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Development of a Research Model

Educational Service & Quality Assurance

Highlights

Study on the Performance Appraisal

Development on Employees Performance

Discovering Thoughts, Inventing Future

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Educational Service and Quality Assurance from the Perception of Teachers and Students during COVID-19 in an Accredited and Certified Administration Degree Program

By Jarrin Jaramillo Gladys Fabiola, Zamora Moreta Marina Genoveva & Avila Proaño Leonardo Antonino

Pontificia Universidad Católica del Ecuador

Abstract- The impact of the COVID-19 pandemic has evidenced the fragility of the education system at all levels, which is why the call of the United Nations through the Sustainable Development Goals (SDGs), Agenda 2030, specifically Goal 4, is especially relevant. Additionally, Pope Francis, at the end of the year 2020, proposes to the world a Global Pact on Education, in view of the increase of the social debt due to the unprecedented affectation of the educational system. This disruption in the lives of all people due to compulsory isolation gave way to a change of era and surprised the face-to-face education supply, which had to adjust to a new way of educating. The capacity for resilience made it possible to evaluate, analyze and visualize transformation processes in education, whether in the management of the educational service and/or in the teaching-learning systems. Therefore, this work aims to identify the perception of teachers and students regarding the educational service and quality assurance in COVID-19 time, of an accredited and certified Administration career, belonging to a prestigious university in Ecuador with Ignatian educational model, during the year 2020.

Keywords: *educational service, quality, COVID-19.*

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Educational Service and Quality Assurance from the Perception of Teachers and Students during COVID-19 in an Accredited and Certified Administration Degree Program

Jarrin Jaramillo Gladys Fabiola [α], Zamora Moreta Marina Genoveva [σ] & Avila Proaño Leonardo Antonino [ρ]

Abstract- The impact of the COVID-19 pandemic has evidenced the fragility of the education system at all levels, which is why the call of the United Nations through the Sustainable Development Goals (SDGs), Agenda 2030, specifically Goal 4, is especially relevant. Additionally, Pope Francis, at the end of the year 2020, proposes to the world a Global Pact on Education, in view of the increase of the social debt due to the unprecedented affectation of the educational system. This disruption in the lives of all people due to compulsory isolation gave way to a change of era and surprised the face-to-face education supply, which had to adjust to a new way of educating. The capacity for resilience made it possible to evaluate, analyze and visualize transformation processes in education, whether in the management of the educational service and/or in the teaching-learning systems. Therefore, this work aims to identify the perception of teachers and students regarding the educational service and quality assurance in COVID-19 time, of an accredited and certified Administration career, belonging to a prestigious university in Ecuador with Ignatian educational model, during the year 2020.

This study designed a measurement instrument with Likert scale and questions that collect criteria and sub-criteria of quality assurance in higher education, applied in an Academic Unit that uses a Quality Management System QMS ISO 9001:2015, national and international accreditation models and, questions of the educational environment in COVID-19 era. The criteria analyzed are Career Relevance, Curricular Plan, Academy, Institutional Environment and students, with the corresponding sub-criteria. The sample consisted of 201 students and 41 teachers, in a single site, with 5% error and 95% confidence. The results are part of the quantitative paradigm, with a descriptive analytical method that shows the results on average.

The findings allow identifying the perception of the teachers who indicate as important and very important in the management of the quality of higher education: Relevance and the Curricular Plan, followed by the Institutional Environment, the Students and the Academy. Likewise, the analysis of the students' information shows that the Curricular Plan and the Academy are relevant, followed by the criteria Relevance, Institutional Environment and Students.

In the context of COVID-19, teachers indicate that technological skills, respect in active interaction, and educational technology are important. Students prioritize teamwork and communication in the virtual education sessions and the time planning of the subjects.

The findings identify the Curricular Plan criterion as the fundamental aspect of the educational service for quality management in higher education in the Administration program.

Keywords: educational service, quality, COVID-19.

I. Introduction

The COVID-19 pandemic dramatically disrupted face-to-face education, evidencing the fragility of the educational system at all levels; it accelerated the adoption of technology for the delivery of classes through virtual platforms and demanded a high use of the Internet. This singular disruption evidenced the fragility of the system in the face of technological resources, infrastructure, teachers not updated in Virtual Learning Environments (VLE) and Information and Communication Technologies (ICT), learning objectives not evaluated, among the relevant ones. Similarly, different realities of the students were evidenced, such as lack of equipment, lack of connectivity, a single computer in the family, among others, a circumstance that widens the gap of inequality and exclusion.

In addition, the new virtual study modality demands a high level of self-discipline, it is observed that students postpone studying and sending assignments until just before the exam or delivery, which affects learning (Bianchi, Lu, & Song, 2020). This socioeconomic, health, environmental and values fragility, demands higher education organizations with face-to-face offerings to plan the best strategies so that the organizational Mission and Vision set forth is coherent, measurable and guarantees the positive

Author α: Doctor in Administration by Values, Master in Pedagogy and University Management, Professor Emeritus of the Pontificia Universidad Católica del Ecuador, School of Administrative and Accounting Sciences. e-mail: fjarrin@puce.edu.ec

Author σ: Master's Degree in Business Administration, mention in Quality and Productivity Management; Full-time Associate Professor at the Pontificia Universidad Católica del Ecuador, School of Administrative and Accounting Sciences.
e-mail: mgzamora@puce.edu.ec

Author ρ: D. Candidate, Master in Pedagogy and University Management, Full-time Associate Professor at the Pontificia Universidad Católica del Ecuador, School of Administrative and Accounting Sciences. e-mail: laavila@puce.edu.ec

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impact of training for transformation towards the common good.

Quality education is a priority for the development of the global village and is revealed in the Sustainable Development Goals-SDGs (UN, 2019), and made explicit in Goal 4, Quality Education (UN, 2020). Additionally, Pope Francis proposes the Global Education Pact that seeks a personal and collective commitment under seven axes: centrality in the person, building a future of justice, peace and dignified life, participation, the family as educator, education for the most vulnerable and marginalized, new look at the study from the perspective of integral ecology and care of the common home, practicing subsidiarity and solidarity and circular economy, which are framed in the purpose of providing quality education (Pontificia Universidad Javeriana, 2020).

The Archbishop of Tegucigalpa, Óscar Andrés Rodríguez Maradiaga in the prologue of the book Luces para el camino Pacto Educativo Global (OIEC, 2020) in his reflection points out that, it is urgent to change the educational system and its spaces for a curriculum originated in life and in the contexts that educate in values where learning to be and to live together are the representation of humanism in all its dimensions, with human and loving educators that spread in daily practice the values they propose. Education must be understood and made as an integral management system, that is, to go beyond the classroom to connect with the family, the city and the common home.

The Pontifical Catholic University of Ecuador PUCE, in its institutional philosophy is committed to: Christian Humanism, the Ignatian Perspective, the Integration of knowledge, the Centrality of the person and quality education for all, present in its Academic Project 2021-2025 (PA) with 9 educational lines: Students, Integral and integrative training, Alumni, Professors, Teaching, Research, Social linkage, Social recognition and Institutional context, to fulfill the Mission and Vision (PUCE, 2021).

Therefore, it is a challenge for Higher Education Institutions (HEI) to determine the best management model and means to achieve the quality of education for the 21st century, which allows them to fulfill their commitment through their own Quality Assurance and that of public entities and other international accreditors, since the world and its activities are marked by technological and climate change, inequality of opportunities and unbalanced demographic growth in the face of the new era or The Great Resumption (WEF, 2020).

In this context, the problem of this research is summarized in the following question: What is the perception of teachers and students, at the time of COVID-19, regarding the educational service and quality assurance in the Management career, accredited and certified?

In view of the integral challenges that must be faced, the objective of this study is to identify the perception of teachers and students regarding the educational service and quality assurance in the COVID-19 period, of the accredited and certified Administration career, belonging to a prestigious university in Ecuador with an Ignatian educational model, during the year 2020.

To meet the outlined objective, the study focuses on the Business Administration career of a Jesuit University of Ecuador and puts under the magnifying glass of students and teachers the criteria of the accreditation processes at the national and international level, supported by the platform of the Integrated Management System ISO 9001:2015.

In the first part, the guiding light that constitutes the Sustainable Development Goals (SDGs) proposed until 2030, Goal 4, which ratifies the centrality of the system in the person and frames efforts for a comprehensive quality education for all, is exposed. In addition, reference is made to the Global Pact on Education as the hope of Pope Francis for the transformation and development of education and the world. A second part addresses the criteria used for quality assurance through the process of national and international accreditation. The third part refers to the analysis of the information obtained through the measurement instrument that evidences the criteria and sub-criteria of the models and the opinion of students and teachers regarding the educational service framed in an ISO 9001:2015 Quality Management System. In addition, the perception of the hybrid learning modality is obtained because of the COVID-19.

The problems raised inspire further research on the commitment to strengthen quality higher education for the construction of a just and fraternal world that respects human dignity after the pandemic.

II. Framework of the Study

Education represents one of the most important pillars within society, due to the permanent dynamism it imprints on global progress and the standard of living of the population. Due to the pandemic, education has been threatened by the radical change in the way of life of all, transforming the traditional educational models to respond to the new reality, without neglecting the quality and importance of this right.

a) Sustainable Development Goals and Goal 4

The United Nations (UN), in 2015 enacted 17 SDGs to be met by 2030 with the purpose of ending poverty, protecting the planet, and improving the lives and prospects of people globally (UN, 2015). Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all stands out. As stated by the UN, more than 91% of students were affected due to the pandemic and the temporary closure

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of schools, representing a threat to education in general and to the Sustainable Development Agenda. Goal 4 is transversal to the other SDGs, because by having the possibility of accessing quality education, the population can escape the cycle of poverty and reduce inequalities (UN, 2020).

To protect quality education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) in March 2020, initiated the Global Coalition for Education COVID-19 creating a platform for the exchange and protection of the right to distance education during this period of transformation in which about 1.5 billion students were affected by the closure of schools and universities (UNESCO, 2020). This Coalition is based on three principles: connectivity, faculty, and gender; in addition, members are encouraged to protect students' personal information, privacy and security, very important points that certify quality education and the positive perception of students and teachers.

b) Global Education Pact

Due to the pandemic, educational systems worldwide suffered an imbalance and have demonstrated the inequality that exists both at the level of educational and technological opportunities, in this sense, Pope Francis has called on educational institutions, both Catholic and non-Catholic, and all members of society, to be part of the transformative power of education through the Global Education Pact that seeks a personal and collective commitment under seven axes: prioritizing the person; listening to the voice of children, adolescents and youth to build a future of justice and peace, and a dignified life; participation of girls in education, counting on the family as an educating pillar; educating in order to welcome the most vulnerable and marginalized people; generating new ecological perspectives on politics, the economy and progress through education; and, conserving and safeguarding the environment through the circular economy and solidarity (ICCS, 2020).

c) Academic Project of the Pontificia Universidad Católica del Ecuador

The institutional philosophy of PUCE, framed in Christian humanism, Ignatian perspective, integration of knowledge, centrality of the person and education for all, sustains the Academic Project (PA) 2021-2025 and its realization will confirm the quality of the University focusing on nine educational lines: Students, Integral and Integrative Formation, Alumni[1], Professors, Teaching, Research, Social Linkage, Social Recognition, and the Institutional Context. In addition, these educational lines constitute the basis for the 22 indicators of the institutional quality model.

The PA maintains that quality education for all is possible and desirable, and that the center of the university is outside the university, in the local and international environment, to have a creative impact on improving the lives of those who need it most through human and academic excellence.

In the educational line of students, importance is given to welcoming young people interested in being part of the university, regardless of their social, economic, and ethnic conditions; the capacities for human, intellectual and social growth are valued; economic barriers for the admission and permanence of students are reduced according to institutional possibilities. It offers integral and integrative education, incorporates new technologies as educational tools, and offers third and fourth level education modalities, always in constant innovation with scientific, pedagogical, didactic and technological advances. In addition, it offers a flexible and multidisciplinary learning environment that stimulates and reaffirms student well-being.

For Alumni, continuing education courses are planned to enhance human and professional skills for life. The Teaching line, states that the teaching professor maintains a profile that allows the fulfillment of institutional aspirations, his vocation is cultivated and developed in conjunction with the University acquiring a permanent quality training. The institution values and supports the research work that contributes with new transforming knowledge for society, directly or indirectly. Similarly, the link with society is a significant axis for formative and scientific research with direct connection to the environment, which transcends to the international, is the way to put into practice the student's knowledge, in addition, the professional services offered by the University allow a positive impact on society.

The university has achieved national and international social recognition, companies and institutions that hire graduates know about the academic capabilities and the impact of PUCE in the community. Finally, the institutional context energized by the strategic direction, administrative support and resources and infrastructure generate a synergy to achieve the major institutional objectives (PUCE, 2021).

d) The impact of digital transformation

In March 2020, the world was disrupted by the COVID-19 pandemic, affecting activities at all levels, including face-to-face education, which revealed inequality at its maximum expression and accelerated digitalization and automation without warning (DAVOS, 2021). Therefore, since education is the transforming force for the development of the world, concrete actions are required to guarantee the quality of education for all, aiming at the common good. Thus, HEIs are called upon to systemically evaluate governance and its impacts in this era of digital transformation that should

[1] PUCE's Graduate Network

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aim at the greater good: the person and his or her wellbeing.

The prevailing trend of digital technology in educational processes must be redefined in its form and integrated into the methodology and didactics of the learner to improve educational processes and learning outcomes. In this context, open science will gain strength with researchers conducting their own projects in networks with scientific communities, globalizing the exchange and reuse of research data (OECD, 2016).

On the other hand, this growing dynamism of digitalization in the curriculum ratifies what was said by Father Arturo Sosa, SJ, Superior General of the Society of Jesus when he points out that the Ecosystem is digital and that educational centers have the challenge of creativity and a profound paradigm shift (Sosa, 2021).

In this regard, HEIs in their prospective did not plan for the current pandemic, therefore, at a global level the curriculum will be transformed to respond to the pending needs of the new era: health, inequality, welfare, education, economy, employment, care of the common home, aging of people, among others. The way we educate will be the answer to look at the environment and connect with the global to answer: What person do we want to educate, where will we educate that person, with whom or with whom will we build our community, what should we teach for the world, when should we teach, how to promote social linkage, learning and research for innovation and foresight, what skills do people need, how should they be evaluated, how much does a qualification reflect competencies, what are the new jobs, and other questions will arise because educational quality has no end. However, the answers will contribute to this longed-for quality.

e) Educational quality

The World Declaration on Higher Education in the 21st Century (UNESCO, 1998) in Article 11, states that the quality of higher education is a concept that includes all university work in its functions and activities. This statement has gained strength in HEIs over the last decades, due to the rapid response to the quality assurance of educational programs through the achievement of national and international accreditations.

In Ecuador, the Organic Law of Higher Education (LOES) determines that the Council for Quality Assurance in Higher Education (CACES) will be the body that permanently evaluates the quality of HEIs for the purpose of accreditation of their careers and programs, without prejudice that they also obtain international accreditations or certifications (LOES, 2018). Of the 55 Ecuadorian universities, 52 achieved accreditations according to the final institutional evaluation report of CACES, on October 25, 2020, according to Article 94 of the LOES reformed in August 2018. Those not accredited, will present a continuous improvement plan, and will be accompanied by the control body (CACES, 2020).

The quality of higher education can be considered as the living part of HEIs that, from an educational model or academic project, builds the integral management ecosystem, supported by its own Educational Quality Model, which manifests the responsibility to fulfill, with innovative actions, the institutional Mission and Vision. Therefore, it would be assumed as a moral commitment to the quality of education, validated by experts outside the institution and not the strict quantification of indicators. The conceptualization of the criteria and sub-criteria are included in Generic Model of Evaluation of the Learning Environment of Careers.

f) Certification and accreditation

Just as the educational system is being transformed by the new era, accreditation models will respond to the educational crisis with the systemic review of accreditation models, considering the digital transformation in educational processes, socioeconomic impacts, climate change, and the individual as the center and protagonist of the system.

The Ibero-American Network for Quality Assurance in Higher Education (RIACES), works for the evaluation, assurance and quality of HEIs in Ibero-America, stating that there is no universal agreement on quality, but the focus is on the training processes of people, according to the program and the ability to comprehensively transform the education system in accordance with the expectations of society. In addition, accreditation measures quality with respect to the levels of standards without a hierarchical order (RIACES, 2003).

On the other hand, HEIs can choose to ensure quality through certifications oriented to efficient management with a focus on processes, effective leadership, analysis of the context, associated risks and the satisfaction of those who receive a service or stakeholder and the monitoring of continuous improvement, such as the international standard for Quality Certification ISO 9001:2015, developed by the International Organization for Standardization ISO (ISO 9001, 2015).

i. *The criteria for quality assurance in Ecuador*

The criteria used by CACES (2019) to evaluate the quality of education in HEIs respond to a minimum comprehensive requirement for operation, motivating a culture of quality beyond the official requirements. The criteria or axes that are evaluated are: Teaching, Research, Linkage with the community and Institutional conditions, applied qualitatively and quantitatively from the end of 2019.

In Teaching, emphasis is given to the evaluation of professors' planning, tenure, training and academic support processes for students. In Research, the

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planning and execution of scientific and academic production, results in book publications, articles in indexed journals and relevant works are evaluated. Regarding Outreach, the measurement focus is centered on planning, execution and study of results that provide answers to the needs of the ecosystem. The three substantive functions of HEIs are complemented by the Institutional Conditions axis, a transversal aspect for the efficient fulfillment of the substantive functions (CACES, 2019).

The LOES 2018, in Article 93, states that educational quality must be based on the substantive functions in an articulated and balanced manner and guided by relevance and inclusion, democratization of access and equity, diversity, responsible autonomy, integrality, democracy, knowledge production, dialogue of knowledge, and citizen values (LOR LOES, 2018). This, derives from the Constitution of the Republic of Ecuador in Art. 350 which states: The purpose of the higher education system is academic and professional training with a scientific and humanistic vision; scientific and technological research; innovation, promotion, development and dissemination of knowledge and cultures; the construction of solutions to the problems of the country, in relation to the objectives of the development regime (CONSTITUTION OF THE REPUBLIC OF ECUADOR 2008, 2015).

g) Person-centered education

Certifying and accrediting the quality of education is a pending issue for some HEIs due to the limited focus on the fulfillment of indicators, although the real responsibility lies in understanding and working with an integral educational planning, to empower the person as a global citizen that has an impact on the transformation for the common good.

In agreement, Pope Francis points out: Thinking about education is thinking about future generations and the future of humanity; therefore, it is something that is deeply rooted in hope and requires generosity and courage (CPAL, 2021, p. 13).

III. Methodology

The research is mixed, with an exploratory phase with a qualitative approach through documentary reviews and analysis of scientific publications. The study is complemented with a conclusive-descriptive phase, with a quantitative approach through surveys of teachers and students, which allowed the objectives to be met.

The conceptual study begins with the framework approach of the SDGs, agenda 30, Goal 4, complemented by Pope Francis' call for educational institutions to join the Global Education Pact to support the transformation of society that cannot be postponed. Likewise, and in consideration of the specific sample, the institutional mission of PUCE is explained, represented in the PA 2021-2025, framed in the Ignatian principles that are with determining action in the current context of the pandemic, facing the teaching-learning process. In addition, the digital transformation in the educational system is exposed as a necessary element in the formation of the person in the digital era. In the same line, an approach is made to the educational quality assurance through accreditations and certifications and, the observation of universal precepts centered on the person as the foundation of the educational system.

The surveys were applied in the Business Administration career of PUCE, with ISO 9001:2015 certification and accredited by the Accreditation Council of Administrative, Accounting and Related Sciences of Mexico, for a population of 43 teachers and 320 students. The sample of 39 teachers and 179 students was determined with 5% error and 95% confidence, however, the valid responses were 41 teachers and 203 students, exceeding the sample.

The instrument used for teachers made it possible to identify the importance of the criteria in the educational system, while the instrument applied to students made it possible to establish satisfaction with the criteria surveyed. The questionnaires contain general information about the respondent, single-choice multiple-choice questions with a 5-point Likert scale, which describe the criteria and sub-criteria of quality assurance. Finally, it is complemented with questions that allow recording the perception of teachers and students on the affectation of the educational system at the time of COVID-19.

IV. Analysis of Results

The analysis of the results of the general information of the respondent, of the specific sample of teachers shows that 68.29% are male and 31.71% are female. Likewise, it was found that 82.92% of the teachers are between 41 and 60 years old. On the other hand, the results of 201 students correspond to 60.70% female and 39.30% male, with the female gender showing more interest in the survey. Students between 17 and 20 years of age represent 59.70%, followed by 21 to 25 years with 35.32%; finally, with 4.98% between 26 and 30 years of age. Students from the first to the fourth level represent 44.78% of the sample, while those from the fifth to the ninth level represent 55.22%.

a) Criteria and sub-criteria of the generic model for evaluating the learning environment of careers

The results of the study are grouped according to the Generic Model of evaluation of the learning environment of careers with the CACES criteria, Relevance, Curricular Plan, Academy, Institutional Environment and Students, as detailed below:

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A. Relevance: It refers to the capabilities that a career must respond to the demands of the environment, contributing to national planning for development and to the reduction of gaps in priority and emerging sectors (CACES, 2017). In this first section, the study focuses on the subcriteria of Profession and Context, in this way, teachers evaluate the Profession, with 97.57%, the importance of this subcriterion supported by the curricular design of the career to achieve the professional profile according to the current labor market is noticed. The sub-criterion Context focuses on the direction, strategic planning, and participation in the programs of Linkage with society, indicated as important and very important with 91.46%. When averaging the values of the Relevance criterion, it can be established that the teachers consider it important and very important with 94.51%. On the other hand, for students the average value of the criterion relevance is 63.19%, in the options satisfied and totally satisfied.

B. Curricular Plan: The academic formation of the student in the different disciplines represents the way to manage and the way to generate knowledge and strengthen the competencies and values of the students for a given career. The Curricular Plan is articulated through the subcriteria Mesocurricular and Microcurricular. A 92.69% of the teacher's state that the Mesocurriculum is important and very important, whose key standard is the curriculum of the careers offered. The Micro-curriculum sub-criterion, which integrates the analytical programs, practices, and laboratories of the subjects, obtained a rating of 87.81% in the same options. In the general average of the Curricular Plan, the teachers consider it as important and very important with 90.24%. The students indicate in 65.17% of average, to be satisfied and totally satisfied with the established curriculum, so that it can guarantee the quality in the professional formation.

C. Academy: The Academy Criterion is fundamental in the teaching-learning process due to the interaction of teachers and students that results in the generation of knowledge, the fulfillment of learning objectives and the integral formation of the student, according to the institutional Educational Model (CACES, 2019). According to the instrument applied in this study, the findings respond to the subcriteria: Teaching quality, Dedication and Scientific production; teachers' rate as important and very important the teaching quality with 86.99%, taking into account the degree, qualification, experience, teaching evaluation. In second order, the dedication of teachers is indicated as important and very important, with 79.67%, which relates to the allocation of students per teacher for academic tutoring, follow-up to the degree, working conditions; followed by academic production with 73.66% related to research and academic domains, mobility, collaborative practices, dissemination, disclosure, and values as a daily example. In general average, the results of the Academic criterion are considered by the teachers with 80.11% as important and very important. The students rate in general average the criterion, with 65.17% to the options satisfied and totally satisfied.

D. Institutional Environment: The Institutional Environment criterion should provide support to the three substantive functions (CACES, 2017). The study analyzes the subcriteria Academic management, Bibliographic fund and, Laboratories, simulation centers and workshops. The teachers consider in 93.90% that the bibliographic fund is the most important, even more so if one considers the character of confinement experienced by the students due to the pandemic. This is followed by the academic management subcriterion with 82.58% and laboratories, simulation centers and workshops with 77.24%. On the other hand, for 68.16% of students in the sample, the bibliographic fund is also relevant, followed by academic management with 54.39% and laboratories, simulation centers and workshops with 53.07%. The availability of appropriate learning environments, resources, and an efficient and effective academic management, strengthen the quality of teaching and learning. In general average, on the part of the teachers, the study shows the Institutional Environment criterion with 84.57% as important and very important; 58.54% of the students indicate that they are satisfied and very satisfied.

E. Students: HEIs face a continuously changing environment accelerated by the availability of knowledge and technology; the concepts and principles of quality contained in the family of ISO 9000 Standards support the quality management of educational services, recognizing that the student or customer conceptualizes quality as something more than satisfaction, which directly impacts the reputation of the organization (ISO 9000, 2015). The criterion Students is made up of the subcriteria Student Participation and Efficiency; the punctual sample records that teachers in the options important and very important assign to the subcriterion efficiency 85.37% and to student participation 80.84%. The students in 50.25% are satisfied and very satisfied with the subcriterion student participation with respect to the conditions provided by the institution that positively influence their performance. In general average, the results of the criterion Students for teachers accumulate 81.40% as important and very important. In general average, students rate the criterion with 50.25% for the options satisfied and totally satisfied.

b) COVID-19 in the hybrid education process

The prolonged closure of educational centers due to COVID-19 has been a challenge for students, teachers and parents. On May 7, 2020, the Higher Education Council (CES) amended the Transitory Regulations for the Development of Academic Activities

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in HEIs in response to the state of emergency due to the health emergency. The CES incorporates in the Regulations the hybrid modality, which prioritizes the autonomous learning of students, to facilitate the access of students who, due to lack of connectivity, cannot attend classes synchronously and in real time (CES, 2020).

The survey inquiries about the factors that make up the education process with hybrid modality that combines face-to-face and remote education through EVA virtual learning environment platforms using the Internet to provide the educational service in synchronous and asynchronous sessions; the results are analyzed according to the priority established by teachers and students.

Among the factors studied, teachers perceive three relevant factors rated as important and very important: the technological skills demanded by virtual education and respect in the interaction of participants with 95.12%; the educational technology that supports virtual education with 92.68%. On the other hand, students' rate as satisfied and totally satisfied the time planning for the virtual education process (71.14%), the respect in the interaction of the participants (66.17%), the fulfillment of the learning results (65.67%) and the participation of the students in the collaborative work in the virtual classroom (65.17%).

V. Discussion and Conclusions

The Holy Father in his message at the Symposium for the launch of Mission 4.7 and the Global Pact on Education, organized by the Pontifical Academy of Social Sciences and the UN in Vatican City notes, "...at the heart of the Sustainable Development Goals is the recognition that quality education for all is a necessary foundation for protecting our common home and fostering human fraternity." Also, it states that governments must ensure inclusive, equitable and quality education, promoting lifelong learning opportunities, and for all (VATICAN NEWS, 2020). In the same way, in its call to the Global Pact for Education, it highlights the need to create a commitment to give life to an educational project that is managed with energy, initiating creative and transformative processes that involve all components of society, leaving aside the individualistic culture to make way for a change in the currently affected educational system (Lobos, 2020).

In relation to Relevance, teachers express the relevance of the two sub-criteria studied, Profession and Context. The importance of the subcriteria is ratified because it responds to the needs of the social environment, processes of knowledge generation and human training, with a focus on employability and entrepreneurship, supported by the structure and organization of the career, with a short-, medium- and long-term vision, and framed in the institutional philosophy and strategic objectives. The commitment to transformation, social development and a dignified life will depend on its relevance. On the other hand, students are moderately satisfied in their responses to these criteria, which leads to an immediate commitment to reinvent the educational process based on COVID-19.

Regarding the Curricular Plan criterion, with the subcriteria Mesocurriculum and Microcurriculum, they structure the curriculum according to the educational needs and expectations of society for the resolution of problems and social transformation. The Mesocurriculum with the disciplines for the generation of knowledge will attend the process of knowledge generation while the Microcurriculum is the means to make the process successful with the methodological design, practices and laboratories, evaluation methods, fulfillment of learning objectives, digital supports, transversalized by values. The articulation of the curricular plan, as pointed out by students and teachers, constitutes success factors for the formation of global citizens. When students state that they are moderately satisfied with the established curriculum, the need for an immediate transformation of the curricular plans to adapt them to current needs is confirmed.

The results with respect to the Academy criterion, allow teachers and students to place the sub-criteria quality and dedication of the teacher as relevant in the educational process. This response confirms that the interrelation of the main actors, teacher-student, is decisive because of the impact of the teacher towards a connection with the student that gives way to an answer or a problem of the environment and the world. The commitment, leadership, competencies and permanent training of the teacher are defining for this link so that there is a communion and a sharing with the student as a protagonist and he/she feels accompanied as far as he/she wants to go. The Academy is the way to reflect the philosophy of PUCE: Christian humanism, Ignatian perspective, integration of knowledge, centrality of the person and quality education for all (PUCE, 2021).

The educational system depends on the strategic and operational framework of the institutional context to form citizens of the world and for this it requires management elements such as: an effective integrated system of academic, administrative and financial management; digital support tools for the teaching-learning process, libraries open to the world, internet connectivity throughout the campus, quality culture based on continuous improvement, shared planning, equal opportunities, direct relationship with the world of work, strengthening values by example, flexibility in the processes, among others, that facilitate the processes of a lifelong education. According to CACES 2019, these are essential scenarios and resources for the functioning of an IES and, therefore, for the implementation of its substantive functions.

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In this context, teachers and students point out the importance of the Bibliographic Fund, in accordance with the need to have sufficient sources of consultation and research, increasing its impact, due to the new study modality because of the pandemic. For teachers, academic management is also relevant, as well as laboratory services, simulation centers and workshops, while the latter are more important for students and highlight their dissatisfaction.

The criterion Students defined by CACES considers that HEIs must guarantee conditions that positively influence the wellbeing and performance of students and members of the academic community; teachers and students alike perceive that the attention provided to students in academic tutoring and/or accompaniment is of vital importance in face-to-face mode and even more so during COVID-19. The follow-up of the graduation process is a concern for all the IES, which is ratified by the responses of the students who rated terminal efficiency moderately. Another factor to be considered for review is the process of granting the socioeconomic scholarship, a means by which quality education for all would be achieved. The activities linked to the community for students are the best way to bring the student to the reality of the environment and contribute to the integral formation, by allowing early participation in the problems of the community and being part of the solution.

In order to identify the perception of teachers and students regarding the educational service and quality assurance in COVID-19, the second part of the survey investigates visible aspects within the teaching-learning process with hybrid modality, among which the following stand out: the technological skills required, respect in synchronous interaction, the educational technology that supports the hybrid modality, time planning, compliance with learning outcomes and student participation in collaborative work.

Most teachers consider that technological skills are tested in this modality, the results (95.12%) indicate that they had to be trained in the use of learning management systems such as Moodle, Blackboard, Bright space, Google Education and others and in distance learning communication software such as, for example, Zoom, Adobe Connect, Skype, Webex and Teams (University of Ottawa, 2021). Teachers between 41 and 60 years of age (82.93%), considered as technological migrants, require more training and updating to be competent in the technological skills required for classroom operation, as well as in the preparation of materials, study guides, practical workshops, interactive forums, evaluations, among others.

A concern for teachers (95.12%) and students (66.17%) is the practice of respect in the interaction in the hybrid model of training as shown in the data; rules and norms must be clear and accepted by all, UNESCO's Education Sector thematic notes suggest that in addition to imparting knowledge, the hybrid modality can help students develop important social and emotional skills, such as empathy, teamwork, collaboration, resilience, proactivity, initiative and responsible behavior in contexts where they have to take risks and make decisions (UNESCO, 2020).

The educational technology that supports the hybrid modality, demands HEIs to invest efforts and resources in the operation of EVA systems, teachers highlight its importance (92.68%) as it constitutes the fundamental tool that supports virtual education; the Moodle platform used at PUCE is a free access learning management system, it allows organizing courses, group discussions, questionnaires and calendar among other applications; in this environment training is the challenge for teachers and administrators (MOODLE, 2020).

This path of the study is aligned with the institutional strategy contained in PUCE's AP and allows the university to quickly and efficiently coordinate the educational service with the participation of the university community and associated stakeholders in order to transfer the face-to-face nature to the training process in hybrid mode.

VI. Contribution of the Study

The transformation process and strategies began with the pandemic, in the context of regrettable events such as the loss of jobs; interruption of studies of children, young people and adults; increase in poverty; increase in inequality, precariousness in health, crisis in all areas and a face-to-face education system with no guarantees in learning. Therefore, the accelerated incorporation of digital technology is not everything; the challenge is to innovate to attend and serve people, especially the discarded, and this feeling must be born in the classroom, to be projected in the great global village as teachers and students point out when placing the Curriculum Plan as the relevant criterion of the educational process.

The methodologies for transformation cannot come only from the change of subjects, number of hours, organization of learning (in contact with the teacher, experimental practice, autonomous learning); a change of vision is needed to establish new paradigms that ensure the transforming power of education towards a new culture that influences and changes the reality of the present social debt. The view must be reflective and be situated from the global to the local with all the actors of the national and international educational ecosystem; collaborative work in a network will make it possible for the objective of the Global Compact to be fulfilled.

PUCE responds to the call of Pope Francis, joining the Global Pact for Education, to reinvent an

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education system that can adapt and show itself in accordance with the current needs of the world, with a positive impact on society through quality education for all and focused on values, considering the person as the center of the educational ecosystem. This is reflected in the PEDI as a strategic and operative element based on the PA 2021-2025, the Statute and complementary laws.

It opens the opportunity to reinvent and empower processes that supported by the Quality Management System ISO 9001:2015, collaboratively create an action plan in which transformational leadership allows an academic dialogue and the encounter in diversity so that the processes of the educational system are renewed, sustainable, and strengthened with an efficient, effective, and measurable management, potentiating the skills of the actors, digital competencies and ethics. Therefore, the search for quality in the management of educational processes and what has been learned during the pandemic period requires a model that, in addition to placing the person at the center of the activities, ensures the fulfillment of the institutional mission.

The traditional face-to-face educational system that was until 2019, the traditional one is no longer present. With this scenario opens the opportunity to analyze the new reality in education, especially in the face-to-face offer where those adaptations and technological transformations currently used have come to stay, as well as the ongoing training of teachers and administrative staff, the identification of realities in the university community, the processes in the educational service and the new citizen we want to form in accordance with the four pillars of education of UNESCO: Learning to know, learning to do, learning to live together and learning to be, prevailing the values and ideals of a culture of peace (UNESCO, 1994).

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Design of Portfolio using Multivariate Analysis

By Dr. S. V. Ramana Rao, Nagendra Marisetty & B. Lohith Kumar
Reva University

Abstract- Stock markets are considered a barometer of the respective country's economy around the world. Modern portfolio theory advocates diversification for risk management, which helps maintain returns as long as indices around the world are not perfectly correlated. The relationship exists across markets; as a result, co-movement has drawn the attention of individual investors and portfolio managers for the construction of their portfolios to maximize returns for a given level of risk. The study of co-movements provides inputs for portfolio construction and facilitates the identification of markets where indices may move in the same direction or the opposite direction and the country's stock markets that are not correlated. A review of the literature revealed that statistical tools like Correlation, Factor analysis, and Granger causality test, etc., are some of the tools that can be used to understand co-movements of markets. Alan harper et al. (2012) study used principle component analysis and inferred that Indian stock returns are aligned with its trading partners and concluded that maximizing the investors' returns by reducing the risk. Tak Kee Hui concluded that factor analysis provides inputs for selecting foreign markets for risk diversification. This study examines the potential for diversification using 22 world stock market indices using multivariate analysis.

Keywords: *diversification. co-movements, factor analysis, portfolio.*

GJMBR-A Classification: *JEL Code: M19*



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Design of Portfolio using Multivariate Analysis

Dr. S. V. Ramana Rao [α], Nagendra Marisetty [σ] & B. Lohith Kumar [ρ]

Abstract- Stock markets are considered a barometer of the respective country's economy around the world. Modern portfolio theory advocates diversification for risk management, which helps maintain returns as long as indices around the world are not perfectly correlated. The relationship exists across markets; as a result, co-movement has drawn the attention of individual investors and portfolio managers for the construction of their portfolios to maximize returns for a given level of risk. The study of co-movements provides inputs for portfolio construction and facilitates the identification of markets where indices may move in the same direction or the opposite direction and the country's stock markets that are not correlated. A review of the literature revealed that statistical tools like Correlation, Factor analysis, and Granger causality test, etc., are some of the tools that can be used to understand co-movements of markets. Alan harper et al. (2012) study used principle component analysis and inferred that Indian stock returns are aligned with its trading partners and concluded that maximizing the investors' returns by reducing the risk. Tak Kee Hui concluded that factor analysis provides inputs for selecting foreign markets for risk diversification. This study examines the potential for diversification using 22 world stock market indices using multivariate analysis. Few indices have a strong co-movement among the sample indices, and Sensex has a weak correlation with a few indices like Tadawul (Saudi Arabia, Amman SE General (Jordan), BLOM (Lebanon), and MSM (Oman). China, Jordan, Lebanon, Qatar, and Saudi Arabia are weakly correlated with other countries except with the countries geographically associated similarly France, Germany, Belgium, US, Canada, and Mexico are highly correlated, and the rest having moderately correlated. PCA analysis results are consistent with correlation results.

Keywords: diversification. co-movements, factor analysis, portfolio.

I. Introduction

Stock markets worldwide are the most researched topic by different people like portfolio managers, investors, researchers, policymakers and academicians, etc. One of the barometers for measuring the economy is the stock market index. Among the many techniques for risk management, diversification is the one. It can be done by mixing the variety of assets, including stocks and indices which are non –perfectly correlated into a portfolio. Harry Markowitz, a Nobel prize winner, has laid the foundation for Modern Portfolio Theory in 1952. There on investment community started focusing on portfolio risks, expected returns, and diversification and its advantages. Many researchers attempted to understand the stock markets' co-movement of various markets across the globe and selected markets over time. Presently, the topic has become the most popular topic in finance for research. In a globalized economy, the integration of financial markets provides an opportunity to investors, i.e., institutional as well as individual, to generate returns and at the same time manage risk. It gives a platform to strike a balance between risk and return. The integration of various world economies and their liberal policies has provided an opportunity for investors if they wish to diversify. The intention behind the international diversification across countries that are not perfectly correlated is to minimize the variability in the returns on portfolios. Optional risk-reward is also one of the objectives of international diversification as it offers many benefits to all investors around the world. (Mansourfar, et.al, 2010). Stock markets worldwide do not move in the same direction as the country's economic indicators, viz., industrial growth, monetary and fiscal conditions, political scenario, and taxation are unique and specific to the respective country, and returns offered by the markets also vary.

Co-movements of the market's information guide the investors on investment alternatives. A high level of co-movement of stock markets does not benefit from diversification across markets and countries, whereas Low levels of co-movement of stock prices offer investors the benefit of diversifying their holdings across the markets. Diversification strategies can be designed based on acumens of various market co-movements, which affect the risk-return relationship or the expected return from investing in a portfolio of markets. Economists and Capitalists are interested in understanding co-movements of needs. The former is interested in capital movements among countries, and the latter is keen on the effects of co-movements on equity segmentation. (Panton, Lessig, and Joy 1976). For an international investor co-movement of the world, markets are critical for developing a diversification strategy. Many countries have encouraged inflows of capital by having liberal economic policies that result in capital account surplus. Capital market reforms create suitable conditions for investors to take care of risk-return profiles. The present work emphasizes examining an opportunity to investors, both retail and institutional, for diversification by considering 22 world stock indices using multivariate analysis. Alan Harper and Zhenhu Jin

Author α: Professor & Director, Siva Sivani Institute of Management, Secunderbad, Telangana, India. e-mail: ramanarao@ssim.ac.in
Author σ: Faculty, Reva Business School (RBS), Reva University, Bangalore, Karnataka, India.
Author ρ: Assistant Professor in Finance, Siva Sivani Institute of Management, Secunderbad, Telangana, India.

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(2012) concluded that investors could diversify their portfolios to increase their returns while managing the risk, which has been adopted for the present study.

II. Review of Literature

The inter-relationship between national stock markets has been the subject of several papers in the general area of investment management and international finance research. Apart from exploring and presenting the relationship between national stock markets, these papers have helped develop essential tools necessary for the statistical analysis of correlation structure. Numerous studies have been conducted to explore the linkages among various financial markets around the world. Integration of world markets has provided many opportunities to the investors to look for different investments options across world markets to manage risk and returns. Diversification is a strategy to manage the risk that investors can use by understanding other stock markets globally. As risk diversification is the primary concern for most investors, they tend to look into the possibility of widening their investment choices across the countries or creating a region-based investment strategy. This requires the understanding of regional and global linkages of stock markets.

Abbas Valadkhani et al. (2008) investigated the relationship among the selected 13 stock markets returns. To understand the co-movements, the authors deployed principle components analysis and maximum likelihood methods on the monthly data from 1987 to 2007. The authors found that stock markets in the Asian countries are correlated highly, and factor analysis proved a well-defined common factor, and both the methods like ML and PC have provided similar results. Alan Harper and Zhenhu Jin (2012) study was conducted to find the linkage between Indian stock market returns with its eleven major trading partners. Monthly stock data for 11 years, i.e., 2000 to 2010, was used for analysis and found that investors can enhance their returns by managing the risks in India's trading partners' country's stock markets. Principle component analysis has been used and inferred that Indian stock returns are aligned with its trading partners. Hence, investors can diversify their investments by choosing the country's stock indices to improve their returns and minimize risk.

Maran Marimuthu (2010) has examined the co-movements of the Asian markets with developed markets by considering Malaysian, Indian, Chinese, the US, and the UK equity markets using Statistical models like Johansen multivariate cointegration, Vector Error Correction Model, and Granger causality test. The author found that there is a long-run relationship among the regional markets. Malaysia and India Granger cause each other. There is no role of China in the regional market. In addition, shocks in one country seem to affect other countries briefly in the Asian context. Maran has concluded that the US market is still the main influential factor in the Asian markets. Wen-Chung Guoa and Hsiu-Ting Shihb (2008) investigated the co-movement of stock prices and its association with herd behavior during a period of high-tech mania using daily equity returns for each stock. The analysis consists of return dispersion, volatility dispersion, and the directional co-movement of stock prices for a sample of 443 stocks from January 1996 to December 2000, covering industries like electronics, the Internet, communication, etc., semiconductors. The authors found that both return dispersion and volatility dispersion correlate with extreme market movements for high-tech stocks. It was found that herding, measured by directional co-movement, is more prevalent in high-tech industries than traditional economic industries. It also found an asymmetric result that herding has tremendous significance during extreme up markets.

Tak-Kee Hui (2005) studied the possibility of Singaporean investors diversifying into US and Asia Pacific markets. Factor analysis was performed on weekly data for the ten stock market indices, covering the period January 1990 to June 2001 to investigate the systematic covariation of the stock market returns to select markets for a Singaporean investor to invest in. Tak suggested that Singaporean investors or portfolio managers select relatively large and well-developed markets for risk diversification and invest in the USA, Australia, and Japan markets. In addition to that, there would not be any significant risk reduction by investing in the Hong Kong, Philippines, South Korea, Thailand, and Singapore markets simultaneously. Therefore, a Singaporean investor can invest in the USA, Australia, Japan, and Taiwan. Kivilcim Metin and Gulnur Muradoglu (2001) focus is forecasting stock returns in emerging markets using their interrelations to significant world stock exchanges and regional counterparts by using international co-movements for weekly stock prices by employing the Engle–Granger (1987) two-step cointegration technique. Kivilcim et al. found that unconditional variances were much higher for emerging markets than their mature counterparts. All national markets are cointegrated with the world leaders and other emerging markets according to their geographical proximity.

Jorg Bley (2007) focused on determining the contemporary interactions of the stock markets of Bahrain, Egypt, Israel, Jordan, Kuwait, Lebanon, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Tunisia, Turkey, and the United Arab Emirates by using daily historical prices for a period ranging from 1/2000 to 12/2004. The data series is divided into two sub-periods, the first period includes 130 weekly observations, and the second period covers the subsequent 128 weeks. The author found that changing stock market dynamics

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within the Middle East and North African (MENA) countries region still yield substantial intraregional diversification benefits and suggest the inclusion of regional equity in a global portfolio. In addition, Jorg opinioned that Gulf Cooperation Council (GCC) stock markets are likely to achieve the highest level of homogeneity within the MENA region, as its economies are increasingly synchronized in preparation for an economic union and may lead to a greater level of self-sufficiency of the regional economies which could translate into the manifestation of the currently low external stock market dependency.

Kedarnath Mukharjee and RK Mishra (2007) studied how Indian equity markets responded to the world markets movements and tried to examine the interdependencies of markets worldwide by considering daily closing prices of all the major equity indices for a period of 16 years starting from 1990 to 2005. Twenty-three countries are taken for the study to find co-movements of prices among the markets using Geweke measures of feedback. The annual feedback measures indicated that a significant same day relationship among the stock markets in India with that of almost all other foreign countries considered in the study and also found that there is a degree of integration among the markets over some time, resulting in a higher co-movement of prices among markets and therefore higher market efficiency at the international market scenario.

Shaista Wasiuzzaman and Lim Ai Li (2009) examined whether co-movements between stock markets exist for four stock markets included in this study: Malaysia, Singapore, the US, and Japan. The indices used are Kuala Lumpur Composite Index (KLCI), Straits Times Index (STI), Standard and Poor's 500 (S&P 500), and Nikkei 225 for Malaysia, Singapore, the US, and Japan, respectively. The sample has been considered based on the liquidity criterion measured by a stock's average daily traded value. The period of investigation spans January 2000-December 2006. The observations consist of the daily returns of each stock market. Daily returns are used instead of weekly or monthly returns because daily returns are more capable of capturing all possible interactions. The study used three methods to examine the linkages or co-movements, namely, correlation analysis, cointegration analysis, and Granger causality test. The results of the correlation analysis suggest that financial market linkages are weak among the four countries undertaken in this study. Cointegration tests reveal that there is a long-run relationship as there is at most a single cointegrating vector. Finally, the Granger causality test shows that most stock markets influence the other stock markets. Overall, the four stock markets seem to have financial market linkages or co-movements.

Preeti Sharma (2011) studied the issue of co-movement between Asian emerging stock markets and developed economies using cointegration and correlations in the index returns using Six years' weekly data of 8 Asian Stock Markets and United States of America for the period of six years, spans from January 2002 to December 2007. The author found that among the selected Asian markets, the highest positive correlation is found between Singapore and the Philippines, followed by Singapore and Malaysia and the Philippines and Malaysia. This signifies that Singapore, the Philippines, and Malaysia are the economies whose stock markets usually move in tandem. Japan and China, followed by the United States of America and China, have the most minor correlation among the sample. But as the economies are undergoing different reforms and fundamentals keep on changing, the author cautioned that due care should be taken while making investment decisions.

Searat Ali et al. (2011) study investigated the co-movement of Pakistan's Equity Market with the markets of India, China, Indonesia, Singapore, Taiwan, Malaysia, Japan, USA, and the UK by using a cointegration test on monthly stock prices from the period of July 1998 to June 2008. The results disclosed that there is no co-movement of Pakistan's equity market with the UK, USA, Taiwan, Malaysia, and Singapore markets. In contrast, the stock prices of the Pakistan equity market move together with the stock prices of India, China, Japan, and Indonesia; hence there is no scope of risk minimization for investors through diversification of international markets in these countries. Furthermore, the authors found that the role of the stock exchange structure is not found in the co-movement of the Pakistan stock market with the selected stock markets.

Razan Salem et al. (2011) focused on examining significant portfolio benefits diversification internationally, especially for middle east investors. The authors considered developed markets like USA, Germany, and Japan and a few developing markets, including Oman, for the study by taking daily data from 2008 to 2010. By using statistical tools like correlation and partial correlation, it was found that investors in the middle east can enjoy the benefits of international portfolio diversification despite regional political uncertainties and uncertainties at the global level, including financial. The authors recommended that middle-east investors consider including Brazil, Jordan, Japan, and Oman markets as part of constructing an international portfolio.

Rajesh Chakrabarti examined the nature of regional inter-dependence among selected Asian stock markets and that among selected European markets before and during the Asian crisis while looking at both the "spillover" angle of stock market interrelationship as well as the evolution of the correlation structure over time. The data consists of daily close-to-close returns for eight East Asian developing countries and eight West European developed countries. The East Asian

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countries are Hong Kong, Indonesia, South Korea, Malaysia, Philippines, Singapore, Taiwan, and Thailand. In contrast, the European countries are France, Germany, Italy, the Netherlands, Portugal, Spain, Switzerland, and the United Kingdom. This gives us two groups of equal size for comparison purposes. Because we use groups of neighboring countries and the time zone difference within either group does not exceed 2, issues of lead-lag structure for studying volatility spillovers and covariance are not critical for us, and current data can be used for this study. The data covers five years from 12/31/93 to 12/31/98. Thus, we have 1305 data points in our sample. We consider 7/2/97 to be the beginning of the Asian crisis. In our study, we look at the correlation structure of the eight Asian countries and compare it with the correlation structure among the European countries.

Salim M Darbar and Partha Deb (1997) investigated the co-movements of equity returns for indices of four major equity markets, namely Toronto 300 share index, Topix, the financial times stock exchange 100 shares, and S&P 500 index for a period of 1 Jan 1989 to 31 Dec 1992 by using Multivariate GARCH framework. The authors found that the US and Japan have transitory correlations, but there is no evidence of permanent correlation, and conditional correlations can change considerably in reaction to the news. Portfolios can be adjusted based on the variations shown in correlations. Michel Beine and Bertrand Candelon (2007) examined the impact of trade and financial liberalization on the degree of stock market co-movement among emerging economies using a sample of 25 developing countries observed over 15 years. The authors estimate the impact of reforms that aim at opening these countries to trade and financial channels to the rest of the world. Estimating time-varying cross-country correlations allows the econometric investigation to be performed using a panel data framework, raising the quality of the statistical inference. Our results offer strong support in favour of a positive impact of trade and financial liberalization reforms on the degree of cross-country stock market linkages.

Ritesh Patel (2017) found that various investors like Foreign institutional investors, High net worth individuals, institutional investors, retail investors derive an advantage in diversifying the fourteen stock markets that the author considered in the study. The author used the Johnsen cointegration test to find the relationship among the selected stock markets and found a long-term relationship among the selected stock markets. The Granger causality test proved that BSE returns are affected by BVSP, FTSE-100, and MXX. The author suggested that investors take their portfolio investment decision by observing the long- and short-term markets integration Indian market.

III. Rationale for the Study

The literature review revealed that many studies had been carried out to understand the co-movements and integration of the various stock markets. The studies focused more on American, European, Asia, and Asia Specific markets, but limited work has been done covering Asia Pacific, Europe, American, and Middle East markets. Hence, the present study included middle east markets apart from the other world markets. The study's findings can be used by the retail and institutional investors, especially the Indian investors, for designing their portfolio and those who are seeking other than their markets for risk minimization. This study has been carried out to investigate the potential for diversification into various stock indices by using the concept of cointegration and co-movement among world stock markets. One of the well-known multivariate analysis techniques, like factor analysis, has been used in the study to understand the relationship among the latent variables. It obtains a reduced set of uncorrelated latent variables using a set of linear combinations of the original variables to maximize the variance of these components, and few studies have been conducted using the Principle Component analysis and Maximum Likely hood methods (Abbas Valadkhani et al. 2008). Factor analysis is used to determine the co-movements among the 22 selected world markets covering major continents like Asia, Asia Pacific, Europe, North America, America, Belgium, etc. Alan Harper and Zhenhu Jin's (2012) approach has been adopted for the present study.

IV. Methodology of the Study

Monthly indices data for the period from1 Jan 2000 to 31 Dec 2018 are used in the present study. Twenty-two stock markets indices were considered for the study. They are ASX 200 (Australia), Nikkei 225 (Japan), KOSPI (South Korea), Hang Seng (Hong Kong), Jakarta Composite Index (Indonesia), SSE Composite Index (China), Taiwan Capitalization Weighted Stock Index, Sensex (India), Amman SE General (Jordan), BLOM(Lebanon), QE General (Qatar), MSM 30(Oman), Tadawul (Saudi Arabia), Tel Aviv (Israel), CAC 40 (France), DAX 30 (Germany), BEL 20 (Belgium), Euronext 100, DJIA (United States), TSE (Canada), BOVESPA (Brazil) and BMV (Mexico). The monthly returns have been calculated and tested their stationary by using ADF and PP tests. Factor analysis conceptually helps identify the variables that have similar patterns associated with the latent factor or variable. Factor analysis traditionally assumes that there is no unit root in time series data. This model is well known multivariate analysis model (Hair et al., 1998; Tabachnick and Fidell, 2001; Tsay, 2002). Similarly, the same concept can be used to identify the markets which are associated and not associated. This information is

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vital for the design portfolio. The linear combination of stock market returns accounts for the variance in the data as a whole Alan Harper and Zhenhu Jin (2012).

V. Empirical Results

In this section, quantitative results obtained from the statistical analysis have been presented in the below tables. Various tests conducted are: correlations test, KMO test, component matrix test, communalities test, and rotated component matrix test.

Table 1: Results of Correlations among 22 stock markets

	ASX 200(Australia)	Nikkei 225(Japan)	KOSPI(South Korea)	Hang Seng (Hong Kong)	Jakarta Composite Index(Indonesia)	SSE Composite Index(China)	Taiwan Capitalization Weighted Stock Index	Sensex(India)	Amman SE General(Jordan)	BLOM(Lebanon)	QE General(Qatar)	MSM 30(Oman)	Tadawul(Saudi Arabia)	Tel Aviv(Israel)	CAC 40(France)	DAX 30(Germany)	BEL 20(Belgium)	Euronext 100	DJIA(United States)	TSE(Canada)	IBOVSPA(Brazil)	BMV(Mexico)
ASX	1	.627**	.557**	.633**	.436**	.198**	.477**	.507**	.120**	.006	-.050	.163**	.170**	.420**	.663**	.613**	.627**	.681**	.613**	.662**	.500**	.555**
Nikkei	.627**	1	.590**	.605**	.390**	.211**	.481**	.490**	.126**	-.028	-.053*	.127**	.202**	.344**	.604**	.592**	.529**	.613**	.542**	.534**	.422**	.445**
KOSP	.557**	.590**	1	.650**	.438**	.203**	.647**	.534**	.109**	-.014	.018	.044	.111**	.399**	.517**	.542**	.443**	.522**	.470**	.509**	.486**	.525**
Hang	.633**	.605**	.650**	1	.456**	.340**	.574**	.595**	.125**	-.030	-.009	.118**	.132**	.416**	.594**	.590**	.538**	.609**	.522**	.563**	.512**	.544**
Jakart	.436**	.390**	.438**	.456**	1	.198**	.390**	.430**	.162**	.076**	.037	.189**	.146**	.313**	.341**	.343**	.370**	.366**	.289**	.368**	.366**	.348**
SSE	.198**	.211**	.203**	.340**	.198**	1	.223**	.153**	.031	.012	.043	.095**	.112**	.162**	.150**	.158**	.151**	.157**	.137**	.133**	.162**	.112**
Taiwa	.477**	.481**	.647**	.574**	.390**	.223**	1	.447**	.091**	.021	.014	.081**	.114**	.313**	.450**	.451**	.379**	.458**	.398**	.449**	.424**	.404**
Sens	.507**	.490**	.534**	.595**	.430**	.153**	.447**	1	.122**	.028	.018	.088**	.128**	.356**	.493**	.504**	.474**	.506**	.429**	.477**	.429**	.457**
Amm	.120**	.126**	.109**	.125**	.162**	.031	.091**	.122**	1	.065*	.011	.259**	.231**	.126**	.087**	.110**	.114**	.099**	.074**	.073*	.081**	.065*
BLOM	.006	-.028	-.014	-.030	.076**	.012	.021	.028	.065*	1	.037	.078**	.045	.023	.013	-.003	.021	.017	-.017	.029	-.036	-.002
QE	-.050	-.053*	.018	-.009	.037	.043	.014	.018	.011	.037	1	.016	.028	.054*	-.081**	-.079**	-.041	-.075**	-.071*	-.075**	-.056*	-.030
MSM	.163**	.127**	.044	.118**	.189**	.095**	.081**	.088**	.259**	.078**	.016	1	.349**	.190**	.137**	.105**	.153**	.144**	.092**	.135**	.075**	.029
Tada	.170**	.202**	.111**	.132**	.146**	.112**	.114**	.128**	.231**	.045	.028	.349**	1	.169**	.180**	.166**	.161**	.182**	.124**	.129**	.109**	.048
Tel	.420**	.344**	.399**	.416**	.313**	.162**	.313**	.356**	.126**	.023	.054*	.190**	.169**	1	.392**	.399**	.353**	.400**	.333**	.365**	.305**	.323**
CAC	.663**	.604**	.517**	.594**	.341**	.150**	.450**	.493**	.087**	.013	-.081**	.137**	.180**	.392**	1	.918**	.844**	.985**	.767**	.725**	.573**	.635**
DAX	.613**	.592**	.542**	.590**	.343**	.158**	.451**	.504**	.110**	-.003	-.079**	.105**	.166**	.399**	.918**	1	.802**	.918**	.765**	.680**	.576**	.640**
BEL	.627**	.529**	.443**	.538**	.370**	.151**	.379**	.474**	.114**	.021	-.041	.153**	.161**	.353**	.844**	.802**	1	.876**	.711**	.622**	.483**	.543**
Euron	.681**	.613**	.522**	.609**	.366**	.157**	.458**	.506**	.099**	.017	-.075**	.144**	.182**	.400**	.985**	.918**	.876**	1	.789**	.730**	.565**	.644**
DJIA	.613**	.542**	.470**	.522**	.289**	.137**	.398**	.429**	.074**	-.017	-.071*	.092**	.124**	.333**	.767**	.765**	.711**	.789**	1	.698**	.547**	.655**
TSE	.662**	.534**	.509**	.563**	.368**	.133**	.449**	.477**	.073*	.029	-.075**	.135**	.129**	.365**	.725**	.680**	.622**	.730**	.698**	1	.614**	.623**
IBOVS	.500**	.422**	.486**	.512**	.366**	.162**	.424**	.429**	.081**	-.036	-.056*	.075**	.109**	.305**	.573**	.576**	.483**	.565**	.547**	.614**	1	.612**
BMV	.555**	.445**	.525**	.544**	.348**	.112**	.404**	.457**	.065*	-.002	-.030	.029	.048	.323**	.635**	.640**	.543**	.644**	.655**	.623**	.612**	1
**. Correlation is significant at the 0.01 level (1-tailed).																						
*. Correlation is significant at the 0.05 level (1-tailed).																						

Source: Authors calculations

Table 1 depicts stock market returns correlation with all the sample countries in the study. Sensex is correlated among the sample ranging from weak to highly correlated. Further, it can be inferred that Sensex has a weak correlation with few indices like Tadawul (Saudi Arabia, Amman SE General (Jordan), BLOM (Lebanon), and MSM (Oman). A geographical and economic association is one of the critical drivers for having such a relation. From the results depicted in Table 1, China, Jordan, Lebanon, Qatar, and Saudi Arabia are weakly correlated with other countries except with the countries geographically associated similarly France, Germany, Belgium, US, Canada, and Mexico are highly the rest having moderately correlated.

Table 2: Results of KMO Measure and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.940
Bartlett's Test of Sphericity	Approx. Chi-Square	15311.880
	Df	231
	Sig.	.000

Source: Authors calculations

For measuring the sample adequacy, the Kaiser-Meyer-Olkin (KMO) statistical method can be used, which measures the proportion of variance in the data variables that underlying factors might cause.

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Values close to 1 generally indicate that the factor analysis is helpful for the present study data. As the KMO measure of sampling, adequacy was as high as the measure of .940, which is excellent as per the review of the literature, and it is an indication that the study can proceed with Principle Component Analysis and the Bartlett test of sphericity

Table 3: Results of Total Variance explained

Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.285	42.206	42.206	9.285	42.206	42.206	6.999	31.812	31.812
2	1.673	7.605	49.811	1.673	7.605	49.811	3.616	16.436	48.248
3	1.401	6.370	56.181	1.401	6.370	56.181	1.697	7.714	55.962
4	1.021	4.641	60.822	1.021	4.641	60.822	1.069	4.860	60.822
5	.959	4.357	65.179						
6	.921	4.188	69.368						
7	.769	3.498	72.865						
8	.731	3.322	76.188						
9	.711	3.232	79.419						
10	.661	3.004	82.423						
11	.611	2.778	85.201						
12	.531	2.415	87.616						
13	.504	2.290	89.906						
14	.393	1.786	91.692						
15	.386	1.754	93.446						
16	.329	1.494	94.941						
17	.294	1.336	96.276						
18	.287	1.305	97.582						
19	.251	1.139	98.721						
20	.181	.821	99.542						
21	.089	.405	99.947						
22	.012	.053	100.000						
Extraction Method: Principal Component Analysis.									

Source: Authors calculations

The co-movements of stock market returns can be examined using the Principle Component analysis, a multivariate technique that helps in reducing the number of variables. Precisely it reduces the number of factors through observed correlations among the variables or factors. The above table 3 shows variance explained in each of the factor(s). It can be observed from the above-stated results that four factors have an Eigenvalue greater than one. The cumulative percentage of the summation of percentage variance for factor 1 is 42.206, for factor 2 is 49.811, for factor 3 is 56.181, and for factor 4 is 60.822. This analysis helped to find out an optimal number of factors, i.e., four.

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Table 4: Results of Component Matrix

Component Matrix[a]				
	Component			
	1	2	3	4
ASX 200(Australia)	.801			
Nikkei 225(Japan)	.737			
KOSPI (South Korea)	.723		-.390	
Hang Seng (Hong Kong)	.782			
Jakarta Composite Index (Indonesia)	.535	.352		
SSE Composite Index (China)		.307		
Taiwan Capitalization Weighted Stock Index	.632		-.385	
Sensex (India)	.666			
Amman SE General (Jordan)		.514		
BLOM (Lebanon)				.780
QE General (Qatar)				.518
MSM 30 (Oman)		.590	.446	
Tadawul (Saudi Arabia)		.541	.404	
Tel Aviv (Israel)	.520			
CAC 40 (France)	.893			
DAX 30 (Germany)	.876			
BEL 20 (Belgium)	.816			
Euronext 100	.906			
DJIA (United States)	.806			
TSE (Canada)	.807			
IBOVSPA (Brazil)	.697			
BMV (Mexico)	.743			
Extraction Method: Principal Component Analysis.				
a. 4 components extracted.				

Source: Authors calculations

The component matrix results in table 4 above; many of the stock markets results are highly correlated with factor 1 followed by factor 2, factor 3, and factor 4. In factor 1, Indian stock market returns are correlated with many world stock market returns covering South Asia and European countries.

Table 5: Results of Communalities

Communalities		
	Initial	Extraction
ASX 200(Australia)	1.000	.645
Nikkei 225(Japan)	1.000	.579
KOSPI (South Korea)	1.000	.690
Hang Seng (Hong Kong)	1.000	.723
Jakarta Composite Index (Indonesia)	1.000	.469
SSE Composite Index (China)	1.000	.280
Taiwan Capitalization Weighted Stock Index	1.000	.577
Sensex (India)	1.000	.518

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Amman SE General (Jordan)	1.000	.381
BLOM(Lebanon)	1.000	.677
QE General (Qatar)	1.000	.382
MSM 30(Oman)	1.000	.592
Tadawul (Saudi Arabia)	1.000	.539
Tel Aviv (Israel)	1.000	.345
CAC 40(France)	1.000	.907
DAX 30(Germany)	1.000	.852
BEL 20(Belgium)	1.000	.767
Euronext 100	1.000	.925
DJIA (United States)	1.000	.749
TSE(Canada)	1.000	.680
IBOVSPA(Brazil)	1.000	.503
BMV(Mexico)	1.000	.604
Extraction Method: Principal Component Analysis.		

Source: Authors calculations

Table 5 shows communalities which can be between 0 to 1, and the values reported in the above table indicate that all initial communalities have a value of 1; hence it can be inferred that the common factors explain all of the variances in the stock market returns among the sample markets Alan Harper and Zhenhu Jin (2012).

Table 6: Results of Rotated Component Matrix

Rotated Component Matrix[a]				
	Component			
	1	2	3	4
ASX 200 (Australia)	.645			
Nikkei 225 (Japan)	.531	.516		
KOSPI (South Korea)		.716		
Hang Seng (Hong Kong)		.693		
Jakarta Composite Index (Indonesia)		.583		
SSE Composite Index (China)		.508		
Taiwan Capitalization Weighted Stock Index		.685		
Sensex (India)		.566		
Amman SE General (Jordan)			.604	
BLOM (Lebanon)				.802
QE General (Qatar)				.576
MSM 30 (Oman)			.764	
Tadawul (Saudi Arabia)			.722	
Tel Aviv (Israel)				
CAC 40 (France)	.926			
DAX 30 (Germany)	.891			
BEL 20 (Belgium)	.849			
Euronext 100	.933			
DJIA (United States)	.845			
TSE (Canada)	.768			
IBOVSPA (Brazil)	.596			
BMV (Mexico)	.701			
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 5 iterations.				

Source: Author calculations

The rotated component matrix results are depicted in Table 6 above, and the findings show that the first factor has large weights for France, Germany, Belgium, Euronext, US, Canada, Mexico, which can be concluded that these stock market returns are highly correlated and designing a portfolio using these markets indices will not help to derive the diversification benefits. The second factor extracted countries like India, Taiwan, China, Japan, South Korea, Hong Kong, and Indonesia are correlated. The third factor extracted countries like

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Saudi Arabia, Oman, and Jordan, and the last factor has only two countries like Lebanon and Qatar. Hence, it can be inferred that constructing a portfolio using countries under each of the factors will not benefit the portfolio. Hence, while designing the portfolio, investors and institutions should include a country stock index from all four factors to diversify. For example, a portfolio could have indices like DJIA, SSE Composite Index, MSM 30, and BLOM. The factors also have geographical diversification, which helps in deriving the advantage.

VI. Conclusion

The correlation values in the study find that Sensex has a weak relationship with few indices and strong relationships with other stock market indices. Sensex has a weak correlation with few indices like Tadawul (Saudi Arabia), Amman SE General (Jordan), BLOM(Lebanon), and MSM (Oman). Rotated component matrix results concur with it because these markets indices have fallen in a different factor. Hence investors, including institutions in India, can use this grouping of the indices while constructing their portfolios. For instance, an investor designed a portfolio using indices like ASX 200 (Australia), Nikkei 225 (Japan), CAC 40 (France), DAX 30 (Germany), BEL 20 (Belgium), Euronext 100, DJIA (United States), etc., the benefits of diversification are minimal. Though the number of indices is included, their correlations are high and fall in the same factor. Hence, investors need to design portfolios by considering factor 1, factor 2, factor 3, and factor 4 to have wide diversity. As these countries are geographically and economically spread out, the investor can enjoy the risk and return portfolio benefits.

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Effect of Talent Development on Employees Performance; A Case study of Benue State University, Makurdi

By Shiebee Sunday Iorgema
University of Mkar

Abstract- This study examines effect of Talent development on employees performance. The study focus on Benue State University Makurdi. The study specifically examines the effect of career development, coaching and mentoring in Benue state University. The study adopted survey design and questionnaire was used as an instrument for data collection .The population of the study consists of 1,974 staff. Multiple regression was used as a technique of data analysis. Findings of the study revealed that, career development, coaching and mentoring significantly influenced employees performance at Benue state University. The study recommended that, Management of Benue State University Makurdi should ensured that programmes are designed for academic and non academic staff of the institution to enhanced staff career development and adequate measures should be implemented for coaching and mentoring of young talented academic and non academic staff of the institution.

GJMBR-A Classification: JEL Code: M19



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I. Introduction

Organizations are encountering increased competition owing to globalization, transformations in technology, political and economic environments (Evans, Pucik & Barsoux, 2002 cited in Tukunimulongo, 2016) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the dynamics of time to enhance their performance becomes imperative (Tukunimulongo, 2016). It is important not to disregard the prevailing evidence on the development of knowledge in the business corporate world. This maturation has not merely been conveyed about by improvements in technology nor a combination of factors of production but increased efforts towards growth of organizational human resources. It is, consequently, the duty of every organization to raise the business performance of the employees and certainly the implementation of training and growth is one of the major steps that most companies need to accomplish this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company's aims and goals as a means of maintaining effective public presentation. This demand for managers to confirm an acceptable provision of staff that is socially and technically capable and talented career development into high-quality departments or management positions (Sultana, Irum, Ahmed & Mehmood, 2012).

The interrogation that may originate in many instances is why human resources are significant. Having in mind that human resources are the intellectual property of the firm, employees prove to be a serious beginning of acquiring competitive advantage, according to Houger (2006), training is the sole mode of developing organizational intellectual property through building employees' competencies. In parliamentary law to succeed, organizations have to obtain and apply human resources effectively (Houger, 2006). Organizations, therefore, need to design its human resources management in ways that fit into the organization's structure as this will make the organizations achieve their ends and targets. Moreover, it is too important for governing bodies to assist their work force in obtaining the necessary skills required and increase loyalty. The management of human resources in Africa in general and Nigeria in particular is quite challenging as most systems have difficulties seeing the correct gauge of human resources. This may partly be a consequence of the different kinds of problems, for instance, political instability, corruption, bureaucracy, inadequate infrastructure, low level of education and purchasing power, diseases and famine known to predominate in the African continent (Kamoche, 2002). Most companies need to accomplish this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the organisation aims and goals as a means of maintaining effective public presentation. This demand for managers to confirm an acceptable provision of staff that is socially and technically capable and talented career development into high-quality departments or management positions (Sultana, Irum, Ahmed & Mehmood, 2012).

To build up the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective development plans that may also affect employee motivation and commitment (Asaju, 2008). In lodge to prepare their workers to perform their tasks as desired, organizations provide training so as to optimize their employees' potential. Most firms, by

Author: Department of Business Management University of Mkar, Mkar Benue State- Nigeria.
e-mail: ayangedays@gmail.com

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applying long term planning, invest in building new skills by their hands, enabling them to cope with the changeable conditions that they may confront in the future, therefore, improving the employees' performance through superior level of motivation and dedication. When employees know that their organization takes in interest in them through providing training programs, they in turn apply their best endeavors to accomplish organizational goals, and express high performance in their tasks.

Employees are the most valuable asset of any society or institution as they can establish or break a company's or institution's reputation and can adversely affect profitability or the accomplishment of set goals. Employees often are responsible for the large volume of the necessary work to be performed as well as customer satisfaction and the quality of products or services and events. Without proper development, employees, both novel and old do not receive the information and grow the skill sets necessary for achieving their jobs at their maximum voltage. Employees who undergo proper development programs tend to preserve their jobs longer than those who do not. Without development, employees do not hold a solid grip on their obligations or obligations. Employee development are plans that provide workers with information, new skills, or professional development opportunities. According to Byrne (2011), managers are trying their very best to develop employees' capabilities, ultimately creating a good working environment within the organization. The management is involved in developing effective training and educational plans for its academic staff members to outfit with the desired knowledge, sciences and abilities to accomplish institutional goals. This line of action by the top management would not only improve the academic staff performance, but also create positive image of the institution.

Thus, effective staff development programmes at Benue State University help the employees to get acquainted with new technological advancements, and to gain full command of the competencies, knowledge and skills required to perform a particular job and to avoid on the job errors and mistakes. Amongst the important functions of human resources management, is employee development through proper training and development programmes.

II. Objectives of the Study

The broad objective of this study is to examine the effect of talent development on employees performance, the Specific Objectives are to:

i. Examine the effect of career development on employees performance at Benue state University
ii. Examine the effect of coaching on employees performance at Benue State University
iii. Examine the effect of mentoring on employees performance at Benue State University

a) *Conceptual Clarification*

Talent development in this competitive and dynamic business environment learning and development has become a backbone of success, without continuous learning maintain performance may become impossible because of that strategy makers and HR practitioners are moving their focus towards learning and development of the talented employees to enhance company performance, Talent development is the process of improving the skills and attitude of the employees (Williamson, 2011). As the business continuously keep on changing the technologies business models and new strategies to cope up with these changes company needs to enhance and improve the knowledge of their employees and making strategies for development practitioners must keep in mind the integration and strategic fit between the current talent and the skills of the employees (Mendez & Stander, 2011). Based on the researcher's view, Talent development is the process of helping talented employees to acquire the skills and knowledge they need to succeed and improve performance.

In today's challenging business environment of going global and competition becoming intense, organizations have mounting pressure to perform better than before. Over the years, creation and preservation of knowledge has become a key tool in accelerating competitiveness and enhancing organizational capabilities to respond to market changes (Bryan, 2004), wherein employees' skills and personalities are appropriately deployed to optimize performance, is a critical and difficult task. Identifying and developing executives who have leadership potential, like every other vital strategic function, is a demanding process that is equal parts of Arts and Science (Klein and Miles, 2003).

Talent development is recognized imperatively as a key component of not only talent management but also in global talent management (Alferaih et al., 2018; Li et al., 2018; Tlaiss et al., 2017) the worth of talent development is clearly seen in the success of the companies in managing talent (Garavan et al., 2012). Talent development mainly focuses on catering "zero talent outages" and to create a solid succession plan rather than talent replacement. Research conducted by Garavan et al., (2012) clearly emphasizes the importance of talent development globally and locally and his studies also suggest that talent development architecture is not a one-size-fits-all approach, but it should be differentiated, with an emphasis on customizing talent development strategies to meet the needs of individual.

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b) Effect of Career Development on Employees Performance

Career can be described as a series of positions occupied by an individual throughout his or her lifespan (Robbins & Coulter, 2002). Career is the constant progress, experience and skill acquisition of a person in a specific work field. Even though career in the general sense, is defined as the total of the jobs a person undertakes through his or her entire life, it has a meaning beyond and wider than this definition. The career of individuals is not only the jobs they have, but their training for fulfilling the expectation, goal, emotion and desires related to their job role and as a result, progressing in that workplace with the knowledge, skill, quality and desire to work (Yalçın, Akbin & Oral 1994).

As noted by McMahon, Patton and Tatham (2003), career development is the series of activities or the ongoing/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization or moving to a different organization. Career development is an ongoing process of formalized effort by an organization that focuses on developing and enriching the organization's human capital in light of both the employee's and organization's needs (Byars and Rue, 2008). According to the National Strategy for the Development of the social service workforce in Scotland (2005), employee development is the foundation on which the confidence and competence of individual staff is built. Aswathappa (2008) contends that individual interests, values, competencies, activities and assignments are essential for developing employees' talent and skills. Employees are no longer satisfied with a job in the traditional sense of having a salary and benefits, but rather, a job that develops their talents for career growth. Unfortunately, most employers have failed to recognize this need and the tools and experiences they provide do not enable workers to develop in their career. Career development programs enable all the workers to make progress in the organization from the beginning. It also helps to determine career paths and remove all the obstacles against the progress of the workers. Additionally, it accelerates workflow in the organization by providing training for the personnel that go through a career stability and increasing work mobility. According to Armstrong (2008), career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience.

Career development opportunities is one of the most important variables as employees are more conscious about their career so they prefer a job where they can get more opportunities to develop their skills. A company that wants to strengthen its bond with its employees must invest in the development of their employees (Zheng & Kleiner, 2001). To ensure that the talent pool supports the company's overall strategy, the abilities of promising individuals should be shaped to correspond with the emerging leadership needs of the future (Fulmer, Stump & Bleak, 2009). Ongori and Agolla (2009), contend that lack of personal growth in organizations results in career plateau which in turn leads to increased employee intention to quit.

Career development is an approach of an organization ensuring that people with the qualifications and experience are available when needed (Zheng & Kleiner, 2001). Using career development approach employers can coach the employee in his individual career planning and by realizing the plans of employees can plan the allocation of human resources. Thus, the career development is perceived like joint effort between the individual employee and the organization and often used to close the gap between current performances and expected future performance. When organizational career management practices meet employees pre-joining expectations (Sturges, 2008) this will enhance commitment, satisfaction and motivation.

c) Effect of Coaching on Employees Performance

Learning and performance improvement are the important parts of talent management. Because, employee training provides an organization has a skilled, motivated, and competent workforce. To develop the workforce of the organizations also implemented in different forms: formal educations and projects, coaching and mentoring (Frank & Taylor, 2004; Huang & Tansley, 2012; Iles, Preece, & Chuai, 2010). Particularly in leadership development process, training and coaching are considered as a key part of the organizations in terms of the talent management (Chugh & Bhatnagar, 2006).

Hawkins and Smith (2013) defined the coaching "It is the focused application of skills that deliver performance improvement to the individual's work in his or her organization, through robust support and challenge" (p.29). A coach takes a role to motivate employees and encourages them for developing skills. The best coaches are supposed to be empathetic, supportive, practical, and self-confident (Noe, 2012). Managers are allowed to set high standards and expectations, support development of employees, and manage performance by coaching. Once the expectations are clearly defined and employees are hold accountable, it makes the improvement of performance and interpersonal requirements (Manion, 2004). In order to have a successful talent management, it requires

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having effective communication and this can be ensured by coaching. One of the important activity in coaching is feedback. To pursue an effective feedback system, managers are supposed to observe and identify behaviors of the people (Mccauley & Wakefield, 2006; Sparrow & Makram, 2015).

d) Effect of Mentoring on Employees Performance

Developing a talent pool is a continuous process and it includes several practices as it was mentioned above. One of the best practices for the high- potential employees in most organizations is mentoring (Friday & Friday, 2002; Stahl et al., 2012). Mentorship is an activity based on the interpersonal relationship includes encouragement and support. A mentor can be an experienced employee or a manager helps to the less experienced employees and those who labeled as talents (Noe et al., 2012). Even the feedback is needed, the mentor should also be capable to encourage and advise on how to develop themselves through the feedback (Brandt & Brundin, 2007). This type of practices in development process may improve and simplify the development opportunities. A major issue with nurturing talent is that organizations must have the right training and mentoring plans in place (Khatri et al., 2010). Michaels et al. (2001) states the importance ofmentoring in their research, and argue that is valuable for the development of talent. Although mentoring ensures the benefits for the organizations, the number of the companies is not adequate which nominates mentors for their talents. Coaching and mentoring are the closely related terms and important managerial skills. Dessler (2013). clarifies the confusion between these terms by defining Coaching as educating, instructing, and training subordinates and Mentoring refers advising, counseling, and guiding‖. He also states that while coaching focuses on teaching short-term job-related skills, mentoring concentrates on helping employees discover their long-term career objectives (Dessler; 2013).

e) Employees Performance

Employee's performance is critical to the success of the organization. Organizations should therefore endeavour to invest resources into programmes in order to increase job satisfaction and their employee's performance. Where there is employee job satisfaction, the tendency is to have low turnover, employee commitment and loyalty. The turnover intention is the degree to which the employees leave the organization. Employees' Performance, according to Mathis and Jackson (2009), is the presence, timeliness, efficiency, effectiveness, the quality and quantity of the work done. Employee performance, according to Huselid, (1995) is the enhancement of the knowledge, skills, and abilities acquired by employees so that they can perform their duties to achieve organizational goals. Deadrick and Gardner (1997) also intimate that it is the output of an employee for performing his job within a certain period of time. Training and development is an effective tool to equip or propel employees to improve upon their performance. According to Pfeffer (1994), employees that are trained by their organization are able to deliver well and gain competitive advantage. Katcher and Snyder (2003) are of the view that training and development of employees leads to efficient use of new equipment, enables them to deliver better, can be used to replace their supervisors when they retire and become loyal to the organization, thereby reducing employee turnover. In addition, when employees are trained, there is the likelihood that the organization will find it easier to adapt to change and enhance growth of both the employee and the organization. Nel, Van Dyk, Hassbroek, Schultz and Werner (2004) posit that the organization will benefit from training and development of employees because there will be reduction of project failures and defects and there will be minimum supervision as well.

f) Theoretical Framework

The human capital theory emphasizes talents as an exceptional asset to an organization and based on that relevance, it was chosen as an underpinning theory for the current study. Training development and education are two major successors in human capital theory. It underlines that information, experience, and knowledge employee obtain from training development is a form of valuable capital and a great investment that produces returns (Shultz, 1971; Becker, 1962). There are many studies about the talent management field that uses human capital theory apart from the resource-based view theory. Besides that, human capital theory generally supports and stimulates human capitals or talents to operate freely. According to Becker (1992) "all workers are intrinsically identical" as he attempts to prove that "greater knowledge tends to raise the benefits from specialization, and thus tends to raise the optimal division of labor"

This study is anchored on the human capital theory by Becker (1964). This theory postulates that human capital - the composition of employee skills, knowledge, and abilities - is a central driver of employee performance. The theory has been widely used in the field of human resource management (Crook, Todd, Combs, Woehr, & Ketchen, 2011; Fisher, 2009; Lepak & Snell, 1999; Nafukho, Hairston, & Brooks, 2004; Strober, 1990). This theory views human capital as a competitive resource that organizations can invest in and is valued by the organization since it increases productivity (Kessler & Lülfesmann, 2006; Lepak & Snell, 1999; Nafukho, et al., 2004; Strober, 1990). The relevance of this theory is that if organizations pursue goal congruence, and focus more on retaining top performers, the huge amount invested in top performers pays off with long term benefits to the organization. If

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employees are adequately invested in, well managed and retained, they will be innovative and creative, readily useful and available to the organization to do the right job for all the right reasons, and goal achievements becomes glaring and tangible.

III. Methodology

This study adopted survey design since it involves the field enquiries by collecting data using questionnaire from the target population. The target population of this study consists of 1,974staff of Benue State University (comprising of 718 academic, 631 non-academic senior staff and 623 junior staff). Using Taro Yamene's formula, 333 respondents made the sample size for the study. The questionnaire was used as the major instrument of data collection. A pilot study was conducted to test the accuracy and the consistency of the research instrument. The result shows that all the constructs were reliable (consistent). Data were statistically analyzed after being collected from the field using Multiple Regression Analysis as the main statistical technique with the aid of SPSS Version 23to explain the effect of talent management on employee performance in Benue State University. The explicit form of the regression model for the study is stated thus:

$$Y = a + \beta 1x_1 + \beta 2x_2 + \beta 3x_3$$

where:

Y= Employee Performance
X_1= Career development
X_2= Coaching
X_3= Mentoring
α = Intercept of the Model (constant)
$\beta 1$ to $\beta 3$= coefficients of X_1, X_2 and X_3 respectively

IV. Results and Discussion

a) Test of Hypotheses

Test of hypotheses is done using regression analysis as the major technique, with aid of SPSS version 23. This is presented and discussed under model summary, ANOVA and regression coefficients.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.53[a]	.426	.416	.89538	.000

a. Predictors: (Constant), Mentoring, Coaching, Career development
b. Dependent Variable: Employee Performance
Source: SPSS output of field survey, 2021.

The result in Table 1 showed that the regression coefficient, R = .53(53%) has a positive relationship between the independent variables and dependent variable. The coefficient of determination (R^2) = .426 explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee performance) that is explained by all the independent variables (career development, coaching mentoring). The coefficient of determination showed that 42.6 % of the variation in employee performance in Benue State University is explained by career development, coaching and mentoring.

Table 2: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104.723	3	34.922	43.555	.000[b]
	Residual	141.068	300	.802		
	Total	245.800	303			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant),Mentoring, Coaching, Career development
Source: Field Survey, 2021.

The result in Table 2 showed the F-value = 43.555 and the significance level = .000 (F = 43.555, P .000 < 0.05). This implies that over all regression model is statistically significant, valid and fit. The valid regression model implies that all independent variables (career development, coaching and mentoring) are capable of explaining the positive effect on the dependent variable (employee performance in Benue State University).

Table 3: Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.1481	.181		2.663	.008
	Career development	.148	.064	.155	2.292	.023
	Coaching	292	.063	.319	4.662	.000
	Mentoring	.336	.064	.342	5.266	.000

a. Dependent Variable: Employee Performance
Source: Field Survey, 2021.

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The result in Table 3 established the regression equation as follows:

$$Y = 0.481 + 0.148\,X_1 + 0.292\,X_2 + 0.336X_3$$

The regression equation established from Table 3 indicated that holding career development, coaching and mentoring to a constant zero, employee performance would be 0.481, a unit increase in career development would lead to increase in employee performance by 0.148 (14.8 %), a unit increase in coaching would lead to increase in employee performance by a factor of 0.292 (29.3 %). Also, a unit increase in mentoring would lead to increase in employee performance by a factor of 0.336 (33.6 %). The significance of the variables was supported by the t-values whose significance values were less than 0.05 which indicates that the variables were statistically significant in influencing the employee performance in Makurdi, Benue State.

b) Discussion of Findings

Discussion of findings is done according to the three hypotheses formulated and tested in this study as follows:

To test the first hypothesis, the strength of the relationship between career development and employee performance was measured by the calculated p-value = 0.023 at a significance level (α) of 0.05. Since the computed p-value is less than the significance level (α) of 0.05 (*p-value* 0.023< α 0.05), the null hypothesis was rejected. Therefore, we conclude that there is positive significant effect of career development on employee performance in Benue State University Makurdi. This finding is in line with previous study by Zheng and Kleiner (2001) which found that career development is perceived like joint effort between the individual employee and the organization and often used to close the gap between current performances and expected future performance. This finding also agrees with Armstrong (2008) who stated that career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career.

To test the second hypothesis, the strength of the relationship between coaching and employee performance was measured by the calculated p-value = 0.000 at a significance level (α) of 0.05. Since the computed p-value is less than the significance level (α) of 0.05 (*p-value* 0.000 < α 0.05), the null hypothesis was rejected and alternate accepted. Therefore, it was concluded that coaching has significant effect on the performance of employees in Benue State University Makurdi. This result supports the findings by a previous study by Zheng and Kleiner (2001) which found that coaching has direct positive effect on employee performance.

In order to test the third hypothesis, the strength of the relationship between mentoring and employee performance was measured by the calculated p-value = 0.000 at a significance level (α) of 0.05. Since the computed p-value is less than the significance level (α) of 0.05 (*p-value* 0.000 < α 0.05), the null hypothesis was rejected. Therefore, we conclude that mentoring has significant effect on employee performance in Benue State University Makurdi. The finding of this study agrees with Noe (2012) whose finding stated that while coaching focuses on teaching short-term job-related skills, mentoring concentrates on helping employees discover their long-term career objectives. This finding also agrees with Dessler (2013) who found that mentoring has positive effect on performance of employees.

V. Conclusion and Recommendations

The purpose of this study was to investigate the effect of talent development (career development, coaching and mentoring) on employee performance .However, the study focused on Benue State University Makurdi. Accordingly, the results of this study led to the conclusion that talent development has positive significant effect on employee performance, but the study is in contradiction with previous scholars who found coaching to be strongest significantly determinant of employee performance and to have positive impact on employee performance which is contrary to this study. This study found mentoring to be the strongest determinant of employee performance among all the three dimensions of talent development.

Based on findings of the study, the following recommendations are made:

i. The management of Benue State University Makurdi should create more career development opportunities since career development has the capacity to affect employee performance.
ii. Management of Benue State University Makurdi should intensify her efforts in implementing coaching as a strategy of developing talent in the institution.
iii. Mentoring is found to have the highest effect on employee performance in Benue State University Makurdi, hence it is recommended that senior staff of Benue State University Makurdi should be approachable and also accept the responsibility of mentoring the upcoming talented young academic and non academic staff.

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Perception De L'Effet Du Conflit Travail-Famille Et Implication Organisationnelle Au Sein Des PME

By Naïe Lucie
Université de Maroua

Abstract- The purpose of this study is to understand how the work-family conflict contributes to the lack of involvement of employees in Cameroonian SMEs and the means to be implemented to allow a good involvement of employees in this category of companies in Cameroon. We conducted exploratory qualitative research with a sample of employees working in Cameroonian SMEs. The results of our analyses have thus led to the conclusion that the work-family conflict contributes to the lack of involvement of employees within companies (SMEs). That is to say, the difficulty of reconciling the two spheres (family and work) by employees influences the normative, calculated, and affective involvement in work.

Keywords: work-family conflict, normative involvement, emotional involvement, calculated involvement, and organizational involvement.

GJMBR-A Classification: JEL Code: M10



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Perception De L'Effet Du Conflit Travail-Famille Et Implication Organisationnelle Au Sein Des PME

Naïe Lucie

Résumé- **L'objet de cette étude vise à comprendre, comment le conflit travail-famille contribue au manque d'implication des salariés au sein des PME camerounaises et les moyens à mettre en œuvre pour permettre une bonne implication des salariés dans cette catégorie des entreprises au Cameroun. Nous avons mené une recherche qualitative exploratoire auprès d'un échantillon des salariés travaillant au sein des PME camerounaises. Les résultats issus de nos analyses ont permis ainsi de conclure que le conflit travail-famille contribue au manque d'implication des salariés au sein des entreprises (PME).C'est-à-dire la difficulté de concilier les deux sphères (famille et travail) par les salariés influence sur l'implication normative, calculée et affective au travail.**

Mots clefs: conflit travail-famille, implication normative, implication affective, implication calculée et implication organisationnelle.

Abstract- **The purpose of this study is to understand how the work-family conflict contributes to the lack of involvement of employees in Cameroonian SMEs and the means to be implemented to allow a good involvement of employees in this category of companies in Cameroon. We conducted exploratory qualitative research with a sample of employees working in Cameroonian SMEs. The results of our analyses have thus led to the conclusion that the work-family conflict contributes to the lack of involvement of employees within companies (SMEs). That is to say, the difficulty of reconciling the two spheres (family and work) by employees influences the normative, calculated, and affective involvement in work.**

Keywords: work-family conflict, normative involvement, emotional involvement, calculated involvement, and organizational involvement.

I. Introduction

L'efficacité des pratiques de Gestion des Ressources Humaines (GRH) d'une organisation peut donc être appréhendée en se fondant sur sa capacité à susciter l'implication de son personnel (Agonhossou et Godonou, 2011). Cependant, les PME camerounaises ont besoin, dans l'incertitude du contexte environnemental actuel, de ressources humaines engagées autour desquels se bâtissent leurs stratégies de survie et de développement. En effet, le tissu économique du Cameroun est constitué et dominé par cette catégorie d'entreprise (PME). L'importance occupée par ces dernières dans toutes les économies camerounaises s'avère capitale, voire primordiale dans la promotion d'emploi et la lutte contre la pauvreté. Mais, elles rencontrent des difficultés dans plusieurs domaines et surtout dans le domaine de la GRH. Evou (2020) montre que les PME camerounaises constituent la catégorie d'entreprises enregistrant le plus grand nombre de faillite et de fermeture (45% de fermetures en 2009, 69% en 2010 et 72% en 2016). Ainsi, les causes de cette faillite sont multiples : difficulté d'accès au financement, d'accès aux normes internationales ainsi que le problème de l'implication des salariés au travail (dans le domaine de la GRH). Le problème d'implication des salariés est devenu aujourd'hui un défi sérieux à relever pour améliorer la productivité des PME camerounaises. Il est important à cet effet, pour les employeurs, de lutter contre ces problèmes et de favoriser l'implication des salariés au sein des PME.

En plus, les multiples mutations sociales liées à l'entrée massive des femmes sur le marché du travail, au développement des couples à deux carrières, à l'augmentation du nombre de divorces et de famille monoparentales et au vieillissement de la population sont de nature à accroitre les difficultés de conciliation entre les sphères professionnelle et personnelle (Barel et al. 2009). St.onge et al. (2002) et Elby et al., (2005) indiquent que ces changements ont conduit les employés à être de plus en plus confrontés à des problèmes de conflit travail-famille. Cette situation (la difficulté à concilier le travail et la famille) peut s'expliquer aussi par des nombreux facteurs qui assaillent les employés. D'une part, les conditions de travail changent : les exigences accrues au niveau de la charge de travail à la suite des restructurations, les changements fréquents d'affectation, etc. D'autre part, la vie en dehors du travail change : l'augmentation des familles biactives, la nécessité dans certains cas d'accorder des soins particuliers à des membres de la famille, etc.

A titre d'illustration, la conférence Board[1] (1999) a mené une enquête et les résultats ont montré que 68% des travailleurs canadiens ressentaient de la difficulté à concilier les deux sphères que sont le travail et la famille. Toujours, aux canadas en 2003, une étude effectuée auprès des membres du syndicat canadien de

Author: Doctorante à la Faculté des Sciences Economiques et de Gestion, Université de Maroua. e-mail: naielucie@gmail.com

[1] Cité dans sheri Todd. « Vers un meilleur équilibre entre le travail et la vie personnelle que font les autres pays ? Programme du travail, Ressources Humaines et développement de compétences, Canada (2004) P. 13

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la fonction publique[2] a démontré que plus de 61% des travailleurs éprouvaient également cette difficulté de conciliation (Femmes 55% et Homme 42%). Ces données reflètent la réalité vécue par les travailleurs canadiens au quotidien quant à la conciliation travail-famille qui représente désormais un enjeu important pour les organisations.

Prenons aussi le cas du Québec : selon le Québec économique[3], le taux d'emploi des femmes est monté de 37,4% en 1976 à 56,9% en 2013. Évolution se fait marquer désormais l'émancipation de la femme dans la société qui devient une citoyenne à part entière. De même, environ 60 % des travailleurs au Québec ressentent de la difficulté à harmoniser le travail et la famille (Amherdt, 2003). Pour tout dire, l'interférence des rôles à jouer entre le travail et la famille crée un déséquilibre (conflit travail-famille), entraînant ainsi des impacts sur les plans personnel et professionnel (Tremblay, 2012).

En plus, 46% de la population active française estime consacrer trop de temps à son travail (observatoire, 2001). En 2013, 71% des cadres disent éprouver des difficultés à mener de front leurs vies professionnelle et familiale[4]. Toujours en France, un récent sondage de l'Anact[5] sur le thème de la conciliation vie professionnelle- vie privée a été mené du 9 au 16 Avril 2014 auprès de 1026 travailleurs. Comme synthèse des résultats, il apparait que les salariés revendiquent une prise en charge de la conciliation travail- famille par l'entreprise et pensent que sa gestion du bon équilibre travail- famille profite autant aux salariés qu'aux employeurs.

De même au Cameroun, la durée du travail prévue par l'inspecteur du travail est de 40 heures par semaine. Dans la pratique, la tendance générale sur ce plan est à la hausse. En 2001, 27,4% des travailleurs travaillant plus de 48 heures par semaine, en 2010, le pourcentage est monté à 31,7%. Ce phénomène reste très répandu, en raison du poids de l'économie informelle, où la durée du travail n'est ni réglementée ni contrôlée, et où il n'est pas question de congés payés[6].

Partant du fait que l'implication organisationnelle est le moteur de la productivité au sein d'une entreprise, il serait nécessaire de trouver dans l'ensemble des secteurs d'activité de tous les pays, un nombre suffisant de travaux y relatif. Tel qu'indiqué par (Lin et al., 2013), peu d'études se sont concentrées sur le concept de conflit travail-famille, qui provoque une baisse de la satisfaction au travail et une baisse de la qualité de vie. En effet, les pays occidentaux peuvent s'en réjouir plus que les investigations empiriques y soient effectuées, mais concernant le contexte Africain, peu de recherches s'y trouvent, encore moins en contexte camerounais (beaucoup plus dans les PME camerounaises) où les recherches restent encore peu nombreuses. Il semble important d'étudier dans ce sens le déterminant qui réduit l'engagement des salariés au sein des PME camerounaises.

Le travail et l'implication constituent des enjeux actuels importants. C'est une préoccupation forte pour les entreprises, dans la mesure où l'implication au travail peut être perçue comme une arme compétitive (Morrow et McElroy, 2001), ou plus cyniquement, comme élément central d'un nouvel agencement de la domination (Bachelard et Paturel, 2004). L'implication est également l'objet d'un intérêt particulier de la part des praticiens de la gestion des ressources humaines, puisque l'implication des personnes serait l'« un des objectifs généraux que les politiques, outils et techniques de gestion du personnel doivent contribuer à atteindre » (Thévenet, 2002). Elle accroît ou diminue finalement les chances de ressentir de la satisfaction, c'est d'ailleurs un de ses effets non négligeables pour l'organisation.

Ainsi, il existe plusieurs déterminants de l'implication organisationnelle qui influenceraient de manière positive ou négative. Un certain nombre de travaux montrent l'existence d'un lien entre le plafonnement de carrière et l'implication organisationnelle et l'intention de quitter l'organisation. « *La baisse de l'implication organisationnelle est souvent présentée comme une conséquence possible du plafonnement de carrière. Elle se traduit par un absentéisme (Near, 1985) ou une intention de quitter l'entreprise (Slocum et al, 1985), mais il semble que cette relation, assez forte avec le sentiment de plafonnement ne se retrouve pas lorsque des mesures objectives liées à la stabilité dans le poste sont utilisées (*Tremblay et al, 1995). Gutierrez-Martinez (2006) montrent que, la pratique de développement des compétences contribue significativement à l'implication organisationnelle calculée. De même Pennaforte (2010) explique la formation en alternance des salariés peut

[2] Tremblay, Diane G., Anherdt C. H. and Monique K. "La conciliation emploi-famille : des mesures et des pratiques à développer dans les milieux de travail : résultats d'enquête auprès de sept organisation rattachées au syndicat canadien de la fonction publique SCFP. Téle-Université, Université du Québec, 2003.

[3] Le Québec économique. Les femmes de plus en plus présentes sur le marché du travail au Québec. Consulté le 02/01/2015 tiré de http : Qe. Cirano. qc. ca/node/1575

[4] A l'occasion de l'examen du projet de loi pour l'égalité entre les femmes et les hommes par le sénat, le sondage Ifop pour le ministère du droit des femmes (septembre 2013) montre que les cadres et professions, intellectuelles supérieures estiment ainsi très majoritairement avoir des difficultés à concilier vie professionnelle ne leur accordent pas suffisamment de temps pour s'impliquer dans leur vie familiales (71%) , les ouvriers et employés se montrant plus partagés (54%).8

[5] Agence nationale pour l'amélioration des conditions de travail. Dévoilés en introduction du colloque national de la semaine pour la qualité de vie au travail 2014, les résultats de ce sondage permettent d'établir un état des lieux de la situation et des attentes

[6] Profil national du travail décent : Cameroun/Bureau International du Travail. Genève : BIT, 2012

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générer une implication ou en tenant compte de quelques conditions comme la socialisation, le soutien de l'entreprise et du supérieur. Les travaux de Nga Nkouma et Bekolo (2018), montrent l'importance de l'implication organisationnelle dans la rétention des salariés, l'implication calculée et l'implication normative influencent positivement et significativement la fidélité des personnels. Il convient de retenir que la plupart des recherches s'intéressent aux déterminants qui favorise l'implication organisationnelle, laissant de côté les autres déterminants qui perturbent souvent cette dernière. En plus, des travaux portes sur les conséquences de l'am8biguïté de rôle sur l'implication organisationnelle. On délaisse ainsi les autres formes de tensions de rôle que sont le conflit de rôle et la surcharge de travail (Farrell, 2005 et Lee, 2003).

Or de nos jours, le travail est accéléré, les horaires décalés et les demandes de disponibilités se font grandissants. Il devient alors ardu pour le parent travailleur de planifier son temps. Il semble donc y avoir une certaine difficulté à obtenir une division adéquate entre les temps de travail et les temps en famille et on constate un débordement d'une sphère à l'autre dans l'attribution du temps qui doit leur être alloué. La difficulté de concilier le travail et la famille est souvent liée négativement à l'implication organisationnelle, ce qui augmente le turnover au sein des entreprises.

C'est avec les travaux de Greenhaus et Beutell (1985) qu'apparait le concept de conflit travail-famille. Pour eux, « le conflit entre le travail et les rôles non professionnels apparaissent lorsque les rôles associés au travail et à la famille sont déséquilibrés ou incompatibles ». Ces auteurs ont conceptualisé le conflit travail-famille comme étant basé sur trois sources de conflit, à savoir le conflit fondé sur le temps, la tension et le comportement. Williams (2000) indique deux natures différents des conflits : le conflit travail-famille et le conflit famille- travail, ce qui illustre le caractère bidirectionnel de l'interaction. Le conflit « travail-famille », qui serait le débordement du travail sur la sphère privée et le conflit « famille-travail » qui est l'incapacité à gérer au mieux les responsabilités professionnelles en raison d'impératifs liés à la sphère privée. Dans le même ordre d'idée,Netemyer et al.(1996) ont distingué le conflit travail-famille et le conflit famille-travail. Le premier renvoie à « une forme de conflit inter-rôle au sein duquel les exigences générales, le temps consacré et la tension créée par le travail interférent avec l'exercice des responsabilités familiales ». Le deuxième renvoie à « une forme de conflit inter-rôle au sein duquel les exigences, le temps consacré et la tension créée par la famille interférente avec les exigences du travail.

Malgré, l'intérêt accordé par les auteurs aux problématiques l'implication organisationnelle et du conflit travail-famille, l'absence d'études empiriques sur ce sujet dans le contexte camerounais, nous conduit à nous pencher sur cette question. À notre connaissance, aucune étude, n'a été mené pour comprendre la difficulté de concilier le travail et la famille qui est un obstacle qui empêche l'implication des salariés au sein des PME Camerounaises.

L'objet de cette étude vise à comprendre, comment le conflit travail-famille contribue au manque d'implication des salariés au sein des PME camerounaises et les moyens à mettre en œuvre pour permettre une bonne implication des salariés dans cette catégorie des entreprises au Cameroun.

Cette étude qualitative exploratoire consiste à présenter en premier lieu le cadre théorique en faisant un bref examen de la littérature existante sur les PME, l'implication et le conflit travail-famille. Ensuite, nous préciserons notre méthode d'analyse. Dans un troisième temps, nous développerons nos résultats pour finir par la discussion et la conclusion.

II. Cadre Theorique

Les premiers travaux sur le thème de la vie personnelle-vie professionnelle portent sur le conflit travail-famille. Pour expliquer ce concept, les auteurs se fondent sur la théorie des rôles selon laquelle une personne peut avoir à gérer des rôles différents selon qu'elle est en famille, au travail, membre d'une association, etc. Ces différents rôles peuvent entrer en conflit lors de « la réalisation simultanée de deux ou plusieurs types de pression, tel que la conformité à un rend difficile la conformité à l'autre » (Kahn et al., 1964). Les petites et moyennes entreprises (PME) constituent la base du tissu économique de la plupart des pays. Dans les pays en développement, elles jouent un important rôle économique et social du fait de leur contribution dans la création de richesses et en raison du levier indispensable qu'elles constituent pour la redistribution des fruits de la croissance à travers la création des emplois. La promotion des PME est désormais indissociable des politiques économiques, de promotion d'emplois et de réduction des inégalités dont les enjeux aux plans social et sécuritaire sont multipl8es. Le Cameroun n'échappe pas à ces réalités.

a) PME

En effet, la loi N°2010/001 du 13 avril 2010 visant leur promotion qui a permis de comprendre ce que l'on entendait par PME. Selon cette loi, est PME toute entreprise qui emploie au moins 05 personnes et dont le CA n'excède pas un milliard de FCFA. Cette précision permet de distinguer les types d'entreprises régies par cette loi :

- La très petite entreprise (TPE) qui est une entreprise qui emploie au plus cinq (05) personnes et dont le chiffre d'affaires annuel hors taxe n'excède pas quinze millions (15) de francs CFA ;
- La petite entreprise (PE) : c'est une entreprise qui emploie entre Six (06) et vingt (20) personnes et dont le chiffre d'affaires hors taxe est supérieur à

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quinze millions (15) de francs CFA et n'excède pas deux cent cinquante millions (250) ;

– La moyenne entreprise (ME), quant à elle, est toute entreprise qui emploie entre vingt- une (21) et cent (100) personne et dont le chiffre d'affaires hors taxe n'excède pas trois (3) milliards.

b) Implication organisationnelle

Ainsi, les manageurs des PME camerounaises rencontrent souvent le problème de pérennité de leurs entreprises dû au manque de l'engagement des salariés. Il est important à cet effet, pour les employeurs, de lutter contre ces problèmes et de favoriser l'implication des salariés au sein des PME.L'implication est un lien qui attache l'individu à une entité, à une notion ou à un comportement (Meyer et Herscovitch, 2001). Allen et Meyer (1996) précisent que l'implication est un ensemble de prédispositions mentales ou un état psychologique (sentiment) et (ou croyance) concernant la relation d'un employé avec l'organisation. Il existe plusieurs formes d'implication au sein d'une entreprise : l'implication syndicale, l'implication au travail, l'implication organisationnelle, l'implication professionnelle, etc. Notre attention s'est recentrée sur l'implication organisationnelle.

Selon Durrieu et Roussel (2002), l'implication organisationnelle *est l'« attitude de l'individu correspondant d'une part à son attachement affectif à l'organisation dans laquelle il travaille et au partage des valeurs communes ; d'autre part à son choix raisonné de lui rester fidèle, fonction de l'évaluation qu'il fait du coût d'opportunité de partir ou de rester, enfin à l'obligation morale qu'il ressent de lui être et d'accomplir son devoir jusqu'au bout ».*

De même, Allen et Meyer (1991) la considèrent comme un état psychologique qui caractérise la relation d'un employé avec l'organisation et qui influe sur ses comportements au travail. Ils retiennent trois composantes : affective, de continuité et normative. Dans le même ordre d'idée, Thevenet (2000) indique que la question de l'implication part du principe que l'on ne peut pas être membre d'un groupe sans construire progressivement avec lui une relation.

c) Conflit travail-famille

D'une manière générale, le conflit vie familiale et vie professionnelle reflète une « incompatibilité mutuelle entre les demandes du rôle professionnel et celles du rôle familial » (Grant et Ensher, 2001). Dans le même sens, Nayem et Tremblay (2010) montrent que le conflit travail-famille est une incompatibilité entre les exigences de l'emploi et les exigences familiales, faisant en sorte que l'implication dans un rôle rend difficile l'implication dans l'autre. Autrement dit, le conflit emploi-famille se manifeste au moment où l'individu discerne le déséquilibre entre les attentes de son rôle professionnel et celle de son rôle familial qui tendent à s'opposer. La sphère professionnelle occasionne des débordements dans la sphère professionnelle et familiale de l'individu, et vice-versa (Paquet et Nayem, 2005). Il s'agit donc de conflits de rôles, ayant comme composantes principales le temps, les tensions entre les rôles et le comportement (Laroche et Genin, 2017). De fait, le parent travailleur se voit alors confronté à un stress important et doit également composer avec une nouvelle routine, sujette aux imprévus et aux impondérables, alors qu'il apprend au quotidien à véritablement concilier le travail et la famille (pelletier, 2012).

d) L'approche théorique

➢ Théorie des conflits de rôles

Au niveau de l'organisation, lorsque les rôles sont clairs, ils aident à guider les comportements des individus et permettent de savoir si ces comportements sont appropriés (Coutu et al., 2011). Le conflit de rôle survient lorsqu'il y a une incompatibilité entre les différentes attentes communiquées à une personne de telle sorte que l'acceptation de l'une d'entre elles, rende l'accomplissement de l'autre plus difficile sinon impossible (Kahn et al., 1964). Il apparait alors lorsque les demandes s'avèrent mutuellement incompatibles dans l'autre domaine. Par exemple, un conflit de rôles peut survenir lorsque l'employé est amené à effectuer des comportements qui sont contraires à ses valeurs ou à ses standards de qualité et/ou lorsqu'il manque de temps ou de ressources pour satisfaire toutes les attentes (Coutu et al., 2011). Le fait d'être impliqué dans de multiples rôles peut aboutir à l'épuisement des ressources mobilisées (Martin et al., 2009). L'individu est alors amené à faire un choix pour consacrer ses ressources à un rôle plutôt qu'à un autre.

En effet, cette théorie soutient une conception antagoniste de deux pôles (travail-famille) homogènes et indépendants, voir concurrents. Selon cette théorie, une personne peut avoir à gérer des rôles différents selon qu'elle est en famille, au travail, membre d'un parti politique ou d'une organisation religieuse.

Elle omet par-làla position hiérarchique des salariés dans les entreprises ; tous les salariés ne ressentent pas le conflit travail-famille de la même manière. Elle minimise la nature créative de l'être humain à s'adapter au quotidien de son environnement. En outre, la théorie des conflits de rôle ne prend en compte que la perception négative du conflit travail-famille laissant de côté la perception positive.

➢ Théorie des frontières

Le travail et la famille constituent des sphères de vie différentes, avec des règles, des fonctionnements, des codes différents qui requièrent des comportements différents. Les individus peuvent vouloir intégrer ou bien segmenter ces deux sphères de vie en agissant sur les frontières entre ces deux domaines. Ces frontières peuvent prendre trois formes

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principales : physique (lieu), temporelle et psychologique (sens). Elles sont caractérisées par la perméabilité et la flexibilité. Les salariés font continuellement des transitions au quotidien entre leur vie familiale et professionnelle. Pour certains, la transition est minime (lorsque les cultures et les codes sont similaires dans les deux domaines) ; pour d'autres, une transition plus importante est exigée. Selon les tenants de cette théorie (Campell, 2000 et Dumas, 2008), la faiblesse des frontières, leur caractère poreux et flexible, facilitent l'équilibre travail-famille lorsque les domaines ont des dimensions communes, tandis que les oppositions se produisent lorsque les domaines sont très différents. Ainsi, les personnes qui ont une bonne capacité à contrôler la frontière avec les autres domaines, parviendront à un bon équilibre travail-famille.

III. Methodologie de la Recherche

Une recherche est toujours fondée sur une méthodologie bien précise. Dans notre étude, dont objet est de comprendre, comment le conflit travail-famille contribue au manque d'implication des salariés au sein des PME camerounaises. Nous avons adopté une démarche qualitative exploratoire. Cette démarche nous a permis de nous immerger dans les discours des personnes interrogées et d'obtenir une meilleure compréhension de leur point de vue sur la difficulté à concilier le travail et la famille et son effet sur l'implication organisationnelle.

a) Échantillon

Etant donné que l'étude sur l'implication organisationnelle ait fait l'objet de plusieurs travaux de recherche, comme nous l'avons dit, le sujet reste très peu exploré dans le contexte camerounais. Une étude exploratoire de notre objet de l'étude semble être pertinente afin de mieux comprendre le contexte de l'implication organisationnelle dans le contexte camerounais. A cet effet, nous avons laissés les concernées nous éclairer sur le sujet. Un échantillonnage de convenance a été constitué. L'échantillon est composé des salariés travaillant dans les PME camerounaises qui sont des ouvriers/employé de service, agent de maitrise/ technicien et cadre. Nous avons en fonction de la configuration spatiale des entreprises, par région du Cameroun, retenu deux villes : Yaoundé et Maroua.

b) Collecte des données

Les entretiens semi-directifs ont été réalisés auprès des 07 salariés travaillant au sein des PME camerounaises de différents secteurs d'activités des villes de Yaoundé et Maroua. Nous précisons toutefois que la taille réduite de notre échantillon est dû au fait que nous avons arrêté la collecte des données lorsque nous avons atteint la saturation sémantique. Le tableau ci-après donne les caractéristiques de l'échantillon.

Tableau 1: Caractéristiques de l'échantillon

Enquêtés	Poste occupé	Activité principale	Genre	Anciennetés	Nombre d'enfants	Statut matrimonial
Enquêté 1	Vendeuse à domicile	Commerce et service	Femme	1an	01	Célibataire
Enquêté 2	Chargé des affaires académiques	Éducation	Homme	6ans	02	Marié
Enquêté 3	8Chargé du contentieux et du recouvrement	Commerce et service	Homme	1,5 an	0	Célibataire
Enquêté 4	Employée de service	Commerce et service	Femme	3ans	01	Divorcé
Enquêté 5	Responsable de la communication et marketing	Éducation	Femme	3ans	02	Marié
Enquêté 6	Chef service RH, Juridique, communication, logistique et comptable matière	Commerce et service	Homme	14ans	04	Marié
Enquêté 7	Gardien	Éducation	Homme	6ans	04	Marié

Source: Nos enquêtes

Les interviewées ont fait au moins un an et plus dans l'entreprise. Quatre salariés sont mariés, deux sont célibataires, une femme divorcée. Les entretiens réalisés ont été faite en face à face, sur la base d'un guide d'entretien dans lequel nous avons défini des séries de questions selon des thèmes correspondants à notre problématique, pour que les salariés interviewés centrent leurs réponses sur ces thématiques prédéfinis.

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Les entretiens ont été enregistrés et ils ont durée entre 45 min et 01heure 31 min environ. Ils ont été retranscrits intégralement. Les verbatims ont été analysé selon la méthode d'analyse thématique de contenu. Selon Mucchielli (2006), l'analyse de contenu est un ensemble de méthodes diverses, objectives, méthodiques, quantitatives et exhaustives dont le but commun est de dégager, à partir de documents, un maximum d'informations concernant des personnes, des faits relatés, des sujets explorés, mais aussi et surtout de découvrir le sens de ces informations. Cet auteur rappelle que l'analyse de contenu se trouve imbriquée dans une impasse où deux contradictions se font face : rester objectif tout en inférant. Puisque toute analyse de contenu s'intéresse au signifié de la communication, il est nécessaire de clarifier les méthodes choisies afin de rester le plus objectif possible. Le logiciel Sphinx nous a permis d'analyser nos données.

IV. Resultats de la Recherche

Une synthèse des différentes thématiques est faite pour permettre aux lecteurs de connaitre les différentes dimensions d'implications et le conflit travail-famille ressenti par salariés travaillant au sein des PME camerounaises. Nous donnons ci-dessous les finalités relatives à chacune des thématiques formulées.

Rubriques	Questions	Objectifs poursuivis	Finalités
Données personnelles	Pouvez-vous me décrire votre parcours professionnel (sexe, poste occupé, ancienneté ? Pouvez-vous me parler brièvement de votre situation familiale ?	Ces questions ont pour objectif de connaître l'ancienneté des différents enq8uêtés en vue de mesurer son effet (en tant variable de contrôle) sur la perception des nos variables. Elles sont posées juste pour identifier l'individu avec qui l'entretien est effectué.	Elles ont pour finalité de faire une analyse de cause à effet sur la variabilité de la perception du conflit travail-famille et l'implication organisationnelle. Ces questions sont posées afin de faciliter le regroupement des enquêtés par leur catégories occupées dans les entreprises de l'enquête
Perception du conflit travail-famille	Pouvez-vous me parler brièvement de l'organisation de votre temps au travail ? Parlez-nous de l'organisation de votre vie de famille. Comment trouvez-vous cette organisation par rapport à votre emploi actuel ? S'il vous arrive de vous absenter de votre lieu de travail pour des raisons personnelles, comment cela est perçu par votre supérieur ? par vos collègues ?	Par ces questions, nous avons pour objectif de proposer la perception que le salarié lui-même se donne du conflit travail-famille. Cette question a pour objectif de faire une comparaison entre la réaction de l'employeur et la réaction des collègues lorsqu'un salarié est absent.	Ces questions ont pour finalité de vérifier si le salarié trouve des difficultés à concilier les deux sphères (travail-famille). Nous avons pour finalité dans ces questions de voir comment un salarié organise sa vie familiale.
perception de l'implicaton organisationnelle	Sentez-vous un lien d'attachement affectif pour cette entreprise ? si oui comment? Avez-vous l'impression qu'il y a des opportunités d'emploi en dehors de ce service ? si oui pourquoi travaillez-vous toujours pour le compte de cette entreprise ? Avez-vous le sentiment que le service a besoin de vous ? Que votre absence lui causera un tort ?	Par ces questions, nous avons pour objectif de proposer la perception que l2e salarié vis-à-vis de sa de son attachement à l'organisation8.	Ces questions ont pour finalité de vérifier si le salarié est impliqué d'une manière affective, calculée et normative.

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relation entre le conflit travail-famille et l'implication organisationnelle	Estimez-vous que l'interférence du travail sur la famille ait un impact sur votre désir de rester dans l'organisation? Com2ment ? Avez-vous le sentiment qu'il vous est difficile d'investir dans votre entreprise à cause des responsabilités familiales? Si oui pourquoi ? Comment se manifeste la difficulté de lier les responsabilités familiales à votre emploi actuel face à votre sentiment de continuer le travail ?	Cette question a pour objectif de faire connaître aux salariés des PME camerounaises en général la perception et de l'interprétation qui est faite du conflit travail-famille ou non et de l'implication organisationnelle.	Une finalité que nous poursuivons ici est d'inciter les responsables des PME à une prise de conscience de mettre l'accent sur l'implication des salariés. Avec ces questions, nous poursuivons comme finalité d'affiner nos bases d'hypothèses énoncées à l'introduction même du travail par les verbatims qui découlent de ces entretiens.

Source: nous-même

L'étude exploratoire menée auprès de sept salariés travaillants au sein des PME camerounaises nous a permis de collecter plusieurs types d'informations :la perception du conflit travail-famille, l'implication organisationnelle et la relation qui existe entre le conflit travail-famille et l'implication organisationnelle. Les entretiens réalisés révèlent que le conflit travail – famille est ressenti par les salariés travaillant dans les PME camerounaises. Selon les propos d'une interviewée (*Entretien 1 - 1h 30mn - Maroua - féminin - vendeuse à Domicile - 1 an),* « *… On rentre habituellement tard. Quelquefois, nous organisons les animations pour attirer des clients. Pour cela, la hiérarchie de l'entreprise nous exige des heures supplémentaires non rémunérées. En outre, même les week-ends, nous allons travailler dans les petits villages et cela pénalise de fois mon enfant* ». Cette dernière continue plus loin dans ses propos, « *en dehors de ce service, nous n'avons pas d'autre opportunité d'emploi. L'on reste travailleren espérant avoir mieux ailleurs*».En effet, ce conflit impact énormément sur leur implication au travail.« … *J'ai deux enfants qui vivent hors du pays, et la distance se fait ressentir au quotidien. Au début, je me suis donné à fond pour cette entreprise avec le temps elle medégoute. hum…. Moi, j'ai envie d'abandonner, je suis frustré, je risque rejoindre mes enfants au Congo je ne peux plus dépenser mon énergie »,* déclare un interviewé.En plus, cette étudenous a permis d'identifier les sources possibles d'attachement à l'organisation,de conflit travail-famille et l'implication au travail. Une analyse de contenu des informations collectées nous a conduits à quatre dimensions : - La dimension conflit travail-famille-La dimension Implication normative - La dimension Implication calculée - La dimension Implication affective.

V. Discussion de la Recherche

La présente étude apporte des contributions scientifiques de différents ordres. Elle corrobore avec un certain nombre de connaissances antérieurs sur la relation entre le conflit travail-famille et l'implication organisationnelle. Toutefois, à notre connaissance, elle est la seule à analyser les effets du conflit travail-famille sur l'implication organisationnelle.

Face à des conditions de travail stressantes, les personnels dans les PME camerounaises perdent des ressources précieuses (énergie, temps, estime…) et n'arrivent pas à bien concilier la vie professionnelle, la vie familiale. Lorsque les ressources dont ils disposent ne sont largement disponibles ou sont suffisantes pour contourner la perte de ressources initiale, ils deviennent encore plus vulnérables et perdent de nouvelles ressources, ce qui se traduit par un état de stress. Les personnels tentent dans ce cas de mettre en place des stratégies défensives pour se protéger contre la perte ou pour éviter des pertes futures. Ces phénomènes peuvent consister en un état de désengagement de l'employé travaillant dans les PME camerounaises.

Ces résultats concordent avec ceux existants dans la littérature des autres chercheurs. Pour Lourel et Guéguen (2005), « les effets négatifs de la vie privée-vie au travail entraine un affaiblissement de l'implication affective chez les salariés ». En plus, ce résultat est conforme avec les résultats d'Allen (2001) et Duxbury et al. (1999) qui montrent que les salariés qui perçoivent l'organisation comme la principale source de conflit dans sphère privée, ont moins tendance à s'impliquer affectivement. Il est à noter que, la perception des effets de la vie au travail sur la vie privée prédit négativement l'implication affective. Au Cameroun, les salariés travaillant dans les PME rencontrent des difficultés à s'attacher dans l'organisation pour donner suite à un facteur (conflit travail-famille) qui les démotive. Ils n'ont, ce désir émotionnel de reste au sein de leur entreprise (PME) respective. En revanche, les travaux de Thompson et al. (1999) ont montré que l'implication affective des salariés est particulièrement marquée dans les organisations qui disposent d'une véritable culture en matière de gestion des temps « travail/hors travail ».

Il semble que la perception du conflit travail-famille pour les salariés au sein des PME Camerounaises ait un effet direct négatif sur l'implication normative (de devoir exercer leurs activités

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par obligation). Ce résultat est conforme aux données d'autres d'études qui montrent que les salariés n'arrivent pas à s'impliquer normalement en présence du conflit travail-famille. Il apparaît que les effets négatifs de la vie au travail sur la vie privée prédisent l'implication normative. Ce type d'implication correspond à « une expérience sous contrainte » pour le salarié *(Belghiti-Mahut et al., 2004)*. Toutefois, on restera prudent en matière d'interprétation de ces résultats tant la dimension en question demeure au cœur de nombreuses controverses. Selon Allen et Meyer *(1984)*, l'implication organisationnelle ne couvrait que dimensions (affective et calculée). Cela va dans le sens de Morrow *(1993)* pour qui l'implication organisationnelle ne couvre que dimensions (affective et calculée).

En outre, notre étude présente une contribution pratique majeure car ses résultats pourraient aider les employeurs dans les PME Camerounaises à identifier des solutions aux situations d'implication des salariés, mais aussi au départ volontaire des employés. Elle vise à contextualiser cette problématique aux réalités des PME camerounaises caractérisées par la présence de difficultés de conciliation vie privée- vie professionnelle en vue d'une grande implication des salariés au sein des entreprises. Les employeurs des PME Camerounaises doivent mobiliser leurs salariés en mettant en œuvre des pratiques permettant de concilier le travail et la famille. Ces résultats devraient pousser les propriétaires de PME Camerounaises à planifier des stratégies pour « analyser les horaires des employés travaillant dans l'organisation du point de vue de l'employé, élaborer des calendriers fondés sur la mission et la vision à long terme de l'organisation et formuler des stratégies efficaces » (Taneja, 2013).

VI. Conclusion

L'objet de cette étude vise à comprendre, comment le conflit travail-famille contribue au manque d'implication des salariés au sein des PME camerounaises et les moyens à mettre en œuvre pour permettre une bonne implication des salariés dans cette catégorie des entreprises au Cameroun. Pour atteindre cet objectif, une étude exploratoire s'est avérée pertinente, nous permettant ainsi de collecter le maximum d'informations, de mieux comprendre le problème posé et d'améliorer la fiabilité et la validité de nos résultats. Nous avons à cet effet réalisé 07 entretiens semi-directifs auprès des salariés travaillant dans les PME au Cameroun.

Les résultats de l'étude exploratoire menée auprès des salariés des PME camerounaises nous ont permis de détecter les difficultés que rencontrent ces dernières pour concilier le travail et la famille. Il ressort qu'un peu plus de la moitié des salariés ressentent des difficultés à réunir les deux sphères,ce qui provoque le manque d'implication au travail.

Toutefois, en dépit des contributions théoriques et pratiques, cette recherche présente quelques limites qui nous amènent à relativiser certains résultats. La première limite est liée au fait que cette étude ne s'intéresse qu'aux salariés du secteur privé, ce qui ne permet pas de généraliser nos résultats à d'autres secteurs tels que le secteur public.Il est à noter que, notre étude ne permet pas d'évaluer si le fait d'être ou non parent agit sur la perception du conflit travail-famille et de l'implication affective.

En plus, cette étude est relative à son contexte et la taille de l'échantillon, diminuant ainsi sa validité externe. En effet, cette étude a été réalisée dans deux ville du Cameroun sur un échantillon de 07 personnes. Ce qui rend difficile la généralisation des résultats et par conséquent la possibilité de répliquer ces résultats dans d'autres pays. Il serait souhaitable de réaliser une étude semblable dans d'autres pays afin de construire un échantillon plus important, de pouvoir généraliser ces résultats, voire d'aboutir à une approche comparative.

À la suite de ces limites, quelques propositions de recherche futures s'imposent. Comme piste de recherche future, nous pouvons proposer l'étude des perceptions de genre, afin de voir si les difficultés de conciliation viennent surtout du sexe du salarié ou d'autres facteurs comme la taille ou la structure de l'entreprise par exemple. Dans l'optique de compléter cette étude, on pourrait vérifier le rôle modérateur du soutien du supérieur dans la relation entre le conflit travail-famille et l'implication organisationnelle. Il serait intéressant par exemple de se pencher sur les différentes typologies de salariés au sein de l'entreprise afin de mieux comprendre d'une part les attentes en matière de gestion du hors-travail, notamment les pratiques d'entreprise les plus demandées mais surtout celles qui sont les mieux adaptées selon les profils de salariés.

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A Study on the Performance Appraisal by Advinar Technology Pvt. Ltd. in Thiruvananthapuram District

By Neethu S Gopinadh

Abstract- Performance appraisal has gradually more become part of a strategic approach to integrating HR activities and business policies and may now be seen as a general term covering a diversity of activities during which organizations request to assess employees and develop their capability, improve performance, and distribute rewards. A performance appraisal system embodies the tools and actions used by taught assessors in conducting the evaluation of employees. A random survey involving 200 human resource employees of the Advinar Technologies was carried out from January to July 2021. Participants from each Department were selected using simple random sampling (SRS) and the survey was supplemented by structured questionnaire adopted from literature reviews. The collected data was entered into SPSS Software version 20.0 and was cleaned and analyzed. Descriptive analyses of variance and Binary logistic regression and Cross tabulation with Chi-Square was used. The results were summarized as crude and adjusted odds ratios at 95% confidence intervals. The findings show that there was Impact of Performance Appraisal on Employee Productivity in Advinar Technologies Pvt. Ltd.

GJMBR-A Classification: JEL Code: M00

ASTUDYONTHEPERFORMANCEAPPRAISALBYADVINARTECHNOLOGYPVTLTDINTHIRUVANANTHAPURAMDISTRICT

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A Study on the Performance Appraisal by Advinar Technology Pvt. Ltd. in Thiruvananthapuram District

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Abstract- Performance appraisal has gradually more become part of a strategic approach to integrating HR activities and business policies and may now be seen as a general term covering a diversity of activities during which organizations request to assess employees and develop their capability, improve performance, and distribute rewards. A performance appraisal system embodies the tools and actions used by taught assessors in conducting the evaluation of employees. A random survey involving 200 human resource employees of the Advinar Technologies was carried out from January to July 2021. Participants from each Department were selected using simple random sampling (SRS) and the survey was supplemented by structured questionnaire adopted from literature reviews. The collected data was entered into SPSS Software version 20.0 and was cleaned and analyzed. Descriptive analyses of variance and Binary logistic regression and Cross tabulation with Chi-Square was used. The results were summarized as crude and adjusted odds ratios at 95% confidence intervals. The findings show that there was Impact of Performance Appraisal on Employee Productivity in Advinar Technologies Pvt. Ltd.

I. Introduction of the Study

The success of an organization is based on the numerous factors but still employees are the most vital factor which affects the organization's performance. Organization can achieve its goal effortlessly if its human resource is satisfied with their job. Hence the human resource plays a fundamental task in achieving the organization's intention was investigated by Elizabeth Renju Koshy (2014). The employees become a significant factor in any organization as they are the heart of the company. Organization simply cannot achieve their goals and objectives without them. The organizations are virtually compelled to put their best foot forward. The scarce input has to be channelized in the best possible manner. This is where the contribution of human resources is going to make a big difference. The material and financial resources must be put to productive use. And this is possible only when an organization is able to attract and retain talent. Appropriate rewards and Growth opportunities must be put in place. Superior performance must be singled out and valued by appreciation and their contributions must be rewarded in proper way. All this could happen only when the organization is able to set challenging targets, measures the actual performance, identify the gap and find innumerable ways and means to improve employee productivity consistently.

Measuring the job relevant strengths and weakness of individual term working in an organization through annual EPA plans is simple but insufficient to have a thorough study of the Individual. Organizations need to go a step further to ensure that their employees perform well consistently. This is where performance management counts, because it demands will power and commitment of people striving harder and harder to meet the strategic aims of a company daily.

An EPA is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of individual employees are considered as well, such as organizational citizenship behaviour, accomplishments, potential for future improvement, strengths and weaknesses, etc. expressed by Subba Rao P. Among all the creations on earth, man is the supreme gift of God. Indian culture and values and affirm the dignity of man. It is the man, the individual who is the centre, the finest and the best of the creations. "There is nothing greater than man". These were the words of wisdom spoken by Bheesma to Yudhishthra, after the former fell on the tenth day of the battle of Mahabharata. Every human being is unique. There is a spark in them that spark contains unsuspected potentialities.

According to Mathis and Jackson reveals that EPA is a systematic evaluation of personnel by higher authorities, supervisors and other familiar persons. Appraisals are essential for making many administrative decisions like selection, training, promotion transfer, wage and salary administration, termination etc. EPA is a systematic and an objective way of judging the relative worth or ability of an employee in performing his task. EPA helps to identify those who are performing their assigned tasks well and those who are not and the reasons for such performance Subba. Rao. P (2010) Human Resource Management, Himalaya Publishing House New Delhi. Robert L. Mathis and John H. Jackson (2010) Human Resource Management,

Author: *Research Scholar, Banasthali Vidyapith Rajasthan, India.*
e-mail: naielucie@gmail.com

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Cengage Learning on the job is designed to determine his contribution and relative worth to the firm. An EPA is mainly conducted for determination of salary or wages, increments, promotions, transfer, feedback to employees, determination of training needs, personal research, termination of services, to measure productivity of employees, motivation, potential for upward mobility, to know required knowledge and skill etc. were studied by L.M. Prasad.

Majority of the companies use different performance measures including quality of work, money earned, job knowledge, absenteeism, rate of advancement, self-judgment by peers and judgment by supervisors. For EPA confidential report, rating scale, ranking system, paired comparison method, MBO, and 360 degree appraisal method are used. Some applications of EPA are compensation, performance improvement, promotions, termination, test validation, and more. While there are many potential benefits of EPA, there are also some potential drawbacks. For example, EPA can help facilitate management-employee communication; however, EPA may result in legal issues if not executed appropriately, as many employees tend to be unsatisfied with the EPA process. According to a prominent personality in the field of human resources EPA are the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job." EPA is a powerful tool to standardize, refine and reward the performance of the employee. It helps to analyze his achievements and evaluate his contribution towards the achievements of the overall organizational goals. EPA is necessary to measure the performance of the employees and the organization to check the progress towards the desired goals and aims.

II. Statement of the Problem

EPA is an important tool for not only small and growing businesses but all kinds of business. The appraisals can be crucial in developing employees, reinforcing good performance, and pointing out areas of improvement. Appraisals provide an opportunity to formally communicate expectations for future performance. They also create a record of steps taken to remedy bad or inadequate performance. It is the endeavor of every effective organization to recruit, retain and reward the best performers. It is through a well-designed EPA process that one separates the best from the average or poor performers. If this process is carried out properly and the employers intend to be equitable with its reward system, personnel moral will be high and team work can be both developed and nurtured by the enterprise.

III. Objectives of the Study

- To find out the efficiency in performance appraisal in Advinar Technologies Pvt, Ltd.
- To examine the significance difference between Demographic variables and opinion about performance appraisal in Advinar Technologies Pvt, ltd.

IV. Litreature Review

Nelson et al., (2019) assessed the FF in male and female engineering students using PFAI. The results of the study revealed that females have higher FF than males. Females also scored high in PFAI subscales i.e. FSE, FDSE and FUF.

Murcia et al (2019) examine the link between coach interpersonal style and fear of failure in athletes. It was found that there was a positive relationship between coach controlling style and athlete FF.

Correia, (2018) the study was employed on the relationship between FF and anxiety in sport contexts. The outcome of the study indicated that there was a positive influence of FF on sport anxiety which shows that sportspersons with higher levels of FF displayed a tendency of having greater anxiety levels.

Shaju M (2017) have done research titled "The Impact of job satisfaction on job performance of employees working in Automobile Industry in Punjab". The researchers adopted two grades of employees like workers and supervisors. The results indicated that the job satisfaction was observed higher in the supervision level rather than that of the employees in ordinary workers' level. The researcher concluded that years of job experience gives a higher degree of satisfaction than less job experience in the Industry.

Sajuyigbe and Ademolas (2017) their study have focused on" The impact of performance appraisal on employee performance in Nigerian Telecommunication Industry. The objective of the study was to assess the impact of performance appraisal on employees' performance. The research findings revealed that the level of performance appraisal awareness is high among the staff and the performance appraisals system plays vital role in contributing to high performance of employees in MTN Nigeria.

Rafique Ahmed Khan, et.al (2017) have done a study entitled" The impact of performance appraisals on employee satisfaction at Karachi Port Trust. The data were analyzed with Pearson's, correlation and regression test. The objective of the study was to find out the overall impact of performance appraisal on employee satisfaction. The research adopted a deductive approach questionnaire by using a Likert scale. The sampling Technique adopted was snowball (Or) non-probability convenience sampling method. The researcher concluded that periodically reviewing of performance of their employees will help employees to be focused and satisfied. The researcher recommend that performance appraisal should be done twice a year and preparing performance appraisal forms should be

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encouraged self-appraisal and employee suggestion, feedback should be encouraged. In future research impact of culture on Performance Appraisal participative goal setting could also be explored.

V. Research Methodology

a) Type of Research

This study adopted a descriptive survey that aimed at determining the Performance appraisal by Advinar Technology Pvt. ltd. in Thiruvananthapuram district.

b) Area of Research

Employee performance appraisal inAdvinar Technology Pvt ltd. in Thiruvananthapuram district is the area of study.

c) Source Data Collection

Primary and secondary data was collected for this study.

d) Primary Data

The Primary Data for this purpose was collected on the basis of field survey. Two questionnaires were prepared for this purpose, and were filled based on interview, free and frank discussions with selected respondents, available relevant literatures of Company / Organisation and through Observation method selected Company / Organisation, to get their valued views / comments / information about the practiced.

e) Secondary Data

To conduct the research, the relevant and concerned books, reports, literatures from various libraries have been referred. Further, important contributions in the subject matter, from various journals, magazines, periodicals, reports, bulletins, survey material, newspapers published in India & abroad were also used for the study.

f) Population of the Study

The population of study was employees in Advinar Technologies Pvt, ltd. Thiruvananthapuram district. Total population of the study is 800 employees of Advinar Technologies Pvt, ltd. in Thiruvananthapuram district.

g) Sampling Design

For collecting primary data, random sampling technique will be employed in the study. The population for this study consists of all employees in Advinar Technologies Pvt, ltd. Thiruvananthapuram district.

h) Determination of Sample Size

Sample size for this study was determined by using mean method [200]. The mean method defines as number of standard deviations point on a distribution is away from the mean.

i) Sampling Techniques

Random sampling method was used for this study.

VI. Method of Data Collection

Structured questionnaire was used for collecting the primary data. Questionnaire has three parts first part include Demographic variables of the respondents and second part performance apprisal variables and last part include employee's productivity measurements.

a) Hypothesis of the Study

H0: Null hypothesis: There is no difference gender and opinion about performance appraisal

Null hypothesis: There is no association between opinion about performance appraisal and productivity

Null hypothesis: There is no significance variance between demographic variables and opinion about performance appraisal.

Null hypothesis: There is no significance variance between demographic variables and opinion about performance appraisal.

b) Data Analysis

Null hypothesis: There is no significance variance between demographic variables and opinion about performance appraisal.

Table 1: ANOVA

	F- value	P-value	Significant value
Age* performance appraisal	3.280	.000	0.05
Education*performance appraisal	4.235	.000	0.05
Salary* performance appraisal	2.680	.000	0.05

Age * performance appraisal

The significance value 0.000 establishes that H1 is rejected and therefore, it can be inferred that there is significant difference between age and performance appraisal. F value is 3.280

Education *performance appraisal

The significance value 0.000 establishes that H1 is rejected and therefore, it can be inferred that there is significant difference between education and performance appraisal. F value is 4.235.

Salary * performance appraisal

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The significance value 0.000 establishes that H1 is rejected and therefore, it can be inferred that there is significant difference between salary and performance appraisal. F value is 2.680.

Null hypothesis: There is no difference between gender and opinion about performance appraisal

Table 2

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.276[a]	21	.055
Likelihood Ratio	37.286	21	.016
Linear-by-Linear Association	2.273	1	.132
N of Valid Cases	200		

The above table shows that the chi square value (Gender and performance appraisal) is 32.276 and the p value is .055 and the degree of freedom is 21. Here the p value is more than 0.05. so, accept H0 and conclude that there is no significance difference between gender and performance appraisal.

Null hypothesis: There is no significance impact of performance appraisal and productivity of Advinar Technologies Pvt.ltd.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965(a)	.932	.932	.22787

a. Predictors: (Constant), **Performance appraisal**

Analysis

The Multiple R for the relationship between the set of independent variables and the dependent variable is 0.965, which would be characterized as very strong using the rule of thumb that a correlation less than or equal to 0.20 is characterized as very weak; greater than 0.20 and less than or equal to 0.40 is weak; greater than 0.40 and less than or equal to 0.60 is moderate; greater than 0.60 and less than or equal to 0.80 is strong; and greater than 0.80 is very strong. Table shows the output for model fitness. The R coefficient of 0.965 indicates that the predictors of the model (Performance appraisal) which has a correlation of 96.5% with the dependent variable of productivity that means there is a very strong relationship between the set of independent variables and dependent variable. The R square also called coefficient of determination of 0.932 indicates that the model can explain 93.2% of the variations in the Performance appraisal and there are other factors which can explain 6.8% of the variations in Performance appraisal. This shows that the independent variables productivity of this study are significant predictors of the Performance appraisal.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.649	1	140.649	2708.769	.000(a)
	Residual	10.281	198	.052		
	Total	150.930	199			

a. Predictors: (Constant), **Performance appraisal**

b. Dependent Variable: **Productivity**

Analysis

Table shows that variations in the productivity can be explained by the model to the extent of 2708.769. The F value of the model produces a p-value of 0.000. A p-value of 0.000 is lower than the set level of significance of 0.05 for a normally distributed data. This means that the model is significant in explaining Performance appraisal.

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Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.215	.069		3.121	.002
	EPA	.907	.017	.965	52.046	.000

a. Dependent Variable Productivity

The result shows that for the independent variable Performance appraisal, the probability of the t statistic (0.000) for the b coefficient is 0.0 which is lower than the level of significance of 0.05. We reject the null hypothesis and summarize that there is significant relationship between the respondent's perception towards performance appraisal practiced and productivity in IBS

VII. Findings

The study reveals the following facts.

1. The chi square test shows that there is no significance variance between demographic variables (age, education and occupation) and opinion about performance appraisal.
2. The correlation analysis shows that there is association between opinion about performance appraisal and productivity.
3. The chi square test shows that there is no significance difference between gender and performance appraisal.

VIII. Suggestion

- The analysis proved that the IT and ITES employees possess and use¬these competencies considered in the study to perform the job/role. But the relationship analysis depicted that, only 9 competencies have a relationship between the employee competency and job/role competency. So, the IT and ITES organization should analyze the competencies possessed by their employees and fully utilize the competencies in the job/role of the employee.
- When the competency is considered for assessment in the performance¬ appraisal system the employee possess high level of

- Adaptability and Flexibility
- Customer Focus of Stress Tolerance
- Tact o Interpersonal skill and Team Work
- Leadership
- Planning and Organizing

- When the competency is considered for assessment in the performance appraisal system that depicts that it helps to develop the competency of the employee.
- The perception of the employees on competencies differs when the competency is considered for assessment in the performance appraisal system and when the competency is not considered for assessment in the performance appraisal system.
- As the demographic association proves that there is an influence of the demographic variables like age, gender, education, and organization on the competency possessed by employee and the competency required to perform the job/role. The organization should consider these demographic variables when they develop the competency framework model for their organization.
- The competency framework model suggests that the competency-based job description and competency-based performance management system is important as it leads to a more effective performance of the employees in IT and ITES organizations.

IX. Conclusion

The research study was based on the IT and ITES organization in Chennai. There were 21 competencies that was considered for the study and it was proved that the level of competency possessed by the IT and ITES employees of Chennai is moderate. There is a gap that exists between the employee competency, job/role competency and the competency in performance appraisal system. The gap has to be bridged by the organization by training the employees in the competencies and also map the employee's competency to the right job/role where it can be utilized to the fullest extent. This will lead to the effective job performance of the employee. When the competency is considered for assessment in the performance appraisal system it influences the competency possessed by the employee and the competency that is required to perform the job/role. So this is clear that when the employee is aware of the competencies that will be assessed in the performance appraisal system, then the employee will effectively perform in the job/role. Human resource of any organization is the most valuable resource, which the organization cannot afford to waste. The IT and ITES organization should concentrate and

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create Human Resource Management system based on competencies. The competency should be interlocked in the entire gamut of Human resource management. The changing scenario in human resource has led to the of competency based human resource management. A successful organization must consider the competency in performance appraisal system for a better performance and development of the employee.

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Logistics Performance in the Freight Transport Sector: Towards the Development of a Research Model

By Dr. Adama Bidisse
Unversity of Maroua

Abstract- The purpose of this article is to identify, from a review of the existing literature on Logistics Service Providers (LSPs), the factors that generate the logistics performance of freight or freight carriers.The review of the work of many authors in the field has made it possible to develop a theoretical model on the possible determinants of better logistics performance. This allows us to suggest that the possession of certain logistics resources and skills, as well as capacity building in the management of the transport service, are catalysts on which freight carriers can rely to improve their logistics performance.

Keywords: logistics resources and skills, capacities, freight carrier, Logistics Service Provider (LSP), logistics performance.

GJMBR-A Classification: JEL Code: M10



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Keywords: logistics resources and skills, capacities, freight carrier, Logistics Service Provider (LSP), logistics performance.

I. Introduction

Since the early 1990s, logistics outsourcing practices have grown over time, fostering the emergence of Logistics Service Providers (LSPs).These are new players specializing in controlling the physical flow of goods and information, whether internal, upstream or downstream, associated throughout the supply chain (Savy, 2007).Among the wide range of logistics operations that these cover, the transport of goods figures prominently, which remains the activity most outsourced by customer-shippers (Roy, 2004).

Indeed, used in combination or individually, transport makes it possible to serve the hinterland of goods from different horizons. The predominance of the transport activity over the other services offered by PSLs (order preparation, handling, storage, inventory management, etc.) is explained in particular by the evolution of production and distribution systems (internationalization of trade, increase in “Just-In-Time” and “Cross-docking” operation). From a simple performer in transport, the freight carrier is henceforth assimilated to an expert "developer of turnkey solutions" (Roques and Michrafy, 2003), participating in the development of logistics plans for its customers (Boissinot and Kacioui-Maurin, 2009). Also, by entrusting the transport of their goods to specialized service providers, shippers thus seek expertise and know-how that are lacking externally (Roussat and Fabbe-Costes, 2000), so that their products are delivered to the right place, at the right time, and above all in the right quantity and quality and all this at the lowest price. The transport process must therefore meet logistics performance objectives, that is to say, create value not only for the carrier but also and above all for the shippers (the shipper and the recipient of the goods) and the customers of these shippers (Pellegrin-Romeggio, 2008; Mevel and Morvan, 2010; Loudghiri, 2014).

Today, the theme of the factors that condition the logistics performance of PSLs is the subject of an anthology of research in logistics management. Several studies have focused on identifying the sources of the logistics performance of LSPs. According to these, the logistical performance of these providers depends mainly on their resources, skills and logistical capacities (Karia and Wong, 2013; Aziz and al., 2015; Alkhatiband al., 2015; Karia and al., 2015; Zawawi and al., 2016; Kuo and al., 2017; Zawawi and al., 2017; Hamed, 2019). Karia and al (2015) analyzed the effect of bundling of resources on the logistics performance of LSPs in Malaysian territory. The results of their study underline that the LSPs who manage to develop and combine their resources (technological, physical, human, relational, and organizational) and their logistical capacities (in particular, the demand management interface) with one another better performance and manage to dominate their competitors in terms of costs and quality of service. Along the same lines, Huang and al (2006) discovered from an empirical study of Taiwanese LSPs that, by emphasizing better coordination of supply chain activities through increased responsiveness, companies PSL tend to achieve better logistics performance.Other research carried out in Singapore, China and even Taiwan recognizes that the logistics capacities of the LSP, that is to say their ability to create and deploy resources in order to meet the expectations of their customers-shippers improve the logistics performance (Zawawi and al., 2017).Logistical innovation, flexibility to adapt to sudden changes in the market environment, etc. are all logistical capacities that constitute the “backbone of any LSP” (Yang and al., 2009) and represent themost important element among the factors of competitiveness which could help these companies, to gain and to maintain a competitive advantage (Liu and al., 2010).

In the light of this work, we noted that: on the one hand, the results of these studies highlight the relationship between the possession and the combination of the resources, skills and logistical capacities of LSPs with their logistical performance. Nevertheless, we have noticed that no author has been

Author: University of Maroua, Cameroun.
e-mail: ama.adama@gmail.com

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interested in combining the three constructs into a single conceptual model.On the other hand, we have observed a lack in the number, until now very limited, of works that have included the developing countries of the African continent in their field of investigation.It is in this context that the main objective of our research is therefore to develop a conceptual model that would allow us to assess the relationship between the resources, skills and logistics capacities and the logistics performance of the freight carrier, in an African country in development like Cameroon.

Indeed, although research on explanatory factors of logistics performance has aroused enormous interest from researchers, particularly in Southeast Asian countries such as Indonesia, Malaysia, Africa in In general, the field of explanatory research on this theme remains very little explored. A study to our knowledge was conducted in Ghana by Sohail and al. (2004). In Cameroon more specifically, research into logistics management is quite rare (Eyenga, 2010; Tsapi and Assene, 2014) and more particularly that concerning LSPs (Gouanlong and Bidisse, 2017; Bidisse and al., 2019, Gouanlong and al., 2020). It is within this framework that the main objective of our research is therefore to develop a conceptual model which would allow to assess the relationship between the resources, skills and logistics capacities and the performance of the freight carrier, in a developing African country like Cameroon.

To achieve this objective, we have organized this contribution around three points: first, we will present the concept of logistics performance (1).Next, we will present the three main theories that can explain the logistics performance of PSLs in general, and freight carriers in particular (2).Finally, we will propose the possible determinants of the logistics performance of these service providers identified in the existing literature (3).

1. *Definition of logistics performance in freight transport*

Faced with the current environment, marked by dynamism and ever-increasing competition on a planetary scale, the sustainability of a company inevitably refers to performance requirements (Chappaz-Gillot and Destais, 2007). In the specific context of logistics service, Wang et al.(2010) point out that the concept of PSL performance translates into quality, flexibility and on-time delivery.Neely and al.(1995) for their part, assimilate the logistics performance of PSLs through 4 components: costs, quality, deadlines and flexibility, which also influence shippers in the choice of their service providers.For some authors, in particular Huoand al.(2008), the logistics performance of LSPs is fundamentally built on two major dimensions, logistics costs and the level of logistics services.

In the specific case of the freight transport service, the logistics performance of the transporter is measured through its effectiveness and efficiency (Krauth et al., 2005). As part of this research, we define the logistics performance of the freight carrier as its ability to deliver a quality service, that is to say to transport goods on time and as is, and at a lower cost to the charger. More precisely, it refers to the ability of the transport provider to generate added value for itself and for its customers, thanks in particular to deliveries of goods on time and in full, to the absence of theft and damage or loss of goods during the journey, etc. This conception of logistics performance converges with that adopted by many authors in logistics management, who moreover assimilate it to the competitive performance of the LSP (Wong and Karia, 2010; Zawawi et al., 2016; Zawawi et al.., 2017).

Based on the constituent elements of performance in freight transport identified by Lambert (1991)[1] and Grand (1997), and following a large review of the literature on the fundamental characteristics of efficient transport,we have retained the following assessment attributes: time, reliability, availability, transport quality and compliance, which appear in table 1 below.This choice can be explained in large part by the obvious insistence of certain authors on the importance of these criteria, in the evaluation of the logistical performance of a LSP in general, and of a transport provider in particular.

[1] Lambert D. (1991), Logistics and Customer Service, 9th Congress of International Logistic, November cited by De Beaumont (1994).

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Table 1: Attributes for assessing logistics performance in transport

Attributes	Définition Authors	
The delivery time	Also called "cycle time", this is the duration of a delivery cycle from receipt of the order to delivery of the goods	Wang and al. (2010), Roques (2014)
Reliability of transport	It corresponds to the ability to correctly deliver the right product, to the right place, on time, under the required packaging conditions, in quantity, in documentation and to the right customer.	Morana and Pinardi (2003), Butner and Moore (2006)
Availability of transport	It represents the ability to deliver products according to needs, on time and under expected conditions, under penalty of causing stockouts for the customer. The commercial risk can then lead the customer to cancel orders, or to detach himself from the carrier in the event of non-availability of the products.	Grand (1997), De Beaumont (1994).
Transport quality and compliance	the orders delivered must comply with customer requests and must not include any errors, resulting in particular from their preparation. Likewise, the products must be delivered according to the rules inspired by their characteristics: respect for the cold chain for temperature-controlled products, or even respect for stability for fragile products.	Grand (1997) De Beaumont (1994).

Source: ourselves

In the transport sector, offering quality service at a lower cost is a major issue and represents a permanent challenge for service providers in this sector of activity. Efficient customer service in terms of cost, time and quality of service is thus presented as an essential asset to guarantee a stable and lasting presence of the freight carrier on the market and generate added value for shippers, by allowing them to" also achieve their own goals with greater efficiency.

II. Theories Explaining the Logistics Performance of Transport Providers

Many authors link the logistical performance of these service providers to the logistical resources, skills and capacities available to them (Karia and Wong, 2013; Aziz and al., 2015; Alkhatib and al., 2015; Karia and al., 2015; Zawawi and al., 2016; Kuo and al., 2017; Zawawi and al., 2017; Hamed, 2019). This approach to logistics performance leads us to consider the resource theory of Wernerfelt (1984) and Barney (1991), the theory of central skills of Hamel and Prahalad (1990) and that of dynamic capacities of Teece and al. (1997), to advance the idea that these assets are the determinants of the strategic behavior and performance of the freight carrier. For these authors, what gives a company a competitive advantage are its assets (resources, skills and capabilities) and its ability to combine them to produce superior performance.

a) The contribution of resource theory

The theory of resources has gradually entered the logistics literature. A number of research works have identified and analyzed the strategic resources for LSPs, as well as their effects on their logistics performance (Chiu, 1995; Panayides, 2007; Lai and al., 2008; Yang and al., 2009; Karia and al., 2012; Karia and Wong, 2013). Indeed, in the complex and competitive logistics sector, it is essential for PSLs to have access and be able to combine and develop the right resources, in superior logistics performance. Drawing on the work of Mentzer and al. (2004) and RBV, Karia and Wong (2013) developed a theoretical model of the logistics resources and capacities of LSPs, which they called the theory of logistics resources, also known as "Resource-Based Logistics". (RBL), which determine the logistics performance of LSPs. According to the categorization made by Alkhatib and al. (2015), logistics resources can be subdivided into tangible and intangible resource groups, as shown in Table 2 below:

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Table 2: Categories of resources and logistics capacities of the LSP

Groups	Subgroups Definition	
Tangible resources and capacities	• Physical	Ability of the LSP to acquire, use and maintain logistics vehicles, machines, tools and other equipment (eg. transport vehicles, insurance contracts, etc.).
	• Technological	Ability of the LSP to acquire, use and maintain advanced logistics technologies (GPS, internet, etc.), with a view to exploiting them with other physical resources, in order to carry out logistics activities effectively and efficiently.
Intangible resources and capacities	• Human	Art of the LSP to recruit, train, remunerate and motivate its staff.
	• Relational	Ability of the LSP to create and maintain healthy long-term relationships with other members of the supply chain, willingness to cooperate.
	• Organizational	Shared values, principles and philosophy of the LSP on different themes such as trust, quality management, etc.

Source: Alkhatib and al. (2015)

The essential mission of the carrier is to ensure the availability of products in the right place, in the right quantity and at the right time. To do this, he must have adequate logistical resources to manage the flow of products and information in order to meet the expectations of the customer-shipper.

b) The contribution of the theory of central skills

Briefly, competence refers to the ability of a company to use resources to achieve a given objective.For a company, this is know-how that it possesses and that it knows how to use in the context of its various processes, to achieve better performance (Quelin, 1997).Thus, the firm's core competencies represent unique combinations of resources and skills, enabling it to generate competitive advantage and create value for its clients (Hamel and Prahalad, 1990). Logistics, a favorite field for LSPs, now requires real management skills within logistics chains (Corbin, 2008). Also, the conduct of logistics activities calls for two types of skills in the sense of many authors, as shown in Table 3 below:

Table 3: Categories of logistics skills of the LSP

Groups	Sub groups Definition	
Managerial skills (Fabbe-Costes and Colin, 1995)	• the “knowledge”	All knowledge and intelligence (ability to understand, design and decide).It is this level that is used for the analysis of (unforeseen) environmental disturbances.
	• the“do it”	This is the space for realization (demand for new services, quality level, etc.).It is in this space that the key or fundamental skills reside.
	• the “know-how "	This space concerns all the means directly requested by the space of doing. It includes methods, procedures and technologies.
Organisational skills(Corbin, 2008 ; Roques, 2014)	• Planning of logistics activities	process aimed at organizing the activities of the supply chain by making decisions at the strategic, tactical and operational level
	• Management of flows in the supply chain	Decision-making, at each stage of the chain and for each stakeholder, in order to determine when and in what quantity to launch an activity.
	• Coordination of logistics chain activities	Since the logistics chain is in essence the result of interdependent links, a coordinated supply chain is more efficient than an uncoordinated supply chain.

Source: ourselves.

These 2 skill categories, for LSPs, offer multiple possibilities for differentiation at the intra-industry level and in terms of their strategic positioning, vis-à-vis their shipper customers, allowing them to better satisfy them.

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c) *The contribution of the theory of dynamic capacities*

In the field of logistics service in general and that of transport service, the theory of dynamic capacities of Teece and al. (1997) fits perfectly into the achievement of logistics performance. The implementation of these capabilities ensures the flexibility, quality and reliability of the movement of goods and associated information within the transport chain (Burmeister, 2000). Some authors (Shang and Marlow, 2005; Lu, 2007; Green and al., 2008; Yang and al., 2009; Kuo and al., 2017) have thus highlighted the implications of the theory of dynamic capacities in theimprovement of the logistics performance of LSPs.

Logistics capabilities are seen as the ability of LSPs to create and deploy resources in order to satisfy their customers and improve their logistics performance (Lai, 2004). Meeting customers' requirements on time, ensuring delivery of goods on time, the ability to solve problems, helping customers achieve their own goals, providing accurate information on the cargo in transit are among the mainlogistics capacities of a LSP that significantly affect its logistics performance (Zawawi and al., 2017). Zuraimi and al. (2012) have identified the ability to conduct operations in a flexible manner, logistics innovation, and achievement of economies of scale, knowledge and feedback to the customer, as essential capacities for competitiveness of LSPs and the creation of their competitive advantage.

In short, these different theoretical approaches that we have used in the context of this study seem to be the most appropriate in the study of PSLs in general and of freight carriers in particular, because their performance strongly depends on the diversity of available assets.to meet the logistics needs of their customers.To meet the wishes expressed by them, carriers must meet a dual requirement in the transport service offer: (i) make the best use of the resources acquired over time to serve customers, while (ii) exploring new ways of improving their performance and that of their customers (Quelin, 2003), since "within industrial and commercial supply chains, logistics providers play an increasingly central role:good coordination of the flow of goods and information.Their performance directly conditions both their competitive advantage but also that of their customers and more broadly that of the supply chains in which they are integrated "(Brulhart and Claye-Puaux, 2009, p.1). Therefore, it is imperative to proceed with an integrated management of flows along the logistics chain, which necessarily involves:

- The use of best practices for the management and coordination of flows along the supply chain: that is to say the establishment of close relations with the most serious partners upstream and downstream, the creation of the bases of common data between the actors involved in the management of flows for better visibility for rational decision-making, the harmonization of information systems and working methods, the sharing of information and knowledge between the different players (Information and Communication Technologies, software packages, Electronic Data Interchange, Global Positioning System) to ensure the traceability and real-time monitoring of goods;
- The acquisition and strengthening of the resources, skills and strategic capacities of the carrier (human, financial, physical, technological resources, technical skills in logistics, management; service capacity, innovation, adaptation, etc.).

III. Logistics Performance Factors in Freight Transport

For many authors, inter-firm competition has been replaced by competition between logistics chains and that the implications of the logistics performance of a link in the chain will necessarily have repercussions on the overall logistics performance of the supply chains in which it is integrated. (Hiesse, 2009). Thus, the levers of the logistics performance of LSPs in general have been identified by researchers in the logistics literature. Our ambition in this investigation is not to take stock of all the determinants of this performance, but rather to focus on those that would most influence this logistics performance. We have retained four (04): the information flow management mechanisms, the manager's experience in the field of transport, the development of partnership relations with the upstream and downstream actors of the transport chain and the strengthening logistics capacities.

Proposition 1: Information flow management mechanisms (Evangelista and Sweeney, 2006; Stefansson and Lumsden, 2009; Evangelista and al., 2013; Sternberg and al., 2014; Hsuan and al., 2015; Karia and al., 2015).

Today, LSP information systems represent a strategic element for all of their activities (transport, handling, storage, etc.). Thanks to IT tools and networks, internal and external which are based on technologies linked to the Internet, in particular Electronic Data Interchange (EDI), the use of the Global Positioning System (GPS), most of the information used are now processed and exchanged between the various players upstream and downstream of the transport chain. In addition, the sharing of information plays a central role in inter-organizational relations and on the performance of the various actors involved in the transport chain (shippers, customs administrations, employees, etc.). A constant exchange of information internally and between the stakeholders in the transport relationship promotes the responsiveness and fluidity of the process of making goods available in order to meet

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delivery deadlines as well as possible and / or to readjust them if it turns out to be necessary.

Proposition 2: The manager's experience in the field of transport (Chiu, 1995; Brah and Lim, 2006; Panayides, 2007; Ellinger and al., 2008; Karia and Wong, 2013; Karia and al., 2015; Hsuan and al.al., 2015).

Strategic management has always been at the heart of business concerns, and creating a sustainable competitive advantage leading to superior performance is a key element for businesses. In the context of logistics activities, the focus is therefore on the experience of the transport provider in managing the flow of goods, in explaining its logistics performance. The relationship between the carrier's professional experience and its logistics performance is, in this case, approached from the perspective of the development and accumulation of skills and strategic knowledge for the company.

Proposition 3: The development of partnership relations with upstream and downstream actors in the transport chain (Morgan and Hunt, 1994; Tate, 1996; Brulhart, 2002, 2005; Brulhart and Favoreu, 2006, Brulhart and Claye-Puaux, 2009; Saglietto, 2013; Karia and al., 2015; Sachdev and al., 2015).

The Supply Chain, of which the transport of goods is an integral part, constitutes a network of interdependent partners whose overall objective is customer satisfaction at a lower cost. With the current evolution of competition (chrono competition) and the ever increasing demands of shippers, transport providers can hardly succeed by relying only on their own resources. The establishment of strategic partnerships between the different actors of the transport chain, allows them to adjust each other in time and space, to ensure the overall efficiency of the system put in place for the routing of merchandise. In this perspective, the intervening parties must constantly improve the coordination of their interventions, despite their sometimes distinct and divergent interests. A number of authors have carried out research on the importance of establishing a partnership relationship between the PSL and its various stakeholders in this area. These authors have come to the conclusion that the establishment of partnerships between all the players in the transport chain, allow them to improve their performance and competitiveness respectively, and above all to create added value for the shipper.

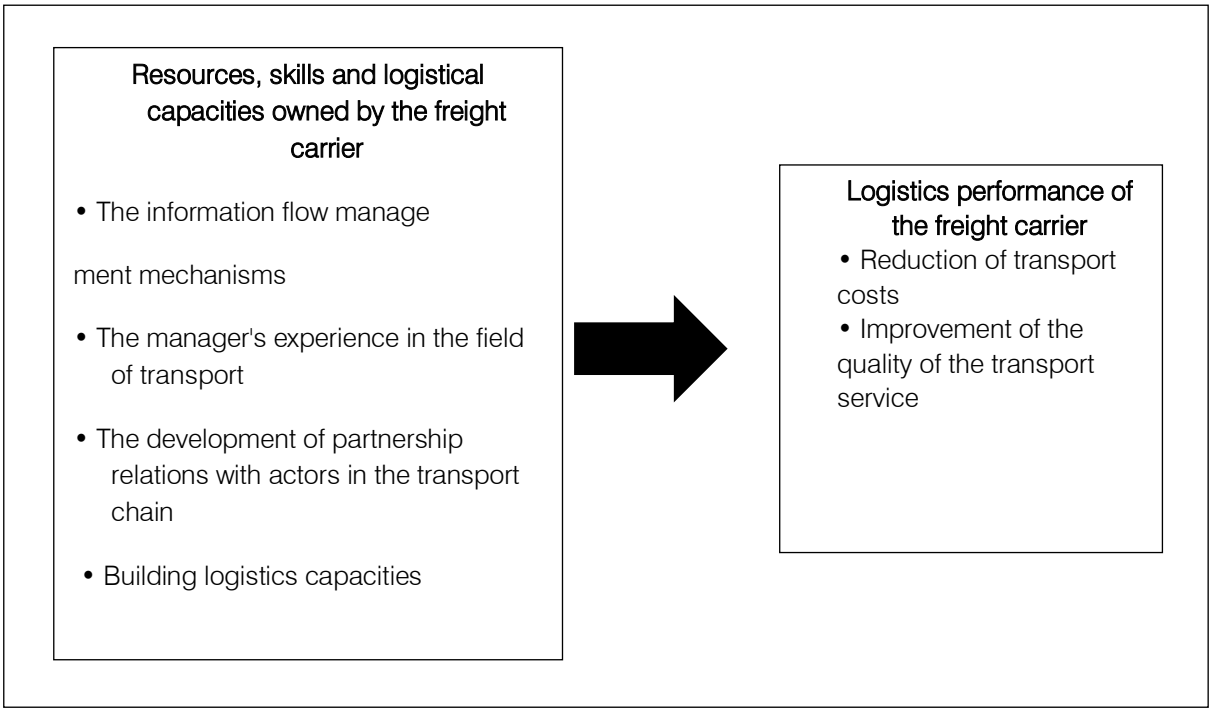
Proposition 4: Building logistics capacities (Lai, 2004; Shang and Marlow, 2005; Panayides, 2007; Liu and al., 2010; Hsuan and al., 2015; Karia and al., 2015; Sachdev and al., 2015; Aziz and al., 2016; Zawawi and al., 2016).

The choice of a logistics strategy is determined both by the objectives of the company, but also by its resources and capabilities.To be effective, a company must be able to constantly question its capabilities, in order to better coordinate and manage the flows that pass through it to optimally meet the needs of its customers. The logistics capacities of the LSP represent the basis of their activities.Several previous research has affirmed the existence of a significant positive relationship between a company's capabilities and its performance.

First of all, carrying out the freight transport activity requires service providers in the sector to have physical and human resources, able to provide the level of service desired by the shipper at a lower cost.The management of the supply chain by supposes to invest in the key processes allowing to manage in an adequate way, the supply chain. Second, LSPs are now faced with an unstable environment, characterized by fierce competition and extraordinary technological development. In this context, the competitiveness of these service providers depends on their adaptability and flexibility. Finally, mobilizing the innovation capacities of LSPs is often cited as a source of competitive advantage and performance. For many authors who have looked at the logistics performance factors of LSPs, a company is able to reach the highest level of its overall performance, on the condition sine qua non of being creative in developing newsoffers enabling them to meet the demand for logistics services from shippers.

Taking into account the proposals that we have just formulated, we have developed the conceptual model of our study which is presented as follows, with Figure 1 below:

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Source: ourselves.

Figure 1: Conceptual model of research

To test this model, two successive phases will be adopted. The first qualitative, of an exploratory nature, aims to clarify theoretical concepts and allow the most recurrent variables to be retained with a view to subsequent operationalization (Evrard et al., 2003). To do this, two maintenance guides have been developed, which take up the central themes of our research problem: one was administered to shippers and the other to freight carriers. The second phase is quantitative in nature. This involves constructing, from the results of the qualitative study, a questionnaire that will be administered to freight carriers. As for the methods of analyzing the data that will be mobilized, we plan to use first a descriptive analysis in order to characterize the sampled freight transport companies, then a factor analysis which will allow us to identify the relationships between all the variables of our model, and finally, multiple linear regression, in order to confirm or invalidate the research hypotheses that will be formulated (Evrard and al., 2003).

IV. Conclusion

The contribution of our research is essentially theoretical. The objective of this article was to summarize the literature on the sources of the logistics performance of freight carriers, with particular emphasis on the factors that can be controlled by these providers themselves. Theoretical currents on the logistics performance factors of LSPs in general and of transport providers more precisely, have allowed us to formulate seven research hypotheses that convey positive relationships between logistics performance and its various common threads. These assumptions, which are based on the resources, skills and logistical capacities of carriers, combine the use of modern information flow management tools, the sharing of information internally and with upstream and downstream players in the transport chain, the manager's experience in the field of transport, the development of partnership relations with actors in the transport chain, the strengthening of service capacities, the strengthening of adaptation capacities, the reinforcement of innovation capacities in logistics performance. However, although the contribution of this paper is great on the theoretical level, it presents the limitation of remaining conceptual. However, this study could be much more interesting if this review of the literature on logistics performance factors were followed by an empirical phase. Given this failure, this research will be extended, by testing the hypotheses thus formulated on a sample of freight transport companies in a developing country like Cameroon.

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Memberships

Fellows/Associates of Management and Business Research Council

FMBRC/AMBRC Memberships



Introduction

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

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

FMBRC

Fellow of Management and Business Research Council

FELLOW OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

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

Benefit

To the institution

Get letter of appreciation

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



Exclusive Network

Get access to a closed network

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

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LoR and Laser-Momento

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

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Fellows can use the honored title of membership. The “FMBRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FMBRC or William Walldroff, M.S., FMBRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FMBRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

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Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

Fellows can publish articles (limited) without any fees. Also, they can earn up to 70% of sales proceeds from the sale of reference/review books/literature/publishing of research paper. The FMBRC member can decide its price and we can help in making the right decision.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

Access to Editorial Board

Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

Career | Credibility | Exclusive | Reputation

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

ASSOCIATE OF MANAGEMENT AND BUSINESS RESEARCH COUNCIL

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To the institution

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Exclusive Network

Get access to a closed network

A AMBRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LoR and Laser-Momento

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

Career | Credibility | Exclusive | Reputation



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Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

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Career | Credibility | Reputation

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john [AT] globaljournals [DOT] org..

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

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Conferences & Events

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Career | Credibility | Financial

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Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

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Financial

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

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

Preferred Author Guidelines

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

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

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

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

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

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

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

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

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

Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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



Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Management Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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



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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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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.

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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



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Content:

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

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- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
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Approach:

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

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

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

Approach:

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Describe generally acknowledged facts and main beliefs in present tense.

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Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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