focuses not on delivering standalone campaigns, but instead on optimizing a set of related cross-channel interactions and analysing data that when combined generates revenues.

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Stayhome Hashtag: Sentiment Analysis on Twitter During the Covid-19 Pandemic

Abstract

With developing technology today, social media has entered every area of our lives. Many people come together and share in social media platforms without time and space restrictions. Social media has been in our lives so much lately. It is an undeniable fact that global outbreaks, which constitute an important part of our lives, are also affected by these networks and that they exist in these networks and share the users. The purpose of making this hashtag analysis is to reveal the difference in discourse and language while analyzing twitter data, while doing this, to evaluate the effects of a global epidemic crisis on language, message and crisis management with social media data. Sentiment analysis of tweets, on the other hand, objectives to take a look at the contents of these messages, to degree the feelings and feelings conveyed. This form of analysis is typically completed through amassing textual content data, then investigating the “sentiment” conveyed. Within the scope of our study, one hundred thousand twitter messages posted with the #stayhome hashtag between 23 May 2020 and 29 May 2020 were examined. The impact and reliability of social media in disaster management could be questioned by carrying out a content analysis based totally on the semantic analysis of the messages given on the Twitter posts with the phrases and frequencies used. Social media and Twitter content are increasingly more identified as treasured resources of public health signals concerning use in ailment surveillance and health disaster management.

Keywords: Stayhome Hashtag (#Stayhome), Coronavirus, Covid-19 Pandemic, Hashtag Analysis, Twitter

Analysis, Sentiment Analysis, Social
Networking

Introduction

The Coronavirus Disease 2019 (COVID-19) outbreak caught the whole world surprisingly offhand. This pandemic, there has been almost no one generation in the world before, is not like cholera or plague, which history will teach us from the world today. The fact that everywhere is accessible in the modern world is one of the factors that make it difficult to prevent the epidemic. The developed countries of the capitalist economy, on the other hand, are confused that this epidemic, which they do not take seriously enough, will threaten themselves. Consequently, it does not seem possible for capitalism to find a solution to the inner contradictions that it is currently experiencing. Since even the most ambitious predictions of how long the pandemic will last are expressed in years.

“It took time for the rest of the world to understand the extent of the danger that the virus, which first appeared in Wuhan, China in December 2019, will pose to public health. During the first two months of 2020, cross-country movements and hence the expansion continued” (Chen, et al., 2020). “While the severity of the situation increased irrevocably during the lost time, it was until March 11, 2020, that the world understood that it had a common problem and that the World Health Organization declared the COVID-19 outbreak pandemic” (WHO, 2020a). “The approaches of leaders in the most developed countries of the world, such as the USA and the UK, that reject science and disregard public health, led the problem to the crisis stage and the epidemic to evolve into dramatic points in a short time in European countries such as Italy and France. It was announced the day of the announcement of the first case of pandemic and flights cancelled, border closure, measures began with the holiday of schools and universities. The government of the medical priority is very capital-driven consider their economic stimulus packages, citizens also stay at home 'proposed' brought about a process” (Tufan & Kayaaslan, 2020).

These calls, which intensely increased in social media with slogans, especially #stayhome, continued to be shared without thinking that they corresponded to an apolitical point. In this case, the purpose of the measure is to suggest that millions of workers who do not have the choice other than free leave or firing stay at home if they do not continue to work at the workplace. “Warning people who have to go to work by using public transport every day as “Public transport is at risk”. Proposing “10 delicious movies that can be watched at home” to the white-collar, which depends on the speed of connection to the server” (WHO, 2020b). These examples reveal a clear classification that will not require vast analysis of capitalism. On the other

hand, the conspiracy theories that have become widespread as a result of the radically increasing use of social media in the moments of crisis and the source of the virus provide important data to see how man escapes responsibility as the subject in the production of nature and space. For example, conspiracy theories such as COVID-19 is produced in laboratories in the United States, designed as a biological weapon to collapse the economy of China, tried such a way to eliminate the elderly within the scope of the reduction of the world population, or produced by China to monetize a vaccine fund that reaches wide audiences (Nie, 2020) in populist ways.

However, is the class equivalent of the relationship we have with nature or staying at home unknown in this world where everything is social, from the water we drink to the air we breathe? As long as it is known but not spoken out loud, it is easier to manipulate these truths. For this reason, it is important to discuss the natural and spatial contradictions underlying the class separations revealed by the coronavirus propaganda that it is equally affecting everybody as a pandemic case (Bjørkdahl & Carlsen, 2019) and a universal problem, and seeking answers to the questions regarding the roles of social subjects in this process.

While sharing on Twitter under the tag #stayhome, we click on the stream in an “accelerated way”, the spirit of the 21st century, and spread the content with another click. During this spread, we see that what is popular, interesting, fun and even ridiculous and wrong, not reliable and correct, is spreading rapidly, even equivalent to the geometric velocity of Covid-19. If we already know that the algorithm of all kinds of social media platforms, the network's architecture has placed us in certain echo rooms and filter balloons, then we can realize that our ability to encounter content is as limited as radically changing our lifestyle (Bucher, 2017).

Moreover, the main appeal of platform capitalism is that it allows the user to use individualized use and convergent content. In this case, the content we produce and consume will always remain within a certain information frame due to algorithms, individualization and convergence. Such algorithms determine that the installation information below, and we tried to follow the agenda of the label certain content flows, which appear in the new media ecosystem of the world there is a new phenomenon: *The fog of information* (Adelaja, Sayma, Walton, McLachlan, Boisanger & Bartlett-Pestell, 2020).

When we look at Twitter, the virus is produced as a biological weapon, the vaccine will cause infertility in men, etc. Conspiracy theories go into circulation, or we see the contents in the form of social panic that "corona is encountered in x hospitals in city x". To prevent the spread of Covid-19, the basic measures- hygiene, social distance, etc. - instead of information transmitting, such content is in the flow with remarkable visuals (WHO, 2020c). A complete information fog...A lot of effort is required to get the right

information from this fog. In the face of what we call information loading or information fog, we are dealing with selectivity in perception and cognition or screening-quick browsing (Dijk, 2006). Scanning or quick browsing leads to sacrificing quality and turning towards superficial reading to reach more quantity in the face of the abundance of flow. Superficial reading means looking at the title and entry of a clicked link, at best, the end of the content is lost, reading the result.

The Role of Social Media in Global Pandemic Crises

Information sharing is a human response to disaster events. Social media structures enable people to come collectively and share facts on exceptional scales and in new ways. In only a few years, these systems have become a part of the important infrastructure of crisis intervention. As a matter of fact, social networks today have become a place where people come together to understand developments and to address their psychological and social effects.

“The internet has become one of the most important resources for the general population when searching for healthcare information. However, the information available is not always suitable for all readers because of its difficult readability. We sought to assess the readability of online information regarding the novel coronavirus disease 2019 (COVID-19) and establish whether they follow the patient educational information reading level recommendations” (Szmuda, Özdemir, Ali, Singh, Syed & Słoniewski, 2020).

While people around the world are struggling with the effects of the COVID-19 outbreak, they are also trying to deal with a parallel infusion. The concept of infodemia, first implemented by the WHO, expresses the dynamics of our modern knowledge field where reliable information is difficult to distinguish from the overwhelming competition and in some cases contradictory sounds (WHO, 2020b). Indeed, there are countless false rumours about COVID-19, purposeful misinformation, and baseless conspiracy theories in both online and offline channels. In social networks and WhatsApp groups, this information has spread faster than the virus and continues to spread.

The conspiracies, identified by the World Health Organization as "infodemics", extend to linking the pandemic and immigrants, as well as claiming that the virus has spread by 5G network towers. Doctors around the world, including Europe, have asked social media tech giants to speed up their fight against disinformation in the middle of the coronavirus pandemic. Global health experts said in an open letter to Facebook, Twitter, and Google that they continue to face viral misinformation on socially threatening social media around the world. (DGC, 2020).

“Twitter is a popular source of health information” (Love, Himelboim, Holton, & Stewart, 2013, p.568). “During public health outbreaks, analyzing social media text can provide first responders with useful insights about public fears and trending topics” (Lachlan, Spence, & Lin 2014; Yoon, Elhadad & Bakken, 2013, p.556). “Government and public netizens coexist in a social network. When an emergency occurs, online rumours spread quickly and take diverse forms, thereby affecting decision making and information dissemination via official media” (McGregor, 2019, p.1071). Tang, Chow, Breen, and Prigerson (2019) argue that “to understand the relationship between individuals and the media during the spread of online rumours, it is necessary to construct a simulation model of how public opinion develops”.

They stated that fake claims and conspiracy theories continue to be shared on platforms such as Facebook, Twitter, YouTube... and also the promotion of fake treatments scares people from vaccines and effective treatments. During this period, Facebook said it removed hundreds of thousands of harmful false information about COVID-19 and applied warning labels from independent information controllers to 40 million messages only in March. In the statement made by Facebook; “Our practices include distributing accurate health information. So far, we have directed more than two billion people to resources transferred from health officials through our COVID-19 Information Center. Thus, over 350 million people clicked on these contents to learn” expressions were included (Jones, 2020).

Also, Facebook has carried out a series of actions that prohibit advertisements trying to exploit the crisis (for example, using false information to sell medicinal products), directing users to authorized information about COVID-19. Twitter, which has updated its security policy and expanded the definition of harm, has stated that it will prohibit tweets that may make people at higher risk of transmitting COVID-19. The platform also implemented new procedures to validate and promote the content of “authoritative voices” in the coronavirus. Of course, self-regulation is very important in this period and it is very important in this process to take into account and share the statements made by the state institutions and organizations.

Methods

Being a keystone in all forms of social media communication, interactivity between influencers and followers is central to describing influencers’ communicative strategies. Interactivity on twitter takes different forms/actions, including tweet favouriting, retweeting and sentiment analysis of tweet texts.

Regarding the circulate of data, we can talk about four main applications: Transferring the facts to the public, exchange of information

between verified account and followers, obtaining followers. Informative posts and networking may lead to qualitative records in order to help understand the crisis. They consist of the messages of the health authority, the crisis-related causes, precautions to be taken and accurate information about the epidemic, such as the number of patients and deaths.

Twitter, one of the largest social media platforms, is a micro blog-type social networking site where thoughts and expressions are expressed in short sentences. It is a social networking platform where people can write texts up to 140 characters and up to 280 characters. Twitter has more than 330 million users worldwide. Millions of posts are shared on Twitter in minutes. Also, the use of tags (#hashtag) has been launched on Twitter for the first time in the world and all social networks have started to use this feature in the process (Karabulut & Küçükşille, 2018). Tags allow users to categorize their views on a particular framework. Users can share on labels according to their interests, so communities with the same or similar interests can come together, brands can reach their potential customers, and non-governmental organizations can interact with their target audience. At this point, labels are used actively and continuously all over the world.

Within the scope of our study, a hundred thousand twitter messages posted with the #stayhome between 23 May 2020 and 29 May 2020 were examined. The impact and reliability of social media in disaster management could be questioned by carrying out a content analysis based totally on the semantic analysis of the messages given on the Twitter posts with the phrases and frequencies used. The general purpose of this research is to interpret the agenda and measure the emotional state of the users based on the #stayhome, which is used extensively on coronavirus days on Twitter.

Results

Hashtags help people express their feelings and funny stories during the pandemic. Social networking has been a lifeline for millions in recent days, when a growing number of people around the world are encouraged to isolate themselves at home. Microblogging sites such as Twitter, have now been one of the easiest and most convenient ways of getting information and alerts from the government. It has become a platform for people to send or receive color humor, reposts, and analysis on the world as it improves. Some have tweeted their experience of self-isolation, in hopes of encouraging those who could easily descend into tiny apartment-induced isolation. Stayhome hashtag is one of the most widely used hashtags in the time of coronavirus pandemic, which usually contains more extreme warnings from people encouraging their mutual social media friends to stay home and self-isolate. It's natural to expect more public health officials and the like to use the same one.

In this study, tweets for #stayhome on Twitter were used. In the evaluation made with sentiment analysis, which is one of the text mining tools, the labels determined in the study are listed according to their emotional values. Within the scope of the evaluation, besides the emotions contained in the tweets, the results were reached such as how many people read the posts, what languages were shared, those who reached the highest number of users and which words and concepts were shared. Workbench social media monitoring and analysis tool was used to analyze the posts labelled #stayhome.

“Workbench uses the Vader Sentiment Analysis. VADER (Valence Aware Dictionary and Sentiment Reasoner) is a lexicon and rule-based sentiment analysis tool that is specifically attuned to sentiments expressed in social media and works well on texts from other domains” (Conti, 2020).

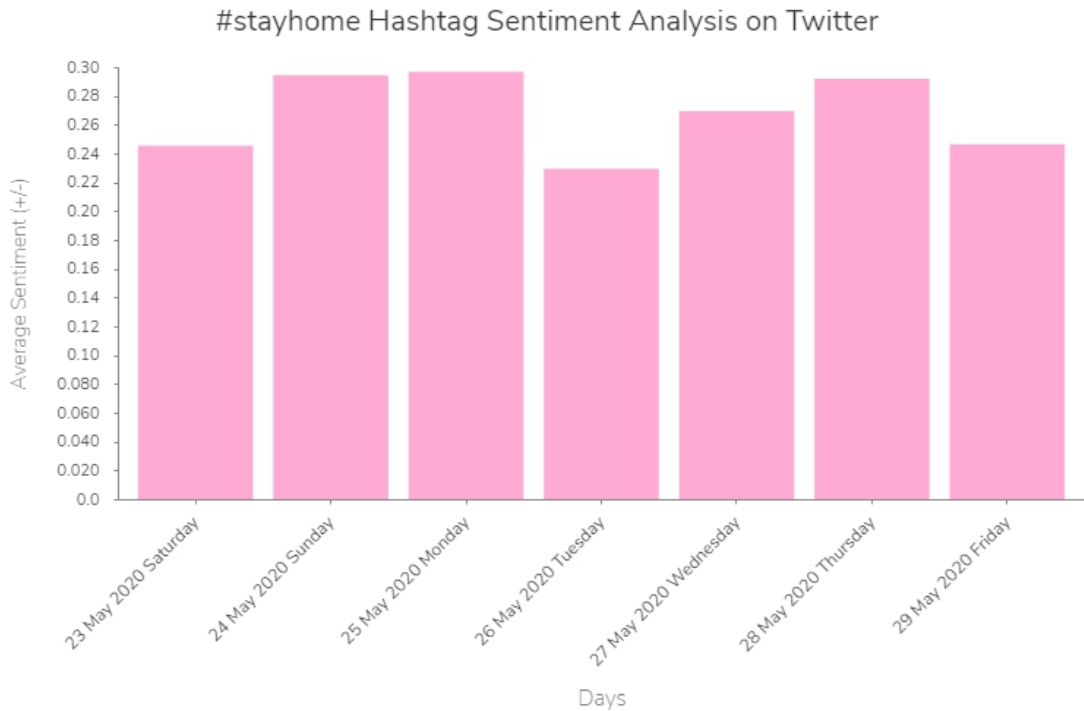
Table 1. #stayhome analysis on Twitter

Created_at	Average Sentiment
23 May 2020 Saturday	0.2454181013252012
24 May 2020 Sunday	0.29429274087111934
25 May 2020 Monday	0.29665897452373163
26 May 2020 Tuesday	0.2293314227523995
27 May 2020 Wednesday	0.2693426535087722
28 May 2020 Thursday	0.2918706914344691
29 May 2020 Friday	0.24634097363083182

The results of the average sentiment analysis are listed in table 1 with the #stayhome and the most used tags and keywords are identified in the tweets. “Hashtags are helping people share thoughts and funny experiences through the pandemic. Social media has emerged as a lifeline to many in recent pandemic days, as more and more people around the arena are encouraged to isolate themselves at home. As such, social media platforms have also emerged as one of the fastest and best approaches to acquire facts and updates from the authorities. It's also grown to be an area for people to give and obtain light-hearted banter, memes and statement on the sector as it changes. Many had been tweeting their stories in self-isolation, in the hopes of inspiring others

who may be quickly descending into small apartment-induced boredom” (Stewart, 2020).

Figure 1. #stayhome hashtag sentiment analysis on Twitter (23-29 May 2020)



As seen in figure 1, #stayhome hashtag has a positive mood in the average sentiment analysis by days. “#StayHome generally includes more stern instructions from people urging their fellow social media users to stay home and self-isolate. Expect to see extra health authorities and the likes using this one. You may additionally see the call of a rustic tagged on to the quit of this one, as Twitter users target precise areas” (Stewart, 2020).

“Sentiment analysis is used in opinion mining, business analytics and reputation monitoring. It helps businesses understand how happy or dissatisfied the customer is with a particular service or product by analyzing their emotional tone from the product reviews they post, the online recommendations they make, their survey responses and other forms of social media” (Conti, 2020).

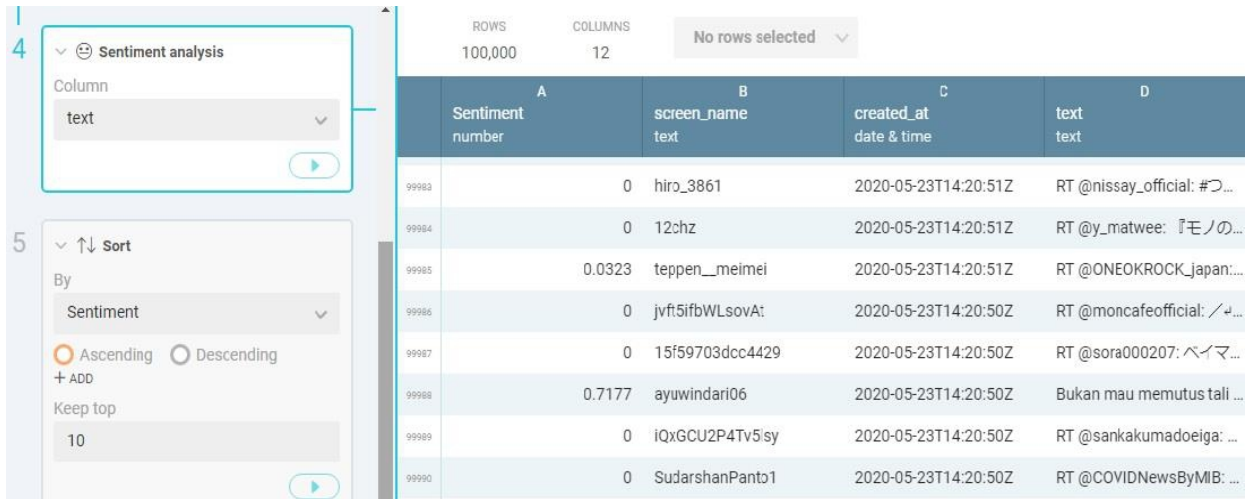


Figure 2. “VADER (Valence Aware Dictionary and sEntiment Reasoner) is a lexicon and rule-based sentiment analysis tool that is specifically attuned to sentiments expressed in social media” (Hutto & Gilbert, 2014).

“This module takes a text column has an input to create a new sentiment, displaying an index between -1 and 1 for each value in the selected column.

- 1 Means 'Very positive'
- 0 means 'Neutral'
- -1 Means 'Very negative'

It is also useful for researchers who would like to set standardized thresholds for classifying sentences as either positive, neutral, or negative. Typical threshold values are” (Hutto & Gilbert, 2014):

“Positive sentiment: compound score ≥ 0.05

Neutral sentiment: (compound score > -0.05) and (compound score < 0.05)

Negative sentiment: compound score ≤ -0.05

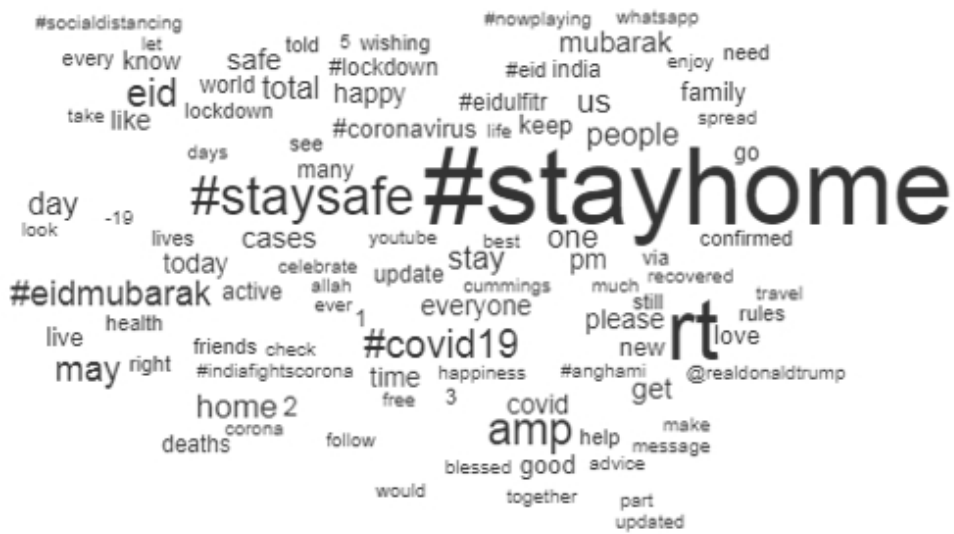


Figure 3. Word cloud depicting the most commonplace monograms taking place in tweets pertaining to coronavirus outbreak

As shown in the figure 3 (word cloud results), the coronavirus outbreak seemed to focus on Twitter's special aspects of the disaster. The word cloud results using one of a kind words of “covid19” and “coronavirus” lower returned a remarkable set of frequently related words during the pandemic.

Table 2. Top 10 most frequently words in average sentiment values positive

Weight	Words
6	full
6	joy
6	one
5	Eid
3	Allah
3	Amin
3	blessed
3	blessings
3	bring
3	eid

Table 3. Top 10 most frequently words in average sentiment values negative

Weight	Words
12	Wrong
8	War
6	illness
6	mental
6	severe
6	StayHome
4	Americans
4	homeless
4	killed
4	percent

Table 4. Top 10 + (positive) sentiment twitter postings

Sentiment	Screen_name	Created_at	Text
0.9911	badarshamim	24.05.2020 17:52	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	AmyaSpringvale	25.05.2020 09:18	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	BramptonMasjid	24.05.2020 17:44	Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	versace_tai	24.05.2020 19:22	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	Promisedmessia3	24.05.2020 23:30	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	Atifa1524	24.05.2020 18:22	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d

0.9911	FdAffan	24.05.2020 11:54	RT @FdAffan: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth,& happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/mDewcl52My
0.9911	dxnyxl_27	25.05.2020 01:00	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth,&happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d
0.9911	AhmadiyyaOttawa	24.05.2020 11:52	RT @FdAffan: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/mDewcl52My
0.9911	AmmarAhmadd	24.05.2020 23:00	RT @BramptonMasjid: Eid Mubarak! Wishing every one a warm, happy & full of joy Eid. May the blessings of Allah bring love, joy, good health, wealth, & happiness, and make it a very blessed one & full of peace for everyone. Amin! #eid #EidMubarak #EidUIFitr #StayHome #staysafe #onpoli #cdnpoli https://t.co/TdETdAqC9d

Table 5. Top 10 – (negative) sentiment twitter postings

Sentiment	Screen_name	Created_at	Text
-0.9925	JTaylorSkinner	24.05.2020 16:39	Many ppl have gotten better but it's been 3-4 months & the virus has already killed more ppl than died in Vietnam. It's killed more Americans than the Vietnam War, Gulf War, Afghanistan War, and Iraq War combined. Americans lived with the Polio epidemic for 4 decades! #StayHome
-0.9925	expsurugby	24.05.2020 16:43	RT @JTaylorSkinner: @sean3kids Many ppl have gotten better but it's been 3-4 months & the virus has already killed more ppl than died in Vietnam. It's killed more Americans than the Vietnam War, Gulf War, Afghanistan War, and Iraq War combined. Americans lived with the Polio epidemic for 4 decades! #StayHome
-0.9925	JTaylorSkinner	24.05.2020 16:39	RT @JTaylorSkinner: @sean3kids Many ppl have gotten better but it's been 3-4 months & the virus has already killed more ppl than died in Vietnam. It's killed more Americans than the Vietnam War, Gulf War, Afghanistan War, and Iraq War combined. Americans lived with the Polio epidemic for 4 decades! #StayHome

-0.9879	EURichpixie	24.05.2020 22:14	@BorisJohnson the wrong MP, wrong PM, wrong advisor, wrong defence, wrong fight, wrong support, wrong science, wrong communication, wrong way, wrong priority, wrong opinion, wrong plan. #dominicummings @10DowningStreet @Keir_Starmer #StayHome #COVID19 #coronavirus #COVID @LBC
-0.9837	Mambear04	25.05.2020 11:41	@HerbieHind85 @DylanStrain @adamboultonSKY @BorisJohnson @jeremycorbyn @Conservatives @UKLabour Not sure where you get 4 Labour MPs but they did not travel 260 miles, infected or compile the 'lockdown' rules as Tory Puppet Master Cummings had.. and the vile excuses pushed for his arrogant ignorance of #StayHome is shameful to the families of those that have died #COVID-19
-0.9792	GCross24	24.05.2020 09:04	So @grantsapps, you're a morally bankrupt twat too. Your pathetic cover-up for your arrogant friend #dominicummings on #Marr is shameful. You have betrayed the efforts of us all to #StayHome #ProtectTheNHS and #SaveLives. Resign Shapps. Shameful.
-0.9778	AUn4218473	26.05.2020 11:08	Racist much and The Numbers are Rising not falling MORE people are dying. You a murderer @POTUS and should be charged with Crimes against Humanity. Murder Murder Murder #Resistance #StayHome #vote #VoteBlue2020
-0.9738	Hayleym1000	24.05.2020 23:52	RT @tenderloinlive: Fact 9: One in five homeless people suffers from untreated severe mental illness. While about 6 percent of the general population suffers from severe mental illness, 20 to 25 percent of the homeless suffer from severe mental illness, according to government studies. #StayHome
-0.9738	tenderloinlive	24.05.2020 21:06	Fact 9: One in five homeless people suffers from untreated severe mental illness. While about 6 percent of the general population suffers from severe mental illness, 20 to 25 percent of the homeless suffer from severe mental illness, according to government studies. #StayHome
-0.9731	LaCroceNYC	24.05.2020 20:01	@morethanmySLE I'd say #Darwinism at work but half of these selfish assholes will infect an innocent person who will die. If they can be contact traced they should be charged with murder. #COVIDIOTS #TrumpDeathToll100K #TrumpGolfsYouDie #StayHome #WearAMask

“Sentiment analysis is a field of study that analyzes people's ideas, feelings, evaluations and attitudes from written language. It is one of the most active research areas in natural language processing. Sentiment analysis and data mining are intensively studied in the fields of web mining and text analysis” (Akaichi, 2014). “Because sentiment analysis is important for

business and society, it finds application in disciplines such as management sciences and social sciences as well as computer science. The workspace of emotion analysis is expanding with different aspects of social media such as comments, forum discussions, blogs, microblogs, Twitter and social networks, and the importance of sentiment analysis is increasing” (Liu, 2012). As shown in the figure 4 sentiment analysis result screen includes positive, negative or neutral analysis of tweets. The positive and negative states of tweets, both numerically and by percentage, are shown.

Future Directions

Our paper of the usage of Twitter to textual and sentimental analysis on public health tweets focused on producing statistics that correlate with the general public interest and sentimental situation. Twitter carries many different types of statistics of value to public health-related social networking analyses on many specific topics. The next step is to don't forget what new statistics may be learned by studying Twitter, probably assisting new health communication hypotheses. We plan to don't forget more particular applications to learn new matters from Twitter.

The findings and results that emerged within the scope of our study reveal that the use of social media increased especially in issues related to public health in times of crisis. The global dimension of hazards and outbreaks has shown the importance of citizens' access to accurate and up-to-date information. As new technologies enable the public to obtain crisis facts faster, the converting nature and developing the usage of such new technology may be a guide for future studies. Overall, more research is needed on the use of twitter for global crises and pandemic activities. For instance, although Twitter microblogging tool was not designed to react instantly and to be a crisis management tool, it seems that it plays this role in the Coronavirus crisis.

Discussion

It should be stated that if social media is used to systematically reveal Coronavirus outbreak within the future, there are capacity problems that may additionally want to be taken into consideration so that it will keep the reliability of Twitter used. For instance, the public reputation of those techniques could Coronavirus outbreak behaviour and therefore motive disinformation. It is not difficult to assume a state of affairs in which Twitter users may additionally falsify outbreak-related tweets on the manner to garner extra hobby from public health officials and receive greater resources which include death toll. However, as mentioned by Petróczi and Haugen (2012, pp.514-516), “such disinformation can be counterbalanced with the useful resource of moreover direct information motivates humans might also

moreover have for distorting the truth, and those insights can moreover allow researchers to perceive Twitter posts that are probable to be”.

A collection of recurring “hot subjects”, which suggests viable topics for similarly research, has emerged. However, this take a look at has several limitations: because of the constraints of the software program used facts series was confined in time and amount; a quantitative, instead of qualitative, evaluation of the sentiment conveyed through the tweets couldn't be obtained, due to still inadequate equipment for semantic analysis for some medical phrases and foreign tweets.

Conclusion

What do we need to do when looking for accurate information in the face of the global crisis caused by the pandemic on social media platforms? It is important to follow the correct calculations for the correct information in the flow. Instead of “expert voices” that are far from scientific knowledge circulating in the media and the new media ecosystem, it is necessary to follow accounts that speak with scientific references, accounts of global and national institutions producing content based on the principle of public interest. Because it is necessary to act with the awareness of the responsibility of producing accurate and qualified content about the pandemic while perceiving and sharing every content. Otherwise, we will contribute to information loading and information pollution. In global crises, and especially in events that affect the whole world, it is necessary to think once again about the quality of each share, who we mention, what we share.

Public health cases are openly discussed and informed on Twitter, with distinct targets and motivations, ranging from scientific hobby to guidelines for everyday life. Tweets on Coronavirus outbreak are common than those on several other health conditions, but they depict the most critical and habitual subject matters for Covid-19 patients, from diagnosis to comorbidities to prevention of complications. Although we hypothesized that outbreak would be an ordinary theme, thinking about the volume to which coronavirus is being “misinformed” by way of social media, we discovered that that is a not unusual topic. We trust that social media could improve the overall expertise of public health-based clarification of the potentially harmful outcomes of Covid-19.

The effect and reliability of social media on disaster recovery may be challenged by carrying out a content review focused solely on the semantic analysis of tweets shared on Twitter with phrases and frequencies used. Social networking and Twitter content are recognized worldwide as effective tools for public health messages for use in disease monitoring and disaster management. Twitter is not only an instant social network but also an exceedingly significant news source. Understanding, then, propagation of

tweeting news from the authorities is very important essential for a variety of reasons, such as information, crisis and management of public health policies.

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Vocational Identity Development and the Role of Human Resources Management. A Systematic Literature Review

Abstract

Objectives. The development and strengthening of employees' vocational identity are critical issues in organizations. The absence of professional self-awareness could negatively affect the emotional status of individuals. Moreover, such a condition can lead to a worsening of organizational performance. For this reason, studying the connections between human resources management and identity development is essential. **Data and method.** This exploratory study performs a systematic literature review starting from SCOPUS and EBSCO Host databases to understand how literature debates these connections. **Results.** The majority of extracted articles belong to the following fields: human resources management, psychology, and organizational studies. The connections between these three fields represent a clear theoretical framework for understanding how literature debates professional identity development in organizations. The theories considered in the extracted articles are numerous, but the social identity theory and the social categorization theory are the most cited by the authors. Four main themes emerge from the content analysis: motivation, satisfaction, and well-being of employees; the "crisis" status of human resource management; professional identity development in the workplace; the career adaptation of individuals. **Conclusions.** This study allows confirming how the development of professional identity is critical in organizations. Although the literature shows a considerable interest in vocational identity and human resources management, this study reflects on the possibility of producing further in-depth examinations concerning the connections

between these topics. Further studies should explore vocational identity development through a renovated strategic role of human resources management, no

more limited to a bureaucratic partner.

Keywords: HR; human resources; crisis; vocational identity; career adaptation

1. Introduction

Identity is a structure that defines the self-consciousness of an individual in the world (Erikson, 1963; 1968; 1982). Such structure depends on many domains, e.g., religious, social, or family (Grotevant, 1987). The vocational domain is the most important in the identity development process (Marcia, 1966; 1967; 1980; Porfeli et al., 2011). The development of individuals' vocational identity is firmly connected to their professional contexts. Moreover, it is related to every other identity domain. Satisfaction, motivation, and well-being are influenced by the degree of self-awareness achieved by a person (Guan et al., 2015). Although self-consciousness has many different origins, the most critical one is individuals' perception of how they identify with their professions (Horton et al., 2014).

Building individuals' identity in their organizations, workgroups, and careers is a fundamental element of their professional development. The lack of self-awareness could bring complex pathologies, e.g., anxiety, depression, and burnout, which could generate extremely negative impacts on organizational performances (Steffens et al., 2017). For this reason, understanding the individuals' reactions to their duties and working environments is fundamental. People's perception about their vocational identity could depend on the quality and the variety of their duties (Katz, 1978; Mooney et al., 2016), their hierarchical position (Horton et al., 2014), and their moral and religious values (Hèliot et al., 2020). The achievement of self-awareness has a strong impact on the organizational identification of individuals.

In particular, the literature underlines that reaching vocational identity is critical for creating value in organizations (Armishaw, 2007; Brown, 2015; Klotz et al., 2014). In this sense, human resources (HR) management has a fundamental role in promoting (or limiting) the achievement of vocational self-awareness (Roberts et al., 2005).

An obstacle to this direction can be represented by the particular historical moment that Human Resources (HR) management is experimenting. The professional identity of HR is suffering from the complexities of the labor market. These conditions, exacerbated by the Covid-19 pandemic and the contemporary concepts of professions and labor, convert HR management's nature, highlighting a moment of "crisis" in this function (Mackay, 2017; Wright, 2008). The conservative idea that associates HR management with an administrative and technical corporate function only linked to personnel supervision and development is outdated and risks transforming HR

management into a semi-profession (Mackay, 2017; Wright, 2008). Therefore, the HR function's identity is trying to evolve from an administrative and bureaucratic department to a strategic partner for the firm (Hallier & Summers, 2011; Pritchard & Fear, 2015; Roche & Teague, 2012; Wright, 2008). In this regard, the literature observed that the HR function has to consider both the employees and the top management's needs. Therefore, it experiments a contradictory position (Mackay, 2017). "The HR function's status and impact are often subjected to the whims of senior and line management and the vagaries of the economic climate" (Hallier & Summers, 2011).

The identity "crisis" experimented by HR function could find a solution in employees' professional identity formation. As previously observed, the HR function could assume a renewed strategic role in organizations, focusing on developing employees' professional identity. In this sense, this article analyzes the research on identity topic, both from a professional viewpoint and for the HR function. Simultaneously, the paper proposes a reflection on the possible connections between professional identity development and the HR function role.

In this regard, following Denyer and Tranfield (2009), this study performs a systematic literature review (SLR) to create a general intersection framework between the professional identity and the HR management role.

In particular, the article is organized as follows. The first section performs a detailed explanation of methodology, research questions, algorithm for articles extraction, and analysis process. In the second section, this study performs a descriptive analysis of the extracted articles. In the third section, the articles' contents are analyzed, with specific attention to the papers' theories and the emerging themes. The paper finds its conclusions with critical reflections on the research questions and opportunities for further research development in this field.

2. Methodology

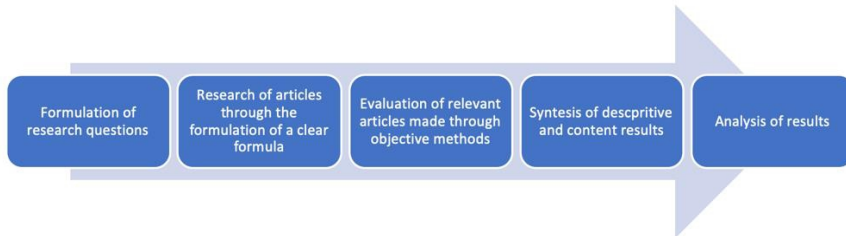
This article aims to achieve a better knowledge of the connections between identity and HR management. This paper is not referring only to employees' identity but also HR departments' professional identity. Identity development is one of the most important topics in the philosophical and psychological sciences. Therefore, the research involved both conceptual and empirical articles.

2.1 – Choice of methodology: the systematic literature review

The methodology chosen to perform this study is the systematic literature review (SLR). This methodology aims to identify the higher-quality papers related to a specific topic, laying the foundation for further research (Petticrew & Roberts, 2006), through a detailed description of the employed

procedure from data extraction to contents analysis (de Zubietaqui, Fryges, & Jones, 2019). This process has several advantages concerning reliability issues and compared to other literature review processes, e.g., narrative (Fink, 2013). This study performs the SLR through the procedure designed by Grant and Booth (2009), with the initial formulation of research questions (Figure 1).

Figure 1 – Phases of SLR employed in this study



Source: Grant and Booth (2009) with the addition of research questions formulation

2.2 – **Research questions**

Identity development is firmly connected to organizations, especially in the light of critical changes in advanced Countries' economies experimented during the last 50 years. In fact, moving from physical production to service provision, the attention to the professional development of employees, talent research, and focus on performance are fundamental topics in any scientific and practical discussion.

To reach a complete comprehension of the existing debate on identity ascribed to organizations, to identify the existence or absence of a solid fundamental theory on the subject, to identify gaps in the literature, and to propose new points of scientific reflection, this article proposes the following three research questions:

RQ1: How literature debates the vocational identity topic in organizations?

RQ2: How literature debates the identity of the HR function?

RQ3: What intersections exist between the development of employees' professional identity and the HR function's identity?

2.3 – **Data extraction and results filtering**

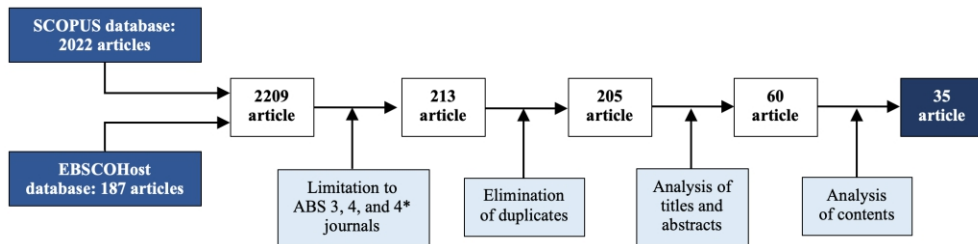
Databases employed for the articles extraction were SCOPUS and EBSCO Host. The first extraction was performed by considering the title, the abstract, and the articles' keywords. The formulas employed in SCOPUS and EBSCOHost is shown in Table 1. The terms "vocational identity", "professional identity", and "occupational identity" are used as synonyms in literature and are often associated with "career identity" (Henry, 1993; Smitina, 2010).

Table 1 – Formula used for articles research in SCOPUS and EBSCOHost

SCOPUS	EBSCOHost
TITLE-ABS-KEY (“human resourc*” OR “personnel”) AND (“vocation*” OR “occupation*” OR “profession*” OR “career”) AND “identity”).	((“human resourc*” OR “personnel”) AND (“vocation*” OR “occupation*” OR “profession*” OR “career”) AND “identity”)

The research was performed in September 2020, without time restrictions. The graphic representation of this process, from the initial extraction to the final group of selected articles, is shown in Figure 2.

Figure 2 – Extraction process and results limitation



3. Descriptive analysis of extracted articles

3.1 – Publication year and papers typology

Following Vrontis and Christofi (2019) and Danese et al. (2018), a graph was drawn – Figure 3 – for the time distribution of the publications analyzed in this study, with the distinction between theoretical and empirical papers. The 35 articles were divided into 29 empirical papers (82.86%) and 6 theoretical papers (17.14%). The interest in this topic increased over time. In particular, recent literature seems more concentrated on empirical contributions. One possible reason is that overall identity, professional identity, and social identity have been broadly debated in the literature. Nevertheless, this study calls for additional theoretical contributions.

3.2 – Journals, field, and citations

The journals extracted for this study showed an interesting combination of scientific fields (Table 1; Figure 4). The larger number of articles was identified in the HR management and employment studies field (14 articles; 40%). The following fields are organizational psychology (7 articles; 20%), organizational studies (5 articles; 14.29%), general management, ethics, and corporate social responsibility (3 articles; 8.57%). Combining these fields showed an effective framework for the debate about

vocational identity in organizations and conferred a considerable level of validity to this analysis.

The most cited articles belonged to the organizational psychology field, with 421 citations (Alvesson, 2001), 392 citations (Blader & Tyler, 2009) and 334 citations (Chan & Drasgow, 2001), general management, ethics, and corporate social responsibility field, with 180 citations (Morgan et al., 2005) and human resource management and employment studies field, with 178 citations (Dries, 2013).

3.3 – Number and origins of authors per article

This study referred to the SCOPUS database to analyze authors' provenience per extracted article, depending on the year of publication. UK had the greater number of authors (23; 27.71%), followed by the USA (18 authors; 21.69%), Australia and Finland (both with 6 authors, 7.23%), Taiwan (5 authors; 6.02%), and Canada (4 authors, 4.82%). China, Germany, and New Zealand contributed with 3 authors for each Country (3.61%). Hong Kong, Netherlands, Ireland, and Spain contributed with 2 authors for each Country (2.41%). Finally, Belgium, Ireland (UK), Singapore, and Sweden contributed with 1 author for each Country (1.20%). To be specific, 5 of the 6 authors from Finland were publishing the same article (Björkman et al., 2013).

The number of authors per extracted article was also checked through the SCOPUS database. Before the year 2000, the average number of authors for the extracted articles was 1.50. For the first decade after 2000, this average increase to 1.92. From 2011 to 2020, the average number of authors of extracted articles was 2.86. Therefore, the number of authors has been increasing during the period considered.

Table 1 – Journals, fields and ranking of extracted articles

Journal	Number of articles	Field (ABS)*	Ran king	Citations
Journal of Applied Psychology	2	PSYCH (WOP-OB)	4*	726
Human Relations	5	ORG STUD	4	548
Human Resource Management Review	2	HRM&EMP	3	262
Academy of management review	1	ETHICS-CSR-MAN	4*	180
Journal of Management Studies	1	ETHICS-CSR-MAN	4	174
Administrative science quarterly	1	ETHICS-CSR-MAN	4*	158
Human Resource Management	4	HRM&EMP	4	133
Journal of Vocational Behavior	2	PSYCH (WOP-OB)	4	120
Human Resource Management Journal	4	HRM&EMP	4	66
Journal of Organizational Behavior	1	PSYCH (WOP-OB)	4	60
Computers in Human Behavior	1	INFO MAN	3	55
Journal of marketing	1	MKT	4*	38

Economic and Industrial Democracy	1	HRM&EMP	3	26
International journal of Contemporary Hospitality Management	1	SECTOR	3	21
Work, Employment and Society	1	HRM&EMP	4	15
International Journal of Human Resource Management	1	HRM&EMP	3	14
Journal of Occupational Health Psychology	1	PSYCH (WOP-OB)	4	11
New Technology, Work and Employment	1	HRM&EMP	3	9
Technological Forecasting and Social Change	1	SOC SCI	3	6
Studies in Higher Education	1	MDEV&EDU	3	4
Journal of Managerial Psychology	1	PSYCH (WOP-OB)	3	1
Strategic Management Journal	1	STRAT	4*	0

*
 HRM&EMP: Human Resource Management and Employment Studies
 PSYCH (WOP-OB): Psychology (Organizational)
 ETHICS-CSR-MAN: General Management, Ethics and Corporate Social Responsibility
 INFO MAN: Information System and Management
 MDEV&EDU: Management Development and Education
 MKT: Marketing
 SECTOR: Sectoral Studies
 SOC SCI: Social Sciences
 ORG STUD: Organization Studies
 STRAT: Strategic Management

Figure 3 – Publication years and papers typology

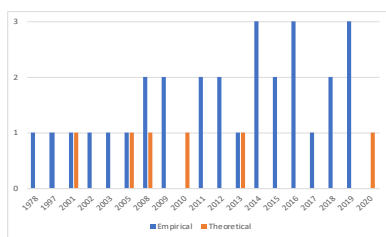


Figure 5 – Provenience of authors of extracted articles

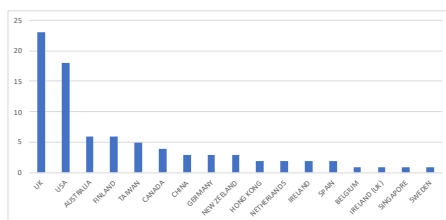


Figure 4 – Percentage distribution of extracted articles based on scientific field

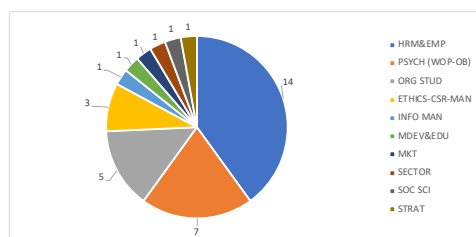
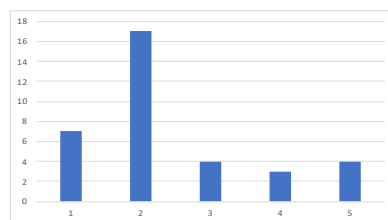


Figure 6 – Number of authors per extracted article



4 – Content analysis

4.1 – *Theories, methods, and statistical units*

In this paragraph, the main theories cited in the extracted articles, the methods used for data gathering, their main findings, and the typologies of statistical units are considered.

The most cited theories in the extracted articles were the social identity theory (12 articles, 34.28%), the social categorization and the self-categorization theory (7 articles, 20%), the cognitive dissonance theory, and the social exchange theory were cited in 2 articles (5.51%). The other 24 cited theories were identified (Table 2).

Table 3 – Articles types, methods, samples and Countries considered in the samples

Authors	Title	Year	Journal	Type	Method	Sample	State
Katz R.	Job longevity as a situational factor in job satisfaction.	1978	Administrative science quarterly	E	Survey	Four distinct governmental organizations	USA
Honeycutt T.L., Rosen B.	Family friendly human resource policies, salary levels, and salient identity as predictors of organizational attraction	1997	Journal of Vocational Behavior	E	Survey	120 EMBA students	USA
Alvesson, M.	Knowledge work. Ambiguity, image and identity	2001	Human Relations	T	Theory formation on existing literature		
Chan K.-Y., Drasgow F.	Toward a theory of individual differences and leadership: Understanding the motivation to lead	2001	Journal of Applied Psychology	E	27-item Lykert-type self-report	1594 male military recruits, 274 junior college students, and 293 undergraduated students	Singapore, USA
Darr A., Scarselletta M.	Technicians, clients, and professional authority: Structured interactions and identity formation in technical work	2002	New Technology, Work and Employment	E	Cross-site analysis of ethnographic studies	External database	
Caldwell, R.	The Changing Roles of Personnel Managers: Old Ambiguities, New Uncertainties	2003	Journal of Management Studies	E	Survey, semi-structured interviews	98 HR managers to the survey, 34 respondents were interviewed.	UK
Farndale E.; Brewster, C.	In search of legitimacy: personnel management associations worldwide	2005	Human Resource Management Journal	E	Focus group and worldwide survey	Personnel management association specialists coming from 22 different countries	Argentina, Brazil, Canada, Denmark, Germany, Hong Kong, Hungary, India, Japan, Malaysia, Mexico, Netherlands, New Zealand, Norway, Portugal, South Africa, Spain, Sweden, Thailand, UK, USA, Venezuela
Roberts, M. L.; Dutton, J. E.; Spreitzer, G. M.; Heaphy, E. D.; Quinn, R. E.	Composing the Reflected Best-Self Portrait: Building Pathways for Becoming Extraordinary in Work Organizations	2005	Academy of management review	T	Theory formation on existing literature		
Chen, L.-H.	Job satisfaction among information system (IS) personnel	2008	Computers in Human Behavior	E	Questionnaires	210 usable questionnaires from employees belonged to 136 enterprises	Taiwan

Authors	Title	Year	Journal	Type	Method	Sample	State
Wright C.	Reinventing human resource management: Business partners, internal consultants and the limits to professionalization	2008	Human Relations	E	Semi-structured interviews	33 managers employed in 27 large Australian and global organizations during 2004–2008	Australia, Europa, USA, Asia
Walsh K., Gordon J.R.	Creating an individual work identity	2008	Human Resource Management Review	T	Analysis of the literature		
Blader, S. L.; Tyler, T. R.	Testing and Extending the Group Engagement Model: Linkages Between Social Identity, Procedural Justice, Economic Outcomes, and Extrarole Behavior	2009	Journal of Applied Psychology	E	Survey	112 employees of an international financial services organization	USA
Ng, T. W. H.; Feldman, D. C.	Occupational embeddedness and job performance	2009	Journal of Organizational Behavior	E	Survey	175 employees	Hong Kong
Baldry, C.; Hallier, J.	Welcome to the House of Fun: Work Space and Social Identity	2010	Economic and Industrial Democracy	T	Analysis of recent literature; analysis of media reports of contemporary developments, particularly in office interiors, predominantly in the UK and US.		
Hallier J., Summers J.	Dilemmas and outcomes of professional identity construction among students of human resource management	2011	Human Resource Management Journal	E	Semi-structured interviews	24 final-year, full-time students of HRM and joint HRM degrees	UK
Pritchard, K.; Symon, G.	Identity on the line: constructing professional identity in a HR call centre	2011	Work, Employment and Society	E	Observation and participation in meetings, frequent informal discussion, documents, interviews (generic)	10 staff (all) of call center	UK
Roche W.K., Teague P.	Business partners and working the pumps: Human resource managers in the recession	2012	Human Relations	E	Focus groups. Questionnaires. Case-studies.	Focus group (4): 30 senior human resource managers. Questionnaires: managers of firms with more than 50 employees (444 useable responses). Case-studies (20): extracted by multiple sources	Ireland
Wieseke, J.; Kraus, F.; Ahearne, M.; Mikolon, S.	Multiple Identification Foci and Their Countervailing Effects on Salespeople's Negative Headquarters Stereotypes	2012	Journal of marketing	E	Questionnaires	2290 salespeople	USA

Authors	Title	Year	Journal	Type	Method	Sample	State
Björkman, I.; Ehnröoth, M.; Mäkelä, K.; Smäle, A.; Sumelius, J.	Talent or not? Employee reactions to talent identification	2013	Human Resource Management	E	Web-based survey	930 managers and professionals in 106 subsidiaries of 11 corporations	Finland
Dries N.	The psychology of talent management: A review and research agenda	2013	Human Resource Management Review	T	Literature review (comparative)		
Horton K.E., McClelland C.R., Griffin M.A.	Defined by our hierarchy? How hierarchical positions shape our identifications and well-being at work	2014	Human Relations	E	Survey	10 ships and 789 personnel	UK
Pohler, D.; Willness, C.	Balancing interests in the search for occupational legitimacy: The HR professionalization project in Canada	2014	Human Resource Management	E	Gathering data from public sources	9 website of provincial association, 1 website of national association, 35 universities which have HR programs, 769 job posts	Canada
Wylie, N.; Sturdy, A.; Wright, C.	Change agency in occupational context: Lessons for HRM	2014	Human Resource Management Journal	E	Semi-structured interviews	93 change agents belonged to 24 organizations	UK
Pritchard, K.; Fear, W. J.	Credibility lost: Attempting to reclaim an expert identity in an HR professional context.	2015	Human Resource Management Journal	E	Semi-structured interviews, participation to 70 events (meetings, training session, etc.)	12 training & development team members	UK
Tsai Y.-H., Lin C.-P., Ma H.-C., Wang R.-T.	Modeling corporate social performance and job pursuit intention: Forecasting the job change of professionals in technology industry	2015	Technological Forecasting and Social Change	E	Survey	808 professionals from high-tech firms	Taiwan
Guan Y., Yang W., Zhou X., Tian Z., Eves A.	Predicting Chinese human resource managers' strategic competence: Roles of identity, career variety, organizational support and career adaptability	2016	Journal of Vocational Behavior	E	Survey	220 human resource management professionals	China
Mooney, S. K.; Harris, C.; Ryan, I.	Long hospitality careers – a contradiction in terms?	2016	International Journal of Contemporary Hospitality	E	Memory-work, semi-structured interviews, intersectional analysis	31 hospitality professionals with an average of 25 year of hospitality career	New Zealand
Topa, G.; Perez-Larrazabal, J.	Newcomers' learning and co-worker undermining: moderated mediation analysis	2016	Journal of Managerial Psychology	E	Questionnaires	303 full-time employees from different sectors	Spain

Authors	Title	Year	Journal	Type	Method	Sample	State
Mackay M.	Identity formation: professional development in practice strengthens a sense of self	2017	Studies in Higher Education	E	Semi-structured interviews; Survey	Interviews: 18 human resource academics; Survey: 42 HR managers, advisors and business partners	UK
Hu X., Jiang Z.	Employee-oriented HRM and voice behavior: a moderated mediation model of moral identity and trust in management	2018	International Journal of Human Resource Management	E	Survey	251 workers	China
Steffens, N.K.; Yang J., Jetten J., Haslam S.A., Lippmann J.	The unfolding impact of leader identity entrepreneurship on burnout, work engagement, and turnover intentions	2018	Journal of Occupational Health Psychology	E	Survey	338 workers	China
Currie G., Spyridonidis D., Oborn E.	The influence of HR practices upon knowledge brokering in professional organizations for service improvement: Addressing professional legitimacy and identity in health care	2019	Human Resource Management	E	Semi-structured interviews; observation	139 people from a R&D unit leadership team and doctors	UK
O'Brien, E.; Linehan C.	Problematising the authentic self in conceptualizations of emotional dissonance	2019	Human Relations	E	Semi-structured interviews; diary study	15 HR managers, directors and generalist	Ireland
Pettit, K.; Crossan M. M.	Strategic renewal: Beyond the functional resource role of occupational members	2019	Strategic Management Journal	E	Semi-structured interviews; items of archival data	50 employees	Canada
Héliot Y., Gleibs I.H., Coyle A., Rousseau D.M., Rejon C.	Religious identity in the workplace: A systematic review, research agenda, and practical implications	2020	Human Resource Management	T	Literature review (systematic)		

In Table 3, methods, numerosity of samples, and Countries considered for sampling in the selected articles are shown. In particular, 19 different gathering data methods were detected during the content analysis of the extracted articles. The most popular method was the survey, used by 13 articles (37.14%), followed by semi-structured interviews (10 articles, 28.57%), literature analysis (5 articles, 14.28%), questionnaires (3 articles, 8.57%), and focus groups (2 articles, 5.71%). All other methods were used in 1 article. Several papers used combined methods for gathering data. Often, semi-structured interviews were combined with other methods (Mooney et al., 2016; O'Brien & Linehan, 2019; Pettit & Crossan 2019) (Figure 7).

During the content analysis, 31 typologies of statistical units were identified (29 articles). Employees were the most popular statistical units, used by 9 articles (31.03%), followed by managers and directors, used by 7 articles (24.14%) and specialists, used by 5 articles (17.24%). Students, organizational institutions, and professional associations were used by 3 articles (10.34%). Workers were used by 2 articles (6.7%). Finally, academics and external sources of information were used by 1 article. In Figure 8, a graph was drawn to summarize the typology of statistical units identified in the extracted articles.

Most of the statistical units used in the 19 empirical papers came from the UK (8 articles, 42.11%), from the USA (7 articles, 36.84%). China followed with 3 papers (15.79%). Statistical units from Ireland, Taiwan, and Canada were used by 2 articles (10.53%). Other provenience of statistical units used in the extracted articles were Australia, Singapore, Finland, Hong Kong, Spain, and New Zealand. In particular, Farndale and Brewster (2005) performed remarkable research used a worldwide sample for its survey. In Figure 9, the provenience of statistical units is shown. Finally, in Table 4, the summary of the extracted articles' main findings is shown.

Table 2 – Cited theories in the extracted articles

Theories	Extracted articles	References cited in extracted papers
Broaden-and-build theory	Roberts et al. (2005)	Fredrickson (2000)
Career construction theory	Guan et al. (2016)	Savickas (2005; 2013)
Career Theory	Mooney, Harris & Ryan (2016)	Sullivan and Baruch's (2009)
Cognitive dissonance theory	Björkman et al. (2013)	Festinger (1957)
	O'Brien & Linehan (2019)	Aronson et al. (1999)
Construal-level theory	Wieseke et al. (2012)	Trope & Liberman (2003); Henderrson (2009)
Contemporary interpretivist identity theory	O'Brien & Linehan (2019)	Alvesson et al. (2008); Alvesson (2010); Ramarajan (2014)

Corporate professionalization	Wylie, Sturdy & Wright (2014)	Muzio et al. (2011)
Emotional contagion theory	Wieseke et al. (2012)	Barsade (2002)
Entity theory & Incremental theory	Dries (2013)	Heslin et al. (2005)
Equity theory and social comparison	Björkman et al. (2013)	Carrell & Dittrich (1978)
Exchange and equity theory	Blader & Tyler (2009)	Thibaut & Kelley (1959); Homans (1961); Blau (1964); Adams (1965)
Grounded theory	O'Brien & Linehan (2019)	Glaser and Strauss (1967); Strauss and Corbin (1990)
Identification theory	Horton et al. (2014)	Kreiner & Ashforth (2004)
Job embeddedness	Ng & Feldman (2009)	Mitchell et al. (2001)
Leader identity entrepreneurship	Steffens et al. (2018)	Reicher & Hopkins (2003); Reicher et al. (2005); Steffens et al. (2014)
Moral identity theory	Hu & Jiang (2018)	Aquino & Reed (2002); Weaver (2006)
Organizational identity theory	Walsh & Gordon (2008)	Dutton et al. (1994)
Organizational support theory	Björkman et al. (2013)	Eisenberger, Fasolo, & Davis-LaMastro (1990)
Signaling theory	Tsai et al. (2015)	
Social categorization & Self-categorization theory	Baldry & Hallier (2010)	Turner (1985); Turner and Oakes (1997)
	Blader & Tyler (2009)	Turner (1985)
	Hallier & Summers (2011)	Turner (1985)
	Héliot et al. (2020)	Turner et al. (1987)
	Horton et al. (2014)	Corley (2004); Magee & Galinsky (2008)
	Steffens et al. (2018)	Hogg & Terry (2000); Haslam (2001); van Dick (2001); Ashfort, Harrison, & Corley (2008); Blader & Tyler (2009)
	Wieseke et al. (2012)	Turner et al. (1987)
Social exchange theory	Björkman et al. (2013)	Cropanzano & Mitchell (2005)
	Hu & Jiang (2018)	Blau (1964)
Social identity theory	Baldry & Hallier (2010)	Mackie et al. (1990); Oakes et al. (1991); McGarty et al. (1993, 1994); Balaam and Haslam (1998)
	Blader & Tyler (2009)	Tajfel & Turner (1979); Tyler & Blader (2002; 2003)
	Guan et al. (2016)	Tajfel & Turner (1986)
	Hallier & Summers (2011)	Tajfel & Turner (1979)
	Héliot et al. (2020)	Tajfel & Turner (1979; 1985)

	Honeycutt & Rosen B. (1997)	Tajfel & Turner (1985)
	Horton et al. (2014)	Tajfel & Turner (1979)
	Steffens et al. (2018)	Tajfel & Turner (1979); Turner et al. (1987); Ashforth & Mael (1989); Ellemers (2012)
	Topa & Perez-Larrazabal (2016)	Hogg (2005); Goldman (2006)
	Tsai et al. (2015)	Ashforth & Mael (1989); Turban et al. (2001)
	Walsh & Gordon (2008)	Turner (1982)
	Wieseke et al. (2012)	Tajfel & Turner (1979); Hogg & Abrams (1988)
Social learning theory	Topa & Perez-Larrazabal (2016)	Bandura (1977)
Theory of leader development	Chan & Drasgow (2001)	
Trait and control models	Pohler & Willness (2014)	Legge & Exley (1975); Preece & Nicol (1980)
Trait-activation theory	Guan et al. (2016)	Tett & Burnett (2003)
Trichotomy of Needs Theory	Chen (2008)	Harrell & Stahl (1984)
Uncertain identity theory	Wieseke et al. (2012)	Hogg (2000)

4.2 - Main findings of extracted articles and further research suggestions

Performing the content analysis, this study gathers in Tables 4 and 5 the main findings of each article and the suggestions for further research proposed by the authors.

Figure 7 – Methods of data gathering employed in extracted articles

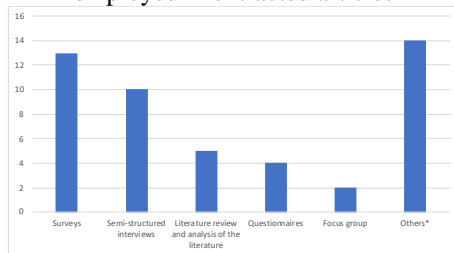
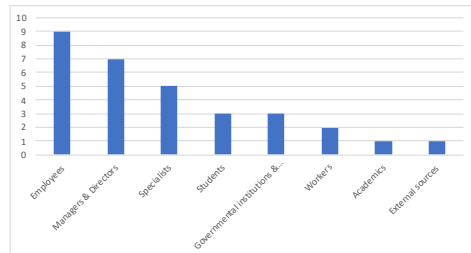


Figure 8 – Types statistical units considered in selected articles



* Direct observation, Self-report, Cross-site analysis, Case-study, Items from archival data, Diary study, Public sources of data, Analysis of media reports of contemporary developments, Memory-work, Intersectional analysis, Observation and participation in meetings, Frequent informal discussion, Documents, Interviews (generic).

Figure 9 – Statistical units provenience

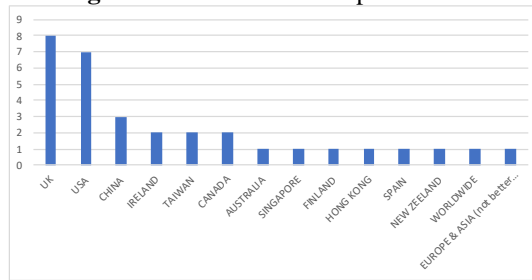


Table 4 – Main findings of extracted articles

Article’s authors	Main findings
Katz (1978)	Job and organizational longevity affect the relationship between job satisfaction and the five tasks dimension: skill variety, task identity, task significance, autonomy, and feedback-from-job.
Honeycutt & Rosen (1997)	Salient identity influences the individual career decision. Flexible career policies attract all identity categories, but they diverge in the level of attraction for traditional or dual career paths.
Alvesson (2001)	The role of knowledge in knowledge-intensive organizations is ambiguous. Knowledge-intensive workers and organizations could experiment with instability, arbitrariness, and vulnerability.
Chan & Drasgow (2001)	Personality, values, and past leadership experience are related to the motivation to lead through leadership self-efficacy. The general cognitive ability is unrelated to motivation to lead. Motivation to lead assessed at the point of organizational entry is at least predictive of subsequent behavioral ratings of leadership potential.
Darr & Scarselletta (2002)	The professional identity of technicians depends on their interactions with clients and professional collaborators.
Caldwell (2003)	The HR function is rarely able to - and/or the HR specialists are rarely willing to - reinvent its position in the organizations.
Farndale & Brewster (2005)	Professional associations support the legitimization of HR identity, but they cannot be considered the occupation controller. The enrollments to HR management studies are diffused, showing a substantial legitimization of the HR profession, but the certification is not compulsory to work in an HR function.
Roberts et al. (2005)	The paper adds a means for human resource management: “creating contexts that maximize the possibility for employees to envision and enact their best-self.”
Chen (2008)	IS personnel’s job satisfaction is (1) independent from motivation achievement; (2) positively related to job characteristics, feedback, professionalism, and autonomy.
Walsh & Gordon (2008)	Individuals’ professional identity can be created through organizational identification based on the improvement of distinction and status obtained by individuals from the membership in professional groups.

Wright (2008)	Human resources management's professional identity is not directly affected by the achievement of greater self-awareness and status originated by acquiring a role as a business partner / internal consultant.
Blader & Tyler (2009)	(1) Employees' social identity has strong relations with their extra-role behaviors. (2) Social identity explains the impact of experimented procedural justice and economic outcomes resulting from group membership. (3) The motivational power contributes to the employees' social identity development.
Ng & Feldman (2009)	Job embeddedness contributes to greater performance, greater creativity, and less counterproductive behaviors at work.
Baldry & Halier (2010)	Reducing the emotional autonomy of personnel can divide employees' identity and the identity of the organization. The employees show the identity the management expects to see, hiding their creative identity.
Hallier & Summers (2011)	Human resources management students rarely change their professional goals concerning participation in the human resources profession. Nevertheless, they reach a greater awareness of what "doing HRM" means adapting their idea to professional expectations and learning experiences.
Pritchard & Symon (2011)	The re-orientation of the strategic role of HR has consequences that challenge the results in the literature. In fact, after this re-orientation, HR managers tried to restore their professional identity, underlining their previous role in welfare, perceived as vacant after this change.
Roche & Teague (2012)	HR managers are acquiring new strategic competencies. Therefore, their participation in the definition of firms' strategy has to go beyond the simple reaction to retrenchment measures.
Wieseke et al. (2012)	The results show that the corporate headquarters' physical distance enhances sales representatives' work team identification and diminishes their organizational identification.
Björkman et al. (2013)	People who have been identified as talented have more probability of developing positive attitudes and competencies at work. Therefore, informing talent individuals to have been identified as talent improve their motivation.
Dries (2013)	The authors found discrepancies, theoretical perspectives, tensions, and assumptions in talent management literature.
Horton, McClelland, Griffin (2014)	Organizational identification is connected to the different hierarchical levels fulfilled by employees. Operational, middle-level, and strategic level personnel identify with career and professional groups, careers, and organizations.
Pohler & Willness (2014)	The philosophy of HR strategy has to be clarified. A more strategic role of HR management could result in a decrease in stakeholders' recognition. It could hinder professionalization by reducing external legitimacy.
Wylie, Sturdy, Wright (2014)	(1) Credibility is directly connected to perceived expertise, which is relative and domain-oriented. It can be affected by the occupational background. (2) The expert status is fragile, and the changing nature of management functions influences it. (3) HR has to convince others about the value of its activities that are

	performed in the bottom line. (4) Credibility is fundamental for facing the ambiguity problem in the HR function.
Guan et al. (2015)	Professional identity, career variety, and organizational support are predictors for the strategic competence of HR managers. This relation is mediated by career adaptation.
Pritchard & Fear (2015)	The resignation of experts belonging to T&D groups can compromise the credibility of that group, threatening its identity.
Tsai et al. (2015)	Perceived corporate ability, positive publicity, and CSR are directly related to pursuit intention and indirectly related to word-of-mouth. Career expectations mediate these relationships.
Topa & Perez-Larrazabal (2016)	Negative and inadequate mentoring may increase co-workers' undermining and negatively influence newcomers' learning, reducing their embeddedness. If the level of group identity is high, this effect declines.
Mooney, Harris & Ryan (2016)	(1) A necessary condition for gaining the respect of other peers is the devotion to the job and hospitality passion. (2) Professional identity is directly connected to co-workers and customer esteem. This moderates the negative view of hospitality careers. (3) The perception of control and variety enhance the longevity of careers. (4) The longevity of a career is directly connected to a positive workplace and the well-being of workers. (5) Four career enablers that help career progression: gaining qualifications; undergoing training and development; receiving the backing from influential mentors; demonstrating flexibility. (6) Social competencies facilitate access to developmental opportunities.
Mackay (2017)	Knowledge capabilities are expanded by continuous development, maintaining the coherence of vocational identity.
Steffens et al. (2017)	Employees' perception of leaders' identity entrepreneurship increases work engagement and decrease burnout and turnover intentions.
Hu & Jiang (2018)	Employees' morale identity and personal and familiar needs should be integrated into HR policies to promote employees' voices.
Currie, Spyridonidis & Oborn (2019)	Knowledge sharing of employees depends on their perception of HR policies' effect on their identity and legitimacy.
Héliot et al. (2019)	Professional and religious identity are connected through the following variables: personal preferences, the fit between religious identity and job-related concerns, and the organization's policies, practices, and expectations.
Pettit & Crossan (2019)	(1) There is a symbiotic relationship between the organization, occupational members, and product created. (2) Occupational members both facilitate and disrupt strategic renewal in organizations. (3) Non-managerial actors are fundamental in doing strategies. (4) Affirming is critical during collaborative work.
O'Brien & Linehan (2019)	People that are experimenting with emotional dissonance face conflict emotions because of the competition between selves and values. Their success is not to be themselves, but to identify what self needs to be salient in a certain situation.

Table 5 – Opportunities for further research

Article	Proposals for further researches
Katz (1978)	(1) Longitudinal studies for understanding if an inverse relationship between professional satisfaction and job position exists. (2) Understanding the meaning of “new job”. (3) Understanding individual and occupational differences in job longevity context: role of possible moderators (e.g. higher-order need strength, tolerance for uncertainty, and need for achievement and affiliation).
Honeycutt & Rosen (1997)	(1) Is there a minimum salary limit below which it becomes important? (2) Do men with salient family identities take more time to fulfill their family obligations?
Chan & Drasgow (2001)	(1) Are extroversion and sociability general antecedents for self-efficacy leadership? (2) Do people who are open to experience and more extroverted have more leadership experiences in the past? (3) Verify that general cognitive ability is not an antecedent of motivation to lead with large samples. (4) Study of the empirical relationships between individual-differences constructs and ultimate performance criteria to find theoretical explanations for connections. (5) Call for more empirical papers on motivation to lead.
Farndale & Brewster (2005)	(1) Empirical works about the difference between certified and non-certified HR managers’ effects in their respective workplaces. (2) Meaning of professionalism in HR.
Roberts et al. (2005)	(1) Study of mechanism that enhances or reduces the probability of positive change in Reflected Best-Self Portrait. (2) Examining the quality of the relationship between employees and feedback givers. (3) Study the discrepancy between employees’ own image and others’ reflections. (4) Examining the influence of macro-social context on Reflected Best-Self Portrait.
Chen (2008)	(1) Integrating more variable for studying job satisfaction: job performance, job behavior, job attitude. (2) Organizational factors should be included in a job satisfaction study.
Walsh & Gordon (2008)	Call for more empirical papers on the creation of the individual work identity.
Blader & Tyler (2009)	(1) Alternative research methods to understand causal relations between social identity and employees’ extra-role behaviors. (2) Explore respect as an important element of social identity and (intragroup) relational identity. (3) Study the relations between social identity and other variables (e.g., affective commitment).
Ng & Feldman (2009)	(1) Examination of relations between embeddedness, performance, and turnover. (2) Relations between embeddedness and the dimensions of performance. (3) Investigating overlapping conditions of leaving an organization and leaving an occupation.
Hallier & Summers (2011)	Study the outcomes of vocational identity in other nascent professions [other than human resources].
Pritchard & Symon (2011)	The re-orientation of the strategic role of HR has consequences that challenge the results in the literature. In fact, after this re-orientation, HR managers tried to restore their professional identity, underlining their previous role in welfare, perceived as vacant after this change.

Wieseke et al. (2012)	(1) Examining the cross-industry stability, decreasing organization identification of salespeople who work far from headquarters. (2) Investigate the effect of positive stereotypes in marketing and management.
Björkman et al. (2013)	(1) Longitudinal studies to understand if the awareness of being identified as talented could encourage better alternatives in the labor market. (2) Examine the effect of cultural and institutional factors on the turnover of employees. (3) Comparative and qualitative analysis for the effect of supervisors' communication on talented people's talent status.
Dries (2013)	The authors have collected several further research suggestions in Table 4 of their paper. Call for more empirical papers.
Horton et al. (2014)	(1) Longitudinal analysis to understand if workplace identification changes may be triggered by key changes in an individual's career. (2) Longitudinal analysis to understand if group norms and values can be expected to be socially constructed, while group members develop an understanding of what is expected and appropriate at different hierarchical levels. (3) How the mechanisms through which identification processes are built and evolve?
Pohler & Willness (2014)	Investigate how the HR function's potentially conflictual role, who has to balance organization and personnel interests, is faced by HR managers.
Wylie, Sturdy & Wright (2014)	(1) Comparison between the role of change agents in how HR functions has a different status. (2) Study the role of change agents in a more consolidated HR field (e.g., centers of excellence).
Tsai et al. (2015)	Concerning the candidate's occupation preferences, verify the role of other factors: candidates' cultural preferences, subjective adaptation, network comfort, neuroticism, extroversion, pleasantness, openness, awareness.
Mooney, Harris & Ryan (2016)	(1) Quantitative test of variables influencing career progressions. (2) Qualitative and quantitative research on the effect of age, gender, and ethnicity on career longevity.
Topa & Perez-Larrazabal (2016)	Evaluate the use of more objective measures for strengthening the relationship between negative mentoring and co-worker undermining (also considering international contexts).
Steffens et al., (2017)	(1) Extension of the work to understand other moderators' position of the leader's identity entrepreneurship. (2) Clarify if there is a dark side of identity entrepreneurship: less beneficial effects on employee health. (3) How does the composition of multiple workgroups relate to burnout, employee engagement, and turnover?
Mackay (2017)	(1) How do other professions look at continuous development? (2) Specific claims of the profession in aspiring to professional status. (3) How do established professions theorize professional learning? (4) Does compulsory CPD limit understanding of professional development?
Hu & Jiang (2018)	(1) Examine differential effects of employee-oriented HR management on the promoting and prohibitive speech behavior. (2) Ask colleagues and supervisors of respondents to evaluate vocal behaviors: use multiple

	raters to have multiple voices. (3) Definition and use of a complete scale of variables to acquire an exhaustive picture of trust and voice.
Currie et al. (2019)	Increase contexts for evaluating the interaction of HR practices and organizations.
Guan et al. (2015)	(1) Examine the specific roles of these dimensions [vocational identity, organizational support, career variety] in developing HR managers' strategic skills. (2) HR experience variables to explain the effect of vocational identity. (3) Experimental and longitudinal designs to understand mutual effects of vocational identity, career variety and organizational support, career adaptability, and strategic skills.
O'Brien & Linehan (2019)	(1) Examination about building multiple selves and the practices that help or hind this process. (2) Analysis of the influence of specific identity domains on dissonance.
Pettit & Crossan (2019)	(1) Examine the distinction between tensions and alert on organizational risks. (2) Analyzing the long-term consequences of strategic renewal for organizations and occupations. (3) Analyzing the role of timing and models of occupational identity for future strategic initiatives.
Hèliot et al. (2020)	(1) Examine the effects of diversity policies on individuals, groups and organizations with different religious identities. (2) Examine the effects of faults in activating religious identity compared to other forms of identity in the workplace. (3) Examine the forms of workplace climate and related HR policies and practices to activate or minimize fault lines derived from religious identity.

4.3 – Analysis of emerging results from extracted articles

In this paragraph, the results emerging from the content analysis of the selected articles are considered. In particular, the paragraph is focused on the research questions RQ1 and RQ2. The study examines the various thematic areas that emerged during the in-depth inspection of the articles' content extracted from the existing literature, highlighting the various authors' considerations, conflicts, and crises.

4.3.1 – Motivation, satisfaction, and well-being of employees

Employees' satisfaction is firmly linked to their experiences in organizations, their professional and private well-being, and the harmony between their internal and external values, which enhance the expression of the authentic self (Hèliot et al., 2020). Their well-being is strongly connected to their organizational identification and leaders' actions. It can limit the onset of complex pathologies as stress, anxiety, and depression (Horton et al., 2014; Steffens et al., 2017) that have physical and psychological consequences.

One of the antecedents of satisfaction is motivation, which is positively related to firms' versatility (Katz, 1978), ability to valorize talents (Björkman et al., 2013), employees' perceived degree of professional and emotional autonomy (Baldry & Hallier, 2010; Chen, 2008), and opportunities to influence their organizations (Katz, 1978). The more these variables are

developed, the more passion beyond commitment will be developed by employees (Dries, 2013), who will achieve professional identification fundamental for productivity and personal growth (Guan et al. 2015). Obviously, job longevity relies on developing such requisites (Katz, 1978; Mooney et al., 2016).

Ensuring the motivation is complex because of the needs connected to organizational identity change according to employees' hierarchical positions (Katz, 1978). Moreover, firms' normative nature impedes the complete support of every employee's specific needs (Dries, 2013).

4.3.2 – The “crisis” of HR management

In the examined literature, there are several pieces of evidence about the status of “crisis” that HR has been experimenting in the last two decades. In particular, the literature asks if HR function has the necessary competencies to achieve a professional legitimation (Farndale & Brewster, 2005; Guan et al., 2015), that is widely desired by HR managers (Mackay, 2017) despite some resistance of other firms' departments, e.g., accountancy and finance (Wright, 2008). HR is sometimes defined as a semi-profession (Mackay, 2017; Wright, 2008), and the strategic renewal of the profession is seen as rather improbable (Caldwell, 2003; Pohler & Willness, 2014; Pritchard & Symon, 2011). Although the professional associations are growing in their number, formal rules for legitimizing the HR profession still do not exist.

A dual perspective characterizes the HR function. On the one hand, there is the idea of HR as an administrative partner devoted to adaptive interventions following organizational and labor market crises (Guan et al., 2015). On the other hand, the HR function is seen as a possible future strategic partner, despite positions that underline this function's weakening due to this new interpretation (Roche & Teague, 2012).

The HR function is experimenting with a contradictory position. In fact, it has to support the employees' needs and, at the same time, coordinate the management processes (Mackay, 2017). For this reason, the legitimation of the HR profession is critical for improving its credibility (Wylie et al., 2014) and to configure HR function as real strategic support for the firms (Guan et al., 2015). To achieve this strategic renewal, the involvement of non-managerial personnel is fundamental (Pettit & Crossan, 2019), as well as the experience of human resources (Al-Raggad, 2014). Therefore, the HR professional legitimation will be achieved throughout the HR function's involvement at the strategic decision table. For this reason, HR managers have to adequate and develop their strategic knowledge.

4.3.3 – Identity in workplace

People build their identity also through their workgroups. The achievement of identity, i.e., self-awareness in their environments (Hèliot et al., 2020), is performed through the participation in inclusive but distinctive groups (Darr & Scarselletta, 2002; Horton et al., 2014) that allow to employees the perception of their identity as unique, special and ameliorative of their status (Hallier & Summers, 2011; Walsh & Gordon, 2008). In these groups, identity is modeled by the sense of belonging (Steffens et al., 2017), dynamically and evolutionarily (Mackay, 2017), to achieve the fundamental objective of organizational identification (Horton et al., 2014).

The foundations of this awareness's development are social identity, which is firmly connected to the motivational power of workgroups (Blader & Tyler, 2009) and to professional identity that, unfortunately, is a precarious identity domain due to its strong dependency on the context (Alvesson, 2001). The maturity of employees' professional and organizational identity is linked to their ability to emerge their different identity domains according to the specific situation (O'Brien & Linehan, 2019).

All this let emerge the fundamental role of the HR function, which has to ensure to employees the possibility to show their best-self (Roberts et al., 2005), to allow them to find congruence between their identity and the identity of their organizations (Walsh & Gordon, 2008), achieving the job embeddedness (Ng & Feldman, 2009). The HR function has to consider that organizational identity is connected to employees' hierarchical positions: the more the personnel is involved in strategic roles, the more their organizational identification (Horton et al., 2014). Given that such a condition is critical for the stability and the improvement of firms' performances, HR management could have a fundamental strategic role.

Organizational identification is difficult to establish and easy to weaken (Dries, 2013). It finds its antecedents in mentors (Topa & Perez-Larrazabal, 2016), colleagues, customers (Mooney et al., 2016), and socio-familiar contexts. It is weakened by factors as, for example, the resignation of important group members (Pritchard & Fear, 2015) or by the simple distance from the firm's headquarters (Wieseke et al., 2012). Moreover, globalization promotes the self-entrepreneurship and distances individuals from organizational identification. Therefore, the career policies, together with the consideration of employees' socio-familiar problems, have a critical role. Furthermore, profound values can moderate or mediate the formation of this identity. The congruence of employees' morale and religious values with their organizational duties influence the individuals' reactions to firms' policies (Currie et al., 2019; Hèliot et al., 2020; Hu & Jiang, 2018).

The labor market is complex, unstable and unable to guarantee long-terms contracts to employees. HR policies have to modify their nature to

attract talents and increasing the probability of their organizational identification. Such strategies ensure employees' motivation, well-being, productivity and performance. Without these foundations, firms will be always more perceived by employees as means to be used for the satisfaction of their extra-professional needs.

4.3.4 – Career adaptation

Changes in the labor market due to globalization modify the nature of HR function that has to adequate to new needs of integrating its traditional competencies with strategic skills. The exploiting of previous professional experiences could represent the key to achieving this objective (Guan et al., 2015) and facilitating the adaptation. HR experiments three different pressures: from employees, organizations (Honeycutt & Rosen, 1997), and general market conditions. For this reason, the adaptation of this function depends on professional and organizational identity.

The HR department should operate to achieve the adaptation of employees to their career and the adaptation of organization to employees' careers. The equilibrium between these two tensions is critical for the development of professional and organizational identity.

The adaptation of organizations to employees' careers is achieved by awareness of their priorities and personal conditions. Firms can plan separated career paths to embrace employees' personal needs (Honeycutt & Rosen, 1997). At the same time, employees should consider taking paths of continuous learning, showing flexibility, and following important mentors (Mooney et al., 2016). Considering these factors can avoid a high level of dropout.

Therefore, career adaptation should not be imposed but achieved throughout the smoothing of the existing distance between employees' and organizations' identity. Knowledge sharing and transfer (Currie et al., 2019; Ikyanyon & Ode, 2017; Pierotti et al., 2014), performance management systems (Mahapa, Dzimbiri, & Maphosa, 2015), the opportunity for employees to perceive the uniqueness of their identity in organizations (Guan et al., 2015), as well as the perception of working in an organization which considers their personal needs (Honeycutt & Rosen, 1997; Walsh & Gordon, 2008), are all antecedents to achieve this process.

Conclusion

The analysis performed allows answering the research questions through the following considerations.

Concerning the RQ1, the literature analysis let emerge that employees' motivation, satisfaction, and well-being are firmly connected with the organizational and professional identification (Horton et al., 2014; Steffens et

al., 2017). The productivity and the personal growth of individuals are strongly linked to professional identity (Guan et al. 2015), which is enhanced by identifying individuals with their organizations. Therefore, the coherence between individuals and their organizations' perceptions is a fundamental antecedent for workers' and firms' performances (Walsh & Gordon, 2008). Employees have many different ways to identify with their organization, depending on their values and identity development. Such a condition is delicate and characterized by a precarious equilibrium (Dries, 2013). In fact, it strongly depends on the external conditions and context, being subjected to the influence of elements that could be internal or external to the job place. Mentors (Topa & Perez-Larrazabal, 2016), co-workers, customers (Mooney et al., 2016), family, and social environment produce effects on this equilibrium. For these reasons, firms have to seriously consider employees' vocational identity, integrating their development in their strategies and career paths.

Concerning the RQ2, the emerged results during this study's analysis show a "crisis" of HR identity (Mackay, 2017; Wright, 2008), negatively affecting employees' professional identity development. In particular, with the rapid evolution of information theory, the position of the HR department, often perceived as simple offices devoted to administrative tasks connected to labor, in many cases seems not to find a justification for its existence in the future (Mackay, 2017; Wright, 2008). Therefore, the HR function is experimenting with a "crisis" status that risks involving its identity and workers' professional identity.

In this sense, the flexibility of HR policies, leadership abilities, talent management, and appreciation of qualitative differences between employees' groups should constitute the fundamental principle of motivation and work attraction.

In conclusion, the literature highlights that career adaptation and organizational identification are increasingly dependent on firms' strategy and career-related policies that should always involve more HR functions. Therefore, the critical issues that involve the HR department's role could be overcome by a renovated role that it can assume considering the emerging needs, previously explained, concerning the valorization of qualitative differences between employees' groups.

What emerged from the answers to RQ1 and RQ2 finds its natural outcome in the analysis conducted for responding to RQ3. In particular, a synthesis is provided by the SLR analysis performed to identify the intersection of the identity concept and HR function in the organizations. This study highlighted the importance of this theme and the existence of a profound connection between the concepts of professional identity and HR function, seen as mutually influential elements in a potentially virtuous circle.

These reflections encourage further development of research towards in-depth examinations on connections between these two themes. In particular, analyzing the development of professional identity through a renovated strategic role of the HR function, not restricted to a mere bureaucratic and administrative partner but extended to a promoter and supporter of employees' vocational identity development, appears attractive.

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Education 4.0 and Teachers: Challenges, Risks and Benefits

Abstract

The aim of the present study is to investigate and capture teachers' attitudes towards the principles, benefits and risks of Education 4.0, as it is shaped in the context of the 4th Industrial Revolution. The methodology followed is the quantitative one and specifically an improvised questionnaire was structured. It was answered by a sample of 233 primary education teachers of the Region of Western Greece. Data was analyzed using the statistical software SPSS 26.0 for Windows. The results of the research show that teachers believe that students will have more opportunities to learn at different times and in different locations with tools tailored to their individual abilities and will choose the devices, programs and methods by which they will learn. In addition, the use of technology in education will improve learning outcomes, will help save material resources and improve teachers' communication with parents, students and education staff. However, participating teachers believe that the use of technology entails a greater workload for them, leads to the creation of unknown and demanding professions, leads to sharper inequalities and widens the social gap. In addition, there is a very high risk of job losses and is related to the feeling of insecurity and danger. At the same time, it raises moral issues, threatens individuality and the private sphere of life, homogenizes the views of people and polarizes societies. Finally, additional studies, employment, overall service and training in new technologies have a statistically significant effect on teachers' perceptions.

Keywords: 4th Industrial revolution, Education 4.0, teachers, risks, benefits

Introduction

Over the last years there have been dramatic changes in many areas of human life, as we are at the beginning of a new technological revolution, the fourth, which undoubtedly brings about rapid changes in the way people live, work, communicate and interact. Jack Ma (2016) argues that technological advances and industrial revolutions are related to both positive and negative elements. Both the first and the second Industrial Revolutions were followed by the two World Wars. In addition, the OECD (2018) states that “scientific knowledge creates opportunities and solutions, while fueling the disturbed waves of change in every field. Unprecedented innovation in science and technology ... raises fundamental questions about what is human” (Karanikola & Panagiotopoulos, 2018, p.4).

These changes are inevitably rapid and often uncontrollable. We cannot be sure of their proper management, but we can, based on existing theoretical and research data, guess the actions we can take. According to the OECD (2018, pp. 3-4), education can make a difference if people embrace the challenges they face or if they overcome them. This will be achieved when it is not simply aimed at preparing young people for the world of work, but when equipping them with the skills they need to become active, responsible and committed citizens. The role of teachers, therefore, is crucial.

Education and the 4th Industrial Revolution

With the advent of the 4th Industrial Revolution, the role of education is changing and it is called to respond to the emerging needs. This brings us to the development of Education 4.0, a term used by theorists to describe the various ways in which technology is integrated into the educational space. According to Fisk (2017) and Asiz (2018), there are nine key dimensions contained in Education 4.0. Initially, learning, due to the available e-learning tools, can take place at any time and place. In addition, it acquires a personalized character by allowing students to choose for themselves the way in which they wish to learn. Also, students are more involved in the definition of the curriculum, in the design and implementation of work plans, while at the same time experiencing situations of practical and experiential learning, guidance and collaboration. In such a context, theory becomes practice, students become independent, think logically and lead to conclusions. Finally, the assessment does not follow the traditional models and is subject to significant variations depending on the context and the student.

What is the role of the teacher in the new work environment, that of Education 4.0 ? At a first level, teachers are the ones who will be called upon to manage the changes brought about by the 4th Industrial Revolution both personally and professionally. The term "Teacher 4.0" comes to meet the current requirements that the teacher has to manage in order to adopt new

teaching methods and manage a virtual audience or a traditional classroom that may use smart augmented reality devices (Razak, Alakrash & Sahboun, 2018).

Teachers no longer teach individually, but in collaboration with other teachers, the education staff, Parents and Guardians Associations, local authorities and agencies (Doucet, et al., 2018). Teachers themselves are lifelong learners and actively participate in their own education and training. They seek their professional growth and development in order to improve both students' learning and their own performance (Xing & Marwala, 2017). Important indicators and basic prerequisites of teachers' readiness to manage change are the appropriate knowledge and skills but also the exploration of their perceptions, attitudes and beliefs about the new context, as dictated by rapid technological developments (Terrell & Lindsey, 2009).

Basic personality traits (dispositions) that are extensively mentioned in the literature play an important role in handling changes are openness, empathy, flexibility and curiosity. In addition, educators need to have the experience, the ability to adapt to new technologies and global challenges. Old literacy based on reading, writing and mathematics must be strengthened by preparing new literacy, i.e. knowledge of data, utilization of technology and management of human resources (Aoun, 2018; Sudlow, 2018).

Additionally, Dinar Wahyuni (2018) refers to the ability to manage globalization, the ability of future strategies and counseling, but also the ability of teachers to be able to make a comprehensive assessment, present modules, according to the passion of students, and make innovative and authentic lessons (Xing, 2015).

Finally, they need to be tech-savvy, realize that inevitable change is not always a threat but possibly something progressive and positive. Creativity, one of the top skills of the 21st century citizen, is a structure, an approach, a method for solving problems (Wahyuni, 2018).

Methodology of Research

This study seeks to investigate and capture the attitudes of teachers towards the principles, benefits and risks of Education 4.0, as it is shaped in the context of the 4th Industrial Revolution. The review of the relevant literature indicates the lack of relevant research at national level. The quantitative methodology was followed and a questionnaire was completed by a total of 233 teachers of Primary Education of the Region of Western Greece. It was distributed via email in google forms.

The review of the literature and related research formed the basis for the construction of the questionnaire. It consists of two parts. The first part concerns the demographics of the participants, and includes seven (7) closed-ended questions concerning gender, age, additional studies, employment /

relationship, years of service and level of Information and Communications Technology (ICT) training.

The second part deals with teachers' attitudes towards the principles, benefits and risks of Education 4.0 and includes a total of thirty-one five-point likert proposals. Eight of these questions examine the extent to which they agree or disagree on the basic principles of education in line with the needs of the 4th Industrial Revolution (technology and learning) and the twenty-three examine the extent to which they agree or disagree on the utilization of technology in education.

This questionnaire includes closed-ended questions, which are usually easily answered as they are predefined. They offer reliable and easily comparable answers, without the need for a time-consuming coding process. They also offer the opportunity to obtain information on topics that could hardly be obtained by another method (Grinnell & Unrau, 2005).

Data analysis and research reliability

Data was analyzed using statistical software SPSS 26.0 for Windows. This was followed by the Kolmogorov-Smirnov normal distribution test ($233 > 50$), the results of which showed an abnormal distribution of variables. Finally, a non-parametric Kruskal-Wallis H correlation test was performed in order to investigate the correlations with demographic data. Internal consistency and validity test (Cronbach's alpha) was performed (Table 1). The price showed satisfactory results (Cronbach's alpha: > 0.70 and specifically 0.898 in total for both dimensions).

Table 1. Cronbach's Alpha

	Dimensions	Number of statements	Cronbach's Alpha
Technology and attitudes	Technology and learning	8	0,931
	Utilization of technology	23	0,859
	TOTAL	31	0,891

Regarding the demographics of the sample in terms of gender, 66.1% are women and 33.9% are men. Regarding age, 30.9% are 41-50 years old, 27.5% are 51-55 years old, 18.9% are 31-40 years old, 14.6% are 56 and older and 8.2% are 22-30 years old. In terms of additional studies, 34.3% have a master's degree, 4.3% have a doctorate, 8.2% have a second university degree, 14.2% have a bachelor's degree, 8.6% have postgraduate education / teaching while 30.5% state that they have done something else. Regarding the employment relationship, the majority (74.2%) are permanent, 16.3% are temporary and 9.5% have a position of responsibility (Principals). Regarding the years of service, 33% are 26 years and older, 23.6% are 16-20 years old, 17.2% are 11-15 years old, 10% are 21-25 years old, 8.2 % have 6-10 years

and 7.7% have 0-5 years of service. Regarding the level of studies in Information and Communication Technologies (ICT), 41.6% have the basic level accreditation (1st grade), 48.1% have the advanced level accreditation (2nd grade), 8.6% state something else, while 1, 7% have no ICT accreditation at all .

Regarding technology and learning, the average value of the respondents' answers ranges from 3.3 (enough) to 3.6 (very much) with a total average value of 3.5 (very much). The teachers of the sample believe that with the use of technology students (3.5-3.6) will have many more opportunities to learn at different times and in different locations as well as will learn with tools tailored to their individual abilities.

Learning will be based a lot (3.5) on work plans / projects and field experiences, i.e. activities outside the classroom which will be relevant and complement the content of a lesson. The way students are assessed will change very radically (3.6) and the guidance provided by the teacher will become much (3.6) more and more important. Also, students will choose several (3.4) of the devices themselves (e.g. tablets, laptops, smartphones, e-book readers), the programs and the methods with which they will learn. Finally, students will participate more (3.3) more and more in shaping their curriculum.

Table 2. Distribution of answers for technology and learning

	Not at all	Quite	Enough	Much	Very much	Mean	S.D.
	Percentage %						
1. Students will have more opportunities to learn at different times and in different locations.	4,7	9,4	28,3	35,2	22,3	3,6	0,071
2. Students will learn with tools tailored to their individual abilities.	6,9	11,6	28,8	33,9	18,9	3,5	0,074
3. Students will choose the devices (e.g. tablet, laptop, smartphone, e-book reader), the programs and the methods with which they will learn.	8,2	14,6	28,3	30,9	18	3,4	0,077
4. Learning will be based on project plans.	6	13,3	26,2	38,6	15,9	3,5	0,072
5. Learning will also be based on field experiences, i.e. activities outside the classroom which will be relevant and complement the content of a lesson.	9,9	9	25,3	33,5	22,3	3,5	0,08
6 The way students are assessed will change radically.	6	10,7	19,7	41,2	22,3	3,6	0,074

7. Students will be more and more involved in shaping their curriculum.	9,9	15	29,6	31,3	14,2	3,3	0,077
8. The guidance provided by the teacher will become more and more important.	3,9	16,3	17,6	41,6	20,6	3,6	0,072
TOTAL						3,5	0,061
Cronbach's Alpha	0,931						

Regarding the utilization and use of technology in education, the average value of the answers of the participating teachers ranges from 3.0 (enough) to 4.1 (very much) with a total value of 3.7 (very much). Utilizing technology in education a lot (3.5-4.0) will benefit students, teachers and principals, will be associated with increasing the efficiency of the school unit and with better learning outcomes as well as will make the lesson more interesting and attractive for students while at the same time it will contribute a lot (3.6) to the saving of material resources. Also, the use of technology will contribute significantly (3.0-3.4) to the improvement of teachers' communication with students, parents and educators.

The utilization of technology in education implies a much (3.8) greater workload for teachers, it will bring a lot (3.9) of greater aggravation of inequalities. In addition, the use of technology is very much (3.7) associated with job losses, raises many (3.8) ethical issues, leads a lot (4.0) to the creation of different and demanding professions. It can greatly widen (3.9) the social divide, allow too much (4.0) to spread false news and greatly threaten (3.8) individuality and the private sphere of life. Then, the use of technology is quite (3.4) associated with the feeling of insecurity and danger, gives enough (3.4) voice in cyberbullying and hate speech, makes the world quite (3.3) more complicated, unstable and uncertain. Finally, technology quite homogenizes (3.4) the views of people and polarizes societies.

Table 3. Distribution of answers for the utilization of technology

	Not at all	Quite	Enough	Much	Very much	Mean	S.D.
	Percentage %						
1. Utilizing technology in education benefits students.	0,9	7,3	20,6	44,6	26,6	3,9	0,06
2. Utilizing technology in education benefits teachers.	1,3	11,6	10,7	48,5	27,9	3,9	0,064
3. Utilizing technology in education benefits principals.	2,1	6,9	14,2	46,4	30,5	4,0	0,063
4. The use of technology in education is associated with increasing the efficiency of the school unit.	3,9	10,3	23,6	40,3	21,9	3,7	0,069

5. Utilization of technology in education is associated with better learning outcomes.	6,0	9,4	27,9	40,3	16,3	3,5	0,07
6. Utilizing technology in education helps to save material resources.	4,3	12,9	26,2	35,6	21,0	3,6	0,071
7. Utilizing technology in education helps to improve teachers' communication with parents.	6,4	16,7	23,6	33,5	19,7	3,4	0,077
8. The use of technology in education helps to improve the communication of teachers with students.	14,6	22,3	27,9	23,2	12,0	3,0	0,081
9. Utilizing technology in education helps to improve teachers' communication with education executives.	6,9	18,9	22,3	35,6	16,3	3,4	0,076
10. The use of technology in education makes the lesson more interesting and attractive to students.	3,0	7,7	18,9	35,6	34,8	3,9	0,069
11. The use of technology in education implies a greater workload for teachers.	4,7	6,4	20,2	37,3	31,3	3,8	0,071
12. The use of technology in education exacerbates inequalities.	5,2	9,4	15,5	29,2	40,8	3,9	0,078
13. The use of technology in education is associated with job losses.	7,3	11,2	18,5	27,5	35,6	3,7	0,082
14. The use of technology raises ethical issues.	7,7	6,0	21	30,9	34,3	3,8	0,079
15. The use of technology is associated with feelings of insecurity and danger.	11,6	12,9	23,6	33	18,9	3,4	0,082
16. The use of technology leads to the creation of different professions.	2,1	5,2	13,7	44,2	34,8	4,0	0,062
17. The use of technology leads to the creation of demanding professions.	1,7	4,3	15,9	39,5	38,6	4,1	0,061
18. Technology can widen the social divide.	4,3	8,2	17,2	36,5	33,9	3,9	0,072
19. Technology gives voice to cyberbullying and hate speech.	6,4	13,7	30,9	32,2	16,7	3,4	0,073
20. Technology allows the spread of fake news.	3,0	5,6	16,3	37,8	37,3	4,0	0,067

21. Technology makes the world more complex, unstable and uncertain.	8,2	16,7	26,2	32,2	16,7	3,3	0,077
22. The use of technology threatens individuality and the private sphere of life.	3,4	11,6	18,9	33,5	32,6	3,8	0,073
23. Technology homogenizes people's views and polarizes societies.	5,6	16,7	30,0	30,0	17,6	3,4	0,074
TOTAL						3,7	0,036
Cronbach's Alpha	0,859						

Correlations with demographics

In order to check the gender correlation of the participants with their answers about Technology and attitudes (Technology and learning, Technology utilization) a non-parametric Kruskal-Wallis H correlation test was performed, with a statistical significance level $\alpha = 0.05$ (5%), meaning that there are no statistically significant differences.

Regarding age correlation, there are statistically significant differences with the utilization of technology ($\chi^2(4) = 10,539$, $p = 0.032 < 0.05$). The Mann-Whitney U meta-test (Table 4) for age comparison shows that statistically significant differences are found between the categories: a) "22-30" and "31-40" ($U(19, 44) = 255,500$, $p = 0.015 < 0.05$), b) "22-30" and "41-50" ($U(19, 72) = 454,000$, $p = 0.024 < 0.05$) and c) "22-30" and "51-55" ($U(19, 72) = 343,000$, $p = 0.004 < 0.05$). Those who belong to the age group "20-30" years use to a greater extent (mean rank = 40.55) technologies than those who are aged "31-40" years (mean rank = 28.31), to a greater degree (mean rank = 58.11) in relation to those aged "41-50" (mean rank = 42.81) and to a greater extent (mean rank = 55.95) compared to those aged "51-55" (mean rank = 37.86). The highest degree (mean rank = 58.11) of technology utilization is found at the age of "22-30" years and the lowest degree (mean rank = 28.31) at the age of "31-40" years.

Table 5. Correlations with age

	Age	N	Mean rank	Mann-Whitney U	p-value
Utilization of technology	22-30	19	40,55	255,500	0,015
	31-40	44	28,31		
	22-30	19	58,11	454,000	0,024
	41-50	72	42,81		
	22-30	19	55,95	343,000	0,004
	51-55	64	37,86		

Checking the correlation of additional studies shows that there are statistically significant differences with Technology and learning ($\chi^2(4) =$

19,871, $p = 0,001 < 0.05$). The Mann-Whitney U post-test shows that those with a second undergraduate degree agree less (mean rank = 29.95) on the positive relationship between technology and learning than those with a Postgraduate Diploma (mean rank = 54.76) and less (mean rank = 14.05) in relation to those who do Postgraduate Education (mean rank = 25.65). The highest grade (mean rank = 54.76) for Technology and learning is located in those who have a Master's degree and the lowest grade (mean rank = 14.05) in those who have a second undergraduate degree from a university / technical institute.

The control of the correlation of the employment relationship of the teachers of the sample, shows that there are statistically significant differences with the Utilization of technology ($\chi^2 (2) = 6,241, p = 0.044 < 0.05$). The Mann-Whitney U meta-test (Table 6) shows that Principals are more (mean rank = 123.64) positive in the use of technology in education compared to those who are deputy teachers (mean rank = 94.74). The highest degree in Familiarity with software and social media is observed in those who are deputy teachers (mean rank = 128.87) and the lowest degree (mean rank = 94.74) in those who are permanent in Technology Utilization.

Table 6. Employment correlations

	Employment relationship	N	Mean rank	Mann-Whitney U	p-value
Utilization of technology	Permanent	173	94,74	1339,000	0,024
	Principal	22	123,64		

The control of the correlation of the years of total service of the teachers of the sample, also shows that there are statistically significant differences with the Utilization of technology ($\chi^2 (4) = 11,737, p = 0.039 < 0.05$). The Mann-Whitney U meta-test (Table 7) shows that those with "0-5" years of total service are (mean rank = 24.92) more positive in technology utilization in education than with those who have "6-10" years of total service (mean rank = 13.39), more (mean rank = 38.53) than those who have "11-15" years (mean rank = 25.44), more (mean rank = 46.08) compared to those who have "16-20" years (mean rank = 34.03) and more (mean rank = 61.25) compared to those who have "26 and over" years of total service (mean rank = 44.90). The highest degree in the Utilization of technology is located at the age of "0-5" years (mean rank = 61.25) and the lowest degree (mean rank = 13.39) at the age of "6-10" years of total service.

Table 7. Correlations with years of total service

		Years of service	N	Mean rank	Mann-Whitney U	p-value
Utilization of technology		0-5	18	24,92	64,500	0,001
		6-10	19	13,39		
		0-5	18	38,53	197,500	0,006
		11-15	40	25,44		
		0-5	18	46,08	331,500	0,036
		16-20	55	34,03		
		0-5	18	61,25	454,500	0,023
		26 and over	77	44,90		

Finally, the control of the correlation of Training in the technologies of the sample teachers demonstrates that there are no statistically significant differences between groups having different years of total service with Technology and attitudes (Technology and learning, Technology utilization).

Discussion

The fourth industrial revolution can affect society and the economy in various ways (World Economic Forum, 2018). Research participants believe that to a great extent students will have more opportunities to learn at different times and in different locations with tools tailored to their individual abilities. Also, they will choose their learning devices and programs and they will be more and more involved in shaping the program. The guidance provided by the teacher will acquire to a great extent more and more weight. These findings are consistent with the views of Bayne (2015) and Ng'ambi et al. (2016), according to which new forms of emerging technology facilitate learning based on students' skills and increase the variety and speed of learning provided. Also, Beetham and Sharpe (2013) believe that digital technology facilitates and increases interactions between teachers and students and transforms teaching and the learning process. Finally, according to the European Commission research (2019), teachers agree with the fact that the use of ICT in teaching and learning has a positive effect on the performance, motivation and development of students' transversal skills (critical thinking, analysis, problem solving, social skills).

Regarding the utilization of technology in education, the participants believe that it will greatly benefit students, teachers, principals and it will increase the efficiency of the school unit. The use of technology will make the lesson very interesting and attractive to students. It will also contribute greatly to the saving of material resources and to a large extent will contribute to the improvement of teachers' communication with parents, students and education staff.

Regarding the risks and dangers posed by the new reality, the research revealed the following: Initially, according to the perceptions of the teachers of the sample regarding the utilization and use of technology in education and the learning process, their attitude is very positive. This finding is consistent with the findings of Ertmer et al. (2012), Al-Zaidiyeen, Mei and Fook (2010) and the European Commission (2019), where teachers are open and have a positive attitude towards the use of technology in learning and teaching.

However, the participating teachers believe that the use of technology implies a much greater workload for teachers. The use of technology leads to a great extent to the creation of different and demanding professions. It exacerbates inequalities and widens the social gap. There is a very high risk of job losses. At the same time, it raises a lot of ethical issues. It gives enough voice to cyberbullying and hate speech, making the world more complicated, unstable and uncertain. In addition, the use of technology threatens to a great extent the individuality and the private sphere of life and homogenizes to a large extent the views of people and greatly polarizes societies.

These findings are consistent with the views of Waidner and Kasper (2016), according to whom the increased use of data analysis is likely to bring about new challenges in matters of security, privacy and personal data protection as a major source of concern. As Manda and Backhouse (2016) characteristically report, the "smart" age of technology highlights issues of trust in privacy and security. Similar findings have been highlighted by the research of Solomonidou (2002), Tsoutsas and Kedraka (2013), which highlight the insecurity of teachers regarding the use of technology in teaching due to lack of necessary equipment, time-consuming finding or production of educational material, lack of technical support and lack of support from their colleagues. Finally, Legontis (2010) research on science teachers showed that the integration of technology in teaching takes more time.

Finally, regarding the correlations of demographic characteristics (gender, age, additional studies, employment relationship, total service, and ICT training) of the sample teachers, statistically significant differences are demonstrated for the utilization of technology in education. Those who are younger (22-30 years old) are more positive in the use of technology in education than those who are older (31-40, 41-50, 51-55). However, a study by Summak, Bağlıbel and Samancıoğlu (2010) that assessed the technological readiness of primary school teachers in Turkey showed that there is no significant difference between technological readiness and the age of teachers. Those who have additional studies (postgraduate diploma, postgraduate education) are more positive about the usefulness of technology in learning than those who have a second degree. Also, the permanent staff is to a lesser extent positive in the utilization of technology in learning compared to the Principals. Statistically significant differences are recorded regarding the

years of total service of the respondents. Those who have fewer (0-5) years of total service are more positive in utilizing technology in education compared to those who have more years of total service (6-10, 11-15, 16-20 and 26 and over).

Conclusion

The present study highlighted important dimensions of the 4th Industrial Revolution, which drastically affect the way people live, work, govern and interact. The context of the 4th Industrial Revolution undoubtedly affects the field of education, where emerging digital technologies are coming to transform education and the current role of the teacher. Future education systems will be judged by whether and how well they prepare students to function in the world of the 21st century, a world that will require a rich digital profile with skills in artificial intelligence, robotics, the Internet of Things, augmented reality, virtual reality, 3D printing, smart factories, etc. (Bezuidenhout, 2018).

The new role of the teacher in the classroom of the 21st century, in the context of "Education 4.0" requires changes in their knowledge, skills and attitudes. The teacher must know how to act as a class mediator, how to create a positive, supportive and safe learning environment for all students, how to set long-term and short-term goals, how to encourage students' curiosity, how to communicate effectively, how to use technology (Xing, 2015), how to prepare specialized and trained professionals to work in a global and digital environment.

In terms of management, Education 4.0 contributes to better school organization, reduced management costs and the implementation of more efficient business models (Lase, 2019; Working Document E2030: Education and Skills for the 21st Century January, 2017).

The research data of the present study demonstrate the positive attitude of most of the participants towards technology and the benefits of Education 4.0 for all those involved in education the answers of the participating teachers (the average value ranges from 3.0 (enough) to 4.1 (very much) with a total value of 3.7 (very much): better communication, improved learning, flexible, comprehensive and open curricula, personalized teaching, learning without space and time, utilization of many platforms, various online learning tools harmonized at the individual pace of each, opportunities for distance learning.

In such a context, teachers play a key role. Their initial education, however, needs to be strengthened and redefined through the process of lifelong learning. Of course, digital skills alone are not enough. They must coexist with superior and more complex skills, the construction of which can contribute to the development and enhancement of self-confidence and personal performance (Zinnbauer, 2007).

In conclusion, the present research through its findings, as reflected in the perceptions of the teachers of the sample, hopes to contribute with any of its limitations to a further understanding of the educational reality and to highlight the possibilities and necessity of school operation in the new digital environment.

In addition, and given that no other similar research has been conducted based on this questionnaire and in this area it should be a cause for fruitful dialogue, reflection and further research. At the same time, to act as a stimulus for the orientation of the transformation of the school but also the initiatives that the official state should take for the creation of conditions for successful implementation.

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Propuesta Ágil para Gestionar Proyectos Educativos Informáticos en Educación Superior

Resumen

El artículo describe la gestión ágil de proyectos educativos informáticos en contextos de educación superior en la Argentina. En particular, esta experiencia se sitúa en relación con el proceso de enseñanza y aprendizaje significativo debido a la importancia del desarrollo del software en todas sus dimensiones y aplicaciones. En el método se describen los elementos adaptados de SCRUM, metodología de trabajo ágil iterativa e incremental para la gestión de proyectos, y cómo se incorpora un sistema de matrices de tres categorías. El resultado de esta innovadora integración se plasma en una propuesta ágil que integra prácticas y artefactos de SCRUM con un sistema de matrices categoriales orientadas a presentar: los objetivos correlacionados, la relación de actores e instrumentos de recolección de datos y una matriz que refleja: la Apropiación de aprendizajes para el uso de una metodología ágil, el Reconocimiento de los roles de los integrantes del equipo, la Comunicación eficaz para la interacción de los miembros del equipo. La propuesta se valida considerando la presentación y exposición de los trabajos integradores en una asignatura de la carrera Licenciatura en Sistemas de Información. Finalmente, es menester abordar el proceso de enseñanza-aprendizaje significativo situado en contexto ágiles atendiendo a la complejidad y emergentes continuos en la actual sociedad del conocimiento.

Palabras clave: Educación Superior, agilidad, gestión de proyectos, metodologías ágiles, SCRUM

Agile Proposal to Manage IT Educational Projects in Higher Education

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Abstract

The article describes an agile managing for educational IT projects in higher education. Argentina is the reference context. In particular, the experience is placed in relation to the process of teaching and learning meaning, considering the software development in all its dimensions and applications. The method describes the elements adapted from SCRUM, iterative and incremental agile working methodology for project management, and how a three-category matrix system is incorporated. The result of this innovative integration is embodied in an agile proposal that integrates SCRUM practices and artifacts with a system of categorical matrices oriented to present: the correlated objectives, the relationship of actors and data collection instruments and the last one containing the following items: the appropriation of learning for the use of an agile methodology, the recognition of the roles of the team members, the effective communication for the interaction of the team members. The proposal is validated considering the presentation and exposition of the integrative works in a subject of the Information Systems degree. Finally, it is necessary to approach the process of significant teaching-learning located in an agile context, taking into account the complexity and continuous emergences in the current knowledge society.

Keywords: Higher Education, agility, project management, agile methodologies, SCRUM

1. Introduction

El artículo propone la adaptación de SCRUM como marco de trabajo o framework. Para los docentes implica lograr una gestión educativa ágil y para los estudiantes disponer de un método que apoya el aprendizaje significativo en contextos que demandan responder con agilidad ante nuevos requerimientos. Implica un abordaje integral, comprometido, dinámico con

constantes revisiones y retroalimentación con miras a lograr la administración efectiva del proceso educativo, para el rol docente y el rol estudiante.

1.1 Métodos ágiles en la gestión de proyectos

Las metodologías ágiles toman su nombre después de 2001, derivan de un grupo de 17 expertos en desarrollo de software quienes reunieron sus ideas y crearon el manifiesto ágil, estableciendo doce principios (Beck et al., 2011; Mitre-Hernández et al., 2014). Además, cada metodología debe cumplir las siguientes premisas (Beck et al., 2011; Musser, 2017):

- Priorización de individuos e interacciones del equipo sobre procesos y herramientas
- Software funcionando sobre documentación
- Colaboración con el cliente sobre negociación de un contrato
- Flexibilidad ante el cambio sobre seguir estrictamente un plan

En el contexto de la disciplina Informática, los métodos ágiles brindan a una organización o un equipo la flexibilidad para adoptar un grupo de principios y prácticas, previamente seleccionados, en base a su cultura, sus valores y los tipos de sistemas que desarrollan.

Navarro Cadavid et al. (2013) exponen una revisión del uso de metodologías ágiles en el desarrollo del software. Mitre-Hernández et al. (2014) presentan un caso de estudio para controlar la estimación en proyectos de software ágil. Soundararajan et al. (2012) proponen una metodología para asegurar la agilidad en el desarrollo de software. Mkoba & Marnewick (2020) que proponen un marco conceptual para auditar proyectos ágiles. Esta síntesis da cuenta de la vasta aplicabilidad de la agilidad en la industria del software. Así mismo existen proyectos que combinan, enseñanza con metodologías ágiles en cursos de formación de grado, con aspectos creativos, persiguiendo soluciones adaptables a diversos dominios de problemas planteados (Martínez et al, 2011).

Existen diversas metodologías ágiles. En particular, para la gestión de proyectos software, SCRUM o eXtremeProgramming han representado un avance en la manera de construir sistemas, posibilitando la entrega temprana de valor, la respuesta rápida a los cambios y la colaboración constante del equipo de trabajo con los clientes y usuarios (Usman, et al., 2014, Legowo y Aditama, 2020).

SCRUM es una metodología ágil especialmente indicada para proyectos en entornos complejos, caracterizado por requisitos cambiantes, y siendo la innovación y flexibilización aspectos fundamentales. Además, los proyectos se gestionan con equipos pequeños en iteraciones llamadas Sprints.

El objetivo es entregar productos que satisfagan los requisitos del

cliente en pequeños incrementos. Existen tres roles principales que aseguran que se cumplan los objetivos del proyecto, el propietario del producto, el SCRUM Master y el SCRUM Team. El énfasis en SCRUM está en la autoorganización y la automotivación, donde el equipo asume una mayor responsabilidad para hacer que un proyecto sea exitoso (Mkoba & Marnewick, 2020).

Por lo expuesto, se entiende que disponer de una estrategia ágil para la gestión de proyectos institucionales contribuye a la innovación. Además, la estrategia ágil expuesta implica a otras áreas de conocimiento como la educación. En este sentido se mencionan a Sánchez Pérez & Camacho (2020) entre tantos autores que abordan la gestión pedagógica en contextos universitarios públicos.

1.2 Agilidad en la gestión de proyectos educativos

En Vacari & Prikladnicki (2015) se presenta una búsqueda sistemática de la literatura aplicada a las bases de datos SCOPUS y WoS en el periodo 2013-2017, con la finalidad de determinar la implementación de innovaciones educativas atendiendo al contexto sociocultural en que se sitúan, y se halló que el tipo de innovación predominante es la organización de las actividades. En Paez et al. (2019) se presenta un mapeo sistemático en torno a la introducción de la agilidad en estudios de grado.

Entre las experiencias de implantación de metodologías ágiles, se pueden destacar su utilización en la educación tanto pública como privada, como el caso de la Universidad Católica de Chile, o la Universidad de Holguín (Madariaga et al. 2015) o la solución planteada por eduSCRUM de la Facultad de Informática de la Universidad de la Plata (Kuz et al., 2018).

En Onieva López (2018) se argumenta el uso de SCRUM en contextos universitarios como “herramienta para el desarrollo de las competencias básicas para cada carrera”, además se brinda una “experiencia con estudiantes de la facultad de educación”(p. 509).

Para aportar al contexto de educación superior universitario en Fernández et al (2020) se describe la incorporación de prácticas de SCRUM en un modelo de diseño instruccional. En particular se adecuó el Modelo Instruccional ADDIE (Analizar -Diseñar- Desarrollar- Implementar- Evaluar) en un curso de ingresantes en el año 2019 para validar competencias digitales en la FaCENA (Fernández et al., 2020). En la ponencia se retoman las competencias digitales en sus dimensiones: tecnológica, comunicativa, informacional, del aprendizaje y de la cultura digital.

En Mariño y Alfonso (2014) se expone la adaptación de SCRUM en un contexto de educación superior, en especial para la gestión de proyectos finales de graduación de una carrera informática. Particularmente, la propuesta adapta SCRUM contemplando la concepción de la idea, el proceso de

elaboración del proyecto y finalizando con su presentación para su aprobación formal. Dado que la elaboración del proyecto de fin de carrera es un proceso de construcción de conocimientos se lo caracterizó por: su evolución paulatina e incremental, en requerimientos y funcionalidades; tiempos según reglamentación y condiciones del espacio curricular; énfasis en la integración, profundización y adquisición de conocimientos disciplinares. En este sentido, se definen como mínimo tres Sprints, en donde cada uno se caracteriza por la evolución de mejora que presenta.

1.3 Matrices categoriales

Un sistema categorial se construye específicamente con la intención de validar y verificar el objeto de estudio con los objetivos de la investigación realizada. En particular se trata de ordenar y categorizar los aspectos relevantes de aplicar SCRUM, como marco de trabajo, en ambientes de Educación Superior.

Es así que la elaboración de las matrices categoriales, son orientaciones que permiten construir diversos instrumentos, posibilitando la recolección y producción de información. Ésta puede provenir de registros con diversos orígenes, tanto primarios como secundarios, permitiendo su sistematización y ordenamiento para su posterior análisis (Vélez y Galeano, 2000; Aristizábal Salazar & Galeano Marín, 2009). Se enfoca en la búsqueda de información generando una evaluación permanente del objeto de estudio investigado.

Al construir el sistema categorial existen tres momentos de acuerdo a la investigación cualitativa, las cuales se detallan a continuación (Aristizábal & Galeano, 2009):

- Exploración: se establece las primeras búsquedas sobre la temática y establecer la relación existente entre el objeto de estudio y los objetivos.
- Focalización: se concentra el esfuerzo en el problema que plantea la investigación, generando las relaciones con el contexto en que está enmarcado el objeto de estudio. Aquí se trata de agrupar y clasificar las dimensiones, distinguiendo lo relevante de aquello que no lo es. Es la etapa donde se configura definitivamente el objeto de estudio
- Profundización: reconfigura la significación de las prácticas académicas realizadas. Permite interpretar, desacoplando la experiencia en si misma que dio ese sentido, con la finalidad de construir conceptos novedosos, categorías y comprensiones.

2. Método

La metodología propuesta para el desarrollo de las estrategias de intervención sustentadas en la metodología ágil SCRUM (Figura 1) consistió

en:

Fase 1. Revisión de la literatura asociada al objeto de estudio

- Identificación de metodologías ágiles para gestionar proyectos. Se optó por SCRUM como metodología ágil para la gestión de proyectos educativos.
- Identificación de experiencias educativas con perspectivas de desarrollar una gestión pedagógica ágil. Se utilizaron repositorios para localizar los antecedentes de aplicabilidad de métodos ágiles centrándose en SCRUM para la gestión de proyectos educativos.
- Identificación de las matrices categoriales propuestas en Galeano, (2007) y Vélez y Galeano (2000) para elaborar los instrumentos destinados a la recolección y producción de información.

Fase 2. Elaboración de una propuesta innovadora y genérica para introducir matrices categoriales como un artefacto en SCRUM. Esta fase contempló la planificación de las siguientes actividades:

- Selección de una metodología ágil de gestión de proyectos, en este caso SCRUM, para lograr procesos de enseñanza-aprendizaje significativos involucrando a los actores en sus distintas etapas.
- Identificación de aquellos conceptos de SCRUM para su adaptación al contexto pedagógico de referencia. Los resultados derivados de esta fase se exponen en 3.1 a través de un marco pedagógico de agilidad.

Fase 3. Validación de la propuesta. Se ilustra la adaptación de la propuesta a la presentación de trabajos integradores de una asignatura genérica de la carrera Licenciatura en Sistemas de Información.

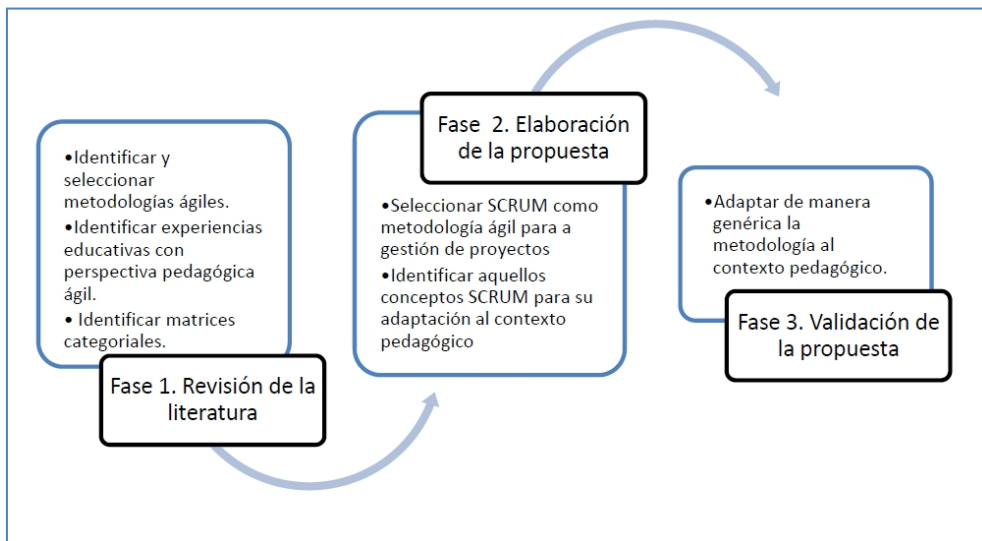


Figura 1. Fases de la metodología propuesta

3. Resultados

En esta sección del artículo, se presenta el marco de trabajo propuesto que introduce las matrices categoriales en SCRUM. Para validar la propuesta, se ilustra con un caso genérico asociado a una asignatura de la carrera Licenciatura en Sistemas de Información.

3.1 Presentación del marco de trabajo

El marco de trabajo ágil sustentado en la metodología SCRUM para la definición de proyectos educativos ágiles implicó la elección y ajuste de ciertos elementos y su adaptación al contexto educativo. Además, se definió un sistema de matrices categoriales presentados en las Tablas 1, 2 y 3 y articuladas con las fases 2 y 3 de la propuesta

Las matrices son artefactos que constituyen evidencias de su adaptación al contexto pedagógico, relacionando el objeto de estudio con la construcción de aprendizajes significativos. Permitiendo la adaptación genérica y validando los resultados obtenidos.

Los roles para el equipo responsable del proyecto educativo se definieron según:

- Equipo SCRUM (ScrumTeam): equipo responsable de diseñar y ejecutar la propuesta, tanto en rol docente como en rol estudiante. Cada equipo se conforma por Product Owner (Dueño del Producto), SCRUM Master y los integrantes del equipo.
- ProductOwner o Dueño del Producto: es el responsable de definir la lista de tareas, definir aquellas tareas prioritarias, optimizar el trabajo del equipo, asegurando que estén visibles y sean entendibles para todos los miembros del equipo. Esta lista de actividades se constituye en la planificación áulica para el rol docente y en la guía de actividades para lograr los aprendizajes en el rol estudiante. Este rol debe asumir una persona, que podrá delegar tareas al equipo, pero no estará eximido de la responsabilidad del cumplimiento de las mismas.
- SCRUM Master: Debe asegurar que los principios seleccionados de SCRUM se cumplen en cada experiencia. En el rol docente asume el profesor responsable de la asignatura, en el rol estudiante aquel acordado con sus pares. Este líder deberá internamente modificar las interrelaciones existentes en el equipo, tratando de maximizar el valor de este equipo de desarrollo, los integrantes del equipo se desempeñan en pro del logro de los objetivos de enseñanza (rol docente) y de aprendizaje (rol estudiante). Realizan las distintas iteraciones a fin de lograr la consecución de los objetivos de gestión de la educación y de los aprendizajes en función a lo establecido en la planificación o lista ProductBacklog

A continuación se mencionan las prácticas, roles y artefactos SCRUM adecuados al marco ágil de trabajo propuesto.

- La gestión de los requerimientos del cada proyecto, consiste en una lista de tareas que conlleve a la elaboración de un producto tecnológico (ProductBacklog).
- Product Backlog. Representada por los requisitos establecidos en la planificación.
- Gestionar el riesgo en forma continua, a través de las reuniones con los integrantes del ScrumTeam o equipo, orientadas al seguimiento de la planificación, y con retrospectiva tratar la gestión de los requerimientos. Aspectos como la priorización, estimación y definición del alcance de cada versión requerida se aplican a través de la pila de productos.
- Planning Meeting: Reunión de planificación del Sprint a partir del ProductBacklog, cuenta con la participación del ProductOwner quien prioriza las tareas a incluir en el Sprint Backlog, el SCRUM Master y el ScrumTeam.
- Sprint Backlog. Contiene tareas seleccionadas del ProductBacklog.
- Gestión del Sprint Backlog. Al inicio de cada iteración se seleccionan los requerimientos (o actividades de la planificación) y se estima el esfuerzo de cada tarea.
- Sprint. Está compuesto por la fase de desarrollo (ver Tabla 1), en donde cada versión del proyecto se construye en base a versiones previamente establecidas y validadas de acuerdo a los requerimientos incluidos en el Sprint Backlog. Se estima una duración de 3 semanas para disponer de un proyecto aceptable al finalizar las iteraciones.
- Las reuniones. Se plasma en las actividades delimitadas, y que asumen los distintos recursos humanos involucrados en cada equipo que asume el rol docente o rol estudiante.
- Sprint Review. Al finalizar el Sprint el ScrumTeam, presenta avances a través de los instrumentos definidos en las matrices categoriales, constituyendo en un todo un artefacto de validación de la propuesta. Participan los involucrados en el proyecto identificados a través del ProductOwner, SCRUM Master y el ScrumTeam.
- Gráficos de Burn-down: visualizan y gestionan el avance de las tareas y del Sprint.

Asociado al marco ágil basado en SCRUM, se definió un sistema categorial, que correlaciona los objetivos del uso de metodologías ágiles, con diversas categorías de análisis, estableciendo los actores intervinientes, las unidades de análisis y los instrumentos de recolección de información que validen la aplicación de la metodología.

SCRUM como framework con el cual las personas pueden tratar problemas complejos y adaptativos, al tiempo que se generan “artefactos de valor productivamente”.

La Tabla 1 muestra los objetivos correlacionados y los vincula con la categoría de análisis. Se considera primordial atender los siguientes temas: habilidades y saberes adquiridos en la enseñanza superior considerando a SCRUM como framework ágil y la gestión de proyectos educativos.

Tabla 1. Objetivos Correlacionados

Objetivos	Categorías
Metodología SCRUM	Adquisición de saberes para la utilización e implementación de un framework ágil como SCRUM y adaptado a la educación superior
Gestión de Proyectos	Adquisición de las habilidades necesarias para gestionar eficazmente un proyecto educativo mediado por metodologías ágiles

A continuación, se relacionan los actores o roles definidos por SCRUM con las unidades de análisis y los instrumentos de recolección de la información. Entre los instrumentos se mencionan a Planillas de observación estructurada y cerrada con un campo abierto para incorporar información de retroalimentación, Encuesta estructurada y cerrada en línea, Planilla de registro en línea estructurada y cerrada con un campo abierto de observación, con la finalidad de validar el entrenamiento obtenido por el equipo responsable de implementar el framework ágil. Lo expuesto se representa en la Tabla 2.

Tabla 2. Relación de actores e instrumentos de recolección de datos

Actores	Unidad de Análisis	Instrumento de Recolección
SCRUM Master:	Identificación y selección de los conceptos del framework como herramienta de enseñanza al equipo de SCRUM .	Planilla de observación del equipo docente. Registro de las apreciaciones del equipo.
	Efecto de la enseñanza y asertividad en la capacitación del equipo	Encuesta de asertividad con el equipo.
Equipo de Proyecto	Desarrollo de destrezas de utilización e implementación del framework.	Planilla de registro de apreciaciones individuales y del equipo.
	Aprendizaje de los roles de cada integrante del equipo del proyecto	

El análisis de los datos recolectados aplicando los instrumentos utilizados y correlacionados con los objetivos, derivó en la construcción de una Matriz Categorical que se visualiza en la Tabla 3. Las categorías de análisis se subdividen con la finalidad de una mejor comprensión e interpretación de

la información relevada.

Tabla 3. Matriz Categorial Desglose de categorías matricialmente

Categorías	Subcategorías
Apropiación de aprendizajes para el uso de una metodología ágil	<ul style="list-style-type: none"> • Acciones de ejecución de prácticas a través de ejercicios propuestos. • Redacción de Historias de usuarios • Creación de backlogs y estimación de tiempo de Sprints a utilizar a través de planteos y problemas a resolver. • Respuestas al uso adecuado del framework a través de planteos y problemas a resolver
Reconocimiento de los roles de los integrantes del equipo	<ul style="list-style-type: none"> • Reconocimiento del rol propio dentro del equipo de trabajo • Reconocimiento el rol de los otros miembros del equipo y la relación existente con el rol propio • Promoción de la interacción entre los miembros del equipo
Comunicación eficaz para la interacción de los miembros del equipo	<ul style="list-style-type: none"> • Generación de ideas y conceptos con aptitud técnica • Respeto por las ideas de los miembros del equipo • Actitud de equipo asumiendo las pérdidas y ganancias de las acciones del mismo • Elaboración de ideas coherentes y aplicables al proyecto • Apreciaciones respetuosas y cordiales con otros miembros del equipo

3.2. Propuesta de validación

Con miras a validar la propuesta diseñada en la sección previa, se propone adaptar el marco de trabajo ágil basado en SCRUM y que incluye un sistema categorial a las demostraciones de los trabajos integradores que generalmente se elaboran en carreras de informática, en este caso tomando como referencia asignaturas de la Licenciatura en Sistemas de Información. Por ello, se enfocó en el desarrollo del software con miras a contribuir en la formación laboral a los recursos humanos que acepten el cambio en contextos de agilidad.

Se seleccionó esta actividad porque da cuenta de las capacitaciones por competencias intrínsecas al perfil requerido por la carrera. Dichas aptitudes son aquellas esperadas en su formación profesional en el ámbito laboral (CONFEDI, 2016; Mariño et al., 2019; Arduino, 2020). En la constitución de un futuro profesional, debe abarcarse su accionar en las habilidades adquiridas, como así también la compleja relación con diversas disciplinas; generando el pensamiento crítico, autonomía de aprendizaje y el trabajo en equipo.

Por otra parte, en consonancia con Miriam & Arturo (2019) reflejan un modelo de educación dual próxima al entorno laboral. Es decir, en esta propuesta el estudiante se incorpora a un equipo que colabora en pro de lograr sus metas, iterativamente y en tiempos de desarrollo acotados.

Por ello siguiendo principios de agilidad, se retoman:

- Priorización de individuos e interacciones del equipo sobre procesos y herramientas, cada equipo se conforma voluntariamente según afinidades de los integrantes
- Software funcionando sobre documentación, se prioriza el desarrollo del software que puede ser presentado en sucesivos Sprints
- Colaboración con el cliente sobre negociación de un contrato, en este sentido el cliente es representado por el equipo docente que establece una negociación sobre el contrato pedagógico requerido orientado a
- Flexibilidad ante el cambio sobre seguir estrictamente un plan, según las adecuaciones que surgen en cada Sprint y que afectan a la Product Backlog según acuerdos en el SCRUM Team.

En este contexto la Tabla 1 atañe a docentes y estudiantes. Así, se adapta SCRUM para la gestión de proyectos informáticos, como se detalló precedentemente.

En la Tabla 2 o matriz categorial 2, se referencia a las decisiones de diseño del equipo, tanto en el equipo docente o como en cada equipo estudiantil se deben definir el Scrum Master y el equipo de proyecto

Para continuar la ilustración, y retomando las categorías expuestas en la columna 1 de la Tabla 3, para los estudiantes la categoría Apropriación de aprendizajes para el uso de una metodología ágil, se sustenta en las entregas continuas previas que anteceden al trabajo integrador. La categoría *Reconocimiento de los roles de los integrantes del equipo*, se vincula con las distintas funciones que se desempeñan en pos de la consecución de los objetivos de aprendizaje significativo. Finalmente, la categoría: *Comunicación eficaz para la interacción de los miembros del equipo*, implica estrategias efectivas de comunicación al equipo y aquellas que pueden extrapolarse para otros equipos de pares o hacia el equipo docente.

Se destaca que esta actividad permitirá apropiar a docentes y estudiantes de una estrategia ágil para lograr aprendizajes significativos. Además los conceptos adaptados y particularizados se ilustran en los Sprints definidos en la Figura 2

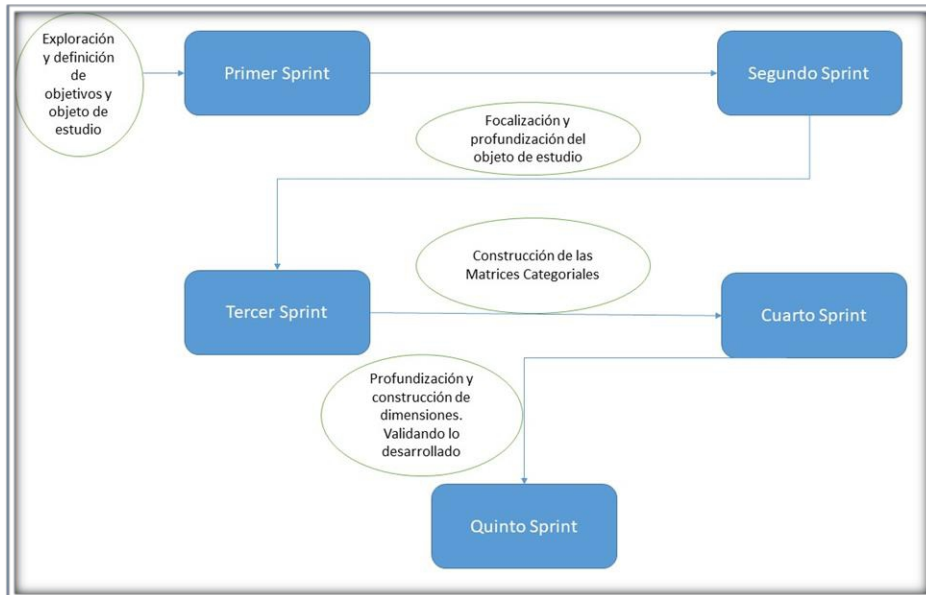


Figura 2. Relación de Sprints con las fases de las Matrices Catorce

Por ello, se describen los distintos Sprints y el proceso asociado a cada uno de ellos, como se detalla a continuación:

- Definición de Sprints de Entrenamiento de los integrantes del equipo de desarrollo del producto software, como parte del proceso de enseñanza aprendizaje, con la finalidad de optimizar el proceso de creación del producto y minimizar su tiempo de generación. Asume el rol docente y se explora en profundidad el objeto de estudio respecto del objetivo planteado. Se divide el entrenamiento en Sprints con miras a aplicar el framework SCRUM
- Primer Sprint: Designación del Coach SCRUM Master para brindar la capacitación. Identificándose los roles del equipo SCRUM capacitar para el desarrollo del producto.
- Segundo Sprint: Capacitación de los miembros del equipo. Concientizando la utilización de prácticas ágiles en la gestión de proyectos de desarrollo en el ámbito de la educación superior; propiciando el proceso de enseñanza y aprendizaje, según los roles docente y alumno.
- Tercer Sprint: Implementación de la capacitación al ScrumTeam rol docente en prácticas ágiles para gestionar el proyecto requerido por la asignatura y alcanzar las metas.
- Cuarto Sprint: Capacitación al ScrumTeam rol estudiante, Desarrollando los conceptos de agilidad para la generación y presentación de productos software.

- Quinto Sprint: Presentación y exposición de los trabajos integradores que incluyen los productos software desarrollados en base a prácticas ágiles. Participan el ScrumTeam rol docente y ScrumTeam rol estudiante.

Conclusiones

La literatura evidencia experiencias que introducen las metodologías de gestión de proyectos en diversos dominios del conocimiento. En particular en este artículo se recuperaron y sintetizaron algunas de ellas que atañen al contexto de la Educación Superior.

Particularmente, se definió un sistema categorial asociado a ciertas prácticas ágiles propuestas por SCRUM. Esta propuesta es diferenciadora al proponer un enfoque interdisciplinario, ágil e incremental que facilita el logro de aprendizajes en una sociedad donde prevalecen cuestiones emergentes y complejas.

Se entiende que aplicar una adaptación de Scrum en el que se introduce un sistema categorial, en el aula universitaria implica que los integrantes del equipo a través de sus distintos roles logren: apropiación de aprendizajes para el uso de una metodología ágil, reconocimiento de los roles entre los integrantes del equipo, comunicación eficaz para la interacción de los miembros del equipo.

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**Habilidades Sociales y
Autoestima en Niños
Escolarizados Mexicanos. Su
Relación con Prácticas
Parentales**

Resumen

La familia es un factor importante para el desarrollo socioemocional de un individuo durante la niñez. Particularmente los padres, a través de las prácticas educativas y los patrones de interacción con sus hijos, pueden influir en el grado de desarrollo de sus habilidades sociales, su regulación emocional y su autoestima. El objetivo de la presente investigación fue conocer el grado de desarrollo de las habilidades sociales y la autoestima en una muestra de 381 niños de una escuela primaria pública del Municipio de Pachuca, Hidalgo, México (con un rango de edad entre 8 y 13 años), así como conocer la relación de dichas variables con el tipo de prácticas parentales que los niños perciben. Los instrumentos que se utilizaron fueron: Escala de Prácticas Parentales de Andrade y Betancourt, Escala de Conducta Asertiva para Niños (CABS) de Michelson y Wood, y el Inventario de Autoestima de Coopersmith para Niños. El análisis de los datos se realizó con estadística descriptiva, la prueba de correlación de Pearson y la t de Student, para muestras independientes. Los puntajes promedio de la escala de habilidades sociales (CABS) indicaron bajo nivel de aptitud social; en las jóvenes, patrones de conducta pasiva y en los varones patrones de conducta agresiva. Las prácticas maternas y paternas de control conductual y control psicológico se asociaron con bajos niveles de habilidad social y autoestima.

Palabras clave: Prácticas Parentales, Habilidades Sociales, Autoestima

Social Skills and Self-Esteem in Mexican School Children. Relationship with Parental Practices

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Abstract

The family is an important factor for the social-emotional development of an individual during childhood. In particular, parents, through educational practices and patterns of interaction with their children, can influence the degree of development of their social skills, their emotional regulation and their self-esteem. The objective of this research was to know the degree of development of social skills and self-esteem in a sample of 381 children from a public elementary school in the Municipality of Pachuca, Hidalgo, Mexico (with an age range between 8 and 13 years), as well as knowing the relationship of these variables with the type of parental practices that children perceive. The instruments that were used were: Parental Practices Scale of Andrade and Betancourt, Assertive Behavior Scale for Children (CABS) of Michelson and Wood, and the Coopersmith Self-Esteem Inventory for Children. Data analysis was performed with descriptive statistics, Pearson's correlation test and Student's t test, for independent samples. The average scores of the social skills scale (CABS) indicated a low level of social aptitude; in young women, patterns of passive behavior and in male patterns of aggressive behavior. Maternal and paternal practices of behavioral control and psychological control were associated with low levels of social ability and self-esteem.

Keywords: Parental Practices, Social Skills, Self-esteem

Introduction

La niñez es una etapa que determina el desarrollo de las capacidades físicas, cognitivas y emocionales de cada individuo; es un período de

crecimiento en el que comienzan a formarse habilidades y condiciones esenciales para la vida (Fondo de las Naciones Unidas para la Infancia [UNICEF], 2015). El ambiente familiar, al ser el primer contexto social en el que se desenvuelve el niño, es un factor determinante para su desarrollo emocional y social (Infante y Martínez, 2016).

Monjas (2002) explica que el aprendizaje socioemocional se hace posible a través de cuatro mecanismos: a) por experiencia directa, ante las consecuencias reforzantes o aversivas que el niño recibe de sus padres y otras personas significativas; b) por observación, como resultado de la exposición a modelos de conducta de tales personas; c) por las interacciones lingüísticas en forma de preguntas, instrucciones, incitaciones, explicaciones o sugerencias, y d) por retroalimentación (feedback) interpersonal, en donde se brinda al niño información sobre su comportamiento.

Desde una perspectiva cognitivo-conductual, Caballo (1998) explica que el proceso de socialización dentro de la familia incluye el aprendizaje de reglas sociales, patrones emocionales y de conducta, así como formas de interacción. Por ello, solo puede desarrollarse a través de la integración e interacción en contextos sociales. Según esta perspectiva, la competencia social involucra un componente emocional, que se relaciona con aspectos como expresividad y autocontrol; un componente social cognitivo, que incluye conocimiento social, autoestima, razonamiento moral, explicaciones de eventos y atribuciones causales, y un tercer componente que es propiamente la conducta social, que se refiere a habilidades de comunicación verbal y no verbal, cooperación, apoyo hacia otros y manejo de conflictos.

En lo referente a la conducta social, Contini (2010) describe tres patrones de interacción o formas de relacionarse socialmente: 1) conducta asertiva, que ocurre cuando una persona muestra la capacidad de expresarse afirmativamente, con seguridad, siendo capaz de defender sus derechos sin mostrar conductas agresivas; 2) conducta no asertiva, que consiste en un déficit en habilidades para la defensa de sus propios derechos, así como en la dificultad para expresar ideas y sentimientos, y 3) conducta agresiva, que se caracteriza por la expresión de emociones y sentimientos de modo inadecuado, violentando los derechos de los otros.

Moreno, Ángel, Castañeda, Castelblanco, López y Medina (2011) explican que, durante la niñez temprana, el individuo desarrolla un concepto sobre sí mismo y sobre los demás, y que dicho concepto, conforme avanza en edad y experiencia, va acompañándose de un juicio valorativo de su propia persona, que deriva en una autoestima alta, media o baja. Pero, aun cuando la autoestima corresponde a una variable de tipo cognitivo al ser la forma de percibirse a sí mismo, conlleva un componente emocional, porque el autojuicio deriva en sentimientos positivos o negativos hacia su propia persona y

hacia las otras; por ende, a juicio de Moreno et al. (2011), la autoestima afecta el desarrollo de habilidades sociales.

Se ha documentado que altos niveles de autoestima en los jóvenes se asocian con el afrontamiento hacia los problemas que se les presentan y la percepción de que pueden tener un control directo sobre su solución; por el contrario, bajos niveles de autoestima se asocian con altos niveles de estrés, bajo nivel de afrontamiento y el abandono de los intentos por controlar y resolver los problemas (Álvarez, Gómez y Durán, 2004). También hay evidencias de que los mayores niveles de autoestima en niños se asocian con estilos de crianza equilibrados y bajos niveles de autoritarismo en los padres (Alonso y Román, 2005).

Según UNICEF (2015), el desarrollo de habilidades socioemocionales se relaciona con la calidad de vida y el bienestar del individuo, la familia y la comunidad en general. Pero también es importante señalar que la competencia socioemocional se asocia con el rendimiento académico, como ha sido documentado en diversos estudios (Coronel, Levin y Mejail, 2011; González, Guevara, Jiménez y Alcázar, 2018; Malander, 2016). Los hallazgos de las investigaciones en el campo también indican que los bajos niveles académicos y de desempeño social se presentan principalmente, en estudiantes con baja autoestima, que a su vez se asocian con personalidades poco asertivas y agresivas (Fernández, Carranza y Ato, 2012; Lacunza, 2010; Navarro y Yubero, 2012).

Debe tomarse en cuenta que las características socioemocionales de un individuo están influenciadas por las actitudes, creencias y comportamientos de sus padres (Ruvalcaba, Gallegos, Caballo y Villegas, 2016). El vínculo que se establece entre padres e hijos puede ser beneficioso o perjudicial en función de qué tanto favorezca o entorpezca el proceso de desarrollo de las competencias sociales, emocionales y cognitivas de los niños (Betancourt, Espadín, García y Guerrero, 2014).

Las conductas paternas dirigidas a la crianza infantil se relacionan con el cuidado, la protección, la enseñanza y la expresión de amor hacia el hijo (Moral, 2013). Tales conductas han sido nombradas prácticas parentales; son definidas como “conductas específicas orientadas a una meta en particular, mediante las cuales los padres desempeñan su papel socializador” (Pérez, Uribe, Vianchá, Bahamón, Verdugo y Ochoa, 2013, p. 556).

Betancourt y Andrade (2012) distinguen tres tipos de prácticas parentales: 1) de apoyo, que es el vínculo que los padres crean con sus hijos, a través de conductas físicas y afectivas, incluyendo comunicación, aprobación y cuidado; 2) de control conductual, que se refiere a la regulación de la conducta del hijo a través de la supervisión, y 3) de control psicológico, cuando se utilizan conductas para la manipulación de los pensamientos y sentimientos de los hijos.

El estudio de las prácticas parentales permite medir el nivel de influencia que tiene el vínculo que los padres construyen con sus hijos sobre sus procesos de desarrollo socioemocional durante la niñez y la adolescencia. Diversas investigaciones han explorado la influencia de las prácticas parentales sobre diversos aspectos de la vida de los niños y adolescentes.

La investigación de Meier y Oros (2012), con 210 adolescentes hombres y mujeres, reportó que la percepción de un alto control psicológico ejercido por sus madres influyó significativamente en su dificultad para regular emociones negativas, porque dicho control los lleva a experimentar menor tranquilidad, menor gratitud y menor satisfacción con la vida; en tanto que, quienes percibieron una demanda exagerada de autonomía por parte de la madre mostraron tendencia a la desvinculación y la indiferencia afectiva, dificultando su capacidad para sentirse agradecidos. En relación al padre se encontró que la combinación de una elevada aceptación paterna con bajos valores de control psicológico y altos niveles de autonomía favoreció la experiencia de tranquilidad de los adolescentes.

Méndez, Andrade y Peñaloza (2013) estudiaron la medida en que las prácticas parentales predicen las capacidades y dificultades, en una muestra de 481 preadolescentes. Respecto a las prácticas maternas, se encontró que el control conductual influye en la conducta prosocial, mientras que la imposición y el control psicológico se asocian con la presencia de problemas conductuales y emocionales, así como con hiperactividad y falta de atención. En cuanto a las prácticas paternas, se encontró que la autonomía se asoció con conducta prosocial, y el control psicológico con problemas emocionales.

Ruvalcaba et al. (2016) exponen resultados similares, al estudiar a 417 adolescentes, reportando que el control psicológico se relacionó con sintomatología ansiosa y depresiva, mientras que un patrón de comunicación y autonomía se asoció con la presencia de indicadores de ajuste psicológico en los participantes, y que el control conductual materno fungió como un factor protector en conductas disociales.

También se ha estudiado la influencia de las prácticas parentales sobre conductas que pueden considerarse de índole clínico. Betancourt y Andrade (2012) encontraron, en una muestra de 396 adolescentes, que la sintomatología depresiva correlacionó positivamente con prácticas parentales de control psicológico e imposición, y negativamente con un patrón de comunicación y autonomía. Mientras que Andrade, Betancourt, Vallejo, Segura y Rojas (2012), con una muestra de 1934 adolescentes, reportaron que a mayor apoyo, comunicación, autonomía y control conductual percibido por los adolescentes, tanto en sus madres como en sus padres, hubo menor sintomatología depresiva; a mayor imposición y control psicológico, mayores síntomas depresivos. Así mismo, las mujeres obtenían puntuaciones mayores, en comparación con los hombres, en dichos síntomas.

Pérez et al. (2013), al estudiar a una muestra de 224 mujeres y 169 hombres adolescentes, encontraron que a mayor presencia de afecto/autonomía y afecto/comunicación, menor ideación suicida; los mayores niveles de ideación suicida se encontraron en quienes reportaron control psicológico por parte de sus padres. Otro estudio, referido por Neves, Xavier, Vieira y Rubin (2013) se enfocó a obtener datos sobre la relación que guardan el apego y las prácticas parentales de 205 cuidadores, con los problemas socio-emocionales en los niños a su cargo. Se reportó que el rechazo por parte del cuidador es un factor que predice problemas socio-emocionales, tanto de tipo externalizado (agresividad) como de tipo internalizado (ansiedad y depresión) en los niños. Mientras que la investigación realizada por Moral (2013), con 64 adolescentes de cada sexo, indicó que la tendencia, tanto de padres como de madres, fue utilizar un estilo parental similar para sus hijas e hijos, con predominancia del control/disciplina al momento de transmitir valores.

De lo expuesto se sustenta que las condiciones familiares pueden ser promotoras del desarrollo socioemocional de niños y adolescentes, pero también pueden limitar o desviar dicho desarrollo, generando problemas de autorregulación, conductas de riesgo o problemas para la adaptación y el afrontamiento (Malander, 2016). Por ello, es importante diseñar e implementar programas de intervención dirigidos al desarrollo socioemocional de niños y adolescentes.

Tales programas requieren ser enfocados a brindar asesoría psicológica, ya sea para la prevención de problemas socioemocionales, o para la solución de problemas ya existentes; y una forma de implementarlos es a través de la institución escolar, teniendo como usuarios a los alumnos, sus familiares y sus profesores. Para contar con datos que guíen el diseño de tales intervenciones, se requiere la aplicación de diversos sistemas de evaluación, incluyendo la aplicación de instrumentos, que permitan dar cuenta de diversas variables relacionadas con poblaciones particulares.

La mayor parte de los datos aportados por las investigaciones citadas en los párrafos precedentes, han sido obtenidos en poblaciones de niños y adolescentes que residen en grandes metrópolis, como Madrid, Bogotá y la Ciudad de México. Lo que lleva a una serie de preguntas de investigación: ¿qué nivel de habilidades sociales y autoestima muestran los niños residentes de una ciudad pequeña? ¿qué tipo de prácticas parentales perciben? ¿la relación entre dichas variables paternas e infantiles se asemeja a la reportada en estudios previos? Las respuestas a esas preguntas son importantes para obtener datos que indiquen si existe la necesidad de implementar programas de intervención encaminados al desarrollo socioemocional de estos alumnos.

Es importante considerar los señalamientos de autores como Díaz-Loving, Rivera, Villanueva y Cruz (2011), en el sentido de que la forma en que nos comportamos, nuestro desarrollo, nuestras actitudes, creencias,

normas y valores dependen en gran medida del medio sociocultural en el que nos desenvolvemos. Aspectos de la vida humana como las creencias, las normas y la forma de establecer relaciones interpersonales se van formando al interactuar con los padres, familiares y diversos integrantes de la comunidad, la escuela, e incluso los medios de comunicación masiva. De un país a otro, o de una ciudad a otra aún dentro del mismo país, habrá procesos y características que se compartan y otros que sean diferentes. Por ello, se requiere realizar investigaciones con diferentes grupos sociales, en este caso, en diferentes localidades mexicanas, dado que en el país se ubican diversos grupos étnicos y culturales.

El objetivo de la presente investigación fue conocer el grado de desarrollo de las habilidades sociales y la autoestima en una muestra de niños de una escuela primaria del Municipio de Pachuca, Estado de Hidalgo, México, así como conocer la relación de dichas variables con el tipo de prácticas parentales que los niños perciben.

Método

Participantes

La muestra fue seleccionada mediante un muestreo no probabilístico por cuotas. Participaron 381 alumnos inscritos en una escuela primaria pública ubicada en el Municipio de Pachuca, Estado de Hidalgo, México, con un rango de edad entre 8 y 13 años. La media fue de 10.23 años (125 de 11 años, 124 de 10 años, 102 de 9 años, 25 de 12 años, 5 de 13 años); 54% fueron niñas y 46% niños. El 39% de los alumnos cursaban el sexto grado, 31% el quinto y 30% el cuarto grado.

Tipo de estudio y diseño

La investigación fue de tipo no experimental, descriptivo-correlacional; se buscó conocer la relación existente entre las variables, y la recopilación de los datos se realizó en un solo momento (Hernández, Fernández y Baptista, 2014).

Instrumentos

Escala de Prácticas Parentales para Adolescentes (PP)

Esta escala fue diseñada por Andrade y Betancourt (2008). Está dividida en dos secciones, que constan de 40 reactivos cada una. La primera es para evaluar la percepción de los adolescentes en cuanto a las prácticas maternas; consta de cinco dimensiones y obtuvo un *alpha* de Cronbach de .82; la segunda corresponde a las prácticas paternas, con cuatro dimensiones y un *alpha* de Cronbach .88. Cada reactivo cuenta con cuatro opciones de respuesta, que van de 1 (nunca) a 4 (siempre). Para obtener la calificación, se suman los puntajes de cada dimensión y se divide entre el número de reactivos de la

misma. Aquellos factores que tengan mayor puntaje son lo que indicarán una mayor percepción de cada tipo de prácticas parentales, percibidas por los alumnos. Las dimensiones de la escala materna son: comunicación (entre la madre y el adolescente), autonomía (respeto a las decisiones de los hijos), imposición (de creencias y conductas), control psicológico (inducción de culpa y críticas excesivas), y control conductual (conocimiento sobre las actividades cotidianas del hijo). La escala para padres incluye: comunicación y control conductual, autonomía, imposición y control psicológico.

Escala de Conducta Asertiva para niños (CABS) de Michelson y Wood

Este instrumento evalúa las habilidades sociales con las que cuentan los niños. Aquí se utilizó la versión estandarizada por Lara y Silva (2002) para población infantil mexicana, con una consistencia interna de .80. Este instrumento está compuesto por dos factores o subescalas: Factor 1: Dar y recibir cumplidos y críticas, con 20 reactivos diseñados para evaluar si el niño o adolescente se comporta de manera asertiva, pasiva o agresiva en su interacción con diversas personas y situaciones sociales, y Factor 2: Enojo y culpa, con siete reactivos que evalúan las reacciones ante situaciones que le son molestas. Cuenta con cinco opciones de respuesta, las cuales se califican del 1 al 5. Para asignar puntuaciones en este instrumento, se deben recodificar los valores, posteriormente se suma el puntaje obtenido. El total indica el nivel de habilidad social: estilo asertivo, de 0 a 42 puntos, indica habilidades sociales y respeto a los propios derechos y a los de los demás; estilo pasivo, de 43 a 50 puntos, indica abandono, sometimiento y culpa, conductas y actitudes que impiden defender los propios derechos, así como aceptación de lo que se les pida; estilo agresivo, de 51 a 135 puntos, indica un patrón de peleas, acusaciones y amenazas, actitudes que agreden a los demás y no toman en cuenta sus derechos. La escala es inversa, es decir, entre menor sea el puntaje, más asertiva es la persona y entre mayor sea el puntaje, es más agresiva.

Inventario de Autoestima de Coopersmith para Niños

Se utilizó la versión adaptada al español, así como los datos normativos para población mexicana entre 8 y 15 años de edad, obtenidos a través de la validación realizada en el estudio de Verduzco, Lara, Lancelotta y Rubio (1989). El inventario está diseñado para evaluar la autoestima de los niños y, de acuerdo con el estudio citado, para detectar casos en riesgo; cuando los puntajes obtenidos se ubiquen por debajo de la norma para la población correspondiente, se pueden considerar indicadores de problemas en el área emocional.

El instrumento consta de 58 reactivos, relacionados con la estima que el niño reporta, divididos en cuatro subescalas: *self general*, se refiere a la

experiencia positiva o negativa por parte del niño, en relación a sus atributos o características personales; *ámbito escolar*, se relaciona con la capacidad para hacer frente a las tareas escolares y aprender, denota el grado de satisfacción que el niño posee en relación con su rendimiento académico; *hogar*, refleja el grado de valoración que el menor considera en torno a las relaciones con sus padres, un alto puntaje en esta subescala revela buenas relaciones familiares, sensación de respeto a sí mismo, así como cierto grado de independencia, y *ambiente social*, indica competencias en las relaciones con amigos, colaboradores y extraños. El tipo de respuesta es dicotómica, el niño solo responde *sí o no* a cada afirmación. Para calificar el instrumento, se realizan recodificaciones. Los resultados pueden indicar: autoestima muy inferior a lo normal, menos de 35 puntos; autoestima inferior, de 36 a 45 puntos; autoestima ligeramente inferior, de 46 a 57 puntos; autoestima normal, de 58 a 81 puntos; autoestima superior, de 82 a 92. Verduzco et al. (1989) reportaron consistencia interna en la prueba, con *alfa* de Cronbach de 0.77.

Procedimiento

Se explicaron los objetivos y procedimiento a realizar, a las autoridades escolares en primera instancia; posteriormente, se informaron y explicaron los detalles del estudio a los padres de familia de los estudiantes; una vez autorizados, se establecieron horarios y días para llevar a cabo la aplicación de los instrumentos. Se contó con dos aplicadores por grupo, que eran estudiantes de psicología previamente entrenados. Para la aplicación se contó con el aula de clases de cada grupo y con un lapso de 60 minutos, durante los cuales el profesor se mantuvo presente. Se aclaró a los alumnos que su participación era voluntaria y que los datos serían tratados con confidencialidad. Se les leyeron las instrucciones y se les señaló que podían dejar de responder en el momento que quisieran, y que si tenían dudas levantarán la mano y uno de los aplicadores irá a su lugar para resolverlas.

Análisis de datos

Los puntajes obtenidos se incorporaron en una base de datos del programa estadístico SPSS versión 15. Se llevaron a cabo análisis estadísticos, descriptivos e inferenciales, de los datos. Los descriptivos fueron media, mediana, moda y porcentajes. Para los análisis inferenciales, se realizaron las pruebas de correlación de Pearson para obtener datos de correlación entre las variables de estudio, así como la *t* de Student para observar diferencias entre grupos.

Resultados

Para exponer los resultados obtenidos, primeramente, se describen los puntajes totales promedio y las puntuaciones obtenidas, por mujeres y varones,

en las variables relativas a prácticas parentales, habilidades sociales (CABS) y autoestima, así como en las dimensiones y subescalas de cada instrumento. Posteriormente se analiza si hay diferencias entre grupos, a través de la comparación de medias estadísticas con la prueba *t* de Student. Finalmente, se indican cuáles fueron las correlaciones encontradas entre las variables de estudio, a través de la prueba de correlación de Pearson.

La Tabla 1 muestra las medias y desviaciones estándar obtenidas, en lo relativo a las prácticas parentales que los participantes perciben. Las prácticas maternas con mayores puntajes medios, tanto en las chicas como en los chicos fueron las correspondientes a las dimensiones comunicación ($M=3.27$, $DE=.65$) y control conductual ($M=3.26$, $DE=.65$), lo que indica la percepción de que sus madres mantienen comunicación constante con ellos, generando un estado de confianza y comprensión para expresar sus problemas, inquietudes o vivencias en la escuela y con amigos, además de considerar que sus madres tienen conocimiento sobre las actividades que realizan después de la escuela. A pesar de lo anterior, puede observarse que la dimensión imposición materna tuvo un puntaje medio (2.09) muy similar al de autonomía (2.86), lo cual es indicativo de que las madres suelen recurrir a ambos patrones de conducta con cierta frecuencia. La dimensión control psicológico materno sí puede considerarse en un nivel bajo ($M=1.48$, $DE=.546$).

Tabla 1. Medias y desviaciones estándar obtenidas por los varones y mujeres de la muestra en la Escala de Prácticas Parentales. Comparaciones por sexo.

Variables	Total		Mujeres		Hombres		<i>t</i>
	<i>M</i>	<i>DE</i>	<i>M</i>	<i>DE</i>	<i>M</i>	<i>DE</i>	
Comunicación Materna	3.27	.650	3.38	.648	3.15	.630	3.60**
Autonomía Materna	2.86	.695	2.92	.697	2.79	.688	1.79
Imposición Materna	2.09	.652	2.05	.649	2.13	.654	-1.152
Control Psicológico Materno	1.48	.546	1.40	.466	1.58	.615	-3.03**
Control Conductual Materno	3.26	.625	3.41	.571	3.07	.638	5.40**
Comunicación y Control Conductual Paterno	2.93	.822	2.98	.835	2.87	.806	1.27
Autonomía Paterna	3.04	.755	3.11	.748	2.96	.758	1.78
Imposición Paterna	1.85	.625	1.81	.610	1.90	.640	-1.35
Control Psicológico Paterno	1.43	.596	1.35	.564	1.51	.621	-2.43**

** . Diferencias significativas al nivel 0,01

* . Diferencias significativas al nivel 0,05

Respecto a las prácticas paternas, las dimensiones comunicación-control conductual y autonomía fueron las más mencionadas ($M=2.93$, $DE=.82$; $M=3.04$, $DE=.75$, respectivamente), tanto por las mujeres como por los varones participantes, lo que indica que, además de percibir que sus padres

se comunican con ellos, conocen a sus amigos y saben de sus actividades, respetan sus decisiones, aceptan su forma de ser y de expresarse, por lo que se sienten apoyados por ellos cuando tienen un problema o toman una decisión. Las dimensiones imposición paterna y control psicológico paterno fueron las menos reportadas ($M=1.85$, $DE=.625$; $M=1.43$, $DE=.596$).

La comparación de las medias, a través de la prueba t de Student, tomando en consideración el sexo de los participantes, arrojó como resultado diferencias estadísticamente significativas entre mujeres y varones, en la dimensión comunicación materna ($M=3.38$, $DE=.64$; $M=3.15$, $DE=.63$; $t=3.60$, $p>.01$), a favor de las mujeres, lo cual indica que ellas establecen una mayor comunicación con sus madres que los varones.

Con relación a la dimensión control psicológico materno ($M=1.40$, $DE=.46$; $M=1.58$, $DE=.61$; $t=-3.03$, $p<.01$), se hallaron diferencias significativas a favor de ellos, es decir, los varones perciben que sus madres inducen en ellos culpa, devaluación y se sienten criticados, en mayor medida que las mujeres. En la dimensión control conductual materno ($M=3.41$, $DE=.57$; $M=3.07$, $DE=.63$; $t=5.40$, $p>.01$), se encontraron diferencias a favor de las mujeres, lo que indica que ellas perciben, en mayor medida que los varones, que sus madres tienen mayor conocimiento de las actividades que realizan. Respecto a las prácticas paternas, se hallaron diferencias estadísticamente significativas, a favor de los hombres, en la dimensión control psicológico paterno ($M=1.35$, $DE=.56$; $M=1.51$, $DE=.62$; $t=-2.43$, $p<.01$).

En la Tabla 2 se presentan los puntajes promedio del instrumento que evalúa las habilidades sociales (Escala de Conducta Asertiva para niños, CABS). Los puntajes indican que los participantes se ubican lejos del nivel de asertividad. Las chicas obtuvieron un puntaje promedio que indica déficit de habilidades sociales, caracterizado por la pasividad ($M=50.10$, $DE=13.91$), con comportamientos y emociones relacionados con el abandono, el sometimiento y la culpa, lo que les impide defender sus propios derechos y aceptar hacer, pedir o prestar cosas, aunque no deseen hacerlo. Por su parte, los varones obtuvieron un puntaje caracterizado por un estilo agresivo ($M=59.85$, $DE=15.59$), lo que indica que muestran un patrón de conducta y actitudes agresivas hacia sus pares y personas cercanas, ignorando las opiniones y emociones de los otros. Dichas diferencias por sexo fueron estadísticamente significativas ($t=-6.38$, $p<.01$), considerando el puntaje total del instrumento, así como cada uno de sus dos factores Dar y recibir cumplidos y críticas, y Enojo y culpa.

Tabla 2. Medias y desviaciones estándar obtenidas por los varones y mujeres de la muestra en la Escala de Conducta Asertiva para niños (CABS). Comparaciones por sexo.

Variables	Total		Mujeres		Hombres		t
	M	DE	M	DE	M	DE	
HHSS TOTAL	54.60	15.480	50.10	13.919	59.85	15.592	-6.389**
Dar y recibir cumplidos y críticas	39.21	12.337	35.92	11.309	43.04	12.408	-5.814**
Enojo y culpa	15.39	4.608	14.18	4.124	16.81	4.748	-5.716**

** . Diferencias significativas al nivel 0,01 * . Diferencias significativas al nivel 0,05

En la Tabla 3 se observa que los datos de la variable autoestima fueron ligeramente inferiores a lo normal, dado que corresponden al rango entre 46 a 57 puntos; tanto mujeres como varones, se ubicaron en este nivel ($M=55.11$, $DE=5.998$; $M=54.94$, $DE=7.219$). Las comparaciones de los puntajes obtenidos por sexo indicaron que no hay diferencias estadísticamente significativas, ni al considerar el total de la prueba, ni en las subescalas.

Tabla 3. Medias y desviaciones estándar obtenidas por los varones y mujeres en el Inventario de Coopersmith para Niños.

Variables	Total		Mujeres		Hombres		t
	M	DE	M	DE	M	DE	
AUTOESTIMA TOTAL	55.03	6.582	55.11	5.998	54.94	7.219	.250
Escuela	8.06	2.319	7.93	2.235	8.20	2.410	-1.146
Hogar	11.33	2.498	11.50	2.475	11.14	2.517	1.428
Social	8.14	2.336	8.19	2.202	8.08	2.488	.440
Self Total	27.51	4.617	27.49	4.465	27.52	4.800	-.063

La Tabla 4 muestra el resultado de los análisis de correlación entre los puntajes medios de los tres instrumentos aplicados para evaluar: percepción de las prácticas parentales, nivel de habilidades sociales y autoestima, en sus puntajes totales y por subescala. Es importante recordar que, en la Escala de Habilidades Sociales (CABS), los puntajes altos indican mayor presencia de conductas agresivas, en tanto que puntajes bajos señalan conducta asertiva, es decir, el instrumento tiene una escala inversa.

Tabla 4. Correlaciones obtenidas entre los puntajes medios de los instrumentos: Prácticas Parentales, Habilidades Sociales y Autoestima. Para la muestra total y para mujeres y varones.

Prácticas Parentales	Sexo	Dar y recibir cumplidos	Enojo y culpa	HHHSS total	Escuela	Hogar	Social	Self total	Auto estima total
Comunicación Materna	F	-.203**	-	-.226**	.116	.218**	-.034	-.112	.037
	M	-.256**	.207**	-.276**	.027	.310**	.164*	.209**	.313**
	Todos	-.267**	-	-.290**	.062	.268**	.065	.038	.174**
				.238**					
			-.261**						
Autonomía Materna	F	-.358**	-	-.358**	.092	.133	.088	.033	.146*
	M	-.108	.228**	-.111	-.021	.163*	.128	.098	.159*
	Todos	-.253**	-.081	-.253**	.032	.153**	.109*	.063	.152**
				-					
			.174**						
Imposición Materna	F	.247**	.127	.238**	.043	-.004	.025	-.111	-.059
	M	.261**	.031	.217**	.126	-.014	-.108	.105	.070
	Todos	.259**	.092	.234**	.086	-.013	-.042	-.007	.006
Control Psicológico Materno	F	.153*	.085	.150*	.010	-.101	.079	.096	.062
	M	.275**	.053	.235**	.017	-.184*	.028	.042	-.021
	Todos	.253**	.108*	.234**	.023	-	.046	.066	.012
					.153**				
Control Conductual Materno	F	-.268**	-	-.290**	.127	.218**	-.024	-.009	.122
	M	-.207**	.244**	-.229**	.111	.237**	.145	.248**	.335**
	Todos	-.296**	-	-.321**	.098	.238**	.068	.116*	.230**
				.211**					
			-.286**						
Comunicación-Control Conductual Paterno	F	-.209**	-	-.238**	.239**	.151*	-.104	-.087	.053
	M	-.152	.227**	-.172*	-.005	.206**	-.010	.171*	.183*
	Todos	-.193**	-.170*	-.216**	.118*	.178**	-.057	.037	.119*
				-					
			.209**						
Autonomía Paterna	F	-.263**	-	-.280**	.155*	.146*	.003	-.044	.091
	M	-.075	.221**	-.097	.034	.078	.051	.068	.103
	Todos	-.190**	-.125	-.209**	.089	.118*	.028	.013	.098
				-					
			.192**						
Imposición Paterna	F	.311**	.107	.285**	-.083	-.075	-.003	-.133	-.165*
	M	.167*	.052	.149	.104	-.025	-	.195*	.097
	Todos	.250**	.096	.228**	.014	-.055	.180*	.029	-.029
						-.093			
Control Psicológico Paterno	F	.469**	.190**	.439**	-.036	-	.078	-.011	-.121
	M	.289**	.183*	.285**	.123	.296**	-.024	.027	-.033
	Todos	.396**	.214**	.379**	.053	-	.023	.005	-.076
						.244**			
					-				
					.275**				

** .Diferencias significativas al nivel 0,01 * .Diferencias significativas al nivel 0,05

Al considerar los datos de la muestra total, se encontró, por un lado, una correlación negativa entre la Escala de Prácticas Parentales Maternas en la dimensión control conductual y el total de la Escala de Habilidades Sociales,

lo cual indica que a mayor conocimiento que tenga la madre sobre las actividades de sus hijos y sobre sus amigos, ellos presentan menos comportamientos agresivos, reportan mayor respeto a sus propios derechos y los de los demás, acercándose a conductas de asertividad. Por otro lado, las prácticas paternas, en la dimensión control psicológico mostró una correlación positiva con el total de la Escala de Habilidades Sociales, así como con su subescala Dar y recibir cumplidos; esto quiere decir que, a mayor inducción de culpa y críticas excesivas por parte del padre, los participantes tendieron a mostrar mayores niveles de conductas y actitudes agresivas, mayor expresión de sentimientos negativos, así como menor capacidad de expresar sentimientos positivos.

En las participantes de sexo femenino, la Escala de Prácticas Parentales Maternas, en su dimensión autonomía, correlacionó de forma negativa con el total de la Escala de Habilidades Sociales, así como con su subescala Dar y recibir cumplidos; ello significa que cuando las hijas perciben más apoyo y respeto de sus madres ante las decisiones que toman, presentan menores conductas y actitudes agresivas, acercándose a niveles asertivos, así mismo, muestran mayor capacidad de expresar sentimientos positivos. La Escala de Prácticas Parentales Paternas, en su dimensión imposición correlacionó positivamente con la subescala de habilidades sociales Dar y recibir cumplidos, esto quiere decir que a mayor grado en que el padre imponga sus creencias y conductas a sus hijas, éstas mostrarán mayor agresividad en aspectos relacionados con la expresión de sentimientos negativos y menor capacidad de expresar sentimientos positivos. Algo similar se observa con las correlaciones positivas entre la dimensión control psicológico paterno y el total de la Escala de Habilidades Sociales y su subescala Dar y recibir cumplidos.

Respecto a los varones, se observaron correlaciones positivas entre la Escala de Prácticas Parentales Maternas, en sus dimensiones comunicación y control conductual con el total de la escala de Autoestima y su subescala Hogar. Ello indica que, cuando perciben que hay buena comunicación con su madre, que hay un estado de confianza, que ellas dedican tiempo para hablar sobre sus problemas y que conocen sobre sus actividades fuera de la escuela, los hijos varones tendrán mayor nivel de autoestima y de respeto hacia sí mismos, mostrarán mayor independencia y tendrán una experiencia más positiva respecto a sus propios atributos.

Cabe aclarar que las correlaciones encontradas pueden considerarse moderadas, de acuerdo con Cohen (1988), porque se ubicaron en un nivel entre .30 y .50. Por ello, los coeficientes de correlación se elevaron al cuadrado (R^2) para obtener coeficientes de determinación o varianza explicada. La Tabla 5 muestra los coeficientes de determinación para las correlaciones que resultaron moderadas (.30-.50) en el análisis previo. Tales coeficientes indican

que es baja la correlación (rango entre 9.61 y 21.99) que guardan las Prácticas parentales (en sus diversas dimensiones evaluadas), con las habilidades sociales y la autoestima de los menores.

Tabla 5. Coeficientes de determinación (R^2) para las correlaciones entre Prácticas parentales percibidas y las habilidades sociales y autoestima de los menores.

Prácticas Parentales	Sexo	Habilidades sociales total	Dar y recibir cumplidos	Autoestim a total	Hogar
Comunicación Materna	Masculino			9.79	9.61
Autonomía Materna	Femenino	12.81	12.81		
Control Conductual Materno	Masculino			11.22	
	Todos	10.30			
Imposición Paterna	Femenino		9.67		
Control Psicológico Paterno	Femenino	19.27	21.99		
	Todos	14.36	15.68		

Conclusión

Los resultados obtenidos en este estudio, relativos a la percepción que los alumnos participantes tienen acerca de las prácticas parentales de sus madres, permiten considerar que ellas muestran un patrón de conducta basado principalmente en la comunicación y el control conductual, seguido de respeto a la autonomía de los chicos. Sin embargo, las madres parecen mostrar también cierta tendencia a la imposición, lo que indica un patrón muy diversificado. Por su parte, los padres se caracterizan por conductas de comunicación/control conductual y autonomía, aunque, al igual que las madres, eventualmente recurren a la imposición y el control psicológico.

Tales resultados coinciden con lo reportado por investigaciones previas, en el sentido de que las prácticas parentales pueden ser diversas en un mismo progenitor, ante situaciones diferentes (Andrade et al., 2012; Méndez et al., 2013; Oyarzún, Estrada, Pino y Oyarzún, 2012; Ruvalcaba et al., 2016).

El hecho de que el control psicológico que ejercen padres y madres sea percibido por los alumnos participantes como algo poco frecuente, podría considerarse positivo, con base en los hallazgos de diversos autores (Betancourt y Andrade, 2012; Meier y Oros, 2012; Méndez et al., 2013), quienes reportan que, cuando los chicos perciben un alto control psicológico ejercido por sus madres, ello influye en su dificultad para regular emociones negativas, así como en la presencia de problemas conductuales y emocionales. De acuerdo con ello, puede decirse que las prácticas parentales reportadas por los alumnos del presente estudio, en general, se corresponden con patrones que se han asociado con un buen ajuste psicológico de los hijos; salvo en los momentos en que sus madres y padres recurren a la imposición y el control psicológico.

Por otra parte, no son muchas las diferencias encontradas entre las prácticas parentales reportadas por las chicas y las reportadas por los varones, lo que muestra coincidencia con lo encontrado en el estudio de Moral (2013),

en el sentido de que tanto los padres como las madres, actualmente, tienen un estilo similar para relacionarse con sus hijas y con sus hijos.

En relación con el nivel de habilidades sociales de los participantes de este estudio, se observó que, tanto las chicas como los varones obtuvieron puntajes que indican un déficit en asertividad. Ellas evidenciaron un patrón conductual que se ubica en un estilo pasivo, que indica abandono, sometimiento y culpa, conductas y actitudes que impiden defender los propios derechos, así como aceptación de lo que se les pida. Mientras que los varones se ubicaron en un estilo agresivo, que indica un patrón de peleas, acusaciones y amenazas, actitudes que agreden a los demás y no toman en cuenta sus derechos.

Cabe hacer la observación de que tales patrones de conducta reportados por los participantes no coinciden plenamente con los que pudieran esperarse, de acuerdo con lo reportado en la literatura sobre correlaciones entre prácticas parentales y perfil socioemocional de los hijos. Como ya fue mencionado, los patrones parentales que ellos describen se han asociado con un buen ajuste psicológico en niños y jóvenes, lo que no ocurrió en esta evaluación.

En lo que sí se coincide respecto a lo reportado en diversos estudios (González et al., 2018; Oyarzún et al., 2012; Pérez et al., 2013), es en que se ubicaron diferencias en el comportamiento social de hombres y mujeres. Es importante considerar que, si bien un estilo pasivo (como el mostrado por las chicas) constituye un déficit en habilidades sociales, ese nivel está más cercano a las conductas de asertividad que a las de agresividad, por lo que puede decirse que el nivel de habilidad social fue un poco mejor en las participantes mujeres que en los varones.

Los resultados anteriores podrían explicarse, en parte, por la cultura en la cual suelen ser criados los niños mexicanos, en ciudades que no son grandes metrópolis, como la que fue escenario del presente estudio. Aún en la actualidad, en general, se conserva la idea de que hombres y mujeres juegan roles de género muy específicos. En el caso de las mujeres, se les suele enseñar que ellas deben desempeñar papeles emotivos y ser cálidas, además de que deben estar constantemente interesadas o preocupadas por los demás, sin asumir posiciones de autoridad. Mientras que, a los varones, comúnmente se les inculcan roles relacionados con la independencia y con el ejercicio de puestos de mando y liderazgo, así como a ser menos emotivos (Díaz-Loving et al., 2011; Flores, 2011).

En cuanto al nivel de autoestima, en el presente trabajo se observó que, tanto las chicas como los varones, se ubicaron en un nivel ligeramente por debajo de lo normal. Estos resultados pueden ser atribuidos a diversos factores porque, como señalan Acevedo y Carrillo (2010), en la autoestima pueden influir variables como sociedad, escuela, nivel socioeconómico y cultural, ambiente escolar y relaciones familiares, entre otros. También debe

considerarse que los participantes de este estudio pasan por la preadolescencia, y en este momento del desarrollo se genera un proceso de transición donde niñas y niños transitan por una serie de cambios físicos, emocionales y de rol social, que pueden generarles estados de inestabilidad (Navarro, Tomás y Oliver, 2006).

Al realizar los análisis estadísticos, se observó una correlación negativa entre el control conductual materno y el nivel de habilidades sociales de los participantes. Esto indica que, si las madres tienen conocimiento sobre las actividades que realizan sus hijos, tanto mujeres como varones, ellos serán menos agresivos y tendrán mayor nivel de conductas asertivas. Así mismo, correlacionó positivamente el control psicológico paterno y la subescala de habilidad social Dar y recibir cumplidos, lo que quiere decir que, si el padre induce sentimientos de culpa y críticas excesivas hacia sus hijos, tanto mujeres como varones mostrarán conductas pasivas o agresivas al momento de expresar sentimientos hacia los demás, y no tendrán en cuenta sus propios derechos o respeto por los demás.

Tales resultados coinciden con los de García-Linares, García-Moral y Casanova-Arias (2014), quienes reportan que las variables que mejor predicen la agresividad son las prácticas educativas negativas como la crítica-rechazo y los modos de disciplina rígido o indulgente en exceso.

En cuanto a las correlaciones entre variables, considerando solo a las chicas participantes, en la escala de prácticas parentales maternas se encontraron correlaciones negativas entre la dimensión autonomía materna y la escala de habilidades sociales, así como con su subescala Dar y recibir cumplidos; esto quiere decir que entre más respeto tengan las madres hacia las decisiones de sus hijas y más apoyo perciban ellas, tendrán conductas más asertivas y menos pasivas o agresivas.

Los datos de las chicas participantes también indicaron que las prácticas parentales paternas, en su dimensión imposición, correlacionaron positivamente con la subescala de habilidad social Dar y recibir cumplidos; esto quiere decir que, si las hijas perciben que sus padres tratan de imponerles sus creencias y conductas, ellas tenderán a mostrar menores niveles de asertividad, mostrando pasividad o agresividad en la expresión de sus sentimientos. Dichos problemas en la dimensión de habilidad social Dar y recibir cumplidos también se observaron en relación con el control psicológico paterno (inducción de culpa y críticas excesivas), dado que estas variables se correlacionaron positivamente.

En los varones, dos dimensiones de prácticas parentales maternas (comunicación y control conductual) correlacionaron positivamente con el total de la Escala de Autoestima y su subescala Hogar; esto quiere decir que si las madres generan un estado de confianza y una adecuada comunicación con sus hijos, esto influirá en que ellos puedan sentir más respeto hacia sí

mismos y hacia los demás integrantes de su familia, así como tener experiencias positivas en relación a sus atributos o características personales. Sin embargo, es importante tomar con reserva las correlaciones del presente estudio; algunas de las correlaciones encontradas fueron moderadas, y también se encontraron correlaciones bajas de las diversas dimensiones de las prácticas parentales con las habilidades sociales y la autoestima de los participantes, por lo que cabría la posibilidad de que estas últimas correlaciones se deban al azar.

Si bien los datos aquí obtenidos no son concluyentes, permiten responder a las preguntas de investigación planteadas. En general, fue bajo el nivel de habilidades sociales y autoestima que mostraron los niños residentes de una ciudad mexicana pequeña, aun cuando las prácticas parentales que reportaron se han asociado (en estudios previos) con un mayor grado de desarrollo socioemocional; la relación entre dichas variables paternas e infantiles fue semejante a la reportada en investigaciones anteriores, pero con índices de correlación entre bajos y moderados.

Es necesario señalar que, en el presente estudio, no se exploró la influencia de otras variables que también pueden jugar un papel importante respecto a los niveles de habilidad social y autoestima de los niños y jóvenes. Como ya fue señalado por Díaz-Loving et al. (2011), en los aspectos socioemocionales pueden influir diversas personas de nuestro entorno e, incluso, los medios masivos de comunicación. Tales relaciones han de ser explorados en estudios futuros.

A pesar de que los datos no son concluyentes, la caracterización de la muestra participante en el presente estudio permite concluir que los chicos inscritos en las escuelas primarias participantes pueden requerir ser apoyados en su desarrollo socioemocional. Debe tomarse en consideración que uno de los objetivos de los instrumentos utilizados es detectar casos en riesgo, y que cuando los puntajes obtenidos se ubiquen por debajo de la norma se pueden considerar indicadores de problemas en el área emocional.

Para dar solución a lo expuesto, es necesaria la implementación de programas dirigidos a padres y madres, para mejorar sus prácticas parentales, así como a profesores, para promover el desarrollo socioemocional de los estudiantes. También es importante sugerir, a partir de estos y otros hallazgos, que se establezcan programas escolares dirigidos a desarrollar en los alumnos habilidades sociales, en sus tres dimensiones: emocionales, cognitivas y conductuales. Ello permitirá, no solo el desarrollo psicológico óptimo de los alumnos, sino también un mejor desempeño académico y social.

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La Certificación Orgánica del Camarón de Exportación como Estrategia de Diferenciación en los Mercados Internacionales

Resumen

La preferencia por productos orgánicos, agrícolas como productos del mar, es una tendencia de los mercados internacionales. El objetivo de esta investigación es analizar las prácticas de comercialización de productos orgánicos en los mercados internacionales, mediante la revisión de estudios precedentes que recogen las percepciones de los consumidores y las experiencias de empresas, para adoptar referentes que contribuyan a orientar a las exportadoras de camarón orgánico. Se empleó un enfoque cualitativo. Las empresas diversifican la oferta, difunden los atributos de productos y agregan valor con prácticas sustentables para diferenciarse de la competencia. Se concluye que las empresas exportadoras de camarón pueden incrementar sus oportunidades en los mercados internacionales, adoptando la certificación orgánica como innovación de sus procesos de producción, difundiendo su compromiso con la calidad, el medio ambiente y la sociedad.

Palabras clave: Camarón orgánico, certificación orgánica, estrategias, exportación

The Organic Certification of Export Shrimp as a Differentiation Strategy in International Markets

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Abstract

The preference for organic, agricultural products such as seafood, is a trend in international markets. The objective of this research is to analyze the marketing practices of organic products in international markets, by reviewing previous studies that gather consumer perceptions and company experiences, in order to adopt references that will help guide organic shrimp exporters. A qualitative approach was used. Companies diversify their offer, disseminate product attributes and add value with sustainable practices to differentiate themselves from the competition. The conclusion is that shrimp exporting companies can increase their opportunities in international markets by adopting organic certification as an innovation in their production processes, spreading their commitment to quality, the environment and society.

Keywords: Organic shrimp, organic certification, strategies, export

Introduction

El consumo de productos orgánicos está experimentando un continuo crecimiento, especialmente en los países desarrollados cuya población se muestra más consciente de los problemas ambientales y de la alimentación.

Debido al incremento de problemas de salud, asociado al uso de sustancias químicas en productos alimenticios, de origen animal o vegetal, la producción orgánica nace como una opción para disminuir dicho riesgo y ofrecer productos sostenibles, generando un sentido de responsabilidad empresarial, con las personas y el medio ambiente. Según un estudio realizado por Vodouhe et al. (2019). los agricultores reconocen que la producción orgánica salvaguarda de mejor manera la preservación y conservación del medio ambiente en contraposición de la producción convencional.

En el ámbito académico el estudio de productos orgánicos ha generado una enorme expectativa. Las organizaciones internacionales como la ONU (2019) destacan la necesidad de hacer cambios a nivel global en las actividades agrícolas, considerando las previsiones de crecimiento de la población y su alimentación. En este sentido los metanálisis de Meemken y Qaim (2018) indican que la agricultura orgánica puede contribuir a recuperar la salud de los suelos y atenuar las amenazas para la seguridad alimentaria, así como beneficiar a los agricultores certificados (Meemken, 2020). Por otro lado, una serie de estudios sostienen que los productos orgánicos son más nutritivos (Reganold y Wachter 2016; Stoleru et al., 2019). Pulcini et al., (2020) y Vukasović (2016) coinciden en señalar que los consumidores perciben valor agregado en los productos orgánicos, y están dispuestos a pagar más por los productos certificados (Camarena-Gómez et al., 2019).

Paralelamente, en el ámbito de productos del mar, crece el interés de los productores por trabajar con mariscos orgánicos para responder a las necesidades de los consumidores

El auge de los productos orgánicos es una tendencia de la cual se pueden derivar oportunidades comerciales para todo tipo de alimentos en los mercados internacionales (Acosta et al., 2018). De acuerdo al Centro para la Promoción de Importaciones de los países en desarrollo, fundado por el Netherlands Ministry of Foreign Affairs (CBI, 2019), Europa es uno de los mercados más grande para productos orgánicos del mar, específicamente para camarón, pues la producción local es insuficiente para un nicho en crecimiento.

En el contexto de la dinámica expuesta del comportamiento de los consumidores este trabajo se desarrolla bajo el interés de enfocar las oportunidades para el sector acuicultor de Ecuador, específicamente para el exportador de camarón. De acuerdo a las estadísticas oficiales del (Banco Central del Ecuador, 2020), el 17,4% del total de las exportaciones tradicionales, no petroleras, correspondieron al camarón. En el período 2010-2019, la tasa promedio de crecimiento anual de las exportaciones de camarón fue de 18,4%. Estos datos refuerzan la importancia del camarón para el desarrollo de la economía nacional.

Al hilo de lo expuesto, con esta investigación se pretende contribuir al análisis de las oportunidades que se presentan a las empresas exportadoras de camarón, abordando la certificación orgánica como estrategia de innovación y diferenciación para responder a los cambios del mercado con una oferta enlazada al compromiso social y ambiental. Se plantean las interrogantes que sirven de guía en la investigación: ¿cuáles son las variables que prioriza la demanda de productos orgánicos en los mercados internacionales?, y ¿el camarón con certificación orgánica es una alternativa para las empresas exportadoras?

El objetivo de este trabajo es analizar las prácticas de comercialización de productos orgánicos en los mercados internacionales, mediante la revisión de estudios precedentes que recogen las percepciones de los consumidores y las experiencias de empresas, para adoptar referentes que contribuyan a orientar a las exportadoras de camarón orgánico, en su proceso de toma de decisiones respecto al dinamismo del mercado.

Desarrollo

La certificación orgánica como estrategia de diferenciación en el comercio internacional

Actualmente, las empresas en el ámbito internacional pugnan por potenciar su imagen en el mercado para captar más clientes y consecuentemente mantenerse en escenarios de alta competitividad.

Una de las tendencias de mercado que las empresas de la industria alimentaria están aprovechando es la certificación orgánica para destacar en el mercado internacional. Esta certificación, de acuerdo con Agriculturers (2017), es una reacción ante el incremento de la demanda de alimentos de origen orgánico, cuyo compromiso es garantizar la calidad de los productos, siguiendo las normas de producción orgánica establecidas por el mercado destino.

Según concuerdan las conclusiones de los estudios de Capa et al. (2016) y Meemken (2020), con el paso de los años la agricultura orgánica se ha ido constituyendo una vía del desarrollo sostenible basada en la obtención de productos alimenticios, que otorga beneficios para los consumidores y quienes forman parte del proceso productivo. Tales beneficios generan una respuesta favorable y un mayor nivel de aceptación en el mercado internacional, que se refleja en la preferencia del producto, el cual debe identificarse como orgánico en su etiqueta.

La certificación orgánica se considera como una respuesta a los problemas derivados de la producción convencional, permitiendo una diferenciación del resto de productos. La producción orgánica contribuye a la eliminación de agroquímicos en la producción, la protección y conservación de la fertilidad del suelo mediante su uso sostenible, la reducción de la contaminación ambiental (Lopez, 2019). En esta misma línea de ideas, Mora-Córdova et al. (2020), mencionan que, las certificaciones como estrategia, refuerzan el prestigio de una organización al cumplir estrictos protocolos de producción, acordes a los estándares de los organismos de control.

Marco legal de productos orgánicos

A nivel internacional los países con mayor desarrollo económico han estructurado sus leyes como parte de su compromiso con los consumidores y el medio ambiente.

Es así que en la Unión Europea se establece el reglamento sobre producción orgánica y etiquetado de productos orgánicos, para afianzar el cumplimiento de altos estándares de calidad en los alimentos, el cuidado ambiental y de los animales, como parte la cadena de suministro. Las reglas están dirigidas a las actividades “agrícolas de agricultura y acuicultura, el procesamiento y etiquetado de alimentos, los procedimientos de certificación para los agricultores y la importación de productos orgánicos no pertenecientes a la Unión Europea” (Parlamento Europeo, 2019). En la tabla 1 se recogen los principales reglamentos asociados a la producción y comercialización de productos orgánicos en la Unión Europea.

Tabla 1. Legislación europea sobre productos orgánicos

Reglamento (CE) núm. 834/2007 del Consejo de 28 junio 2007	Deroga el Reglamento (CEE) núm.2092/91, y hace referencia a la producción y etiquetado de productos ecológicos. El presente Reglamento se completa con otros actos legislativos de ejecución de la Comisión, relacionados con la elaboración, entrega y venta de productos ecológicos.
Reglamento de ejecución de la UE 2020/464 de 26 de marzo 2020	Comprende las normas respecto a producción de productos orgánicos, para la identificación retroactivo de períodos de conversión a orgánicos y para la información a otorgarse por parte de los países de la UE.
Reglamento de ejecución de la UE 2020/25 de 13 de enero 2020	Presenta modificaciones y correcciones al reglamento de la UE 1235/2008, relacionado a las normas sobre importación de producto orgánicos que proceden de terceros países
Reglamento (CE) núm. 889/2008 de la Comisión de 5 septiembre 2008	Se refiere a la producción ecológica, etiquetado y control. En este se encuentra los artículos que pueden intervenir en la agricultura ecológica.
Reglamento de la UE 203/2012 de 8 de marzo 2012	Referente a la implementación del reglamento de la UE 834/2007 en cuanto a las normas que regulan el vino ecológico.
Reglamento de la UE 710/2009 de 5 de agosto 2009	Trata sobre la ejecución del reglamento de la UE 834/2007, en marco a animales de acuicultura orgánica y algas marinas.

Fuente: Elaborado a partir de Comisión Europea (s.f.)

En conjunto, estas leyes constituyen una base jurídica que permite determinar si las mercancías que pretenden ser comercializadas en la Unión Europea provienen de procesos ecológicos o no, incluyendo aquellas importadas de países que no forman parte de la UE. De igual manera, dichos reglamentos, señalan las condiciones bajo las cuales puede ser usado el logotipo ecológico del bloque económico. Este logotipo es un distintivo de los productos ecológicos de la UE, mediante el cual los consumidores podrán identificar su origen, facilita la comercialización por parte de los agricultores en todos los países miembros.



Ilustración 1 Comisión Europea (s.f.)

En el caso de Estados Unidos, el país cuenta con su propia norma de producción ecológica, que regula los productos orgánicos que serán comercializados en su territorio y que deben ser acreditados por el Departamento de Agricultura de los Estados Unidos, USDA.

Así mismo, el Programa Nacional Orgánico (NOP), se encarga de avalar a las entidades que certificarán que las granjas y empresas se rijan a los estándares orgánicos nacionales, por lo cual el USDA en conjunto con los certificadores autorizados, trabajan estrechamente para controlar su cumplimiento y garantizar la calidad de los productos y la integridad del Sello Orgánico (Agricultural Marketing Service, 2020). A continuación, en la tabla 2 se recopila una breve descripción de los documentos normativos de productos orgánicos en Estados Unidos.

Tabla 2. Legislación de Estados Unidos sobre productos orgánicos

Reglamento orgánico del USDA	Comprende las disposiciones orgánicas del departamento de agricultura, contiene además la prohibición de ciertas prácticas, requisitos y la lista de sustancias permitidas y prohibidas.
Manual del programa	Compilación de documentos de orientación, notas de política y mandatos, cuyo propósito es guiar con el cumplimiento de las regulaciones de NOP.
Ley de Producción de Alimentos Orgánicos de 1990	Fue establecida por la NOP para controlar el cumplimiento de productos agrícolas comercializado o catalogados como orgánicos en el territorio americano.

Fuente: Elaborado a partir de Agricultural Marketing Service (2020)

Estados Unidos cuenta con estrictos requerimientos dirigidos a la producción y etiquetado de productos orgánicos, los cuales deben ser cumplidos fielmente para circular en el mercado sin inconvenientes, generando confianza en los consumidores, quienes optan por productos saludables y de gran calidad.

En Ecuador, la regulación de la producción orgánica inició en el año 2003, por medio del “Decreto Ejecutivo 3609 que establecía la Normativa General para Promover y Regular la Producción Orgánica en el Ecuador. Igualmente, el Acuerdo Ministerial 177 incluía el Reglamento de la Normativa de la Producción Orgánica Agropecuaria” (Pino, 2017, pág. 135).

Según el Ministerio de Agricultura, Ganadería, Acuacultura y Pesca (2013), en el artículo 11 del Registro Oficial N°34, señala que la Agencia Ecuatoriana de Aseguramiento de la Calidad del Agro- AGROCALIDAD, se encargará de aplicar el Sistema Nacional de Control de la Producción Orgánica, a fin de garantizar que los productos orgánicos se elaboren, procesen y vendan siguiendo los lineamientos indicados en la normativa e instructivo.

Más adelante, en el artículo 14, menciona que la certificación de productos que se ajusten a esta normativa y demás instructivos, será otorgada por “organismos evaluadores de la conformidad”, legalmente constituidos en el país y que hayan sido acreditados por el Organismo de Acreditación Ecuatoriano-OAE y registrados ante la Agencia Ecuatoriana de Aseguramiento de la Calidad del Agro-AGROCALIDAD (MAGAP, 2013, pág. 5).

A través del Reglamento de la Normativa de la Producción Orgánica Agropecuaria en el Ecuador, se establecen las normas y procedimientos que regulan las actividades de “producción, elaboración, empaque, etiquetado, almacenamiento, transporte, comercialización, la exportación e importación de los productos orgánicos” (Secretaría Técnica Permanente; Comité Nacional para la Agricultura Orgánica, 2003, pág. 1).

Metodología

Para responder a las interrogantes y cubrir el objetivo, se utiliza un enfoque cualitativo, para la revisión de 12 artículos científicos que sirven de fuente de información. Los artículos están relacionados con las variables que inciden en la comercialización de productos orgánicos y las estrategias competitivas que aplican empresas de varios países para destacarse en el mercado internacional.

La estructura del trabajo inicia con la introducción, seguida de la revisión de literatura que expone la caracterización de las estrategias competitivas, la certificación orgánica y el marco regulatorio de la producción y comercialización de productos orgánicos. La metodología especifica los métodos a emplear, posteriormente en el apartado de resultados se sistematizan los recursos de información seleccionados, luego se presenta el análisis de resultados. Finalmente, se abordan las conclusiones por medio de un conjunto de reflexiones acerca de la relación entre la producción orgánica de camarón y la diferenciación que refleja en el mercado, así como las limitaciones y futuras líneas de investigación sobre el tema.

Para la presentación de resultados se exponen dos apartados que permitirán responder las interrogantes de investigación y abarcar el objetivo planteado. Para la primera parte de los resultados se realiza la revisión de doce artículos científicos que abordan las percepciones de los consumidores de productos orgánicos y prácticas de comercialización que emplean empresas en

varios países. La selección de artículos se ha orientado en función de su enfoque en variables que inciden en el consumo y que conducen a la aplicación de estrategias en las empresas, para mejorar su rentabilidad y posición en el mercado. La búsqueda y selección de artículos, considerados fuente de información secundaria, se realizó en diferentes bases de datos como: Latindex, Scielo, Dialnet, entre otras.

La segunda parte de los resultados se aborda con la revisión del contexto del comercio internacional de camarón para identificar las oportunidades que representa a las empresas exportadoras.

Resultados

Estrategias competitivas

Con los cambios constantes del mercado las empresas buscan hacer frente a las tendencias de producción y consumo. Paralelamente, el aumento de la competitividad, es un factor que influye en las adaptaciones de procesos para mejorar los productos y generar un impacto positivo tanto en los consumidores como en el contexto donde operan las empresas.

Según Madrigal-Moreno et al. (2015), el ambiente real de los mercados, accede estudiar el contexto en el que se desenvuelve y observa lo qué ha ocurrido en la economía global, cómo se han sobrellevado las empresas con la finalidad de representar qué ventajas competitivas diferencian a indiscutibles secciones económicos y especialmente estas superioridades podrían ser adecuadas en el contexto de cortas y regulares empresas.

La adopción de estrategias depende cada vez más de la información del mercado y de los objetivos que se plantean las empresas. Actualmente, las organizaciones que participan en escenarios internacionales, buscan marcar una diferencia entre sus productos y los de la competencia, a través de prácticas sustentables para mejorar su imagen corporativa e ingresos económicos.

De acuerdo a Porter (1985), una estrategia competitiva procura otorgar una posición ventajosa y sostenible de cara a las fuerzas determinantes del sector en el que participan las empresas. De igual manera, el autor especifica tres estrategias genéricas para alcanzar un beneficio superior, siendo estas: liderazgo en costos, enfoque o segmentación y diferenciación. La estrategia de liderazgo en costo busca afianzar el posicionamiento de la empresa a partir del menor precio en el mercado. Mediante la estrategia de enfoque, se plantea identificar las necesidades de un segmento de mercado y satisfacerlas superando a la competencia.

La estrategia de diferenciación hace referencia a la ejecución de una serie de acciones que permitan dotar al producto de características sobrevaloradas para el cliente. En este sentido, Schnaars (1991) sostiene que

lo que se busca es desplazarse entre las esferas más altas del mercado, ofreciendo productos de alta calidad, perceptible por los consumidores.

Las exigencias de los consumidores respecto a precio y calidad, han creado oportunidades, que las empresas aprovechan por medio de un elemento diferenciador inmerso en el producto o servicio que ofertan (Chirinos y Rosado, 2016).

Según Landázuri y Montenegro (2018), el producto puede destacarse y diferenciarse por su presentación y excelencia, la reputación y poder de la marca de la empresa, innovación tecnológica usada para su producción, cadenas de distribución, etc. Es decir, el producto puede convertirse en exclusivo y diferenciado para determinados mercados si cumple dichas dimensiones.

Se seleccionaron 100 publicaciones, de las cuales una vez organizadas y analizadas, finalmente se seleccionaron 12 por ser las más relevantes y actualizadas. En la tabla 3, se resume el análisis de 12 estudios que recogen variables que determinan la demanda de productos orgánicos y las prácticas de empresas para cubrir las necesidades de los consumidores.

Tabla 3. La percepción de productos orgánicos y prácticas empresariales en el mercado internacional

Autor	Muestra/ país	Variables	Resultados
Moncada et al. (2020).	5 empresas exportadoras de camarón orgánico/Ecuador	Estrategia de diferenciación Certificación orgánica Gestión de calidad Compromiso Social Trazabilidad Innovación	En las empresas analizadas se pudo determinar qué la adopción de la certificación orgánica es parte de la innovación que suma a la diferenciación. Las alianzas estratégicas con instituciones gubernamentales para la difusión en los mercados internacionales, añaden valor agregado, lo que les ha permitido ganar participación e incrementar las ventas.
Urrutia y Banda (2015).	2 agro empresas comercializadoras de productos orgánicos/México	Cooperación Certificación orgánica Calidad Procesos de producción	Las empresas del estudio realizan alianzas estratégicas con pequeños productores orgánicos para expandir su oferta exportable y reflejan el aspecto de inclusión. Los procesos de producción son robustecidos con la certificación orgánica y se rigen a protocolos exigentes de calidad.
Kongsom y Panyakul (2016).	154 empresarios orgánicos/Tailandia	Mercado Productos orgánicos Certificación orgánica	El estudio señala las estrategias apropiadas para un mejor desarrollo del sector orgánico como: fortalecer las capacidades y gestión de los empresarios y productores orgánicos, para garantizar el cumplimiento de las normativas de la certificación orgánica, agilizar la logística y una comercialización efectiva, apoyar a los pequeños productores

			con financiamiento para cubrir los costos de una certificación orgánica.
Pulcini et al. (2020).	2.502 hombres y 6.155 mujeres/ Italia.	Consumo Alimentos orgánicos Mariscos Acuicultura	La adopción de prácticas sustentables en los procesos de cultivo, es percibido por los más jóvenes como valor agregado de los productos certificados; mientras que las personas mayores consideran la ausencia de químicos y el sabor natural como factores importantes para el consumo de productos orgánicos.
do Carmo Santos et al. (2017).	28 agricultores/ Brasil	Embalajes ecológicos Diseño del producto Servicio al cliente Preferencias del consumidor Diferenciación	El estudio señala que el aumento de la demanda por productos orgánicos se debe a la percepción positiva de los consumidores sobre estos, quienes actualmente se ven atraídos por productos con características ecológicas y con valor agregado que aporten beneficios a la salud y brinden una mejor calidad de vida. Sin embargo, la falta de eventos para la difusión de sus beneficios puede debilitar dicha demanda.
Conto et al. (2016).	1 empresa productora de jugo y vino orgánicos/ Brasil	Innovación Imagen del producto Diferenciación Sustentabilidad Segmentación Confianza del consumidor	Con la innovación en los procesos productivos de la empresa y la mejora en la comercialización de productos orgánicos, la apreciación de los consumidores ha cambiado; cuyo principal motivo de compra se centra en los beneficios a la salud, al medio ambiente, y el impacto generado por la empresa. A su vez, esto genera ventaja competitiva ya que, al demostrar responsabilidad social, su imagen mejora, atrayendo más clientes.
Stoleru et al. (2019).	226 ciudadanos/ Romania	Calidad Beneficios Imagen Precio Sabor Tecnología	Las principales motivaciones de compra se centran en la calidad y beneficios nutricionales que los productos orgánicos proyectan, debido a la reducción del uso de plaguicidas. Las conclusiones del estudio destacan que los consumidores se ven influenciados por el sabor de los productos sobre su apariencia en comparación con productos convencionales.
Vukasovič (2016).	520 consumidores/ Eslovenia	Percepción del consumidor Comportamiento del consumidor	Las principales conclusiones del estudio destacan que para fortalecer el desarrollo del mercado orgánico es de gran importancia educar al consumidor con la difusión de información clave sobre la calidad, valor nutricional, frescura de los productos orgánicos, el significado de su

			etiquetado de esta forma aumentar la continuidad de sus compras.
Ballesteró (2019).	1 empresa de café orgánico/ Brasil	Comportamiento del consumidor Certificación orgánica Valor agregado	En función del análisis de caso y experiencia de la empresa en estudio, se señala entre sus mejores prácticas la estrategia de comercialización a través de puntos de ventas especializados con buena reputación donde el cliente puede acceder a información que le permite distinguir y apreciar la importancia del producto orgánico, difusión con campañas de señalización educativas respecto a la calidad y sobre las distintas certificaciones de los productos.
Camarena-Gómez et al. (2019).	277 consumidores/ México	Producción orgánica Hábitos de compra Actitud del consumidor	Los consumidores están dispuestos a pagar un mayor precio por los productos orgánicos en lugar de los convencionales, debido a los beneficios para su salud y la certificación que presentan, una barrera identificada es la falta de diversificación de tiendas para la venta de los productos.
Adasme-Berrios et al. (2015).	425 consumidores/ Chile	Beneficios éticos Salud Nutrición	Los consumidores deciden adquirir productos orgánicos por razones vinculadas a los beneficios éticos, ya que se perciben como amigables con el medio ambiente y la sociedad. Por otro lado, la preocupación por la salud y una buena alimentación también influyen al momento de la compra. Sin embargo, la deficiente comunicación e información respecto a los atributos de los productos orgánicos puede constituirse una barrera en el mercado.
Hasselbach y Roosen (2015).	720 consumidores/ Alemania	Preferencias del consumidor Comida orgánica	El estudio realizado indica que, para los consumidores es fundamental que al momento de adquirir productos orgánicos exista una buena relación calidad-precio, a tal punto que afirman que cumpla con los estándares de calidad están dispuestos a comprar con precios más elevados.

En una segunda parte de los resultados se expone el contexto de la comercialización del camarón ecuatoriano a nivel internacional. Según la Organización de las Naciones Unidas para la Alimentación y la Agricultura (2019), en el 2018 se reportó la importación de 2,7 millones de toneladas de camarones entre los principales compradores, como consecuencia del poder de los mercados asiáticos, principalmente China, el cual incrementó sus compras; de igual manera, se registró un ligero crecimiento en las

importaciones de Estados Unidos, la Unión Europea y de los países que conforman el Consejo de Cooperación del Golfo (GCC) en Oriente Medio.

La mayor concentración de producción acuícola orgánica se encuentra en el continente asiático, representado por China con un volumen superior al 74%, seguido de Europa, que provee al mercado con el 20%, destacándose Irlanda con el 10% (Gambelli et al., 2019). Uno de los principales motivos para enfocarse en la acuicultura orgánica, se sustenta en el precio elevado que el mercado está dispuesto a pagar por productos orgánicos o ecológicos (Ahmed et al., 2018).

Los datos del CBI(2020) señalan que en Europa los países de mayor consumo de mariscos orgánicos son Alemania, Francia, Reino Unido, Italia y España. Así también, se destaca que Ecuador es el principal proveedor de camarones orgánicos,

De acuerdo con el reporte elaborado por la Cámara Nacional de Acuicultura (2020), se registró en el año 2019 ingresos por \$3,890.5 millones de dólares, que equivalen a 645.000 toneladas métricas por concepto de exportación de camarón ecuatoriano, teniendo como principales mercados destino a Estados Unidos, Asia y la Unión Europea. Si bien el año 2020 es atípico por la situación de pandemia que ha afectado a la población mundial, las exportaciones al mes de agosto registran 452.000 toneladas métricas y \$2,501.2 millones de dólares.

La gran aceptación del camarón ecuatoriano se debe a que cumple características específicas que lo diferencian de sus competidores y le permite crear una ventaja competitiva; ya sea a través de su sabor o presentación, que lo han hecho merecedor de distintos reconocimientos a nivel mundial.

La expectativa de crecimiento de las exportaciones de camarón están asociadas a la recuperación de la demanda internacional, además del aprovechamiento de la campaña promocional del producto camarón sostenible, impulsada por el Ecuador mediante su programa de certificación denominada Sustainable ShrimpPartnership (SSP), que se caracteriza por garantizar la trazabilidad, la eliminación de antibióticos y del impacto ambiental (FAO, 2020).

Discusión

El estudio contempla aquellas variables que representan las principales razones consideradas por los consumidores para la adquisición de productos orgánicos o ecológicos.

Es así que, en los casos de las empresas brasileñas enfocadas en este mercado, identifican tanto la diferenciación y la presentación del producto como factores importantes para la comercialización de productos orgánicos, y que a su vez influyen en la decisión de compra del público objetivo.

De igual manera, los resultados demuestran que el mercado tiene una reacción positiva frente a los alimentos provenientes de procesos sustentables, quienes atraídos por una imagen ecológica y los beneficios que estos ofrecen están dispuestos a cancelar un valor que compense dichas características, y que les permita ingresar a un mercado premium.

En el estudio realizado por Vukasovič (2016), se concluye que el avance del mercado orgánico se dará conforme la información relacionada a los atributos diferenciadores de productos orgánicos, se divulgue adecuadamente para así mantenerse vigentes en el mercado, coincidiendo con Ballesteros (2019), quien indica, además, que la correcta ubicación de los productos en los puntos de ventas contribuye a la difusión de las características esenciales de los mismos.

La demanda de productos orgánicos a causa de la creciente preocupación por consumir alimentos de calidad y saludables, ha presionado a las empresas a innovar y ajustarse a las nuevas exigencias de los clientes para no perder espacio en el mercado. La producción y exportación de camarón orgánico (camarón gigante y camarón blanco) es una alternativa válida para seguir compitiendo en los mercados internacionales activamente y resolver problemas ambientales.

El dinamismo del mercado, impulsa a las empresas a reconocer las oportunidades que brinda la comercialización de productos orgánicos certificados, teniendo que adaptarse y cumplir los requisitos que los mercados con mayor potencial determinan.

Conclusiones

En relación al objetivo de investigación planteado, analizar las prácticas de comercialización de productos orgánicos en los mercados internacionales, es posible explicar a través de los resultados obtenidos los motivos para elegir productos orgánicos sobre convencionales, como una alternativa alimenticia, que impulsada por desarrollar un mejor estilo de vida se ofrecen a un segmento específico en diferentes países.

Se evidenció que la certificación orgánica contribuye a generar valor agregado a los productos, lo cual representa una estrategia a ser aplicada por las empresas que incursionan el mercado orgánico para ser más competitivos. La certificación orgánica se constituye en una estrategia que genera valor agregado a los productos, y que, acompañado de la innovación, mejora de los procesos, compromiso social y ambiental por parte de las empresas, y la capacidad de ofrecer algo diferente, contribuye al cambio de percepción de los consumidores sobre productos ecológicos.

Por lo tanto, la adopción de prácticas empresariales adecuadas, permiten que el producto camarón ajustado a los requerimientos internacionales, tanto en el cumplimiento de normativas como de protocolos

de producción orgánica, aseguren la calidad del producto y su permanencia en el mercado destino.

Por otro lado, el trabajo en conjunto con entidades gubernamentales, se ha convertido en un recurso importante al momento de expandir las oportunidades para incursionar en nuevos mercados, así como implementar nuevas tecnologías para potenciar la producción de camarón orgánico a nivel nacional y su posicionamiento.

Finalmente, las limitaciones del presente trabajo se asocian a la carencia de información previa que permite discutir y comparar resultados, de manera que las futuras líneas de investigación podrían considerar una metodología cuantitativa que contemple el análisis de la percepción directa de los empresarios respecto a la producción orgánica y las oportunidades de mercado.

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Desarrollo Empresarial y Capital Humano en la región Sureste de Coahuila

Resumen

El presente trabajo tiene como objetivo determinar si hay un efecto significativo entre capital humano y desarrollo empresarial en la región sureste del Estado de Coahuila, México. Se aplicó un instrumento a 243 personas, utilizando el software de AMOS PASS, en el cual se contemplaron los indicadores del capital humano y desarrollo empresarial, de acuerdo con la hipótesis las relaciones encontradas entre las varianzas de los constructos indican que existe un valor estadístico significativo que relaciona a estos constructos. En los resultados se encontró que algunas de las variables fueron: la consideración de pertenencia a la empresa, la percepción de cómo los ve la empresa en función de los conocimientos, y, el reconocimiento de que es el capital humano incrementado por parte de la empresa, demostrando que reconoce este valor como gestor del desarrollo empresarial. De esta manera el capital humano se constituye en uno de los principales factores intervinientes en el desarrollo empresarial.

Palabras clave: Capital Humano, Desarrollo Empresarial, Capital Intelectual

Business Development and Human Capital in the southeast region of Coahuila

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Abstract

The present work determines if there is a significant effect between human capital and business development in the southeastern region of the State of Coahuila, Mexico. An instrument was applied to 243 people, using the AMOS PASS software, in which the indicators of human capital and business development were considered, according to the hypothesis, the relationships found between the variances of the constructs indicate that there is a significant statistical value that relates to these constructs. In the results it was found that some of the variables were: the consideration of belonging to the company, the perception of how the company sees them based on knowledge, and, the recognition that it is the human capital increased by the company, demonstrating that it recognizes this value as a manager of business development. In this way, human capital becomes one of the main factors involved in business development.

Keywords: Human Capital, Business Development, Intellectual Capital

Introduction

Cuando se habla de capital humano, se habla de constructos: mentales, de inteligencia, de vitalidad, de acciones derivadas, de proacción que solo se observan, en su mayoría por sus manifestaciones, es hasta hace algunos años se ha tomado en cuenta este concepto. Probablemente, facilitaron el desarrollo del concepto, los cambios y evoluciones de lo económico, los tecnológicos sociales, culturales, legales, políticos demográficos y hasta ecológicos. A éstos últimos se les llama Capital Estructural. Y como todos estos cambios intervienen, se han escrito muchos puntos de vista y tratado de determinar el desarrollo de este tipo de capital, sin embargo, siguen muchos problemas sociales, principalmente el bienestar familiar, que debería recibir los efectos directos de los beneficios de la relación capital humano y desarrollo empresarial. Si es que se aplica en el desarrollo de las empresas el Capital

Humano. El presente trabajo trata determinar si en realidad el capital humano lo están utilizando las empresas del suroeste del estado de Coahuila, en México, para ello se utilizaron las características de lo que se considera Capital Humano, y se está buscando probar la relación con el desarrollo empresarial utilizando herramientas matemáticas estadísticas que nos permitan probar las hipótesis de relación entre estos dos conceptos, los resultados señalan que efectivamente existen las relaciones entre el Capital Humano y los conceptos que conforman el desarrollo empresarial; pero considerando que no todas las empresas fueron encuestadas, al menos las que conformaron la muestra dan información que permiten comprobar que la percepción de los sujetos que laboran en esas industrias están mostrando algunas características que se relacionan con el desarrollo empresarial, lo que tiene como consecuencia que las personas se sientan parte principal de la empresa o como se le conoce “Capital Humano empresarial”. (Chiavenato, 2019).

Durante muchos años se consideró que el capital financiero era la fuente principal del desarrollo de las empresas, éste era el motor principal del progreso empresarial, e imprescindible para que las compañías tuvieran éxito, sin embargo, este pensamiento ha cambiado, se considera que es la manera de reclutar y retener una buena fuerza de trabajo es indispensable y también es la llave para la operación de cualquier tipo de negocio, se han encontrado estudios que revelan que el desarrollo de proyectos, sustentado por buenas ideas, el vigor y el entusiasmo del personal que labora, no han sido impedido, por la falta de efectivo o de recursos financieros. Algunas empresas han visto dificultado su crecimiento por no haber mantenido una fuerza de trabajo eficiente y entusiasta: les faltó el capital intelectual.

La ventaja competitiva es necesaria como parte de un componente esencial en las empresas; esta es parte de los elementos que medidos, comparados, principalmente tanto en los organigramas funcionales como en las gestiones económicas de la empresa para que comprendan el valor del capital intelectual en el desarrollo empresarial. Entendiendo con esto, que el capital humano como recurso genera producción y rentabilidad derivando en la competitividad de una organización lucrativa empresarial; incrementando su accionar dentro del mercado, la cual es una de las metas de todo tipo de industria. (Montoya Agudelo & Boyero Saavedra, 2016).

En Chile, de acuerdo con Brunner & Gregory, la principal riqueza nacional es el capital humano; en base a los estudios realizados por ellos, el capital intelectual equivale a 8 veces el producto nacional; sin embargo, el stock de capital físico es 2.4 veces el producto de lo que se desprende que en la actualidad los desarrollos empresariales, dependen en gran medida de la educación y de las habilidades desarrolladas por las personas laboralmente activas de su población. Esto evidencia que el uso de conocimientos obtenidos ya sea de manera curricular o extracurricular, refiriéndose a las capacitaciones,

genera pericias que se utilizan de manera articulada con los trabajos desarrollados en los complejos industriales. Es por esto que en este país se concluye que las sociedades contemporáneas deberán mejorar la gestión del recurso humano. (Brunner & Gregory., 2003).

Las ventajas potenciales del capital humano, vuelven competitivas a las organizaciones de acuerdo con el enfoque actual de la economía del conocimiento (DeNisi & Hitt, 2003).

El nuevo escenario del siglo XXI, se está reflejando en la industria del sector turístico en Cartagena de Indias de Colombia; Este reflejo se observa por los rápidos cambios en las empresas turísticas al gestionar el recurso humano para atraer al mejor, elevar la productividad y mantener a los más productivos, debido a esto se ha incrementado una gestión estratégica diferencial, que tiene como base la valoración del conocimiento, y dejando atrás la concepción del hombre “sustituible o permutable” por hombre o imprescindible y se atribuyen al recurso humano. (Passos-Simoncas & Arias-Aragonés, 2017; Paredes & Pinto, 2009).

En México, y en las regiones de otros países se ha mostrado la preocupación por determinar las causas por las cuales crecen en diferentes tasas, y tienen niveles distintos de riqueza. Por ello se han llevado a cabo diseños de modelos teóricos muy funcionales para identificar las múltiples experiencias de crecimiento económico y de acumulación de capital, tanto físico como humano. Se han observado en esos modelos que el capital humano, es factor importante en la economía como ventaja competitiva, y que puede significar en economías de desarrollo, como la de México, el despegue hacia la ruta de mejores estándares de productividad y bienestar. (German-Soto, Rodríguez, & Escamilla, 2013).

Otros estudios en México destacan que las empresas que necesitan completar su plantilla, inician un proceso de reclutamiento que ellos consideran adecuado; las firmas determinan el cómo cubrir una vacante, considerando su costo y tiempo de búsqueda, características del puesto, consideración del candidato idóneo, promoción de la vacante, además las firmas buscan a los empleados más calificados, sobre todo aquellos, que los empleadores consideran que pueden generar mayor valor agregado para la empresa. Los individuos, por su parte, buscan empleos que ofrezcan los salarios más altos posibles, así como mejores condiciones laborales en cuanto a seguridad física, estabilidad, desarrollo laboral, y mejores prestaciones, para asegurar la mejor oferta laboral. Ellos invierten en Capital Humano, social e informativo, lo que les permite ser más productivos y tener información del mercado laboral. Esta información del mercado laboral está mejorando debido a las redes sociales. Aunque no es un tema relevante en este trabajo no se puede negar la fuerte intervención de este fenómeno social, es lo que se conoce

como la cuarta transformación. (Petrongolo & Pissarides , 2001)(Charles, Torres, & Castro, 2018).

Metodología:

El presente trabajo es una investigación de tipo de diagnóstico porque refiere integradamente y con sentido comprensivo los acontecimientos en la sucesividad. Su segunda característica es que es una investigación de hallazgo ya que indica expresamente vínculos o relaciones entre los constructos trabajados que son Capital Humano y Desarrollo Empresarial. Por su orientación funcional es aplicada porque interviene en la realidad completa con el objeto de ejecutar cambios o transformaciones en la misma, es deductiva. Transversal un corte, sección o parte del fenómeno integrado, se mide solo una vez los grupos o variables, no se pretende medir la evolución de éstas.

Dado lo anterior con respecto al tema de relación entre Desarrollo Empresarial y Capital Humano se plantea la siguiente Hipótesis:

H1.- A mejor Capital Humano Mayor Desarrollo Empresarial.

Los Constructos analizados provienen del Instrumento realizado por el Dr Francisco Treviño Treviño, Director de la Facultad de Ingeniería y Mecánica (FIME) de la Universidad Autónoma de Nuevo León.

Variables: las variables utilizadas para el presente análisis se definen operacionalmente como sigue:

Constructo: Capital Humano

v12.- Personal con Experiencia; es decir, los sujetos que laboran en la empresa tienen experiencia en las labores encomendadas.

V13.- Sueldo igual o Superior en la Industria; es consideración de la persona si su sueldo está de acorde a sus expectativas o si está por encima de ellas.

V14.- Recurso Humano Calificado; definida como si el personal que labora en la empresa tiene la calificación adecuada de desempeño en la misma.

V15.- Capacitación dentro de la empresa; se define, como el reconocimiento por parte del empleado en que su capacitación se está llevando a cabo dentro de la empresa.

V16.- Altos Conocimientos; se define como si el empleado se considera, como persona de alto valor de acuerdo a sus conocimientos de los procesos empresariales.

V17.- Sentido de Pertenencia, se define si el sujeto demuestra alta intensidad de la mercadotecnia interna.

Constructo: Desarrollo Empresarial.

V23.- Desarrolla Procesos y productos, definidos si las personas que laboran en la empresa observan o participan en los procesos y desarrollo de los productos.

V24.- Procesos Generadores de Tecnología definidos si los empleados observan o participan manejando procesos que actualizan la Tecnología de la empresa.

V25.- Innovador y Dan Seguimiento; se define como la capacidad de reconocer que los productos que se fabrican son innovadores y que, además existe un seguimiento por parte de la empresa en su fabricación.

Muestra: la aplicación del Instrumento se llevó a cabo en la Región sureste del Estado de Coahuila, con un n=243, (Landro, Hernández & González Ramírez , 2007)

Confiabilidad: la confiabilidad del instrumento se analiza con alfa de Cronbach, encontrando los siguientes resultados. (Cesar, 2004)

Tabla 1.- Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
.867	43

Fuente: Elaboración Propia

En la tabla 1 se encuentra el valor de $\alpha = .867$ lo que señala que el instrumento tiene validez satisfactoria o que señala que el instrumento, presenta confiabilidad

De acuerdo a los parámetros establecidos por Cronbach (Hair, Black, Babin, & Anderson, 2010)

Resultados

Se realiza un análisis de Correlación Factorial, con el programa Amos, del SPSS, encontrándose los siguientes Resultados

Tabla 2.- Regression Weights: (Group number 1 - Default model)

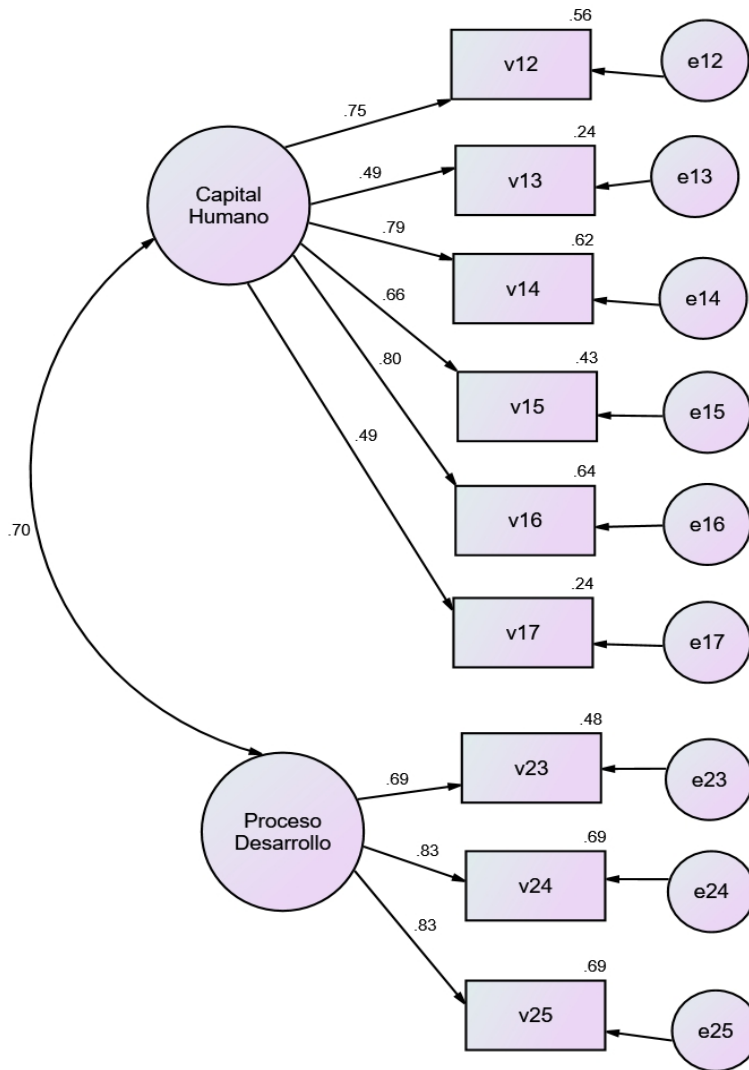
			Estimate	S.E.	C.R.	P	Label
v1	<--	Capital_Humano	1.000				
2	-						
v2	<--	Proceso_Desarrollo_Empresaria	1.000				
3	-	1					
v2	<--	Proceso_Desarrollo_Empresaria	1.258	.11	10.86	**	
4	-	1		.6	5	*	
v2	<--	Proceso_Desarrollo_Empresaria	1.243	.11	10.87	**	
5	-	1		.4	0	*	
v1	<--	Capital_Humano	.717	.10	7.160	**	
3	-			.0		*	
v1	<--	Capital_Humano	1.094	.09	11.65	**	
4	-			.4	3	*	
v1	<--	Capital_Humano	.966	.10	9.709	**	
5	-			.0		*	
v1	<--	Capital_Humano	1.032	.08	11.87	**	
6	-			.7	8	*	
v1	<--	Capital_Humano	.742	.10	7.188	**	
7	-			.3		*	

Valores significativos menores a 0.001 (P en la tabla) igual ***

Fuente: Elaboración Propia

En la tabla 2 se encontró que los pesos de la razón crítica (CR) todos sobrepasan el valor de 1.96 lo que señala que son significativas, al nivel de 0.001 como lo muestra la columna de P. lo anterior denota que las variables utilizadas presentan valores significativos (valor Beta) sobre los constructos, señalando con ello que los indicadores son los adecuados en el análisis.

Figura 1.- Representación Gráfica del Modelo. (Byrne, 1994)



Fuente: Elaboración Propia

La figura 1.- muestra que las variables correspondientes a los dos constructos, Capital Humano y Proceso de Desarrollo Empresarial, presentan una correlación de 0.70 y una varianza Explicada de 49 %; los valores de los pesos de la regresión lineal múltiple (Betas), de cada una de las variables simples presentan valores por encima de 0.49, y por debajo de 0.83; las correlaciones múltiples se encuentran en un rango 0.24 y 0.69, lo que señala que la varianza explicada está en valores entre el 40% y 49%. Esto muestra

que existe una correlación entre el capital intelectual de los empleados y la realización de los procesos de desarrollo de las empresas de la región sur de Coahuila. Lo que prueba la hipótesis planteada de a mayor gestión de capital Humano, mejores procesos de desarrollo empresarial.

Estos datos proporcionan la Prueba de Hipótesis alterna planteada.

Tabla 3.- Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.954	.937	.983	.976	.983
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Fuente: Elaboración propia

Los Estadísticos de ajuste se pueden encontrar en la Tabla 2, donde los valores de Índice de Parsimonia NFI; Índice de Ajuste Relativo RFI; Índice de Ajuste Incremental IFI; Coeficiente de Tucker-Lewis TLI, y el Índice de ajuste comparativos CFI se encuentran por encima de valores a .9 lo que señala que el modelo es parsimonioso

Tabla 4.- RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.049	.015	.076	.496
Independence model	.314	.296	.332	.000

Fuente: Elaboración propia

En la tabla 4 se encuentran los resultados de la Raíz media cuadrada RMSEA, con un valor de 0.49 menor que el alfa de 0.05 lo que señala un ajuste perfecto de los datos del modelo. Esto muestra que los datos de las variables simples ajustan bien con respecto a los constructos analizados, por lo tanto, las correlaciones y los pesos de los coeficientes parciales estandarizados son significativos.

Conclusiones

Considerando la importancia que algunos de los estudios citados dan a la aplicación del Capital Humano junto con el Capital Estructural son los principales elementos que permiten la diversificación de los negocios, de acuerdo al contexto, es difícil de separar a las personas de y sus comportamientos de las gestiones que se utilizan en la empresa, debido a que las personas son quienes forman, deciden y actúan, en nombre de las empresas es la gente que labora en ellas.

De acuerdo con la llamada cuarta revolución industrial es necesario comprender que tanto el capital humano como el capital estructural, que es el capital que conforma los bienes tangibles de funcionalidad en las empresas,

por lo tanto se tienen que considerar que el capital humano debe de tener acceso a las tecnologías de la información y comunicación.

La cuarta revolución industrial que comprende la inclusión de las tecnologías de la información y la comunicación es una fase en la que actualmente se encuentran los empresarios alrededor del mundo, ya que la inclusión de toda la tecnología de punta en cuanto a las comunicaciones y a los manejos de la informática que utilizan técnicas como el análisis de constructos y de grandes cantidades de población es al parecer lo que permite una mejora en los desarrollos empresariales, pero con el ingrediente necesario del Capital Intelectual.

Con estos dos elementos de capital estructural y tecnologías de información y comunicación se puede considerar que el capital humano tiene entonces muchas ventajas para realizar ventajas competitivas que ayudan a que las empresas desarrollen mejores estrategias de competitividad, es decir el capital humano es importante en el proceso de desarrollo de la empresa cualquiera que fuera el giro de la misma. *Lo que permite comprobar la Hipótesis alterna planteada.*

Considerando que históricamente las empresas y las personas que laboraban en ellas están totalmente antagonistas, se pensaba que los objetivos de las empresas eran contrarios a los objetivos de las personas, se considera esta etapa como algo que estaba obscuro entre el reconocimiento de los objetivos y las soluciones para llegar a ellos.

De acuerdo con los resultados, del presente trabajo, se debe considerar que las variables que se manipularon para establecer los constructos, habla de consideraciones acerca de los salarios, y en cuanto a las características de los mismos pueden establecerse como adecuados, de acuerdo a la percepción de las personas en la Región sur de Coahuila; otra de las variables fueron la consideración de pertenencia a la empresa, la percepción de cómo los ve la empresa en función de los conocimientos, y , si estos son incrementados por parte de los corporativos del negocio.

Además, la ganancia en experiencia de parte de las personas que son el Capital humano dentro de las empresas tiene una importancia definitiva en cuanto al manejo de los procesos de desarrollo de la fábrica, es por esto que, de acuerdo con el planteamiento de la hipótesis generalizada solamente a la Región Sur del estado de Coahuila, se demuestra al señalar que el Capital Humano tiene importancia para el desarrollo de los procesos de toda Empresa.

Un punto importante es establecer que se tiene que cumplir con los cánones establecidos por las reglas de capacitación, ya que esta no es una forma de educación como la tradicional; sino que es una forma específica de aprendizaje que está en función de los objetivos de desarrollo empresarial. En la población donde se llevó a cabo este trabajo de investigación geográficamente es la región suroeste del Estado de Coahuila, por lo que se

puede sustentar que los procesos utilizados para la capacitación, en verdad contribuyen en altos porcentajes para que las empresas puedan lograr sus objetivos, es decir los procesos de capacitación se encuentran bastante relacionados con el desarrollo empresarial de la región.

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Challenges of Online Teaching during the pandemic COVID-19: Reports from Moldovan Vocational Education and Training Teachers

Abstract

Teachers worldwide are experiencing challenges with transitioning from face-to-face to online teaching during the pandemic COVID-19. Policymakers, school administrators, students, parents, and teachers have all been impacted. Moldovan educational policies and infrastructures are being re-visited to identify the best strategies for supporting its teachers during this time. The purpose of this case study was to assess Moldovan Vocational Education and Training (VET) teachers' challenges faced teaching online. Data were analyzed by researchers reviewing interview notes to ascertain the main points gathered from teachers occurred during the focus group interview. The focus group with mostly female teachers revealed their desire to gain online teaching training and frustration over a lack of stable Internet connection during lessons. It was concluded that teachers' needs should be shared with policymakers and school administrators to ensure technology training and reliable technology devices for at home use be provided while schools are closed. Based on conclusions, the following recommendations would be to assess student's needs to ensure their needs are aligned with teachers' needs so the best teaching and learning can occur.

Keywords: Pandemic COVID-19, Moldova, online teaching, training, vocational education teachers

Introduction

Twenty-first-century teachers need skills to develop lessons for traditional classroom instruction while also applying them to digital teaching environments (The Resilient Educator, 2020). While it can be challenging to support the quality of traditional, face-to-face teaching, it may be even more challenging to support quality in online teaching (Horvitz & Beach, 2011). While a considerable amount of research has investigated student engagement in online courses (Angelino, Williams, & Natvig, 2007; Oliver, 1999), the question of teacher engagement in online environments has not received significant attention. The recent COVID-19 pandemic has exposed tremendous lapses in Internet infrastructure, a digital divide, and challenges related to decisions to quickly move education to an online environment without providing educators the necessary training to teach online. It is important to understand teachers as they are the group of people charged with teaching, training, encouraging, and inspiring pupils to learn (Okeke-James, Igbokwe, Anyanwu & Obineme, 2020). This is especially the case for teachers worldwide who are being impacted by the pandemic COVID-19 (Ozur, 2020) on secondary and postsecondary levels. This is the case for teachers in various fields of study and academic disciplines (Flaherty, 2020), ranging from science, technology, English, business, history, and vocational education. This study's focus is on Vocational Education and Training (VET), which is an educational system that prepares individuals for work (Ganefri & Hyadat, 2014).

Vocational Education is a practice-oriented approach to education, emphasizing what to do in the workplace due to either learning to meet the career requirements or improving student performance on the skill level to be possessed (Mustapa, Ibrahim, & Yusoff, 2014). Technical and Vocational Education should be considered a medium that can be combined with elements of e-learning in educational technology (Mustapa, et al. 2014). During vocational education and training, teachers are encouraged to demonstrate competencies for digital tools (Cedefop, 2020). VET Teachers are essential for preparing their students for the workplace. Policymakers and school administrators must be aware of teachers' needs for teaching and learning online, especially during this time of COVID-19. For instance, teachers often ask, "How can I effectively teach online?" The need to support teachers with being effective is crucial, as Save the Children (2020) warned, "The Covid-19 pandemic has caused an "unprecedented education emergency" with up to 9.7 million children affected by school closures" (p. 1). Alarmingly, the new norm for online teaching and learning will be here for a while, as supported by Li and Lalani (2020), who said, "The changes Coronavirus has caused might be here to stay" (p.1).

Problem Statement

In April 2020, The Institute for European Policies and Reforms (IPRE), Privesc.eu, and the Hanns Seidel Foundation held videoconferences to decide how best to transition educational programs from traditional face-to-face to online teaching due to the pandemic COVID-19 (Institute for European Policies and Reforms, 2020). More discussions were held to differentiate between online delivery tools and distance learning since they are slightly different teaching and learning processes. Additionally, the main problem was challenges faced by Vocational Education and Training Teachers. For instance, in 2019, before the pandemic, a Moldovan program was established to empower vocational education teachers with digital teaching skills. Teachers received modules for how to use digital tools. The goal was also to learn how teachers assimilated to using new informational technology and understanding digital content. Additionally, The Chisinau City Hall offered an estimated 2,000 online lessons for teachers, students, and parents to educate them on how to access video lessons without an Internet connection (OECD, n.d.). Regardless of these support efforts, teachers still reported being ill-prepared to teach online.

The Moldovan Ministry of Education, Culture, and Research of Moldova (2020) reported:

We know that in the first week of the pandemic, more than 18,000 children did not participate in the educational process, and 3000 teachers did not have a device on which to work. In this respect, 20 million lei were identified to purchase laptops for disadvantaged teachers and students. We do not know how long this pandemic will last and how it will evolve, which is why we all understand that the health of children and teachers is now a priority. (p. 1)

Vocational Education and Training High Schools and Teachers

The partnership between the researchers and the Vocational Education and Training Schools was established based on support by The United States Agency for International Development for High-Value Agriculture Activity (USAID/HVAA). The Vocational Education and Training Schools are also significant for this study due to teachers' varied backgrounds and the specific occupations they deliver. The goal of USAID/HVAA is to cultivate a modern agriculture sector in Moldova. It also seeks to increase rural prosperity by improving Moldova's economic well-being by increasing the workforce's quality in high-value agriculture (USAID, 2020). The VET Teachers are invaluable as they prepare students for the Republic of Moldova workforce and beyond.

The Nisporeni School is located 40 miles from Chisinau, the capital city, with a student enrollment of 280 (150 females; 130 males). Students can

select from six occupations related to the agriculture sector, such as pomiculture, viticulturist and winemaking, and berry-producing and processing.

The Bubuieci School is located 10 miles from Chisinau, with a student enrollment of 267 (165 females; 102 males). Students can select from six occupations ranging from floristry to beekeeping. Table 1 provides the VET Schools' demographic profile, and Table 2 provides the demographic profile of the VET Teachers. Study participants included eight teachers (5 females; 3 males) at The Nisporeni School and ten teachers (8 females; 2 males) at The Bubuieci School.

Purpose of the Study and Objectives

The purpose of this exploratory case study was to assess challenges Moldovan Vocational Education and Training (VET) teachers faced for teaching online during the pandemic COVID-19. The following objectives were developed to guide the study. Objective 1: “What is the demographic profile of Moldovan VET Schools and Teachers” and Objective 2: “What do participants require for teaching online?”

Methodology

A two-hour focus group was held on July 31, 2020, via Zoom.com. Merriam and Tisdell (2016) support using a basic qualitative approach when the study's purpose involves gaining a better understanding of individuals' interpretation and the meaning of their experiences. Purposive sampling was used to select teachers of the two Moldovan VET Schools. Researchers can select participants and research sites associated with the phenomenon and research problem being studied (Creswell, 2007). Invitations to participate in the study were sent to all teachers at the two VET Schools. As a result, eighteen teachers accepted the invite and were then provided informed consent forms and the interview questions.

Data Collection

A focus group was conducted because it offered “a way to collect qualitative data, which involved engaging a small number of people in an informal group discussion, ‘focused’ around a particular topic (Wilkinson, 2004). Focus groups allow for less threatening settings, where participants discuss opinions and thoughts (Krueger & Casey, 2000). They usually last between 1-2 hours (Morgan, 1997; Vaughn, Schumm, & Sinagub, 1996) and consist of between 6 and 12 participants (Baumgartner, Strong, & Hensley, 2002; Bernard, 1995; Johnson & Christensen, 2004; Krueger, 1988, 1994, 2000; Langford, Schoenfeld, & Izzo, 2002; Morgan, 1997; Onwuegbuzie, Jiao, & Bostick, 2004).

The following open-ended questions were asked during the focus group:

- What existing infrastructures for conducting online learning are currently in place?
- What access to technology devices and Internet connection is available?
- Is there a need for you to know how to use online teaching platforms?
- What other challenges have you experienced during the transition from face-to-face to teaching online during the COVID-19 pandemic?

Data Analysis

Despite the abundance of research studies related to the benefit of conducting focus groups, there are limited research studies on how to analyze data in the social sciences (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009). However, there are several data analysis techniques best suited for studies such as the current study. The researchers followed data analysis strategies recommended by Creswell (2013), which supports researchers reviewing interview notes and reading transcriptions multiple times to ascertain the main points gathered during the focus group interview.

Conversation analysis also allows participants to interact during conversational interactions (Myers, 1998). Then, summative content analysis was employed (Hsieh & Shannon, 2005; Neuendorf, 2017), supporting researchers interacting with the transcribed interviews through notetaking and identifying key concepts. To describe the insights (i.e., perspectives, beliefs, and practices) of teachers, the researchers also used Saldana’s (2013) inductive, emergent coding framework for qualitative data reduction in analyzing the collected information.

Table 1: Demographic Profile of the VET Schools (N=2)

Item		F			
		Nisporeni		Bubuieci	
Gender	F	150		165	
	M	130		102	
Total		280		267	
		F	M	F	M
Grade levels	I	55	42	80	54
	II	75	80	85	48
	III	20	8	---	---
Total		150	130	165	102

Note: Grade I=10th; Grade II=11th; Grade III=12th; M=Male; F=Female

Table 2: Demographic Profile of the VET Teachers (N=18)

Participant	Gender	School	Grade Level	Years of teaching experience	Age range
Participant 1	Female	B	II	2-5	29 years or younger
Participant 2	Female	N	I	6-10	30-39
Participant 3	Female	B	II	16-20	40-49
Participant 4	Male	N	II	11-15	30-39
Participant 5	Male	B	I	21 or more	40-49
Participant 6	Male	N	III	11-15	30-39
Participant 7	Female	N	II	2-5	29 or younger
Participant 8	Female	B	II	6-10	29 or younger
Participant 9	Female	N	I	16-20	40-49
Participant 10	Female	B	II	21 or more	50-59
Participant 11	Female	N	II	11-15	30-39
Participant 12	Female	B	I	11-15	30-39
Participant 13	Female	N	II	21 or more	50-59
Participant 14	Male	B	I	16-20	40-49
Participant 15	Male	N	III	21 or more	50-59
Participant 16	Male	B	I	16-20	40-49
Participant 17	Male	B	II	6-10	29 or younger
Participant 18	Male	B	I	2-5	29 or younger

Note. Bubuieci VET School=B; Nisporeni VET School=N

To strengthen the trustworthiness, credibility, and accuracy of data, the researchers reviewed the information multiple times, ensured themes were supported during the interview, and involved other researchers in checks to make sure quoted material accurately represents teacher responses and reflects interviewee intentions.

Important insights are discussed below.

Results

Objective One: “What is the demographic profile of Moldovan VET Schools and Teachers?”

The results showed that most teachers were female, teaching Grade II, reported teaching 11-15 years, and 30-39 years of age. Ten teachers worked at The Bubuieci School, and eight worked at the Nisporeni School. Further demographic profile results included:

For Gender. Female teachers expressed more that they prefer to use school computers because other family members use home devices.

When School types were analyzed, Nisporeni VET Teachers reported experiencing problems gaining a connection to the Internet and other platforms to teach practical skills.

Grade level was significant at Grade II level, with teachers experiencing challenges with offering distance education courses versus their peers. They reported self-directed learning was most preferred rather than by attending specialized webinars.

Years of teaching experience found that Teachers with more years of teaching experience reported not being prepared for online delivery and possessed few skills with online teaching platforms than their peers with fewer teaching experience years.

Related to Age, teachers of ages 29 and younger reported being able to address the challenge of using personal devices (i.e., cellphones) more often than their peers. They reported fewer challenges with accessing Internet connection. Some of their students reported not having access to their online classes due to not having technology devices. Next, we found that Teachers between 30-39 years of age and females reported that even with having computers at home, they could not use them due to family members (i.e., children, spouses) vying for time to complete schoolwork or conduct work remotely. They also reported more so than their peers using school devices, when available, or their cellphones. Teachers between the ages of 50-59 reported a lack of skills for the use of online teaching platforms and video communications. They also expressed a desire to receive training to enhance their skills for online teaching platforms.

Objective Two: “What do participants require for teaching online?”

<i>What existing infrastructures for conducting online learning are currently in place?</i>	
Participant 1	My school has computers, but not cameras to conduct video sessions.
Participant 2	Our existing computers do not have software for distance learning.
Participant 3	Since schools have been closed at the beginning of the pandemic period, it was not allowed to enter the school even by teachers, and many of them did not have computers home.
Participant 4	It is still impossible to offer practical classes since schools do not have appropriate equipment for this purpose.
Participant 5	Not all courses were digitized at the beginning of the pandemic period, and it was not possible to access them online.
Participant 6	Teachers used mainly free learning platforms that have limited options (features).
Participant 7	Despite excellent didactical infrastructure, students could not benefit from it because of limited infrastructure for distance learning.
Participant 8	I am using my cellphone since not having access to school but does not have all the features to have a qualitative connection, and a camera is not ok.
Participant 9	Have one laptop in the house, and my two kids use it for distance learning with their school.

Participant 10	I do not have enough skills to use online platforms for teaching, and I am using emails to send training materials.
Participant 11	It was a period when we did not have access to school. It was closed.
Participant 12	We have practical classes (viticulture), and I do not have a clue on how to proceed.
Participant 13	I am using a class computer, but it is not equipped with a camera and speakers.
Participant 14	I did not digitize all the training material since I mostly used the books and notes for teaching.
Participant 15	I only learned how to use Viber from my cellphone and have difficulties using other devices.
Participant 16	I know there are schools that are having special classrooms, specially equipped for video conferencing. We do not have such.
Participant 17	I have access to the school computer now, but at the beginning of the pandemic period, I was using my notebook.
Participant 18	I am in the process of putting my course notes in digital format.

<i>What access to technology devices and Internet connection is available?</i>	
Participant 1	Many teachers (est. 10%) did not have computers at home to be online, and 10% had no appropriate cellphones. When access to the schools has been allowed, computers have been accessible for teachers that want to use it.
Participant 2	My Internet connection from home increased [fee] during the period, so I am avoiding using the Internet for distance learning.
Participant 3	During the pandemic period, the schools did use the internet package but paid to the Internet provider, and those have been flexible (like transferring some of the internet payment to teachers).
Participant 4	My computer was not technically adapted to connect to the Internet.
Participant 5	No access due to one desktop in the house and family members have to use it.
Participant 6	I was using my home computer to connect to the Internet, but my internet package was raised up. Lately, I switched to another internet connection plan.
Participant 7	I am using my self-phone that is modern and not having any connection problems. I can teach even from the park or school where Wi-Fi connection is.
Participant 8	From my class, two pupils could not get online since they do not have appropriate devices. I am just calling them and mentoring what material to read from the books.
Participant 9	I was using a school computer all this time. Sometimes I

	experienced bad internet connection, as the service provider explained, because of overloading the network.
Participant 10	I do not have a computer at home; this is the way I was using the school computer.
Participant 11	I do not have a computer at home. Periodically I am using a school computer.
Participant 12	I would need a video system to teach practical classes online or to videotape them and send them later to my students.
Participant 13	In my class, I have two students that participate very weak in the training because they did not have devices.
Participant 14	I did not use computers to teach online.
Participant 15	I used my cellphone to be in touch with my class. Sometimes it did not work ok.
Participant 16	I have access to the devices to teach theoretical classes, but not practical. Additionally, my home internet connection bill increased.
Participant 17	I did not experience any problem with access to the devices when I needed them.
Participant 18	My home internet connection is ok. I plan to use a home computer for teaching in case the pandemic period will continue.

<i>Is there a need for you to know how to use online teaching platforms?</i>	
Participant 1	Almost all teachers had no experience using distance learning platforms because, especially in the VET system, they are not needed. Almost full curricula are about practical hours.
Participant 2	Courses at a time when the pandemic period have been in electronic format and finished them to the date.
Participant 3	I learned how to use Google classroom by attending a webinar for free; besides money, other courses have been accessible.
Participant 4	Schools are using different platforms; the numbers should be limited to several of them.
Participant 5	I have attended some online courses delivered by Platforme Educationale Online NGO (Ministry of Education).
Participant 6	I learned to use the online platform, i.e., Zoom, by myself, and students helped me.
Participant 7	I did not attend any of the special training in using online platforms. I learned from the Internet.
Participant 8	Some of the platforms like Google class I learned by attending online courses. Some of them I just did myself.
Participant 9	I know the basics, but I would need more training to use more interactive teaching. I know there are such platforms.
Participant 10	I need training in using online platforms.
Participant 11	I learned some basics and at the moment is ok to hold online my classes.
Participant 12	I learned myself and considered having a sufficient level of training. Sometimes I am teaching my colleagues – teachers.

Participant 13	I would need some training in using video conferencing equipment.
Participant 14	I would need training in using the computer because I do not have enough skills.
Participant 15	I like to participate in some of the training in using platforms.
Participant 16	I would prefer to make a choice and to stick to some of the platforms and study them very well. At the moment, we have many of them and know superficial.
Participant 17	The platforms are easy to use. I do not need formal training on using them.
Participant 18	I can study how to use the platforms. I would need some specialized training on interaction with students, engaging them in learning – some methodology moments.

<i>What other challenges have you experienced during the transition from face-to-face to teaching online during the COVID-19 pandemic?</i>	
Participant #1- #18	All reported a lack of access to distance learning platforms as a major challenge.

Emergent Themes

Emergent themes occurred due to examining participants' unique and specific personal experiences and perspectives and completing open coding. Transcripts were re-read and compared to the participants' responses. The researchers identified key concepts, words or phrases, and perceptions that occurred. And then, the researchers studied the categories to determine emergent themes, including 1) Lack of technology; 2) Internet Connectivity issues, and 3) Training Needs.

Theme One. Lack of Technology

Teachers shared a major challenge for teaching online due to a lack of technology. *One participant shared, My school has computers, but not cameras to conduct video sessions. Another reported, Not all the courses were digitized at the beginning of the pandemic period, and it was not possible to access them online“. One participant also reported it: Our existing computers do not have software for distance learning. In my class, I have two students that participate very weak in the training because they did not have devices.*

Theme Two. Internet Connectivity

Internet connectivity was another major challenge reported by teachers which one participant said: *I have access to the devices to teach theoretical classes, but it is not practical. Additionally, my home internet connection bill has increased.*

Another participant reported, I used my cellphone to be in touch with my class. Sometimes it did not work ok. Another Participant shared, I was using a school computer all this time [pandemic]. Sometimes I experienced bad internet connection, as the service provider explained, because of overloading the network.

Theme Three. Training Needs

Participants expressed a desire to improve their online teaching by participating during professional training which resulted as the third and last emergent theme.

One Participant reported, *there is a lack of access to distance learning platforms”*.

Another participant offered; *I can study how to use the platforms. I would need some specialized training on interactions with students by engaging them in learning – some methodology moments. This participant said, “I need training in using online platforms.”*

In summary, the emergent themes revealed a majority of the teachers continue to face challenges even though Moldovan policymakers and school administrators have invested funding and training to counteract the pandemic COVID-19’s impact on teaching environments.

Conclusion

It is concluded that participants faced many challenges during the transition from face-to-face to online teaching, with the main one being a lack of technology. Other challenges reported by the teachers were lack of Internet access and more training needs. This study is essential as it reveals what resources and support are needed by Vocational Education and Training teachers to be successful. It is vital to understand better the teacher’s experience of teaching. It was also revealed that school administrators should ensure digital equity occurs to support teachers' needs for technology devices since online resources for digital platforms and training on improving online teaching practices.

In summary, this study concluded that most teachers, regardless of demographic background, shared similar needs for online teaching, i.e., resources and support for being prepared to teach their students. It is safe to say that until a return to the normal classroom/laboratory environment occurs, remote teaching and learning must take place with the efforts of teachers and students.

Limitations of the Study

There were limitations to the study, such as the findings cannot be further generalized due to participants being teachers of two Moldova VET high schools. Data collection was delimited to one administration of focus group session. The session only captured a snapshot of their thoughts of online learning and delivery. Another limitation of the study was reliance on self-reporting by teachers.

Recommendations for further study

Recommendations are made based on the study's conclusions and on Moldovan policymakers and school administrators' reported lack of access to technology or good internet connectivity as obstacles to continued learning (United Nations Moldova, 2020).

The researchers hoped that teachers' expressed needs will encourage more investment for support, resources, and professional training. Moreover, there is a need to allow for a quicker and more efficient transition from face-to-face to online teaching. More transition support is needed since teachers expressed more online teaching platforms, with Moodle's current use. Moodle is an open-source platform known for its simplicity and being user-friendliness (Cimermanova, 2013). It is also recommended that Canvas be introduced as an option since it is free and allows demonstrations during online instruction. Video cameras allow for shooting videos with the use of mobile devices such as smartphones. The use of discussion board forums can encourage student-to-student and student-to-teacher interactions. Similar researchers have reported discussion forums are beneficial for promoting learning communities and student learning (Bober & Paz Dennen, 2001; Bodzin & Park, 2002; Browne, 2003; Rich & Hibbert, 2004; Rogers, 2000). If policymakers and school administrators provide teachers with technology, online teaching platforms, and professional training, their students' learning needs will be met.

“Almost 50% of students in Vocational Education and Training (VET) system report limited constructive feedback from their teachers. Of them, 16% report limited feedback, and the other 7% reported feedback that demotivates students and increases the level of uncertainty and frustration. (National Pupils Council, 2020).

The overall recommendation for further study is to continue examining how best to assess the needs of VET Teachers and their students' needs to ensure there is an alignment, so the best teaching and learning can occur.

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Les Pays Pétroliers de l'Afrique Subsaharienne entre l'Impact de la COVID-19 et la Chute du Prix de Pétrole

Resume

En Afrique, la pandémie de la COVID-19 est une crise qui s'ajoute bien à d'autres crises. La faible demande extérieure, la chute brutale des prix des produits de base et le bouleversement du secteur touristique - résultant de la crise sanitaire- auraient un effet néfaste sur l'activité économique en Afrique subsaharienne dont l'économie dépend excessivement de l'exploitation du pétrole. La question de recherche que nous posons ici est de savoir ; quel est l'impact de la pandémie sur l'économie de l'Afrique subsaharienne ? et plus précisément sur les marchés pétroliers de la région ? En se basant sur l'analyse documentaire (les recherches académiques et les statistiques des organismes internationaux). Nous essayons d'analyser les principaux canaux de transmission de la crise économique dans la période de la crise sanitaire (1) ; pour examiner par la suite l'impact de la pandémie sur les marchés pétroliers africains (2). L'étude examine à la fin les principales leçons tirées et propose ainsi des recommandations (3).

Mots-clés : Afrique subsaharienne, économie africaine, exportation du pétrole, chute de prix du pétrole, COVID-19

The Oil-Producing Countries of Sub-Saharan Africa: The Impact of OVID-19 and the Fall in the Price of Oil

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Abstract

The Sars-Cov 2 pandemic is a sanitary crisis which adds other crises already heating Sub-Saharan Africa. As a result of the COVID-19 crises, the low foreign demand, the dramatic dropping of the prices commodities and the disruption of tourism would have a harmful impact on African economy which mainly depends upon the oil industry. Based on this, the research question is: what is the impact of the pandemic on the economy of sub-Saharan Africa? and more precisely on the oil markets? According to documentary analysis (academic research and statistics from international organizations), the main channels of transmission of the economic crisis in the period of the health crisis are analyzed; to subsequently examine the impact of the pandemic on African oil markets. The study also examines the main lessons learned and thus offers recommendations.

Keywords: Sub-Saharan Africa, African economy , oil exportation, Price dropping – COVID-19

Introduction

Depuis la fin de l'année 2019, le monde fait face à l'une des plus graves crises de l'histoire de l'humanité dans sa double dimension sanitaire et économique et par sa portée planétaire.

Alors que les effets à court terme de la nouvelle pandémie sur les économies mondiales se font déjà sentir et placent des millions de personnes dans une situation précaire, en Afrique subsaharienne, l'impact se fait ressentir davantage car la pandémie est combinée à un effondrement historique des prix du pétrole, exerçant, ainsi, une pression sur les budgets des États et testant la

résilience des sociétés énergétiques les plus puissantes du continent (Arezki, Nguyen, 2020).

Les experts de la banque mondiale constatent que la crise du coronavirus a mis fin à une période exceptionnelle de 25 ans de croissance économique ininterrompue dans la région. Selon les chiffres de la Banque Mondiale, l'année 2020 marque l'entrée en récession de la zone avec des taux de croissance variant entre une fourchette de -2,1% et - 5,1 %, ce qui représenterait une perte de production comprise entre 37 et 79 milliards de dollars américains, dans les cas où la pandémie de la COVID-19 serait maîtrisée d'ici fin de l'année (Banque mondiale 2020).

En effet, la situation économique de plusieurs pays de la région est presque chaotique. C'est le cas de la Nigéria, L'Angola, et la République Démocratique du Congo dont l'économie est totalement dépendante des exportations minières et pétrolières. Ces pays sont aussi caractérisés par la précarité de la plupart d'emplois, la taille importante du secteur informel (soit 89 % de l'emploi total), la couverture limitée des régimes de pension et d'assurance-chômage, et la prédominance des micros, petites et moyennes entreprises (soit 90% dans les activités d'affaires) (*African Union 2020*).

Ces problèmes auxquels fait face le continent africain ont révélé les limites de l'économie africaine et ont amplifié les risques de dépendance excessive des pays africains à l'égard d'une seule ressource naturelle comme le pétrole.

Cela signifie une pression immédiate sur les budgets des États et leur stabilité macroéconomique. En dehors de l'Afrique du Sud, les plus grandes économies du continent dépendent fortement des revenus pétroliers pour alimenter le budget de l'État et les dépenses publiques et assurer la stabilité macroéconomique. Tous les producteurs d'Afrique subsaharienne avaient budgétisé 2020 avec une référence pétrolière bien supérieure à 50 dollars, de 51 dollars en Guinée équatoriale jusqu'à 57 dollars au Nigeria (*Atlantic Council. 2020*).

Cependant, il existe des leviers sur lesquels les gouvernements du continent africain devraient s'appuyer urgemment pour endiguer les effets économiques et sociaux de cette pandémie.

Nous développons toutes ces considérations dans les lignes qui suivent, en mettant en exergue la situation économiques des principaux pays exportateurs du pétrole dans la région, dans une approche descriptive et prospective. Nous analysons par la suite l'impact de la pandémie sur le secteur énergétique en Afrique subsaharienne, particulièrement les pays dont l'économie dépend de l'exportation de l'or noir. Nous examinons à la fin les nouvelles orientations qu'il faudra suivre par les gouvernements de ces pays afin d'atténuer les effets de cette crise. Pour y arriver l'étude aborde les questions suivantes :

- Les principaux canaux de transmission de la crise économique dans la période de la COVID-19.
- Impact de la pandémie sur les marchés pétroliers africains.
- Les principales leçons tirées ainsi que les recommandations.

1. Principaux Canaux de Transmission de la Crise Economique due a la Pandemie

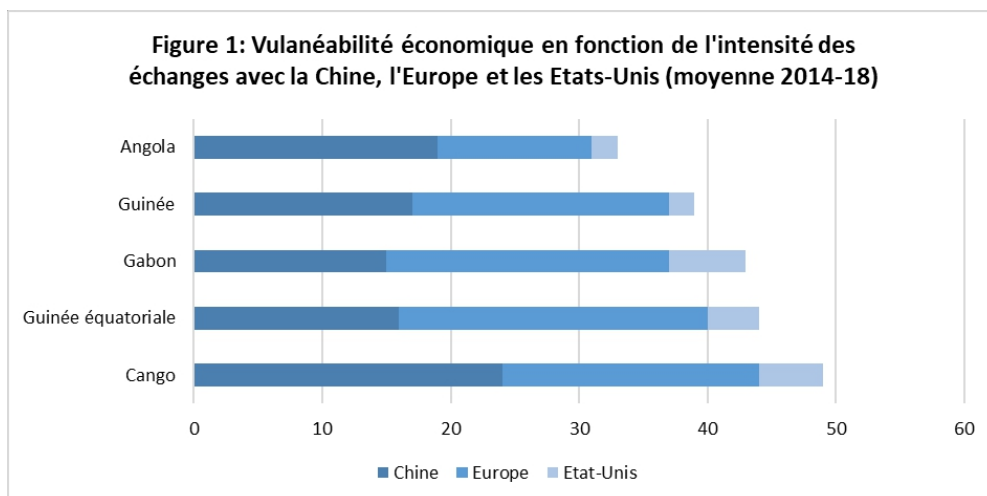
Comme partout, ailleurs, la pandémie de la COVID-19 a précipité une crise économique et sociale sans précédent en Afrique, en touchant ainsi les principaux secteurs du continent qu'on peut résumer en trois points :

1.1. Perturbation des Echanges Exterieurs et le Secteur de Tourisme

En effet, La pandémie a réduit le volume de commerce de biens et de services que les économies africaines échangent avec le reste du monde¹. Le commerce en Afrique est dominé par le pétrole, les minéraux et les produits agricoles. Le ralentissement de la demande mondiale dû à la COVID-19 devrait faire baisser la demande pour les matières premières africaines et, par conséquent, faire baisser leurs prix. En général, l'impact global de la COVID-19 sur les pays africains dépendra de la dépendance de leur économie au pétrole, selon qu'ils sont exportateurs ou importateurs nets. Les exportateurs nets de pétrole subiront une baisse considérable de leurs recettes, alors que les importateurs nets de pétrole pourraient en tirer profit.

La voie de transmission par le commerce a été évaluée dans une étude de la banque africaine de développement (BAD), en suivant l'approche de Raga et Te Veld (2020), à l'aide d'indicateurs commerciaux faisant le lien entre les pays africains et leurs principaux partenaires commerciaux (Chine, Europe et États-Unis). Les pays sont classés comme ayant une vulnérabilité aux perturbations commerciales élevée ou faible en fonction de l'intensité de leurs échanges commerciaux (ratio du commerce par rapport au PIB) avec le reste du monde. Les pays du quatrième quartile sont classés parmi ceux ayant une forte vulnérabilité ou une exposition élevée à l'impact de la COVID-19 par la voie de transmission du commerce. Dans le graphique suivant (FIGURE 1), nous nous sommes basés sur les données et les calculs de la BAD afin de déterminer les pays pétroliers de l'Afrique subsaharienne les plus vulnérables qui sont le Congo, la Guinée équatoriale, le Gabon, et l'Angola.

¹ 15 % des échanges se font avec d'autres pays africains, le reste se faisant avec les autres continents. Les échanges avec l'Europe, la Chine et les États-Unis représentaient respectivement 36 %, 14 % et 6 % du commerce total de l'Afrique en 2018 (Banque africaine de développement, 2020).



Source : auteur en se basant sur les statistiques et les calculs des services internes de la Banque africaine de développement.

Note : la figure donne le ratio d'intensité des échanges commerciaux (commerce en pourcentage du PIB) des pays pétroliers de l'Afrique subsaharienne par rapport à la Chine, l'Europe et les États-Unis.

En outre, le lancement des échanges commerciaux dans le cadre de la Zone de libre-échange continentale africaine a été reporté en raison de la pandémie, ce qui retarde la concrétisation attendue de nouvelles possibilités d'exportation, d'emploi, d'investissement dans des infrastructures et de financement pour le développement de l'Afrique.

Concernant le secteur du tourisme, qui représente 8,5% du PIB du continent et qui représente le deuxième secteur touristique le plus dynamique du monde, a été paralysé par la pandémie, comme d'ailleurs les activités économiques connexes liées à l'hôtellerie, au divertissement et à la logistique.

L'Association internationale du transport aérien a estimé qu'à la fin de 2020 la baisse des voyages due à la pandémie du coronavirus pourrait se traduire par une perte de 11 % des revenus du secteur au niveau mondial, soit 63 milliards d'USD, si la propagation est limitée et jusqu'à 19 % de perte, soit 113 milliards d'USD, si la propagation se poursuit (groupe de la banque africaine, 2020). Les secteurs africains du tourisme et des voyages seront touchés, en particulier dans les pays où la contribution de ce secteur dans l'économie est importante. Les pays qui leurs recettes d'exportation dépendent fortement du tourisme seront plus vulnérables que les autres.

1.2. Declin de la Croissance Economique Mondiale

Les investissements directs étrangers (IDE), l'aide publique au développement (APD), les investissements de portefeuille et les envois de

fonds de la diaspora, qui constituent les principaux flux des capitaux vers l'Afrique se situent à leurs plus bas niveaux historiques (BAD, 2020).

Selon la même source, les flux financiers provenant des (IDE) devraient se ralentir considérablement et s'inverser en raison de la pandémie, car les investisseurs se désinvestissent, cherchent des refuges et reportent leurs investissements en raison des restrictions de voyage et de l'incertitude mondiale accrue. Les flux financiers vers l'Afrique devraient diminuer, en particulier en provenance de la Chine, qui est devenue l'un des principaux investisseurs et financeurs du développement en Afrique, par le biais des prêts souverains et privés et des investissements directs dans de multiples secteurs, tels que les infrastructures et les mines. Les prêts octroyés par la Chine à l'Afrique devraient s'inverser temporairement et pourrait cesser complètement dans le scénario pessimiste. Les pays susceptibles d'être particulièrement vulnérables à la réduction des flux financiers sont le Congo, le Liberia, les Seychelles et la Zambie, où les IDE chinois en pourcentage du PIB ont été les plus élevés entre 2014 et 2018. Les secteurs les plus vulnérables sont ceux qui reçoivent le plus d'IDE chinois : la construction, les transports (routes, chemins de fer, aéroports et ports), l'énergie et les mines.

Les envois de fonds, qui constituent une source ou un complément de revenus non négligeable pour de nombreux ménages en Afrique, devraient diminuer, ce qui aura de lourdes conséquences pour des pays tels que les Comores, la Gambie, le Lesotho, le Libéria et la Somalie, où ils représentent plus de 10 % du PIB. Selon une estimation de la Banque mondiale, les flux de ce type à destination des pays d'Afrique subsaharienne devraient diminuer de 23,1 % (37 milliards de dollars É.-U. en 2020).

En effet, le ralentissement des activités économiques dans les pays de destination des immigrants, en particulier les pays développés à cause de la pandémie a réduit les capacités d'envois de fonds des immigrés en raison des pertes d'emplois, des réductions de salaire, des dépenses liées au logement et de l'augmentation des coûts des soins de santé.

Sous l'effet combiné de la crise, on constate une dépréciation des taux de change et on s'attend à une baisse du PIB de l'Afrique. La Commission économique pour l'Afrique (ONU) prévoit une croissance de 1,1 % en fin d'année 2020 dans le meilleur des cas et une contraction de 2,6 % dans le pire, qui priverait 19 millions de personnes de leurs moyens de subsistance et compte tenu de la faiblesse des programmes de protection sociale en Afrique, ferait basculer jusqu'à 29 millions de personnes de plus dans la pauvreté. Les pays exportateurs de pétrole perdront jusqu'à 65 milliards de dollars É.-U des recettes alors que les prix du pétrole brut continuent de chuter.

1.3. Forte Baisse des Prix des Produits de Base

La pandémie a fait chuter brutalement les prix des hydrocarbures. Une catastrophe pour de nombreux pays africains, dépendants de cette manne.

Le Nigeria, premier pays producteur d'hydrocarbures du continent, est le pays le plus fragilisé par cette violente chute des prix. La production de pétrole y représente plus de la moitié des recettes publiques. Dans son budget 2020, le gouvernement avait fixé le prix du pétrole à 57 dollars le baril, avant d'assister à une plongée des prix de plus de 30% depuis le début de la crise sanitaire (*Atlantic Council*, 2020).

C'est un coup très dur pour l'économie de ce géant sortant à peine d'une période de récession, qui plombait son économie depuis 2016, à la suite d'une crise déjà liée à la chute des cours du pétrole².

L'Angola, deuxième pays producteur d'or noir sur le continent, connaît également une situation économique fragile, car très dépendant de la manne pétrolière. Les exportations d'hydrocarbures représentent un peu plus de 70% des recettes de ce pays qui, comme le Nigeria, a connu une récession, à la suite de la même chute des prix du baril de pétrole en 2015. Le pays comptait sur une reprise économique avec une hausse modérée des prix du baril. Ce contre-choc pétrolier, accompagnant la crise sanitaire, intervient au pire moment pour un pays économiquement exsangue (*Atlantic Council*, 2020).

La situation des petits producteurs n'est pas très différente de celle des poids lourds de la région, les producteurs comme le Gabon, la Guinée équatoriale et le Tchad produisent jusqu'à dix fois moins que le Nigeria, mais les hydrocarbures occupent une place presque aussi importante dans leurs finances publiques en raison de la petite taille de leurs économies.

En revanche, ces pays connaissent des réalités politiques très différentes.

En Guinée équatoriale, la plus grande part de la population n'a pas vraiment vu les avantages du pétrole et, crise ou pas crise, ils ne les verront pas (Augé, 2020).

En revanche, le Gabon compte près de 100 000 fonctionnaires pour 2 millions d'habitants, et une réduction du train de vie de l'État va avoir des conséquences dramatiques pour la population (BAD, 2020).

Bien qu'ils ne soient pas à l'abri des conséquences économiques de cette pandémie, les importateurs nets d'énergie du continent souffriront moins des effets directs de la faiblesse des prix du pétrole. Les pays qui ne dépendent pas des exportations d'énergie ne souffriront pas directement de la chute des

² Le Nigeria avait déjà du mal à voir sa croissance repartir après avoir traversé en 2016-2017 une récession majeure, causée par la chute des cours mondiaux du brut. Cette nouvelle chute annoncée des recettes pétrolières intervient au moment où le pays connaît une grave crise de sa dette.

prix du pétrole. En outre, ceux qui s'approvisionnent à l'étranger verront dans leur bilan certains avantages de la baisse des prix du pétrole.

Dès lors, le choc du COVID-19, et l'effondrement des cours de pétrole qui en résulte, entraîneront une forte détérioration en termes des échanges de produits de base des pays pétroliers africains. Cette détérioration se traduira par la réduction des recettes d'exportation et contribuera à creuser davantage les déficits de la balance courante et du budget des États concernés.

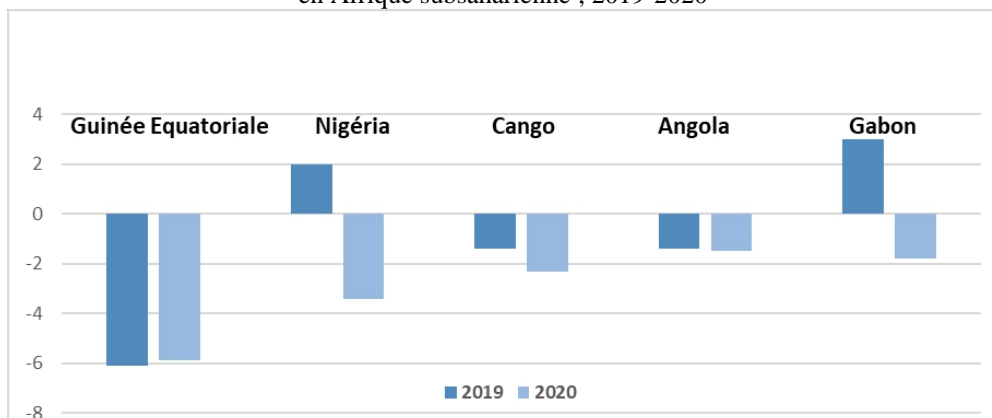
Ce point sera plus développé dans la section suivante qui porte sur l'impact de l'épidémie sur le secteur du pétrole en Afrique subsaharienne.

2. Impact de COVID-19 sur les marchés pétroliers africains

La crise sanitaire qui paralyse l'économie mondiale a fait chuter la consommation de pétrole et entraîné le plongeon des cours de l'or noir. Malgré une légère remontée dernièrement, à environ 30 dollars le baril de Brent, ils restent très loin des prix retenus par les pays producteurs pour le calcul de leur budget. Et même s'il est encore tôt d'analyser l'impact de la pandémie sur le secteur énergétique en Afrique, Le choc du COVID-19 a déjà marqué ses effets particulièrement en Angola et au Nigeria, où les produits énergétiques représentent respectivement 88% et 76% des recettes d'exportation, et où les prix du pétrole budgétisés sont respectivement de 55 et 57 dollars par baril pour 2020.

En effet, ces principaux exportateurs d'énergie du continent africain qui tirent une part importante du PIB et des recettes de la vente d'hydrocarbures - ont déjà ressenti l'impact de la chute des prix (FIGURE 2). Avec des budgets annuels basés sur la hausse des prix du pétrole, les gouvernements de ces pays ont dû envisager de réduire leurs dépenses ou d'obtenir des fonds supplémentaires pour s'adapter à la baisse des recettes.

Figure 2 : Taux de croissance du PIB réel dans les principaux pays exportateurs de pétrole en Afrique subsaharienne ; 2019-2020



Source : FMI (2020)

A peine sorti d'une crise, le Nigéria, le plus grand producteur de pétrole d'Afrique avec une production d'environ 2 millions de barils par jour, le pétrole représente environ 10 % du PIB du pays, ainsi que 57 % des recettes publiques et plus de 80 % des exportations, ce qui signifie que toute baisse des recettes d'exportation pourrait avoir des effets néfastes sur l'ensemble de l'économie. Ce pays risque d'entrer dans une nouvelle période de récession. Le taux de croissance de PIB risque, ainsi, de chuter à -3,4%, en fin 2020, selon les prévisions du FMI, soit le niveau le plus bas jamais enregistré ces 10 dernières années (FMI, 2020b).

Selon la Commission économique de l'Afrique (CEA), les pertes des revenus des combustibles africains sont évaluées à environ 65 milliards de dollars, dont une grande partie sera supportées par le Nigeria. La même commission estime, selon deux scénarios, que l'impact de la COVID-19 sur les revenus du Nigeria provenant des exportations de pétrole se traduirait par une baisse de 14 à 19,2 milliards de dollars, ce qui exercerait une pression accrue à la fois sur les recettes budgétaires du Nigeria et sur le naira (la monnaie du pays). En outre, en l'absence de mesures d'assainissement des finances publiques, cette baisse des recettes risque de conduire à l'accroissement du niveau d'endettement de ces pays (BAD, 2020).

En effet, le fort déséquilibre entre l'offre et la demande du pétrole a conduit le Nigeria, à titre d'exemple, à réduire ses prix du pétrole jusqu'à 30 dollars le baril, pour attirer davantage d'acheteurs, et portant l'offre continue de dépasser largement la demande de brut, et le Nigeria risque de manquer rapidement d'espace de stockage (Bloomberg, 2020).

Il en va de même pour l'Angola, le deuxième producteur africain- en récession constante depuis 2016 - verrait sa croissance économique chuter à -1,4%, en 2020, contre -1,5%, en 2019. Le prix du pétrole à 30 dollars

entraînerait une perte de revenus de près de 13 milliards de dollars, soit 13% du PIB. Parallèlement à cela, l'Angola est également confronté à une réduction de près de 9% de sa production de pétrole depuis 2018, en raison du vieillissement des infrastructures pétrolières et de la faible performance des nouveaux gisements (Augé, 2020).

Ces impacts économiques se répercuteront sur d'autres économies de la région dépendantes du pétrole, comme la République du Congo, la Guinée Equatoriale et le Tchad, où la baisse des prix du pétrole contribuera à la détérioration de la situation budgétaire (Union Africaine, 2020). Ces pays pourraient connaître des pertes de près de 10% de leur PIB en raison de la crise actuelle.

Au Congo, troisième producteur subsaharien, où le pétrole représente 58,6 % du PIB, pourrait être le plus touché, avec une perte représentant 34% de son PIB, dans un pays où le ratio dette / PIB est déjà de l'ordre de 90%.

Au Ghana, le Centre africain pour la politique énergétique (ACEP) estime une perte de revenus potentielle de 53% à 743 millions de dollars au lieu des 1,567 milliard de dollars que le pays pensait recevoir cette année.

En outre, l'impact à long terme du COVID-19 se joue en ce moment, alors que les programmes d'exploration sont suspendus. Beaucoup de projets ont été reportés³ ce qui causera une crise sans précédent, Les économies africaines exportatrices de combustibles risquent de déplorer une perte d'investissements dans des projets pétroliers allant jusqu'à 10 milliards de dollars (Rystad, 2020)⁴.

3. Leçons Tires et Recommandations

Cette pandémie a révélé des leçons précieuses sur l'ensemble du continent africain, particulièrement les pays subsahariens dont leur économie dépend entièrement de l'exportation du pétrole.

Aujourd'hui, ces pays devraient se rendre compte de l'importance de diversifier leur économie afin de faire face à toute chute spectaculaire dans les prix de pétrole ou face à toute autre crise sanitaire, l'objectif devrait être l'amélioration de la productivité et la croissance tout en favorisant une économie plus résistante aux chocs exogènes.

³Les pays qui devraient être particulièrement touchés sont l'Ouganda, où le projet Tilenga, exploité par Total et Tullow Oil, est menacé, ainsi que l'Angola et le Kenya. Au Ghana, Aker Energy a annoncé le report du développement de son champ de Pecan jusqu'à nouvel ordre, en raison de l'apparition du COVID-19. Certains dispositifs de couverture des prix du pétrole (et du gaz) pourraient également être mis sous pression et les acheteurs pourraient chercher à retarder ou à suspendre les livraisons, pour tenter de renégocier des contrats à un prix inférieur (Blazquez-Lopez, 2020).

⁴ Le groupe de recherche Rystad Energy estime que les délais pour les décisions d'investissement pré-finales des projets en Afrique pourraient entraîner une baisse de 200 000 barils par jour (bpj) de la production de pétrole entre 2021 et 2025.

L'épidémie est une occasion aussi pour réformer leur tarification de l'énergie et de revoir leurs méthodes de fixation des prix intérieurs des combustibles afin de réduire les subventions à ces produits, d'augmenter les taxes et de dépolitiser la fixation des prix à moyen terme.

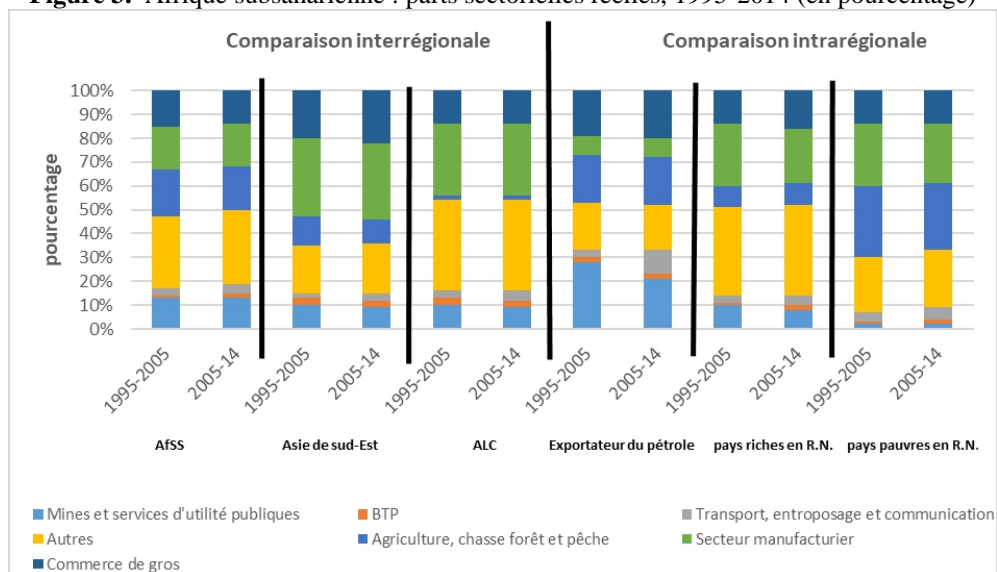
En effet, les producteurs du pétrole d'Afrique subsaharienne, qui avaient promis de réformer leur économie lors des précédents plongeons des cours du brut sont de nouveau vulnérables à la chute spectaculaire provoquée par la pandémie de COVID-19. Ce sont surtout des pays qui ont une économie peu diversifiée et dépend quasi-totalement du pétrole.

3.1. Transformation Economique Structurelle et Diversification des Exportations

En Afrique subsaharienne, la diversification économique a été lente dans les pays exportateurs du pétrole à une époque où ils ont bénéficié de la découverte de nouveaux gisements et du niveau élevé des cours du pétrole. Les pays exploitant d'autres ressources naturelles et ceux qui en sont dépourvus ont fait mieux, certains ayant même enregistré des poussées de croissance plus importantes.

Cependant, par rapport à ce qui est observé dans d'autres régions, de nombreux pays d'Afrique subsaharienne dépendent plus du secteur primaire et le secteur manufacturier occupe une place plus modeste. La part du secteur primaire dans le PIB réel de l'Afrique subsaharienne est importante, tandis que celle du secteur manufacturier est généralement plus faible et celle des services plus grande, en particulier par rapport à l'Asie du Sud-Est (FIGURE 3).

Figure 3. Afrique subsaharienne : parts sectorielles réelles, 1995-2014 (en pourcentage)



Source : Statistiques des Nations Unies, calculs des services du FMI.

Note : AfSS= Afrique Subsaharienne ; ALC=Amériques latines et caraïbe, R.N.= Ressources Naturelles.

Au sein de l’Afrique subsaharienne, les tendances varient en fonction des groupes de pays. Chez les exportateurs de pétrole, faisant objet de cet article, l’exploitation minière et la fourniture de ressources énergétiques représentent une part importante du PIB, tandis que le secteur manufacturier est moins développé que dans le reste de la région. Le commerce de gros, la distribution, l’hôtellerie–restauration, ainsi que le secteur des transports, du stockage et de la communication ont connu une expansion au cours des deux dernières décennies.

Par conséquent, les pays, en particulier ceux qui sont les plus vulnérables aux crises sanitaires et économiques, doivent mettre en œuvre, dans une approche progressive, des politiques et des stratégies fondées sur des données probantes favorisant la diversité économique.

L'une de ces stratégies est l'inclusion financière qui favorise le développement économique en permettant à une part croissante des ménages et des PME d’accéder à une large palette de services financiers pour un coût raisonnable. Ce qui constitue un enjeu majeur, dans la mesure où elle favorise l’épargne et l’accumulation du capital et qu’il permet d’assurer une allocation optimale des capitaux, le développement financier peut donc contribuer à une accélération de la croissance et à une réduction de la pauvreté (Beck *et al.*, 2011).

Selon une étude faite par Findex et *World Development Indicators*, Banque mondiale, l’inclusion financière reste faible en AfSS comme c’est le cas pour le développement financier. Afin de remédier ce retard, les stratégies

d'inclusion financière doivent s'appuyer sur les bonnes pratiques identifiées au niveau international (*Global Partnership for Financial Inclusion*) notamment sur le renforcement de la concurrence, l'utilisation de l'innovation technologique pour surmonter les infrastructures déficientes et le principe de proportionnalité.

L'inclusion financière doit être donc accompagnée par une révolution numérique favorisant l'intégration des marchés et des activités de production à un coût de transaction beaucoup plus faible.

Les plateformes numériques peuvent également stimuler la productivité agricole grâce à des paiements rapides pour les produits, au partage d'informations et aux activités agro-industrielles. La recherche et l'innovation doivent jouer ainsi un rôle essentiel dans le renforcement de la résilience économique. En effet, Les pays africains ont la possibilité de tirer profit de la révolution numérique qui est en train de prendre racine sur le continent et de s'adapter aux réalités des changements rendus urgents par la pandémie. Ils devraient pour cela investir dans l'accès à Internet, l'administration, l'apprentissage, la justice, le commerce et la santé en ligne de façon à renforcer leur efficacité et leur efficience et à permettre à un plus grand nombre d'Africains de profiter des possibilités offertes.

Une autre stratégie consiste à supprimer les obstacles restrictifs au commerce, notamment intra-africain, ainsi qu'au commerce avec d'autres régions. Les obstacles au commerce comprennent des politiques d'importation et d'exportation lourdes, des taxes commerciales et des procédures douanières compliquées. L'intégration commerciale peut ouvrir de nouveaux marchés et débouchés.

En outre, l'augmentation de la fabrication locale, notamment par les agro-industries, permettra de remédier aux perturbations causées par une dépendance excessive à l'égard des importations de denrées alimentaires en provenance de l'extérieur du continent. Chaque pays peut optimiser son avantage comparatif et son expertise.

Le renforcement des capacités institutionnelles et le recours aux ressources renouvelables sont des mesures que les pays peuvent prendre. Les énergies renouvelables contribueront à réduire l'exploitation des matières premières utilisées pour produire de l'énergie par les centrales électriques au gaz et au pétrole.

Ces stratégies nécessitent une augmentation des investissements et une injection de capitaux- du secteur privé, du secteur public et des investissements directs étrangers - dans une série de développements économiques et infrastructurels qui réduiront les coûts de transaction et offriront un espace au secteur privé pour réaliser des bénéfices. L'accès au crédit ouvre également la voie à l'investissement, y compris dans des filières et des activités nouvelles.

Toutefois, les politiques destinées à diversifier l'économie dépendent du contexte national. La stabilité économique et politique et l'existence d'infrastructures et superstructures propices offrent au secteur privé les bases qui lui permet d'évoluer avec certitude et de tirer profit de nouvelles opportunités. La transformation structurelle devrait être donc un processus progressif qui passe nécessairement par des politiques inscrites dans le long terme, afin de faire face à tout autre choc en avenir.

3.2. Fixation des Prix des Combustibles

La chute des cours de pétrole en 2014 a eu un impact important sur le secteur du pétrole et du gaz en Afrique où plusieurs projets pétroliers et gaziers ont été soit arrêtés, soit annulés. Cela a, ainsi, eu de graves répercussions sur les économies du continent dépendantes du pétrole qui ont connu un ralentissement de la croissance économique et un resserrement des recettes publiques. Six ans plus tard, une nouvelle crise se profile. Des perturbations généralisées provoquées par la pandémie du COVID-19 ont déclenché une baisse importante de la consommation d'énergie à l'échelle mondiale qui a fortement touché les marchés pétroliers. Cette nouvelle crise est une occasion pour les pays d'Afrique subsaharienne afin de revoir leurs méthodes de fixation des prix et de dépolitiser ses mécanismes. Ces mécanismes, dont le fonctionnement obéit à des règles, peuvent contribuer à réduire le risque de remise en cause des réformes. En plus des mécanismes de fixation automatique des prix⁵, mis en place par des organes indépendants ne subissant aucune pression politique, il est possible d'adopter des règles de lissage afin d'éviter des hausses importantes des prix intérieurs, tout en garantissant une répercussion graduelle et entière des variations des prix internationaux à moyen terme. Tout plan visant à libéraliser les marchés devrait être minutieusement élaboré et s'accompagner de mesures garantissant la compétitivité du marché de l'offre et des mécanismes de fixation des prix.

Par le passé, plusieurs pays sont parvenus à adopter et mettre en place des mécanismes de fixation automatique des prix des combustibles, qui évitent que le budget ne soit soumis aux variations des prix internationaux du pétrole. Parmi eux se trouvent les Émirats arabes unis, la Chine, le Kenya, le Mexique, le Mozambique, le Népal et la Maurice. D'autres pays, comme l'Inde, les

⁵ Les prix sont généralement revus à intervalles réguliers (sur base mensuelle ou trimestrielle par exemple) et ces ajustements peuvent s'accompagner de règles de lissage formelles visant à éviter des variations de prix importantes à court terme mais à garantir la répercussion des prix à moyen terme (Coady et al., 2012). Par exemple, les coûts d'approvisionnement peuvent être calculés à partir de la moyenne des derniers mois, ou les variations des prix intérieurs peuvent être limitées.

Philippines, et le Maroc⁶ (Abdelah et al., 2018) ont libéralisé les prix des principaux produits pétroliers dans le cadre d'un processus de réforme progressif⁷. D'autres réformes récentes montrent comment les gouvernements peuvent tirer parti d'une baisse des prix de pétrole et agir rapidement pour supprimer les subventions aux combustibles et réformer leur approche globale de la fixation des prix.

3.3. Réformer la Tarification de L'énergie

Etant donné les difficultés budgétaires imputables à l'effondrement des prix internationaux de pétrole en 2014 qui ont attiré l'attention sur la nécessité de réformer les méthodes de fixation des prix de l'énergie dans les pays émergents et les pays en développement exportateurs de pétrole (FMI, 2017 ; Banque mondiale, 2020), la nouvelle crise sanitaire causée par le nouveau virus confirme encore une fois l'obligation de réformer un secteur qui reste très fragile face aux fluctuations internationales.

Toutefois, il n'y a pas une solution unique permettant de répondre à toutes les difficultés rencontrées dans le cadre d'une réforme, l'expérience des pays indique qu'il convient de penser rigoureusement à la suppression des subventions, en tenant compte des six facteurs clés ci-après dont dépend la réussite et la durabilité des réformes (Clements et al., 2013 ; Coady, Parry & Shang, 2018 ; FMI, 2019) :

Un programme de réforme doit être soigneusement préparé : avec la définition des objectifs clairs à long terme, les problématiques ainsi que les solutions proposées en corrélation avec les parties prenantes.

Une communication claire⁸ sur le montant des subventions énergétiques et leurs bénéficiaires, tout au long de processus de réforme⁹ : Il s'agit d'informer le public de montant des subventions à l'énergie ou du manque à gagner fiscal, de leur incidence néfaste, sur les inégalités et une croissance à forte intensité de travail, ainsi que sur le budget de l'État et son affectation aux dépenses prioritaires sur le plan social et des infrastructures, et de la nécessité de respecter les engagements pris concernant le climat.

⁶ Le Maroc après mis en œuvre le mécanisme de fixation automatique des prix et évité le rétablissement des subventions de 2015, le gouvernement a entièrement libéralisé les prix de vente de tous les produits pétrolier en 2018.

⁷ Voir Coady, Parry & Shang, 2018 (Tableau 1) pour des informations détaillées.

⁸ Le Maroc est un exemple à suivre pour emporter l'adhésion du public aux réformes. Il était essentiel de garantir une bonne communication entre les ministères, notamment les équipes travaillant sur les aspects techniques de la réforme, et la coordination de toutes les parties prenantes.

⁹ En 2003, le Ghana a commandé une étude indépendante dont les constats en matière de coûts et de bénéficiaires ont été rendus publics avant d'entreprendre la suppression des subventions.

La suppression progressive des subventions¹⁰ : cela laisse du temps aux consommateurs pour ajuster leur consommation d'énergie et au gouvernement pour mettre en place des filets de sécurité appropriés pour atténuer l'impact sur les groupes les plus pauvres.

La rationalisation des entreprises publiques : contribuera à réduire le coût des subventions et les augmentations tarifaires. La promotion des échanges énergétiques entre les pays d'Afrique, qui peut aussi encourager la production d'énergie renouvelable, pourrait également réduire les coûts des subventions.

La mise en place des mesures de compensation pour protéger les plus pauvres : Il est essentiel que les ménages qui souffrent gravement de la suppression des subventions à l'énergie (en particulier les ménages à faible revenu) reçoivent une compensation¹¹ afin de ne pas aggraver la pauvreté et de conserver intact l'appui aux réformes. Les autorités doivent communiquer et mettre en œuvre ces mesures au tout début du processus de réforme afin d'en consolider la crédibilité.

Enfin, il semble important de **dépolitiser la fixation des prix de l'énergie** pour pérenniser les réformes. A cette fin, certains pays africains ont introduit des mécanismes d'ajustement des prix de l'énergie dont le fonctionnement obéit à des règles qui peuvent contribuer à réduire le risque de remise en cause des réformes.

En somme, la réforme des subventions énergétiques est un défi politique crucial, indispensable pour réaliser le potentiel de croissance de l'Afrique, étant donné les importants bénéfices, son élaboration exige l'appui de l'ensemble des pouvoirs publics et de la société. Au-delà de la création d'un espace budgétaire, la mise en œuvre d'une réforme de la déréglementation des prix des combustibles présente d'importants avantages économiques, sociaux et environnementaux.

L'investissement dans le domaine social et la création d'emplois : La création de l'espace budgétaire supplémentaire grâce à la nouvelle réforme permet d'investir dans le domaine social (santé et éducation) et dans le domaine des infrastructures, et ainsi de promouvoir une croissance inclusive (Clements et al., 2013), ce qui conduit à la réduction de la pauvreté et les inégalités (Abdallah et al., 2015). A cet effet, la réorientation des ressources allouées aux branches d'activité à forte intensité de capital (qui sont généralement grosses consommatrices d'énergie) vers des branches à forte intensité de compétences (qui sont aussi à forte intensité de main d'œuvre)

10 Une suppression progressive des subventions a de plus grandes chances de succès, surtout si les subventions sont importantes ou sont en place depuis longtemps.

¹¹ Au Nigeria par exemple, une fraction des économies tirées du programme de 2012 de réduction des subventions sur les carburants est affectée à des programmes de transfert conditionnel pour les femmes enceintes.

favorise la création d'emplois et permet de réduire les taux de chômage persistants et élevés (Mundaca, 2017)¹².

La promotion des investissements dans les énergies renouvelables : A l'instar de la plupart des projets d'infrastructure, les projets d'énergie renouvelable nécessitent d'importantes ressources financières et une longue période de construction et de retour sur investissement. Mobiliser des fonds pouvant être investis dans de tels projets demeure un défi de taille pour l'Afrique¹³.

Les avantages environnementaux : D'un point de vue environnemental, les subventions aux combustibles fossiles encouragent le gaspillage, découragent l'investissement dans les économies d'énergie et faussent les règles du jeu pour les énergies renouvelables. Selon Coady et al., (2019), la suppression des subventions aux combustibles et la mise en place d'un régime efficace de fixation des prix permettraient considérablement de réduire les émissions de CO₂. Mais ces réformes ont aussi des retombées non négligeables au niveau national, comme la réduction du nombre de décès prématurés liés à la pollution de l'air¹⁴.

Conclusion

Si la pandémie met en évidence les faiblesses structurelles de l'économie des Etats africains subsahariens, c'est une occasion aussi pour repenser les processus de développement dans la région.

Les leçons tirées d'autres expériences dans le passé ont montré l'importance de la stratégie et la nécessité d'une réforme durable du secteur de combustible porteuse d'avantage budgétaires et de gains d'efficacité, avec la dépolitisation de processus de fixation des prix toute en levant le pouvoir discrétionnaire des autorités en la matière.

¹² Dans son ouvrage, Mundaca (2017) étudie les effets de la réforme des subventions aux combustibles fossiles sur la croissance économique et montre qu'un pays qui choisit de mettre en place de telles subventions, puis de les supprimer ou de les réduire, a une croissance du PIB par habitant et des niveaux d'emploi supérieurs. Ces effets se font plus fortement sentir dans les pays qui proposent des subventions élevées dès le départ, comme les pays de la région du Moyen-Orient et de l'Afrique du Nord, où une diminution des subventions à hauteur de 0,20 dollars américains par litre de gasoil et de diesel a fait augmenter la croissance du PIB par habitant d'environ 0,5 % et 0,3 %, respectivement.

¹³ En Afrique, les énergies renouvelables sont principalement utilisées pour la production d'électricité, leur rôle dans les secteurs du transport et de la production de chaleur étant encore minime (WEC, 1998 ; Handerson, 2007 ; Brown et al, 2012).

¹⁴ Selon Coady et al. (2019), la suppression des subventions aux combustibles fossiles et la mise en place d'un régime efficace de fixation des prix efficace auraient des retombées non négligeables sur l'environnement au niveau national et mondial : elle permettrait de réduire de 28 % les émissions de CO₂ et d'environ 46 % les décès prématurés liés à la pollution de l'air à l'échelle mondiale. Environ 80 % de ces retombées positives sur l'environnement seraient imputables à une tarification efficace du charbon.

En tirant parti de la situation actuelle de la pandémie du coronavirus pour mettre en place des réformes, les décideurs devraient consolider leurs stratégies de sortie de cette crise et pousser les bases de la mise en œuvre des réformes plus ambitieuses, qui requiert une approche globale et une bonne communication permettant de lier les éléments de réforme à des bienfaits économiques et sociaux clairs et crédibles. Les pays africains exportateurs du pétrole devraient prendre compte aussi de l'importance d'une transformation structurelle de leur économie et une diversification des exportations afin de faire face à toute chute imprévisible du prix du pétrole ou tous chocs exogènes.

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Distribution de cash-flows aux actionnaires : moyens, déterminants, effets et modèles

Resume

La problématique de la politique de distribution des cash-flows a suscité l'intérêt de plusieurs économistes au fil du temps. Dans les dernières décennies, plusieurs études théoriques mais aussi empiriques, se sont concentrées sur l'objectif d'augurer le mystère de ce « puzzle » tel que le qualifie Black en 1976. Le développement de la finance d'entreprise et de marché a enrichi le terrain théorique et empirique en la matière. Cet article a pour objectif d'examiner les effets de la structure de propriété du capital et la nature d'actionnariat sur le dividende au travers la mise en exergue des différents conflits qui peuvent surgir entre les différentes parties prenantes de la firme, tout en faisant appel à la théorie d'agence, d'asymétrie d'information ou des signaux, de clientèle fiscale, de oiseau en main, d'enracinement, et ce après mise en évidence, des différents moyens de distribution, et de modèles retraçant les effets du montant du dividende sur la valeur de la firme. Ce travail révèle qu'un consensus sur la problématique du dividende est encore loin d'avoir le jour et les chercheurs sont toujours sur la locomotive d'expliquer le dividende chacun au moins à partir de ses constats contextuels.

Mots-clés : dividende, rachat d'action, structure d'actionnariat, théorie d'agence, théorie des signaux, conflit d'intérêt

Distribution of Cash Flows to Shareholders: Means, Determinants, Effects and Models

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Abstract

The issue of the cash flows distribution policy has aroused the interest of several economists over time. In recent decades, several theoretical but also empirical studies have focused on the objective of predicting the mystery of this "puzzle" as Black describes it in 1976. The development of corporate and market finance has enriched the theoretical and empirical ground in the matter. The objective of this paper is to examine the effects that the structure of the ownership of capital and the nature of shareholding can have on the dividend by highlighting the various conflicts that can arise between the various stakeholders of the firm, while appealing to the theory of agency, asymmetry of information or signals, fiscal clientele, bird in hand, rooting, and this after highlighting the different means of distribution, and models tracing the effects of the amount of the dividend on the value of the firm. This work reveals that a consensus on the issue of the dividend is still far from having the day and researchers are still on the locomotive to explain the dividend each at least based on its contextual findings.

Keywords: Dividend, share buyback, shareholding structure, agency theory, signal theory, conflict of interest

Introduction

La thématique du dividende n'a pas encore fait l'objet d'un consensus dans la finance d'entreprise, bien qu'elle ait fait l'objet de plusieurs recherches, menées par des chercheurs à travers le monde entier, surtout à partir des travaux de Lintner (1956) et Miller & Modigliani (1961). Deux décennies après Lintner, Black en (1976), désignait cette problématique de dividende par « dividende puzzle ». Le développement de la finance

d'entreprise qui s'est encouragé par une richesse théorique (théorie d'agence, théorie du signal, théorie de la clientèle fiscale ...) a permis aux sociétés de recourir à d'autres modes de distribution de cash, tel que le rachat d'actions par la société, qui constitue à son tour un substitut principal du dividende, et ce, suivant des motifs différents, explicites mais parfois implicites. Le choix entre l'un de ces deux moyens de distribution est facteur de plusieurs déterminants, telle que la structure de propriété du capital et la nature d'actionnariat. Étant donné que le dividende est le moyen de distribution des cash le plus fréquent, plusieurs modèles ont été construits visant d'une part, la détermination des principaux facteurs, impactant son niveau de distribution auprès d'une société, ainsi que les effets que peut avoir ce niveau de dividende sur la valeur de l'action en particulier et sur la valeur de la firme de manière générale d'autre part. Cet article vise à :

- ✓ Mettre en évidence les principaux moyens de distribution de liquidité offerts aux sociétés
- ✓ Clarifier les interactions qui peuvent s'établir entre le dividende et la structure de la propriété du capital ainsi que la nature d'actionnariat
- ✓ Déterminer les principaux modèles des effets que peut avoir le dividende sur la valeur de la firme

Le reste de cet article consiste à analyser le rôle du montant du dividende, dans les conflits d'intérêts qui peuvent avoir lieu entre les différentes parties prenantes de la firme (actionnaires, dirigeants et créanciers), en se référant en grande partie à la théorie d'agence et la théorie du signal, avec en fin une conclusion.

I. Les modes de distribution de cash-flows aux actionnaires

Lorsqu'une entreprise dispose de flux de trésorerie élevés, elle doit décider de les affecter. Deux possibilités lui sont offertes : si l'entreprise dispose d'opportunités d'investissement rentables, elle peut réinvestir ces liquidités dans des projets générateurs de croissance, c'est généralement la solution la plus retenue par les entreprises jeunes en forte croissance, qui pratique une forte rétention du bénéfice. Cependant en l'absence d'opportunités à financer, ou en présence de flux de trésorerie excédentaires vis-à-vis du besoin d'investissement, tel est le cas de la plupart des entreprises matures, ces flux peuvent être conservés en trésorerie ou distribués aux actionnaires. En réalité la décision de retenir ou distribuer les cash-flows se trouve fortement influencée par les imperfections du marché : coût de transaction et asymétrie d'information, conflit d'agence, imposition du dividende périodique et du dividende synthétique (plus-value en capital), enracinement des dirigeants, etc.

En 1976, quand il parlait de la complexité de comprendre le dividende, Black, écrit « **the harder we look at the dividend picture, the more it seems like a puzzle, with pieces that just don't fit together** », ce qui peut se traduire par : « Plus nous examinons l'image du dividende, plus cela ressemble à un casse-tête, avec des pièces qui ne correspondent tout simplement pas ». Black montrait que le niveau de distribution n'est pas une chose évidente, comme il l'affirmait c'est un puzzle difficile à maîtriser, d'où l'importance des études qui portaient sur ce sujet et qui ne cessent à nos jours d'essayer d'appréhender les motifs de la préférence pour la distribution ou pour la rétention. Connue souvent en finance sous l'appellation politique de dividende, qui peut être définie comme étant l'arbitrage entre la rétention de bénéfices d'une part, et le versement de liquidités aux actionnaires accompagné de l'émission de nouvelles actions d'autre part, en fait, cet arbitrage ne doit pas être observé sur une courte période, car les entreprises qui versent des dividendes ne font pas des augmentations de capital tous les ans, mais plutôt dans une perspective à moyen ou long terme (Albouy, M. 1990).

1. Le dividende

Les dividendes constituent une affectation possible des flux de trésorerie disponibles dans l'entreprise et qui proviennent à l'origine d'un résultat bénéficiaire. Ils se traduisent par un transfert de capitaux de l'entreprise vers les actionnaires (Berk&Demarzo.2011). Le dividende est défini par Frankfurter & Wood (2003) comme « la distribution de revenus (présents ou passés) en actifs réels aux actionnaires de l'entreprise en proportion de leur participation au capital ». Les dividendes, par référence au code de commerce Marocain, ne peuvent excéder le bénéfice distribuable de l'entreprise tel que prévu par l'article 330 de la Loi n° 17-95 relative aux sociétés anonymes, qui stipule que le bénéfice distribuable est constitué du bénéfice net de l'exercice, diminué des pertes antérieures ainsi que des sommes à porter en réserve par application de l'article 329 (relative à la réserve légale) et augmenté du report bénéficiaire des exercices précédents. Ce qui permet de dire que le niveau de dividende est en principe déterminé par le bénéfice.

1.1. Les types de dividendes

Plusieurs critères peuvent être adoptés pour classer les dividendes, notamment, l'échelle temporelle, le moyen de paiement, la source ou l'origine de paiement (bénéfice ou liquidation). Ainsi, on peut distinguer trois types, premièrement, *Les dividendes en liquide ou en actions supplémentaires* : Ce mode augmente le nombre d'actions en circulation et peut contribuer à la diminution du cours des actions, la distribution de cash-flows aux actionnaires

ne peut se faire que par l'un des deux moyens : le dividende classique et le rachat d'actions. Deuxièmement, *Les dividendes réguliers et les dividendes exceptionnels* : Les dividendes réguliers sont payés à intervalle temporel régulier, la plupart des firmes américaines versent des dividendes chaque trimestre, Cependant, dans d'autres pays du monde le versement se fait de manière semi annuelle ou annuelle (Damodaran, 2010). Ainsi au Maroc le versement est annuel. Les dividendes irréguliers sont versés à intervalle irrégulier, certaines entreprises, peuvent distribuer des liquidités qui excèdent leur bénéfice non distribué, ce type de dividende est appelé dividende de liquidation, considéré par le fisc américain comme plus-value en capital et non comme un revenu ordinaire, en France est assimilé fiscalement à un dividende et au Maroc selon Abou El jaouad. (2010) : « sont considérés comme des produits financiers les sommes prélevées sur les bénéfices ou les réserves pour l'amortissement du capital ou le rachat d'actions et les bonis de liquidation augmentés des réserves distribuées ainsi que les tantièmes ordinaires perçus de l'affectation du résultat, tous ces produits, de ce fait, ils sont totalement exonérés par similitude aux dividendes ». Troisièmement, *Les « vrai-faux dividendes »* : Ce sont des rémunérations (salaires plus élevés, avantages en nature ...) en faveur de certains actionnaires majoritaires, généralement des dirigeants, ce type de rémunérations trouve sa justification dans les conflits d'agence qui seront traités dans les parties à venir (Damodaran, A, 2010).

1.2. Les mesures de la politique de dividende

Parmi les plus importantes mesures de la politique de dividendes, on peut calculer : le rendement de l'action et le ratio de distribution de dividendes (Damodaran, A, 2010).

$$\text{Le rendement de l'action} = \frac{\text{montant annuel de dividendes versés par action}}{\text{cours de l'action}}$$

Il s'agit de l'évaluation de la rentabilité du dividende dans la rentabilité globale d'une action, cette mesure est significative dans la mesure où elle contribue à la détermination du rendement global de l'action, qui s'ajuste par l'addition de la plus-value à cette mesure. La seconde mesure largement utilisée, dans le cadre d'analyse des politiques de dividendes est le ratio de distribution de dividendes (Turki. 2013), elle se calcule ainsi :

$$\text{Le ratio de distribution de dividendes} = \frac{\text{dividendes}}{\text{bénéfices}}$$

Vernimmen. (2014), renonce au premier taux (le rendement de l'action) et le remplace - tout en conservant la seconde mesure à savoir le taux de distribution- par le taux de croissance du dividende par action. En se limitant uniquement à ces deux critères pour analyser la politique de dividendes, il confirme : « tout autre critère est non pertinent, souvent inexact, voire aberrant. Ainsi, il est absurde de ramener le dividende au nominal d'une

action, puisque ce dernier est très souvent déconnecté de la valeur des capitaux propres ». Ainsi, il est difficile pour la firme de fixer un taux de rendement cible pour l'actionnaire, c'est ce dernier qui évalue l'entreprise, donc l'action, et détermine le rendement souhaité et non l'inverse.

1.3. Les effets de la stabilité et de la variation du dividende

Plusieurs études affirment l'effet que peut avoir le rythme d'évolution du dividende, sur le comportement des investisseurs, qui reflète un changement dans la façon dont ils perçoivent la valeur de la firme sujette de ce rythme de distribution, ce paragraphe relève les principales explications fournies par la discipline à l'égard de ce dernier dans deux classes d'analyse, à savoir, la stabilité et la variation du dividende.

1.3.1. Un dividende stable

Les firmes ne modifient pas dans une grande mesure le montant des dividendes à distribuer, elles essayent de maintenir un dividende quasi stable, ou d'adopter une augmentation graduelle dans le dividende versé. Cette stagnation s'explique par plusieurs facteurs, notamment, comme premier facteur, la préoccupation des firmes de maintenir leur capacité à pouvoir distribuer des dividendes supérieurs dans les périodes futures, le second facteur provient du fait que les marchés réagissent négativement (baisse du cours de l'action), suite à l'annonce d'une réduction de dividendes (Damodaran. 2010). Il y a aussi le stade de maturité de l'activité de la firme c'est à dire son cycle de vie comme le montre la théorie de cycle de vie des dividendes de Mueller (1972), dont on peut rappeler la portée : les entreprises jeunes à forte croissance réinvestissent en grande partie leurs bénéfices dans des opportunités d'expansion de marché ou des innovations de produits générateurs de rentabilité. A contrario les entreprises au stade de maturité ont épuisé leurs possibilités d'innovation et de croissance, le marché est submergé de concurrents, l'avantage compétitif est érodé. Les couts d'agence nourrissent une forte exigence d'un tel taux de rendement, ce qui conduit les entreprises matures à distribuer le cash excédentaire, ensuite, le contexte économique¹, fiscal² de chaque pays, ainsi en Tunisie selon Taleb (2015),

¹ La stabilité des dividendes, ou le cas échéant l'augmentation graduelle dans les dividendes versés, peut constituer un argument important pour une plus grande mobilisation de l'épargne vers le renforcement des capitaux propres. Cette stabilisation semble être une contrainte pour les entreprises tunisiennes cotées qui cherchent dans un contexte national à inciter l'épargnant de mobiliser ses fonds vers les marchés financiers à travers des placements à revenu raisonnable et immédiat. Taleb, L. (2015).

² Les deux auteurs (Adjaoud, & Zéghal 1993) Ont vérifié si l'exonération fiscale adoptée par le gouvernement canadien en 1985 en faveur de ses investisseurs (jusqu'à hauteur cumulative de 500.000\$ de gain en capital), ils ont obtenu de résultats significatifs compatibles avec l'hypothèse que les entreprises avaient abaissé leur taux cible de distribution en dividendes.

L'évolution du dividende par action (DPA) par rapport au bénéfice par action (BPA) montre que 75% des entreprises Tunisiennes essayent d'adopter une politique de dividende stable ou le cas échéant une augmentation graduelle dans le temps.

Lintner (1956) dans son modèle d'ajustement partiel de la politique de dividende, montre que les dirigeants associent le changement de la politique de dividende au ratio de distribution antérieur, ainsi qu'au bénéfice actuel tout en préservant leur réticence à la baisse du dividende et en considérant leur taux de distribution comme cible à long terme. Il suggère la relation suivante pour la description de l'évolution du dividende d'une firme i :

$$\Delta D_{i,t} = a_i + b_i r_i \text{EPS}_{i,t} - b_i D_{i,t-1}$$

$\Delta D_{i,t}$ est la variation du dividende entre $t-1$ et t .

$D_{i,t-1}$ est le dividende versé à $t-1$.

$\text{EPS}_{i,t}$ est le bénéfice courant.

a_i est la constante représentative de la résistance à la réduction du dividende,

r_i est le taux de distribution cible de la firme,

b_i est la vitesse d'ajustement du dividende.

Ce modèle révèle la réactivité de la firme à toute circonstance qui pourrait affecter sa politique du dividende dans l'objectif de préserver sa stabilité de distribution. (Turki. 2013).

1.3.2. Un dividende variable

En finance moderne (finance d'entreprise ou de marché), le risque est assimilé à l'incertitude ou à la probabilité de percevoir un revenu négatif (une perte), positif (gain) ou nul différent de celui espéré (Damodaran, 2007). Le risque est alors attaché à l'impossibilité de prévoir les réalisations éventuelles de sortie d'une décision. Autrement dit, la prise de risque se réfère à des actions, à conséquences incertaines entreprises par un décideur (dirigeant d'entreprise ou investisseur), (Yessoufou. 2018). Toute variation du dividende est perçue par le marché comme une information sur la façon dont les managers évaluent leurs conceptions quant à l'avenir de la firme, notamment le niveau futur de ses flux monétaires et leur variabilité. Une diminution du niveau ou une variabilité accrue des flux attendus, peut motiver les managers à réduire ou à supprimer le dividende, tandis qu'une augmentation de niveau futur de flux monétaires ou une variabilité amoindrie justifierait sa hausse. De ce qui précède, la variation du dividende peut renseigner aussi bien une information sur la variation du niveau des flux futurs, ainsi que leur variabilité et par conséquent une information sur le risque de la firme. Les écrits

pertinents de signalisation estiment que le niveau optimal du dividende soit négativement relié à la volatilité du rendement, donc au risque total de la firme (Bar -Yousef et Huffman 1986, Lapointe, 1995) ou à son risque Béta (Kale et Noe 1990), cité dans Atindéhou (1996). A toute variation inattendue du dividende correspond une variation du risque dans le sens contraire, ainsi pour une volatilité accrue des flux, le rendement de la firme devient plus incertain ainsi que son risque, et pour ne pas supporter des charges financières suite à un endettement externe, l'entreprise, doit réduire la distribution de dividende afin de garder un niveau de ses financements propres, par conséquent, la baisse inattendue du dividende peut signaler une augmentation du risque total de la firme et vice-versa pour une hausse inattendue du dividende.

Selon (Fodil et al, 2005), la firme bien établie ne révisé son dividende qu'avec prudence, tant aux USA (Lintner, 1956 ; Baker et al., 1985) qu'au Canada (Adjaoud, 1986). Une révision inattendue, donc surprenante, peut alors signaler que la firme entrevoit un net changement dans la fraction dite permanente de ses rentrées, soit ce coussin sur lequel elle compte pour financer des projets et verser des dividendes réguliers. L'on sait toutefois que la correction boursière de même sens constitue une condition première mais insuffisante pour soutenir l'hypothèse d'information.

Le rythme de distribution des dividendes varie d'un pays à l'autre et reste inhérent aux spécificités fiscales, aux niveaux de croissance des firmes et aux degrés de mise en place des principes de la bonne gouvernance.

Dans son étude empirique menée sur les entreprises américaines d'un échantillon de 738 hausses contre 651 baisses de dividende, (Atindéhou 1996) a conclu ce qui suit :

- Toute variation positive /négative du dividende, s'accompagne en moyenne d'un changement négatif /positif du risque bêta.
- La hausse du bêta après une baisse du dividende régulier demeure significative, ce qui n'est pas le cas pour un échantillon neutre. Il semble donc que la baisse du dividende contrairement à la hausse, véhicule de l'information sur le risque.

2. Le rachat d'actions

Le rachat d'actions, est une opération par laquelle une entreprise, procède à l'achat de ses propres actions. Plusieurs études théoriques (l'effet de la clientèle fiscale, la régulation de la sous-évaluation du cours, la recherche d'une structure financière optimale), et empiriques se sont efforcées pour expliquer les motivations qui poussent les entreprises à adopter cette pratique financière, qui a connu son existence dès le début des années 1980 dans les pays Anglo-saxon, notamment les Etats-Unis et le Canada. Ainsi, entre 1985 et 1996, les montants des rachats d'actions aux États-Unis ont augmenté de 650 % comparativement à 50 % pour les dividendes (Albouy & Morris 2006).

En termes monétaires, les rachats d'actions représentent l'équivalent du versement de dividendes (Jiraporn, 2006)³. La législation Marocaine n'a reconnu légale, cette pratique financière de manière symétrique aux autres législations qu'à partir de 2003 et de façon plus pratique en 2008, et ce à travers l'article 281 de la loi 17-95 relative à la société anonyme en modifiant et en complétant l'article 280 de cette même loi, ainsi l'article 281 stipule : « Par dérogation aux dispositions du paragraphe 1 de l'article 280, les sociétés dont les titres sont inscrits à la cote de la bourse des valeurs peuvent acheter en bourse leurs propres actions, en vue d'assurer l'animation du marché des dites actions, telle que requise par les dispositions de l'article 14 du dahir portant loi n° 1-93-211 relatif à la bourse des valeurs, ou pour tous autres motifs fixés par le conseil déontologique des valeurs mobilières, dans le respect des exigences de transparence et de bon fonctionnement du marché ».

Il existe deux grandes catégories de rachat, la première concerne le rachat à un prix supérieur au prix du marché, tandis que la seconde renvoie au rachat à un prix égal au prix du marché, suivant différents motifs.

2.1. Les motifs du rachat d'actions

2.1.1. Les motifs d'ordre économique et social

Plusieurs études (Dann 1981, Jensen 1986, Weisbenner 2000, Kahle 2002, Bens et al 2003) ont cherché à expliquer le recours des firmes à la politique de rachat d'actions, dans différents pays du monde. Le rachat d'actions peut être considéré comme un élément régulateur d'un processus d'allocation optimale des ressources sur le marché tout en permettant aux actionnaires, d'investir leurs fonds en surplus dans des activités ayant de forts besoins aux fonds propres (Akrawati 2001). Dans un sens large, le rachat d'actions poursuit deux objectifs majeurs, il s'agit du maintien et de l'amélioration du couple personnes / finance, au travers la recherche de la cohésion sociale et la gestion du capital. S'agissant des motifs de cohésion sociale, c'est l'achat en cas de refus d'agrément, ainsi dans les sociétés familiales ou semi-politiques (par exemple celles qui ont pour objet la publication des revues et journaux), les statuts prévoient des clauses d'agrément de cession accompagnées des clauses de préemption afin d'éviter que l'actionnaire devienne prisonnier de ses actions. D'autre part, le rachat peut être effectué par les sociétés en vue de l'attribution à leurs salariés, afin de les aligner sur les objectifs au même titre que les actionnaires. En ce qui concerne Les motifs d'ordre économique, C'est la réduction du capital non motivé par les pertes, cette technique suppose l'existence des bénéfices ou des

³ Albouy, M., & Morris, T. (2006). Les rachats d'actions au Canada : motivations et impact de l'activité économique. *Finance Contrôle Stratégie*, 9(4), 5-32.

réserves suffisants afin que cela ne se fasse au détriment des créanciers de l'entreprise, « Elles consistent, pour l'essentiel, à éliminer des charges inutiles » (Akrawati 2001), c'est un amortissement du capital. Ainsi les sociétés peuvent gérer leurs capitaux en procédant, dans des situations de crises ou en cas de manœuvres hostiles d'offre publique d'achat (OPA), menées par des actionnaires de bloc, en intervenant sur le marché par des annonces dans la volonté de racheter leurs propres actions afin d'éviter des chutes de cours.

2.1.2. Les autres motifs de rachat d'actions

a) La régulation du cours

La société (les insiders) est mieux informée sur son activité que toute autre partie prenante, notamment ses actionnaires, lorsqu'elle constate que ses titres sont moins évalués, elle propose un cours d'achat supérieur au cours du marché au travers une OPA. Elle cherche donc une réaction du cours à la hausse, c'est une autre forme des signaux financiers à côté de celle de l'augmentation du dividende que peut pratiquer la société. Il faut mentionner que le recours à la signalisation par le rachat est de plus en plus pratiqué dernièrement que la signalisation par l'augmentation du dividende. Dans sens, selon une étude empirique, réalisée par Grullon et Michaely (2002) sur le marché Américain⁴ ; de 1974 à 1998 le ratio de distribution moyen des dividendes passe de 22,3% à 13,8%, alors que celui des rachats passe de 3,7% à 13,6% sur la même période. Cependant selon une étude menée par (El Houcine & Boubaker 2015) sur les entreprises suisses, le rachat d'actions ne conduit pas toujours à une hausse du cours de l'action, il s'agit selon ces auteurs « d'un jugement hâtif et myope, car mal documenté ».

b) L'effet fiscal

Le rachat d'actions par l'entreprise de ses propres actions peut être, entre autres, motivé par sa volonté de prendre en considération le niveau de l'impôt que vont supporter ses actionnaires à l'encaissement des dividendes ou à la vente de leurs actions, de telle sorte qu'elle opte toujours pour la solution la plus avantageuse à ses propriétaires, d'une part. D'autre part, pour les firmes soumises à l'impôt sur les bénéfices, le recours à l'endettement, génère une économie d'impôt suite à la déductibilité des charges financières, dans ce sens la société doit chercher un gain fiscal en renforçant les dettes au détriment des capitaux propres en procédant au rachat d'actions. Toutefois cette solution ne va pas sans effets, car elle peut conduire comme le prévoient Modigliani et Miller à une hausse du ratio du levier, ce qui pourra engendrer une baisse du cours de l'action.

⁴ Cité dans Lamyaa, R. I. A. D., & TOUILI, K. (2017). Pourquoi choisir le rachat d'actions ? Revue du contrôle, de la comptabilité et de l'audit, 1(3).

c) Des free cash-flow (flux monétaires excédentaires)

Selon la théorie d'agence et du portefeuille les arguments qui peuvent pousser l'entreprise à procéder au rachat d'actions peuvent se résumer ainsi :

- L'entreprise restitue du cash à ses actionnaires tant qu'elle est dans une position dominante sur son marché, et toute tentative d'investissement en achetant des titres d'autres sociétés concurrentes sera refusée par ses actionnaires.
- La société laisse l'initiative de diversification aux actionnaires par le biais du marché boursier.
- En réduisant ses flux de trésorerie, la société prend l'image d'une entité moins riche et moins attrayante pour une éventuelle OPA hostile.

d) Amélioration des ratios financiers

Suite au rachat d'actions, le nombre d'actions diminue ainsi que les fonds propres, ce qui contribue à la hausse du bénéfice par action et de la rentabilité des fonds propres.

e) Le souci de vouloir échapper à une OPA hostile

Le rachat par l'entreprise de ses propres actions, lui permet d'éviter qu'un acquéreur hostile ne réussisse sa mainmise sur le contrôle de la société.

f) Remédier au problème de dilution lié aux produits dérivés émis par la société (POA)

Le recours massif au plan d'option sur achat d'action tend à être un élément largement explicatif de la popularité des rachats d'actions que les firmes ne cessent de pratiquer, dans la mesure où les entreprises qui offrent des stock-options pour aligner les intérêts des dirigeants (bénéficiaires) sur ceux des actionnaires, se trouvent dans l'obligation de réguler les problèmes résultants de la dilution du bénéfice par action (BPA) et du droit de vote. Car le nombre d'actions augmente suite à la mise à la disposition des dits bénéficiaires de nouvelles actions, surtout via l'émission de ces dernières après l'exercice des options par leurs bénéficiaires (les salariés), (Yermak, 1995.Palia, 2001) cité dans (Elhoucine, Boubaker), tel qu'il a été affirmé par (Desbrières et al 2000) « On reproche aussi aux POA de nuire aux actionnaires parce qu'ils entraînent une dilution de leurs droits sur la richesse créée et de leurs droits de vote ». Donc l'entreprise pour lutter contre cette dilution peut acheter des actions préalablement à l'exercice des options. Ce motif a été confirmé empiriquement, dans le contexte Américain par (Weisbenner 2000, Kahl 2002, Bens et al 2003), et par (Albouy & Morris 2006) dans le contexte Canadien. Bens et al (2003) mettent un lien positif entre la dilution du BPA suite à l'exercice des stocks options et le rachat d'actions, en confirmant que ce dernier devient de plus en plus important lorsque le niveau du BPA est au dessous du seuil souhaité par les actionnaires. D'autres motifs tels que

l'enracinement, peuvent être retenus par certains auteurs en tant que principale motivation du recours à l'opération de rachat d'actions.

2.2. La pratique du rachat d'action par les firmes marocaines

Le rachat par les entreprises Marocaines de leurs propres actions, est pratiqué ces dernières années par quelques entreprises cotées à la Bourse des Valeurs de Casablanca (BVC), en tant qu'un moyen important dans la régularisation des cours des actions, ainsi qu'un outil moderne dans le cadre de leur mode de gouvernance actionnariale, étant donné son rôle dans la création de la valeur (Benzaouagh & Tebbaa 2016). La société « Snep » a à titre d'exemple cédé sur le marché de blocs, le 30 janvier 2018, 112.281 actions auto-détenues issues de son ancien programme de rachat, représentant 4,68% de son capital. Ces actions s'étaient beaucoup dépréciées avant de reprendre au titre de l'exercice 2018. Le recours des entreprises marocaines à la technique de rachat de leurs propres actions, s'est encouragé par la réglementation de 2003, en effet ces firmes actives dans ce sujet cherchent à rendre cette pratique en tant qu'un nouveau mode de gouvernance en favorisant l'actionnariat de leurs salariés, en leur offrant des privilèges (prix avantageux) de participation dans le capital de la société dont ils sont salariés.

II. Influence de la structure d'actionnariat sur la distribution

Parler de l'actionnariat revient à désigner la qualité de l'actionnaire, dans la mesure où plusieurs catégories d'actionnaires devront être distinguées. Deux informations permettent de caractériser la structure d'actionnariat, il s'agit de la part détenue par le(s) actionnaire(s) en capital de la société (concentration plus ou moins forte) et de l'identité ou la nature de l'actionnaire. Dans ce paragraphe, à travers la littérature, Les effets de la concentration (1) et de la dispersion du capital (2) sur la distribution seront présentés.

1. La part du capital détenue par l'actionnaire dans la firme

Le degré d'implication de l'actionnaire dans le contrôle des dirigeants ne sera pas le même selon sa part détenue dans le capital, ainsi qu'en fonction de ses objectifs et de ses horizons de placement. Un actionnaire détenant une part importante du capital sera de plus en plus incité à s'investir dans la gouvernance de l'entreprise qu'un actionnaire minoritaire. De même la présence d'un actionnaire majoritaire (actionnaire de contrôle) peut agir comme un mécanisme de gouvernance susceptible de discipliner les dirigeants (Dmsetz et Lehn 1985. Shleifer et Vishny 1986) et de renforcer la performance de la firme. Néanmoins, comme le mentionne (Shleifer et Vishny 1997), le pouvoir des actionnaires majoritaires dépend du degré de protection légale de leurs votes (efficaces seulement dans les pays dont le système légal

est relativement développé). Toutefois l'actionnaire de contrôle peut profiter de sa position et se faire octroyer des rémunérations très avantageuses, et s'attribuer des richesses de la firme au détriment des actionnaires minoritaires et des autres parties prenantes, ce qui peut engendrer une expropriation de l'actionnaire minoritaire suite à un enracinement de l'actionnaire majoritaire, préjudiciable à la performance de l'entreprise à cause de la hausse des coûts d'agence (Shleifer et Vishny 1997 ; Mard, et al. 2014).

1.1. Le rôle de l'actionnaire principal ou majoritaire dans la distribution

Le dividende, en tant que partie du bénéfice net exigé et souhaité par l'actionnaire, peut remplir d'autres missions dans le processus de mise en place de certains mécanismes de contrôle des dirigeants. Dans ce sens, Easterbrook (1984) confirme que les grands actionnaires exigent des paiements de dividendes élevés dans le but de réduire le conflit d'agence. Gadhoun (1995) dans une étude sur les entreprises canadiennes démontre que le principal actionnaire exerce une influence prépondérante sur le versement des dividendes réguliers. Shleifer et Vishny (1997) soutiennent que les grands actionnaires préfèrent tirer des avantages privés de l'entreprise et ils ont tendance à préférer une distribution limitée des dividendes, Il s'agit selon ces deux auteurs d'une forme d'expropriation des actionnaires minoritaires.

1.2. Le rôle des actionnaires minoritaires

Dans certaines législations, comme celle Suisse, les actionnaires minoritaires détenant au moins 10% du capital de la société, disposent d'un droit particulier leur protégeant contre les mauvaises pratiques des actionnaires majoritaires, ces règles trouvent leur place généralement dans les lois des sociétés anonymes, ainsi « la loi autorise les sociétés à prévoir des dispositions statutaires particulières afin de protéger certains groupes d'actionnaires » Trigo & Bahar (2002). Cependant la règle capitaliste impose que la décision revient au pourcentage du capital détenu, d'où la faible influence des minoritaires sur la distribution.

2. La nature ou l'identité d'actionnaire

2.1. L'actionnariat salarial

C'est un dispositif qui consiste à accorder à un salarié d'une firme la possibilité de devenir un actionnaire, selon différents procédés. C'est un choix stratégique adopté par la gouvernance d'entreprise, qui cherche au travers cette participation du salarié dans le capital de cette dernière, à ce qu'une unification des intérêts de deux parties prenantes déterminantes (apporteurs de capital et apporteurs de travail) dans la vie et dans la croissance de la firme, soit garantie. Et à ce que les conflits entre ces deux parties se trouvent réduits,

suite à la naissance après cette action, d'une cohésion entre salarié et organisation. Les innovations en management sont toujours associées aux économies libérales, du sens propre du terme, où la principale autorité de l'économie dans des périodes normales est le marché et non pas des formations économiques profitant du népotisme que leur confient les pouvoirs tel est le cas des économies sous-développées. Cela ne doit pas être interprété dans un sens où les économies libérales sont toujours justes et toutes responsables socialement à l'égard de leurs salariés, mais dans le sens où les parties prenantes de ces économies et désignons plus précisément celle salariale, s'affrontent dans un terrain de défense des intérêts de chacune sans interventionnisme apolitisé ou réprimant de cet acteur économique, facteur clés de succès dans toute croissance économique via sa haute productivité, conditionnée par une meilleure perception de milieu ou de l'environnement du travail. Cette nouvelle pratique gouvernementale, à notre stade de connaissance et à notre interprétation s'inscrit dans une perspective de résolution des problèmes, liés aux conflits d'intérêt généralement traités en se référant à la théorie d'agence, surtout la problématique du partage de manière équitable, de la richesse créée entre les acteurs qui en ont contribué. Problématique que les anciennes procédures organisationnelles ou légales tel que le syndicalisme n'ont pas pu résoudre au travers tout le monde. Plutôt ces mécanismes procéduraux-légaux n'ont fait qu'encourager les inégalités à creuser davantage entre ces différentes parties prenantes.

La législation marocaine a prévu des dispositions visant à favoriser l'actionnariat salarié avec le Plan d'Épargne Entreprise (PEE), introduit par la Loi de Finances 2013. A titre d'exemple, l'abondement versé par l'entreprise au salarié en vue de l'aider à constituer son épargne ne se substitue pas à un élément de salaire. L'abondement n'est ni considéré comme un complément de salaire, ni imposable sur le revenu sauf lorsqu'il dépasse 10% du montant annuel du salaire imposable. Aussi, une autre disposition prévue par la loi permet aux salariés d'investir dans le capital de leur entreprise tout en étant exonérés de l'impôt sur les plus-values réalisées.

2.2. L'actionnariat managérial ; enracinement

L'analyse de (Fama et Jensen 1983) distingue deux types d'organisations, celles avec séparation de propriété-décision et celles sans séparation propriété-décision, (Lawriwsky. 1984) distingue trois types de firmes : *les firmes managériales* (dont moins de 10% du capital sont détenus par les dirigeants), dans ce type de sociétés selon (Charreaux. 1991), la part détenue par les dirigeants n'est pas significative ainsi que la dissociation des organes de propriété et de contrôle est nettement marquée. Dans *les sociétés familiales ou à contrôle privé*, le capital est détenu par une famille qui désigne un de ses membres en tant que dirigeant, ce qui affaiblira la séparation

propriété-contrôle et propriété- décision. Dans *les sociétés contrôlées (par une autre firme)*, le capital est concentré, la majeure partie du chiffre d'affaires revient aux représentants de la firme qui contrôlent, et c'est à eux de nommer les dirigeants, ce qui laisse dire formellement qu'il y a une séparation propriété-décision tant que les dirigeants, ne sont pas personnellement propriétaires, d'où une relation d'agence. Cependant en approfondissant l'analyse, il devient possible de comprendre une parfaite dépendance des dirigeants vis-à-vis de leurs actionnaires principaux, d'où la séparation propriétaire-décision est fortement atténuée.

2.3. L'actionnariat familial

L'actionnariat familial c'est la forme d'actionnariat la plus répandue au monde (la porta et al 1999)⁵, qu'il s'agisse dans les PME ou dans les grandes entreprises cotées, ainsi aux Etats Unis parmi les 500 grandes sociétés, plus de 35% sont des sociétés familiales (Shleifer et Vishney 1986 ; Wang 2006). En France, les deux tiers des sociétés cotées sont des sociétés familiales (Faccio et Lang. 2002). Au Maroc plus de 90% des entreprises sont familiales, bien que les statistiques relatives à ce sujet soient limitées (Nazih 2014). La théorie d'alignement nous renseigne que l'actionnaire familial privilégiera toute sorte de décisions de nature à créer de la valeur à long terme, cette vision de long terme se concrétise aussi bien au travers une forte rétention motivée par le souci de réinvestir, et donne de la valeur aux liens et relations de cet actionnaire et ses salariés, ainsi qu'aux autres parties prenantes. La bonne réputation est une contrainte qui pèse lourdement sur les comportements de l'actionnaire familial et elle le conduit loin de vouloir s'attribuer des bénéfices privés au détriment des actionnaires minoritaires. Contrairement à la théorie de l'enracinement, l'actionnaire familial peut chercher à conserver le pouvoir afin d'en retirer des bénéfices personnels, le refus de communiquer des informations stratégiques de manière symétrique, ou le refus de mettre en place des structures de gouvernance efficace (séparation du poste de président et du directeur général , hétérogénéité et indépendance des administrateurs) constitue, à côté d'autres manœuvres, un moyen pour l'actionnaire familial de s'enraciner .

En ce qui concerne le cas marocain, surtout le tissu économique regroupe des entreprises caractérisées par une structure de propriété à majorité familiale, dont les membres sont fortement présents dans la gestion, la concentration de la propriété dans ces entreprises favorise une mainmise de l'actionnaire majoritaire sur le pouvoir. Cette structure explique l'existence d'une corrélation positive entre le dividende et le capital détenu par les administrateurs.

⁵ Cité dans Mard, Y., Marsat, S., & Roux, F. (2014).

2.4. L'actionnariat institutionnel

Dans un cadre d'actionnariat institutionnel, le contrôle de la société se trouve réduit à la variation du prix de l'action, en raison du faible gain que peut attendre cet actionnaire suite à l'engagement de ses fonds dans le contrôle de son dirigeant, ce qui dote ce dernier de larges marges de manœuvres pour esquisser la stratégie de l'entreprise ainsi que l'affectation de ses cash-flows (Charreaux 1997)⁶. Ce type de contrôle par le cours de l'action, favorisé par un actionnariat fortement éclaté, peut difficilement constituer un barrage à une éventuelle OPA ce qui pousse les dirigeants, à centrer leur stratégie vers la recherche de la maximisation de la rentabilité financière de la firme.

III. Les modèles des effets du dividende sur la valeur de l'entreprise

Modigliani et Miller (1961) ont constitué par leurs travaux dans l'hypothèse d'un marché parfait, un cadre référentiel de politique de dividende qui n'a aucun impact sur la valeur de la firme, connu sous le titre de thèse de neutralité de la politique de dividende, l'absence d'une influence de cette politique sur le cours boursier, est soutenue par (Black et Scholes 1974 ; Poulain-Rehm 2005).

1. L'effet neutre ou thèse de neutralité :

En (1961), Modigliani et Miller confirmaient l'absence de toute possibilité de valoriser ou de dévaloriser une firme, respectivement à partir de l'importance ou de la faiblesse de ses dividendes distribués, tant que toutes les transactions se fassent dans un marché financier parfait, les hypothèses sous-jacentes à cette neutralité de la politique de dividendes peuvent être résumées ainsi :

- ✓ Il n'y a pas de coût de transaction pour les investisseurs, qui désirent convertir l'amélioration du cours du titre en plus-value.
- ✓ L'entreprise qui distribue trop de dividendes peut émettre des actions sans coût de transaction, et sans frais d'émission, en investissant dans des projets rentables
- ✓ Dans les entreprises qui ne versent pas assez de dividendes, les dirigeants ne peuvent ni utiliser les excédents dans leur propre intérêt, ni les affecter à de mauvais projets d'investissement
- ✓ Le taux d'imposition des dividendes et des plus-values est le même.

En publiant en octobre 1961 dans « the journal off business », leur article qui neutralise la politique de distribution, Franco Modigliani & Milton Miller, donnaient le feu vert aux chercheurs de la finance à construire une

⁶ Charreaux G., « Modes de contrôle des dirigeants et performance des firmes », (Charreaux, 1997). Cité dans Morin, F., & Rigamonti, E. (2002).

multitude de théories visant à expliquer l'impact que peut avoir un tel choix de politique de dividendes sur la valeur de la firme, notamment avec la progression du rôle du marché financier en tant que régulateur économique et déterminant des valeurs des firmes cotées. Pour ces deux auteurs, dans un marché financier parfait (caractérisé par la transparence, l'absence des coûts de transactions, disponibilité de l'information...), la politique de dividendes adoptée par une firme est neutre vis-à-vis de sa valeur sur le marché, autrement dit, que l'entreprise distribue de dividendes ou renforce ses capitaux propres est une opération indifférente pour l'actionnaire, leur raisonnement s'appuie sur le fait qu'un investisseur rationnel, dans une hypothèse d'égalité de l'impôt retenu dans les deux cas, que ce soit la réception des dividendes ou la réalisation de plus-value en capital, suite à une cession de ses titres, réalisera le même gain, car toute modification du montant de dividende à recevoir se trouve compensée par un ajustement de la valeur de l'action, ce raisonnement rejoint l'idée de Walter (1956), qui considérait que la décision de distribution est une décision résiduelle, n'ayant lieu qu'après celle d'investissement et de financement. Cependant Graham et Dodd (1951), affirmaient que la réception d'un dollar en dividendes impacte quatre fois de plus le cours de l'action qu'un dollar mis en réserves.

1.1. Le modèle de neutralité de Modigliani et Miller (1961)

Dans un marché financier parfait⁷ où il n'y a pas de différence d'imposition des dividendes et des plus-values sur la cession des actions, de sorte que la fiscalité n'impacte pas les arbitrages tant qu'il n'y a qu'un seul taux d'impôt applicable sur le revenu des titres, que ce revenu soit un dividende ou une plus-value sur cession de ce même titre (Stiriba 2014). Modigliani et Miller (1961) en mettant d'autres hypothèses très théoriques, ont démontré que la politique de dividende n'a pas d'impact sur la valeur boursière des actions de la société.

Le modèle de M&M peut se démontrer par formules comme suit :

$$\text{Soit} \quad V = P_t N_t \quad (1)$$

V : valeur de marché des actions de la société ou valeur boursière de la société.

P_t : prix de l'action à la date t

N_t : nombre des actions à la date t

Si le prix P d'une action égale la somme des flux qu'elle pourra générer dans le futur et qui sont le dividende à recevoir et le prix de cession de cette action, actualisés au taux de rentabilité (r) exigé par les actionnaires, donc on peut écrire :

$$P = (P_{t+1} + \text{DIV}_t) / (1+r) \quad (2)$$

⁷ Les caractéristiques du marché parfait : des taux de prêt et d'emprunt sont identiques, une absence de coûts de transaction, la transparence dans l'information - et une négligence de l'impact de la fiscalité.

r : taux de la rentabilité sur l'investissement en action.

L'équilibre financier de l'entreprise entre les emplois et les ressources de la date (t) à la date (t+1) est déterminé par l'équation suivante :

$$\mathbf{INV_t + N_t.DIV_t + FRN_t = CAF_t + n.P_{t+1} + E_t} \quad (3)$$

INV_t : Montant des investissements nets de la période ;

$N_t.DIV_t$: Montant des dividendes versés ;

FRN_t : Variation du fonds de roulement net ;

CAF_t : Capacité d'autofinancement de la période ;

$n.P_{t+1}$: Montant de l'augmentation de capital (émission de n actions nouvelles au prix P_{t+1}) E_t : Endettement net sur la période.

A partir de cette équation on peut faire ressortir : $n.P_{t+1}$

$$\mathbf{n.P_{t+1} = INV_t + N_t.DIV_t + FRN_t - CAF_t - E_t} \quad (4)$$

Le nombre d'actions à la date (t+1), noté N_{t+1} sera $N_{t+1} = n + N_t$ d'où $N_t = N_{t+1} - n$ (5)

On remplace (5) dans (1) pour déterminer (V) la valeur des actions de la société sur le marché boursier, alors on écrit :

$V = P_t \cdot N_t = P_t (N_{t+1} - n)$: on obtient (6) et on remplace (2) dans (6) la valeur devient :

$$\mathbf{V = P_t \cdot N_t = P_t (N_{t+1} - n) = (P_{t+1} + DIV_t) (N_{t+1} - n) / (1+r)}$$

Pour simplifier : $= (P_{t+1} \cdot N_{t+1} - n P_{t+1} + N_{t+1} \cdot DIV_t - n \cdot DIV_t) / (1+r)$

$$= (P_{t+1} \cdot N_{t+1} - n P_{t+1} + (N_{t+1} - n) DIV_t) / (1+r)$$

$$= (P_{t+1} \cdot N_{t+1} - n P_{t+1} + N_{t+1} \cdot DIV_t - n \cdot DIV_t) / (1+r) \quad (7)$$

On remplace (4) dans (7), alors on trouve :

$$= (P_{t+1} \cdot N_{t+1} - INV_t - FRN_t + CAF_t + E_t) / (1+r)$$

$$= (P_{t+1} \cdot N_{t+1} + FRN_t - INV_t - CAF_t - E_t) / (1+r)$$

D'après cette équation, Modigliani et Miller (1961), concluent que la valeur de l'entreprise ne dépend plus de la politique de distribution de dividendes, comme on peut le remarquer l'équation ne comporte plus les variables de la politique de dividendes car ces dernières se sont simplifiées. Plutôt elle dépend selon les auteurs du rendement et de l'efficacité des investissements, toutefois les hypothèses mises auparavant sont loin de la réalité, prenons par exemple celle relative à l'imposition et qui considère que les dividendes et les plus-values de cession sont imposés au même taux, est une condition fictive, cependant les auteurs étaient conscients de cette réalité d'inefficience des marchés mais ils voulaient montrer comment un choix de financement purement théorique peut se faire sur un marché, et pour qu'un modèle soit logiquement structuré, ils préféraient le marché parfait. Leur modèle constituait un point de départ d'apparition d'une large littérature enrichie de théories cherchant à expliquer les décisions financières.

1.2. Le modèle de Black et Scholes (1974)

Le modèle Black et Scholes (1974) s'inscrit dans la validation et la confirmation des travaux de Modigliani et Miller (1961), ce modèle se présente de la manière suivante :

$$R_{it} = c_1 + (R_m - c_1)\beta_{it} + c_2 (d_{it} - d_{mt}) / d_{mt} + \varepsilon_{it}$$

R_{it} : Taux de rentabilité (ou rendement) espéré du portefeuille i à la date t

c_1 : Ordonnée à l'origine qui, d'après le MEDAF devrait correspondre au taux d'intérêt sans risque

R_m : taux de rentabilité (ou rendement) espéré du portefeuille de marché à la date t

β_{it} : Coefficient de risque systématique du portefeuille i à la date t

c_2 : coefficient mesurant l'impact des dividendes sur la rentabilité du portefeuille

d_{it} : Taux de rendement du dividende du portefeuille i , qui correspond à la somme des dividendes reçus au cours de 12 mois qui précèdent la date t , qui est ensuite rapportée à la valeur du portefeuille à la fin de l'année

d_{mt} : Taux de rendement du dividende du portefeuille de marché, mesuré sur les 12 mois qui précèdent la date t

ε_{it} : Terme d'erreur.

Sur un échantillon composé de 25 portefeuilles, ciblant 5 catégories de taux de rendement, l'étude de Black et Scholes (1974) avait comme objectif la vérification de l'existence d'une telle relation entre le rendement de l'action (dividende) et la rentabilité du portefeuille (R_{it}), pour ce faire, ils ont retenu les cours mensuels et les dividendes de toutes les actions cotées au New York Stock Exchange de janvier 1936 à mars 1966. Ils avaient pour clés de trancher dans l'impact de la politique de dividendes sur la valeur de la firme à partir du coefficient (c_2), ainsi pour pouvoir dire qu'il y a une influence, il faut que l'indicateur (c_2) soit différent de 0. Cependant les auteurs affirment qu'il n'a jamais été différent de zéro, la rentabilité des portefeuilles (R_{it}) était presque la même que ce soit pour les actions à taux de rendement élevé des dividendes ou pour ceux à taux de rendement faible, ce qui laisse déduire que la distribution de dividendes n'affecte pas la valeur de la firme.

2. La remise en cause de la neutralité du dividende

2.1. Remise en cause par la présence d'aversion au risque et d'incertitudes des flux

Remettre en cause ou infirmer la neutralité du dividende, c'est montrer théoriquement et/ou empiriquement que le niveau de la distribution de dividendes exerce certains effets sur la valeur des actions. Ces effets peuvent conduire la firme à mener certains comportements financiers. La compréhension de ces comportements renvoie généralement, dans ce domaine

à parcourir les écrits de Walter (1956), Lintner (1956), Gordon (1959), (Graham-Dodd (1951), Stiriha (2013)). Dans ce paragraphe on discutera les apports de ces chercheurs dans l'explication de l'impact de la distribution de dividende sur la valeur des actions. Signalons ici que le modèle de Lintner a été attaché en haut à la quasi-stabilité du dividende, confirmant à son tour l'effet indiscutable du niveau du dividende sur l'évaluation que peut émettre un actionnaire sur les actions d'une firme à travers la progression du dividende.

2.1.1. Le modèle de Gordon 1956

Graham et Dodd (1951) proposaient qu'un dollar de dividende reçu en main suite à la possession d'une action, a en moyenne un effet sur les cours boursiers de cette action quatre fois supérieur à celui qu'un dollar mis en réserve par la firme. C'est la théorie connue sous « l'oiseaux en main », “ the Bird in the Hand” (BIH), l'actionnaire préfère un dividende certain à une plus-value hypothétique. Dans cette même analogie de raisonnement, les travaux de Gordon et Shapiro en (1956), ont permis le développement d'une nouvelle théorie pour évaluer les actions. Cette fois non plus à partir des données historiques mais à partir de l'actualisation des rendements futurs que peut produire un titre, sans prendre en compte les plus-values de cession. En effet, si le taux de rendement exigé par les actionnaires augmente avec le risque des flux monétaires et que l'incertitude augmente avec l'échéance éloignée, toutes choses étant égales par ailleurs, les actionnaires ayant un risque et une incertitude élevée à l'égard des flux monétaires du titre vont exiger un taux de rendement important. Chose qui poussera la firme à verser plus de dividendes afin d'éviter la hausse du taux d'actualisation (taux de rendement exigé par les actionnaires). Cela conduit à la relation suivante : il faut distribuer un dividende élevé pour un taux d'actualisation élevé, ce qui augmente le prix de l'action, d'où l'influence de dividende sur la valeur de l'action.

Le modèle de Gordon et Shapiro peut se présenter ainsi :

Soit (P_0) le prix d'une action à la date t_0

(D_t) Dividende versé à la date t

(K) Le taux d'actualisation qui correspond au taux de rendement exigé.

Alors la valeur de l'action (P_0) à la date t_0 est :

$$(P_0) = \sum_{t=1}^n \left(\frac{(D_t)}{(1+k)^t} \right)$$

Cette formule implique que la valeur d'un titre est égale à la somme d'une suite de dividendes dont les prévisions sont difficiles, pour remédier à ce problème mathématique, Gordon et Shapiro (1956) ont pensé à l'hypothèse qui admet que le dividende croît à un taux (g) qui est inférieur au taux d'actualisation (k) exigé par l'actionnaire, ce qui simplifie la formule précédente et la rend de la forme :

$$P_0 = \frac{D_1}{K - g}$$

Cependant cette conception a suscité plusieurs critiques au niveau empirique, ainsi Shiller⁸ 1981 avance qu'il est difficile d'estimer le taux d'actualisation (k) et d'anticiper le taux de croissance des dividendes futurs à long terme (g), Higgins (1972) encore critique cette conception dans la mesure où Gordon suppose une séparation entre la politique de dividendes et celles d'investissement et de financement, pour Higgins (1972)⁹ la distribution des dividendes est un produit dérivé de ceux d'investissement et de financement.

2.1.2. La théorie résiduelle des dividendes : le modèle de Walter (1956)

La conception de Walter 1956 arrive parmi les principales critiques adressées à l'encontre de la théorie de Modigliani et Miller (1961), surtout en ce qui concerne les hypothèses d'un marché parfait, Walter 1956 démontrait que la politique de dividende influence de façon directe la valeur de la firme, Walter revoit la politique de dividende comme le résultat d'une décision de financement, déterminant le taux de rétention des bénéfices sur la base des besoins à financer par les ressources internes, dont le bénéfice de l'exercice fait partie déterminante, pour l'auteur, le dividende n'est rien d'autre qu'un paiement d'un solde résiduel (Taleb 2019), d'où la politique de dividende est une décision résiduelle, qui vient comme décision dérivée de la décision de financement global de la firme, encore pour l'auteur, la distribution de dividende est fonction des opportunités d'investissement offertes à l'entreprise. En présence des investissements rentables, les flux de trésorerie seront drainés vers le financement de ces projets, lorsque ces derniers ne seront pas jugés financièrement rentables, les flux de trésorerie feront l'objet d'une distribution de dividendes, de sorte que les ratios de rétention ou de distribution varient entre 0% et 100%, comparaison faite entre le taux de rentabilité interne des investissements et le taux pour disposer du capital (le coût du capital), il n'y aura distribution de dividendes qu'au cas où le coût du capital soit supérieur au taux de rentabilité des investissements, le cas contraire c'est l'investissement qui prime.

Le modèle de Walter, sous certaines hypothèses¹⁰ peut se présenter comme suit : Soit V_c la valeur de marché.

⁸ Consulté dans Taleb, L. (2019). Politique de distribution de dividendes dans le cadre d'un marché parfait : Une revue de la littérature. P.4

⁹ Consulté dans Taleb, L. (2019). Politique de distribution de dividendes dans le cadre d'un marché parfait : Une revue de la littérature. P.4

¹⁰ Walter suppose pour la dérivation de sa formule que :

- 1) Le taux de capitalisation k exigé par le marché est constant
- 2) Le financement de l'investissement s'effectue en priorité par autofinancement
- 3) Le dividende par action ne doit en aucun cas dépasser le bénéfice par action.

D est le dividende par action
B est le bénéfice par action
 R_a est le taux de rentabilité des investissements
 R_c est le taux de rentabilité exigé par le marché.

$$V_C = \frac{D + \frac{R_a}{R_c}(B-D)}{R_c} = \frac{B}{R_c} + \frac{R_a - R_c}{(R_c * R_c)} (B - D)$$

Cette formule permet selon Walter d'établir une politique de dividende optimale, qui peut maximiser la valeur de l'action et donc la valeur de la firme. Cette conception a été largement critiquée, dans le point où la société peut simultanément distribuer des dividendes et procéder à l'augmentation du capital par émission d'actions nouvelles, ce qui permet au dividende de dépasser le bénéfice par action, chose qui contredit la troisième hypothèse du modèle de Walter, d'une part, d'autre part, considérer la politique de dividendes comme une décision résiduelle déterminée uniquement par l'absence ou la présence des opportunités d'investissement, est contradictoire eu égard à la réalité des entreprises qui, comme le confirment Lintner (1956) et plus récemment Brav et al. (2003), cherchent de manière continue à adopter une distribution quasi stable, voir légèrement concrétisant une tendance à la hausse.

2.2. Remise en cause de la neutralité par la présence des Conflits d'intérêt

A l'inverse de la théorie financière néoclassique, la théorie d'agence, analyse l'entreprise à l'image d'un nœud de contrats entre les agents (salariés dirigeants) et les principaux (les propriétaires), qui vont déléguer la prise de décisions et la gestion à ces agents. Suite à ce pouvoir discrétionnaire dont vont disposer les dirigeants, chacun va chercher à réaliser ses propres intérêts privés, même au détriment de l'autre. Ce qui conduit à des conflits d'intérêts. Les actionnaires, de leur part, pour défendre leurs intérêts, doivent mettre en place des mécanismes de contrôle, ils doivent donc supporter des coûts appelés « coûts d'agence », dans ce cadre, Jensen et Meckling (1976) en se référant aux travaux de Fama et Miller (1972), définissent deux catégories de conflits d'intérêt engendrés par la distribution de dividende, il s'agit du conflit actionnaire/dirigeant et du conflit actionnaire/créancier.

2.2.1. Conflit d'intérêt entre actionnaires et dirigeants

Dès l'arrivée des travaux de Berle et Means (1932)¹¹, l'économie enregistrait un nouveau mode de gestion de ses affaires, caractérisé pour la

¹¹ Charreaux, G. (2000). Le conseil d'administration dans les théories de la gouvernance. Revue du financier, 127, 6-17.

première fois par une séparation entre la propriété et le contrôle. Dès lors, les relations entre agent et mandataire vont déboucher sur une large suite de recherches inspirées au départ des travaux de Jensen et Meckling (1976) fondateurs de la théorie d'agence, cette séparation donnerait lieu à une concrétisation de la divergence d'intérêts entre le dirigeant et le propriétaire. Divergence qui était implicite, mais une fois le dirigeant s'est approprié de quelques pouvoirs discrétionnaires, la préférence de ses propres intérêts à ceux des actionnaires propriétaires de la firme dont il est agent, s'est mise en place via plusieurs comportements. En effet l'actionnaire cherchant à préserver ses intérêts, va chercher à mettre en place plusieurs mécanismes de gouvernance, visant à surmonter les problèmes et défis résultant d'asymétrie d'information, justifiés par l'antisélection et l'aléa moral que peuvent entreprendre les comportements de l'agent. Le dividende figure parmi les principaux mécanismes mis à la disposition du principal afin de discipliner son agent. Ainsi exiger de l'agent un niveau de dividende donné est une technique de le contraindre à être efficace et efficient, et à rentabiliser les capitaux mis à sa gestion, via un benchmarking fait avec le rendement des actions équivalentes sur le marché par type d'activité ou par secteur ou en général sur le marché financier. Ce mécanisme de gouvernance (le dividende) fixé par le principal afin de discipliner son agent, exige que les flux nets de trésorerie soient toujours à distribuer aux actionnaires, et que le financement des futurs investissements se fasse par les dettes, et comme ces dettes doivent être rémunérées sous forme des intérêts, l'agent se trouve dans l'obligation de générer des rendements des actions. Ainsi donc, les fonds que l'agent peut mobiliser dans des activités maximisant ses intérêts privés se trouvent absorbés par la distribution du dividende, tout cela se passe dans une entreprise managériale. Lorsque la firme devient non managériale le conflit entre principal et dirigeant se transforme à un conflit entre le principal et le manager, ce dernier cherchera à adopter des stratégies selon sa part dans le capital, son comportement devient aligné sur les intérêts d'autres actionnaires mais après une détention significative dans le capital. Ces comportements ont fait l'objet des travaux de plusieurs auteurs, cependant comme l'évoque Charreaux (1997) trop de contrôle peut nuire à la gestion et réduire les capacités discrétionnaires du dirigeant. Le conflit entre les actionnaires eux-mêmes sur le dividende, trouve son explication dans les horizons de chacun d'entre eux, si les minoritaires préfèrent souvent la distribution alors les majoritaires au contraire préfèrent la rétention et le réinvestissement puisqu'ils ont une vision des rendements de long terme. Le conflit sur le dividende, naît donc du fait qu'il peut constituer un objectif ultime pour certaine catégorie d'actionnaires comme les minoritaires et les actionnaires de bloc qui souhaitent une distribution immédiate, inversement à certaines autres catégories d'actionnaires tels que les actionnaires familiaux ou majoritaires qui préfèrent

le réinvestissement des cash-flows. Le dirigeant peut profiter de cette divergence d'intérêts en cherchant à constituer des réseaux avec certains actionnaires ou certaines firmes avec lesquelles l'entreprise effectue des transactions financières ou économiques. Ces réseaux sont spécifiques à des buts privés de cette coalition de manière analogue, on parle ici des stratégies d'enracinement de l'agent. A l'image de cette divergence d'intérêts entre les actionnaires, le dirigeant à son tour va préférer le réinvestissement des cash-flows dans des projets difficilement imitables et dont la maîtrise de leurs techniques demande plus de temps. En général, il va investir de manière à ce que son remplacement par un autre dirigeant devient difficile voire impossible.

2.2.2. Conflit d'intérêt entre actionnaires et créanciers

Les cash-flows disponibles en trésorerie de l'entreprise constituent un moyen de financement, si sa distribution sous forme de dividende, sera compensée par l'endettement cela peut pousser les créanciers à avoir peur sur leurs fonds, et ce par crainte et aversion au risque de faillite et de ne pas pouvoir recouvrer leurs créances. Cette crainte de perte éventuelle de la part des prêteurs peut être révisée à la baisse en exigeant des clauses de garanties dans les contrats de prêt. Le montant du dividende, vient donc à côté d'autres facteurs renforcer l'aversion au risque et qui alimentent les conflits entre ces deux parties. Si les actifs constituent la garantie des créances, la distribution excessive de cash remplacée alors par les emprunts conduira à une diminution de la valeur des obligations de telle sorte que la valeur de l'obligation se trouve négativement associée au niveau de distribution de dividende car, une grande part de l'actif est financée par les dettes, et pour que cette idée soit de plus en plus assimilable, imaginons le cas extrême où la totalité de l'actif est financée par les dettes et que l'entreprise décide de céder son actif ou subira par quelconque motif, une liquidation, alors il devient simple de comprendre que les créances se trouvent alors sans garantie, d'où une forte réticence des créanciers à l'égard de toute politique de dividende dite généreuse et par conséquent la naissance du conflit actionnaires/créanciers.

Dans la norme c'est le bénéfice distribuable qui constitue l'origine du dividende, et le niveau de distribution doit être fonction du niveau des rendements réalisés par l'entreprise, sans réduire les fonds drainés vers les investissements. La distribution de dividendes ne doit en aucun cas être financée par des émissions d'emprunts ou cession d'actifs, car la valeur de l'action est fonction de la valeur créée par les actifs, et toute destruction des actifs conduit également à la chute des valeurs des titres de créances, et afin de limiter les effets négatifs de ces modalités de financement de la distribution de dividendes, les créanciers sont invités à renforcer les clauses protectrices de leurs droits dans les contrats de prêt consentis à la firme, ces clauses sont censées désigner et déterminer, les types ou modes de financements auxquels

la firme peut recourir, pour financer la distribution des dividendes à ses actionnaires.

2.3. Remise en cause par le rôle informationnel du dividende

La conception de Modigliani et Miler (1961), qui exclue toute influence de la politique de dividendes sur la valeur de la firme, a été critiquée par plusieurs travaux traitant en même temps, le rôle informatif que peut jouer le dividende, la signalisation par le dividende, l'effet fiscal et l'effet clientèle. La théorie d'efficience informationnelle constitue le noyau dur de la théorie financière moderne, l'hypothèse fondamentale de cette théorie est que les titres possèdent une valeur dite « valeur fondamentale », qui n'est rien d'autre que la somme des flux futurs que générera un titre. Lorsqu'il s'agit d'une action, ces revenus futurs sont donc les dividendes auxquels donnera lieu l'action, et comme ces dividendes futurs sont inconnus, les actionnaires doivent les anticiper à partir des informations dont ils disposent, d'où l'impact du dividende sur la valeur de la firme (Lardic & Mignon 2006).

Conclusion

Cet article a essayé, via la littérature de la finance d'entreprise, de faire le point des travaux antérieurs, dans la mesure du possible, sur certaines notions relatives à la distribution de cash-flows, notamment le dividende, le rachat d'actions, ainsi que les interactions qui peuvent surgir entre un tel mode de distribution et la structure d'actionnariat (nature d'actionnariat et structure du capital). En conclusion, le dividende constitue une variable qui est prise en compte dans tous les actes (financement, partage de la valeur ajoutée...) des intervenants de la vie de la firme (actionnaire, manager, créancier...). La nature ou la qualité d'actionnaire influence la distribution de manière non exhaustive, et en fonction du pourcentage de capital détenu et ouvrant droit au contrôle de la firme, et in fine la problématique de la politique de dividende n'a pas encore reçu une réponse unanime au travers les études que ce soient théoriques ou empiriques, puisqu'il n'y a pas de modèle universel déterminant le montant du dividende à distribuer par une firme. Cela peut s'expliquer par l'existence d'une variable non négligeable en science de gestion, à savoir « le contexte », cette variable incarne à son intérieur plusieurs facteurs (économiques, sociaux, environnementaux, politiques, culturels, degré de la gouvernance...), qui constituent donc des sujets de recherche, et qui ne sont pas les mêmes au travers les pays lieux des études. Ce qui débouche sur une divergence entre les résultats tirés des études réalisées.

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The Role of Educational Supervisors in Developing the Professional Performance of Social Studies Teachers in Jordan From a Teacher's Perspective

Abstract

This study aims to identify the role of the educational supervisors in developing the professional performance of social studies teachers in Jordan from a teacher's perspective in the Irbid Governorate of Jordan by identifying the effect of (gender, academic qualification, school level, and years of experience) variables during the academic year 2019/2020. The study used a descriptive and analytical approach on a sample consisted of (120) social studies teachers (60 teachers from each gender) selected randomly from a population of (690) teachers distributed over (487) government schools. A researcher-made questionnaire with (35) response-close questions divided into five areas: planning, teaching methods, relationship with colleagues and the local community, classroom visits, and evaluation on the five-point Likert scale was used as a measuring instrument, and its validity and stability were confirmed. The results showed that both genders agree that there is a major role for educational supervisors in developing the professional performance of social studies teachers, and there is a statistically significant impact at the level of significance ($\alpha \geq 0.05$) attributable to gender variable in the areas of planning and teaching methods in favor of females. As well as, there is a statistically significant impact at the level of significance ($\alpha \geq 0.05$) attributable to academic qualifications variable in the areas of planning and teaching methods in favor of postgraduate degree holders. The results also showed that there is an effective role of the educational supervisor in developing the professional performance of social studies

teachers from teachers' perspective in Irbid Governorate of Jordan in the field of planning, relationship with colleagues and the local community in favor of primary schools, and no statistically significant impact of class visits, teaching methods and evaluation attributable to the school level variable. Also, there is a statistically significant impact at the level of significance ($\alpha \geq 0.05$) attributable to years of experience in planning, teaching methods, and the relationship with colleagues and the local community in favor of the category (more than 10 years) of experience, and no statistically impact of classroom visits and evaluation attributed to years of experience variable.

In light of the results, the main recommendation was that, that there is a necessity for reviewing the supervision system by the Ministry of Education to reinforce the educational supervision system and increase the quality of education, thus, a new educational supervision model based on multiple data sources based on guidance should be developed and rapidly adapted to compete with the rapid changes occurring in the educational system, as well, technological and educational changes.

Keywords: Educational Supervisor, Professional Performance, Social Studies Teacher, Jordan

Introduction

Educational supervision function is one of the most important basic functions in the field of education, as it carries great importance in the process of developing and improving the educational learning process, by improving the level of teachers' performance in the field, in addition to evaluating all the elements of school education frameworks, especially, things do not remain static, and the wheels of change often take unexpected directions. The importance of educational supervision emerges from effective communication between four groups: the supervisor, the teacher, the student, and the school principal, if the relationship between them is solid that contains mutual trust, this leads to the improvement of the teaching and learning process, and thus, achieving the desired goals (Madanat and Ougeni, 2002). The evaluation of current education implicitly assumes a trust relationship between the teacher and the educational supervisor (Delandshere, 2002).

The first concern of educational supervision is improving the performance of teachers and striving to achieve everything that would facilitate their tasks, raise the level of the educational process, and provide whatever serves the work and achieve the desired goal. Since part of the responsibility for selecting, training, and developing the performance of teachers rests with supervision, educational supervision can improve educational outcomes by providing, improving, and evaluating appropriate experiences for teachers, and teaching conditions that aim at students' social and intellectual growth (Abu Gharbia, 2009).

The teacher's performance consists of carrying out the duties and tasks expected of him to accomplish. The teacher's duties and main tasks are to implement and prepare the educational process and to improve its

effectiveness to achieve its goals. The main duties of the teacher include many things, the most important of which are: studying the educational objectives, identifying the levels of the students he teaches taking into account their differences, preparing the daily preparation notebook according to planning, implementing activities The various educational goals to achieve the goals, the evaluation of students to ensure the extent of achieving the goals, cooperation with the administration and the school staff for the sake of school work (Atwi, 2008).

With the changes and developments in the educational field, which affected all the elements of the educational system, the presence of a competent teacher is the cornerstone of the success of the educational process. The best books and curricula, educational aids, activities, and school buildings - despite their importance - do not achieve the desired educational goals, unless there is a teacher with educational competencies and distinct personal characteristics with which he can provide his students with various experiences, and complete the potential shortage in school books and curricula, and in its activities and potential. Teachers in general - and teachers of social studies in particular - cannot achieve the goals of the social studies curriculum efficiently and effectively without the presence of educational supervisors who can improve the performance of teachers, given that educational supervisors are described as leaders capable of developing the educational process. The educational supervisor is a central position in the educational system and its administration, as he represents a functional authority, as the supervisor derives his authority from the position, experience, and from the group to which the educational supervisor belongs (Al-Masad, 1986).

An educational supervisor is an important intermediate that can contribute effectively to the educational process through administrating activities that he performs and regulate the interactions of students among each other, and or with the teacher, or the supervisor himself. The role of educational supervision appears in the educational process by activating the performance of teachers, so that educational goals are achieved efficiently and effectively. As educational supervision constitutes a continuous evaluation process that aims to support the teacher by discussing positive and negative issues in his work, providing continuous guidance to raise the level of his experiences and skills, and working to increase his effectiveness (Al-Aklabi, 2001).

The success of the educational supervisor's work depends on successful planning and coordination of efforts, directing efforts toward achieving the desired goals, and that the position of educational supervisor distinguished in the educational system has earned him special importance due to his contact with the parties to the educational process. Therefore, the role

of the educational supervisor must be appropriate to the needs of the parties to the educational process, and in line with what is expected of him, and this requires the educational supervisor to be reliable, and rely on the ethics of his profession such as honesty and integrity (Al-Khatib and Al-Khatib, 2003).

Statement of the Problem:

The problem of the current study is determined in an attempt to uncover the role of the educational supervisors in developing the professional performance of social studies teachers in Jordan from a teacher's perspective, particularly in Irbid Province. The researcher noticed this problem through direct contact with teachers of social studies and educational supervisors, and through discussions that took place in the meeting room inside the schools between the teachers themselves and the researcher, which helped the researcher to delve into some aspects of the problem and see some related studies. Through the researcher's review of several scientific studies and their results, the researcher noticed that there is a weakness in the performance of a large number of social studies teachers, and since educational supervision is an essential part of the educational process, and since educational supervisors have a responsibility and role in building the skills of social studies teachers, developing them and employing all their potentials, The researcher found an urgent necessity to try to uncover the truth about the role that educational supervisors play in developing the professional performance of social studies teachers.

Research Questions:

The study is determined to answer the following questions:

1. What is the role of the educational supervisors in developing the professional performance of social studies teachers in Jordan from a teacher's perspective in Irbid governorate schools in Jordan?
2. Are there statistically significant impact at the level of significance ($\alpha \leq 0.05$) in teachers' opinions about the educational supervisor's role in developing the professional performance of social studies teachers attributed to the independent study variables (gender, academic qualification, school level, and years of experience)?

Objectives of the Study:

The main objective of the study is to identify the role of the educational supervisors in developing the professional performance of social studies teachers in Jordan from a teacher's perspective, by identifying the effect of (gender, academic qualification, school level, and years of experience) variables of social studies teachers on developing their professional

performance by educational supervisors in Irbid governorate schools in Jordan.

Importance of the Study:

1. It may benefit the educational supervisors in general and the educational supervisors for social studies in particular to see the opinions of teachers towards them. Which will help him in the process of developing the educational process, and developing the performance of the teacher, based on the results of the study, by noting the aspects that the teacher needs to develop more than others, the role of the supervisor and his supervisory methods used to reach the desired development?
2. It may benefit decision-makers in the Jordanian Ministry of Education and the General Administration of Educational Supervision and Rehabilitation, to get acquainted with the reality of educational supervision in the city of Irbid, and to develop important programs and remedial plans in the aspect of educational supervision to develop teacher performance.
3. It may help teachers in the city of Irbid, by knowing the importance of the process of educational supervision and its relationship to the development of the educational learning process and the professional growth of the teacher, through the literature covered by this study in its theoretical background and previous studies, in addition to its results.
4. It may assist researchers in the field of educational supervision by informing them of the results and recommendations of the study and providing a research tool regarding the subject of educational supervision and its relationship to the enhancement of the performance of social education teachers.

Study Limitations:

Spatial boundary: government schools affiliated with the Jordanian Ministry of Education in Irbid Governorate in the Hashemite Kingdom of Jordan.

Human boundary: Social Studies teachers in government schools in the Directorate of Education in Irbid Governorate.

Time boundary: The study was conducted during the second semester of the academic year (2019-2020).

Procedural Terms of the Study:

Role: A task or duty entrusted to a person in a specific job.

The current study defines the role that it is represented in the objectives that the supervisor must achieve from evaluating the teacher through various supervisory methods, giving feedback to the teacher, interaction between the supervisor and the teacher to improve the performance of the teacher and strengthen his strengths and reduce his weaknesses centered around the performance of the task or job.

Educational supervisor: is the person who holds the position of supervisor, and aims through his job to improve the educational and learning process and work to develop it from its various aspects, through interaction and communication processes (Al-Khatib and Al-Khatib, 2003).

The current study defines the educational supervisor as a person who holds a degree in one of the specializations that qualify him to practice educational supervision as a profession, and his responsibilities include teacher development, curriculum improvement, educational facilities, and appointed as an educational supervisor by the Ministry of Education in the Directorate of Education in Irbid Governorate.

Performance development : It is intended to improve the tasks and duties performed by teachers within the educational process in terms of planning, teaching methods, evaluation, and community service. The degree of development reflects the responses of the study individuals to the paragraphs of the questionnaire.

Governmental schools in Irbid: Schools that are supervised by the Jordanian Ministry of Education in Irbid city and affiliated to the Irbid District.

Theoretical Framework:

Educational supervision is an integrative democratic process, and its means is communication with its various types, and its goal is to develop the educational-learning process through effective interaction between the educational supervisor, the teacher, and the student. Educational supervision in its general sense is a set of services and processes that are provided to help teachers to develop their teaching to provide students at all stages with a better level of educational services. To improve teachers' performance and develop their leadership skills in a way that does not achieve educational goals (Fitzgibbons, 2005).

Among other definitions, educational supervision is: a group of studied activities carried out by specialized educators to help teachers develop themselves, and improve their educational and evaluation practices inside and outside the classroom, and to overcome all the difficulties that face them, to be able to implement the prescribed curricula and to achieve the educational goals set (Al-Asadi, 2003).

Through the previous presentation of the concept of educational supervision, the researcher believes that educational supervision is: efforts made to improve the educational learning process and develop it by helping teachers develop their leadership skills, improve their abilities, solve their problems, and overcome obstacles that encounter them, as the specialists are interested in supervising the educational learning situation. With all its elements, including curricula, means, methods, environment, teacher, student, and administration, in a way that leads to raising the level of teachers' capabilities in a way that achieves educational and educational goals. Perhaps the most important thing that can be observed from the previous definitions is that it is characterized by the fact that it emphasizes to a large extent one aspect of the educational process, such as administration, curricula, teaching, or human relations, as it is one-way (Giannola, 2005).

Objectives of Educational Supervision:

The educational supervision process has become organized, aiming at the advancement of the human being who by nature needs help and cooperation with others, improving the teaching and learning processes, the quality of the educational and educational process, and upgrading the factors affecting it. Accordingly, the objectives of educational supervision can be summarized with the following goals: Work on developing the curriculum in its three dimensions (content, style, and evaluation) by studying and analyzing educational curricula, linking the academic material students learn, modifying teaching methods to suit the groups of students, and taking into account individual differences between them, and assisting teachers in planning, preparing tools and tests and analyzing their results, to ensure the achievement of social and educational goals, as well as, helping them to identify the best educational methods and use them in teaching their subjects and inform them of everything new in the field of their specialization (Al-Badri, 2008).

The educational supervision process aims to achieve cooperation and coordination with the relevant competent authorities in planning and implementing education and training programs, books, curricula, and teaching methods, and to activate participation in training workers in the field on self-evaluation and evaluation of others. As well as, achieving teachers' understanding of the role that educational supervision plays as a component of the educational and learning process, and monitoring the necessary needs

in a way that contributes to making decisions in the amendment and development for the better (Hassan, 2003).

The importance of educational supervision also stems from its importance in revealing the needs of teachers, forming human relations between the teaching staff so that their morale rises and working to achieve the goals of the school, as well as, working on laying the foundations for respecting the teacher's personality and respect for his special abilities, or helping him to become able to direct and identifies his problems and analyzes them, and provides assistance to teachers to benefit from the local environment, and to identify its material and human resources such as historical places, industrial centers, museums, and others (Al-Badri, 2008).

Professional Competencies of the Educational Supervisor:

For the educational supervisor to achieve specific educational goals, and for him to fulfill all his tasks and duties to the fullest, the supervisor must have some important characteristics for the success of his work. The educational supervisor is supposed to seek to complete his supervisory competencies by various means of growth, such as academic study continuous self-study, participation in training and development courses continuously, and work to exchange knowledge and experiences with colleagues at work, and the various competencies that must be available in the educational supervisor and the most important of these competencies are personal competence, by building his personality to be a good example for teachers, and his enjoyment with integrity, fairness, modesty, tact, intelligence, commitment to professional ethics and self-confidence (Ferguson, 2004).

An educational supervisor is also supposed to have a set of performance competencies through developing his ability to design and prepare a flexible and renewable annual supervisory plan, the ability to plan, the ability to lead and evaluate training courses, in addition to having a set of scientific competencies, including deep knowledge of his subject matter, and broad culture And diverse, as well as possessing some social competencies such as the ability to establish good and human relations with members of the educational community (Al-Badri, 2008).

Competencies that the educational supervisor should have been classified into knowledge and remembering, comprehension competencies, performance competencies, and product competencies, given that the competence includes four aspects: the cognitive absorptive, the performance related to the results of the training, and the productive and emotional. For the educational supervisor to be able to carry out his various roles effectively and efficiently, he must have a set of special skills or competencies that are distinguished by originality, contemporary, connection with society, and

keeping pace with his development to achieve the desired educational goals (Justice, 2007).

Areas of Work of Educational Supervision:

The educational supervisor's work has varied work in cooperation with all elements of the school community to improve the educational learning process outcomes, and the educational supervisor plans for his work in balanced and accurate planning, setting clear and measurable goals, modern and influential means, methods, activities, and evaluation tools that extend and expand to include all areas of the educational process (Obeidat and Abu Al-Sameed, 2007).

Among the most important of these areas are the following:

- Planning: Scientific planning that is characterized by innovation and innovation is one of the most prominent areas of the educational supervisor's work because all other areas are related to it and are based on it.
- The student is the goal of the educational process and the most important element in the educational system. As all activities in all areas are geared to serve him cognitively, skillfully, and emotionally; to achieve the integrated growth for him, and to give him good values and habits, and thus bring about the desired change in his behavior and ways of thinking (Al-Badri, 2008).
- The teacher: If the student is the focus of the educational process, then the teacher is its driver and leader, and noble goals cannot be achieved without him, and the educational supervisor's interest in the teacher is based on his interest in the student, and the teacher is a social reformer and a great leader of the nation's civilization march, so the advanced nations gave him their attention. And worked to fulfill his requirements (Alarcao, 2009).
- The school curriculum: The curriculum was found in the existence of the school, and it grew in response to the developments that have occurred in its social function, and it is not just theoretical subjects, but rather it is the nation's thought, belief, history, heritage, and the variables of civilization in it, and it extends to other nations, cultures, religions, and aspects of social activity. (Homana, 2007).
- Teaching methods: The proper and conscious choice of teaching methods requires a special skill that teachers should be trained on to take into account the individual differences between students, and to suit their temporal and mental ages, educational levels, and stages of their development. A successful teacher is the one who chooses the appropriate method that helps him to achieve his goals. The

educational supervisor should encourage teachers to adopt appropriate methods of teaching (Ayesh, 2008).

- Activities: School activities are no less important than the subject, and they are complementary to it, because it meets the needs of students, raise their interests, and helps to bring about the desired changes in their behavior and their ways of thinking. And education in the Arab world to include activities in the school plan, like all other subjects, and it has become practiced under the supervision of teachers and educational supervisors inside and outside the school, and the educational supervisor follows up the activities related to his topic, and works to develop and enhance them, and improve opportunities for benefiting from them.
- Teaching aids: Teaching aids are one of the basic inputs to the educational learning process, which is useful in raising the level of students by improving the quality of education by preparing creative interaction between the teacher and his students to achieve the planned behavioral goals, and the educational supervisor cooperates with teachers in selecting and providing modern technologies to serve Teaching Strategy and Techniques (Hussein and Abu Al-Wafa, 2008).
- School buildings: They are the places in which the educational and learning process is practiced, and in which classroom interaction takes place, and the conscious educational departments are keen to provide school buildings that help implement the various educational interaction activities in terms of their calmness, breadth, and integration of their facilities. Educational supervision has a role in preserving the safety of the school building so that it remains suitable for achieving the purposes for which it was built.
- Measurement and evaluation: it is concerned with educational supervision with measuring and evaluation tools and it cooperates with teachers in highlighting their importance and clarifying their types and methods of construction (Al-Ajami, 2008).

Methods of Educational Supervision:

There are varied methods of educational supervision, and the most important of these supervisory methods are the following:

Classroom visit, and is considered one of the oldest methods of educational supervision and it depends on the educational supervisor visiting the school and getting acquainted with the reality of the educational process in the school itself, and inside the classroom. Knowing the reality of the teacher, the student, the curriculum, and the educational climate in the school, and after the supervisor visits the school, he discusses the information that he wrote with the teacher in an attempt to guide him and improve his performance

in the classroom, and among the types of classroom visits: the surprise visit, the agreed visit, and the required visit which is on Building the teacher's request (Abdul Hadi, 2002).

There is also the individual interview, which is based on a mini-meeting between the supervisor and the teacher, whether before or after the class visit and during the interview the supervisor provides his observations on a specific situation or proposes a solution or treatment for a problem or aspect of weakness that the teacher may suffer from. The importance of this method is that it allows the building of a kind of trust between the supervisor and the teacher. Among other methods in the field of educational supervision is the method of exchange supervision: It is another means of supervision, which the educational supervisor plans in coordination with teachers to enable them to visit their more qualified and long-experienced colleagues, so the teacher or several teachers visit another teacher, and micro-education is also used in the face of Special for training teachers before service and during service in a simplified framework, as it takes a short time and uses a small number of students. Among its advantages is actual, real education, and it facilitates the complex factors that enter the educational situation and allows for immediate feedback on a specific point or points. It is used in preparing teachers before service and during service, in preparing university professors, and in preparing educational counselors (Al-Badri, 2008).

Relationship Between Educational Supervisor And Teachers:

The process of improving and upgrading the educational process is a vision that everyone seeks to achieve its goals, to advance students' achievement through the professional development of teachers and develop their performance, which is the most important motivation in improving the level of students, activating the relationship of workers in the field of education and creating convictions in the importance of cooperation and participatory work and exchange experiences and knowledge between them and train and qualify them, especially new teachers.

The supervisor is a guide and instructor, and he must in this regard not condone teachers or extend his control over them, and his relationship with them must be that of colleagues in the profession, and their participation in the duties and tasks assigned to them to develop the educational and educational process, and he deals objectively with teachers and gives everyone his right. The educational supervisor must work to continuously develop his competencies and not think that he has reached a stage of perfection after which he does not need progress and development, but rather he must always deal with ingenuity and dexterity. Also, among the features of a successful and effective supervisor: enjoying high morale among teachers and working to provide a sense of security, and not undermining confidence in themselves and

their professional ability. He must also work continuously to strengthen the bonds of professional and social relations between workers in the teaching profession and to promote these ties and elevate them (Fenish and Zidan, 2000).

The supervisor must also work on using the simplest and easiest means, and make it accessible and affordable for the teacher, and for students to achieve the desired educational goals, and he must also be keen on progressive progress in work (Al-Khatib et al., 2002).

Al-Maghidi (2001) emphasized that the principles that bind the educational supervisor to the teachers are represented like the relationship that governs every democratic leader with whom they work, and perhaps these principles are centered around the educational supervisor's appreciation of the effort exerted by the teacher, protecting the teacher, raising his morale and satisfying his basic needs. His contact with the teacher is characterized by clarity, accuracy, objectivity, and a deep mutual understanding, in addition to his continuous endeavor to strengthen the bonds of professional and social relations between him and teachers on the one hand and between teachers themselves on the other hand, and to work to achieve equal opportunities among teachers and develop their abilities in employing and using educational means and technologies. Modern teaching strategies, in addition to encouraging teachers to conduct scientific research to study educational problems and phenomena.

The relationship between the educational supervisor and the teacher aims at upgrading the teacher's skills, to reach the model teacher in the educational and educational process, as he is a mentor, facilitator, guide, and evaluator, he should possess a set of skills, characteristics and competencies that distinguish him from others and prepare him for the ability to fulfill the duties and tasks assigned to him To the fullest, through planning the educational-learning process, implementing its various procedures and activities, the ability to effectively manage the classroom, and finally, conducting continuous evaluation processes in light of the desired goals, and with these components and elements the teaching performance is represented, and as far as the teacher's efficiency in it is reflected positively on his performance (Al-Khatib, et al., 2002).

Previous Studies:

The study of Sharia (2019), aimed to identify the role of educational supervision in improving the performance of teachers from the point of view of the teachers in the Directorate of Education of Altaybah and Alwasteyah of Irbid governorate. The descriptive method was used and an electronic questionnaire was distributed randomly to a sample of 200 male and female teachers. The study concluded that there were statistically significant

differences attributed to gender in teaching and evaluation strategies for female teachers, while there were no statistically significant differences in the field of planning and the tool as a whole. The study variable (teaching, planning, and evaluation) were intermediate status.

The study of Al-Hamdoun (2016), aimed to identify the role of physical education supervisors in developing school sports for education directorates from the point of view of teachers in the Mafraq governorate. The researcher used the descriptive survey approach through a questionnaire distributed to a sample of teachers in Mafraq Governorate. The researcher has reached several results, the most important of which is that the role of physical education supervisors in developing school sports in the field of planning was at a high level, while in the fields of teaching, professional growth, and incentives, it was of a moderate degree, and there were no statistically significant differences for the study variables for educational qualifications, gender, experience, and directorate.

The study of Hamida (2012), aimed to identify the role of the educational supervisor in improving the performance of kindergarten teachers in developing children's language skills from the viewpoint of kindergarten teachers in Jordan. The study sample consisted of (312) kindergarten teachers from special education directorates in the governorates of Amman, Mafraq, and Irbid. A questionnaire was constructed consisting of (63) items distributed into five domains, the results of the study showed that the degree of the educational supervisor's role in improving the performance of kindergarten teachers was low in most areas and all areas combined. The results also showed that there are no statistically significant differences between the opinion of the educational supervisor's role in improving the performance of kindergarten teachers in developing children's language skills from the teachers' point of view in the educational supervisor's role, attributable to academic qualification, years of experience, and location, and teachers' performance in developing children's language skills.

The study of Tim (2009), aimed to identify the reality of the supervisory practices of the educational supervisor in the governorates of northern Palestine from the point of view of male and female teachers. The study sample consisted of (391) male and female teachers, distributed in four governorates (Nablus, Tulkarm, Qalqilya, Jenin) A questionnaire was designed that covered supervisory practices and the results of the study indicated in general that the reality of supervisory practices of the educational supervisor in public schools in the northern governorates of Palestine was weak and that the reality of supervisory practices varies according to educational qualification, educational stage, and place of residence.

The study of Al-Shaddadi (2009), aimed to identify the role of the educational supervisor in improving the educational performance of teachers

with learning difficulties from the teachers' point of view. The study used the descriptive approach and the questionnaire to collect information. The study sample consisted of (55) teachers, and the study concluded that the degree of the supervisor's role in improving the educational performance of teachers with learning difficulties was high on all study axes, and there were no statistically significant differences between the averages of the responses of the study population; Because of the difference in the educational experience.

The study of Al-Dossary (2008), aimed to know the role of the educational supervisor in raising the efficiency of the job performance of art education teachers, and the study sample consisted of (54) teachers, and the study used the questionnaire as a tool to collect information that serves the objectives of the study, and the results showed that there are deficiencies of some supervisors in directing education teachers Technical to separate each classroom separately in the preparation book, and the use of educational aids, and interest in continuous evaluation, and the lack of interest of officials in the report of the educational supervisor.

The study of Siam (2007), also aimed to identify the role of educational supervision methods in developing the professional performance of teachers in secondary schools in Gaza Governorate. The researcher used the descriptive and analytical approach, and the questionnaire was applied to the study sample consisting of (226) male and female teachers working in secondary schools. In Gaza governorate, the study found that teachers 'practice of educational planning skills, lesson implementation skills, classroom management skills, and assessment skills are moderate and that there are statistically significant differences in the expected estimates of the role of supervision methods in developing teachers' professional performance, due to the variable of gender, academic qualification, and specialization. In the field of planning and implementation of teaching and evaluation, while there are statistically significant differences due to years of service in the field of classroom management.

The study of Al-Hajri (2007), aimed at identifying the role of educational supervisors in developing the performance of Islamic education teachers in the State of Kuwait from the teachers 'point of view. The researcher selected the study sample using the stratified random method at a rate of (15%) from the original community, whose number is (1363) male and female teachers. Thus, the number of the study sample reached 198 male and female teachers, and a questionnaire was prepared to consist of (29) items distributed into five Areas of which are: (planning, curriculum development, and teaching methods, teacher professional development, human relations, evaluation, and examinations). The results of the study showed that the role of educational supervisors in developing the performance of Islamic education

teachers in the State of Kuwait from the teachers' point of view was to a large extent.

The study of Qazak (2006), aimed at determining the role of the educational supervisor in improving the professional development of teachers of the first three grades in the governorate of Irbid, and aimed at identifying the extent of the educational supervisor's practice of his role in improving the professional development of teachers of previous grades according to the gender, experience, and qualification of the teacher and the supervisor. To achieve the aim of the study, a questionnaire was designed consisting of (59) items, and it was divided into (6) areas, namely: planning, classroom interaction, classroom management, keeping order, study methods, professional, academic growth, and evaluation, which was distributed among a sample consisting of (236) supervisors, male and female teachers, including (17) supervisors, and (219) teachers, were chosen randomly. Statistically significant differences were found in all fields of study, and the overall tool was due to the job variable, in favor of supervisors, study methods, professional and academic growth.

The study of Ferguson (2004), aimed to explain the role of educational supervision in improving the performance of teachers, the types of supervisory methods chosen by the supervisor to improve the performance of teachers and to know the difficulties facing mathematics teachers, and the study sample consisted of (300) teachers, and (53) a supervisor, and the questionnaire was used as a tool for the study, and among the most important results was that the role of educational supervision is necessary to improve the performance of mathematics teachers and that the application of different supervision methods helps to improve the professional performance of teachers.

The study of Khawaldeh (2002), aimed to clarify the role of the supervisor of Islamic education in improving the performance of subject teachers in the University Brigade Schools of the Amman Second District, which numbered (65) teachers. The role of educational supervisors in improving the performance of Islamic education teachers is of a medium degree. The results also showed that there were statistically significant differences at the level of significance ($\alpha = 0.05$) for the role of the Islamic Education Supervisor in improving the performance of subject teachers from the teachers' viewpoint due to the variables of gender, academic qualification, and experience.

Materials and Methods of the Study:

Research Methodology:

The descriptive and analytical approaches were used to answering the study's questions. The study population consisted of all the (690) teachers of social studies in primary and secondary schools in the directorates of

education in the governorate of Irbid of Jordan, according to the academic year 2019/2020 statistics. The study sample included (120) male and female teachers (60 male and 60 female) selected randomly as shown in table (1).

A researcher-made questionnaire was designed consisted of two sections, the first section included questions related to the demographical characteristics of the respondents (Gender, Academic Qualifications, School Level, and Years of Experience), while the second section included (35) questions of 5-point Liker-type Scale divided into five sub-sections (Planning, Teaching Methods, classroom visits, relationship with colleagues and the local community, and Evaluation) each sub-section contained (7) questions. Finally, the Statistical Packages for Social Sciences (SPSS) software was used to analyze the data of the study. To explain the responses of the study members, the following pentagonal ranking was adopted: 1.00- 2.33 (Low), 2.34-3.67 (Moderate), and 3.68-5 (High).

Table (1) Distribution of research sample according to the demographic variables

Variables		Frequency	Percentage
Gender	Male	60	50%
	Female	60	50%
	Total	120	100%
Academic Qualifications	Undergraduate	114	95%
	Postgraduate	6	5%
	Total	120	100%
School Level	Primary	86	72%
	Secondary	34	28%
	Total	120	100%
Years of Experience	10 years and less	93	77.5%
	More than 10 years	27	22.5%
	Total	120	100%

Validity and Stability of the Instrument

Face validity of the questionnaire was confirmed by a group of 6 field experts, corrections were made then to produce the questionnaire in its final form. To estimate the stability of the questionnaire, the value of the Cronbach alpha Test was calculated on a survey of 11 paragraphs and the stability coefficient was 0.91 which is considered acceptable to conduct the study as shown in table (2).

Table (2) Reliability Statistics	
Cronbach's Alpha	N of Items
0.91	11

As well, The Pearson correlation coefficient test between independent variables was measured as in table (3).

Table (3) Correlation Coefficient Test between the independent variables

Variables	Planning	Teaching Methods	Relationship with colleagues and local community	Classroom visits	Evaluation
Planning	1	0.26	0.07	0.43	0.52
Teaching Methods	0.26	1	0.61	0.16	0.22
Relationship with colleagues and local community	0.07	0.61	1	0.27	0.80
Classroom visits	0.43	0.16	0.27	1	0.43
Evaluation	0.52	0.22	0.80	0.43	1

Table (3) shows the correlation coefficient between the independent variables under study, as it appears that, there is no high correlation between the independent variables.

Discussion of Results:

First Question: What is the role of the educational supervisors in developing the professional performance of social studies teachers in Jordan from a teacher's perspective in Irbid governorate schools in Jordan?

To answer this question, arithmetic means and standard deviations of the role of educational supervisors in developing the professional performance of social studies teachers in Irbid governorate were calculated on the fields of the study variables, and on the tool as a whole as follow:

Planning Field: .I

Table (4) Arithmetic Mean And Standard Deviations Of The Role Of Educational Supervisors In Developing The Professional Performance Of Social Studies Teachers In The Field Of Planning Arranged In Descending Order

Rank	Paragraph Number	Paragraph	Arithmetic Mean	Standard Deviation	Status
1	2	The educational supervisor evaluates the educational plans related to the social studies teacher	4.27	0.82	High
2	6	The educational supervisor monitors the achievement of	4.22	0.91	High

		the goals of the plans set by the social studies teacher			
3	5	The supervisor focuses on the teacher's consideration of time in the planning process	4.01	1.17	High
4	4	The educational supervisor directs the teacher to set a schedule for implementing the subject units	3.78	2.24	High
5	7	The educational supervisor discusses the social studies teacher, plans to raise the level of student achievement	3.64	0.73	Moderate
6	3	The educational supervisor trains the teacher to develop appropriate plans for those with low achievement	3.17	0.91	Moderate
7	1	The educational supervisor participates with the social studies teacher in drawing up the daily and annual school plans	2.14	1.13	Low
The Field as a whole			3.60	1.13	Moderate

Table (4) shows that the arithmetical mean of the field of planning range from (2.14 -4.27), where the paragraph of "The educational supervisor evaluates the educational plans related to the social studies teacher" came first with an Arithmetic Mean of (4.27) and a Standard Deviation of (0.82), while the paragraph of " The educational supervisor participates with the social studies teacher in drawing up the daily and annual school plans" came last with an Arithmetic Mean of (2.14) with a Standard Deviation of (1.13). The Arithmetic Mean of the field of planning as a whole amounted to (3.60) with a Standard Deviation of (1.13) that has a moderate status.

Teaching Methods Field:

Table (5) Arithmetic Mean And Standard Deviations Of The Role Of Educational Supervisors In Developing The Professional Performance Of Social Studies Teachers On The Field Of Teaching Methods Arranged In Descending Order

Rank	Paragraph Number	Paragraph	Arithmetic Mean	Standard Deviation	Status
1	10	The educational supervisor follows up the curriculum implementation plan with the teachers	3.97	1.23	High
2	13	The educational supervisor directs the teacher to use sources other than the textbook	3.77	0.88	High
3	11	The educational supervisor explains to the teacher some of the terms and concepts mentioned in the textbook	3.52	0.73	Moderate
4	8	The educational supervisor discusses with the teacher the goals of the curriculum	3.07	1.63	Moderate
5	12	The educational supervisor directs the teacher on how to use the teacher's guide	2.14	2.17	Low
6	14	The educational supervisor trains the teacher on the various communication means	1.77	0.86	Low
7	9	The educational supervisor involves the teacher in evaluating the school curriculum	1.53	1.12	Low
The Field as a whole			2.82	1.23	Moderate

Table (5) shows that the Arithmetical Mean of the field of teaching methods range from (1.53-3.97), where the paragraph of "The educational supervisor follows up the curriculum implementation plan with the teachers"

came first with an Arithmetical Mean of (3.97) and a Standard Deviation of (1.23), while the paragraph of "The educational supervisor involves the teacher in evaluating the school curriculum" came last with an Arithmetical Mean of (1.53) with a Standard Deviation of (1.12), the Arithmetical Mean of the field of planning as a whole amounted at (2.82) with a Standard Deviation of (1.23), that has a moderate status.

Relationship With Colleagues And Local Community Field:

Table (6) Arithmetic Mean And Standard Deviations Of The Role Of Educational Supervisors In Developing The Professional Performance Of Social Studies' Teachers In The Field Of Relationship With Colleagues And Local Community Arranged In Descending Order

Rank	Paragraph Number	Paragraph	Arithmetic Mean	Standard Deviation	Status
1	16	The educational supervisor runs a periodic visits program for social studies teachers	4.72	1.63	High
2	20	The educational supervisor encourages the social studies teacher to take into account the learners' personal and educational needs	4.64	0.94	High
3	19	The educational supervisor guides the social studies teacher to what he sees as deficiencies	4.12	1.22	High
4	15	The educational supervisor maintains good human relations with teachers of social studies	4.10	0.76	High
5	17	The educational supervisor makes surprise visits to the teacher from time to time	3.97	0.83	High
6	21	The educational supervisor accepts the opinions and observations of the	3.85	1.64	High

		social studies teachers			
7	18	The educational supervisor provides the social studies teacher with all that is new in social studies	2.63	1.86	Moderate
The Field as a whole			4.00	1.27	High

Table (6) shows that the Arithmetical Mean of the field of Relationship with colleagues and the local community range from (2.63-4.72), where the paragraph of "The educational supervisor runs a periodic visits program for social studies teachers" came first with an Arithmetical Mean of (3.97) and a Standard Deviation of (1.23), while the paragraph of "The educational supervisor provides the social studies teacher with all that is new in social studies" came last with an Arithmetical Mean of (1.63) with a Standard Deviation of (1.86), the Arithmetical Mean of the field of planning as a whole amounted at (4.00) with a Standard Deviation of (1.27), that has a high status.

Classroom Visits Field:

Table (7) Arithmetic Mean and Standard Deviations of the Role of Educational Supervisors in Developing the Professional Performance of Social Studies Teachers in the Field Of Classroom Visits

Rank	Paragraph Number	Paragraph	Arithmetic Mean	Standard Deviation	Status
1	22	The educational supervisor informs the social studies teacher of the content of the classroom visit	4.92	0.71	High
2	28	The educational supervisor looks at the semester plan prepared by the teacher	4.90	0.83	High
3	27	The educational supervisor praises the teacher upon leaving the classroom	4.87	0.91	High
4	23	The educational supervisor deals with the social studies teacher in a framework of	4.37	1.02	High

		cooperation and mutual respect			
5	26	The educational supervisor provides an atmosphere of familiarity with the teacher before attending the class	4.22	0.97	High
6	25	The educational supervisor encourages the teacher to exchange visits between social studies teachers in the different schools	3.82	0.63	High
7	24	The educational supervisor directs letters of thanks to the distinguished social studies teachers	1.65	1.33	Low
The Field as a whole			4.11	0.91	High

Table (7) shows that the Arithmetical Mean of the field of Relationship with colleagues and local community range from (1.65-4.92), where the paragraph of "The educational supervisor informs the social studies teacher of the content of the classroom visit " came first with an Arithmetical Mean of (4.92) and a Standard Deviation of (0.71), while the paragraph of "The educational supervisor directs letters of thanks to the distinguished social studies' teachers" came last with an Arithmetical Mean of (1.65) with a Standard Deviation of (1.33), the Arithmetical Mean of the field of planning as a whole amounted at (4.11) with a Standard Deviation of (0.91), that has a high status.

Evaluation Field:

Table (8) Arithmetic Mean and Standard Deviations of the Role of Educational Supervisors in Developing the Professional Performance of Social Studies' Teachers in the Field Of Evaluation Arranged In Descending Order

Rank	Paragraph Number	Paragraph	Arithmetic Mean	Standard Deviation	Status
1	30	The educational supervisor shall keep his opinions and evaluation judgments completely confidential	4.12	0.83	High
2	32	The educational supervisor informs the teacher of the positive and negative aspects of his performance	4.07	0.94	High
3	31	The educational supervisor trains teachers to conduct various tests such as (achievement, diagnosis ...)	3.06	1.26	Moderate
4	35	The educational supervisor explains to the teacher the importance of reinforcement and feedback for students	2.92	1.17	Moderate
5	34	The educational supervisor urges teachers of social studies to investigate accuracy and objectivity in evaluating learners' performance	2.64	0.76	Moderate
6	29	The educational supervisor applies modern methods of evaluating teachers	2.18	1.53	Low
7	33	The educational supervisor follows up on the evaluation results for social studies teachers	1.83	0.67	Low
The Field as a whole			2.97	1.02	Moderate

Table (8) shows that the Arithmetical Mean of the field of Relationship with colleagues and the local community range from (1.83-4.12), where the paragraph of "The educational supervisor shall keep his opinions and evaluation judgments completely confidential" came first with an Arithmetical Mean of (4.12) and a Standard Deviation of (0.83), while the paragraph of "The educational supervisor follows up on the evaluation results for social studies teachers" came last with an Arithmetical Mean of (1.83) with a Standard Deviation of (0.67), the Arithmetical Mean of the field of planning as a whole amounted at (2.97) with a Standard Deviation of (1.02), that has a moderate status.

Table (9) Arithmetic Mean And Standard Deviations Of The Role Of Educational Supervisors In Developing The Performance Of Social Studies Teachers On Study Tool As A Whole

Rank	Field Number	Field	M	SD	Status
1	4	Classroom Visits	4.11	0.91	High
2	3	Relationship With Colleagues And Local Community	4.00	1.27	High
3	1	Planning	3.60	1.13	Moderate
4	5	Evaluation	2.97	1.02	Moderate
5	2	Teaching Methods	2.82	1.23	Moderate
The tool as a whole			3.50	1.11	Moderate

It is evident from Table (9) that the classroom visits field came first, with an Arithmetic Mean of (4.11), and a Standard Deviation of (0.91), followed by the relationship with colleagues and local community field in second place, with an Arithmetic Mean of (4.00), and a Standard Deviation of (1.27), in third place was the field of planning with an Arithmetic Mean of (3.60), a Standard Deviation of (1.13), the field of evaluation came in fourth place with an Arithmetic Mean of (2.97) and a Standard Deviation of (1.02), while the field of teaching methods came in the last place with an Arithmetic Mean of (2.82), and a Standard Deviation of (1.23). Note that the tool as a whole got an Average Arithmetic Mean of (3.50) and a Standard Deviation of (1.11) that has a moderate status.

Second Question: Are there statistically significant impact at the level of significance ($\alpha \leq 0.05$) in teachers' opinions about the educational supervisor's role in developing the professional performance of social studies teachers attributed to the independent study variables (gender, academic qualification, school level, and years of experience)?

To answer the question, Arithmetic means, standard deviations, and the T-test for the impact of each variable on the role of educational supervisors in Developing the professional performance of social studies teachers was calculated as follow:

According to the gender variable:

Table (10) Arithmetic Means, Standard Deviations, and T-test According To the Gender Variable

Field	Gender	M	SD	T	Df	Sig.
Planning	Male	3.27	2.12	0.81	95	.001
	Female	4.16	1.31			
Teaching Methods	Male	2.85	1.17	0.35	95	.000
	Female	2.91	0.82			
Relationship With Colleagues And Local Community	Male	2.87	1.12	-	95	.084
	Female	2.66	1.87			
Classroom Visits	Male	3.67	2.31	1.24	95	.000
	Female	2.93	1.07			
Evaluation	Male	2.73	0.93	-	95	.132
	Female	3.02	1.84			
Average	Male	2.89	1.53	0.15	95	.031
	Female	3.33	1.38			

Table (10) shows that there is a statistically significant impact at the level of ($\alpha \leq 0.05$) attributed to the gender variable in the areas of planning and teaching methods in favor of females, and classroom visits in favor of males, while there is no statistically significant impact at the level of ($\alpha \leq 0.05$) of the gender variable on relations between colleagues and local community and evaluation, as well as, on the tool as a whole. This indicates that males and females both agree that there is a major role for educational supervisors in developing teachers' professional performance of social studies' teachers.

According to the academic qualifications variable:

Table (11) Arithmetic Means, Standard Deviations, and T-test According To Academic Qualifications Variable

Field	Academic Qualifications	M	SD	T	df	Sig.
Planning	Undergraduate	2.34	1.51	0.66	95	.000
	Postgraduate	3.98	0.85			
Teaching Methods	Undergraduate	2.17	0.93	0.10	95	.000
	Postgraduate	4.03	0.83			
Relationship With Colleagues And Local Community	Undergraduate	2.97	1.03	-	95	.232
	Postgraduate	1.87	1.14			
	Undergraduate	3.32	2.17		95	.351

classroom visits	Postgraduate	2.17	2.42	-		
Evaluation	Undergraduate	2.83	0.91	0.28	95	.000
	Postgraduate	2.03	0.63			
Average	Undergraduate	2.73	1.43	0.14	95	.211
	Postgraduate	2.82	1.17			

Table (11) shows that there is a statistically significant impact at the level of ($\alpha \leq 0.05$) attributed to the academic qualifications variable in the areas of planning and teaching methods in favor of postgraduate degree holders, and evaluation in favor of undergraduate degree holders, while there is no statistically significant impact at the level of ($\alpha \leq 0.05$) of the academic qualifications variable on classroom visits and relations between colleagues and local community and, as well as, on the tool as a whole. This indicates that social studies teachers of different academic qualifications agree that there is no major role for educational supervisors in developing their professional performance.

According to To School Level variable:

Table (12) Arithmetic Means, Standard Deviations, and T-test According To School Level Variable

Field	School Level	M	SD	T	df	Sig.
Planning	Primary	3.26	0.83	-0.09	95	.010
	Secondary	2.64	0.92			
Teaching Methods	Primary	2.27	1.01	0.71	95	.300
	Secondary	1.87	0.93			
Relationship With Colleagues And Local Community	Primary	3.83	1.22	-0.70	95	.031
	Secondary	2.13	1.92			
Classroom Visits	Primary	2.87	0.74	-0.08	95	.301
	Secondary	1.66	0.82			
Evaluation	Primary	3.22	1.16	0.24	95	.213
	Secondary	2.63	0.92			
Average	Primary	3.09	0.99	0.02	95	.312
	Secondary	2.17	1.10			

Table (12) shows that there is a statistically significant impact at the level of ($\alpha \leq 0.05$) attributed to the school level variable in the areas of planning and relationship with colleagues and the local community in favor of primary schools, while there is no statistically significant impact at the level of ($\alpha \leq 0.05$) of the school level variable on classroom visits, teaching methods, and evaluation, as well as, on the tool as a whole. This indicates that social studies teachers of different school levels agree that there is no major role for educational supervisors in developing their professional performance.

According to years of experience variable:

Table (13) Arithmetic Means, standard deviations, and T-test according to the Years of Experience Variable

Field	Years of Experience	M	SD	T	df	Sig.
Planning	10 years and less	2.74	1.12	0.21	95	.000
	More than 10 years	3.66	0.91			
Teaching Methods	10 years and less	3.04	1.02	0.15	95	.001
	More than 10 years	3.26	0.87			
Relationship With Colleagues And Local Community	10 years and less	3.62	1.17	-0.37	95	.000
	More than 10 years	2.97	1.54			
Classroom Visits	10 years and less	2.87	1.77	0.51	95	.061
	More than 10 years	2.23	1.26			
Evaluation	10 years and less	2.76	0.81	0.14	95	.073
	More than 10 years	2.99	0.67			
Average	10 years and less	3.01	1.12	0.64	95	.017
	More than 10 years	3.02	1.05			

Table (13) shows that there is a statistically significant impact at the level of ($\alpha \leq 0.05$) attributed to the years of experience variable in the areas of planning, teaching methods, and relationship with colleagues and the local community in favor of the category of (more than 10) years, while there is no statistically significant impact at the level of ($\alpha \leq 0.05$) of the years of experience variable on classroom visits and evaluation, as well as, on the tool as a whole. This indicates that social studies teachers of different years of experience agree that there is a major role for educational supervisors in developing their professional performance.

Conclusion

The results showed that the classroom visits came first with a high degree, and this may be attributed to the fact that the classroom visits are considered one of the tasks of the educational supervisor in Jordan which is considered routine and a method of evaluation despite the researcher's conviction that it does not fulfill its objectives as required, as most of the time the supervisor visits only as a functional task despite the call to find other supervisory methods. In the second place came the field of relations with colleagues and the local community with a high degree as well, where supervisors focus on human relations with teachers so that the relationship becomes open between them, by sitting with them before heading to the classroom and after the supervisory visit, as well as the educational supervisor

does not neglect the development plan in the school that interests. As for the advent of planning in third place, which came with a medium degree, this is since the Ministry of Education is still following the central administrative pattern, and the supervisor has nothing to do except implementation, although planning is the basis of the work of the educational supervisor and teacher and a major part of their work. In the fourth place came the field of evaluation with a medium degree, attributed to the fact that the majority of educational supervisors do not have higher qualifications in the measurement and evaluation specialization, but rather that the number is very limited, as Jordanian universities grant this specialization only at the level of postgraduate studies and the majority of courses cover the theoretical side only, so the supervisors' experience educators are weak in this area. As for the field of teaching methods, which came in the fifth rank with a medium degree as well, as a result of the fact that classroom visits are not usually at the beginning of the classroom at the time needed by the teacher, as the teacher needs these visits, in the beginning, to help in developing the educational plan for the subjects and analyzing the curricula and usually the supervisor depends on in that on the school principal.

The results also showed that there is an existence of a statistically significant impact attributed to the gender variable in the fields of planning and teaching methods in favor of females, and in the field of classroom visits in favor of males, and the absence of a statistically significant impact of the gender variable on the field of relations between colleagues and the community as well on the field of evaluation, and the reason for this may be that females are usually more concerned and understanding the importance of educational supervision to enhance their performance, and therefore, they are more committed to attending training courses and following up educational developments programs. The results also showed the existence of a statistically significant impact attributed to the academic level variable in the fields of planning and teaching methods in favor of postgraduate degrees holders, and on evaluation in favor of undergraduate degrees holders, but it did not show an effect on the fields of classroom visits and relations with colleagues and the local community, this may be for the reason that the educational level does not constitute an important factor effective in changing the teacher's assessments of the role of the educational supervisor, and this means that a teacher who holds an undergraduate degree may quickly acquire his experience and becomes equal to that of a post graduated. There is also a statistically significant effect attributable to the school level variable in the fields of planning and relations with colleagues and the local community in favor of primary schools, and there is no statistically significant impact attributable to the school level variable on teaching methods, classroom visits, and evaluation, as teachers in primary schools are usually less experienced in

assessing the importance of educational supervisor. Finally, the study showed that there is a statistically significant effect attributed to the years of experience variable on the fields of planning, teaching methods, relations with colleagues and the local community in favor of years of experience (more than 10 years) and there is no effect of the years of experience variable on classroom visits and evaluation, the reason for this may be that teachers with higher experience, may have sufficient experience and have more knowledge of the teaching, technical and administrative tasks required of educational supervisors.

Recommendations

In light of the conclusions, the study recommends that there is a necessity for the Ministry of Education for reviewing and reinforce the educational supervision system and increase the quality of education, thus, a new educational supervision model based on multiple data sources based on guidance should be developed and rapidly adapted to compete with the rapid changes occurring in the educational system, as well as, technological and educational system as a whole. And to achieve the objectives of supervision, inspections should be carried out by professionally competent personnel by providing adequate time and guidance services through effective communication taking the principle of equality into account. As well as, the social educational supervisor should act in an open, honest, and fair manner during the supervision process and create an atmosphere of positive communication with the teachers as the communication between the educational supervisors or school administrators and the teachers must be constructive and positive during the supervision process where it shall reduce the psychological pressure on teachers and that supervision can be extended to include a longer period, rather than restricting it to a one-hour course. Also, the study recommends the necessity of planning, implementing, and evaluating educational supervision in a participatory manner with the participation of teachers where they need a good understanding of the field and tasks of supervision, especially educational supervision so that the supervisor is required to master the principles and techniques in addition to the professional practice of educational supervision. Supporting the educational supervisor of the teacher, such as recognition of merit and competence to achieve psychological satisfaction at work by giving supervisors appreciation and material and non-material support, as teachers' satisfaction will have a broad impact on improving professional capabilities and teachers' performance. Finally, Supervisors of social studies should receive continuous mandatory in-service training to equip them with supervisory competencies to develop teaching practices among teachers.

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