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Financial Inclusion and Income Inequality in Sub-Saharan Africa: The Role Play by Mobile Money

By Jean Francky Landry NGONO

Université de Ngaoundéré

Abstract- The objective of this work is to determine whether the effect of mobile money on financial inclusion allows the latter to significantly reduce income inequalities in Sub-Saharan Africa. The work of Seshamani and Tounkara (2018) suggests that financial inclusion is not yet working in this direction and that mobile can remedy it. In order to achieve this objective, thanks to data from FAS, SWIID, WDI (2019) and WGI (2019), the PCSE, generalized least squares and instrumental variables are applied on a sample of 04 countries between 2010 and 2014. It emerges that upward variations in financial inclusion significantly reduce income inequalities in Sub-Saharan Africa. The mobile money taken into account in the measurement of financial inclusion thus seems to be bearing fruit. Moreover, price stability and a drop in the unemployment rate also make it possible to deal with income inequalities.

Keywords: *financial inclusion; income inequality; mobile money.*

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Financial Inclusion and Income Inequality in Sub-Saharan Africa: The Role Play by Mobile Money

Inclusion Financière Et Inégalités De Revenus En Afrique Subsaharienne: Le Rôle Joué Par Le Mobile Money

Jean Francky Landry NGONO

Résumé- L'objectif de ce travail est de déterminer si l'effet du mobile money sur l'inclusion financière permet à ce dernier de réduire significativement les inégalités de revenus en Afrique Subsaharienne. Les travaux de Seshamani et Tounkara (2018) laissent suggérer que l'inclusion financière n'œuvre pas encore dans ce sens et que le mobile peut y remédier. Afin d'atteindre cet objectif, grâce aux données de FAS, de SWIID, de WDI (2019) et de WGI (2019), le PCSE, les moindres carrés généralisés et les variables instrumentales sont appliqués sur un échantillon de 04 pays entre 2010 et 2014. Il en ressort que les variations à la hausse de l'inclusion financière réduisent significativement les inégalités de revenus en Afrique Subsaharienne. Le mobile money pris en compte dans la mesure de l'inclusion financière semble ainsi porter ses fruits. Par ailleurs, la stabilité des prix et une baisse du taux de chômage permettent aussi de faire face à ces inégalités de revenus.

Mots-clés: inclusion financière ; inégalités de revenus ; mobile money.

Abstract- The objective of this work is to determine whether the effect of mobile money on financial inclusion allows the latter to significantly reduce income inequalities in Sub-Saharan Africa. The work of Seshamani and Tounkara (2018) suggests that financial inclusion is not yet working in this direction and that mobile can remedy it. In order to achieve this objective, thanks to data from FAS, SWIID, WDI (2019) and WGI (2019), the PCSE, generalized least squares and instrumental variables are applied on a sample of 04 countries between 2010 and 2014. It emerges that upward variations in financial inclusion significantly reduce income inequalities in Sub-Saharan Africa. The mobile money taken into account in the measurement of financial inclusion thus seems to be bearing fruit. Moreover, price stability and a drop in the unemployment rate also make it possible to deal with income inequalities.

Keywords: financial inclusion; income inequality; mobile money.

1. INTRODUCTION

Le paysage de l'inclusion financière s'est vu enrichi depuis plus d'une décennie de la finance digitale. En tête de cette révolution se trouve le mobile money, c'est-à-dire des services financiers fournis par téléphone portable (Thulani et al. 2014). Véritable phénomène dans les pays en développement et un peu partout dans le monde, le mobile money a évolué de

manière fulgurante. Pour une naissance située dans les années 2000, il totalise plus d'une centaine de millions d'utilisateurs et enregistre des transactions à hauteur d'une cinquantaine de milliards de dollars US en 2014 (Gosavi, 2017).

La littérature a de suite compris son impact sur l'inclusion financière. Malgré la jeunesse de cette finance, la littérature empirique dessus est pourtant suffisamment documentée. Dans les pays en développement surtout où les taux d'inclusion financières sont souvent les plus faibles, les travaux se sont proliférés pour en évaluer les bienfaits et dans l'ensemble les résultats sont plutôt positifs. Par exemple Nlodvu et Nlodvu (2013) ont montré que dans le mobile money a réduit significativement l'exclusion bancaire dans le district de Gwanda au Zimbabwe. Soit précisément, le taux d'exclusion bancaire est passé de 70% à 30,3%. Ce résultat est partagé par Mago et Chitokwindo (2014) dans la province Masvingo du même pays.

Sekantsi et Motelle (2016) mènent une étude similaire au Lesotho entre juillet 2013 et décembre 2015. Ils parviennent au résultat que le mobile money évolue avec l'inclusion financière dans le long terme. Aussi, leur étude montre que l'inclusion financière est causée, au sens de Granger, par le mobile money dans le court et dans le long terme. Ce même résultat est trouvé dans d'autres régions de l'Afrique. Par exemple, Bongomin et al. (2017) trouvent un résultat similaire en Ouganda.

Cet effet sur l'inclusion financière ne se limite pas à la simple détention d'un compte mobile money ou à des transferts de fonds mais également aussi en termes d'épargne et d'obtention d'emprunt. C'est ce que les travaux de Lwanga et Adong (2016) ont pu mettre en exergue en Ouganda pour ce qui est de l'épargne. Ouma et al. (2017) se concentrent sur quelques pays dans le continent Africain et parviennent aussi à ce résultat. Ils trouvent que non seulement le nombre d'épargnant s'accroît mais aussi le volume épargné suit la même ascension. Acquah-Sam et Bugre (2018) confirment aussi ce résultat au Ghana. Pour l'emprunt, Gosavi (2017) trouve que dans l'Est de l'Afrique Subsaharienne les entreprises qui font recours

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au mobile money augmentent leurs chances d'obtenir une ligne de crédit.

En effet, comme l'expliquent Thulani et al. (2014) le mobile money a réduit la distance entre offreurs et demandeurs de crédits. Il a démocratisé l'accès aux services financiers (Khallouli, 2014). Ces effets bénéfiques du mobile money sur l'inclusion pourraient permettre d'améliorer la relation entre l'inclusion financière et les inégalités de revenus. En effet, dans les pays en développement, il semble que le faible niveau d'inclusion financière ne permette pas à ce dernier d'y réduire significativement les inégalités de revenus. C'est par exemple ce résultat que trouvent Seshamani et Tounkara (2018). Ainsi, le mobile money peut plus rapidement conduire l'inclusion financière au niveau nécessaire pour être bénéfique dans ce sens. C'est en tout cas ce que préconisent Seshamani et Tounkara (2018) et c'est cette idée que démontrent Demir et al. (2020).

L'objectif de cet article est de déterminer l'effet de l'inclusion financière sur les inégalités de revenus en Afrique Subsaharienne. La particularité de ce travail est de considérer l'indice d'inclusion financière développé par Ngono (2020). Cet indice prend en compte à la fois les mesures traditionnelles de l'inclusion financière et les dimensions du mobile money. Cette approche permet de voir si l'effet du mobile money sur l'inclusion financière réduit les inégalités de revenus en Afrique Subsaharienne. Les données nécessaires à l'atteinte de cet objectif sont issues de Financial Access Survey (FAS, 2019), de Standardized World Income Inequality Database (SWIID), de World Development Indicators (WDI, 2019) et de World wide Governance Indicators (WGI, 2019).

Justifiée par la faible disponibilité des données sur le mobile money, l'échantillon de cette étude est de 04 pays entre 2010 et 2014. Pour ce qui est de l'analyse empirique, ces données de panel sont estimés avec le panel corrected standard error (PCSE) pour ce qui est des effets fixes, par les moindres carrés généralisés et les par les variables instrumentales pour ce qui est des effets aléatoires. Le reste de cet article s'articule comme il suit. La première section est celle de la revue de littérature. Il s'agit de présenter à la fois la littérature théorique et la littérature empirique. La deuxième est celle de la méthodologie. Cette section aborde le choix des variables, le modèle retenu et les méthodes d'estimations qui y sont appropriées. La troisième est celle de l'analyse des résultats. Dans cette dernière section, il est question de discuter les résultats obtenus à la lumière de la littérature et du contexte.

II. REVUE DE LITTÉRATURE

La littérature économique des effets de l'inclusion financière sur les inégalités de revenus est aussi bien présente dans la théorie que dans des

études empiriques. Cette section présente les deux aspects. Le premier point porte sur la revue de littérature théorique et le second sur la revue de littérature empirique.

a) *Revue de littérature théorique*

Greenwood et Jovanovic (1990) ont montré que tout comme la croissance économique, l'effet du développement financier sur les inégalités de revenus était non linéaire. Cette idée se retrouve donc dans la littérature des effets de l'inclusion financière sur les inégalités de revenus. Ainsi, l'inclusion financière dans les pays en développement bénéficie à une élite capable de fournir les garanties exigées par les institutions financières (Agyemang-Badu et al. 2018; Seshamani et Tounkara, 2018). En effet, face aux problèmes d'asymétries d'informations souvent prééminents dans ces pays, les établissements financiers sont contraints d'exiger des garanties souvent à la hauteur de l'emprunt exigé (Akerlof, 1970; Stiglitz et Weiss, 1981).

Il devient difficile pour une personne pauvre, qui a besoin de cet emprunt pour investir et sortir de la pauvreté, de fournir ce que l'institution financière demande. Les personnes aisées même avec des projets de qualités douteuses obtiennent par contre facilement un emprunt et peuvent ainsi investir et creuser l'écart entre eux et les pauvres (Dermirgüç-Kunt et Levine, 2008). Néanmoins, plus l'économie se développe moins les asymétries d'informations sont fortes et plus les coûts pour accéder aux services financiers sont faibles (Agyemang-Badu et al. 2018; Seshamani et Tounkara, 2018). C'est pourquoi dans les pays développés l'inclusion financière réduit significativement les inégalités de revenus (Agyemang-Badu et al. 2018; Seshamani et Tounkara, 2018).

Cet effet, peut s'observer pour une même région dans le temps. C'est-à-dire que lorsqu'elle est en développement, l'inclusion financière évolue dans le même sens que les inégalités de revenus mais en se développant elle parvient à extraire les bienfaits. Cette vision de l'inclusion financière qui a besoin d'un certain temps pour fournir des effets significatifs sur les inégalités de revenus se retrouve aussi dans la littérature. En effet, les effets de l'inclusion financière peuvent s'appréhender à court et à long terme. Tout d'abord à court terme, l'obtention d'un emprunt induit un effet revenu qui s'il est obtenu par une personne pauvre réduit déjà l'écart entre cette personne et les personnes riches (Maldonado et González-Vega, 2008; Tita et Aziakpono, 2017). Tita et Aziakpono (2017) soutient que l'accès aux services financiers va ainsi permettre aux personnes pauvres une meilleure gestion des risques, un lissage de la consommation et même d'investir soit dans l'auto-emploi soit dans l'éducation des enfants. Mais cet effet ne tient pas sur la durée.

Par contre, pour ce qui est du long terme c'est grâce au marché de l'emploi que cet effet se pérennise

(Tita et Aziakpono, 2017). L'inclusion financière accroît l'offre des services financiers et dans un tel contexte pousse les établissements à se livrer une concurrence qui est pro-consommateur (Aglietta, 1993; Tita et Aziakpono, 2017). Cette compétition va réduire le coût de l'emprunt et faciliter l'accès au crédit à des entrepreneurs de talents. Les investissements effectués par ces entrepreneurs et les investissements dans l'éducation de la jeune génération vont au bout d'un certain temps porter leurs fruits. En effet, les investissements vont à long terme sortir l'entrepreneur de la pauvreté et en plus il va créer de nouveaux emplois avec l'expansion de son activité (Tita et Aziakpono, 2017). D'un autre côté, l'éducation de la nouvelle génération leur sera utile plus tard pour avoir accès à des emplois bien rémunérés ou pour s'auto-employer (Dao et Godbout, 2014; Adema et Thévenon, 2016; Assoumou Menye et Guetsop Sateu, 2017; Tita et Aziakpono, 2017). C'est accès au marché de l'emploi réduit ainsi significativement les inégalités de revenus de la masse à long terme.

b) *Revue empirique*

La littérature empirique des effets de l'inclusion financière sur les inégalités de revenus est en plein essor. Ces dernières années, un regain d'intérêt sur le rôle que joue l'inclusion financière dans la lutte contre les inégalités de revenus se fait ressentir. Ainsi, bien qu'encore faible, cette littérature se développe aussi bien dans les pays développés que dans les pays en développement. Dans ce sens, il y'a les travaux de Salazar-Cantú et al. (2015) qui évaluent l'effet de l'inclusion financière sur les inégalités de revenus dans les municipalités au Mexique. Grâce aux moindres carrés ordinaires, ils mettent en exergue l'hypothèse de relation non linéaire proposés par Greenwood et Jovanovic (1990) avec l'indice de Gini comme mesure d'inégalités de revenus.

Dans le même sens, Neaime et Gaysset (2017) mènent une étude dans la région MENA pour évaluer l'effet de l'inclusion financière sur les inégalités de revenus. Pour une période d'étude qui va de 2002 à 2015, ils mobilisent la méthode des moments généralisés et les moindres carrés généralisés. Leur étude aboutit au résultat que l'inclusion financière réduit significativement les inégalités de revenus dans la région. Une autre étude du même genre est effectuée par Agyemang-Badu et al. (2018) qui estiment des effets fixes sur un panel de 48 pays en Afrique. Ils font en outre recours à l'indice d'inclusion financière tel que proposé par Sarma (2008) et à l'indice de Palma pour mesurer les inégalités de revenus. Ils trouvent que des variations à la hausse de l'inclusion financière réduisent significativement les inégalités de revenus en Afrique.

La même année Seshamani et Tounkara (2018) recherchent l'effet de l'inclusion financière sur les inégalités de revenus en Afrique Subsaharienne. Ils

déterminent un indice de concentration entre l'inclusion financière et les inégalités de revenus en faisant recours aux moindres carrés ordinaires. Il ressort de leur travail que l'inclusion financière formelle réduit les inégalités de revenus en Afrique Subsaharienne mais que l'inclusion financière informelle la favorise. Par ailleurs pour l'inclusion financière formelle, cet effet négatif n'est pas significatif. Ce qui signifie pour eux que l'inclusion financière dans la région doit encore énormément progresser pour avoir des effets significatifs sur les inégalités de revenus.

Turégano et Herrero (2018), eux, déterminent l'effet de l'inclusion financière sur les inégalités de revenus dans 150 pays grâce au pooled regression entre 2000 et 2011. Il ressort de leurs travaux que si la taille du système financier n'y parvient pas, l'inclusion financière elle réduit significativement les inégalités de revenus. Huang et Zhang (2019) par contre s'intéressent particulièrement à l'articulation zone urbaine et zone rurale. Ils mènent une étude dans la chine afin de déterminer l'effet de l'inclusion financière sur les inégalités de revenus entre les zones urbaines et les zones rurales. Ils veulent mettre en exergue les effets sur le court et sur le long terme. Grâce à des données provinciales entre 1985 et 2013, ils font recours au mean group, au pooled mean group et aux moindres carrés dynamiques. Il ressort de leur étude qu'à court terme l'inclusion financière accroît les inégalités de revenus entre les deux zones alors que dans le long terme il devient un atout pour les réduire.

Egalement, Le et al. (2019) font recours aux doubles moindres carrés pour déterminer l'effet de l'inclusion financière sur les inégalités de revenus dans un échantillon de 22 pays en transition entre 2005 et 2015. Grâce à un indice d'inclusion financière déterminé par deux approches, ils parviennent au résultat que les inégalités de revenus dans ces pays sont significativement réduites par une variation à la hausse de l'inclusion financière. Plus récemment, Demir et al. (2020) parviennent au résultat que l'inclusion financière réduit significativement les inégalités de revenus dans 140 pays grâce à une regression quantile entre 2011, 2014 et 2017. Ils trouvent que cet effet est plus important dans les pays développés, ce qui fait penser à la relation non linéaire évoquée par la littérature.

III. MÉTHODOLOGIE

Cette section présente le choix des variables avec une brève explication sur l'indice d'inclusion financière retenu. Puis elle présente le modèle et les méthodes d'estimations qui lui sont appliquées.

a) *Choix des variables et données*

Les données issues de FAS (2019) permettent d'implémenter un indice d'inclusion financière tel que proposé par Ngono (2020). Cet indice considère trois

dimensions de l'inclusion financière à savoir la dimension accessibilité, la dimension disponibilité et la dimension usage. La dimension accessibilité se constitue du nombre de comptes de dépôts, du nombre de compte de crédits et du nombre de compte mobile money enregistré pour 1000 adultes. La dimension disponibilité se constitue du nombre de branches de banques commerciales, du nombre de guichets automatiques et le nombre d'agents mobile money enregistrés, pour 100 000 adultes. La dimension usage comprend les dépôts en pourcentage du PIB auprès des banques commerciales, les emprunts en pourcentage du PIB obtenus auprès des banques commerciales et les transactions via mobile money en pourcentage du PIB. Chaque dimension s'obtient par la formule suivante:

$$d_i = \frac{A_i - m_i}{M_i - m_i} \quad (1)$$

Avec $0 \leq d_i \leq 1$ l'indice de la variable qui capte la dimension de l'inclusion financière considérée

A_i la valeur actuelle de cette variable

m_i la plus petite valeur de cette variable

M_i la valeur la plus élevée de cette variable.

A partir de la valeur de chacune de ces dimensions, l'indice d'inclusion financière (IFI) s'obtient comme il suit:

$$IFI = 1 - \sqrt{\frac{(1-p_i)^2 + (1-a_i)^2 + (1-u_i)^2}{3}} \quad (2)$$

$$GINIDISP_{i,t} = n_i + \beta_1 IFI_{i,t} + \beta_2 LPIBH_{i,t} + \beta_3 IPC_{i,t} + \beta_4 FBCF_{i,t} + \beta_5 UN_{i,t} + \beta_6 CC_{i,t} + \varepsilon_{i,t} \quad (3)$$

$$GINIMKT_{i,t} = n_i + \beta_1 IFI_{i,t} + \beta_2 LPIBH_{i,t} + \beta_3 IPC_{i,t} + \beta_4 FBCF_{i,t} + \beta_5 UN_{i,t} + \beta_6 RL_{i,t} + \varepsilon_{i,t} \quad (4)$$

Afin d'estimer ces modèles, le PCSE est retenu pour le panel à effets fixes. En effet, cette méthode permet de faire face à des problèmes d'hétéroscédasticité et d'auto corrélation des termes d'erreurs qui peuvent survenir dans ce cas. Puisque certaines méthodes comme les moindres carrés à variables indicatrices qui permettent d'estimer ce modèle ne sont pas robustes en présence de l'un de ces problèmes. Afin de savoir quelles corrections effectuées, les tests d'indépendance de Breush-Pagan, d'hétéroscédasticité de Wald modifié et d'auto corrélation de Wooldridge sont effectués. Pour ce qui est des effets aléatoires, trois estimateurs sont retenus. L'estimateur des moindres carrés généralisés (RE), puis l'estimateur des doubles moindres carrés proposé par Balestra et Varadharajan-Krishnakumar (1987) qui est le plus utilisé (IVRE), ensuite celui proposé par Baltagi (2008) qui est approprié pour de petits échantillons (Baltagi et Liu, 2009), soit IVREEC2SLS. Le recours aux variables instrumentales se justifie par une nécessité de faire face à un éventuel problème d'endogénéité dans le modèle. Tel que le suggèrent Demir et al. (2020), il

Avec $0 \leq p_i, a_i, u_i \leq 1$ les dimensions accessibilité, disponibilité et usage respectivement. IFI étant compris entre 0 et 1.

Les inégalités de revenus sont mesurées par l'indice de Gini (Le et al. 2019; Neaime et Gaysset, 2017) avant impôt et transfert (GINIMKT) puis après impôt et transfert (GINIDISP). Ses données proviennent de SWIID. Par ailleurs, cette étude contrôle son modèle avec LPIBH soit le logarithme du produit intérieur brut par tête (Kuznets, 1955; Turégano et Herrero, 2018; Le et al. 2019), avec IPC c'est-à-dire l'indice des prix à la consommation qui est le proxy de l'inflation (Tita et Aziakpono, 2017; Neaime et Gaysset, 2017), avec FBCF qui est la formation brute de capital fixe (Maldonado, 2017), avec UN le taux de chômage (Dao et Godbout, 2014; Le et al. 2019), avec CC le contrôle de la corruption (Sukmana et Ibrahim, 2018) et RL la règle et la loi (Agyemang-Badu et al. 2018; Le et al. 2019). Les données sur CC et RL proviennent de WGI (2019) et celles sur le reste des variables de contrôles proviennent de WDI (2019). La disponibilité des données notamment, surtout pour ce qui est du mobile money, pousse à retenir 04 pays dans cette étude entre 2010 et 2014. Il s'agit du Cameroun, la Namibie, le Rwanda et la Zambie.

b) Modèle et méthode d'estimation

En respectant l'approche de Lee et al. (2019), la spécification retenue dans ce travail est la suivante:

semble qu'il y'ait une double causalité entre inclusion financière et inégalités de revenus. De plus, des erreurs sont susceptibles d'avoir été commises dans le calcul de l'indice d'inclusion ou de l'indice de Gini. Dans l'application des variables instrumentales, à l'instar des travaux de Le et al. (2019), le retard d'ordre 01 de l'indice d'inclusion financière et le retard d'ordre 01 du logarithme du PIB par tête ont été utilisés comme instruments. Le test de Sargan permet de tester la robustesse de ces derniers comme instruments.

IV. DISCUSSION DES RÉSULTATS

Les effets fixes du modèle résumé par l'équation (3) présente, d'après le tableau 1, des problèmes d'hétéroscédasticité et d'auto corrélation des termes d'erreurs. Pour le modèle explicité par l'équation (4), le modèle souffre seulement d'un problème d'auto corrélation des termes d'erreurs. Ainsi, l'estimateur PCSE a été appliqué dans chaque cas selon les problèmes à résoudre.

Tableau 1: Résultats des estimations avec GINIDISP

Ginidisp	Pcse	Re	lvre	lvrec2sls
IFlavemobilemoney	-28,06*** (9,100)	-28,97*** (9,797)	-116,7* (68,42)	-29,83 (18,35)
LPIBH	7,683*** (2,679)	7,891** (3,069)	25,70 (21,07)	4,547 (6,793)
IPC	0,290* (0,152)	0,295* (0,155)	-0,0793 (0,535)	0,308 (0,208)
FBCF	-0,0364 (0,106)	-0,0437 (0,162)	-0,725 (0,479)	-0,0929 (0,197)
UN	0,529*** (0,144)	0,529*** (0,178)	0,852 (0,908)	0,994** (0,496)
CC	11,08*** (2,489)	11,32*** (2,721)	35,15* (19,38)	10,77** (5,203)
C	1,165 (14,88)	0,131 (16,87)	-81,62 (123,0)	22,78 (39,47)
Obs,	20	20	16	16
Pays	4	4	4	4
R-carré	0,9664	0,9955	0,9807	0,9973
Fisher/Wald	0,0000	0,0000	0,0120	0,0000
Breush-Pagan	0,0893			
Wald modifié	0,0000			
Wooldridge	0,0030			
Sargan			1,0000	0,2744

Source: Auteur à partir de Stata. *** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$.

Pour l'ensemble, les résultats sont statistiquement significatifs. Les R-carré sont tous supérieurs à 90%, les tests de causalité globale sont tous significatifs au seuil de 5% et les tests de Sargan sont supérieurs à 10% ce qui implique que les instruments sont valides. Les tableaux 1 et 2 montrent que des variations à la hausse de l'indice d'inclusion financière réduisent significativement les inégalités de revenus en Afrique Subsaharienne. Ce résultat vient ainsi confirmer l'intuition de Seshamani et Tounkara (2018) à savoir que l'effet du mobile money devrait

mener l'inclusion financière à des niveaux permettant de réduire les inégalités de revenus en Afrique Subsaharienne. Donc, le mobile money permet à l'inclusion financière de réduire significativement les inégalités de revenus, aussi bien avant impôt et transfert qu'après ceux-ci, en Afrique Subsaharienne. Ce résultat va dans le même sens que les travaux de Demir et al. (2020) qui trouvent le mobile money favorise l'inclusion financière et l'inclusion financière favorise la réduction des inégalités de revenus.

Tableau 2: Résultats des estimations avec GINIMKT

Ginimkt	Pcse	Re	lvre	lvrec2sls
IFlavemobilemoney	-7.766* (4.227)	-8.329 (5.224)	-14.85*** (2.433)	-8.223* (4.692)
LPIBH	-0.203 (1.404)	-0.206 (1.728)	-2.779 (2.843)	-3.125 (2.643)
IPC	0.246* (0.134)	0.250 (0.168)	0.390*** (0.0649)	0.421** (0.182)
FBCF	0.0113 (0.132)	0.00236 (0.166)	-0.118 (0.236)	-0.0399 (0.172)
UN	0.666*** (0.150)	0.676*** (0.185)	1.199*** (0.415)	1.132*** (0.359)
RL	11.56*** (2.042)	11.79*** (2.534)	12.79*** (0.903)	9.909*** (2.277)
C	59.67*** (8.100)	60.10*** (9.960)	80.00*** (22.63)	77.74*** (18.28)
Obs.	20	20	16	16
Pays	4	4	4	4
R-carré	0.9678	0.9977	0.9998	0.9986
Fisher/Wald	0.0000	0.0000	0.0000	0.0000

Breush-Pagan	0.1606		
Wald modifié	0.2273		
Wooldridge	0.0027		
Sargan		1.0000	0.2960

Source: Auteur à partir de Stata. *** $p < 0.01$; ** $p < 0.05$; * $p < 0.1$.

Pour ce qui est des variables de contrôles, les résultats montrent que les variations à la hausse du PIB par tête ne réduisent pas significativement les inégalités de revenus. Tantôt positif et significatif, tantôt négatif et non significatif, l'effet de la croissance économique sur les inégalités de revenus n'y est pas encore. Ce résultat s'accorde au contexte dans la région à savoir une forte croissance économique et des inégalités de revenus aussi élevés (Tita et Aziakpono, 2017). Par ailleurs, ce résultat est en accord avec les résultats de Kai et Hamori (2009) dans les pays en développement et avec le modèle de Kuznets (1955) qui postule que la croissance économique conduit à la hausse les inégalités de revenus dans les pays en développement. Il ressort aussi que l'inflation creuse les inégalités de revenus dans la région. En effet, la théorie postule que les pauvres font moins bien face aux effets néfastes de l'inflation que les personnes riches (Jauch et Watzka, 2016). Les travaux de Dao et Godbout (2014) aboutissent au même résultat. Par ailleurs, les tableaux 1 et 2 montrent qu'une variation à la hausse du taux de chômage augmente significativement les inégalités de revenus. Ce résultat s'accorde à celui de Le et al. (2019). En effet, le chômage signifie dans certains cas une absence de revenus et donc le creusement de l'écart de revenus entre riches et pauvres. Enfin, il semble que la gouvernance, qu'il s'agisse du contrôle de la corruption ou des règles et de la loi, ne permet pas encore de réduire les inégalités de revenus dans la région. Ce résultat est partagé par Le et al. (2019) pour les règles et la loi ainsi que par Sukmana et Ibrahim (2018) pour le contrôle de la corruption. Il signifie que la qualité de la gouvernance dans la région n'est pas encore assez bonne pour être pro-pauvres.

V. CONCLUSION

L'objectif de ce travail était de déterminer l'effet de l'inclusion financière sur les inégalités de revenus en Afrique Subsaharienne. La particularité de ce travail étant de prendre en compte le rôle que joue le mobile money dans cette relation. L'analyse empirique a nécessité les données de FAS (2019), de SWIID, de WDI (2019) et de WGI (2019). La disponibilité des données a permis de retenir 04 pays pour une période d'étude allant de 2010 à 2014. L'utilisation du PCSE, des moindres carrés généralisés et des variables instrumentales a révélé que les variations à la hausse de l'inclusion financière conduisent à la baisse les inégalités de revenus en Afrique Subsaharienne. En effet, l'impact du mobile money sur l'inclusion financière

permet d'échapper au résultat trouvé par Seshamani et Tounkara (2018) dans la région. Il ressort aussi que la stabilité des prix et une baisse du taux de chômage agissent dans le même sens. Ainsi, dans les pays de cette région, le mobile money doit être encouragé et son utilisation démocratisée. Par ailleurs, la stabilité des prix ne doit pas être relâchée et la lutte contre le chômage doit être un impératif. Par contre, pour ce qui est de la croissance économique et la gouvernance, la région doit encore fournir des efforts supplémentaires pour qu'ils soient des outils dans la lutte des inégalités de revenus.

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Study on Aspects of the PEA by Business Administration Students Under the Context of Covid 19

By Said Rodrigo Morales – Gamarra

Abstract- Currently, the aspects of the teaching and learning process in higher education are relevant and play an important role in the academic offer. The objective of this study seeks to systematically identify the fundamental aspects of educational teaching work based on the Teaching-Learning Process., in a different context than usual, in order to be able to provide feedback on the PEA. The methodology used in the work was carried out with a random sample of 20 students from the career of administration at the third and fourth semester levels, to whom a survey was applied for the study and the type of research used was exploratory research. and descriptive reaching the analysis and conclusion of the present study. Among the results of the present study the planning-organization and development of the subject in these times of Covid-19, these activities were carried out regularly in some cases the facilitators in some subjects started late the activities planned in the framework of virtual education as well There was no greater participation on the part of the students.

Keywords: PEA. teaching-teaching teaching process: value judgments and monitoring.

GJMBR-A Classification: JEL Code: M10



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Study on Aspects of the PEA by Business Administration Students Under the Context of Covid 19

Estudio sobre aspectos del PEA por estudiantes de Administración de Empresas bajo el contexto del Covid 19.

Said Rodrigo Morales – Gamarra

Resumen- En la actualidad los aspectos del proceso de enseñanza y aprendizaje en la educación superior son relevantes y juegan un rol importante en la oferta académica. El Objetivo del presente estudio busca Identificar de manera sistemática los aspectos fundamentales de la labor educativa docente en función al Proceso Enseñanza Aprendizaje, en un contexto diferente al habitual, con la finalidad de poder retroalimentar el PEA. La metodología empleada en el trabajo se trabajó con una muestra aleatoria de 20 estudiantes de la carrera de administración de los niveles de tercer y cuarto semestre de la ciudad de Tarija-Bolivia los cuales se les aplicó una encuesta para el estudio y el tipo de investigación utilizada fue la investigación exploratoria y descriptiva llegando al análisis y conclusión del presente estudio. Entre los resultados del presente estudio la planificación-organización y desarrollo de la asignatura en estos tiempos de Covid-19, dichas actividades se llevaron regularmente en algunos casos los facilitadores en algunas asignaturas comenzaron tarde las actividades previstas en el marco de la educación virtual así mismo no hubo una mayor participación por parte de los estudiantes. La implementación en el uso de herramientas virtuales tecnológicas se tuvo que adecuar a los recursos disponibles tanto en el uso de banda como el servicio de internet. El uso de Tics en el proceso fue implementado en la mayoría de las actividades formativas lo cual representa un aspecto importante por parte de los docentes como conclusión final del presente estudio cuya coyuntura sanitaria paralizó las actividades presenciales hasta la culminación del presente estudio.

Palabras clave: PEA, proceso de enseñanza aprendizaje docente: juicios de valor y seguimiento.

Abstract- Currently, the aspects of the teaching and learning process in higher education are relevant and play an important role in the academic offer. The objective of this study seeks to systematically identify the fundamental aspects of educational teaching work based on the Teaching-Learning Process., in a different context than usual, in order to be able to provide feedback on the PEA. The methodology used in the work was carried out with a random sample of 20 students from the career of administration at the third and fourth semester levels, to whom a survey was applied for the study and the type of research used was exploratory research. and descriptive reaching the analysis and conclusion of the present study. Among the results of the present study the planning-organization and development of the subject in these times of

Covid-19, these activities were carried out regularly in some cases the facilitators in some subjects started late the activities planned in the framework of virtual education as well There was no greater participation on the part of the students. The implementation in the use of virtual technological tools had to be adapted to the resources available both in the use of band and the internet service. The use of ICTs in the process was implemented in most of the training activities, which represents an important aspect on the part of the teachers as the final conclusion of the present study, whose health situation paralyzed the face-to-face activities until the end of the present study.

Keywords: PEA, teaching-teaching teaching process: value judgments and monitoring.

1. INTRODUCCION

Los componentes que intervienen en el proceso de enseñanza aprendizaje son variables que necesariamente necesitan ser valorados por los que dirigen la gestión académica y así mismo permitan una mejora continua. La evaluación del desempeño desde una perspectiva holística se constituye en un insumo preponderante para una mejora del PEA contribuyendo a la mejora continua de la educación superior que pueda ser reflejada en una oferta de formación coherente a los nuevos paradigmas educativos de ahí la importancia de contar con los resultados de la misma para una retroalimentación efectiva <az>. La definición de evaluación ha sido abordada por diferentes autores y especialistas pero cada uno lo conceptualiza y lo interpreta a partir del significado que adquiere para los propósitos de su investigación. Según el Diccionario Larousse evaluar es valorar, fijar valor a una cosa. “La evaluación es el proceso de obtener información y usarla para formular juicio que a su vez se utilizarán en la toma de decisiones. Consiste en la comparación de lo que se ha alcanzado mediante una acción correcta, con lo que debería haber logrado de acuerdo a la programación previa” (González, 2001. Pág.1).

Por tanto, se considera que las evaluaciones de profesores y alumnos se deben concebir como procesos que analicen de forma integral al sujeto objeto de evaluación.

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Héctor V. y Pérez F. (1999) al referirse a la evaluación en la educación analizan dos dimensiones: la evaluación en el sistema educativo, que es la que realizan los profesores en sus grupos de alumnos como parte del proceso docente educativo y como componente imprescindible de la Didáctica y la evaluación del sistema educativo que es la que se realiza desde dentro o desde fuera de este y está dirigida a desarrollar estrategias, indicadores e instrumentos para la producción de información pertinente acerca de la calidad del sistema educativo". (Pérez, 1999). Existe la necesidad de poder contar con estos tipos de estudios ya que permitirán mejorar los procedimientos que en muchos casos no guardan relación con los objetivos propuestos ya que según evaluaciones realizadas por la universidad estas se lo realizaron después de varias gestiones no siendo estas oportunas y objetivas ya que el tiempo transcurrido que en muchos casos pasaron varias gestiones para poder realizar dichas evaluaciones del desempeño docente, en muchos los estudiantes quienes son los que evalúan el desempeño docente se retiran de la universidad o culminan sus estudios y al momento de requerirlos no se encuentran siendo perjudicados los docentes evaluados ya que no se puede concluir con la evaluación de la misma. La evaluación en la educación analizan dos dimensiones: "la evaluación en el sistema educativo, que es la que realizan los profesores en sus grupos de alumnos como parte del proceso docente educativo y como componente imprescindible de la Didáctica y la evaluación del sistema educativo que es la que se realiza desde dentro o desde fuera de este y está dirigida a desarrollar estrategias, indicadores e instrumentos para la producción de información pertinente acerca de la calidad del sistema de la educación superior (Pérez. 2009).

Existe la necesidad de poder contar con estos tipos de estudios ya que permitirán mejorar los procedimientos, que en muchos casos no guardan relación con los objetivos propuestos ya que según evaluaciones realizadas por la universidad estas se lo realizaron después de varias gestiones no siendo estas oportunas y objetivas por el tiempo transcurrido que en muchos casos pasaron varias gestiones para poder realizar dichas evaluaciones del desempeño docente, en muchos los estudiantes quienes son los que evalúan el desempeño docente se retiran de la universidad o culminan sus estudios y al momento de requerirlos no

se encuentran siendo perjudicados los docentes evaluados ya que no se puede concluir con la evaluación de la misma.

II. METODOLOGIA

El actual estudio consideró un proceso metodológico a través del muestreo aleatorio simple con una muestra de 20 estudiantes de una población de 200 estudiantes de la carrera con una muestra de error del 6% orientándose por niveles siendo considerado en este caso del tercer y cuarto semestre de la carrera de Administración de Empresas correspondiente a la Facultad de Ciencias Económicas y Financieras de la UAJMS. Entre los propósitos que tiene este estudio es poder describir y analizar el desempeño del docente en las aulas virtuales en función al Proceso de Enseñanza y Aprendizaje. Para conseguir este propósito se consideró la investigación exploratoria para la obtención de información con el fin de elaborar los antecedentes revisión de datos aplicando las encuestas respectivas para lo cual se aplicó una prueba piloto. También la investigación descriptiva porque dichos estudios buscan especificar las propiedades, las características de las personas que se someten a un análisis cuyos estudios descriptivos son la base y punto inicial de otros tipos de investigación y estos están dirigidos a determinar la presencia o ausencia de algo, para el caso concreto de la investigación se estudiaron a los docentes de la carrera de Administración de Empresas en cuanto a su labor formativa en el aula. El estudio comprende una estructura, que abarca tantos aspectos generales y específicos de la labor formativa dentro del marco del Proceso Enseñanza Aprendizaje sus objetivos, los criterios metodológicos usados en el estudio, sus resultados y conclusiones del presente estudio de investigación.

Posteriormente se presenta los resultados de las variables analizadas como ser la Planificación-Organización y desarrollo de la materia, la Metodología de Evaluación del Proceso de Enseñanza Aprendizaje, El Uso de Recursos Didácticos y aspectos integrales como la puntualidad y dedicación por parte del sector docente y la utilización de herramientas tecnológicas para la educación virtual como zoom, Moodle, entre otras plataformas adoptadas por los docentes que regentan las asignaturas correspondientes.

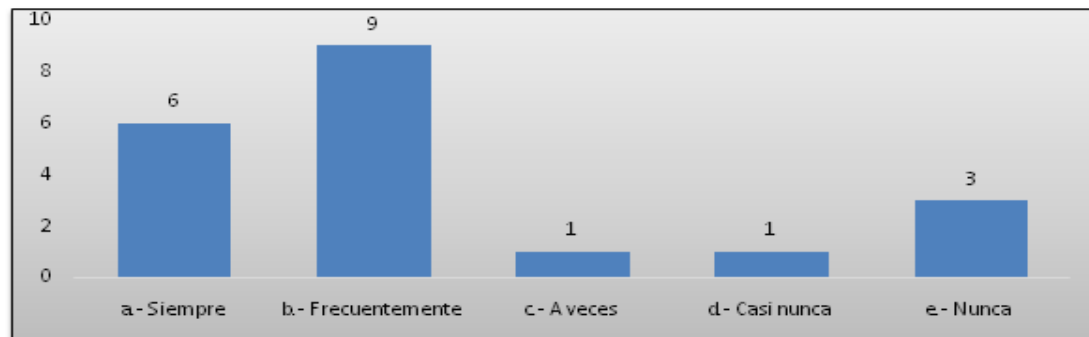
III. RESULTADOS

Tabla 1: Planificación –Organización y Desarrollo de la Materia: Visión general

Materia (Con Mayor Presencia)	Alternativa De Respuestas	Valor Absoluto (Estudiantes)	Porcentaje (%)
Estadística I	Siempre	6	30
Estadística I	Frecuentemente	9	45
Marketing I	A veces	1	5

Método. En ciencias Adm.	Casi Nunca	1	5
Gestión de Costos I	Nunca	3	15
TOTAL		20	100

Fuente: Elaboración propia en base a los resultados de la encuesta de investigación



Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 1: Visión General del Contenido

De acuerdo a los datos recabados, tenemos como resultado, lo siguiente, el 40% indican que su docente con frecuencia da un vistazo al contenido del

tema, en su mayor cantidad de la materia de Estadística I, el 30% de los estudiantes aseguran que siempre su docente da un vistazo general del contenido.

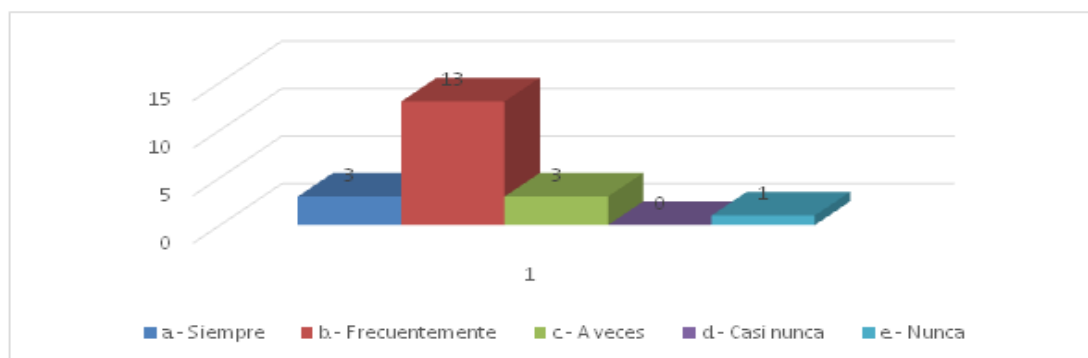


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 2: El docente demostró conocimiento sobre los temas que expuso

De acuerdo al trabajo realizado, podemos ver cómo, el 55% de los estudiantes indican que su docente muestra conocimiento sobre los temas que expone de manera frecuente, el 25% marcan que

siempre su docente está preparado para los temas que expone, y otro 20% respondieron que a veces su docente muestra su conocimiento sobre el tema expuesto.

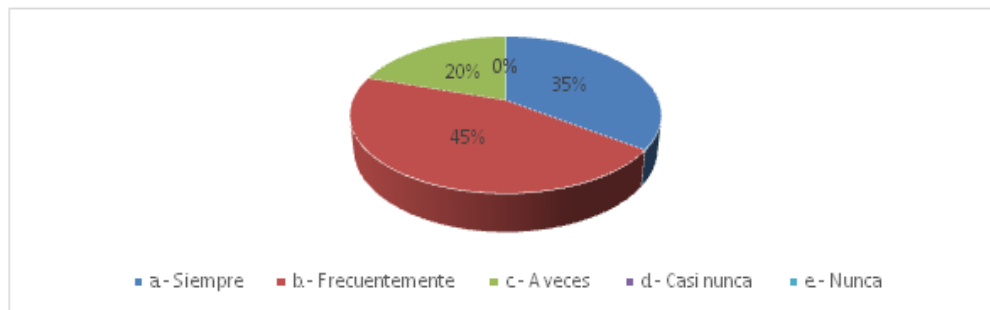


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 3: El docente efectuó un análisis de los temas que expuso

De acuerdo al trabajo realizado, podemos ver cómo, el 65% de los estudiantes, indica que su docente con frecuencia realiza un análisis de los temas que

expuso, un 15% marcan que siempre su docente realiza un análisis, el otro 15% indican que a veces su docente realiza el análisis de los temas expuestos.

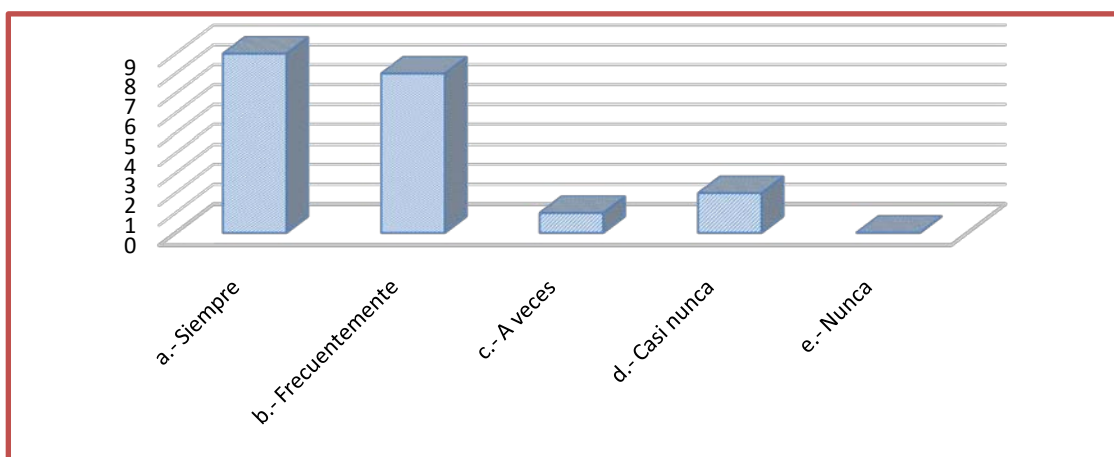


Con respecto al trabajo realizado, podemos ver cómo, el 45% de los estudiantes, que las c

Figura 4: Sus clases fueron amenas e interesantes

lases de su docente fueron desarrolladas de manera interesante de manera frecuente, el 35% indica que siempre fueron sus clases interesantes del

docente, y otro 20% indican que a veces su docente hacia las clases interesantes.

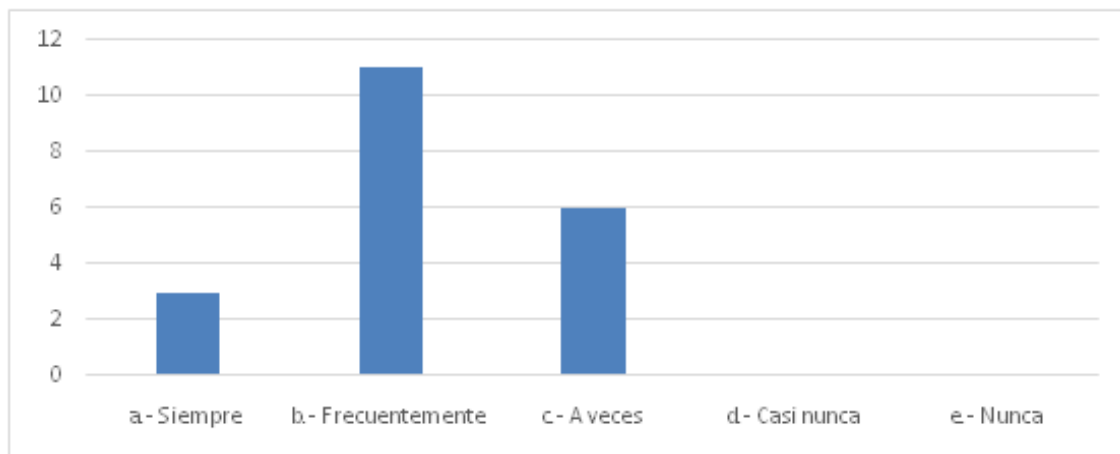


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 5: El docente se preocupó porque los alumnos entiendan lo explicado en clases, volvió a explicar las dudas

En la presente grafico se puede observar que, el 45% de los estudiantes indican que sus docentes vuelven a explicar las dudas que surgen en clase, el

40% dice que su docente con frecuencia explica las dudas, otro 10% marcan que casi nunca su docente lo hace, el 5% indican que a veces su docente lo hace.

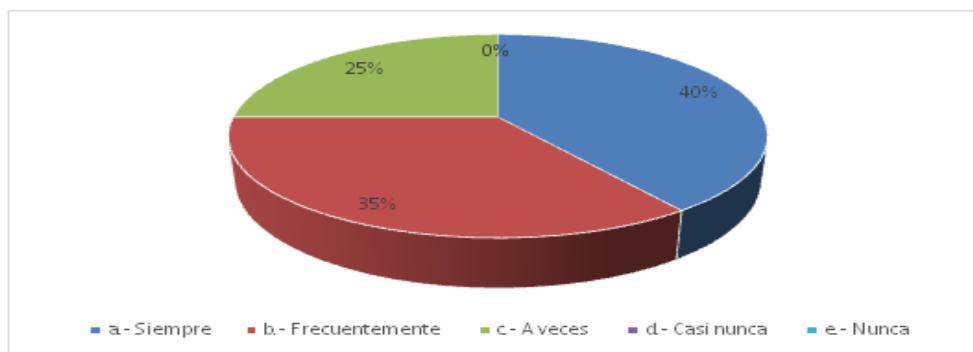


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 6: El docente cumplió con el programa de su materia

De acuerdo a los datos recabados, podemos observar cómo, el 55% de los estudiantes marcan que es frecuente que su docente acabe con su programa, el

30% indican que a veces su docente cumple con el programa establecido, el otro 15% indican que su docente cumple con el programa.

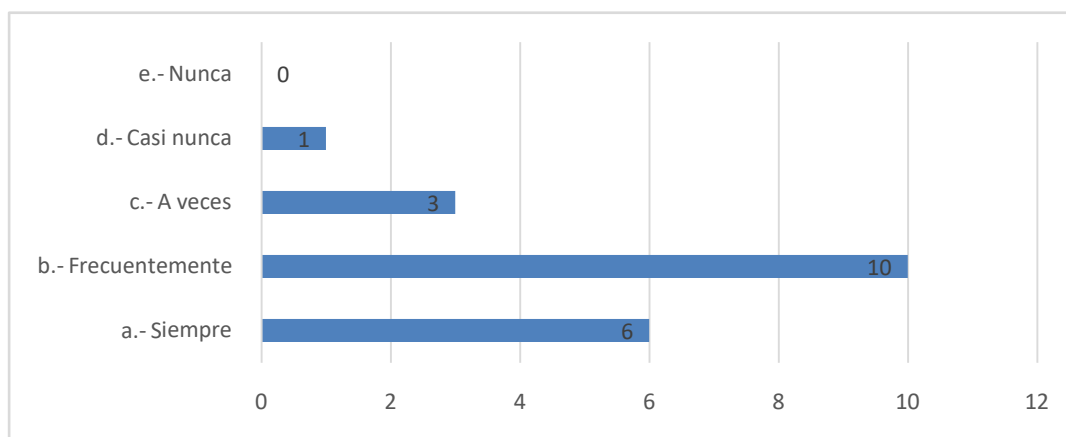


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 7: El docente promovió participación activa de los alumnos en clase

Se puede observar según los datos recabados podemos afirmar, como observamos, que el 40% de los estudiantes indica que siempre su docente promueve la

participación en clase, el 35% marcan que con frecuencia su docente lo hace, el otro 25% indican que a veces su docente lo hace.

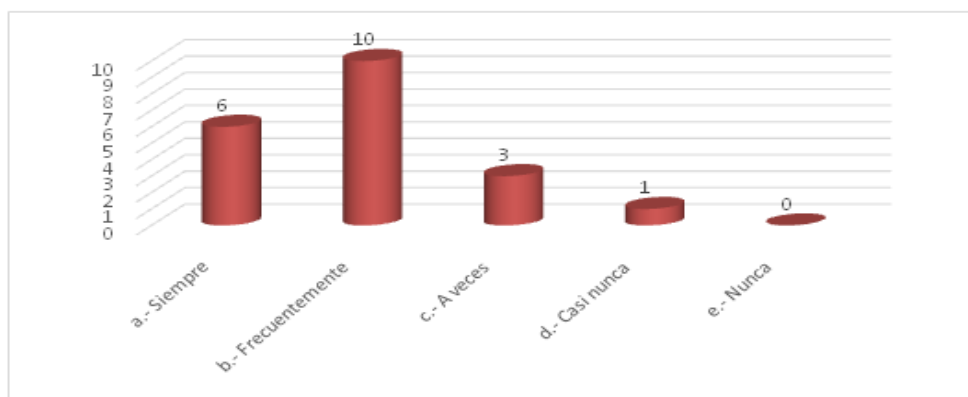


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 8: El docente orienta en la realización de los trabajos prácticos

De acuerdo a los datos recabados, podemos observar que el 50% de los estudiantes indican que su docente les orienta en la realización de prácticos frecuentemente, el 30% indican que siempre su docente

está orientándolos, el 15% marcan que a veces su docente se preocupa por eso, el 5% dice que casi nunca lo hacen.

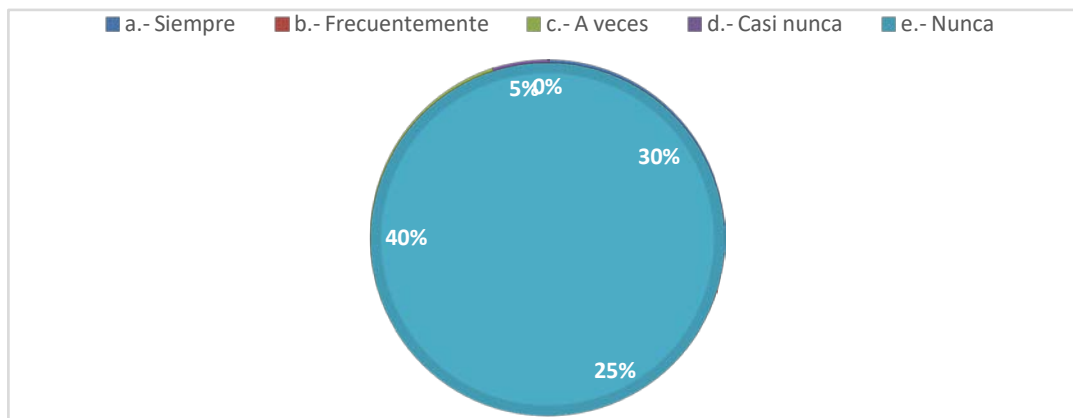


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 9: El docente ofrece horas de consulta virtuales a los estudiantes

El 50% de los estudiantes indican que su docente con frecuencia ofrece horas de consulta a sus estudiantes, el 30% indican que siempre su docente le permite las consultas fuera de clase, un 15% de los

estudiantes marcan que a veces su docente ofrece horas de consulta, el otro 5% indican que casi nunca su docente lo hace.

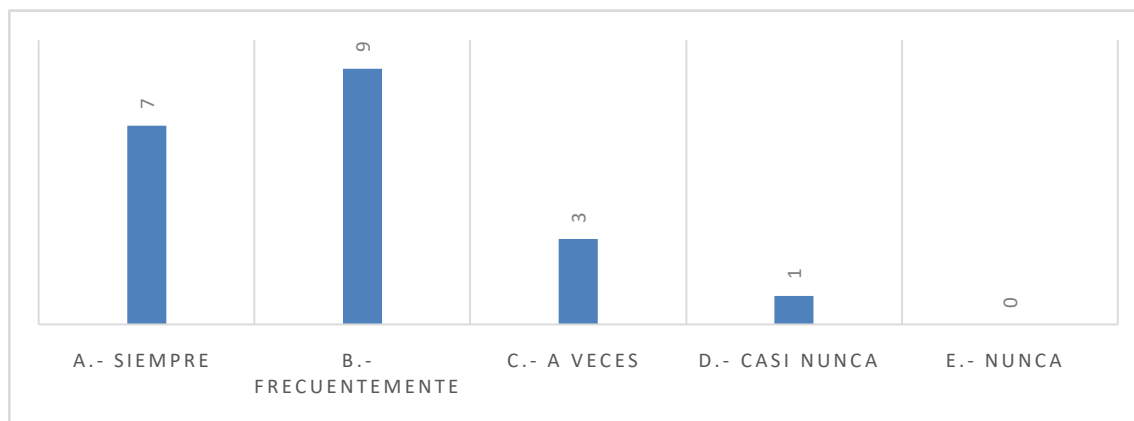


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 10: El docente promovió la organización de equipos de trabajo en el aula virtual

El 40% de los estudiantes indican que a veces su docente fomenta la organización de trabajos en aula, el 30% marcan que su docente siempre está

promoviendo la organización de equipos de trabajo, el 25% indican que con frecuencia su docente lo hace, el 5% restante afirman que casi nunca su docente lo hace.

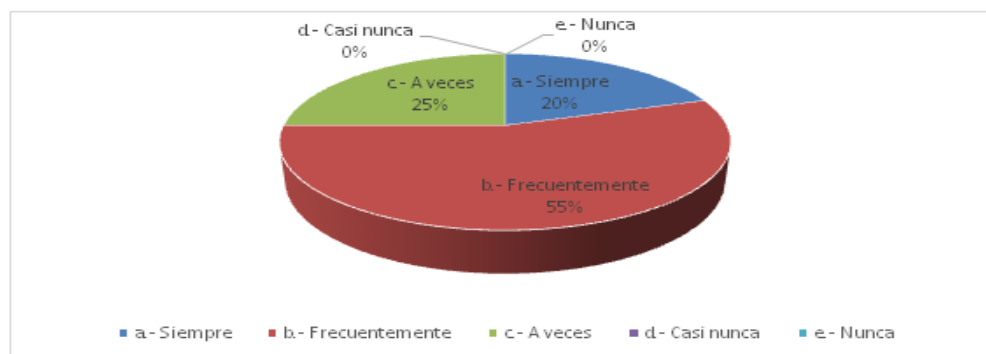


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 11: El docente realizó actividades grupales

El 45% de los estudiantes encuestados indican que con frecuencia su docente está realizando actividades grupales, el 35% marcan que siempre su

docente las está realizando, el 15% indican que a veces su docente lo hace, el 5% restante afirman que casi nunca su docente lo hace.

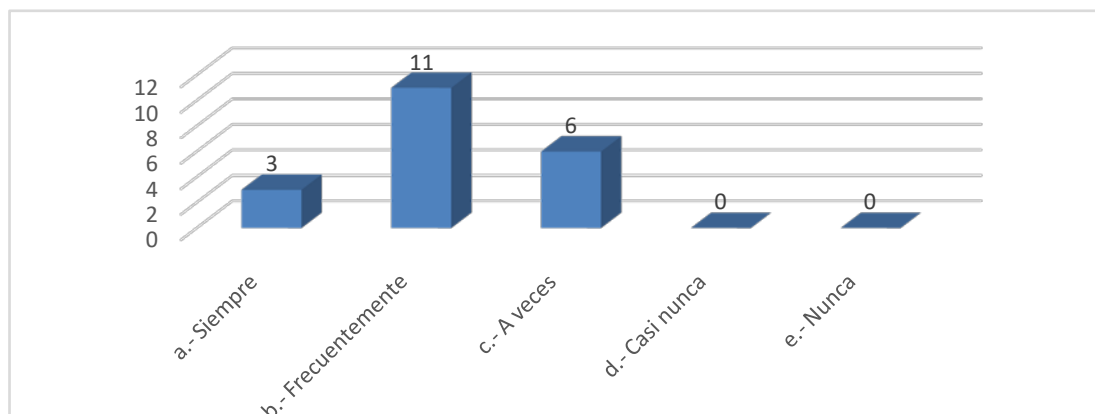


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 12: Metodología de evaluación del PEA. Forma de evaluación del docente le parece adecuada

El 55% de los estudiantes indican que la evaluación que realiza su docente es frecuentemente la adecuada, el 25% marcan que la evaluación que les

hace su docente es a veces la adecuada, el otro 20% indican que la evaluación es la adecuada siempre.

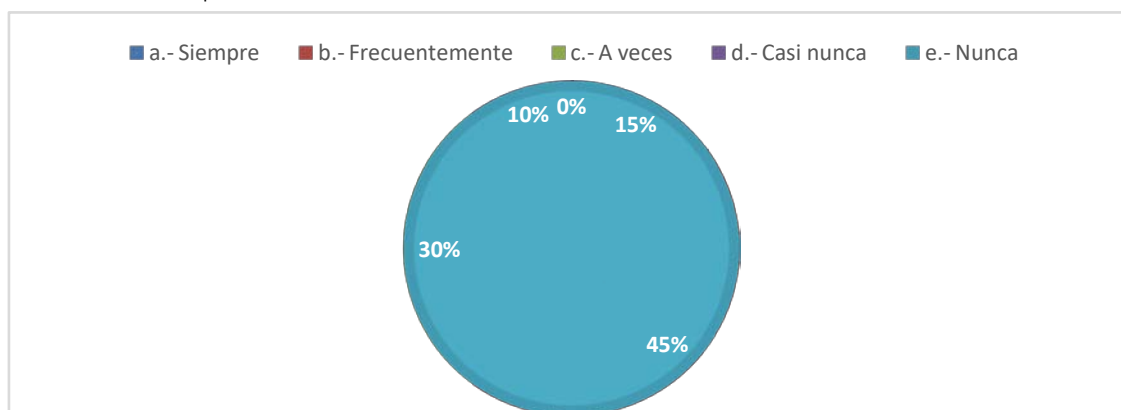


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 13: Las preguntas de los exámenes fueron referidas a temas avanzados

De acuerdo a datos recabados, observados como, el 55% de los estudiantes indican con frecuencia entran preguntas al examen de temas revisados en clase, el 30% marcan que a veces sus docentes lo

hacen, el otro 15% restante indican que siempre su docente realiza sus evaluaciones con preguntas aprendidas en clase.

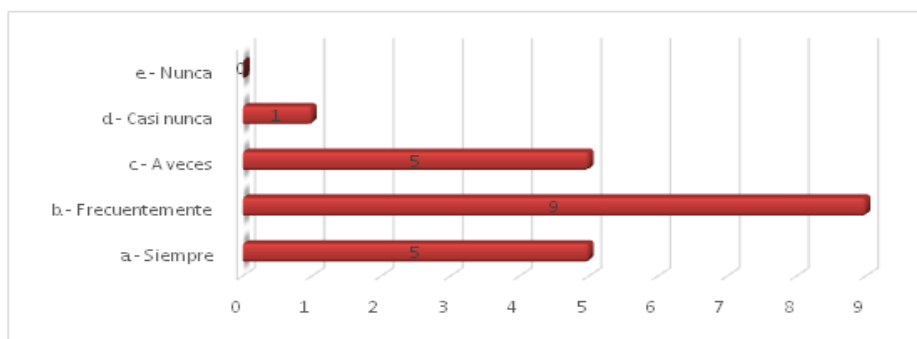


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 14: Las preguntas de los exámenes fueron claras

El 45% de los estudiantes indican que los exámenes de su docente con frecuencia son claros, el 30% indican que a veces son claros los exámenes de sus docentes, el 15% marcan que siempre sus

exámenes de su docente son claros, el otro 10% restante indican que casi nunca su docente realiza sus exámenes de preguntas claras.

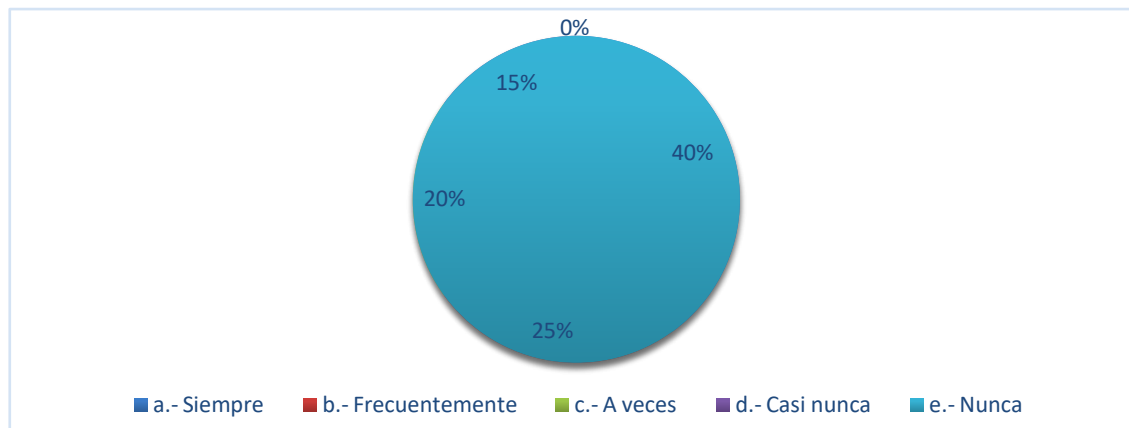


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 15: El docente efectuó ampliaciones de temas no suficientemente comprendidos

El 45% de los estudiantes indican que su docente con frecuencia amplía los temas no entendidos por los estudiantes, un 25% marcan que siempre su

docente está ampliando temas no entendidos, otro 25% respondieron que a veces su docente lo hace, y el 5% restante indican que casi nunca su docente lo hace.

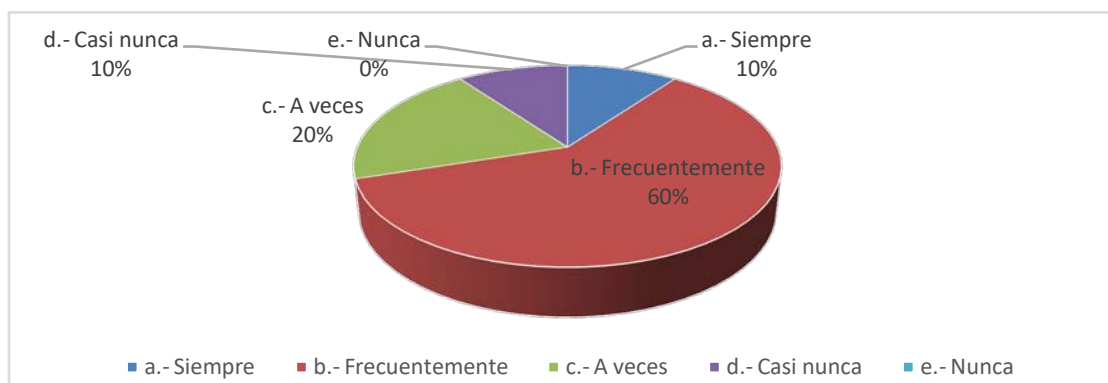


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 16: El docente atendió aclaraciones que solicitó el alumno sobre sus exámenes

El 40% de los estudiantes indican que su docente siempre está aclarando dudas de exámenes que el estudiante le solicita, el 25% indican que frecuentemente su docente está aclarando dudas de

los alumnos sobre su examen, el 20% marcan que a veces su docente lo hace, y el 15% restante marcan que casi nunca su docente lo hace.

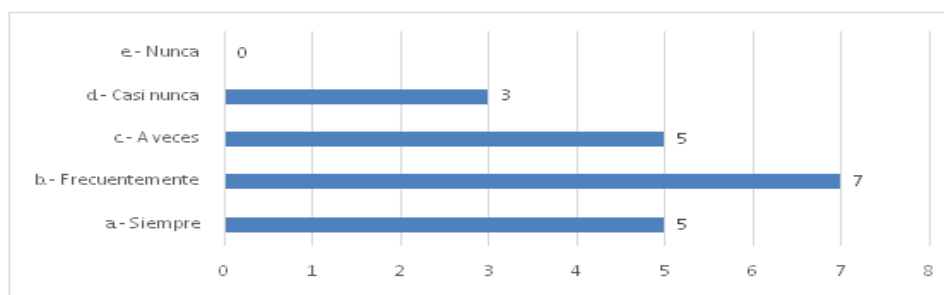


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 17: El docente realiza la autoevaluación (Recibe sugerencias para mejorar el desempeño de su materia)

El 60% de los estudiantes indican que su docente acepta sugerencias de sus alumnos para mejorar en el desempeño de la materia de manera frecuente, el 20% indican que a veces su docente las

acepta, un 10% indican que siempre su docente acepta las sugerencias, otro 10% marcan que a veces su docente las acepta, el 10% restante marcan que casi nunca su docente las hace.

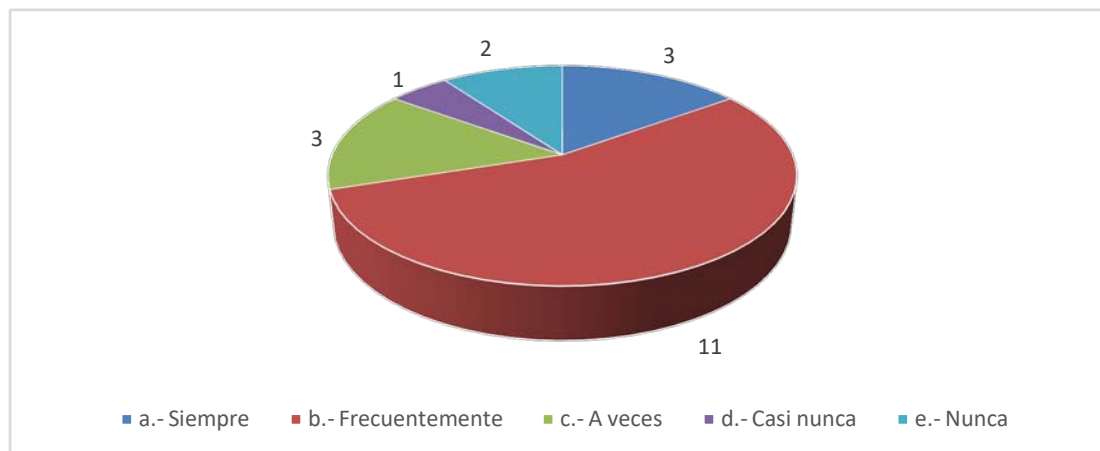


Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 18: En el desarrollo de clases utiliza medios didácticos de apoyo data show (videos, libros, apuntes, o cualquier otro herramienta o recurso) para ayudar a entender lo explicado

El 35% de los estudiantes indican que su docente utiliza medios didácticos de apoyo en clase de manera frecuente, un 25% indican que siempre su

docente está utilizando estos medios didácticos, otro 25% marcan que a veces su docente los utiliza, el 15% restante marcan que casi nunca lo hacen.



Fuente: Elaboración propia en base a los resultados de la encuesta de investigación

Figura 19: El docente fomenta valores éticos y morales en el aula virtual

De acuerdo a los datos recopilados podemos observar cómo, el 55% de los estudiantes indican que su docente fomenta valores éticos de manera frecuente, un 15% indican que siempre su docente está fomentando valores éticos y morales, otro 15% marcan que a veces su docente lo hace, el 10% marcan que nunca su docente lo hace, y el 5% restante indican que casi nunca su docente lo hace.

IV. DISCUSIÓN

Los resultados en base a la encuesta que se aplicó a los estudiantes, sostienen en cuanto al aspecto de Planificación- Organización y Desarrollo de la Materia, marcan que hay afirmaciones más que desviaciones de las respuestas a los cuestionarios hechos, nos indican que los docentes no cumplen frecuentemente con el desenvolvimiento y organización de las materias existentes en el plan curricular de la Carrera.

Con respecto a la manera en que evalúan y como se desenvuelven en sus áreas respectivas los docentes, lo vamos a observar desde las diferentes partes que constaba el cuestionario.

Se observa que para los estudiantes los docentes en la mayoría están preparados con sus temas, utilizan varios medios de llevar a cabo sus clases, que asisten frecuentemente a clases, que implementan valores a los alumnos.

En cuanto al desarrollo de la materia casi siempre o con frecuencia, según los datos recabados por las encuestas no lo desarrollan adecuadamente dentro del aula, existe una ausencia de participación activa por parte de estudiantes debido a falta de motivación, pero este fenómeno no se da en todas las asignaturas.

En cuanto a la Metodología de Evaluación del proceso de enseñanza Aprendizaje, se observa en base a los datos recopilados que los estudiantes han respondido en promedio con un "a veces, y frecuentemente", en cuanto a determinadas preguntas como ser; si las preguntas fueron claras en los exámenes, si las preguntas de los exámenes fueron referidas a los temas avanzados en clase, y otras como que el docente no atendió a aclaraciones sobre sus exámenes.

Con los resultados obtenidos se pudo observar que los docentes en su mayoría, solo a veces o casi nunca realizan ampliaciones de temas no comprendidos por los alumnos, también vimos que frecuentemente y a veces atienden aclaraciones sobre las evaluaciones dadas por los alumnos, solo a veces los califican de manera imparcial, dichas evaluaciones son corregidas y entregadas frecuentemente y a veces en su debido tiempo para que los estudiantes puedan verlo y así poder optar por reclamar si tuvieran algún tipo de error que quizás el docente no tomó en cuenta; vimos también que los docentes frecuentemente evalúan prácticas, tareas u otros trabajos de manera oportuna; se notó que los docentes frecuentemente realizan una autoevaluación de su materia al final de cada semestre académico y que a veces o pocas veces realizan una evaluación en sus asignaturas para así tener otra perspectiva dentro de su proceso de enseñanza y aprendizaje.

En el Uso de Recursos didácticos, se obtuvo como resultados que frecuentemente o en su mayoría los docentes recurren al uso de medios didácticos para desarrollar de mejor manera su clase, a veces no solo se usa el pizarrón sino también aparatos tecnológicos como videos y otros recursos lo que denota un interés por los docentes de utilizar recursos tecnológicos.

Respecto a la bibliografía que poseen los docentes para la enseñanza de sus materias se pudo ver que frecuentemente se utilizan libros, fotocopias u otros, existentes en nuestras bibliotecas y en nuestro medio; en algunos casos dicha bibliografía es facilitada por los docentes cuando el alumno lo requiere y no siempre es bibliografía propia sino que los docentes también que frecuentemente motivan a los estudiantes a utilizar otros medios de investigación o fuentes de información; dicha bibliografía a veces comprende diversas fuentes de información. En el tema de asistencia, la mayoría de docentes asiste a veces a clases regularmente y también la mayoría de las veces cumple con el horario establecido de clases es decir no cumple con la totalidad de la carga horaria en el aula; a veces el docente demuestra interés y tiene la voluntad para apoyar a los estudiantes en el proceso de aprendizaje; también vimos que los docentes frecuentemente fomentan el espíritu emprendedor entre los estudiantes.

Así también se observó que los docentes muchos no fomentan valores ético-morales dentro de las aulas de la nuestra universidad, por lo tanto, se puede inferir que la pérdida de los valores es un factor preponderante en los estudiantes y docentes. También es importante señalar que a veces conducta ética de los docentes no solo hacia los alumnos sino también hacia sus colegas de trabajo.

En las Observaciones tenemos que a veces el docente no está atento a la clase, ya que, por ahí, alguien quiere preguntar o atender, y el docente o la docente no está atenta y solo para dando trabajos prácticos a la clase, o que escribe en la pizarra y nada más. Es una de las observaciones que encontramos, como vemos es una minoría de docentes, pero llama la atención.

V. CONCLUSIONES

Como conclusión se evidencia ciertas falencias por parte de los docentes de la carrera como ser en el tema de organización y planificación de contenidos en las asignaturas no es el adecuado, existe una reducida participación activa del docente en la guía de actividades en el aula casi nunca se realizan ampliaciones de temas no comprendidos por los alumnos, también a veces atienden aclaraciones sobre las evaluaciones dadas por los alumnos, solo a veces los califican de manera imparcial ya que según afirmaciones de estudiantes ciertos docentes tienden a tener preferencia con el alumnado, las evaluaciones son corregidas y entregadas frecuentemente a destiempo para que los estudiantes puedan verlo y así poder optar por reclamar si tuvieran algún tipo de error que quizás el docente no tomo en cuenta; vimos también que los docentes frecuentemente evalúan prácticas, tareas u otros trabajos de manera oportuna;

se notó que los docentes frecuentemente realizan una autoevaluación de su materia al final de cada semestre académico y que a veces o pocas veces realizan una coevaluación en sus asignaturas para así tener otra perspectiva dentro de su proceso de enseñanza y aprendizaje.

En el uso de recursos tecnológicos como herramientas y plataformas virtuales frecuentemente o en su mayoría los docentes recurren al uso de estos recursos para desarrollar de mejor manera su clase virtual, la utilización del zoom y la plataforma de Moodle entre otros recursos lo cual permite en la coyuntura actual continuar con el proceso enseñanza aprendizaje, así mismo a veces los docentes dan trabajos prácticos finales concluyendo sus materias; se apreció que casi siempre o en su mayoría de los casos los docentes toman como ejemplo situaciones reales, es decir que se encuentren en nuestro medio.

Respecto a la bibliografía que poseen los docentes para la enseñanza de sus materias se pudo ver que frecuentemente se utilizan libros, fotocopias u otros, existentes en nuestras bibliotecas digitales y en nuestro medio; en algunos casos dicha bibliografía es facilitada por los docentes cuando el alumno lo requiere y no siempre es bibliografía propia sino que también frecuentemente motivan a los estudiantes a utilizar otros medios de investigación o fuentes de información; dicha bibliografía a veces comprende diversas fuentes de información. También es importante hacer mención que este proceso de evaluación del PEA sea permanente y sistemático que permita realizar la retroalimentación oportunamente para poder mejorar la labor del desempeño docente en las aulas virtuales por la emergencia sanitaria que esta viviendo la sociedad por el Covid-19.

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Assessing the Influence of Project Success Factors (PSFs) on Project Performance among Organizations

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Abstract- The demand for project effectiveness in its early phase to enhance the success rate is increasing among project management professionals. Several success factors had been studied in the last decades to determine the issue of project success. However, the practice of determining the success of a project based exclusively on the criteria of time, cost, and quality is no longer relevant and deemed out-dated. Accordingly, identifying critical project success factors (PSFs) at the initial stage of a project to improve the likelihood of successful implementation remains the challenge for project managers within organizations. As a result, this paper provides meaningful theoretical framework of project success factors especially, project planning, and top management support, as well as their relationships with project success. It is expected that, the finding would contribute to fill the current research gap for future research projects, and it would contribute in great extent to the successful project implementation among organizations.

Keywords: *project success factors (PSFs), project success, project management.*

GJMBR-A Classification: *JEL Code: M00*



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Assessing the Influence of Project Success Factors (PSFs) on Project Performance among Organizations

Sekou Marouf Magassouba ^α & Muhammad Omar Al Thunibat ^σ

Abstract- The demand for project effectiveness in its early phase to enhance the success rate is increasing among project management professionals. Several success factors had been studied in the last decades to determine the issue of project success. However, the practice of determining the success of a project based exclusively on the criteria of time, cost, and quality is no longer relevant and deemed out-dated. Accordingly, identifying critical project success factors (PSFs) at the initial stage of a project to improve the likelihood of successful implementation remains the challenge for project managers within organizations. As a result, this paper provides meaningful theoretical framework of project success factors especially, project planning, and top management support, as well as their relationships with project success. It is expected that, the finding would contribute to fill the current research gap for future research projects, and it would contribute in great extent to the successful project implementation among organizations.

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I. INTRODUCTION

Project management is widely acknowledged as the most critical tool and technique used to achieve the strategic goals of organizations. Since last decades, a great discussions have been carried out on the issue of project success, and it is currently one of the most researched topics in the project management field (Cooke-Davies, 2000; Turner & Serrador, 2015; Anantatmula & Rad, 2018; Serrador & Reich, 2018; Müller, 2019). As time goes by, the conventional measurement of project success has always focused on tangibles, and traditionally based on whether it achieved time, cost, and quality specifications (Turner & Zolin, 2012; Anantatmula & Rad, 2018).

However, current thinking measure the overall success of the project about how well the project achieves its strategic goals, and the degree of satisfaction of its stakeholders (Turner & Serrador, 2015; Eskerod & Larsen, 2018; Sperry & Jetter, 2019). The high prevalence of using projects in various fields determines the increasing importance of project management, and consequently, the concept of successful project management refers to the effective integration, planning,

organizing, reporting, monitoring, and controlling all aspects of the project which are vested to an individual or group within the organization (Cleland, 1999; Gauthier & Ika, 2012; Westerveld, 2003).

As the term “success” differs considerably among scholars (Pinto & Slevin, 1987; Shenhar et al., 2001; Gauthier & Ika, 2012; Joslin & Muller, 2015). The overall project success is a much wider concept than the conventional “Triple Constraint,” “Golden Triangle,” “Triangle of Virtue,” or the “Holy Trinity” criteria of time, cost, and quality/scope. For instance, there are several projects that have been completed within the expected time, cost, and quality, but still considered as unsuccessful; while there are also many other projects that have exceeded their initial time, budget, scope, and quality specifications, but ultimately viewed as successful. This paradox and interpretations of what constitutes success led to various dimensions of project success. It revealed that there is no single conventional measurement of project success ((Pinto & Slevin, 1988; Shenhar et al., 2001; Jugdev & Muller, 2005; Davis, 2017).

Moreover, the assessment of project success can vary based on the types, size, and scope of the projects. Over the triple constraint, the most well-known Project Success Factors (PSFs) that often affect project success include: project mission, top management support, project schedule and plan, stakeholders’ satisfaction, effective communication and procurement, monitoring and feedback, qualification of project managers, troubleshooting, etc. (Pinto & Slevin, 1988; Cleland, 1999; Bryde, 2005; Müller & Turner, 2007; Kerzner, 2009; Joslin & Muller, 2015; Badewi, 2016).

Furthermore, project success factors are considered as all the elements that are needed to form a context where project managers can deliver their projects successfully (Ika et al., 2011; Khang & Moe, 2008; Struyk, 2007). However, it is becoming more challenging to identify a set of PSFs that are common to every type of project. In that respect, different models of critical success factors were developed through project management literature (Pinto & Slevin, 1988; Westerville, 2003; Bryde, 2003; Lewis, 2006). And it was found that the connection between the research on project success criteria and Project Success Factors (PSFs) was the most effective way to establish a successful

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project management framework (longer-term outcome). Understanding this notion from both practical and theory will lead to the development of a successful project management model (Shenhar et al., 2001; Cooke-Davies, 2002; Turner & Müller, 2007; Eskerod & Larsen, 2018; Sperry & Jetter, 2019).

Researches on project success factors identified different levers that project managers can employ to enhance the likelihood of project success (Pinto & Slevin 1988; Cooke-Davies, 2002; De Lone et al., 2003). Those approaches have emerged by grouping PSFs as a set; instead of focusing on a few factors alone. Thus, the current theoretical framework provides interaction between different groups of factors associated with the project success. The method involves the relationship between project planning, top management support, and project success (Nguyen & Wong (2009).

Accordingly, this study investigates the influence of project success factors, namely project planning and top management support on project performance. Hopefully, the findings would provide for project managers, members, suppliers, sponsors, committees, or task forces an advanced technique and tool for successful project initiating, planning, tracking, monitoring, and controlling within organizations.

II. LITERATURE REVIEW

a) *Theoretical Framework*

The issue of delivering a successful project in a dynamic environment had been recognized in the project management literature (Collyer & Warren, 2009; Killen & Petit, 2012). As project management is relatively a growing discipline, the concept of project success is ever open to interpretation and debate among project management scholars (Pinto & Slevin, 1987; Cooke-Davis, 2014; Turner & Muler, 2007; Shenhar et al., 2001).

First of all, project success is used to enhance the performance of the organization, and therefore ensure its stability (Engwall & Jerbrant, 2003; Davis & Cobb, 2010). So, managing adequately potential change and uncertainty of the project is vital for successful project delivering (Lim & Mohamed, 1999). For instance, if project managers can effectively manage different stakeholders, then they can reduce uncertainty and risks in a dynamic environment. Then the effective management of stakeholders generates a good advantage for projects, which will allow organizations to create more value than its competitors and ensure a successful return on investment of the project (Beer & Tekie, 2005; Uribe & Uruburu, 2018; Oyeyipo & Ojelabi, 2019).

As a result, this study developed a simple theoretical framework to investigate the influence of project planning and top management support on

project success the review showed how each approach would be integrated and unified with the objectives of the present study, and how they would improve the likelihood of project success. The theoretical framework of this study involved two popular management theories, especially the Theory of Constraints (TOC) and the multidimensional theory of top management as follow:

- Theory of Constraint (TOC)

The primary role of project managers in a successful project is managing properly the constraints attached to the project (Kishira, 2018). Traditionally, project success was measured using the “triple constraints” of time, cost, and scope/quality (Müller & Jugdev, 2012). These critical factors are mutually dependent, and therefore, a change in one will have a resultant effect on at least one other part.

The Theory of Constraint (TOC) is used to track the project plan, to manage the limited resources, and to keep the scope within the specifications (Steyn, 2002; Hammad & Ryan, 2018). TOC helps to identify project risks, to enhance its social development and improve its technical requirements. Cleland et al. (2009) reported that organizations should focus more on performing the project plan and to identify the major constraints that prevent the project from success. Also, Johansen et al. (2006) argued that detailed project planning would not predict the constraint-based problems accurately (delays, overbilling, or changes in scope); instead, it would bring the process up by improving the efficiency of each phase of the project. Moreover, the application of TOC, as mentioned by Rand (2000), needs a supportive organizational policy, sufficient resource availability, and a realistic project timeline as it includes a sequence of progressive enhancement of project situations. The objective is to explore the weakest links in the project management plan and apply the proper strategy to deal with those constraints.

The method of TOC is employed throughout the project life cycle on project planning to reduce potential delays, cost overrun, and change in scope as reported in PMBOK Guide (PMI, 2013). In the initiation, planning, and execution phase, project managers can minimize uncertainties and risks by using prior techniques and strategies which have been successful in the past. Then, the challenges for project managers during each stage would be to keep project cost, schedule, or specifications on the track and to implement any corrective actions to address issues. The technique will be a continual process improvement until the closing stage where the final review of the project and documentation of “experience learned” is conducted (Cleland, 1999; Rand, 2000; Sari & Siboro, 2019).

Furthermore, the approach of TOC provides a comprehensive solution to address the issue of delays during the project execution. The solution involves a

realistic and solid project planning, effective tasks execution process, adequate methodology for operations, and good control procedures for the overall performance of the project (Momanyi & Sang, 2019). As the main objectives of this study is to investigate the impact of project success factors on project success, the application of TOC will be the way of enhancing the efficiency and effectiveness of the project. (Goldratt & Cox, 1984; Ahlemann et al. 2013; Sarkar & Patel, 2018). On the other hand, the structure and complex nature of projects made the creation of different project management tools, such as Program Evaluation Review Technique (PERT) and Critical Path Method (CPM). With the support of these two mathematical models, it is has been possible to optimize the programming and implementation processes of project, to estimate time, as well as to cope the length of project uncertainties (Rand, 2000; Sari & Siboro, 2019; Bangphan & Phanphet, 2019).

Additionally, through the literature of project management, we found a number of TOC research as applied theory (Izmailov & Kozhemiakin, 2016; Thürer & Stevenson, 2018). And likewise, this current review demonstrates that the essence of using the TOC approach in improving the performance of project is relevant, and its contribution in the optimization of project planning processes is vital to achieve the strategic goals of the project, to estimate the entire completion time of the project, to control, and keep the ongoing project plan on track (Steyn, 2002; Ahlemann et al. 2013 Hammad & Ryan, 2018).

- **Multidimensional Theory of Top Management**

The multidimensional theory of top management refers to the development of project managers' skills to ensure project success properly. Project success is broadly discussed in project management literature (Pinto and Slevin, 1988; Cooke-Davis, 2002; Serrador & Reich, 2018; Zuo & Nguyen, 2018). Researchers identified various success factors influencing projects, among which top management support is considered as one of the most critical (Pinto and Slevin, 1988; Ziemba & Oblak, 2013). The support of senior management is determinant to ensure success; in contrast, the lack of support from the top management may also constitute one of the primary causes of project failure (Zwikael, 2008).

As this study adopted Boonstra (2013) multidimensional theory of top management, with the dimensions of resources provided, structural arrangements, communication, power, and expertise, top management support reveals to be a fundamental project success factor (Zwikael, 2008; Shao & Hu, 2016). The basic principles of this integrated approach are system adaptation, improving organizational effectiveness, effective controlling procedures, implementing organizational change, and strengthening

the stakeholder's support and involvement (Boonstra, 2013).

The support from the top management is fundamental for the project team in achieving project goals (Crawford, 2009; Liu & Chua, 2015; Ali & Israr, 2018). Through the functional structure of organizations, top management facilitates an adequate team formulation, resource allocating, and successful project delivering (Belassi & Tukel, 1996). Senior managers should establish and perform an appropriate project implementation process, procedures, and structures in that respect.

Similarly, top management support is essential in a successful project. The theory had been consistently deployed to deal with the project team to achieve project goals. (Chen & Popovich 2003; Boonstra, 2013). From this point of view, top management should keep regular communication lines with various groups of stakeholders, promote the company-wide acceptance, practice incentive support toward the project team, and manage potential organizational changes (Boonstra, 2013).

Practical top management support is the foundation of successful project execution. Project managers in providing structural arrangement, power, and authority, financial and human resources are then contributing unquestionably to project success (Morgan, 2012). Top managers use their power to influence the project, protect the team members, facilitate the potential system changes, and identify the needs, roles, and responsibilities of project stakeholders (Hwang et al. 2012; Young & Poon 2013; Boonstra, 2013). The responsibility of top managers in project performance is capital, and recent investigations acknowledged it as one of the most critical success factors (Badewi, 2016; Ali & Israr, 2018; Ahmed, 2019).

b) Hypotheses Development

The development of hypotheses aims to highlight the relationship between constructs involved in the study, as well as to establish their influence on project performance in order to improve the likelihood of project success. Therefore, the following hypotheses are formulated:

i. Project Planning and Project Performance

Project planning had gained great attention in previous studies as critical success factors associated with project success among organizations (Cleland, 1999; Dvir et al., 2003; Iyer & Jha, 2006; De Snoo et al., 2011). For instance, Hwang et al. (2013) conducted a study on CSFs affecting project success in public construction projects in Singapore. Their findings showed that improper project planning, lack of coordination among project activities, as well as inadequate competence among the project planning team would affect project success. Frisch (2009) also assessed possible barriers in scheduling; he found that

a lack of rigorous team training on schedule and insufficiency of resources often influence project performance.

Iyer and Jha, (2006) conducted another study on planning performance in Indian construction projects; they found that factors such as the commitment of different project stakeholders, support of project owners, and competence of project teams in planning were regarded as factors contributing significantly to project success. They also revealed that adopting proactive scheduling with realistic programs and a practical open communication approach is critical in planning and help to achieve the project's goals. Moreover, Snoo et al. (2011) assessed the factors impacting project success from a planning perspective and the number of stakeholders. They found that project schedules did not seem to be adequately considered by both project managers and their planners, as many criteria were dismissed while developing and implementing a project plan. The authors developed a measurement framework on scheduling performance, and they categorized the factors affecting planning performance into four main groups: factors focused on the schedule outcomes, factors focused on the scheduling process, indirect scheduling performance factors, and influencing factors.

Consequently, Wang (2008) and King et al. (1986) examined different factors influencing project planning processes within organizations, especially factors causing delay during the planning and implementation phase. They revealed that changes in the requirements of project stakeholders, ineffective scope definition, and an ambiguous initial or outline plan were the top factors causing delay to a project. Dvir et al. (2003) developed the relationship between project success and project planning from the view of project stakeholders. They reported that stakeholders have a significant impact on project planning procedures and adequate identification of key stakeholders since the first milestone of planning is fundamental to deliver a successful project.

The application of the project plan and practice was previously discussed in the project management context, and the main objective of planning was then to ensure that the project work was implemented as originally planned. It means to define goals adequately, to identify tasks, to monitor progress, and to provide the basic foundation for measuring success throughout the project lifecycle as stated by (Ahuja & Thiruvengadam, 2004; Baldwin & Bordoli, 2014).

Moreover, according to Cleland (1986), the connection between project planning efforts and project success is based on three aspects: project requirements, technical specifications, and management processes or procedures. This idea was supported and developed by (Dvir et al., 2003). In their different studies, they found a positive connection

between the three requirements and project success. They explained that project managers, contracting officers, or the end-users explore project planning requirements with the perspective of the final results of the project. So although planning does not ensure the success of a project, a lack of planning could lead to its direct failure Cleland, (1986).

Accordingly, the positive relationship between project planning and project success had been established in the project management field (Wang and Haga, 2008); Dvir and Shenhar, 2003). The effort invested in the project planning phase and the degree of performance achieved, determine whether or not the project was successful. The project stakeholders will judge success by asking whether or not project goals were completed within the planned specifications (Andreas, 2016). However, a project plan in advance cannot overcome all unforeseen events, risks, or uncertainties, but having a plan with threats is still better than getting any plan. Thus, the main challenge for project managers remains their ability and aptitude to keep the project plan on track, within the time and budget, and quality (Baldwin & Bordoli, 2014). As a result, keeping in view these relationships and alongside the literature review, the following hypothesis is proposed:

Hypothesis 1: Project planning has a significant and positive effect on project performance among organizations.

ii. *Top Management Support and Project Performance*

The present study adopted the function of top management established by Boonstra (2013) as an instrument to examine the relationship between top management support and project performance. The top management support theory developed by Boonstra (2013) through exploratory research identified top management support as a multidimensional construct. Relatively, many studies found that top management support is among critical success factors (Besner & Hobbs, 2008; Lester, 1998; Whittaker, 1999; Zwikael & Globerson, 2004; Johnson et al., 2001; Boonstra, 2013).

The previous literature on project management revealed that top management support contributes highly to project success (Besner & Hobbs, 2008; Zwikael & Globerson, 2004; Johnson et al., 2001). Belassi and Tukel (1996) have mentioned that most of the critical success factors are quite different across industries, but top management support is still the most relevant, and common success factors within organizations. It means that the more top management support is practiced in the organization, the higher the level of success will be.

Moreover, the demographic profile such as position, experiences, personality, leadership, or attitude of project executive would ensure project success, but

unfortunately, few studies had been written about these questions. Baccarini and Collins (2003); Bryde and Robinson, (2005) reported that success criteria vary across industries. And with limited time and resources, it is essential to identify effective top management support procedures that are specific to each project or industry.

Top management commitment is a crucial enabler for successful project implementation. Senior management support is essential for setting up the vision, mission, goals, strategies, and integration of the project within the organizations (Slevin & Pinto, 1986). Top managers are critical to the project success when they are highly supportive in providing sufficient human, material, and financial resources to the project team (Young & Poon 2013).

Additionally, top management support is the degree to which senior managers understand the importance of the project's purpose and the extent to which they are willing to achieve it. Several studies pointed out top management support as one of the most influential success factors in the project management field (Henard & Szymanski, 2001; Cooper & Kleinschmidt, 2007; Talke et al., 2010; Graner & Mißler-Behr, 2013). One of the roles of senior management support consists of providing sufficient resources for the project team and keeping continuous communication line with stakeholders to support project goals (March & Simon, 1958; Talke et al., 2010; Boonstra, 2013; Kerzner, 2019). And as stated by Kerzner (2019), support from the top management brings confidence to the project team and guides them toward successful project delivery. Thus, the following hypothesis is proposed:

Hypothesis 2: Top management support has a significant and positive effect on project performance among organizations

III. CONCLUSION

The primary concern of project management is to improve its conceptual and theoretical foundations. Therefore, this paper provided the review of the literature to show the relationship between Project Success Factors (PSFs) and project performance. Through the literature, we found a positive impact of PSFs namely, project planning and top management support on project success. The empirical review concludes that project planning and top management support have a significant influence on successful projects. The finding are significant in providing more detailed information regarding the concept of successful project management. Consequently, the finding would assist project managers, team and employees as well as the general public in gaining a better perspective of project management. Also, The study would be useful in identifying critical success factors in a way that can be reflected positively on the project performance. Finally,

findings of this study would help in developing new techniques and tools to fill the gap in the relevant literatures in improving the project delivery performance.

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No Room for Micromanagement in the 21st Century

By Michael Castro, D.B.A.

University Professor & Entrepreneur

Abstract- The purpose of this paper was to provide all individuals within leadership roles with an enriched comprehension about micromanagement and the negative effects it possesses on subordinates. This objective was fulfilled by the researcher conducting investigations on numerous articles and studies conducted by other specialist in the field of supervision and management. The researcher also incorporated past experiences that were exhibited in past organizations pertaining to staff being micromanaged by different personnel in leadership roles.

Keywords: micromanagement, negative effects, millennials.

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Keywords: micromanagement, negative effects, millennials.

I. INDICATORS THAT AN INDIVIDUAL IS A MICROMANAGER

Individuals that micromanage their staff do not realize that they are utilizing this particular approach. These individuals primarily focused on attention to detail, verifying that the day-to-day tasks are being completed accordingly. However, they tend to go over board while supervising and managing these employees. The following are some different signals that indicated if an individual is micromanaging their staff as per Wilkins (2014):

- The superior is not satisfied with the deliverables of the staff.
- The superior feels frustrated most of the time for the reason that they would have utilized a different approach to fulfill the task.
- The superior mainly focuses on details and constantly looking for corrections.
- As a routine, the supervisor must know where the staff is located and what tasks are they working on.
- The superior requests frequent updates on all tasks.
- Any correspondences (emails) between the staff, requires them to include the superior within them.

II. MILLENNIALS ARE THE NEW WORKING FORCE IN THE 21ST CENTURY

Millennials or Generation Y occupy about 36% of the workforce and is constantly growing. It is estimated that by 2020, Millennials will occupy about 46%-50% of the workforce compared to the other older generations: (Generation X, Baby Boomers) as per Jackson (2016). Millennials are made up of roughly 80

million young adults that were born between 1976 and 2001 according to the U.S Bureau of Labor Statistics. Millennials grew up around technology and have a different mindset compared to their predecessors (Generation X, Baby Boomers). They are considered to be technological-savvy and multitasking is a norm for these young adults.

Millennials pride themselves in constantly leaning, personal development and overall growth. This group is categorized as independent learners. When population is micromanaged, it results in loss of productivity and disengagement (Bielaszka-DuVernay (2007); Romero, 2012). When micromanaging takes place, this group becomes discouraged and begin to start losing interest in their job. This is due to the fact that they feel that they have no ownership within the process of the work being assigned to them and their superior is the one that does (Romero, 2012, p.8).

III. EFFECTIVE APPROACHES ON MANAGING MILLENNIALS

Tulgan (2009) reported that if managed correctly, millennials will be the most productive workforce the U.S. has ever had (p. 4). The following are different approaches that can be utilized by superiors when managing the millennial group.

a) *Creating a Desirable Working Environment*

In order to retain and keep employee moral high at the workplace, creating a desirable working environment is vital. Generation Y seeks a new working environment in contrast to their predecessors who accepted the archetypical working environment (Cahill & Sedrak, 2012).

b) *Improving Recognition Programs*

Continuous feedback on performance are different techniques that the millennial group has adapted to in order to stay on track during changes within an organization. Suleman & Nelson (2011) explained that providing feedback and praising serve as a reinforcement and a corrective mechanism tool.

c) *Assigning work that has a Purpose*

In order to obtain trust from this group, superiors should assign tasks that have significant meaning towards the organization. Millennials seek to complete tasks that have significant meaning in which

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contributes to the overall mission and vision of the organization (Hewlett, et al., 2009).

d) *Incorporating Sophisticated Methods To Communicate*

When a member of this group sends a message to their superior, they expect a response immediately after as per Cekada (2012). Most times, they value the rate of response rather than the accuracy behind it. Superiors should practice on their turnaround time when providing a response to this group. Utilizing other means of communication can also be beneficial such as instant messaging, blogging, texting, and e-mails (Cekada, 2012, p. 42).

IV. CONCLUSION

Managing employees can be a difficult task at times however; it is the responsibility of that superior to understand which management style or styles will be most effective with the staff. Millennials are a group that have opposite views and were raised differently from past generations. Individuals in leadership roles need to focus on understanding how to properly deal with these differences, in order to support the organizations mission/vision as well as keeping these employees satisfied. As a result, managers will become aware of the generational differences within the workplace and understand how to adjust management techniques in order to achieve positive results with this generation of employees.

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An Overview of Employees' Dynamic Capabilities, Job Performance with Innovative Work Behavior: A Conceptual Paper

By Joather Al Wali, Rajendran Muthuveloo, Teoh Ai Ping
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Abstract- This paper focuses on the theoretical review of employees' dynamic capabilities, innovative work behavior, and job performance. It also determines the mediating role of innovative work behavior on the nexus between employees' dynamic capabilities and job performance. Dynamic capabilities become a fundamental source of competitive advantage through the mediating role of innovative work behavior. The review of previous studies indicates that the dynamic capabilities of employees have not studies indicates that as a distinct subject. This study reveals that dynamic capabilities and innovation provide organization competitive advantage as well as boost their evolutionary fitness. It also shows the consensus among researchers that innovation and dynamic capabilities have positive impacts on performance.

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An Overview of Employees' Dynamic Capabilities, Job Performance with Innovative Work Behavior: A Conceptual Paper

Joather Al Wali ^α, Rajendran Muthuveloo ^ο, Teoh Ai Ping ^ρ & Mohammad Bataineh ^ω

Abstract- This paper focuses on the theoretical review of employees' dynamic capabilities, innovative work behavior, and job performance. It also determines the mediating role of innovative work behavior on the nexus between employees' dynamic capabilities and job performance. Dynamic capabilities become a fundamental source of competitive advantage through the mediating role of innovative work behavior. The review of previous studies indicates that the dynamic capabilities of employees have not been studied as a distinct subject. This study reveals that dynamic capabilities and innovation provide organization competitive advantage as well as boost their evolutionary fitness. It also shows the consensus among researchers that innovation and dynamic capabilities have positive impacts on performance.

I. INTRODUCTION

It is necessary to provide insights into the mechanism of new employees' dynamic capabilities on job performance to aptly show the value to contemporary organizations. Lack of such insights appears to be the major weakness of dynamic capabilities (Bie'nkowska and Tworek, 2020). It is fundamental to note that the concept of dynamic capabilities as meta-capabilities has been receiving considerable attention in both theory and practice of management (Bie'nkowska and Tworek, 2020). Notwithstanding the interpretation ambiguity and dearth of consistent theoretical underpinnings (Arend et al., 2009), several studies have considered it as a vital condition to attain a long-term competitive advantage (Bie'nkowska and Tworek, 2020; Pisano, 2017; Teece, 2007).

Though employees are considered as one of its fundamental pillars, the literature rarely discusses the dynamic capabilities of employees as a distinct subject of study rather the literature considers it as a component of dynamic capabilities (Bie'nkowska and Tworek, 2020). Besides, the empirical studies in this field are either large-scale surveys that cannot recognize the differences in firms' actual practices and processes, or single case studies, which are difficult to compare with other studies. Some empirical studies have recently reviewed the state-of-the-art approaches (Ambrosini & Bowman, 2009; Barreto, 2010; Bie'nkowska and Tworek, 2020; Easterby-Smith, Lyles, & Peteraf, 2009; Wang & Ahmed, 2007).

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a) Definitions

i. Employees' Dynamic Capabilities

The measures of sensitivity to changes in the environment, the ability to adapt to changes in the environment, the ability to solve problems in the workplace (e.g., workplace innovation), and the ability for continuous personal development (Bie'nkowska and Tworek, 2020).

ii. Innovative Work behavior

It refers to the purposeful creation, introduction, and application of new ideas within a work role, group, or organization with a view to benefiting the role performance, group or organization (Janssen, 2000, p. 288).

iii. Job performance

Performance is considered as a measure of the capability to do greater work than expected, setting high goals, the achievement of a set goal, and the efficacy of the time used in doing work. Essentially, performance can be categorized into low or high performance (Podsakoff et al., 1982).

b) Literature review

i. Employees' Dynamic Capabilities

According to Teece et al. (1997), an organizational process that is shaped by the asset positions of the firm and molded by its evolutionary paths describe the essence of the firm's dynamic capabilities and competitive advantage. The two vital aspects of their study are 'capabilities' and 'dynamic'. Specifically, 'capabilities' underscore the fundamental role of strategic management in properly integrating, adapting, and reconfiguring both external and internal organizational resources, skills, and functional competences to meet the prerequisites of a changing environment (Teece et al., 1997). Conversely, 'dynamic' connotes the capability to renew competencies to attain congruence with the changing business environment. Essentially, certain innovative reactions are needed when time-to-market and timing are critical, when there is a rapid rate of technological change, and when it is difficult to determine the nature of future competition and markets (Teece et al., 1997).

Most researches that addressed the dynamic capabilities approach revealed the absence of consensus, which could be attributed to the different ways they viewed the two aspects of the initial definition of this concept. First, dynamic capabilities emphasize the firm's internal processes aimed at developing and renewing the capacities and resources of the firm. Second, the purpose is to adapt or adjust to the changing conditions of the environment. Although the first method to the concept seemed to relate 'dynamic' with the changing environmental conditions (Teece & Pisano, 1994), the latter contribution showed that it emphasizes the changes are happening in the capacities and resources of the firm.

Furthermore, dynamic capabilities as meta-capabilities are receiving attention in both theory and practice of management. Several scholars considered them as the necessary conditions required for long-term competitive advantage (Pisano, 2017 and Teece, 2007). Specifically, Teece et al., (1997) provided the theoretical foundation for dynamic capabilities when they asserted that dynamic capabilities are "the firm's ability to integrate, build, and reconfigure internal and external competencies to address rapidly changing environment". Similarly, Eisenhardt and Martin (2000) posited that dynamic capabilities signify "the firm's processes that use resources—specifically the processes that integrate, reconfigure, gain and release resources—to match and even create market change".

In addition, dynamic capabilities imply the higher-order capabilities which are required to change the firm's operational practices and resource base, as well as, to learn new domains (e.g., Ambrosini & Bowman, 2009; Ellonen, Wikström, & Jantunen, 2009). For instance, new kinds of learning (e.g., innovations) are the outcomes of a firm's combinative capabilities to create new applications from the existing knowledge. Fundamentally, dynamic capabilities engender a faster, better, more efficient, and effective innovation process that easily provides new prospects in business operations (Wu et al., 2007).

Abdullah, et al. (2020) emphasized the need to underline the mechanism of the influence of EDC on employees' job performance to precisely unveil its value for contemporary organizations. Empirically, some researches have confirmed the influence of EDC on job performance as it relates to the crucial role it plays in attaining organizations' sustainable development (Hazana et al., 2020). Specifically, the diverse ways through which dynamic capabilities positively influence firm performance include: matching the resource base with the changing environments (Teece et al., 1997); supporting both the resource-picking and capability-building rent-generating mechanisms (Makadok, 2001); creating the market change (Eisenhardt and Martin, 2000), and improving inter-firm performance (Gudergan et al., 2012). Fundamentally, dynamic capabilities

enhance the speed, efficiency and effectiveness of organizational reactions to environmental instability (Chmielewski and Paladino, 2007; Hitt et al., 2001), which eventually improves performance.

c) *Innovative Work behavior*

Innovation is considered as an essential source of organizational survival, since firms are gradually interested in unveiling the factors that promote innovative work behavior. Undoubtedly, innovation plays a fundamental role in organizational competitiveness (Shalley, Gilson & Blum, 2009), albeit it is impossible for organizational to be innovative without their employees. In this regard, Agarwal (2014, p. 43) opined that "one option for organizational to become more innovative is to encourage their employees to be innovative". Besides, some researches have revealed that innovation is important for organizational performance (Jiménez-Jiménez and Sanz-Valle, 2011; Thornhill, 2006) since organizations can react to challenges quicker, and better exploit the new products and market opportunities.

A large number of practitioners and scientists have concluded that innovation by individual employees serves as a means to promote organizational success (e.g., Van de Ven, 1986; Smith, 2002). Innovative work behavior (IWB) refers to the individual's intentional behaviors to create and implement new and beneficial ideas with the intention of providing benefits to the individual, group, or organization. From this definition, IWB goes beyond creativity, though creativity is a vital element of IWB, particularly at the beginning when generating new and beneficial ideas (Scott and Bruce, 1994). Therefore, innovative outputs could range from the enlargement, and renewal of products, services, processes and procedures to the development of new management systems and new production techniques (Crossan and Apaydin, 2010; Tidd et al., 2001).

Conversely, previous researches have shown that IWB is fundamental in producing a sustainable competitive advantage (Van de Ven, 1986), albeit an understanding of the way employees can be encouraged to show IWB has not been thoroughly explored (Janssen, 2000).

Precisely, research interest in innovation at the firm level regarding the knowledge of the way innovation can be promoted at the individual level is still limited.

At the individual level, innovation is considered as innovative work behavior, and it differs from creativity, which is a more limited construct that focuses on the discovery and generation of ideas. Besides, innovative work behavior is wider than the proactive work behavior construct (Parker, Williams and Turner, 2006) that stresses the implementation of change, but do not determine the initiation of the innovation process. For instance, earlier research on individual innovation conducted by Hurt et al. (1977) posited that innovative

work behavior is personality-based, and generally defined as the willingness to change. Some empirical studies have indicated that individuals who are able and willing to innovate, expand their contribution beyond the scope of their job requirements as they attain incessant flow of innovations (Parker, Williams and Turner, 2006).

Based on some previous studies (Kanter, 1988; West and Farr, 1989), Scott and Bruce (1994) appraised three aspects, namely, idea generation, idea promotion, and idea realization, to develop the concept of innovative work behavior. Essentially, idea generation is the creation of new ideas for problematic issues, while idea promotion is the mobilization of support for innovative ideas. Besides, idea realization is the transformation of innovative ideas into beneficial applications. The perspective offers an updated viewpoint of innovative work behavior developed on a one-dimension model (Janssen, 2000); a two-dimension model developed by Krause (2004), and Dorenbosch et al. (2005); and a three-dimensional model developed by Reuvers et al. (2008). Besides, Messmann et al. (2010) defined innovative work behavior as the totality of physical or cognitive work activities performed by staff solitary or in a social setting to create, promote and realize new ideas that apply to their particular work situation.

Based on the observation that good idea is the foundation of all innovations, an individual reasonably play crucial roles in innovation since they are the custodians and processors of ideas (Van de Ven, 1986). Therefore, IWB is considered as individual's behaviors that intentionally produce, introduce, and utilize new ideas, products, or processes. IWB is regarded as an extra-role, or discretionary behavior that goes beyond the expected prescribed role, but not expected from the employees (Janssen, 2000). Besides, IWB refers to individual actions which are directed to generate, process and implement new ideas, product, procedures, technologies, and work processes with a view to to boost the organization's effectiveness, and success (Kleysen & Street, 2001; Yuan & Woodman, 2010).

The literature on innovative work behavior has emphasized the significance of outcome expectations since the expected outcomes of behavior determine human behaviors. Precisely, Yuan and Woodman (2010) reported that expected image gain or loss and expected performance improvement have significant influences on innovative work behavior. The study provided empirical evidence to support a positive relationship between expected positive performance outcomes and innovative behavior.

d) *Job performance*

Job performance is considered as one of the fundamental dimensions in organizational goal achievement. Hence, it is expected that performance will

contribute to organizational goals as one of the organization's competitive advantage. Typically, job performance represents action and behavior which are under individuals' control that contributed to the achievement of organizational goals (Rotundo and Sackett, 2002). It integrates the concept of activity to carry out tasks and the outcome. According to Campbell and Wiernik (2015), the economy of a nation is driven by aggregate individuals' job performance in every organization. Besides, Motowidlo, and Kell (2012) described job performance as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period".

Moreover, job performance connotes the aggregated organizational value of the set of employee's behaviors that directly and indirectly contributes to organizational goals (Borman & Motowidlo, 1993; Campbell, 1990). Since there are numerous types of behaviors that could contribute to the attainment of organizational goals, the extant literature contends that job performance is a construct that encompasses diverse components (e.g., Katz and Kahn 1978; Rotundo and Sackett 2002). In this regard, Motowidlo, and Borman (1993) categorized job performance into task performance and contextual performance. Although there is an empirical relationship between the two constructs, they are different (Hoffman et al. 2007). Specifically, contextual performance comprises courtesy, altruism, peacekeeping, cheerleading, civic virtue, sportsmanship, and conscientiousness (Podsakoff, and MacKenzie 2006), while task performance indicates meeting or surpassing the quantitative and qualitative requirements of one's job (Katz and Kahn, 1978).

The theories of performance postulate that performance is a function of ability and motivation (Vroom, 1964). However, Waldman and Spangler (1989) extended this viewpoint and developed a model that consists of factors that determine performance. They included two categories of variables in their model names, individual characteristics that comprise experience, ability, and motivational factors, as well as the immediate work environment factors such as leader behavior and group processes.

Several researchers agreed that job performance is a multi-dimensional construct (Campbell, 1990; Sonnentag et al., 2008). For instance, Campbell (1990) suggested eight elements of job performance, such as written and oral communication task proficiency, job-specific task proficiency, non-job-specific task proficiency, maintenance of personal discipline, demonstration of effort, supervision or leadership, facilitation of peer and team performance, and management, or administration.

II. THEORETICAL FRAMEWORK

a) *Employees' Dynamic Capabilities and Innovative Work behavior*

Dynamic capabilities allow the organization to adjust its product portfolio with a view to match the needs of the market and customer. Thorough dynamic capabilities, organizations can develop and refine their innovative capabilities (Lisboa, Skarmanes, & Lages, 2011). However, when generated and adopted, innovations have effects on the organization (Fagerberg, 2005). In this regard, Makkonen et al. (2014) reported that dynamic capabilities and innovation provide a competitive advantage to the organization and boost their evolutionary fitness. Consequently, this study proposes the following hypothesis:

H1: Employee's dynamic capabilities have a positive effect on innovative work behavior

b) *Employees' Dynamic Capabilities, Innovative Work behavior, and Job performance*

This section proposes that the impact of dynamic capabilities on performance is mediated by the organization's innovative work behavior or more tangible capabilities that are revamped by dynamic capabilities. In this regard, Eisenhardt & Martin (2000) posited that dynamic capabilities are more prominent via the process of learning that creates innovative work behavior. Hence, acting mostly within the internal environment of organizational learning is considered as one of the vital organization's internal processes. Consequently, can mediate the nexus between dynamic capabilities and performance. Through the mediation of innovative work behavior, dynamic capabilities become a major source of competitive advantage (Shane & Venkataraman, 2000). Although several researchers have acknowledged that innovation and dynamic capabilities have positive impacts on performance, the relationship could be mediated by innovation (Jimenez-Jimenez & Sanz-Valle, 2011). Moreover, it is necessary to investigate such nexus since dynamic capabilities could have an insignificant direct effect on performance (Protogerou et al., 2008). Therefore, this study proposes the need to determine the mediating role of innovation on the nexus between dynamic capabilities and performance (Giniuniene and Jurksiene, 2015).

H2: Innovative work behavior mediates the relationship between employee's dynamic capabilities and job performance.

III. METHODOLOGY

The methodology employed in this study comprises library search, and evaluation of previous literature on employees' dynamic capabilities, innovative work behavior, and job performance. Specifically, the library search covers both online and offline materials,

such as journal articles. The references are obtained from online databases in Web of Science, Science Direct, Scopus, and Google Scholar. This study restricts the advance search to the nexus between employees' dynamic capabilities, innovative work behavior, and job performance. The references are only taken from published journal articles. However, the limitation of this study is the limited resources obtained from databases, and the novelty of the nexus between employees' dynamic capabilities, innovative work behavior, and job performance.

IV. CONCLUSION

This study has succeeded in developing a theoretical framework that will be valuable for future researches in this subject. It has provided new insights into the impact of employees' dynamic capabilities on job performance using innovative work behavior as a mediator. Hence, it may be necessary for companies to recombine and transform knowledge and resources to produce innovation in the presence of good integrative processes and good learning mechanisms. This study presents a self-constructed framework concerning the extant literature. Therefore, it is recommended that a similar study should be conducted in a different sector.

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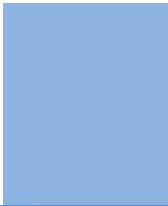
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Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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



Figures

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

PREPARATION OF ELETRONIC FIGURES FOR PUBLICATION

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

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

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

TIPS FOR WRITING A GOOD QUALITY MANAGEMENT RESEARCH PAPER

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

INFORMAL GUIDELINES OF RESEARCH PAPER WRITING

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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



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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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



Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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



Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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



Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

THE ADMINISTRATION RULES

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

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

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



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

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

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



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