Online ISSN: 2249-4588
Print ISSN: 0975-5853
DOI: 10.17406/GJMBR

Global Journal

of Management and Business Research: G

Interdisciplinary



Social Global Value Chains

Training during and after Covid-19

Highlights

State of Education in Ukraine

Contract Administration and its Future

Discovering Thoughts, Inventing Future

VOLUME 23 ISSUE 1 VERSION 1.0

© 2001-2023 by Global Journal of Management and Business Research, USA

Volume 23 Issue 13 was originally issued as G1

Global Journal of Management and Business Research: G
Interdisciplinary

Global Journal of Management and Business Research: G
Interdisciplinary

Volume 23 Issue 1 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Management and Business Research. 2023.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Science Frontier Research." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Science Frontier Research"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Science Frontier Research" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals Pvt Ltd
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Editorial Board

Global Journal of Management and Business Research

Dr. John D. Theodore

American Military University
JDT Management Consultants, President.
D.B.A., Business Economy
University of South Africa
Ph.D. Aristotelian University
Business Administration
Ph.D. Administration, University of Kansas
USA

Prof. Moji Moatamedi

Honorary Vice Chair
Ph.D., at The University of Sheffield,
MBA, Manchester Business School
University of Manchester
UK

Dr. R. Allen Shoaf

B.A., M.A., Ph.D. Cornell University
Cornell University, Teaching Assistant in the English Department,
University of Florida, US

Professor Maura Sheehan

Professor, International Management
Director, International Centre
for Management & Governance Research (ICMGR)
Ph.D. in Economics
UK

Dr. Mehdi Taghian

Senior Lecturer
Faculty of Business and Law
BL Deakin Business School
Melbourne Burwood Campus
Australia

Dr. Carl Freedman

B.A., M.A., Ph.D. in English, Yale University
Professor of English, Louisiana State University, US

Dr. Agni Aliu

Ph.D. in Public Administration,
South East European University, Tetovo, RM
Asociater profesor South East European University,
Tetovo, Macedonia

Dr. Tsutomu Harada

Professor of Industrial Economics
Ph.D., Stanford University, Doctor of Business Administration, Kobe University

Dr. Wing-Keung Won

Ph.D., University of Wisconsin-Madison,
Department of Finance and
Big Data Research Center
Asia University,
Taiwan

Dr. Xiaohong He

Professor of International Business
University of Quinnipiac
BS, Jilin Institute of Technology; MA, MS, Ph.D.,.
(University of Texas-Dallas)

Dr. Carlos García Pont

Associate Professor of Marketing
IESE Business School, University of Navarra
Doctor of Philosophy (Management),
Massachussetts Institute of Technology (MIT)
Master in Business Administration, IESE, University of Navarra
Degree in Industrial Engineering,
Universitat Politècnica de Catalunya
Web: iese.edu/aplicaciones/faculty/facultyDetail.asp

Dr. Söhnke M. Bartram

Department of Accounting and Finance
Lancaster University Management School
Ph.D. (WHU Koblenz)
MBA/BBA (University of Saarbrücken)
Web: lancs.ac.uk/staff/bartras1/

Dr. Bassey Benjamin Esu

B.Sc. Marketing; MBA Marketing; Ph.D Marketing
Lecturer, Department of Marketing, University of Calabar
Tourism Consultant, Cross River State Tourism Development Department
Co-ordinator, Sustainable Tourism Initiative, Calabar, Nigeria

Dr. Dodi Irawanto

Ph.D., M.Com, B.Econ Hons.
Department of Management
Faculty of Economics and Business
Brawijaya University
Malang, Indonesia

Dr. Ivona Vrdoljak Raguz

University of Dubrovnik,
Head, Department of Economics and Business Economics,
Croatia

Dr. Yongbing Jiao

Ph.D. of Marketing
School of Economics & Management
Ningbo University of Technology
Zhejiang Province, P. R. China

Dr. Charles A. Rarick

Ph.D.
Professor of International Business
College of Business
Purdue University Northwest
Hammond, Indiana US

Yue-Jun Zhang

Business School,
Center for Resource and Environmental Management
Hunan University, China

Dr. Albrecht Classen

M.A. (Staatsexamen), Ph.D. University of Virginia, German
Director, Summer Abroad Program, Medieval Europe Travel Course

Dr. Brandon S. Shaw

B.A., M.S., Ph.D., Biokinetics, University of Johannesburg, South Africa
Professor Department of Sport and Movement Studies
University of Johannesburg, South Africa

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. The Transition towards Distant Training during and after Covid- 19 Pandemic. *1-5*
2. Mass Migration of Students: Analysis of the Geopolitical and Social Contexts of Origins. *7-23*
3. Contract Administration and its Future in Saudi Arabia. *25-27*
4. Student Dropout in Vocational High School from the Point of View of Service-Dominant Logic: A Theoretical Essay. *29-37*
5. The State of Education in Ukraine and The Role of Education Managers in Problem-Solving. *39-44*
6. Golden Win-Win Situation Created by CSR. *45-58*
7. Economic Transformation in Achieving Sustainable Development before and after the Kingdom's Vision 2030 (A Case Review for Saudi Arabia). *59-61*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

Volume 23 Issue 13
Originally issued as G1



Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

The Transition towards Distant Training during and after Covid-19 Pandemic

By Khaled Salh Aljezan

Abstract- The COVID-19 pandemic has significantly impacted education systems worldwide, necessitating a rapid shift towards distant training and remote learning. This paper explores the challenges, innovations, and future implications of this transition in the context of the pandemic and its aftermath. We begin by examining the barriers faced by educators and students in adapting to remote learning, including access to technology, curriculum redesign, student engagement, and assessment. We then discuss the technological innovations that have emerged to support distant training, such as Learning Management Systems, video conferencing tools, adaptive learning technologies, and virtual reality applications. Drawing from case studies and best practices, we highlight successful distant training initiatives and identify lessons learned from institutions that have effectively navigated the transition. Finally, we consider the potential long-term implications of remote learning for access, equity, and globalization in education, and discuss the prospects for hybrid or blended learning models in the post-pandemic landscape. Our findings underscore the importance of continued innovation and collaboration in education to address ongoing challenges and capitalize on the opportunities presented by distant training.

Keywords: *training, human resources management, HR, HRM, saudi aramco, COVID-19, development, LMS.*

GJMBR-G Classification: *LCC: LB1028 1050.75*



Strictly as per the compliance and regulations of:



© 2023. Khaled Salh Aljezan. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

The Transition towards Distant Training during and after Covid- 19 Pandemic

Khaled Salh Aljezan

Abstract- The COVID-19 pandemic has significantly impacted education systems worldwide, necessitating a rapid shift towards distant training and remote learning. This paper explores the challenges, innovations, and future implications of this transition in the context of the pandemic and its aftermath. We begin by examining the barriers faced by educators and students in adapting to remote learning, including access to technology, curriculum redesign, student engagement, and assessment. We then discuss the technological innovations that have emerged to support distant training, such as Learning Management Systems, video conferencing tools, adaptive learning technologies, and virtual reality applications. Drawing from case studies and best practices, we highlight successful distant training initiatives and identify lessons learned from institutions that have effectively navigated the transition. Finally, we consider the potential long-term implications of remote learning for access, equity, and globalization in education, and discuss the prospects for hybrid or blended learning models in the post-pandemic landscape. Our findings underscore the importance of continued innovation and collaboration in education to address ongoing challenges and capitalize on the opportunities presented by distant training.

Keywords: training, human resources management, HR, HRM, saudi aramco, COVID-19, development, LMS.

I. Introduction

The COVID-19 pandemic has had far-reaching consequences across all aspects of society, and the education sector is no exception. With the sudden closure of schools, colleges, and universities worldwide, traditional face-to-face learning was disrupted, forcing educational institutions to quickly adapt and transition towards distant training and remote learning. This shift has presented numerous challenges for educators, students, and policymakers alike, as well as opportunities for innovation and reimagining the future of education. The purpose of this paper is to examine the transition towards distant training during and after the COVID-19 pandemic, focusing on the challenges, technological innovations, and long-term implications of this shift for the future of education. By investigating the successes and shortcomings of remote learning during the pandemic, we aim to provide insights into best practices, potential areas for improvement, and the ongoing evolution of educational models in the post-pandemic world. In this paper, we will first provide a background and context for the rapid transition to remote learning that occurred during the pandemic, highlighting the role of technology in facilitating this shift. We will then delve into the various challenges faced by educators and learners during the transition, including access to technology, pedagogical adaptation, student engagement, and assessment strategies. Next, we will explore the technological innovations that have emerged to support distant training, such as Learning Management Systems, video conferencing tools, and adaptive learning technologies. Drawing from case studies and best practices, we will present examples of successful distant training initiatives and identify lessons learned from institutions that have navigated the transition effectively. Finally, we will discuss the potential long-term implications of remote learning on access, equity, and globalization in education, and consider the prospects for hybrid or blended learning models in the post-pandemic landscape. By examining the challenges, innovations, and future outlook of distant training during and after the COVID-19 pandemic, this paper seeks to contribute to the ongoing dialogue surrounding the transformation of education in the 21st century. Ultimately, our findings underscore the importance of continued innovation, collaboration, and adaptability in addressing the evolving needs of learners and educators in an increasingly interconnected and technologically-driven world.

II. Literature Review

The transition towards distant training during and after the COVID-19 pandemic has been widely studied in the literature, with researchers examining various aspects of remote learning, including challenges, best practices, and the implications of this shift on the future of education. In this literature review, we synthesize key findings from recent studies to provide a comprehensive understanding of the current state of knowledge on this topic.

a) Challenges and Barriers to Remote Learning

Several studies have investigated the challenges faced by educators, students, and institutions during the transition to remote learning. Common barriers identified in the literature include. Access to technology and digital divide (Crawford et al., 2020; Hodges et al., 2020): Inequalities in access to

Author: Saudi Arabian Oil Company Dhahran, Saudi Arabia.
e-mail: Khaled.aljezan@aramco.com

© 2023 Global Journals

devices, internet connectivity, and digital literacy have been shown to exacerbate existing disparities in educational outcomes (Reich et al., 2020). Pedagogical adaptation (Bozkurt et al., 2020): Educators faced difficulties in adjusting their teaching methods, curricula, and assessment strategies to the remote learning environment (Martin et al., 2020). Student engagement and motivation (Zhang et al., 2020): Remote learning has been associated with reduced student engagement and motivation, particularly among younger learners (Di Pietro et al., 2020). Mental health and wellbeing (Aucejo et al., 2020): The social isolation and stress associated with remote learning have been linked to negative impacts on students' mental health and wellbeing (Son et al., 2020).

b) Technological Innovations and Best Practices

A growing body of literature has focused on the technological innovations and best practices that have emerged to support remote learning during the pandemic. Key findings include: Learning Management Systems (LMS) (Black et al., 2020): The use of LMS platforms, such as Canvas, Blackboard, and Moodle, has been shown to facilitate communication, content delivery, and assessment in remote learning environments (Sintema, 2020). Video conferencing and collaboration tools (Chen et al., 2020): Tools such as Zoom, Microsoft Teams, and Google Meet have been widely adopted for synchronous instruction, enabling real-time interaction between students and educators (Bao, 2020). Adaptive learning technologies (Händel et al., 2020): Personalized learning platforms, such as Dream Box and Smart Sparrow, have been used to tailor instruction to individual students' needs and abilities, improving learning outcomes (Molnar et al., 2020). Virtual reality and immersive technologies (Radianti et al., 2020): These technologies have been explored for their potential to enhance remote learning experiences, particularly in fields requiring hands-on training or experiential learning (Jang et al., 2020).

c) Implications for the Future of Education

The pandemic has sparked considerable debate about the long-term implications of remote learning for the future of education. Key themes in the literature include: Access and equity (Czerniewicz et al., 2020): Scholars have argued that remote learning has the potential to increase access to education for marginalized populations, provided that the digital divide is addressed (Marinoni et al., 2020). Globalization and collaboration (Hill et al., 2020): The widespread adoption of remote learning technologies has facilitated cross-border collaboration and the sharing of resources between institutions, potentially contributing to the globalization of education (Watermeyer et al., 2020). Hybrid and blended learning models (Alamri et al., 2020): Many researchers predict that the shift to remote learning will lead to the increased adoption of hybrid and blended learning models, combining the best elements of face-to- face and online instruction (Lowenthal et al., 2020). In summary, the literature on the transition towards distant training during and after the COVID-19 pandemic highlights the challenges and innovations associated with remote learning, as well as the potential implications of this shift for the future of education. As the pandemic continues to evolve and new research emerges, our understanding of the long-term impacts of remote learning on educational systems worldwide will undoubtedly continue to develop.

III. Methodology

This study seeks to examine the transition towards distant training during and after the COVID-19 pandemic, focusing on the challenges, innovations, and long-term implications of this shift for the future of education. In order to achieve our research objectives, we employed a mixed-methods approach, combining quantitative data analysis with qualitative case studies and expert interviews. This section outlines the research design, data collection, and data analysis procedures employed in this study.

a) Research Design

Our research design comprised three main components:

1. *Quantitative data analysis:* To investigate trends in remote learning adoption, student performance, and access to technology during the pandemic, we analyzed publicly available data from national and international educational databases and reports.
2. *Qualitative case studies:* We conducted in-depth case studies of selected educational institutions that successfully transitioned to remote learning during the pandemic, examining their strategies, challenges, and outcomes to identify best practices and lessons learned.
3. *Expert interviews:* We conducted semi-structured interviews with experts in the field of education and educational technology, seeking their insights on the challenges, innovations, and future implications of remote learning during and after the COVID-19 pandemic.

b) Data Collection

Data was collected from the following sources:

1. *Quantitative Data:* We collected publicly available data on remote learning adoption, student performance, and access to technology from sources such as the UNESCO Institute for Statistics, the World Bank, and national education departments. Data was extracted and compiled into a dataset for analysis.
2. *Case Studies:* We selected educational institutions that had successfully transitioned to remote learning during the pandemic, representing a range of contexts, regions, and levels of education. Data was

© 2023 Global Journals

collected through document analysis, including institutional reports, policies, and curricula, as well as interviews with key stakeholders, such as administrators, educators, and students.

3. *Expert interviews:* We identified experts in the field of education and educational technology through a combination of purposive and snowball sampling. Interviews were conducted using video conferencing tools, and were recorded and transcribed for analysis.

c) *Data Analysis*

The data analysis process involved a combination of quantitative and qualitative techniques.

1. *Quantitative Data Analysis:* We conducted descriptive and inferential statistical analyses on the compiled dataset to examine trends in remote learning adoption, student performance, and access to technology during the pandemic. Analyses included descriptive statistics correlation analysis, and regression modeling, using statistical software such as SPSS and R.
2. *Qualitative Case Study Analysis:* We employed thematic analysis to identify patterns and themes in the case study data, focusing on the challenges, strategies, and outcomes associated with remote learning during the pandemic. Data was coded using qualitative data analysis software, such as NVivo and Atlas.ti, and themes were organized into a conceptual framework.
3. *Expert Interview Analysis:* We used content analysis to identify recurrent themes and insights in the expert interviews, focusing on the challenges, innovations, and future implications of remote learning during and after the COVID-19 pandemic. Data was coded and organized into categories and subcategories, which were then integrated into our overall findings.

By employing a mixed-methods approach, this study aimed to provide a comprehensive understanding of the transition towards distant training during and after the COVID-19 pandemic, drawing on the strengths of both quantitative and qualitative research methods to address our research objective.

IV. Results

Based on the mixed-methods approach described in the methodology section, we present the following results, which provide insights into the transition towards distant training during and after the COVID-19 pandemic. Our findings are organized into three main themes: challenges and barriers, technological innovations and best practices, and implications for the future of education.

a) *Challenges and Barriers to Remote Learning*

Our quantitative data analysis revealed significant disparities in access to technology, with students from low- income backgrounds, rural areas, and developing countries facing greater barriers to remote learning. Regression models demonstrated a negative correlation between Qualitative case study findings and expert interviews further highlighted the challenges faced by educators and students during the transition to remote learning. Key challenges included:

– Adapting instructional methods, curricula, and assessments for remote learning environments.

Socioeconomic status and access to devices and internet connectivity, indicating that the digital divide has exacerbated existing educational inequalities during the pandemic.

– Maintaining student engagement and motivation in the absence of face-to-face interactions.
– Addressing the mental health and wellbeing concerns of students and educators due to social isolation and stress associated with remote learning.

b) *Technological Innovations and Best Practices*

Despite the challenges, our analysis also identified several technological innovations and best practices that emerged during the pandemic to support remote learning. Quantitative data revealed a significant increase in the adoption of Learning Management Systems (LMS), video conferencing tools, and adaptive learning technologies during the pandemic. Case study analysis and expert interviews provided insights into the successful strategies and best practices employed by educational institutions during the transition to remote learning, including:

– Integration of LMS platforms and video conferencing tools for effective communication, content delivery, and assessment.
– Use of adaptive learning technologies to provide personalized instruction and support differentiated learning.
– Incorporation of virtual reality and immersive technologies for enhanced remote learning experiences in fields requiring hands-on training or experiential learning.
– Fostering a sense of community and promoting social-emotional learning through virtual social events, group projects, and online discussion forums.

c) *Implications for the Future of Education*

Our research findings have several important implications for the future of education, as highlighted by expert interviews and supported by case study evidence:

1. *Access and Equity:* The pandemic has underscored the need to address the digital divide and ensure

© 2023 Global Journals

equitable access to technology for all students. As remote learning becomes more prevalent, policymakers and educational institutions must prioritize closing the digital divide to reduce educational disparities.

2. *Globalization and Collaboration:* The wide spread adoption of remote learning technologies has facilitated cross-border collaboration and resource-sharing between institutions. This trend has the potential to contribute to the globalization of education, as well as foster innovation and knowledge exchange.
3. *Hybrid and Blended Learning Models:* Our findings suggest that the shift to remote learning during the pandemic will likely lead to increased adoption of hybrid and blended learning models in the future.

These models combine the best elements of face-to-face and online instruction, providing flexibility and personalized learning experiences for students.

V. Conclusion

In conclusion, our study provides valuable insights into the challenges, innovations, and implications of the transition towards distant training during and after the COVID-19 pandemic. These findings can inform the ongoing development of remote learning strategies and policies, as well as guide future research on the long-term impacts of remote learning on educational systems worldwide.

References Références Referencias

1. Alamri, A., Tyler-Wood, T., & Stevens, D. (2020). The impact of the COVID-19 pandemic on blended learning: The emergence of new learning ecologies. Journal of Education and e-Learning Research, 7(3), 218-226.
2. Aucejo, E. M., French, J. F., Ugalde Araya, M. P., & Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. Journal of Public Economics, 191, 104271.
3. Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2 (2), 113-115.
4. Bozkurt, A., Sharma, R. C., & Chen, T. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15 (1), ɨ vi.
5. Chen, T., Peng, L., Jing, B., Wu, C., Yang, J., & Cong, G. (2020). The impact of the COVID- 19 pandemic on user experience with online education platforms in China. *Sustainability*, 12(18), 7329.
6. Crawford, J., Butler-Henderson, K., Rudolph, J., & Glowatz, M. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1-20.
7. Czerniewicz, L., Agherdien, N., Badenhorst, J., Belluigi, D., Chambers, T., Chili, M.,... & Willmers, M. (2020). A wake-up call: Equity, inequality and COVID-19 emergency remote teaching and learning. *Postdigital Science and Education*, 2 (3), 946-967.
8. Daniel, S. J. (2020). Education and the COVID- 19 pandemic. *Prospects*, 49, 91-96.
9. Di Pietro, G., Biagi, F., Costa, P., Karpinski, Z., & Mazza, J. (2020). The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets. *Publications Office of the European Union*.
10. Händel, M., Stephan, M., Gläser-Zikuda, M., Kopp, B., Bedenlier, S., & Ziegler, A. (2020). Digital readiness and its effects on higher education students' socio-emotional perceptions in the context of the COVID-19 pandemic. *Journal of Research on Technology in Education*, 1-16.
11. Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27.
12. Jang, S., Vitale, J. M., Jyung, R. W., & Black, J. B. (2020). Direct manipulation is better than passive viewing for learning anatomy in a three-dimensional virtual reality environment. *Computers & Education*, 151, 103862.
13. Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of COVID-19 on higher education around the world. IAU Global Survey Report.
14. Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers & Education*, 159, 104009.
15. Molnar, A., Miron, G., & Elgeberi, N. (2020). Virtual schools in the U.S. 2020. *National Education Policy Center*.
16. Naidu, S. (2020). Learning and teaching in a time of crisis. *Distance Education*, 41(4), 429-431.
17. Radianti, J., Majchrzak, T. A., Fromm, J., & Wohlgenannt, I. (2020). A systematic review of immersive virtual reality applications for higher education: Design elements, lessons learned, and research agenda. *Computers & Education*, 147, 103778.
18. Reich, J., Buttimer, C. J., Coleman, D., Colwell, R., Faruqi, F., Lewin, J.,... & Wolff-Eisenberg, C. (2020). Remote learning guidance from state education agencies during the COVID-19 pandemic: A first look. *EdArXiv*.
19. Sintema, E. J. (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. *Eurasia Journal of Mathematics,

© 2023 Global Journals

Science and Technology Education*, 16(7), em1851.
20. Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research*, 22 (9), e21279.
21. Toquero, C. M. (2020). Challenges and opportunities for higher education amid theCOVID-19 pandemic: The Philippine context. *Pedagogical Research*, 5(4), em0063.
22. UNESCO. (2020). COVID-19 educational disruption and response. Retrieved from https://en.unesco.org/covid19/educationresponse.
23. Van Barneveld, A., Arnold, K. E., & Campbell, J. P. (2012). Analytics in higher education: Establishing a common language. *Educause Learning Initiative*.
24. Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2020). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. *Higher Education*, 81, 623-641.
25. Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies and practices: Digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology*, 45 (2), 107-114.
26. Xiao, J., & Cao, L. (2020). Factors affecting learners' satisfaction in e-learning during the COVID-19 pandemic: A moderated mediation model. *Interactive Learning Environments*, 1-17.
27. Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13 (3), 55.
28. Zhou, L., Wu, S., Zhou, M., & Li, F. (2020). 'School's out, but class's on', The largest online education in the world today: Taking China's practical exploration during the COVID-19 epidemic prevention and control as an example. *Best Evidence of Chinese Education*, 4 (2), 501-519.

© 2023 Global Journals

Global Journal of Management and Business Research (G) Volume XXIII Issue I Version I Year 2023
6

This page is intentionally left blank

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Mass Migration of Students: Analysis of the Geopolitical and Social Contexts of Origins

By Elsa Del Rosario Pech Ceballos

Abstract- State and international migratory routes toward the state of Yucatan have expanded exponentially, due to its well-known level of social welfare within Mexican territory. The study of quiet, peaceful environments, appropriate for human development, quite underestimated in the industrialized era, has been insufficient. This state has produced a significant proportion of mass, national, and international migrant populations looking for permanent settlement in other places. Therefore, this study was done during the 2019-2020 school year among secondary students immersed in the migratory phenomenon. The geopolitical and social contexts of origins are analyzed to determine their degree of influence on the possible causal variables of social constructions. It also looks at the imaginaries of migrant students and the multifaceted, volatile behaviors that may lead to ethical dilemmas, caused by audaciousness, among the majority of indigenous adolescents. For this study, we used a non-probabilistic sample at several school divisions, as well as the observation of participants through the application of the focus survey technique and content analysis.

Keywords: *mass student migration, migrant student adolescents, cultural imaginaries.*

GJMBR-G Classification: *LCC: JV6011*



Strictly as per the compliance and regulations of:

© 2023. Elsa Del Rosario Pech Ceballos. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons.org/licenses/by-nc-nd/4.0/.

Mass Migration of Students: Analysis of the Geopolitical and Social Contexts of Origins

Elsa Del Rosario Pech Ceballos

Abstract- State and international migratory routes toward the state of Yucatan have expanded exponentially, due to its well-known level of social welfare within Mexican territory. The study of quiet, peaceful environments, appropriate for human development, quite underestimated in the industrialized era, has been insufficient. This state has produced a significant proportion of mass, national, and international migrant populations looking for permanent settlement in other places. Therefore, this study was done during the 2019-2020 school year among secondary students immersed in the migratory phenomenon. The geopolitical and social contexts of origins are analyzed to determine their degree of influence on the possible causal variables of social constructions. It also looks at the imaginaries of migrant students and the multifaceted, volatile behaviors that may lead to ethical dilemmas, caused by audaciousness, among the majority of indigenous adolescents. For this study, we used a non-probabilistic sample at several school divisions, as well as the observation of participants through the application of the focus survey technique and content analysis.

Keywords: mass student migration, migrant student adolescents, cultural imaginaries.

I. Introduction

Several theories explain the causal variables of standard migration and the families that choose to leave their native countries to settle in other areas, looking to improve their economic situation. However, according to the various currents in favor or against them, these causal variables seem to deviate toward other aspects, such as the improvement of life standards that may be generated, as well as the problems arising from reaching other countries or locations already dealing with mass conglomerations. However, there are very few focus studies on micro-social organizations, whose behaviors are reconstructed from patterns that influence the sum of all individual behaviors, which lead to the development of different personalities in direct opposition to the values and beliefs of human agency.

In this study, we attempt to not only learn about migration experiences but also to emphasize the various geopolitical and social facets of mass migration flows of adolescent migrants that become trapped in it and reproduce this social behavior later on in life.

When the first study on secondary migrant students in Yucatan was done, there was relatively little literature available on the subject. Therefore, we suggested developing a theoretical framework that would lend support to the study. The most important question we needed to find the answer to was that of the existence of so many contradictions (Pech, 2011: 407). The results were encouraging but led to further analysis of the subject. A second study was done using proxemics (Pech, 2012:75), which served to establish the importance of gentle contexts and affable sociocultural interaction for the rational upbringing of human groups during the developmental stage.

This third study attempts to establish a relationship between the socio-cultural, and political structure in which migrant students develop and the formation of their individual imaginaries and personal interpretations to understand the causal variables of this mass student migration phenomenon. We selected a bibliography on contemporary student migration in Mexico, El Salvador, Guatemala, and Honduras, four Latin American countries that have undergone mass migration from the beginning of the twentieth century to the present. The purpose is to understand the situation of migrants living under these affective-political conditions and to interpret the phenomenon of geographical uprooting determined by the person or persons responsible for the decision-making process in providing support during the upbringing and development process of the new generations of national and international mass migrants.

We also considered it important to focus our theoretical framework on current studies on school migration and the theories of social welfare that are important to encourage economic, cultural, and ethical growth among current and future generations. The above comes to mind because every country looking for holistic improvement must have a visionary view of what it means to have cultured, well-educated, physically healthy, and mentally sustainable populations in the future. Thus, it is important to ensure a type of social welfare that leads to individuals' healthy expression of emotions, from the perspective of critical geopolitics (Verduzco, 2012: 40).

II. Studies on Migrant Students

Research on student migration in Argentina, Costa Rica, and Antigua and Barbuda was done between the years 2009 and 2011 by the Organization of American States (OAS, 2009. 2010, 2011). Entitled

Author: PhD in Regional Development, Secretary of Public Education of Mexico. e-mail: pech.ceballos.e@gmail.com

© 2023 Global Journals

"Education for Migrant Children and Youth in the Americas", it consisted of observing the similarities of complex situations of home and school environments among migrant students and the adaptation process to international migration.

The first OAS study in 2009, presented a preliminary mapping of several countries in America that focused on migrant educational policies. The results showed that the main recipient country of migrants was the United States, which together with Mexico and Canada, is one of the only countries that have implemented systematized migration-related educational policies. No other countries have implemented programs or platforms capable of establishing the number of registered migrants. Migration control is quite disorganized and there exist too many problems in solving migration problems, especially with budgets and the teacher training plans, and the entrance of war refugees from Colombia and Venezuela, for example. In short, there do not exist any specifically developed curricula directed at the consolidation of cultures.

By the 2010 and 2011 field research done by the said organization, most Argentinians that were interviewed were poor migrants. Researchers were unable to interview working parents of Bolivian, Paraguayan, and Ecuadorian migrants considered to be the main groups of migrants that sought to improve their living standards in this country since they would not show up for their appointments at the school. School infrastructure, in terms of comfort as well as study and school service areas, was quite deficient. There was great teacher, and most worrisome, student absenteeism at several of the schools we visited, partly because fieldwork was done during the rainy season. Another aspect that requires consideration is the immigration data and secondary documentation related to the official census on school enrolment, which does not match the official information presented to school authorities.

Regarding educational policies, Argentina did allow for the autonomy of the curriculum for early, elementary, and secondary stages of study. However, there was such a level of disarray that the curriculum was centralized once again as of 2006. That same year, intercultural, bilingual education was born. A Bolivian interviewee declared that education at the primary and secondary levels varies from one community to another, therefore, as a migrant, it is good to be able to attend school, but one also needs to think about eating and having a roof over one's head.

As for the fieldwork in Costa Rica, this same study found that it had not been possible to contact the parents of migrant students due to job schedule interference. It was only possible to interview three migrant women; Nicaraguan migrants whose uprooting was due to armed conflicts or volcano eruptions, among other reasons. However, in Costa Rica, there exists political, social, and economic stability since 1948 and it is among the Latin American countries with the highest human development index. Wages are high, even in agricultural areas, and the development of educational policies has gone smoothly within a centralized, functional educational system. Poor, uneducated youngsters tend to move to Costa Rica, and better-educated people migrate to the United States.

The OAS study in Antigua and Barbuda detected that difficulties for the interviews did not have so much to do with the parents as with teachers and administrators. Those who migrate to these islands are most frequently the inhabitants of Dominica, the Dominican Republic, Jamaica, and Guyana. The service sector represents the leading economy of the country. The government provides free uniforms, food, and schoolbooks, but there is an ever-increasing government debt. In their conclusions, researchers of this OAS international study proposed the development of a workshop directed at the Ministries of Education to reflect on the need for more research and actions tending toward the provision of better migration services.

A seminar called "Migrants, My School, my world", based on a 2016 study in Chile, was held in five schools around the metropolitan area. It was broadcast under the title "Migration in the School World" (2016: 15). The seminar dealt with student migration to Peru, Bolivia, Argentina, Ecuador, Uruguay, Colombia, Venezuela, the Dominican Republic, and Haiti. It was possible to detect refused enrollment of these migrant students due to "unsuitability". On the other hand, there exists a request to establish more schools for migrants, but researchers declared that this only leads to more difficulties for student enrollment.

Another measure promoted in this Chilean study was the use of folk dance from these countries to help migrant communities feel "more at home" and to raise curriculum awareness among the faculties of schools, thus helping each child during the adaptation process at his or her own pace and capability. This has to do with the diversity of educational policies brought by these students from their countries of origin. Moreover, the Ministry of Education took responsibility for the data collection on migrant students and other agreements related to the flexibility of all documentation on access to Chilean education benefits.

Another study, also done in Chile by Salas et al (2017: 1-15) analyzes the situation of 75% of Latin American migrants to this country between 1992 and 2002, mainly due to the economic and political stability of the country during the said period. Objectives focused on the detection of prejudices and negative perceptions regarding migrant students among Chilean teachers and society in general. In this study, the Pettigrew and Martens contact test hypothesis was

© 2023 Global Journals

used. This hypothesis holds that the greater the amount of contact between in-group and out-group among students, the more likely a decrease in negative stereotyping toward the latter, which is generally the minority group.

Results of the first quantitative study showed that a significantly higher percentage of students surveyed did not show any rejection toward immigrants, whereas the majority of teachers considered immigrants affected the overall performance of the group and the prestige of the school. The study also showed the effects of aggressiveness and discrimination against immigrants among students and school staff. The greater the number of immigrants attending school, the less implicit the prejudice, thus confirming the contact hypothesis. The opposite is true when the number of immigrants attending schools decreases, which represents a model of intercultural education with values and standards that are compatible with various social and cultural practices, in direct contrast with the multicultural model.

According to Gilbert (1998: 24-35) the first migration in Mexico took place, back and forth, from the countryside into larger cities, by people looking to improve family income. Gilbert also stated that the effects of natural disasters, such as the earthquake of 1985 in Mexico City, also led to migrations. However, this author holds that the two aspects to consider in a safe, healthy human environment are employment and housing. Similarly, Varela, Ocegueda, and Castillo (2017: 1-25) state that the active pace of the states and the sources of employment are fundamental for the improvement of the living standards of all households. Thus, they mention both internal and local migration, especially toward big cities. The asymmetry of prosperity between states is focused on better quality of life and the tracking of better-paid jobs for the unemployed, as well as for the employed in search of better financial conditions, thus leading to internal migration and the necessary improvement of city services on the part of recipient states.

Ramos (2017: 2) reflects on the need to emphasize the importance of migrant students that attend school. The challenge lies in adapting education to the multicultural context, based on the three principles of integration, equality, and interculturality since all school migrant populations have three basic requirements: linguistic (language), curricular (educational programs,) and tutorial (personalized support). The author stated that there should also be an adjuvant relationship between the sending and the recipient countries, mainly among civil registry offices because migration into Mexico generally occurs from Guatemala, Honduras, and El Salvador via the state of Chiapas, which means there is a severe need for customs control and supervision.

Vargas and Aguilar (2017: 1-10) established a more *in situ* concern related to the Trump anti-immigrant policies that, following statistics of the Department of Homeland Security, are being complied with. These policies became the stepping-stones to power for Donald Trump in 2017-2021. Therefore, we must focus on the question of whether the Mexican Educational System is capable of receiving all the children of fellow compatriots being deported, even though early and primary education is acceptable, but secondary level education is not.

One other challenge mentioned has to do with legislation. In 2012, Article 3 of the Constitution established the compulsory nature of Secondary Education. Since 2019, however, this compulsory nature extended to Higher Education, making education at all levels compulsory in Mexico. However, one has to wonder whether this also applies to all these school levels in the case of possible deportees. This author also mentioned the high level of non-attendance and absenteeism among migrant students in early, primary, and secondary level education, compared to these issues among non-migrant students.

Muro (n.d 1-16) delves deeper into the situation of migrant adolescents from Zacatecas, who traditionally drop out of secondary school and travel to the United States and whose transit has become a routine event occurring for generations. However, once on American soil, families from Zacatecas choose not to enter any school system so a dropout culture becomes ingrained among these migrant students.

This migratory culture among Zacatecan adolescents is governed by compliance with the rules of migrant peers who have acquired the financial means to purchase real estate and have thus accessed a much higher standard of living in comparison with their fellow citizens. This becomes quite a magnet for traveling that has made migration the first option for achieving a better life within the local culture.

The author states that, while the United States makes efforts to bring these adolescents back into school systems, such efforts are usually unsuccessful. Authorities of the Secretary of Public Education (SEP) in the state of Zacatecas have shown little interest in solving educational lagging with the establishment of ESL learning programs and undertaking actions for the gradual reduction of this culture of migration that leads to a growing disinterest in secondary education among local adolescents. According to these studies, the language barrier (Limited English Proficiency or LLP) is only one of the many limitations that migrant students must face.

In their study on migration flows from an early age, Giorguli and Serratos (n.d 313- 338) present the costs and benefits of this phenomenon, and pose the question of whether remittances from international migration might be responsible for promoting

© 2023 Global Journals

employment and economic development at the local level. Moreover, they wonder whether migrants represent promising agents of change that may lead to a better standard of life among the local labor force. Despite the existence of extensive literature in favor of these possible opportunities, their benefits are still nowhere to be seen in Mexico.

As far as costs are concerned, the study mentioned family disintegration is due to migration and to permanent setbacks in the development of sustainable production systems among the communities of origin, and, most importantly, the considerable drain of human resources at the productive stage. The family context is essential during the learning process and the upbringing of children and adolescents. However, detachment from either parent or both, due to migration, leads to axiological and affective changes among the family members in those regions where remittances play such an important role. Thus, it often happens that more emphasis is placed on migration than on education and the reason for this is that attending school hinders social mobility from an early age, so non-attendance is routine in life in households, for learning is not part of the future economic ritual. This is particularly true in rural areas of Mexico with an intense migratory history and with high dropout rates caused by migration.

During the Thematic Forum on Education and Migration organized by the Research Department of the Ibero-American University (UIA) held in Mexico City, Pederzini (2008) declared during her presentation that migration encourages school dropouts and learning setbacks because there is no adult supervision or guidance of the children in the home. Since these children have working parents that are out all day, every day, they are left to their own devices. On the other hand, she considers that school is not a mechanism for social mobility because attending school does not guarantee access to a better income and not even the remittances obtained from migration encourage school attendance. Therefore, the high percentage of migrant students in this situation of absolute family detachment and its effects on future formal education from the earliest stages are cause for great alarm in Mexico.

Pederzini also mentioned that the subject of geography as part of the curriculum does not present a truthful picture of the dramatic situation of migrants, which are described as simple displacements. Therefore, students need to learn about the migratory routes and the critical situation that migrants must face to reach their destination. This requires teaching students in class how to deal with all aspects of this phenomenon.

On his part, Aruj (2008: 1-22) established that the cause of migrations is determined by imaginaries, ideologies, and a culture of entertainment that is "light", as well as by the media, particularly the visual media that is responsible for mass migration. The reason for this is that every individual, no matter how illiterate, is a consumer of said media. Thus, he or she receives information regarding the status of permanent exclusion within a consumerist economic model. More than 500 million outcasts choose migration to achieve an imaginary dream at the cost of their own lives. When they encounter adverse situations that are strictly related to the reality of their situations and outside the utopian fantasies of social media in route to their final destination. Therefore, these migrants undergo a psychological shock that leads to peer violence, which in turn expands based on the axiological environment of each individual.

The same author also presented other causes for migration, such as war, social insecurity, political persecution, and unemployment on one hand and the advantage of migration that permits control by northern countries on the other. It specifically points to the use of brain drain, a phenomenon that permits the selection of qualified human resources (HR) for specific purposes, without the need of investing in training them or having to deal with legal counsel or defense requirements. He goes on to declare that all types of migration have consequences for the migrant-sending country, such as the elimination of the EAP, which hinders development, even when employment is being generated in the recipient country. These types of migration become a "pocket" of poverty, prostitution, drug abuse, and discrimination. Those who are less qualified may lose become unemployed, or receive a meager salary. However, Aruj anticipates future migration to Latin America from northern countries by high-income groups for the exploitation of abundant natural resources, especially water.

Another situation that migrant students face, Aruj goes on to explain, is poor school performance due to habits that are influenced by the socioeconomic background of the families and, even more importantly, by their cultural integration. Therefore, it is advisable to deal adequately with diversity. However, migration has caused family disintegration, with children being left to their own devices presenting difficulties at school because of the utter absence of supervision at home, as well as guidance in their compliance with school assignments, or support in facing the different developmental challenges. This same situation of abandonment leads to immature independence that, due to their young age, may in turn lead to unwanted pregnancies, delinquency, and drug abuse, among others.

Currently, many of these C&As[1] choose to follow the path of their parents, thus becoming migrants that travel on their own. This problem is compounded by

[1] Chidren and Adolescents.

© 2023 Global Journals

their ignorance of the law and their naivety of their young age. The consequences include falling prey to pedophile networks, drug abuse, and human trafficking. Migrant children live in a permanent state of sadness, which can turn into irritability or rebelliousness. Schools are currently facing the challenge of establishing spaces for C & A migrant students that meet their requirements in terms of research and knowledge, as well as the dissemination of the results of research related to professional attention to socioemotional integration.

Verduzco (2012: 41-44) delves even more deeply into the humanistic approach of Critical Geopolitics to emphasize the importance of interaction among individual contexts for the benefit and welfare of society, through proper organization by the authorities, or groups of political power in the three orders of government and the citizenry. He goes on to explain that human groups build settlements when the process of social interaction runs smoothly and peacefully. However, it may be that these settlements are dangerous, unsafe grounds. Thus, welfare and security go hand in hand with city and regional planning, thus allowing individuals to participate in influencing their environment through social relations and rational behaviors, as well as by holding public, private, and individual entities accountable for the welfare or insecurity of all geographical, human settlements.

However, he points out that violence and insecurity, especially in Mexico, have been a challenge for many years. Let us not forget that these two issues and their harmful consequences occur in "abandoned" areas that have been unattended by the urban and regional planning entities. Edgardo Buscaglia, an expert in this topic that is also mentioned in Verduzco's study, calls them these "pockets of a failed State or ungovernability".

Verduzco goes on to explain that this unfair separation of families by the State with the subsequent disregard of vast areas of the national territory leads to violence and insecurity, which in turn, tend to reproduce themselves exponentially and are difficult to control both in the short and the long term. Therefore, he underlines the importance of ensuring the organizational capacity of government officials, as well as the establishment of a new governance technique. He goes on to present four geopolitical models to ensure citizen welfare, at the center of which are attention and supervision, as well as the provisions of order and welfare that every city or suburban development projects to ensure the safety and sustainability of all areas.

a) El Salvador, a Country of Migrants and the Mara Salvatruchas

This theory by Verduzco (2012: 41-44) is similar to Azar's theory of protracted social conflict (1990), which was mentioned by Celis (2015: 212-224), describing forgotten and underdeveloped areas as a breeding ground for social conflict, promoted to a large extent by the lack of social, political and legal certainty. However, he mentioned international linkages as some of the determining variables of these impetuous contexts of protracted social conflicts. He believed there are two main factors for this situation. The first is a colonial legacy that Dussel (2020: 23-49) called Eurocentrism,[2] based on the principle of "dividing to rule", which led to the birth of the second historical factor, rivalry, and competition among societies that result in a separation between society and State.

The State also encouraged conflict because it usually adhered to the standards of a single dominant group that functioned as a monopoly managed by individual actors, just during colonial times. The most basic needs, such as the welfare, of most civilians, were not satisfied, which in turn gave rise to a permanent cycle of insecurity and other difficulties arising among the people who fall prey to the patronage of other countries.

Poverty, inequality and violations of human rights, and interference by the government and other countries have led to a state of permanent uncertainty among citizens in Latin American countries.

Celis (2015: 216) discussed the civil war of El Salvador, waged during the 1980s, and presented its three characteristics[3], tempered with Eurocentrism, as well as reflecting on the participants in social conflict. Said participants moved around the entire country and the Salvadoran government, with its Death Squadron (Army), applied repressive and coercive measures, as well as stipulating the compulsory participation of twelve-year-old children in the armed conflict. A second angle involved the financial support of the United States to the authoritarian government of El Salvador. A third angle has to do with peace mediation by the United Nations Organization and the countries of Latin America, even though such efforts were only part of a bureaucratic endeavor that is still ongoing. The fourth angle concerns the Farabundo Marti National Liberation Front in rural areas, which would also recruit children, with the consent of their families.

We can see that, for many years the threat of having to deal with any or all these angles would fill the citizens of El Salvador with uncertainty, no matter their socioeconomic and cultural level. We can guess that families were not entirely convinced of sending their children to fight a fratricidal war, by choice or by force, especially when the purpose of such conflict was

[2] Europe distorted history to establish that the domination of inferior or barbaric cultures is emancipation for the good of the uncivilized that requires modernization, no matter the chaos involved.

[3] 1/Excluding government, 2/participating countries that support government exclusion, 3/ both lead to fear and uncertainty among the population and as a consequence, difficulties for interaction among all communities, thereby leading inhabitants to fall into dependence and the patronage of other countries.

© 2023 Global Journals

supposed to be the complex negotiation of peace between the government and armed FMNLF groups.

However, the consequence of inequality and poverty in El Salvador, as well as the cultural and institutional consent of violence, among others, represented a fertile ground for the arrival and proliferation of an atrocious generation of children, adolescents, and young adults (C & As) that were as horribly conflictive as the Mara Salvatruchas (MS 13). Even today, this group's goal is the destabilization of the communities, not only in that country but in all other countries to which they have spread.

An article in INFOBAE[4], an Argentinian newspaper, describes how this bloodthirsty gang came into existence. During the civil war in El Salvador during the 1980s, there was an important inflow of migrant families from El Salvador into the United States. Once a significant number of Salvadoran youths had settled into the ghettoes of Los Angeles, California, they started being involved with the Mafia and learned to survive through extortion and human trafficking. They called themselves "Maras Salvatruchas" and grew to such an extent as to have feuds with other dangerous gangs. However, once the civil war in El Salvador finished in 1992, the Maras Salvatruchas were deported back to their country from the United States.

Due to the weak legal and political situation of the country, as well as to the limited resources and precarious socioeconomic status of children and adolescents in El Salvador, the gang exploited this situation of inequality and social exclusion to expand their resources to drug trafficking, drug dealing, extortion, arms trafficking, and right of way collection. All this happened under blood and fire, without the possibility of putting a stop to it due to the internal conflicts of each country and the tyranny of Eurocentrism. The gang spread to Guatemala and Honduras, creating what is known as the Northern Triangle, formed by those three Latin American countries, known as the most dangerous around the world due to their irrationality and bloodthirstiness. The Maras Salvatruchas spread to various countries, including Argentina, the United States, and Mexico, where they have been linked to the Zeta and Sinaloa cartels.

Rodgers and Baird (2016: 20-23-35) with an extensive bibliography on the Maras Salvatruchas, confirm what is mentioned above regarding their origins and formation, as well as their violent and devastating incursion into El Salvador upon their deportation from the United States.

One of the factors that influenced the achievement of control in their country, as well as in the rest of the Northern Triangle countries where they operate, is a policy of harsh enforcement. The smallest mistake or disloyalty is punished with death; initiation rites are sinister; offensive and defensive retaliation are absolute bloodbaths that cause chaos and fear to any person or group facing such onslaught. This wait-and-see period by government authorities provided many opportunities for the Maras Salvatruchas to grow in all aspects possible, gaining strength by working with and within transnational criminal organizations.

These authors re-emphasized the origin of dysfunctional gangs in neglected regions where poverty and social, political, and economic injustice are present. These criminal groups operate in marginalized regions as an alternative or substitute for the lawlessness of institutions. Generally, those institutions sheltered behind their official capacity, contribute to the proliferation of drug empires under the mantle of impunity that powerful and corrupt politicians offer. Thus, gangs become uncontrollable, tyrannical cartels for any region or country.

b) Guatemala, a Country in the Northern Triangle

As regards Guatemala, where colonial conditioning, discrimination, and betrayal, the banners of the Spanish invaders have remained rooted, Balutet (1999: 17; Carrera: 2015: 1-19) again confirmed the presence of Eurocentrism among the power groups. They have left deep wounds within the communities, along with the difficulties of interaction between citizens and the State. The latter has always received the support of other nations with economic interests, going so far as to promote a long-standing civil war that lasted 36 years (1960 - 1996) between the national army and the population, whose motivation was defending a rightful demand for a deep socioeconomic and inclusive political change.

It is important to mention that Guatemala has also been dominated by US intervention and by two guerrilla groups: The Revolutionary Movement 13th November (MR-13) and The Rebel Armed Forces (FAR). However, Balutet explained, the latter fought for the concentration of personal power, showing absolute indifference to the problems and needs of the mostly native, population.

The greatest wickedness occurred when the government army, in its eagerness to eliminate the guerrillas in any way possible, attacked regular inhabitants to impose terror that would lead to greater anger in the face of such unfair treatment, which occurred simultaneously with routine, socio-political, and economic exclusion.

Later, due to internal complications of the guerrillas, the MR-13 and FAR disappeared and once their leaders had been annihilated, two new guerrilla groups emerged in the 1970s with various members of the two extinct guerrillas. These were the Guerrilla Army of the Poor (EGP) and the Organization of People in

[4] Argentinian Digital newspaper, distinguished in 2017 as the best digital enterprise by the KONEX foundation.

© 2023 Global Journals

Arms (ORPA), as well as the first-time participation of native communities. This synchronization between guerrillas and native communities, not without prior, complex mediation, allowed them to become stronger in all aspects, while at the same time marking a distance from the State.

Guerrillas and inhabitants came together to face new attacks, massacres, destruction, and barbarism from the army. The offensive turned to the defensive so that the exodus of inhabitants increased, sometimes to escape extermination and sometimes to take up arms. However, despite international intervention in favor of the cease-fire, the army imprinted their attacks against the communities with even more viciousness and ignominy. This, in turn, led to the permanent uprooting of thousands of Guatemalans that escaped repression before, during, and after the civil war, due to the political and socioeconomic wounds that have not yet fully healed.

Garcia (2009), a former gang member of the Maras Salvatruchas and human rights activist today, gives his testimony in a presentation on the birth and growth of gangs in Guatemala. He states that Guatemala has never given importance to the needs of children, much less to those of young people, but he goes into detail about their death toll, which rises in multi-digit numbers: 1,976 deaths, and 90% unofficial executions, accompanied by intense social violence daily. 57% of the population lives in poverty, six thousand minors live in the streets and 49.3% of the population is chronically malnourished.

In addition to this, people live in constant and intense fear. "2008 was declared the most violent year in the history of the country", with more deaths caused by social warfare per day than in countries where a war had been officially declared, according to the author. Thus, the children of war, the generations that lived under these terrifying circumstances since birth, are under the influence of the Ecology of Fear and, consequently, of a culture of terrorism.

These permanent violations of human rights in Guatemala caused many families, generally from El Salvador, to take refuge in Los Angeles, California, in the United States. Young people adopted the "cholo" culture until they were deported to San Salvador. There were Maras Salvatruchas and 18th Street gang members from Guatemala. The life of these generations of US nationals that had language and cultural differences started their new life in Latin American environments in fits and starts, but later became empowered and took control of the local gangs and extended to the rest of Central America and on to Mexico.

Due to their rejection by the community these gangs, which were considered stateless opposition, were grouped into a "family" with strong emotional, organizational, legal, and solidarity ties they had never had as children and young adults. However, the repressive environment where they had grown up led to an interactive distortion of universal values that was apparent in their interactions with others.

This behavior has generated controversy among specialists, but most of them agree that the existence of gangs, such as the Maras Salvatruchas, which developed out of violent contexts, must lead governments such as that of El Salvador and Guatemala to reflect on this grave situation. Both countries have been responsible for the existence of these generations of psychopathic characters and their dictatorial yoke on the communities. So, instead of holding gangs responsible for everything that happens in El Salvador and Guatemala, as well as applying an "iron fist" to put an end to these gangs, these two governments should prioritize preventive and rehabilitation measures that favor the establishment of better justice mechanisms to replace the one that does not work, concluded Garcia (2009).

c) Honduras, a Militarized Country

According to Honduran sociologist Posas (1979: 53-64) this country also wears Eurocentrism, with its three characteristics, as an opportunistic tattoo. The State disregards the needs of its citizens and the shortcut to achieving economic development is apparent in the various coups d'état that are so typical of its government, and which were carried out with the financial assistance of foreign companies that deal in mining, industry, and arable lands, among many others since times immemorial. The consequence of this has been pervasive poverty, marginalization and an authoritarian regime working against its citizens.

The above conditions have led to civil wars since the emancipation from the Spanish crown in 1821, as well as to its annexing and separation from other countries, with the population being the only that suffers the consequences of such actions.

From the beginning, the history of Honduras as an independent country has been accompanied by El Salvador and Guatemala during the process of change. However, the ever-present political unrest in the country has resulted in permanent social uprisings that have usually been encouraged by neighboring countries. Continuous expenditure for army support in an effort to establish "law enforcement", leading to a continuous drain of the country's finances in favor of landowners that are conveniently instrumental in conspiring against the localized attempts to achieve financial stability. Honduras became subject to dependence from North American banana companies at the beginning of the twentieth century. In time, this situation led to the seizure of the economic and political control and to confrontations that occurred all over the country, resulting in civil wars that forced the government to acquire more debt to contain the volatile political and social situation. Among the actions taken were the non-

© 2023 Global Journals

payment of public servant salaries that retaliated by providing poor services and a showing obvious lack of professional principles. They would subsequently be dismissed without the possibility of being re-hired, although always depending on the regulations established by the political administration in office. Therefore, uncertainty is a constant in all areas of daily life in Honduras even today.

Aguilar (2009: 699-707) also discussed the criminal networks in which Honduras has been trapped, as well as another one that does not appear in other studies: The manipulation of the media that is most capable of moving public opinion, due to article 274 of the Honduran Constitution. It allows high-ranking military commanders in Honduras to become entrepreneurs with the power to develop independently in the transportation, education, and communication sectors under the control of the business-military oligarchy.

However, he went on to explain that there exists a gap in the financial ceiling to the military budget, which increases gradually, while the justice system budget suffers a sharp decrease.

He spoke of the adverse situations that led to the coup d'état against President Manuel Zelaya in 2009, who had attempted to make constitutional changes for the good of the Honduran nation that would affect the interests of the military oligarchy, which the latter retaliated to with a coup d'état, despite international protest. Aguilar stated that "conditions that led to war, hunger and, exclusion in past decades continue to be the elements of daily life in the Central American social, political, and economic landscape of the twenty-first century".

The stateless and egocentric mental paradigm that was brought, seeded, and reinforced in Latin American countries by the Europeans since colonial times, represents a powerful, intangible chain that makes it impossible for Honduras to develop a sustainable national project.

Other obstacles to national cohesion, Aguilar continued, are the subordination of the State and elite to US capitals and their financial support, which is used to influence political decision-making. The circle closes, on one hand, with a bourgeoisie that uses political parties to consolidate its power and, on the other, with the unrestricted support of the U.S. military.

The Honduran army was created with the consent of the United States to overthrow the reformist Guatemalan government of Jacobo Arbenz in 1954. This support was reinforced when the Cuban revolution triumphed in 1959. Since then, the Honduran army has been the military arm of the United States in Latin America, established to bring down all types of governments, insurgencies and uprisings that are not in line with US interests. Like any well-trained institution, the Honduran army was very powerful and became a pivotal, autonomous political and economic node. It was able to intervene in the decision to leave presidents in office or remove them at its convenience, through coups carried out with the complacent consent of the United States, although not so much of foreign interests.

The last coup d'état was carried out by the military oligarchy in 2009, leading to multiple demonstrations by the popular, artistic, and academic sectors that had never before participated and the subsequent retaliation in blood and fire on the part of the perpetrators. The National Popular Resistance Front (FNRP), a Honduran social organization, not a guerrilla, was established and brought various sectors together in peaceful demonstrations against the coup d´état and favor of the return of President Zelaya without any success.

It is important to mention that the FNRP has stood out for its brave patriotism, nationalism, and social resistance, despite the opposition from local groups that operate with foreign support and the repression against its people for the true democracy and socioeconomic development of their country (Castro, 2011: 43-74).

We can see that El Salvador, Guatemala, and Honduras are trapped in their contexts. According to Nuttin (1982: 69; 90-91), this situation of forced coexistence in difficult contexts, where individual guarantees are weakened through a pervasive tension and adrenaline that flow continually among adolescents during the various stages of development are what motivates behavior, causing motor disturbances, instability, immaturity, as well as depressive syndrome, all with traumatic effects.

Thus, human beings create an important link with their environment from which they copy what they observe to modify it, conforming it to their personalities that develop from the environment itself. Therefore, since the location, size, and geographic settlement, as well as overcrowding, injustice, and helplessness, among others, have an altering effect on behaviors and attitudes (Proshansky, Ittelson, and Rivlin: 1978: 11; 13; 419), adaptation to the environment aims to promote or prevent certain types of behavior.

Coronel (2013) mentioned that change generates uncertainty and anguish for human beings, especially when it comes to change caused by the migratory phenomenon, which causes psychological disorders that limit the socioemotional and affective domains. Individual personalities are a code and value capturing and assimilation process that occurs through daily interaction, but when sudden changes occur in the individual's life these changes may generate either temporary or permanent disruption. These crises usually arise during adolescence, during marriage, after the death of a loved one, or due to migration.

Change may also have a strong, sometimes positive influence on the personality of the individual that adapts easily. However, in some instances, the most

© 2023 Global Journals

common negative reactions lead to psychosomatic and altered emotional states.

Several aspects are involved in the process of acculturation. For example, general culture, the motivation for traveling, the socio-cultural context in which settlement occurs, possible opportunities for betterment insofar as school, as well as personal and family welfare, climate, and health, among others. All the above help the adaptation process, but not before having to face various obstacles, such as possible rejection, xenophobia, and communication difficulties due to language barriers, among others.

Tizon (2004: 218- 225) also mentioned that children who have suffered important losses during childhood are more vulnerable to mental disorders in the short and long term. This mental instability, literal or symbolic abandonment (detachment, coldness, indifference) affects their state of mind and may lead to clinical depression or excessive self-demands, but may also lead to more severe extremes, such as psychopathy, perversion, fetishism, drug addiction, alcoholism, among other problems. Adults have a general tendency to underestimate these disorders and refuse to take responsibility for their consequences.

d) Southeastern Mexico. Demographics on the Rise

According to Pradilla (2012: 325), Mexico is made up of three regions. The northern region has an intensely vibrant economy but is completely dependent on NAFTA, so its growth, economic, social, and cultural structure are aligned with those of the United States. The central region has a large population and modern, highly developed infrastructure. However, its growth became stagnated after the 1982 recession and it is dominated by the fluctuations of the United States economy. Finally, the Southern region is the most underdeveloped, poverty-ridden area of the country since the Spanish invasion, due to overexploitation of its natural resources. Pradilla mentioned that, in despite great differences, as well as the opportunities the country has to offer in every geographical area, all cities and towns show a high degree of inequality, unemployment, and poverty.

With regard to the Southeastern areas of the country, such referents were appropriate in the past, for the state of Yucatan remained naturally insulated by peninsular land and water. The only way to go in or out was by sea. Havana, Cuba and the state of Veracruz were unreachable for the Mayan slaves who worked the farms for a meager salary. Bad communication meant there existed no sociocultural influence, aside from that originating among the dominant groups like hacienda owners, who formed an oligarchy that dominated both public and private spheres during the first millennium (Camara, 1977: 689).

Migrants, particularly from Asia and Lebanon, arrived to the state of Yucatan to provide cheap labor for the wealthy henequen haciendas, which to date belong to a high trade hierarchy.

The southeast, however, especially the state of Yucatan began a radical change in the first decade of the twentieth century, with accelerated growth due to the henequen boom. Merida, capital city of Yucatan, distinguished itself in terms of modern buildings with multiple development services, as well as education, health, and social programs. Over time, the three Meridas, as established by Quezada (2001: 250), came into existence. The northern sector consisted of families of high, well-to-do and middle socioeconomic status. The southern sector was made up of popular housing, and the third Merida, was that of the constabularies and hulls of haciendas where, even today, there is a rural atmosphere.

The different chronicles of the history of Yucatan establish the limitations of social, political and economic development. These limitations are due to that intangible tattoo of Eurocentrism that can be perceived in the bitter struggles among landowners accustomed to the power of radical autonomy, exercised for generations to suit their own interests. There were also various leaders that came together to integrate and ensure access to justice for the Mayan people. Finally, there existed another figure within political parties that had the same features of egocentric attachment of elites and State alike, which was part of corrupt and unpunished compromises. With some exceptions, this decomposed socio-political and economic fabric was the banner of all battles, which were dependent on the favorable or adverse status of the federal governments in office (Pasos, 1980: 381).

However, Yucatecan groups that have been at war for decades are territorial and watchful of their personal and family interests. In order to become part of their select group, it is necessary for people to meet all, or most, norms of decorum, education and culture considered appropriate for ego gratification. Financial status counts, but accountability for the improvement of the entire group is much more important. This is worth mentioning because these groups are known for their sense of solidarity and colonialist belonging that has prevented, to a certain extent, interference from other groups with different idiosyncrasies. Thus, they avoid the political and social entrenchment of others, as well as their, control, and indirect influence on the preservation of social welfare in the state (Sierra, 1994: 22-27).

After the 1985 earthquake in Mexico City, migration to the Yucatan peninsula increased, especially toward the capital city and to the most important municipalities of the state, such as Valladolid, Tizimin and Progreso. Subsequently, as of the year 2000, the influx of migration from the north of the state and from Mexico City to Yucatan increased simultaneously with the migratory flows from Honduras, El Salvador and Guatemala in an attempt to reach the United States by

© 2023 Global Journals

the latter two. This Central American migration was possible due to the lack of any type of customs supervision in the borders with these countries. Therefore, entry into Mexico through Chiapas represented no problem since there was no migratory/customs supervision or control programs on the part of federal institutions (Castillo, 2001:4).

According to the State Population Council COESPO, 2010) in 2010, the population in Yucatan was 1,955,577. In 2015, it increased to 2,097,175, according to the National Institute of Statistics, Geography and Informatics (INEGI, 2015) and by 2019, it was predicted that the population would rise to 2,233,866 (INEGI forecast). There is evidence of international and statewide migratory flows that favor continuous state growth, into geographical areas that are generally infused with extreme social insecurity (Pech, 2011: 180-182).

Since 2020, the southeast region, including Yucatan has been known for its potential development through investment in real estate and modern land and flight transportation routes to take advantage of regional resources and modern infrastructure, with universities intervening in the process of territorial planning. However, the take-off toward equality in terms of employment and elimination of poverty is still far from coming true. There is social welfare in the state capital and among the majority of indigenous communities, thanks to the recognized and demonstrated professional ethics of the State Secretary for Public Security, Mr. Felipe Saiden Ojeda, who is responsible for ensuring peace in Yucatan.

It is of utmost importance to present the results of the first study on secondary school migrant student inflows, conducted during the 2006-2007 school year to understand this phenomenon.

The first study was done among 102,611 students from 186 secondary level private, state, technical, and distance-learning schools in the three largest municipalities of Yucatan, namely, Merida, Valladolid and Tizimin. From this group, we obtained a sample of 7,222 migrant students in 78 secondary schools from all modalities, following stratified sampling with a 1% proportional distribution rate, and a 1% precision rate of 99%. This sample yielded a total distribution of 1,400 school migrants and the results appear in Table 1 below.

Table 1: Quantitative Result of School Migrants from the First Study

School sample 78		Student sample 7,222		
School migrants	Total	Male	Female	Percentage
Inter-state	728	331	397	52%
Inter-municipal	644	310	334	46%
International	28	13	15	2%
Total	1,400	654	746	100%

Source: Prepared by the Author from Research Data.

As we can see, 27 of the 32 states presented migration to Yucatan, with 21 of these being higher education students, out of 728 students in all.

Of the 106 municipalities, 73 presented migration by 644 students to the three most attractive areas of the state, particularly to Merida.

Yucatan presented a migration of 20 higher education students, out of 28 students that migrated from Canada, Costa Rica, Cuba, the United States, France, Honduras, Peru, and Switzerland.

In the second study done during the 2010-2011 school year, the sample consisted of 2, 541 students in 26 schools in Merida, including nine federal secondary-level schools, six state secondary-level schools, nine distance-learning schools, and two private schools. The results obtained appear in Table 2, below.

Table 2: A Second Study on School Migrants

School sample 26		Student sample 2,541		
School migrants	Total	Male	Female	Percentage
Inter-state	187	101	86	57%
Inter-municipal	121	70	51	37%
International	21	12	9	6%
Total	329	183	146	100%

Source: Prepared by the Author from Research Results.

Interstate migration. Yucatan is not included among the 32 states of Mexico because it is a recipient state. However, 187 students from 22 states migrated to the Yucatan peninsula, and out of those, adolescent students from as early as primary school corresponded to 10 states. As was the case with the first study, the state of Quintana Roo is the most important provider of migrant students, followed by Mexico City.

It is also important to mention that, similarly to the first study, inter-state adolescent migrants came from developmental hubs with an intense economic activity, expected to ensure welfare for the communities.

© 2023 Global Journals

However, the deportation of families from these hubs, mainly due to the "pockets of a failed or ungovernable State", which was established by Buscaglia and mentioned by Verduzco (2012), was confirmed by the testimonies of migrants in that second research study.

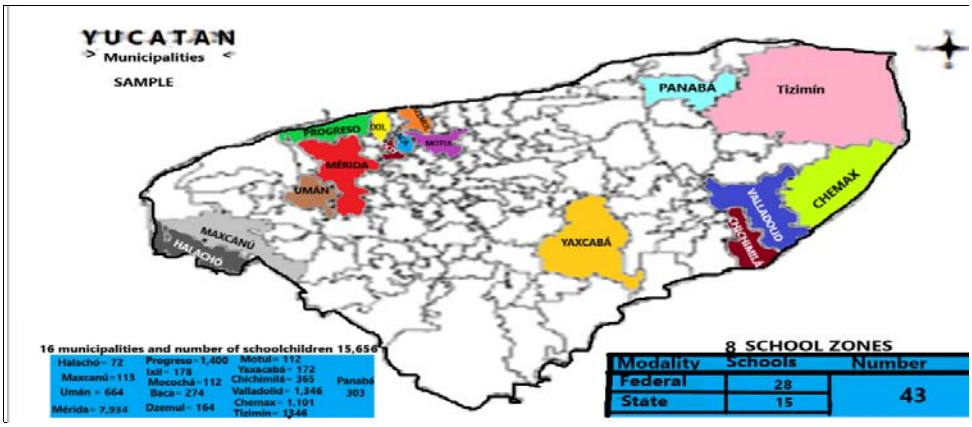
Inter-municipal migration. Of the 106 municipalities in the state of Yucatan, migration in the case of 30 went to Merida, with 121 adolescents attending secondary school. The highest number of inter-municipal students came from the municipalities in the outskirts of Merida.

International migration. Migrant students came from six different countries that provided 21 migrants to Merida: Argentina, Canada, Cuba, the United States, Spain, and France. Of these, the highest number of migrant students came from the United States.

e) Third Quantitative Study on Migrant Students

For this third study, which was done during the 2019-2020 school year, a sample of 43 federal and state secondary-level schools was taken with random distribution throughout 16 municipalities of Yucatan concentrating 15,656 students aged 11 to 16.

Map 1: Municipalities Sample of Yucatan.



Source: Prepared by the Author from Research Results.

The migratory flows of the aforementioned sample appear in Table 3:

Table 3: Third Study of School Migrants to the State of Yucatan.

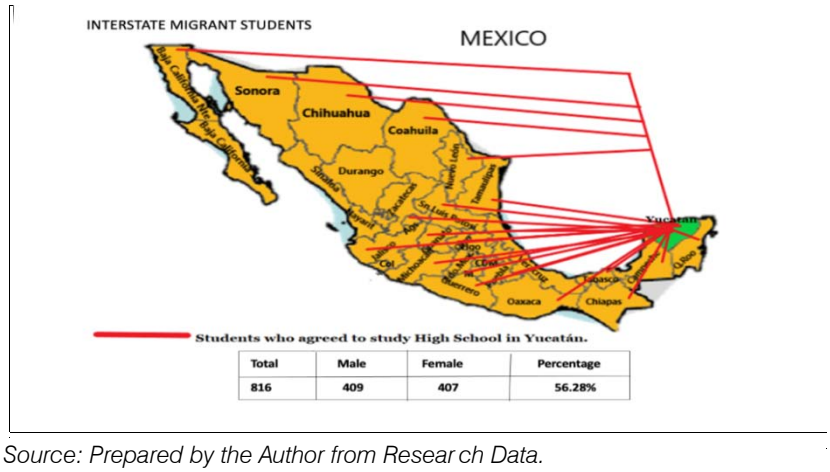
School sample 43		Student sample 15,656		
School migrants	Total	Male	Female	Percentage
Inter-state	816	409	407	56.28%
Inter-municipal	586	286	300	40.41 %
International	48	29	19	3.31%
Total	1,450	724	726	100%

Source: Prepared by the Author from Research Data.

State Migration: 24 states presented migration of 816 students to the southeast area of Yucatan. Of these, five went into primary school. The state of Quintana Roo is the main provider of school migrants, followed by Mexico City, as was the case in the two previous studies. It is important to mention that the state of Quintana Roo has an intense economy, consisting of tertiary activity. The same can be said for Mexico City. However, the latter involves all the industrial and tertiary productive nuclei, although social insecurity continues to be intense in both states. This reinforces the theory presented by Verduzco (2012) and Pradilla (2012), both of them based on the testimonies of the migrants.

© 2023 Global Journals

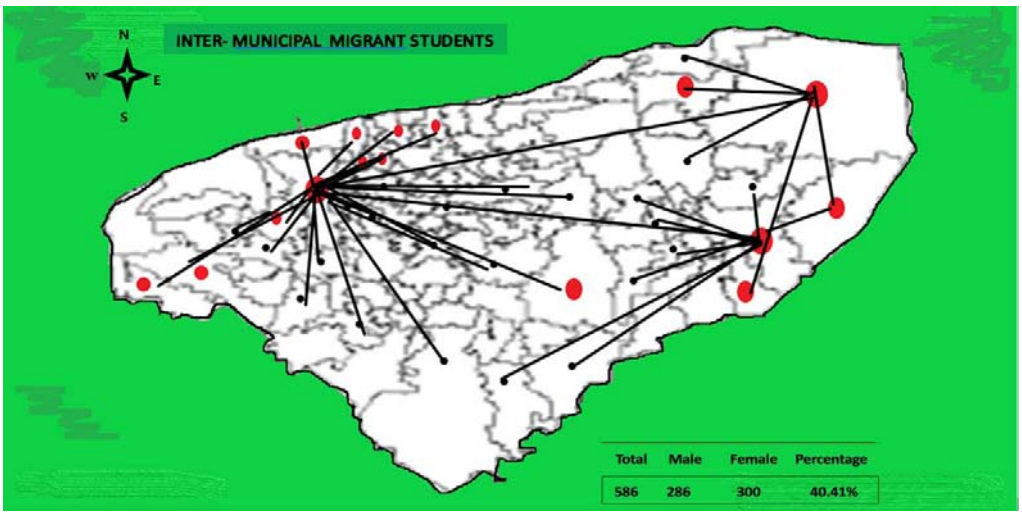
Map 2: Interstate Migrant Students.



Source: Prepared by the Author from Resear ch Data.

Inter-municipal migration: 16 municipalities presented migration of 586 students to the most attractive municipalities in the state: Merida, Valladolid, and Tizimin, as was the case with the first study.

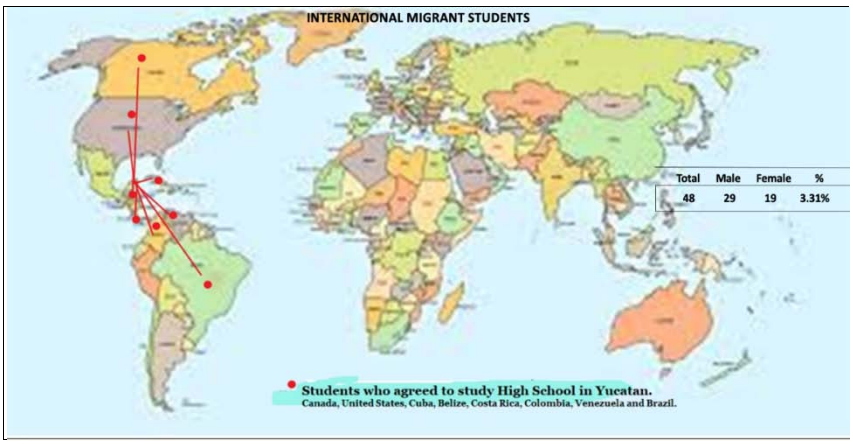
Map 3: Inter-Municipal Migrant Students.



Source: Prepared by the Author from Research Data.

International Migration: 48 students from nine countries migrated to the state of Yucatan with the United States holding the highest number of migrants, as was the case with the two previous studies.

Map 4: International Migrant Students.



Source: Prepared by the Author from Research Data.

© 2023 Global Journals

As we can see, these are not homogeneous quantitative samples used to make numbers match. These studies attempt to follow up on the flows of migrant students to determine the causal variables of interaction from different perspectives, including violent tendencies that are present both in the victim and in the aggressor.

Thus, the first study was done in the three municipalities with the greatest student body, including Merida, Valladolid, and Tizimin. Ninety percent of interstate migration was due to social insecurity. In the second study, only schools in the municipality of Merida were studied, showing considerable satisfaction among migrant interviewees within the Yucatecan context. In the third study, schools were selected randomly, based on specific zoning. Notwithstanding the quantitative and qualitative adolescent migratory flow, an increase of exclusion, as well as family and social disinterest in the promotion of safe upbringing and development have been demonstrated. The above leads to aggressive behaviors, against the self and others, such as copycat attitudes, drug abuse, or suicide.

In 41% of interviews with state and international migrant students and their parents, it was possible to determine the difficulties of sociocultural adaptation to the Yucatecan geographic context. Adaptation to school discipline and regulations was even more difficult to achieve. This was because a meeting had to be held between the student's parents or tutor and the school's authorities, to discuss the consensual application of school guidelines. Of course, said guidelines are rarely met with everyone's consent. One of the salient questions was why those guidelines for student security, both in and out of school, changed, when according to the testimonies of 89% of all migrant families and 20% of international migrant students to Yucatan left their homeland due to social insecurity and nonexistent social justice or communication and participation.

Did these rebuffs and omissions allow for the birth of another proactive mental paradigm, as Proshansky, Ittelson, and Rivlin (1978), Nuttin (1982), and Aruj (2008) mentioned? In this case, it was possible to establish that migrant students with irregular, permanently aggressive, or extremely passive behaviors are not to be held responsible for their behaviors since they only repeat what is learned at home, among family members or close adult relatives, such as exclusion and indifference towards the acquisition of values. To better understand this, those managers who were interviewed mentioned that, in this third study, migrant families, both international (31%) and inter-state (10%) were generally very demanding, and expected situations must meet their expectations or their interpretation thereof, in direct contrast with the amicability and willingness to negotiate of most families in Yucatan.

Proactive and reactive differences, with a reflection on student life among migrant families, are also mentioned. "…people who come looking for peace are more tolerant, but those who are fleeing from instances of kidnapping, extortion, or homicide are very nervous and excessively aggressive. Therefore, it seems that they tend to vent the anger they carry inside, but there is no point in dumping these issues on those of us who are only in charge of school matters".

School administrators mentioned that the families of these impulsive and excitable migrant students generally do not approve of these guidelines. Therefore, the "General guidelines for the establishment of democratic, inclusive and peaceful environments for school coexistence" (SEGEY) were developed and must be signed by all prospective students before enrollment to any school. All school principals mentioned that the families of migrants who present these difficulties in enforcing discipline in school areas, generally also have difficulty enforcing it at home. Social workers that make daily visits to the homes of parents who work all day find there is no one to supervise these children or guide adolescents, in establishing appropriate study habits self-organization, as confirmed by Pederzini (2008). Another aspect has to do with the lack of significant, friendly communication with children, to teach them how to coexist socially, due to disinterest in getting involved with the school performance of their children and, most likely, in their behavior both at home and at school, as mentioned in the OAS study (2010).

It was also possible to demonstrate the relevance of these two areas of responsibility during the Coronavirus pandemic that forced students to be homeschooled and schools to find technological strategies to provide distance learning[5] for their students. Thus, families who were in the habit of overseeing the performance of their children at school found a way to make sure their children would comply with their assignments. Regardless of a family's socioeconomic status, they used any tool that was made available to them by the educational system to ensure compliance with distance learning[5] television, radio, internet networks, WhatsApp, textbooks, cell phones, etc. Principals describe cases of national and international migrant students of middle, upper-middle, and affluent socioeconomic levels that unfortunately did not have the support of the family to help in facing the consequences of negative actions. For example, a student who came from state X had access to a credit card and, through persuasion, convinced his classmates to provide him with the credit card information of their parents to download the UBER

[5] Schools in Yucatan had already prohibited the use of cell phones inside school premises due to their misuse on the part of some students, against some of their peers. However, these devices became necessary during the Coronavirus pandemic, so in unsupervised homes, there existed no rules for their use by unattended
students

© 2023 Global Journals

application and have UBER car service at his or her disposal any time of day or night and to make all sorts of purchases. All this while at the same getting his or her peers to emulate these dishonest actions.

There are also cases of adolescents from X countries or states that specialize in stealing cell phones from their classmates, to pawn them in exchange for money. Delinquent gang members are bound to be discovered when the whistleblowers inform school authorities, out of either naivety or age, claiming nonpayment on the part of gang member X for stealing a cell phone, taking out the GSM chip, and extracting it from school premises for delivery. “Parents of students in this second example usually react aggressively and violently against school authorities, making threats of official complaints to Human Rights for "insults" and “bullying” against their children." Each meeting turns into exhausting debates that make focusing on priority I ues, such as attention to the possible options for increasing student achievements and educational quality, to focusing endless mediation between parents and school authorities. In some sporadic cases, these migrant families chose to transfer their children to other schools, along with their personal, social, and organizational interpretations.

Another challenge that schools in the sample had to face was attendance and punctuality problems. These two determining aspects of professional and social success seem to be quite unimportant to 30% of the migrant families interviewed. Some of the comments received were "He doesn't want to get up!”, or “What am I supposed to do if he doesn't want to go to school?. There is nothing I can do; I have to go to work...!"

It is worth mentioning that these families correspond to the middle, upper-middle, and affluent socioeconomic status. Given such indifferent responses regarding the education of their descendants, we were able to determine there exists a grave lack of motivation among the majority of the migrant families concerning providing support to their children, as Giorguli and Serraltos (n/d) and Muro (n/d), among others, mentioned. In this way, it we can see that traditional families, as conceived in the past, had taken on another more detached and indifferent paradigm to the axiological and formal development of these migrant descendants.

Another aspect presented in this study, which was given exposure by international school migrants themselves, was made known thanks to a fortuitous situation that occurred during a geography class. It was possible to do a follow-up. However, we believe that a more in-depth study should be made *in situ* about the situation that was exposed, as well as presenting it hereunder.

Some examples of this are the change of routes of the massive Central American migration toward the United States, which used to go through Guatemala, via Chiapas but which, due to restrictions, caused migrant caravans to become less densely populated caravans that moved towards Belize to enter Mexico via Quintana Roo.

Map 5: International Migratory Route to the State of Quintana Roo, Mexico.



Source: Prepared by the Author from Research Data.

However, according to testimonies given, families change nationality and ensure smooth transportation services as long as they can pay the stipulated amounts upon arrival in Belize, only. However, in Mexico, the cost for the acquisition of the Mexican nationality is higher, whenever entrance is done through Quintana Roo, through Mexican territory, to reach the United States without any problems. These routes are controlled by the Maras Salvatruchas, who have removed all tattoos from the face and body to go unnoticed.

It was possible to confirm, through the testimonies given, the emotional state of Central American countries, such as Honduras, Guatemala, and El Salvador where Eurocentrism, with all its aggressive power and the exclusion, injustice, and extreme marginalization in which their communities are trapped, Dusell (1966), Celis (n/d), Posas (n/d), Aguilar (2009) and Balutet (1999) mentioned in their studies.

© 2023 Global Journals

The routes for entrance into Mexico through Quintana Roo do not have the operational surveillance or infrastructure to set up limits. However, this entrance is not so much made up of families fleeing their countries in search of better contexts of social welfare and security, but of families with obscure connections, who are lawless and do not respect the rules of coexistence, except those of its members. Most of them are drug traffickers, kidnappers, traffickers of women, extortionists, and hitmen. They are all grouped into "family gangs", whose money is used for illegal activities and is always sufficient to allow the destabilization of social order without legal consequences therefor.

These "family gangs" lead their offspring using the same purport, so that their behaviors will be similar to those of their parents, which are also apparent in school and among their peers. Schools are usually the places where it is possible to learn about the family history of each child since, according to Tizon (2004) the child's behaviors go hand in hand with those of the family and its social context, whose reactive intensity can cause mental disorders.

It is worrying that many school migrants in full psychosocial and emotional development are defenseless when they become part of the migration phenomenon. This is true when they were born and raised within geographical areas, whose State has a dictatorial and authoritarian regime based on Eurocentrism. Due to their young age, these children are unable to escape the evil of such family patterns, thus becoming conditioned to them and becoming, both in the short or long term, statistics of the social scum.

On the other hand, one must wonder about the existence of oppressive regimes, as well as of crimes against humanity, which are replicated and reinforced in the twenty-first century, and with the legislation of international organizations constantly pointing at the attack against children and adolescents, regardless of race, country of origin, sex, religion, or socioeconomic status.

III. Conclusion

Critical geopolitics focuses on the importance of urban and territorial planning where governance has a relevant role in the structuring of social welfare, avoiding compartmentalization of the regions to offer alternatives for education, growth, and human development among these groups.

Even today, a significant number of countries in Latin America suffer the ravages of the characteristics of Eurocentrism that have been present since its inception. Socioeconomic and political practices are an intangible envelope that prevents the development of democratic, communitarian Latin American societies, notwithstanding the development of corporations and international ad hoc legislations. Therefore, the study of this atavism must be a priority to attempt a possible transformation to unlearn the old and learn a new democratic mental paradigm of belonging and inclusion, to enable the construction of cultured, physically and mentally healthy societies where children and adolescents (C & A's) feel safe within their family and social environment.

Bibliographical References

1. Balutet, Nicolás (1999) "*Los hombres de maíz toman las armas: la participación indígena en las guerrillas guatemaltecas (1960-1996)" i*n La palabra y el hombre, Xalapa, Universidad veracruzana magazine, April- June, 1999, N°110, pp. 17-28.
2. Cámara Zavala, Gonzalo (1977) "*Historia de la industria henequenera hasta 1919"* in Enciclopedia Yucatanense, Vol. III. Mexico, Edición Oficial Del Estado de Yucatán. Pp. 657-725.
3. Gilbert, Alan (1998) *Ciudades del tercer mundo: Vivienda, infraestructura y servicios* in Análisis del suelo urbano, Jiménez Huerta Edith (Compiler). Gobierno Del Estado de Aguascalientes- Instituto Cultural de Aguascalientes. Pp. 19-60.
4. Nuttin, Joseph (1982) Teoría de la motivación humana. De la necesidad al proyecto de acción. Spain. Paidós Editores.
5. Pradilla Cobos, Emilio (2012) "Una política territorial alternativa: ciudades y regiones equitativas, democráticas integradas y sustentables" in Desarrollo Regional y Urbano. Análisis estratégico para el desarrollo, Calva José Luis (coordinator) Vol. 13. Consejo Nacional de Universitarios. Mexico. Juan Pablos Editor.
6. Pasos Peniche, Manuel (1980) *"Actualización de la historia de la industria henequenera desde 1945 hasta nuestros días"* in Enciclopedia Yucatanense, Vol. XI, Merida, Yucatan, Publicación del Gobierno Oficial.
7. Pech, Ceballos, Elsa del R. (2011) Migración y violencia en escolares de secundarias urbanas yucatecas. Germany-USA. Editorial Académica Española,
8. Pech, Ceballos, Elsa del R. (2012) El migrante escolar y el enfoque de la proxémica. Unidad 31A – Universidad Nacional Pedagógica, November 16, 2012. ISSN 0188-9141. Merida, Yucatan, Mexico. Revista Tribuna Pedagógica N° 16.
9. Proshansky Harold, Ittelson Willian and Rivlin Leanned (1978) El hombre y su entorno físico. Psicología ambiental. Mexico, Trillas.
10. Quezada, Sergio (2001) Breve historia de Yucatán, El Colegio de Mexico, Fideicomiso Historia de las Américas. Mexico. Fondo de Cultura Económica.
11. Sierra Villarreal, José Luis (1994) "Yucatán en la encrucijada: conservadurismo o modernización", in Yucatán de cara al siglo XXI. José Luis Sierra

© 2023 Global Journals

Villarreal y G. de Jesús Huchim Koyok, (compilers). Yucatan, Mexico. Compañía Editorial de la Península, S. A. de C. V.
12. Tizón, Jorge L. (2004) Pérdida, pena, duelo, vivencias investigación y asistencia. Spain. Ediciones Paidos
13. Verduzco Chávez, Basilio (2012) La geopolítica de la seguridad en México. Transición democrática, políticas públicas y planeación de ciudades seguras. Centro Universitario de Ciencias Económico-Administrativas – Universidad de Guadalajara. Mexico. Editorial Universitaria.

Electronic References

1. Aguilar, Carlos (2009) ¿Cómo y por qué el golpe de estado en Honduras?: La sinopsis de un proceso de pacificación y democratización fallido en la región. Consejo Latinoamericano de Ciencias Sociales (CLACSO) and Universidad Centro-americana José Simeón Cañas. Consulted in: file:///G:/INVESTIGACI%C3%93N%20FED.%2013%20MIGRANTES/1.FORMATO%20NO%20MIGRANTES/guerra%20civil%20en%20Honduras/golpe%20de%20estado%20de%20zomoza.pdf.Febrero/09/ 2020
2. Aruj, Roberto S. (2008) Causa, consecuencias, efectos e impacto de las migraciones en Latinoamerica. Papeles de población, Vol.14. N° 55, Toluca. Consulted in: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-74252008000100005(07/22/2019).
3. Castillo, Manuel ángel (2001) Los flujos migratorios en la frontera sur de México. Consulted in: https://journals.openedition.org/alhim/603.
4. Castro Suárez, Roque (2011) El golpe en Honduras. Ofensiva conservadora y resistencia. Revista Bajo el volcán. Vol.11. N° 17, September-February 2011, pp. 43-74. Benemérita Universidad Autónoma de Puebla. Puebla. Mexico. Consulted in: file:///G:/INVESTIGACI%C3%93N%20FED.%2013%20MIGRANTES/1.FORMATO%20NO%20MIGRANTES/guerra%20civil%20en%20Honduras/art%C3%ADculo%20golpe%20de%20estado.pdf.Febrero/09/2020
5. Carrera Castro, Silvia (2015) *Huellas de la modernidad- colonialidad en el análisis de las causas históricas y los métodos utilizados durante el conflicto armado de Guatemala (1960-1996)* en Revista de Ciencias sociales y Humanidades. Instituto Tecnológico de Costa Rica, Cártago, Costa Rica. Vol.4. N° 1 and 2, December 2015. Pp. 1-19. Consulted in: https://www.researchgate.net/publication/311639083_HUELLAS_DE_LA _MODERNIDAD-COLONIALIDAD_EN_EL_ANALISIS_DE_LAS_CAUSAS_HISTORICAS_Y_LOS_METODOS_UTILIZADOS_DURANTE_EL_CONFLICTO_ARMADO_EN_GUATEMALA_1960-1996. Marzo/01/2020.
6. Celis, Falcón, Cinthya J.M. (n.d) Guerra civil en el Salvador (1980-1992): análisis de las causas socioestructural y la actuación de las Naciones Unidas. Universidad Federal de integración Latinoamericana (UFIL). Consulted in: file:///G:/INVESTIGACI%C3%93N%20FED.%2013%20MIGRANTES/1.FORMATO%20NO%20MIGRANTES/guerra%20civil%20el%20salvador/7-Guerra-Civil-en-El-Salvador-1980-1992-an%C3%A1lisis-de-las-causas-socio-estructural-y-la-actuaci%C3%B3n-de-las-Naciones -Unidas.pdf
7. Coronel Berrios, Franz Harold (2013) Efectos de la migración en el proceso de aprendizaje-enseñanza y su tratamiento desde la escuela. Consulted in: http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S1997-40432013000100004 07/27/2019.
8. Dussel Ambrosini, Enrique (1966) Hipótesis para el estudio de Latinoamerica en la historia universal. Consulted in: https://enriquedussel.com/txt/ Textos _Libros/55.Hipotesis_para_estudio_latinoamerica.pdf.
9. García, Wilver (2009) "De la guerra civil a la guerra social: el crecimiento de la pandilla en Guatemala", Línea temática: La ciudad sostenible: los retos de la pobreza urbana. ponencia presentada en el II Congreso Internacional de Desarrollo Humano. Consulted in: file:///G:/INVESTIGACI%C3%93N%20FED.%2013%20MIGRANTES/1.FORMATO%20NO%20MIGRANTES/guerra%20civil%20en%20guatemala/CASOS%20Wilber%20Garc%C3%ADa.pdf 03/04/2020.
10. Georguili, Silvia E. y Serratos López Itzam (s/a) El impacto de la migración internacional sobre la asistencia escolar en México: ¿paradojas de la migración? Consulted in: http://conapo.gob.Mx/work/models/CONAPO/migracion_internacional/politicaspublicas/09.pdf 04/03/2020.
11. INFOBAE (2020) Cómo se formó y organizó la mara salvatrucha, la narco pandilla salvadoreña. Consulted in: https://www.infobae.com/america/america-latina/2018/02/08/como-se-formo-y-organizo-la-sanguinaria-mara-salvatrucha-la-brutal-pandilla-narco-salvadorena/15/04/2020.
12. Muro González, Francisco(s/a) *Deserción escolar y cultura de la migración en Zacatecas.* Consulted in*:* http://www.comie.org.mx/congreso/memoriaelectronica/v09/ponencias/at12/PRE1178920845.pdf03/ 05/2020.
13. Organización de los Estados Americanos (2010) Educación para niños, niñas y jóvenes inmigrantes en las Américas: Situación actual y desafíos. Consulted in: https://www.oas.org/es/sadye/publicaciones/educación-inmigrantes.pdf03/05/2020
14. Pederzini Villareal, Carla (2008) La migración es un peligro para la educación en México. Consulted in: https://noticias.universia.net.mx/ciencia-nn-

© 2023 Global Journals

tt/noticia/2008/05/28/21508/migracion-es-peligro-educacion-mexico.html 07/22/2019.

15. Posas, Mario (s/a) Evolución del sector público en Honduras (1866-1948). Consulted in: https://www.google.com/search?q=Evoluci%C3%B3n+del+sector+p%C3%BAblico+en+Honduras+(1866-1948)&oq=Evoluci%C3%B3n+del+sector+p%C3%BAblico+en+Honduras+(1866-1948)&aqs=chrome..69i57.2168j0j7&sourceid=chrome&ie=UTF-8. 01/10/2020
16. Ramos, Jorge (2017) Migración y educación. Consulted in: https://www.amnistia.org/ve/blog/2017/06/2911/migracion-y-educacion11/05/2019
17. Revista de educación (2016) Migración en el mundo escolar. Chile. Consulted in: http://www.revistadeeducacion.cl/migracion-mundo-escolar/02/07/2020
18. Rodgers, D. y Baird, A. (2016). Entender a las pandillas en América Latina: una revisión de la literatura. Estudios Sociojurídicos 18 (1), 13-53 dx.doi.org/10.12804/esj18.01.2016.0 Consulted in: http://www.scielo.org.co/pdf/esju/v18n1/v18n1a01.pdf. 04/25/2020.
19. Salas, N., Castillo, D., San Martín, C., Kong, F., Thayer, E., & Huepe, D. (2017). Inmigración en la escuela: caracterización del prejuicio hacia escolares migrantes en Chile. *Universitas Psychologica*, *16* (5), 1-15. Consulted in: https://doi.org/10.11144/Javeriana.upsy16-5.iecp 04/16/2020.
20. Varela Llamas, Rogelio, Ocegueda Hernández, Juan M. y Castillo Ponce Ramón A. (2017) Migración interna en México y causas de su movilidad. Artículo Perfiles Latinoamericanos. Vol. 25, N° 49, January-June. Consulted in: http://dx.doi.org/10.18504/pl2549-007-2017 07/22/2019
21. Vargas Valle Eunice y Aguilar Cepeda Rodrigo (2017) Inmigrantes y educación en México. Revista Instituto Nacional para la Evaluación de la Educación (INEE) May 6, 2017. Consulted in: https://www.inee.edu.mx/inmigrantes-y-educacion-en-mexico/ 04/14/2020.

© 2023 Global Journals

This page is intentionally left blank

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Contract Administration and its Future in Saudi Arabia

By Mohammed A. Al-Zubidi

Abstract- In recent years, Saudi Arabia has experienced rapid economic growth and infrastructure development, leading to an increased demand for efficient and effective contract administration. This paper investigates the current state of contract administration in Saudi Arabia and explores its future prospects in light of emerging technologies, legal frameworks, and industry best practices. Through a comprehensive review of relevant literature, interviews with industry professionals, and analysis of case studies, we identify key challenges and opportunities in the realm of contract administration, such as the need for standardized processes, improved dispute resolution mechanisms, and enhanced collaboration among stakeholders. The paper also highlights the potential benefits of adopting digital technologies, such as Building Information Modeling (BIM), blockchain, and artificial intelligence (AI), to streamline contract administration processes, reduce human errors, and increase overall efficiency. Finally, we discuss the implications of these findings for stakeholders involved in the Saudi Arabian construction industry and provide recommendations for future research and policy development in the field of contract administration.

Keywords: *contract administration, saudi arabia, BIM, blockchain, GTPL, challenges, digital technologies, standardization.*

GJMBR-G Classification: *JEL: L14*

CONTRACTADMINISTRATIONANDITSFUTUREINSAUDIARABIA

Strictly as per the compliance and regulations of:

© 2023. Mohammed A. Al-Zubidi. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons. org/licenses/by-nc-nd/4.0/.

Contract Administration and its Future in Saudi Arabia

Mohammed A. Al-Zubidi

Abstract- In recent years, Saudi Arabia has experienced rapid economic growth and infrastructure development, leading to an increased demand for efficient and effective contract administration. This paper investigates the current state of contract administration in Saudi Arabia and explores its future prospects in light of emerging technologies, legal frameworks, and industry best practices. Through a comprehensive review of relevant literature, interviews with industry professionals, and analysis of case studies, we identify key challenges and opportunities in the realm of contract administration, such as the need for standardized processes, improved dispute resolution mechanisms, and enhanced collaboration among stakeholders. The paper also highlights the potential benefits of adopting digital technologies, such as Building Information Modeling (BIM), blockchain, and artificial intelligence (AI), to streamline contract administration processes, reduce human errors, and increase overall efficiency. Finally, we discuss the implications of these findings for stakeholders involved in the Saudi Arabian construction industry and provide recommendations for future research and policy development in the field of contract administration.

Keywords: contract administration, saudi arabia, BIM, blockchain, GTPL, challenges, digital technologies, standardization.

I. Introduction

Contract administration plays a critical role in the successful delivery of construction projects by ensuring that the terms and conditions outlined in a contract are adhered to by all parties involved. As the construction industry in Saudi Arabia continues to expand, driven by initiatives such as Vision 2030 and the National Transformation Program, there is an increasing need for efficient and effective contract administration practices. Moreover, the growing complexity of construction projects, coupled with the involvement of multiple stakeholders, calls for innovative solutions and strategies to address the challenges faced in contract administration. The objective of this paper is to examine the future of contract administration in Saudi Arabia by exploring emerging technologies, legal frameworks, and industry best practices that can enhance the overall efficiency and effectiveness of contract administration processes. In doing so, this paper aims to provide valuable insights and recommendations that can contribute to the development of improved contract administration practices within the Saudi Arabian construction industry. The paper is organized as follows: Section 2 provides a background on the current state of contract administration in Saudi Arabia, including an overview of the construction industry and the regulatory environment. Section 3 discusses the key challenges faced in contract administration, such as standardization, dispute resolution, and stakeholder collaboration. Section 4 highlights the potential benefits of adopting digital technologies, including Building Information Modeling (BIM), blockchain, and artificial intelligence (AI), in streamlining contract administration processes. Section 5 examines the implications of these findings for stakeholders involved in the Saudi Arabian construction industry and offers recommendations for future research and policy development. Finally, Section 6 concludes the paper by summarizing the key findings and their significance for the future of contract administration in Saudi Arabia.

II. The Current State of Contract Administration in Saudi Arabia

The construction industry in Saudi Arabia has experienced significant growth over the past few decades, driven by large-scale infrastructure projects and government initiatives such as Vision 2030. This growth has placed a spotlight on the importance of efficient contract administration practices in managing complex construction projects involving multiple stakeholders. Currently, contract administration in Saudi Arabia is governed by various regulatory frameworks, including the Government Tenders and Procurement Law (GTPL), which sets the rules and procedures for public-sector contracts. In the private sector, contracts are typically based on internationally recognized standard forms, such as FIDIC or bespoke agreements. While these legal frameworks provide a foundation for contract administration, inconsistencies and gaps in their application have led to challenges in the industry.

III. Key Challenges in Contract Adminstration

Several challenges in contract administration have been identified in the Saudi Arabian construction industry:

1. *Standardization:* The lack of standardized contract forms and procedures has led to inconsistencies in contract administration practices, making it difficult

Author: Saudi Arabian Oil Company Procurement & Supply Chain Management Materials Services Department Dhahran, Saudi Arabia.
e-mail: khaled.aljezan@aramco.com

© 2023 Global Journals

for stakeholders to navigate the contractual landscape. This can result in disputes, delays, and increased costs for projects.

2. *Dispute Resolution:* The construction industry in Saudi Arabia is characterized by a high number of disputes, often attributed to ambiguities in contract terms, differing interpretations, and inadequate dispute resolution mechanisms. Traditional litigation can be time-consuming and costly, leading to a growing interest in alternative dispute resolution (ADR) methods, such as arbitration and mediation.
3. *Stakeholder Collaboration:* Effective contract administration requires collaboration and communication among all stakeholders involved in a project. However, the siloed nature of the construction industry, combined with cultural and organizational barriers, can hinder efficient collaboration, leading to misunder-standings, delays and disputes.

IV. Potential Benefits of Adopting Gigital Technologies

The adoption of digital technologies can help address some of the challenges faced in contract administration within the Saudi Arabian construction industry. Key technologies that can contribute to improved contract administration practices include: *Building Information Modeling (BIM):* BIM is a collaborative process involving the creation and management of digital representations of physical and functional characteristics of a facility. BIM can improve contract administration by enhancing communication and collaboration among stakeholders, providing a single source of project information, and facilitating more efficient management of project schedules, budgets, and resources. *Blockchain:* Blockchain technology enables secure, transparent, and tamper-proof digital transactions through a decentralized ledger system. In contract administration, blockchain can be used to create smart contracts, which are self-executing contracts with the terms directly written into code. Smart contracts can automate various contract administration tasks, improve transparency, and reduce disputes arising from human errors or misinterpretations. *Artificial Intelligence (AI):* AI can be used in contract administration to automate routine tasks, such as document review and data analysis, leading to increased efficiency and reduced human errors. Additionally, AI-powered tools can assist in risk identification and mitigation, design optimization, and resource allocation, contributing to more effective contract administration.

V. Implications and Recommendations

The adoption of digital technologies and improvements in contract administration practices have significant implications for stakeholders in the Saudi Arabian construction industry: Enhance efficiency and reduce disputes through standardized contract templates and processes. Promote the use of alternative dispute resolution methods to resolve disputes more efficiently and cost-effectively. Encourage the adoption of digital technologies, such as BIM, blockchain, and AI, to streamline contract administration processes and improve collaboration among stakeholders. Invest in the development of an industry- wide digital strategy to facilitate the integration of digital technologies and best practices in contract administration. Foster educational and training programs to develop the necessary skills and competencies in contract administration and digital technologies.

VI. Conclusion

In conclusion, the future of contract administration in Saudi Arabia is contingent on the industry's ability to address the key challenges and embrace the potential benefits offered by digital technologies. By adopting standardized procedures, improving dispute resolution mechanisms, and leveraging innovative technologies, such as BIM, blockchain, and AI, stakeholders can significantly enhance the efficiency and effectiveness of contract administration practices. This, in turn, will contribute to the successful delivery of construction projects in the country and support the ongoing growth and development of the Saudi Arabian construction industry.

References Références Referencias

1. Alreshidi, E., Mourshed, M., & Rezgui, Y. (2017). Factors for effective public sector construction project administration in Saudi Arabia: A qualitative exploration. Built Environment Project and Asset Management, 7 (3), 238-251. doi: 10.1108/BEPAM-01-2016-0001.
2. Azhar, S. (2011). Building Information Modeling (BIM): Trends, benefits, risks, and challenges for the AEC industry. Leadership and Management in Engineering, 11(3), 241-252. doi: 10.1061/(ASCE) LM.1943-5630.0000127.
3. Cai, H., Deng, Y., & Zhai, W. (2020). A critical review of the use of blockchain in the construction industry. doi:10.1016/j.autcon.2020.103345.
4. Elgohary, K.M., El-Diraby, T. E., & Hewage, K.N. (2016). Artificial intelligence in the construction industry: An ontological outlook. Canadian Journal of Civil Engineering, 43 (10), 901-915. doi:10.1139/cjce-2015-0543.

© 2023 Global Journals

5. El-Mashaleh, M. S., O'Brien, W. J., & Minchin, R. E. (2007). Stakeholders' expectations of construction projects in Saudi Arabia. Journal of Construction Engineering and Management, 133(11), 831-838. doi: 10.1061/(ASCE)0733-9364(2007)133:11(831).
6. Kashkari, S., & Awasthi, A. (2019). Blockchain technology for enhancing supply chain resilience in construction. Engineering, Construction and Architectural Management, 26 (7), 1460-1477. doi: 10.1108/ECAM-01-2018-0019.
7. Saudi Vision 2030. (2016). Vision 2030: Transforming the Kingdom of Saudi Arabia's Economy. Retrieved from https://www.vision2030.gov.sa/en.

© 2023 Global Journals

This page is intentionally left blank

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Student Dropout in Vocational High School from the Point of View of Service-Dominant Logic: A Theoretical Essay

By Agnaldo Keiti Higuchi & Henrique Rosário Carvalho Esteves
Universidade Federal dos Vales do Jequitinhonha e Mucuri

Abstract- This theoretical essay analyzes the phenomenon of student dropout in vocational high school, based on the premises of Service Dominant Logic. This theoretical body was used to approach the relationships between the individual, institutional and social causes that lead to drop out. Focusing on the concepts of integration (or disintegration) of resources and co-creation (or co-destruction) of value, a review of the different causes that lead to dropout is made. Then, an analytical-reflexive analysis is carried out, articulating the causes of drop out, the typology of factors that hinder the integration of resources, and the proposals for confrontation raised in the literature. The results show that the causes can be classified into personal, social and pedagogical/school issues, and simultaneous actions are needed to face them, coordinated by an institutional logic that allows the social inclusion of students, as well as the adoption of active teaching methodologies.

Keywords: student dropout. vocational high school. service dominant logic. value co-creation.

GJMBR-G Classification: DDC Code: 364.25 LCC Code: HV6166



Strictly as per the compliance and regulations of:

© 2023. Agnaldo Keiti Higuchi & Henrique Rosário Carvalho Esteves. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons. org/licenses/by-nc-nd/4.0/.

Student Dropout in Vocational High School from the Point of View of Service-Dominant Logic: A Theoretical Essay

Agnaldo Keiti Higuchi [α] & Henrique Rosário Carvalho Esteves [σ]

Abstract- **This theoretical essay analyzes the phenomenon of student dropout in vocational high school, based on the premises of Service Dominant Logic. This theoretical body was used to approach the relationships between the individual, institutional and social causes that lead to drop out. Focusing on the concepts of integration (or disintegration) of resources and co-creation (or co-destruction) of value, a review of the different causes that lead to dropout is made. Then, an analytical-reflexive analysis is carried out, articulating the causes of drop out, the typology of factors that hinder the integration of resources, and the proposals for confrontation raised in the literature. The results show that the causes can be classified into personal, social and pedagogical/school issues, and simultaneous actions are needed to face them, coordinated by an institutional logic that allows the social inclusion of students, as well as the adoption of active teaching methodologies.**

Keywords: student dropout. vocational high school. service dominant logic. value co-creation.

I. Introduction

According to data from the Superintendence of Secondary and Vocational Education of Minas Gerais, among the main causes of student dropout are those related to the student's socioeconomic context, which force the student to choose between work or study. This result is corroborated by research such as carried out by Fiorotti and da Rosa (2022), who also detected the difficulty of reconciling study and work and financial problems as causes of dropout. However, a large part of the dropouts were classified as Dropout-Without justification (Minas Gerais, 2009), which shows the need for a better categorization of the causes, and a greater detail of these.

Thus, this study seeks to fill a theoretical gap, including the analysis of individual, institutional and social variables, both in their particularities and in the interrelationships that occur and generate dropout (Dore & Lüscher, 2011). As a theoretical basis for the analysis of interrelationships, this essay makes use of the premises of Service Dominant Logic - SD-L, proposed by Vargo and Lusch (2006). Despite being a proposal for analysis of exchanges between actors present in a value ecosystem, it is argued in this study that the concepts of value co-creation, resource integration and value proposition can fit into the existing exchange between educational institution and student.

For the premises and axioms of the SD-L to be applicable to the context of this study, some assumptions are necessary: (i) the educational institution offers a value proposition, in the form of a vocational course; (ii) the value perceived by the student results from the integration between their resources, the resources of the educational institution and the resources of other actors participating in the value ecosystem; (iii) the value is phenomeno logically determined by the student; (iv) the current institutional environment (norms and behaviors repeated over time), which coordinates the integration of resources, influences the co-created value; (v) the higher the co-created value, the lower the propensity to drop out.

This study then seeks to analyze, from the point of view of the premises of the SD-L, the problem of school dropout, including the interrelationships that occur during the process of integrating individual and social resources, mediated by the current institutional environment. This essay uses a literature review to survey the main causes of dropout, and, through reflection, tries to propose a way to maximize the co-creation of value by the student, so that the dropout propensity is reduced. The essay begins by placing the concepts related to student dropout, then the premises and axioms of Service-dominated Logic are exposed, and finally, a discussion and reflection is made on how the phenomenon studied can be minimized using solutions based on the theoretical body presented.

II. Student Dropout: Concept and Causes Identified in the Literature

School dropout is associated with the dismissal of students from the educational institution, regardless of the reason, except in cases of completion or graduation of the course. This phenomenon reflects on multiple losses for the institution, whether due to the investment of resources with the students, or for the development of the country's society and culture (Fritsch et al., 2015).

Author α σ: Universidade Federal dos Vales do Jequitinhonha e Mucuri, Brazil. e-mails: agnaldo.higuchi@ufvjm.edu.br, henriqueestevesccb@hotmail.com

© 2023 Global Journals

Fialho (2014) defines student dropout as a macro-social phenomena that reach international scales and that causes negative impacts on individuals, society and directly on educational management. Baggi and Lopes (2011) list the existence of multiple factors that lead to school dropout in educational institutions, which may be related to social, cultural, political and economic contexts. They affirm the need to carry out a systematic reflection on the evaluation methodologies of institutions with dropout.

The Special Commission for Studies on Dropout in Brazilian Public Universities characterizes school dropout in:

1. *Course Dropout:* In this category, the student withdraws from the higher education course, considering multiple reasons: dropout, in which the student fails to enroll; giving up, officially; course transfer or re-option; exclusion by institutional rule;
2. *Dropout from the Institution:* Occurs when the student leaves the institution in which he has a bond;
3. *Dropping out of the System:* In this case, the student leaves higher education permanently or for a period of time.

This characterization can be extended to educational institutions of all levels, from basic to higher education. In addition, this educational phenomenon brings with it an expenditure of resources for both public and private sector institutions. The side of social loss is also highlighted, in which a citizen who would add to local and country development fails to form (Baggi & Lopes, 2011).

The search for factors that lead to school dropout in educational institutions has generated several studies in order to contribute to reducing this problem, which, as mentioned, affects all levels of education. Table 1 below illustrates the results of studies on the topic:

Table 1: Results of Studies on the Topic

Authors	Causes
(Gomes & Bastos, 2016)	Family influence, dissatisfaction with school, need to work to help support the household, lack of information about the course when starting it.
(Rosa & Aquino, 2019)	The lack of identity of vocational technical education has contributed to young people giving up their courses.
(Dore & Lüscher, 2011)	The abandonment of the course due to employment/work; abandonment without any justification.
(Oliveira & Volpato, 2017)	The cultural capital of students in subsequent courses, in relation to prior knowledge of the course area; symbolic violence on the part of their colleagues, teachers and the curricular structure of the courses.
(Lambiase & Conceição, 2021)	Course duration, strikes and stops in the academic year and the New Corona Virus Pandemic.
(Fiorotti & Da Rosa, 2022)	The main causes of school dropout are of an extra-school nature, above all, difficulties in reconciling school activities. work with studies, financial, personal and/or health problems. The most prominent intra-school causes were low motivating classes and the mismatch between course requirements and the repertoire of knowledge accumulated by students in previous stages of their schooling.
(Saccaro & França, 2020)	Legal nature of the educational institution prior to high school, public or private, with more frequent dropout by students from public legal institutions.
(Santos & Corseuil, 2022)	A higher incidence of participants in the Bolsa Família Program is not associated with a smaller difference in dropout rates between mother and non-mother students.
Rosa et al., 2022)	More time in school (full-time) increases grade point averages in languages and math, and reduces retention and dropout.
(Glewwe & Kassouf, 2012)	The government's Bolsa Escola/Família program increased enrollments by 5.5% and reduced dropout rates by 0.5 percentage point.
(Salinas & Jorquera-Samter, 2021)	In Chile, teenage pregnancy favors student dropout.
(Yi et al., 2015)	In China, the poorest areas have a dropout rate of 22%, while areas with better
	socioeconomic indicators have a rate of 10.7%.

© 2023 Global Journals

(Linke et al., 2017)	The main motivation for dropping out of school is the lack of social inclusion, which makes the student feel outside the stimulus in relation to his social condition, and inferior to the others. The way in which the teacher prepares the pedagogical plan, that is, the way in which he will teach classes also influences the dropout rate.
(Rizzotto & França, 2022)	The school's institutional climate, represented by relationships with other students, is a predictor of student performance. Better performances favor permanence and reduce dropout.

Source: Elaborated by the Authors, 2022

Making a synthesis of the causes presented in the studies above, we can see the incidence of factors inherent to: (i) students, such as financial problems, teenage pregnancy, difficulty in reconciling study and work; (ii) the social context, such as lack of social inclusion, institutional climate of the school, lack of social capital and suffering from symbolic violence; (iii) the school and educational context, such as classes that are not very motivating, mismatch between the requirements of the course and the repertoire of knowledge accumulated by students in previous stages of their schooling, and the pedagogical plan adopted by some teachers.

It can be seen that such factors can occur concomitantly, requiring that the actions to combat evasion present a harmony so that a synergy between these actions is generated. One way to make this tuning possible is through the application of a theoretical body that coordinates actions in order to maximize the value co-created by the student during classes. Thus, this study suggests the application of the premises of Service Dominated Logic, whose characteristics are discussed in the following section.

III. Premises and Axioms of Service-Dominant Logic

Service-dominated Logic - SD-L, represents a proposal for a paradigm shift, from the currently current Product-dominated Logic, to a Service-dominated Logic, in which service means the application of knowledge, skills and other resources in actions that benefit the other part and/or himself (Vargo, 2011).

According to Vargo and Lusch (2006), the SD-L rejects the premise that only the producing organization can create value at the time of producing products or services. According to the authors, any product, tangible or not, is only part of the offer of a service. That is, what is really exchanged is always service for service, whose emerging value in the exchange context is co-created by the actors involved in the service ecosystem, at the moment when the resources of these actors are integrated. Thus, in the educational context, the educational institution does not create value by offering a certain course. This is determined by the beneficiary, in this case the student, when he/she integrates his/her resources with those of the educational institution, taking advantage of the service offered.

The theoretical body of the LDS, according to Vargo and Lusch (2016), can be expressed through the following fundamental (or foundational) premises:

- *(P1):* Service is the fundamental basis of exchange;
- *(P2):* Indirect exchanges cover the fundamental basis of exchange of service for service;
- *(P3):* Goods are service distribution mechanisms;
- *(P4):* Operating resources are the fundamental sources of strategic benefit;
- *(P5):* All economies are service economies;
- *(P6):* Value is co-created by multiple actors, always including the beneficiary;
- *(P7):* Actors do not guarantee the delivery of value, but rather participate in creating and offering value propositions;
- *(P8):* A service-centric view is inherently beneficiary-oriented and relational;
- *(P9):* All actors, social and economic, are resource integrators;
- *(P10):* Value is uniquely and phenomenologically determined by the beneficiary;
- *(P11):* Value co-creation is coordinated through institutions generated by actors and institutional logic.

These foundational premises provide a framework to enable a new perspective of analysis of the exchange process and its role in society (Vargo & Lusch, 2016). It can be seen that according to premises P6, P7 and P10, despite different actors proposing value, the result is determined by the beneficiary, which has implications for the way companies approach the market and for the way they should offer your products and services. In LDS, the consumer moves from passive recipients of messages to active participants in the creation of experiences (Baron et al., 2010). The point is the organization understanding of its role as an enhancer of value creation, with an emphasis on understanding the potential for co-creation present in the experiences lived in service encounters (Payne et al., 2008). Therefore, the offer of courses needs to go beyond the notion of value transferred to the customer (student), to a notion in which value is created jointly with customers (beneficiaries) in the context of use.

© 2023 Global Journals

In short, the argument presented by SD-L is that one must overcome the traditional supplier-consumer view (in the case of this study, the educational institution-student view), for a systemic approach of networks of actors interacting in an ecosystem of service. Therefore, it is necessary to conceptualize important elements in the LDS, such as ecosystem (and context), value (and value proposition), resource (and integration of resources) and institutional logic (and institutions).

With regard to value, in the traditional view of Product-dominant Logic, value is created only by the organization that produces the good or service, and the customer is responsible for destroying this value (Bettencourt et al., 2014). But if the product or service is not consumed, will it still have value? Or does value manifest itself only in the presence of a consumer? For Vargo and Lusch (2014), the organization, with its resources, offers a value proposition, which, when experienced by a beneficiary, integrating its resources with those of the organization and other actors (government, family, other organizations), leads to the co-creation of value by that beneficiary.

Regarding resources, the fact that individual and firm resources are considered to be integrated during the application of a service refers to Bourdieu's (1989) concepts of social, cultural and economic capital. Social capital refers to skills and knowledge related to social interactions and networks. Cultural capital, on the other hand, refers to particular combinations of skills and knowledge, which combined with economic and social capital serve as the basis for social configurations called habitus (Bourdieu, 1984). Depending on the current context, actors have greater or lesser facility to integrate resources.

In LDS, resources can be classified as operant and operand. Operant resources are mainly represented by people, with their skills and knowledge. Operand resources, in turn, are represented by raw materials and tools. To generate benefits, knowledge and skills are needed to "find, extract, cultivate, invent, manufacture and use operated resources, that is, the benefits derive from the application of operating resources in operated resources" (Vargo & Lusch, 2006, p. 45).

Regarding institutional logics, Maglio and Spohrer (2008) state that both service and value co-creation result from the integration of resources (operant and operand) from multiple actors, which requires communication and coordination. The co-creation of value is necessarily a joint activity, which depends on the establishment of mutual understanding (instructions) for different entities to achieve common goals. On the other hand, mutual understanding is also co-created, because it is achieved through shared institutional logics, such as experiences, context and information, as well as other shared resources such as, for example, a language created specifically by a group that facilitates connection among members (Maglio & Spohrer, 2008).

In short, bringing the above arguments to the educational context, it is clear that if the ecosystem presents gaps, such as the lack of actors that offer values (and value propositions) more aligned with the student's need, or the lack of resources (and integration of resources) by the actors (students, teachers, managers of educational institutions, government and legislators) for the co-creation of a greater value, or coordination lead by wrong institutional logic (and institutions), probably the student's motivation to their permanence is reduced, favoring an increase in the dropout rate.

Thus, in the following chapter, reflection and discussion are made about the applicability of the theoretical body of the SD-L in the phenomenon of student dropout.

IV. Discussion on SD-L and Student Dropout

In the case of the value proposition by the educational institution, it is difficult to find a basis for quantifying it. It cannot be measured in monetary terms, as the teaching and learning process encompasses many aspects in addition to financial ones. Thus, the proposal of this work is that the co-created value cannot and need not be measurable in monetary terms, as Achrol and Kotler (2006) mention, this is a phenomenon influenced by individual and social aspects. According to McColl-Kennedy et al. (2012), the co-created value can be expressed in the form of perceived benefits, such as, for example, improvement in professional qualification, which in turn can lead to an improvement in quality of life.

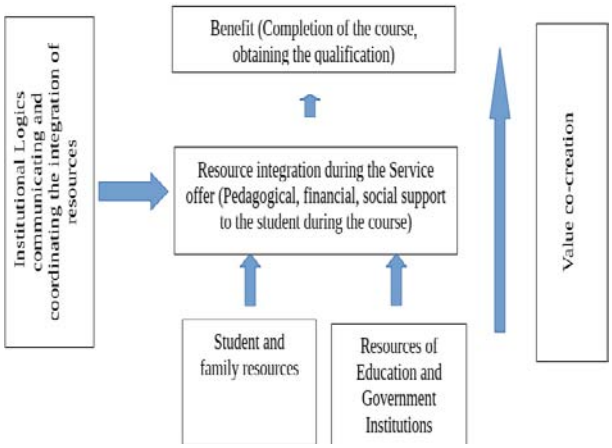
The search for professional qualification, however, is not always successful. Despite the efforts of actors such as the government, civil society, educational institutions and the students themselves, the latter are not always able to complete the qualification courses (Dore & Lüscher, 2011). From the point of view of the SD-L, it can be inferred that the value is not being co-created by the beneficiary, and it is even possible for the co-destruction of value to occur. Co-destruction is defined as "a process of interaction between service systems that results in a decline in at least one of the welfare systems (which, given the nature of a service system, may be individual or organizational)" (Plé & Chumpitaz Cáceres, 2010, p. 431).

According to a plan issued by the Federal Audit Court in 2011, the government has a target of 90% for the completion rate (and therefore, 10% of dropout and retention) provided for in the Draft Law of the National Education Plan 2011- 2020 However, according to data available on the Ministry of Education portal for 2019, in 2018 the annual dropout rate of vocational technical

© 2023 Global Journals

education in Brazil was 18.6%, with an advance in reducing the problem, compared to the previous year, in which had 23.3%, values much higher than the 10% stipulated for the target.

Thus, it is clear that actions are necessary to reduce the dropout rate so that the completion rate reaches the desired level. To this end, this study suggests approaching the phenomenon of value disintegration (instead of integration) from the point of view of SD-L (Bidar et al., 2022; Laud et al., 2019). The diagram in Figure 1 illustrates how the elements present in the value ecosystem of technical education are related from the perspective of LDS. It can be seen that the integration of resources is influenced by the resources of the actors involved and by the institutional logic that coordinate the integration (Bettencourt et al., 2014).



Source: Bettencourt, Lusch & Vargo, 2014

Figure 1: Diagram of Value Co-Creation in Vocational Education According to Service-Dominant Logic

Given the information in Figure 1, it is possible to typify the factors that make it difficult to integrate resources and can lead to the co-destruction of value (Laud et al., 2019):

1. Lack of resources to integrate (lack of social capital and financial resources of students)
2. Access to integration blocked (symbolic violence suffered by students)
3. Unwillingness to integrate resources (disinterest in studying)
4. Incomprehension about how to integrate resources (actors with lack of information about the course)
5. Disagreement on how to integrate resources (lack of alignment between public policies, government assistance programs and projects, pedagogical projects and social context)
6. Misleading resource integrations (corruption in government programs and projects)
7. Negligent resource integrations (apathy and lack of involvement of actors in actions against evasion)
8. Inability to integrate resources (lack of qualification of managers and teachers)
9. Excessive integration of resources (anxiety to obtain positive results)
10. Coercive resource integration (institutional logic based on threats and pressures)

Articulating the types of causes and types of factors that hinder the integration of resources and the co-creation of value on the part of students, suggestions were made, based on the literature, to address the causes of dropout.

V. Suggestions for Dealing with the Causes of Dropout from the Point of view of the SD-L

To elaborate the suggestions, the causes were analyzed by type (personal, social, pedagogical/school) and by factor that can lead to the disintegration of resources and co-destruction of value. In relation to the confrontation of the causes related to personal issues, such as financial problems, teenage pregnancy, difficulty reconciling study and work (Dore & Lüscher, 2011; Fiorotti & Da Rosa, 2022; Gomes & Bastos, 2016; Salinas & Jorquera-Samter , 2021), these can be linked to the type 1 factor - lack of resources to integrate, in this case, mainly financial resources.

The suggestion of this study is the offer of scholarships that allow the student to attend classes without having to carry out work activities to earn income. Melo Filho (2019) cites as an example the scholarships modality PET - Tutorial Education Program, offered to higher education courses, which could be adapted for high school and vocational education. The offer of programs, such as Bolsa Família, in isolation, does not seem to reduce dropout rates, for example, among student mothers (Santos & Corseuil, 2022), so it is assumed that the actions must have an attractive and complementary to the course curriculum.

© 2023 Global Journals

Although the vast majority of students have the need to reconcile work and study, public policies and Brazilian legislation do not address the particularity of this condition, making it difficult for the student-worker and the worker-student to remain in their courses (Vargas & Paula, 2013). It would be convenient to change the labor legislation, which contemplates the possibility of flexible working hours to facilitate class attendance (Vargas & Paula, 2013). The inversely proportional relationship between income and evasion can be verified in the study by Yi et al. (2015) when they find that in the poorest areas of China, dropout rates double in relation to the richest areas.

Thus, actors with resources that allow the alteration of legislation, the creation of public policies and educational programs would be the main ones involved in facing the causes related to the students' personal issues.

Regarding the confrontation of causes related to social issues, such as lack of social inclusion, institutional climate of the school, lack of social capital and suffering from symbolic violence, which refer to factor type 2 - blocked access to integration, the suggestions address external and internal aspects to the school. The suggestion regarding the first is the promotion of public policies of financial support to students, which are accessible and effective (Vargas & Paula, 2013). At this point, for the first time, appears the need to coordinate the efforts of actors through institutional logic that make policies effective, without disintegrating resources and co-destruction of value.

Regarding the intra-school aspect, the way in which the student with little social capital is treated and the way that each teacher acts in the classroom can alleviate or intensify the reproduction of social inequalities, and consequently the symbolic violence, leading the student to believe that their culture is inferior to the dominant culture (Oliveira & Volpato, 2017). Thus, measures are needed that, coordinated and aligned with financial support policies and tutorial education programs, increase students' social capital, allowing them to perceive the school as a place where their culture is valued.

Finally, regarding the confrontation of causes related to pedagogical / school issues, these can be linked to factors 3- unwillingness to integrate resources, 4- misunderstanding about how to integrate resources, 5- disagreement about how to integrate resources and 8- inability to integrate resources. Factor 4 addresses issues such as the lack of information about the chosen course (Gomes & Bastos, 2016), which can lead to a lack of identity with it (Rosa & Aquino, 2019).

To face the inability to integrate resources (Factor 8), training in educational management is suggested, as well as continuing pedagogical teacher qualification, which allows managers and teachers to develop solutions in line with local problems (Ikeshoji & Terçariol, 2015). This training may include, for example, training in resources such as digital communication and information technologies, which would increase the chance of success in integrating resources and, consequently, in dealing with these causes of evasion.

The problem of low motivating classes and the student's lack of interest in co-creating value (Factor 3) may have its origin in the poorly didactic pedagogical plan adopted by some teachers, as well as the discouragement generated by the perception that the course is too long, and that strikes and pandemics increase their duration (Lambiase & Conceição, 2021), which refers to factor 5 (disagreement about how to integrate the school's pedagogical resources with its own resources).

To facilitate the integration between the school's didactic and pedagogical resources and the students' own resources, the literature on the subject suggests the adoption of active teaching methodologies, such as project-based learning, maker approach and inverted classroom, where the student becomes the protagonist of their learning, and the teacher takes on the role of mediator and guide of the actions resulting from the internal motivation of the students (Evaristo & Terçariol, 2019; Terçariol & Afecto, 2021).

In addition to the adoption of active methodologies, a longer time in contact with the teaching and learning process also favors the reduction of retention and dropout (Rosa et al., 2022). However, this would be an action that would demand, as previously mentioned, an institutional logic that favors the reproduction of behaviors aimed at the elaboration of pedagogical proposals that promote innovation and creativity. Based on the premises of the LDS, such proposals would be more attractive, increasing student engagement and reducing the chance of dropout.

To summarize the discussion on suggestions to reduce dropout, Table 2 below summarizes the causes, suggestions and actors involved.

Table 2: Causes and Suggestions for Coping with Dropout from the LDS Point of View

Cause	Suggestion for the Confrontation	Actors Involved
(i) Personal: Financial problems, teenage pregnancy, difficulty in reconciling study and work;	– Offer of scholarships and tutorial education programs - PET (similar to those in higher education) seeking to provide students, under the guidance of	- Governmental legislators and executors, Managers of Educational Institutions, Teachers

© 2023 Global Journals

	a tutor, with conditions for carrying out extracurricular activities (Melo Filho, 2019). – Labor legislation that contemplates the possibility of flexible working hours to facilitate class attendance (Vargas & Paula, 2013).	
(ii) Social: Lack of social inclusion, institutional climate of the school, lack of social capital and suffering from symbolic violence;	– Promotion of public policies for the social inclusion of disadvantaged students (Vargas & Paula, 2013) – Creation of student support programs that address the issue of symbolic violence (Oliveira & Volpato, 2017) – Alteration of the current institutional logic, to one that is inclusive and enables social ascension.	- Families, Governmental Powers, legislators and executors, Managers of Educational Institutions, Teachers.
(iii) Pedagogical/school: Lack of information about the course started, classes with little motivation, mismatch between course requirements and the repertoire of knowledge accumulated by students in previous stages of their schooling, and the pedagogical plan adopted by some teachers.	– Adoption of active teaching methodologies (Evaristo & Terçariol, 2019; Terçariol & Afecto, 2021). – Adoption of full-time study when possible (Rosa et al., 2022). – Alignment between training programs for educational management and continuing pedagogical teacher qualification to local problems (Ikeshoji & Terçariol, 2015; Terçariol et al., 2016). – Alteration of the current institutional logic for one that consolidates the habit of creativity and innovation in teaching methodologies.	- Managers of Educational Institutions, Teachers.

Source: Elaborated by the authors, 2022

It is worth emphasizing here once again the importance of coordinating actions, guided by an institutional logic, as shown in Figure 1, which minimizes the possibility of disintegration of resources and the co-destruction of value.

VI. Conclusions

In a scenario where efforts to combat student dropout are necessary, this theoretical essay sought to analyze the problem from the perspective of Service Dominated Logic - LDS. As a result of this reflective analytical process, suggestions for actions to face dropout emerged, as well as the suggestion of changing the current institutional logic, to a logic that favor the adoption of inclusive routines and that consolidate the habit of seeking teaching methodologies that are more attractive to students.

From the SD-L point of view, isolated actions where the beneficiary is not the focus do not allow the integration of resources, and therefore, the co-creation of value. Joint actions are needed, carried out by all the actors involved in the value ecosystem, and coordinated by an institutional logic that favors the integration of resources and the co-creation of value. Without such coordination, the possibility of disintegration of resources and co-destruction of value is high.

References Références Referencias

1. Achrol, R. S., & Kotler, P. (2006). The Service-Dominant Logic for Marketing: A critique. Em *The Service Dominant Logic of Marketing: Dialog, debate and directions* (p. 320–333). M. E. Sharpe.
2. Baggi, C. A. dos S., & Lopes, D. A. (2011). Evasão e Avaliação Institucional no Ensino Superior: Uma discussão Bibliográfica. *Avaliação: Revista da Avaliação da Educação Superior, 16* (2). https://www.scielo.br/pdf/aval/v16n2/a07v16n2.pdf
3. Baron, S., Patterson, A., Warnaby, G., & Harris, K. (2010). Service-dominant logic: Marketing research implications and opportunities. *Journal of Consumer Behavior*, *9* (3), 253–264.
4. Bettencourt, L. A., Lusch, R. L., & Vargo, S. L. (2014). A Service Lens on Value Creation: Marketing´s role in achieving strategic advantage. *California Management Review*, *57* (01), 44–66.
5. Bidar, D. R., Jabbari, D. M., & Luck, D. E. (2022). Value co-destruction in online collaborative networks. *European Management Journal*. https://doi.org/10.1016/j.emj.2022.08.001.
6. Bourdieu, P. (1989). *O poder simbólico*. Editora Bertrand Brasil.

© 2023 Global Journals

7. Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgment of Taste*. Harvard University Press.
8. Dore, R., & Lüscher, A. Z. (2011). Permanência e evasao na educação técnica de nível médio em Minas Gerais. *Cadernos de Pesquisa*, *41*(144).
9. Evaristo, I. S., & Terçariol, A. A. de L. (2019). Educação e Metodologias Ativas Inovadoras em Sala de Aula. *Intercom: Revista Brasileira de Ciências da Comunicação*, *42*, 203–206. https://doi.org/10.1590/1809-58442019111.
10. Fialho, M. G. D. (2014). *A evasão escolar e a gestão universitária: O caso da Universidade Federal da Paraíba* [Dissertação (Mestrado Profissional)]. https://repositorio.ufpb.br/jspui/handle/tede/5920?locale=pt_BR.
11. Fiorotti, C. A. S., & Da Rosa, S. S. (2022). Evasão Escolar: Um estudo de caso no ensino técnico em administração do ABC Paulista. *Debates em Educação Científica e Tecnológica*, *12* (1), 81–111.
12. Fritsch, R., Rocha, C. S., & Vitelli, R. F. (2015). A Evasão nos Cursos de Graduação em uma Instituição de Ensino Superior Privada. *Revista Educação em Questão*, *52* (38), 81–108.
13. Glewwe, P., & Kassouf, A. L. (2012). The impact of the Bolsa Escola/Familia conditional cash transfer program on enrollment, dropout rates and grade promotion in Brazil. *Journal of Development Economics*, *97* (2), 505–517. https://doi.org/10.1016/j.jdeveco.2011.05.008.
14. Gomes, C. F. S., & Bastos, O. (2016). A evasão ecolar no Ensino Técnico: Um estudo de caso do CEFET-RJ. *Revista Educação e Cultura Contemporânea*, *13*(32), 217–234.
15. Ikeshoji, E. A. B., & Terçariol, A. A. de L. (2015). As Tecnologias de Informação e Comunicação na Prática Pedagógica e Gestão Escolar. *Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología*, *15*, 51–62.
16. Lambiase, R. C. P., & Conceição, A. K. dos S. (2021). Investigação da evasão no ensino técnico integrado do IFBA - campus Simões Filho. *Revista Labor*, *1*(26), 217–235.
17. Laud, G., Bove, L., Ranaweera, C., Wei Wei, C. L., Sweeney, J., & Smith, S. (2019). Value co-destruction: A typology of resurce misintegration mnifestatios. *Journal of Services Marketing*, *33* (7), 866–889. https://doi.org/10.1108/JSM-01-2019-0022
18. Linke, E. C., Nogueira, B. C., & Linke, E. C. (2017). *A evasão escolar no ensino técnico profissionalizante*. XXII Seminário Interinstitucional de ensino, pesquisa e extensão: redes e teritórios, Rio de Janeiro.
19. Lusch, R. L., & Vargo, S. L. (2014). *Service-Dominant Logic: Premises, perspectives, possibilities.* Cambridge University Press.
20. Maglio, P. P., & Spohrer, J. (2008). Fundamentals of service science. *Journal of the Academy Marketing Science*, *36*, 18–20.
21. McColl-Kennedy, J. R., Vargo, S. L., Dagger, T. S., Sweeney, J. C., & van Kasteren, Y. (2012). Health Care Costumer Value Cocreation Practice Styles. *Journal of Service Research*, *15*(4), 370–389.
22. Melo Filho, J. F. (2019). PROGRAMA DE EDUCAÇÃO TUTORIAL: TRAJETÓRIA, DESAFIOS E ARTICULAÇÕES. *Revista Eletrônica do Programa de Educação Tutorial -Três Lagoas/MS*, *1*(1), 33–56.
23. Minas Gerais, S. de E. da E. de M. G. (2009). *Superintendência de Ensino Médio e Profissional.*
24. Oliveira, L. E. S., & Volpato, G. (2017). A influência do capital cultural e da violência simbólica na evasão. *Revista Contraponto - Eletrônica*, *17*(1), 138–159.
25. Payne, A. F., Storbacka, K., & Frow, P. (2008). Managing the co-creation of value. *Journal of the Academy of Marketing Science*, *36*, 83–96.
26. Plé, L., & Chumpitaz Cáceres, R. (2010). Not always co-creation: Introducing interactional co-destruction of value in service-dominant logic. *Journal of Services Marketing*, *24* (6), 430–437. https://doi.org/10.1108/08876041011072546.
27. Rizzotto, J. S., & França, M. T. A. (2022). Indiscipline: The school climate of Brazilian schools and the impact on student performance. *International Journal of Educational Development*, *94*, 102657. https://doi.org/10.1016/j.ijedudev.2022.102657.
28. Rosa, A. H., & Aquino, F. J. A. (2019). A evasão escolar na educação profissional técnica de nível médio: Um olhar profundo sobre dois grandes vilões – a ausência de informações e a falta de identidade do ensino técnico. *Research, Society and Development*, *8* (7). https://doi.org/10.33448/rsd- v8i7.1151
29. Rosa, L., Bettinger, E., Carnoy, M., & Dantas, P. (2022). The effects of public high school subsidies on student test scores: The case of a full-day high school in Pernambuco, Brazil. *Economics of Education Review*, *87*, 102201. https://doi.org/10.1016/j.econedurev.2021.102201.
30. Saccaro, A., & França, M. T. A. (2020). Stop-out and drop-out: The behavior of the first year withdrawal of students of the Brazilian higher education receiving FIES funding. *International Journal of Educational Development*, *77*, 102221. https://doi.org/10.1016/j.ijedudev.2020.102221.
31. Salinas, V., & Jorquera-Samter, V. (2021). Gender differences in high-school dropout: Vulnerability and adolescent fertility in Chile. *Advances in Life Course Research*, *49*, 100403. https://doi.org/10.1016/j.alcr.2021.100403.
32. Santos, F. M., & Corseuil, C. H. L. (2022). The effect of Bolsa Familia Program on mitigating adolescent

© 2023 Global Journals

school dropouts due to maternity: An area analysis. *International Journal of Educational Development*, *90*, 102575. https://doi.org/10.1016/j.ijedudev.2022.102575.

33. Terçariol, A. A. de L., & Afecto, R. (2021). Metodologias ativas para uma educação inovadora: Uma abordagem teórico-prática. *Revista Espaço Pedagógico*, *28* (2), 835–839. https://doi.org/10.5335/rep.v28i2.9002.
34. Terçariol, A. A. L., Santos, D. A. do N. dos, Gitahy, R. R. C., & Schlünzen, E. T. M. (2016). Trabalhos Acadêmicos do Programa Redefor: A produção de conhecimento sobre Educação Especial e Inclusiva. *Revista Eletrônica de Educação*, *10* (3), 401–416. https://doi.org/10.14244/198271991500.
35. Vargas, H. M., & Paula, M. de F. C. de. (2013). A inclusão do estudante-trabalhador e do trabal hador-estudante na educação superior: Desafio público a ser enfrentado. *Avaliação: Revista da Avaliação da Educação Superior (Campinas)*, *18*, 459–485. https://doi.org/10.1590/S1414-40772013000 200012.
36. Vargo, S. L. (2011). On marketing theory and service-dominant logic: Connecting some dots. *Marketing Theory*, *11*(3).
37. Vargo, S. L., & Lusch, R. F. (2016). Institutions and axioms: An extension and update of service-dominant logic. *Journal of the Academy Marketing Science*, *44*, 5–23.
38. Vargo, S. L., & Lusch, R. L. (2006). Service-Dominant Logic: What is, what is not, what it might be. Em *The Service Dominant Logic of Marketing: Dialog, debate and directions* (p. 43–56). M. E. Sharpe.
39. Yi, H., Zhang, L., Yao, Y., Wang, A., Ma, Y., Shi, Y., Chu, J., Loyalka, P., & Rozelle, S. (2015). Exploring the dropout rates and causes of dropout in upper-secondary technical and vocational education and training (TVET) schools in China. *International Journal of Educational Development*, *42*, 115–123. https://doi.org/10.1016/j.ijedudev.2015.04.009.

© 2023 Global Journals

This page is intentionally left blank

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

The State of Education in Ukraine and The Role of Education Managers in Problem-Solving

By Zamanov Taleh Arzu

Abstract- For an educational system, or any system for that matter, the terms which lift the weight are management and leadership. By the dawn of the past century, much attention has been given to these two terms for their magnitude of importance and implication. When it comes to the educational facility and the question of allocating the available resources to achieve the maximum goals, it becomes crystal clear that a figure with influence is needed in the educational playground, so to speak. This review shed some light on these points and illustrates their use.

At the beginning of the 21st century, there is great interest in educational leadership in war-torn countries because of the widespread belief that the quality of leadership has a significant impact on school and student outcomes. It is also increasingly recognized that effective leaders and managers are required to provide the best possible education for schools or their pupils. Schools in conflict countries need trained and committed teachers, but they, in turn, need the guidance of highly effective principals and the support of other senior and managers. Although the need for effective leaders is now widely accepted, there is less certainty about it which leadership behaviors are most likely to produce favorable results.

Keywords: *ukraine, strategy, leader, school management, places of conflict.*

GJMBR-G Classification: *FOR Code: 139999*



Strictly as per the compliance and regulations of:

© 2023. Zamanov Taleh Arzu. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons. org/licenses/by-nc-nd/4.0/.

The State of Education in Ukraine and The Role of Education Managers in Problem-Solving

Zamanov Taleh Arzu

Abstract- For an educational system, or any system for that matter, the terms which lift the weight are management and leadership. By the dawn of the past century, much attention has been given to these two terms for their magnitude of importance and implication. When it comes to the educational facility and the question of allocating the available resources to achieve the maximum goals, it becomes crystal clear that a figure with influence is needed in the educational playground, so to speak. This review shed some light on these points and illustrates their use.

At the beginning of the 21st century, there is great interest in educational leadership in war-torn countries because of the widespread belief that the quality of leadership has a significant impact on school and student outcomes. It is also increasingly recognized that effective leaders and managers are required to provide the best possible education for schools or their pupils. Schools in conflict countries need trained and committed teachers, but they, in turn, need the guidance of highly effective principals and the support of other senior and managers. Although the need for effective leaders is now widely accepted, there is less certainty about it which leadership behaviors are most likely to produce favorable results. I explore the theoretical foundations for the field of educational leadership in conflict countries, evaluate management, different leadership styles, and discuss evidence of their relative effectiveness in developing successful schools.

Keywords: ukraine, strategy, leader, school management, places of conflict.

I. Introduction

During times of conflict, the civilians affected often have to make several life-or-death decisions: where to go to find food to eat, whether to flee their homes, and where they should go if they flee. During these turbulent periods, there is often the danger that other less immediate areas of concern are neglected, one of which is education. Given the surge of refugees and internally displaced persons leaving their homes for safer locations, this issue has come into particularly sharp focus.

In many parts of the world, there are conflicts that have a negative impact on education. Although education may continue during conflict, this conflict has a negative, direct impact on education and its quality due to the prevalence and risk of violence, fear and security problems. It destroys schools; causes schools to be used for military purposes or as shelters for displaced families; puts teachers and students at risk of being killed, injured or kidnapped; and causes psychological trauma [Sapre 2002: 101-8]. Indirect consequences of the conflict include displacement, deterioration of health services, increased demand for domestic workers, and lack of social opportunities to provide educational services [Bush, 2003; Kimani, 2011; O'Malley, 2010]. Government budgets under pressure are also directed towards eliminating the consequences of the conflict [Ali, 2021: 51]. While conflict can destroy the foundations of education systems, it can also overlap with other problems that differ from one society to another, such as exacerbating conflict and hindering the progress of any development efforts.

"Why is it so important to focus on education at the very beginning of a crisis?"

"There are several reasons for that. First, it is because we are talking about youth and children's futures. We also know that the longer a child is kept out of school, the less chance he or she has of returning. For this reason, limiting time away from school is incredibly important. War creates chaos. From a child psychology perspective, it is important that all children have some routine to their lives. If children living in a warzone cannot go to school, the routine disappears, and they will have trouble recovering from the crisis," says Ollie. "Life as a refugee is also demanding for parents. They often have to spend much time figuring out where to live. They may have to build their own shelter, or they may have to stand in line for food. If they have several children, it can be difficult to make ends meet in terms of the purely practical as well. It is therefore a help to them to be able to drop their kids off to school, knowing that they are there with responsible adults. That makes life easier."

The conflict in Ukraine has a strong impact on education. For example, UNICEF [UNICEF: 2015] reported on the impact of the war on education in Ukraine, stating that the number of school-aged Ukraine refugees will increase to 1.3 million in 2022, with an additional 1.4 million children at risk. In addition, the report notes that access to education is a major concern for displaced children, who make up at least 20% of those enrolled in schools in government-controlled areas. The war in the neighboring country of Russia caused feelings of fear resulting in social isolation, psychological disorders, reduced academic achievement and lack of progress due to conditions that

Author: School-Lyceum № 6 ESL (English as a second Language) Instructor. e-mail: tzamanov21@gwmail.gwu.edu

© 2023 Global Journals

adversely affect children's attention and interest [Rahima, 2017: 220–255]. The armed conflicts in Ukraine have also led to reduced government budgets and mismanagement of the budget for education, leading to poor student-teacher ratios and a shortage of qualified and trained teachers [Ministry of Education., 2016]. Such factors have forced many children not to go to school, and those who enroll later do not continue their education. These direct effects lead to other indirect effects that may be more harmful to society and therefore require careful examination of these effects from different perspectives, including teachers, children, families and other components of society.

II. Education in Ukraine

Thinking of peacebuilding in the post-conflict era is a sustainable approach; however, it is crucial to emphasize social development; address the underlying impacts of conflict, such as political, economic, and sociocultural inequality and injustice; and understand the politics and other complex factors [Bush, Saltarelli, 2000]. Before developing a peacebuilding approach for the Ukraine context, it is vital to initially reach a deep understanding of the impacts of the war on education in Ukraine where the conflict overlaps between ethnic and sectarian influences, and regional and international interventions, considering the social and cultural components. In other words, analyzes of the conflict's impacts on education are needed because designing educational pathways without carefully examining social contexts may lead to opposite impacts. It is therefore crucial to have positive peacebuilding initiatives that seek to deconstruct the structures of violence and construct the structures of peace [Baron,2001]. In this paper, we argue that understanding these contexts helps to develop education on the one hand and helps to develop peace on the other. This paper mainly answers these research questions: (1) What are the direct impacts of war on education in Ukraine? (2) How do local contexts shape these impacts? (3) How do the negative aspects of war interact to affect education? The originality of our paper mainly relates to highlighting the negative impacts of the war in the Ukraine context, providing a simple model of the interaction of the war's impacts on education, and that any future treatments dealing with peacebuilding in Ukraine need to consider these findings in advance.

a) *The Impact of War on Education and Initiatives to Repair War-Emerged Education Systems*

Although there is a consensus that education can have both positive and negative effects on social relations [Baron, 2001], scholars agree that education is important for building peace in conflict-affected countries by focusing on the structure of education; reduction of ethnic, religious and regional inequalities; poverty eradication; and teaching about controversial issues, history of violence and human rights [Bush, 2000]. Recognizing the importance of education in the post-conflict stages, many states have implemented policies and initiatives to help rebuild war-torn education systems. For example, Donetsk in Ukraine has made progress in increasing the number of schools and/or encouraging students to enroll. Such progress has been attributed to the implementation of several initiatives and policies, namely development of Donetsk's own curriculum framework with consistent language teaching, expansion of affordable mobile phone and internet services, cooperation between community members and international organizations on educational opportunities, school census for collection and reporting of education system data. development and testing of an early grade reading assessment strategy in Mariupol in December 2022. Specifically, the collaboration between the community members and international organizations helped with providing basic and vocational education, leading to the improvement of education in Ukraine. Although Donetsk is the closest city to Mariupol, the cultural and social differences between the two cities make it difficult to transfer experience. Furthermore, the nature of the differences at the root of the conflict calls for different approaches to peacekeeping.

Among different social consequences, the lack of education increases child labor and creates a fertile ground for recruiting underage Ukraine children for war purposes. Without proper education, Ukraine's new generations will not be able to shoulder the future burden of reconstructing the economy and the state, which are currently being destroyed. However, there is an urgent need to approach this problem in connection with other factors in the Ukraine society wherein external interference, sectarian divisions, tribal differences, and political strife are feeding the conflict. proposed the design of an education system in Ukraine that focused on developing the communication channels with tribal peoples, seeking to marginalize those within them, using economic and humanitarian methods through literacy and digital integration. While the is one of the factor that make up the complexity of the conflict in Ukraine, exploring the effects of war on education in its social or cultural contexts is crucial for developing peaceful dialogues and unified national education plans and curricula.

Further, while the path to peace and stability in society demands practices that allow for gender equality and empowerment, improved water and energy sustainability, economic growth, and reduced inequality within and between nations [Higgins, 2019, 127–145], pedagogical practices at schools lie at the heart of repairing the school education system [Baranovicé, 2001, 13–26]. Ukraine strongly demands the implementation of peace education in schools and media. However, attention toward strengthening

© 2023 Global Journals

historical identities should be approached and conducted with much care, since history education may act as a weapon of war. As contexts differ, the impacts of the war also vary. While our findings support previous studies, they also contextualize the impacts of the war on education in Ukraine, which is an essential and initial step for developing peace-building strategies that are suitable for the country. Following is a discussion of the study design.

The beginning of the school year during the war was a great test for Ukraine. According to the Ministry of Education of the country, every seventh Ukrainian pupil or student is in the countries of the European Union, which is approximately 640 thousand children. In early August, the European Commissioner for Internal Affairs, Ylva Johansson, said in an interview with the newspaper "Ukrainian Pravda" that about 4 million Ukrainian citizens, mostly women and children, were granted temporary residence permits in the EU (about 6.5 million people left the country during the first phase of the war). According to Johansson, all school-age children currently in the EU must study at the place of registration, but if possible, they can also study remotely at a Ukrainian school. In Ukraine, according to official information, more than 2,000 schools were damaged because of Russian army fire. About 300 buildings were completely destroyed. An estimated 38 schools were destroyed in occupied Mariupol, which was practically wiped out by the Russian army.

Ukrainian authorities allowed face-to-face classes only if there was a bomb shelter in or near the school itself - so about 40 percent of all schools in the country were able to open the doors to students in the classroom, while the rest organized online learning. During full-time education, the child should wear a special bracelet on his arm, where not only his name and surname, but also blood type, address, and information about his parents should be recorded. The reason for this was that the Russian army fired rockets at both hospitals and educational institutions during school holidays in the summer. This does not guarantee that Ukrainian schools will not be destroyed by the Russian army after the start of education. Air raid sirens sound almost every day in many Ukrainian cities. For many Ukrainians - not only schoolchildren, but also those returning to their workplaces during the war - the daily reality is the need to go down to a bomb shelter or at least a basement after the sound of a siren.

The Ukrainian authorities understand that not all parents will agree to send their child to school for full-time classes, even if there is a bomb shelter, so at the beginning of the school year it was necessary to choose one of several options for education: face-to-face, distance, at home, external education. Individual and family forms of education are also implemented for children in the occupied territories of Ukraine. The Ministry of Education has developed a special online program for them.

Children evacuated from the war zone, as well as those living under occupation, can start education throughout the academic year, not necessarily from September 1. Some parents have chosen distance education in five Ukrainian regions partially controlled by Russia: Donetsk, Zaporozhye, Luhansk, Kharkiv and Kherson. According to the officials of education departments in Kherson region, 91 schools have started functioning with the participation of teachers and school principals appointed there by Moscow. However, according to the register of educational subjects, there were 457 secondary schools in Ukraine before the war, of which only 65 were located in Kherson.

Many Ukrainian teachers who left their homes with their children after the outbreak of aggression were deployed in the EU countries. About 11 thousand teachers remained in the occupied territories, about 24 thousand went abroad, some found work in the EU in their specialty. In the countries that receive the largest number of refugees not only in terms of numbers, but also per capita - Germany, Poland and the Czech Republic, classes have appeared in which training is conducted with the participation of Ukrainian specialists.

The Czech authorities assumed that 130,000 refugee children would stay in the country to study. However, in the end, according to the minister of Education Vladimir Balash, 57-60 thousand students from Ukraine, who should receive primary school education, began to study. The minister said that the figures are still being clarified, and this is only a quarter of the children who fell into the Czech Republic after the start of the war. According to the Ministry of education of the Czech Republic, 5,000 Ukrainian high school students were supposed to enter secondary schools, but education in the Czech Republic from the age of 16 is not mandatory, so these students were paid less attention, and not all of them received education. In order to study, they need to learn the basics of the Czech language. Adaptation courses worked all summer long, and some children, without knowing the language, began to study in Czech schools in the spring. But despite this, there were few Ukrainian children in secondary schools. The Czech authorities believe that older children continue to study online in Ukrainian schools, although they still live outside their home country.

Primary classes of individual Ukrainian schools were organized, for example, in the city of Kolin near Prague. Here the Ukrainians were given a promise in one of the schools – training is carried out in Ukrainian and Czech in parallel at the initial stage. In Prague, refugee children are assigned to classes whose language of instruction is Czech, but on weekends children go to schools where teaching is conducted in their native language.

© 2023 Global Journals

According to the Polish authorities (this country has received the largest number of refugees in the EU), some children from Ukraine chose distance education in their native language, and not education in schools. The minister of Education Przemysl DKK said that instead of the expected 300000 students from Ukraine, 185000 children were enrolled in schools in Poland, explaining that this is due to the possibility of the Ukrainian authorities to start online education.

While in Ukraine, Ylva Johansson said: the European Union expects the temporary protection regime for Ukrainian refugees to be in effect until March 2024. According to him, this does not mean that the war will end by this time, but one can hope for it. Then refugees from Ukraine will be able to return home with their children. But if the battles do not stop, then the protection program will most likely be extended.

Management, like any activity, should take into account not only its static characteristics, but also the dynamics of the implementation of the effect, the interaction of various rings, their development, that is, in other words, all processes. In turn, management processes have many features that indicate the specifics of their movement and implementation. Among these features, the most important is the differentiation and integration of management processes. Today, Ukrainian Education strives for this.

b) The Role of Educational Managers in Solving Educational Problems in Ukraine

The school manager must overcome the vision of education as training, recovering for the pedagogical space of professional education values such as justice, solidarity, cooperation, equality, respect for differences as opposed to competition and individual merit, prejudice, priority tasks of a democratic school, making it a space for dialogue and collective debate, is a way to resist current pressures.

i. *As Chiavenato (2012, p. 335-336) points out*

There are seven dimensions of power tactics: 1. Reason: use of facts and data to elaborate a logical orrational presentation of ideas. 2. Kindness: use of compliments, creating a climate of goodwill, humble posture and attempting to seem friendly when making an order. 3. Coalition: getting support from others in the organization for a particular idea. 4. Bargain: use of trading by exchanging benefits, favors or advantages.5. Affirmation: use of a direct and vigorous approach, repeated reminders, orders for compliance, or citation of rules that require obedience. 6. Senior authorities: getting support from the highest levels of the organization for the idea. 7. Sanctions: Use of rewards and punishments, such as promises or threats regarding salaries, performance evaluation, or promotions.

Before anything, the manager needs to break old paradigms and build a new identity for the school, because there is a custom or even vice, of the servants who work in public schools, of them make the extension of their homes. Especially in early childhood education units, perhaps it is because their origin is based more on care, on assistance than on educating; but it occurs is that most of the time it is the public "school" breakdown that has to suit the employee, who feels comfortable to disco ply with the rules of operation. Therefore, in view of the confrontation between the management of the servers and this reality, briefly presented, it is understood that it is more than necessary to develop in schools policies of management of servers. However, acting in this perspective requires knowledge, administrative and pedagogical maturation from the management team; because democratic management has been confused with paternalism, omission lack of attitude towards non-fulfillment of commitments.

ii. *Asseverate Alvarez (2014, p.73)*

The school rules have its own structure, composed of elements such as: introduction; articles regulating the functioning of the elements of the structure; articles relating to coexistence; articles that include the provision of immediate solutions in the face of contingency situations; articles establishing the conditions for amending the Regulation itself.

However, it is necessary to reinforce the need to invest in growth, in the first personal qualification of individuals who are part of this important social group that is the school; then in your professional improvement. It is important to take another look at the school composition, which needs to be taken seriously and should be perceived in the light of legality for positions and functions, that is, as familiar as it may seem, the school is a company, an institution. It is necessary to unveil the eyes and excel in a management whose administrative bases are well-defined and structured in statutes and career plans; recognizing, yes, that this composition is made by people who deserve and need to be respected in their rights, but that for this they need to know them, as well as their duties.

In democratic management, there should be understanding of school administration as a means of activity and gathering collective efforts to implement the purposes of education, as well as the understanding and acceptance of the principle that education is a process of human emancipation; pedagogical political plan (P.P.P.) it should be elaborated through collective construction and that in addition to training there should be the strengthening of the School Board. [Paraná, 2012, 25]

The policy of continuing training in service is salutary in this personal and professional construction, where everyone participates together in the knowledge of the functions and importance of each professional

© 2023 Global Journals

within the school, where each sector can share their doubts, anxieties and difficulties and each server can self-evaluate and evaluate the other, with the sole purpose of confirming the successes and reviewing the failures. For this, it is necessary to develop the "culture of listening".

It is worth remembering that institutional evaluation is an indispensable tool for planning, management and other activities that constitute the nursery curriculum, having a critical but comprehensive view, with objectives and methodologies defined democratically, with rigorous and consistent processes and instruments from the theoretical, technical and political points of view, covering more than the production and quality of people's work and also the institution itself. In a way, it is a procedure for detecting positive and negative points, allowing to outline actions, individual and collective, of institutional improvement.

The teacher's education and their level of participation in the political decisions of education play an important role in the pedagogical project process, both in its specific pedagogical dimensions and in its political dimension, as critical citizens and aware of its social role. Consequently, poor professional competence at any stage will affect the other. On the other hand, any reflection on teacher education will point to the political-pedagogical discussions about the society that is intended for what is meant by citizenship, the social role in this context, and the types of linkage existing between other public policies.

Only by maintaining the organization and participation of all those involved in the educational process, we will be able to impose the group's will and ensure the principles by articulating pedagogical management, obtaining positive points in internal and external school performance.

The implementation of democratic and participatory management is closely linked to the attitude and conceptions of the school manager, which can contribute or hinder the implementation of participatory processes. The school community has not yet appropriated the public school that is still seen as the property of the government or school staff, favoring the teaching and administrative segments. All segments of the community can and should participate in management if well-defined criteria are established to guide and define this participation.

Law 9394/96 articulates that despite the difficulties arising from the implementation and functioning of school collegiate, these are a mechanism capable of promoting the stripping of the domination of one person, overcoming monocracy as a logic of the functioning of school management.

For democratic management to take place in day care centers as well as in other public schools, it is necessary to include the subjects in the teaching unit in the elaboration of their actions and to raise awareness of the entire school community, about what is and how democratic management is done.

III. Conclusion

Studies of the impact of wars on education in Ukraine and Azerbaijan have shown that conflicts affect children in several ways: from direct deaths and injuries to more subtle but lasting and irreversible effects on school, health, nutrition, future opportunities and well-being. Exposure to violence worsens, above all, the educational level of children. In the countries studied, conflict zones are inhabited by more than 20% of all primary school students, but they make up about half of the children attending extracurricular primary (UNESCO, 2011, 2013).

In countries affected by the conflict (especially in Ukraine), young children are more likely to drop out of school than elsewhere in the world, while in these countries only 65% of children go to the final grade of Primary School, in the conflict zone this figure is 86%. Another issue is the negative impact of conflict in terms of reducing the number of years children spend at school or transferring to another school. These effects, in turn, have a significant negative impact on the future life prospects of children, including access to the labor market, earnings and the state of Health in adulthood. These results emphasize the importance of reforming education systems in war-torn countries. This sometimes poses a serious problem for countries that have experienced decades of wars or conflicts. On the one hand, the destruction of infrastructure, social institutions and markets can create serious obstacles to ensuring school education and creating favorable conditions for the reconstruction of educational systems. The aim of this article was to identify the basic requirements that may impede the expansion of education in conflict-affected countries and to analyze the role of educational menencers to reduce the negative impact of conflict on children's learning outcomes. In our opinion, it would be more correct to introduce educational systems that support positive social change in conflict situations, as well as to train educational managers who can remove obstacles on the way to improving education.

References Références Referencias

1. Sapre P. Realizing the Potential of Education Management in India. Educational Management & Administration. 2002 Jan; 30 (1): 101-8.
2. Bush T. Theories of educational leadership and management. Sage; 2003 Oct 8.
3. Kimani GN. Educational Management. Nairobi: African Virtual University. 2011.
4. O'Malley, B. *Education under Attack, 2010: A Global Study on Targeted Political and Military Violence against Education Staff, Students,*

© 2023 Global Journals

Teachers, Union and Government Officials, Aid Workers and Institutions; UNESCO: Paris, France, 2010.
5. Ali, F. Q. Study of the impact of sociopolitical conflicts on Libyan children and their education system. *Int. J. Engl. Lang. Transl. Stud.* 2021, *9*, 50–58.
6. UNICEF. *Syria Education Sector Analysis: The Effects of the Crisis on Education in Areas Controlled by the Government of Syria, 2010–2015*; UNICEF: New York, NY, USA, 2015.
7. Rahima, N. S. The impact of armed conflicts on the education quality in Iraq. *J. Cent. Arab. Int. Stud. Al-Mustansiriya Univ. 2017*, *14*, 220–255.
8. Ministry of Education. *Periodic Statistics*; Ministry of Education: Sana'a, Yemen, 2016.
9. Bush, K. D.; Saltarelli, D. *The Two Faces of Education in Ethnic Conflict: Towards a Peace building Education for Children*; UNICEF Innocent Research Center: Florence, Italy, 2000.
10. Baron, A. Foreign and Domestic Influences in the War in Yemen. In *The Proxy Wars Project; PWP Conflict Studies*; Virginia Tech Publishing: Blacksburg, VA, USA. 2001.
11. Muthanna, A. Exploring the Beliefs of Teacher Educators, Students, and Administrators: A Case Study of the English Language Teacher Education Program in Yemen. Master's Thesis, METU: Middle East Technical University, Ankara, Turkey, 2011.
12. UNICEF. *Yemen: Country Report on Out-of-School Children*; UNICEF: New York, NY, USA, 2014.
13. UNICEF. *Education Disrupted: Impact of the Conflict on Children's Education in Yemen*; UNICEF: New York, NY, USA, 2021.
14. Lauritzen, S. M. Building peace through education in a post-conflict environment: A case study exploring perceptions of best practices. *Int. J. Educ. Dev. 2016*, *51*, 77–83.
15. Blattman, C.; Fiala, N.; Martinez, S. Generating Skilled Self-Employment in Developing Countries: Experimental Evidence from Uganda. *Q. J. Econ. 2013, 129*, 697–752.
16. Griffiths, T. G. Education to transform the world: Limits and possibilities in and against the SDGs and ESD. *Int. Stud. Sociol. Educ. 2020, 30*, 73–92.
17. Higgins, S. Culturally responsive peace building pedagogy: A case study of FambulTok Peace Clubs in conflict-affected Sierra Leone. *Int. Stud. Social. Educ. 2019, 28*, 127–145.
18. Baranovicé, B. History Textbooks in Post-war Bosnia and Herzegovina. *Intercult. Educ. 2001, 2001, 12*, 13–26.
19. Denzin, N. K.; Lincoln, Y.S. Introduction: Critical methodologies and indigenous inquiry. In *Critical and Indigenous Methodologies*; Denzin, N. K., Lincoln, Y. S., Eds.; Sage: Thousand Oaks, CA, USA, 2008.
20. Flick, U. *Introducing Research Methodology*; Sage: London, UK, 2011.
21. Chiavenato, I. Comportamento organizacional: a dinâmica do sucesso das organizações. 4. ed. São Paulo, Brasil: Pioneira Thomson Learning, 2012.
22. Alvarez, M. A. (2014) O projetoeducativo da escola. Tradução de Daniel Ángel Etcheverry Burgunõ. Porto Alegre, Brasil: Artmed,
23. Paraná. (2012). ProjetoPolíticoPedagógico do Colégio Estadual Professor Amarílio. Guarapuava, Brasil. Disponívelem: www.grpamarilio.gmail.com. Acesso: 20/06/2018.

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Golden Win-Win Situation Created by CSR

By Omansh Agarwal

Abstract- The purpose of this paper is to open a window to a perspective of CSR, in which, due to CSR a win-win situation is created and to simultaneously disprove some misconceptions or false perspectives regarding CSR.

In this paper, to support the perspective, examples of some interviewed companies are taken as case studies and a survey is executed to make some points.

This paper provides examples and information regarding the benefits of CSR in a more broader and commercial/economic manner as well as philanthropic and ethical manner at the same time, hence disproving false perspectives towards CSR.

Keywords: *CSR, consumerism, profit margins, corporate engagement.*

GJMBR-G Classification: *JEL: Subject: M14, M21, L21*

Strictly as per the compliance and regulations of:

© 2023. Omansh Agarwal. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creativecommons. org/licenses/by-nc-nd/4.0/.

Golden Win-Win Situation Created by CSR

Omansh Agarwal

Abstract- The purpose of this paper is to open a window to a perspective of CSR, in which, due to CSR a win-win situation is created and to simultaneously disprove some misconceptions or false perspectives regarding CSR.

In this paper, to support the perspective, examples of some interviewed companies are taken as case studies and a survey is executed to make some points.

This paper provides examples and information regarding the benefits of CSR in a more broader and commercial/economic manner as well as philanthropic and ethical manner at the same time, hence disproving false perspectives towards CSR.

Keywords: CSR, consumerism, profit margins, corporate engagement.

I. Introduction

CSR, for those unaware, CSR is an abbreviation of corporate social responsibility. According to Jason[1], "Corporate social responsibility is a self-regulating business model that helps a company be socially accountable to itself, its stakeholders and the public." Further, he mentions that by CSR activities, companies can be conscious of the kind of impact they are having on all aspects of society and environment.

In 2022 alone[2], AdEx (advertising expenditure) stood at 1,26,818 crore rupees in India, similarly, in FY (financial year) 2020-2021 total amount spent by the total sum of 18012 companies on CSR in India was 25714.75 crore rupees. This data clearly shows us the importance and value of AdEx over csr from the perspective of the corporates in terms of multidimensional growth. The purpose and aim of this paper is to open a new window of perspective, which shows how to create a golden win-win situation for majorly 3 parties- 1) businesses 2) community/society 3) end consumers or customers depending on the business model, along with spreading the awareness of csr to promote corporates for social contributions and to utilize CSR as a marketing strategy, encouraging the public to make a decision to buy the product which has a firm social background, and to analyze csr's benefits. This idea of a golden win-win situation evolves the profit for all three parties, hence the name. The profit mentioned is not only monetary to any or all the parties, but in different forms. For the community/society, this profit correlates to the welfare, upliftment and empowerment of the less privileged, needy sections not only includes financially weak sections but also for example mentally challenged or racially discriminated sections etc.

Author: e-mail: omansh41@gmail.com

It is a general perception towards CSR activities led by corporations that the Philanthropy done by them is only increasing their revenue rather than actually doing any actual philanthropic work. The same was the idea of Friedman[3] in a 1970 New York Times magazine article in which mentioned that the only "social responsibility of business" is to "increase its profits." He also concluded in his book that "if charitable contributions are to be made, they should be made by individual stockholders or individual employees rather than the corporation itself, the reason being is the instrument who own it and the corporation should not make it as it prevents the individual stockholder from deciding how to dispose his/her stocks by their will.

In this paper, we will be discussing Friedman's perspective regarding social responsibility of business, although rather taking it in a negative sense, we will be taking it in a positive sense and further proposing the "golden win-win situation".

Discussing further, in contrast to Friedman's perspective, there is another equally common perspective that CSR activities by businesses have no economic or monetary benefit. This perspective is heavily supported by the survey mentioned below in this paper which we shall analyze later. This perspective is also countered and showed how businesses can do good through CSR activities and still generate additional revenue, again creating a "golden win-win situation", following this will be the showcase and elaboration on the evidence which backs this idea proposed.

II. Employee Engagement

Employee engagement shows us the enthusiasm and motivation of the employee in their work and workplace, higher levels of employee engagement usually means higher productivity and effectiveness of the employee towards their job and satisfaction towards the cause of their respective company. From an employer's perspective, the purpose of employee engagement is the maximum outcome, based on the resources invested in employees, which is similar to job satisfaction by employees.

Analysis of a survey by Shachi[4] and others, shows that 58.6% of employees think that CSR makes them feel better about the work they do, in addition, 70% of HRs felt that the employees involved in CSR are better engaged at work. Adhering to the analysis done by both, we can see the indirect relation between CSR and productivity and how it boosts it and finally helps in the monetary growth of the company.

© 2023 Global Journals

According to Megan[5], perceived organizational support is the "employee perceptions regarding the extent to which their employer "values their contributions and cares about their well-being". Ante[6] argues that CSR activities can possibly create a positive POS, after which Ante further explains how positive POS can increase employee engagement. The given figure graphically explains his argument.

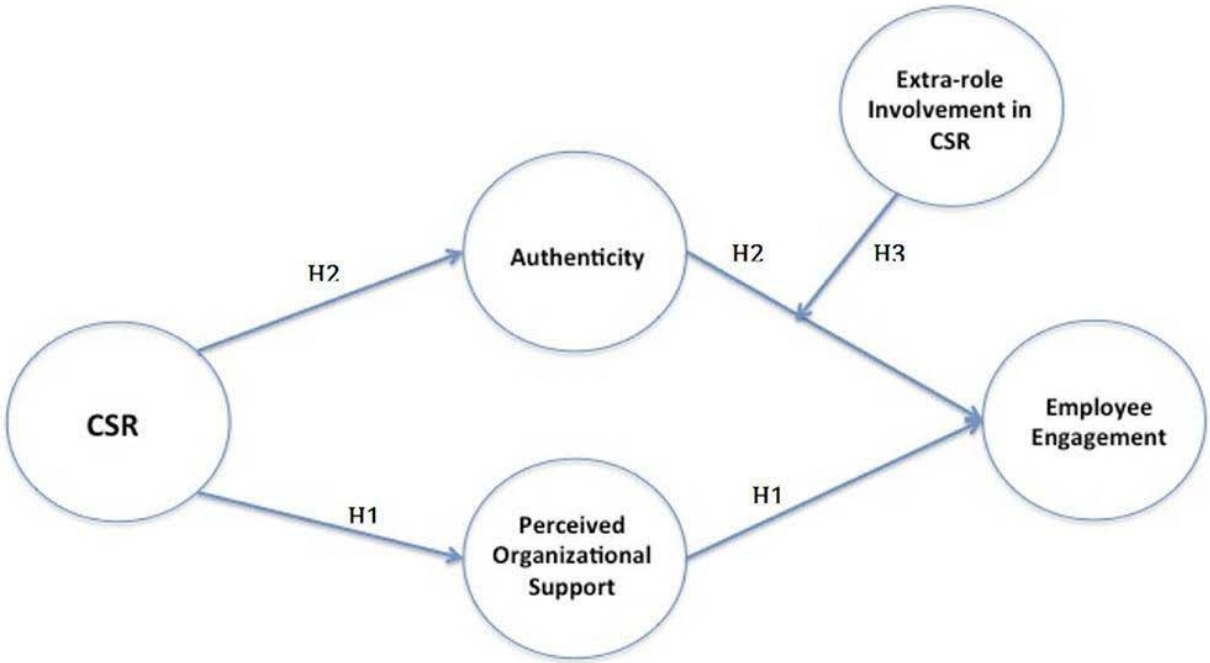


Fig. 1: Front. Psychol., 31 May 2016 Sec. Organizational Psychology Volume 7 - 2016 | https://doi.org/10.3389/fpsyg.2016.00796

III. Brand Equity

A company's good reputation is a valuable strategic asset that helps differentiate it from its competitors[7]. As per kevin[8], Brand equity can be defined in terms of marketing effects uniquely attributable to a brand. Positive brand equity occurs when different outcomes are observed in the marketing of a product or service because of its brand, compared with the results if that same product or service was not identified by that brand. According to Adam[9], the company has a better brand equity has automatically higher profit margins as it allows a company to charge more for a product than competitors, even though it was obtained at the same price.

If brand equity equates to higher profit margins, the question arises if that is the case, does CSR help brand equity to ultimately have higher profit margins? The Daisy wheel model[10] by Richard tells us that brand equity is linked with the stakeholder's expectations, one of the most important expectations is socially responsible behavior. Given below is the above-mentioned daisy wheel model for a better explanation.

.

© 2023 Global Journals

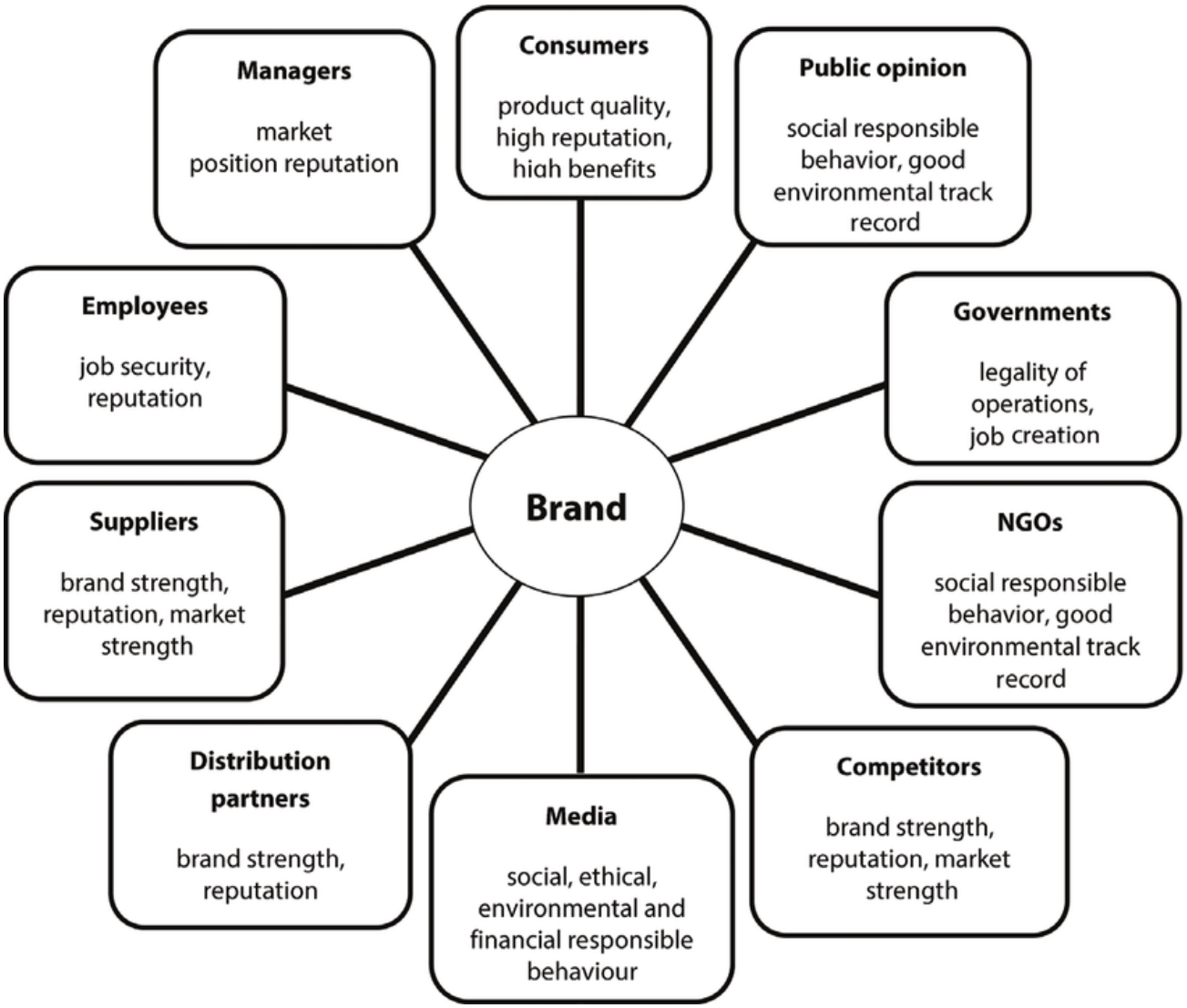


Fig. 2: Jones R. Finding Sources of Brand Value. Developing a Stakeholder m=Model of Brand Equity. Journal of Brand Management. 2005; 13 (1): 10-32

Companies use CSR to fulfill these responsibilities to stakeholders such as consumers. Through this fulfillment consumers directly help build the brand equity of a brand by word of mouth, this strategic way to build brand equity is used often these days and is known as WOM marketing. An empirical study by Asif and Jamshed[11] shows that CSR initiatives have a positive catalytic effect between brand reputation and brand equity, outcomes of regression analysis indicated that 39% of the variance in brand equity can be explained by brand reputation, and social responsibilities such as philanthropic, ethical, and economic. A study[12] by HUR also provides evidence that CSR influences brand equity. Therefore, we can conclude that by being proactive in CSR a company can higher its profit margins.

IV. Media

According to Saurabh[13], press releases provide several benefits to the corporates, these include:

1) Visibility- press releases can help one's company to be more aware and get identified more easily by the public as media outlets usually are seen by many.
2) Credibility- when there is a press release by a reputable media outlet it can help establish credibility for one's company and make people take one's message more seriously.
3) Press releases can help create backlinks to your company's website which can help in your search engine rankings.
4) Press releases help to generate leads for one's company. By including a call to action in your press release, one can be encouraged to visit the company's website or to visit their physical stores which can create new customers.

© 2023 Global Journals

These benefits can be utilized by the companies which are featured in the recent press releases and potentially create more revenue for the company. If this is the case, who are being featured on press releases and by the media in recent years?

According to Susan[14], after the 2008 recession, there has been a fall of for-profit media coverage, which has paved the way for non-profit media alongside with the increase of competition from cable and digital news outlets. This nonprofit media received can easily lead to increase in brand equity as the Daisy wheel model[10] by Jones displays that stakeholders like media play an integral part in brand equity, which will eventually lead to more revenue.

V. Social Awareness by Cause Marketing

According to Christy[15], usually a partnership between a nonprofit and for-profit for mutual benefit is cause marketing, but apart from this, when for-profit companies that engage in socially conscious behavior to bring awareness to certain issues is also considered as cause marketing. Further on, adhering to the second definition, two types of business try to utilize its benefits, which are B2C and B2B. (An example of B2B is mentioned in detail in the case study section) Today we are going to focus more on this definition rather than the initial one. This cause marketing directly influences social awareness of the company, in other words, social awareness is usually achieved by cause marketing.

While we have established that social awareness is a product of cause marketing, is brand reputation related to social awareness? The reason behind this question is to establish another relationship between brand reputation and cause marketing if the answer is positive.

As per Jake[16], Attrition rate or churn rate is "the rate at which customers stop doing business with an entity". Similarly customer loyalty is a "measure of a customer's likelihood to do repeat business with a company or brand. It is the result of customer satisfaction[17], positive customer experiences, and the overall value of the goods or services a customer receives from a business". Schlesinger and Heskett[18] have developed the concept of "cycle of success" and "cycle of failure", in the "cycle of success" better customer loyalty in customer cycle results in lowered turnover and high service quality in employee cycle and finally these both result in higher profit margin which is as well in employee. This gives us an indirect relation of direct proportionality between customer loyalty and profit margins.

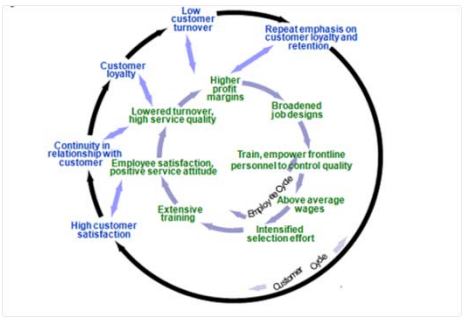


Fig. 3: Schlesinger and Heskett. Cycle of Success. 1991

According to Soumya[19] customer loyalty is a product of cause marketing as "when cause marketing campaigns are conducted, the customers are aware of the brand and feel something good about their brand". Now by this we can say that cause marketing can cause possibly higher profit margins.

So if we analyze this relationship with an example by Kayla[20], she was more motivated than ever to support Starbucks due to its CSR and social awareness, hence creating a brand reputation for starbucks. This reputation was built due to the starbucks college achievement program, this initiative was done with arizona state university, and offers benefits-eligible Starbuck employees the opportunity to go to college, tuition-free, eligible employees can choose from 80 undergraduate programs and work out a schedule that's functional for them. This was started in 2018, to bring awareness to the inequality of college affordability, the main objective was to make college more accessible

Supporting Kayla, Paul[21], based on the data displayed in the given below graph (figure 4) states that over 91 percentage of those who surveyed lean towards buying from a company with excellent CSR, with that, over 84 percentage of the people surveyed said that companies with top-notch CSR gets the benefit of doubt during a crisis.

© 2023 Global Journals

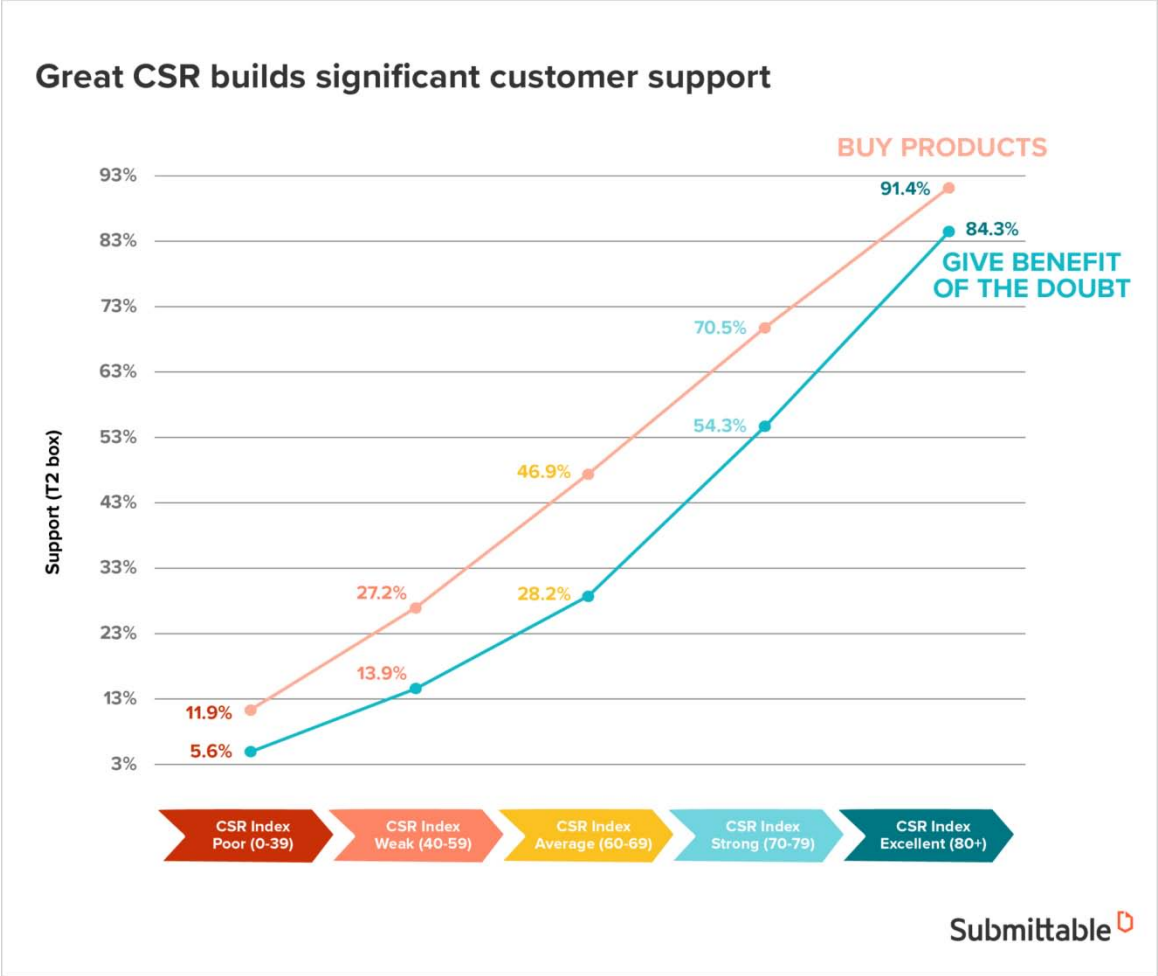


Fig. 4: Paul Perry. What's the Purpose of Corporate Social Responsibility (CSR)?. Submittable. 04/02/2020

For companies to engage in cause marketing[15], there are multiple ways that they practice.

1. *Licensing*- A company funds a non-profit or NGO for the added benefit of utilization of its brand on products that will be on sale.
2. *Messaging*- In order to promote and market messages for a cause, for-profit businesses use advertising ads and content creation channels to promote the message of a cause.
3. *Point-of-sale*- Cashiers or automated online forms prompt shoppers to add donations to their bills to support a charity or cause.
4. *Purchase triggers*- companies donate a percentage of daily sales to a cause for every purchase made within the window.

Cause Marketing is relatively a new term for the rusty business world. It isn't possible to use it to its best without actually knowing how to use it. Study by Nic S Terblanche et al[22] helps in this problem, some recommendations to enhance revenue through cause marketing campaigns are as below:-

1. It shows that[23] "low-involvement products tend to have a strong relationship with purchase intention" which indicates that consumers tend to commit quickly to lower costs and thus lower risks, according to this statement consumers are more likely to respond more positively to a cause related marketing campaign through which relatively lower involvement product can yield more revenue (low-involvement[24] products are products which are brought on a frequent basis with minimum thought and effort as they do play a vital role in the customer's lifestyle).
2. It distinguishes between cognitive and affective attitude towards a cause marketing campaign offer. "Cognitive component of attitude refers to the thought, perception or ideas of the person toward the object of the attitude. Affective component is about emotional reaction or feeling of the person toward the object of the attitude such as like or dislike". It found out that a cause marketing campaign should not only aim to appeal to the voluntary behavior of the customers intended to benefit others but also a business strategy that offers measurable returns.

© 2023 Global Journals

3. It advises firms to select the "most transparent donation expression format" whilst making cause marketing campaigns, namely the "actual amount expression format" In order to avoid confusions that could lead to an allegation toward the firm for greenwashing.
4. It advises using positive imagery in a cause marketing campaign in order to "encourage a positive attitude towards the campaign". "Brand imagery[25] refers to every type of visual that represents your brand. It includes the aesthetic appearance of all the marketing materials that communicate a message about your brand". According to Drew[26], in marketing and advertising it is the most essential.
5. It advises that contributions done through cause marketing campaigns and more importantly its feedback to the participants should be communicated as widely as possible as this information leads to a feeling of a "warm glow" and will contribute positively to the consumer's social identity.

VI. Green Washing

According to UN[27] (united nations) environmental change is affecting the world at a "faster pace than previously thought" and suggested that governments must act now in order to reverse the damage done to the planet, this is backed by the most authoritative study that UNEP has published. As the environmental problems and subsequently the social awareness in public eyes is increasing incrementally. Due to this situation[28], the stockholders are getting more aware of environmental considerations. Subsequently[29], stakeholders like investors, consumers, governments, and corporates customers are continuously increasing pressure on the companies to disclose information related to CSR and to produce environmentally-friendly products more. According to the daisy wheel model[10] by Jones consumers, governments are some of the major stakeholders. Greenwashing[30] was coined first in 1986 by environmentalist Jay westervelt. Sebastiao et al[31] explains after reviewing multiple definitions of greenwashing by multiple authors, all of them describe the phenomenon as two main behaviors simultaneously: "retain the disclosure of negative information related to the company's environmental performance and expose positive information regarding its environmental performance." basically indicating it is a type of selective disclosure. As far as its definition goes, it is "communication that misleads people regarding environmental performance/benefits by disclosing negative information and disseminating positive information about an organization, service, or product".

Greenwashing is executed in different ways, according to delmas and burbano[32] greenwashing is done at 1) firm level, 2) product/service level, in 1st type these are the practices done by firms in order to mislead people regarding environmental practices, in 2nd type the advertised benefits are misleading regarding their social/environmental contributions. A prominent example is the 1st type, the largest consumer of wood (IKEA) which has doubled its wood consumption in the last decade. An investigation by earthsight found out that IKEA has been making beechwood chairs using illegally sourced wood from forests of Ukraine's carnation region, which is home to endangered beasts such as bears, lynxes, wolves, and bison. Another example is of H&M, whose 60 percent of claims are misleading and 96 percent of claims are not holding up. Sebastiao et al[31] also considered two same subtypes for each given type, which are 1) claim greenwashing, 2) executive greenwashing. In the 1st, corporations "use textual arguments that explicitly or implicitly refer to the ecological benefits of a product or service to create a misleading environmental claim." In 2nd no claims are made as the first one, rather, "it suggests nature-evoking elements such as images using colors (e.g., green, blue) or sounds (e.g., sea, birds). Backgrounds representing natural landscapes (e.g., mountains, forests, oceans) or pictures of endangered animal species (e.g., pandas, dolphins) or renewable sources of energy (e.g., wind, waterfalls) are examples of executional nature-evoking elements". Further, an example for the second type is the world's largest producer of plastic (coca-cola). The changing markets foundation says that corporates using ocean-bound or recyclable plastic as path to greenwash are the most common examples of greenwashing, which includes coca cola as well, as it claims that it's bottles (product) are 25 percent marine plastic, but hides the fact that it is the world's largest plastic producer. Given below is the graph provided by sebastio et al[31].

© 2023 Global Journals

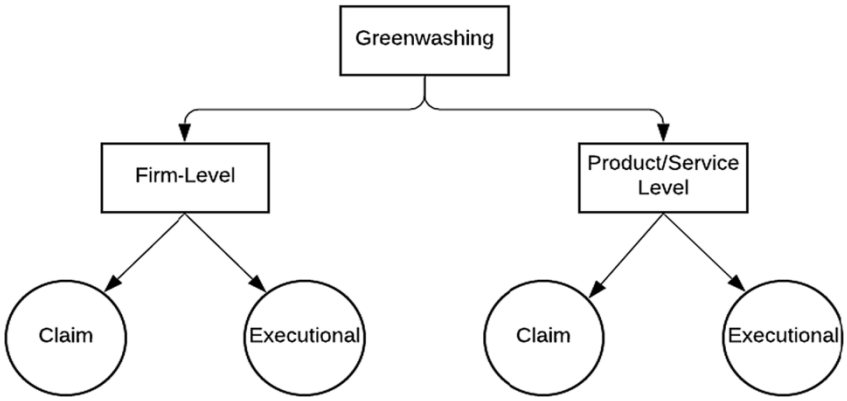


Fig. 5: De Freitas Netto, S.V., Sobral, M.F.F., Ribeiro, A.R.B. et al. Concepts and forms of greenwashing: a systematic review. Environ Sci Eur 32, 19 (2020). https://doi.org/10.1186/s12302-020-0300-3

VII. Avoid Greenwashing (CONSUMER)

In order to support genuine corporations who have a good initiative to support all the three parties we need to identify how actually some corporations use greenwashing for selfish purposes. Given below are types through which corperates use greenwashing[33]

1. *Unspecified*- In this type, corporates do not include specific details or units of measurements, for eg- advertising made with organic cotton, which in reality it is 70 percentage of organic cotton.
2. *Illegitimate Claims*- these as the claims which are either old and still displayed or advertised by the corporate or false claims or certifications from fake organizations.
3. *Product Alteration*- this includes when corporates compare their products sustainability to competitors product sustainability, but the problem is created when the corporate compares it's products with competitors different types of product which may not have been focused on by the other corporate in terms of sustainability.
4. *Misleading Visuals*- often corporations color their packaging green or include images of trees and flowers to imply that their products are eco-friendly, which may not be true in every case.

VIII. Incentives by Government

The companies act 2013 made history making India the first country in the world to mandate every company have a net worth of at least rupees 5 billion, sales of rupees 10 billion or profit before tax of rupees 50 million during any of the three previous financial years (financial year in India starts from 1st April to 31st march) to constitute a CSR committee of the board, develop a CSR policy and plan for CSR expenditures.

In China, 2006 company law provides that while doing business, a company shall comply with laws and administrative regulations, conform to social morality and business ethics, act in good faith, subject itself to the government and public supervision, and undertake social responsibility. In 2007, similarly Indonesia stepped out and amended its corporate statute and added that companies having its business activities in the field of and/or related to natural resources shall be obliged to implement social and environmental.

In the case of China and Indonesia, their governments have set CSR legislations more in the sense of business ethics rather than direct CSR mandate expenditure like India, but still their legislations on the topic of CSR show that more national governments are focusing on CSR in recent years.

A mandate by a government are requirements for corporations which need to be fulfilled, rather a subsidy is a sort of motivation by the government to drift in a certain path. If we get to the definition of subsidy "money[34] given as part of the cost of something, to help or encourage it to happen". According to Duan et al[35], there are many factors which may result in positive correlation between subsidies and firm's market power. This correlation can be shown in many ways.

1. Firstly, as per khurshid[36], increase in subsidies for a firm leads to unfair competition in a positive sense as increase of subsidies results in reduction of the firm's costs and increase of working capital.
2. Secondly, Feldman and Kelley[37] believe that secured loans and funding from financial institutions and banks are indirectly positively affected by subsidies.
3. Thirdly, according to aghion and Hewitt and klette[38] and griliches, subsidies have a positive effect on a firm's innovation, and following this, Hannu and Jaana state that "innovations lead to improved profitability".

From the above we can understand how subsidies help firms in market power and profitability. But how does subsidies affect CSR activities of a firm? According to Duan et al[35], "according to one perspective, subsidies represent a tool to control environmental externalities which pave the way for csr". Li et al[39], and khurshid et al say that subsideration

© 2023 Global Journals

policies are a source of capital for private businesses and therefore help them finance their expenditures, with this source of capital, according to guo, he and xiao, this creates an opportunity for private firms to access banks and investment organizations for loans and investments. Further on, with the availability of funds through loans and investments, the efficiency in social contributions can increase along with that firms can start initializing investments in CSR with more money in hand, supporting this statement, Jia and Liu[40] argue that firms willingly engage in CSR after receiving subsidies.

If we talk about incentives provided by the Indian government, CSR expenditure, which is of the nature described under sections 30 to 36 of the IT, was allowable as a deduction, say CSR expenditure laid out or expended on Scientific Research related to the business is allowable under section 35 (1)(i) and 35 (1)(iv), etc.

As an aside, it may be mentioned that there have been conflicting views whether the Explanation to section 37 (1) is retrospective or prospective in its operation. Expenditure on CSR could take many forms. There could be expenditure on projects directly undertaken by companies, such as setting up and running schools, social business projects, etc. Such expenditure would include expenditure otherwise falling for consideration under section 37 (1) of the IT Act. On the other hand, companies, instead of undertaking or participating directly in a project, may choose to give donations to institutions that are engaged in undertaking such projects. While expenditure falling within the ambit of section 37 (1) would undoubtedly not qualify, the issue is whether donations, which indirectly help to meet the CSR obligation, would qualify for deduction under section 80G, if the donation otherwise satisfies the conditions laid down in that section.

Case study 1

Purpose

The purpose of this case study is to show us the practical implications of many of the research displayed in this paper above. This case study will show us how a B2B company can actually create a win-win situation for three parties, which are company, community and the customers, in other words, how company and the consuming company can both generate comparatively more revenue, simultaneously help and uplift the community.

Preliminary information

In this case study, the company we will be taking is Kishore exports. They are a garment exporter, the customer in this situation is the retailer who buys from Kishore exports and the community in this situation is the mentally disabled community.

Kishore exports directly and indirectly to help a Institute of Mentally Challenged people known as TEARS. Kishore exports is supporting TEARS in multiple ways:-

1. Kishore exports is supporting them economically by donating or supporting them by providing things which they require (sometimes computers, tv screens, maintenance of classroom furniture or some physiotherapy equipment, etc.)
2. Contribution by their own efforts like performing small talks, consulting with the management of TEARS, liasioning and enjoying some government bureaucrats to help TEARS, organizing some events.
3. As many hesitate to hire people from this institution, Kishore exports hire some pass out students from TEARS in their company.

Analysis

This contribution of Kishore exports is a sign of goodwill and act of kindness, but in addition to it, it is a cause marketing strategy, this is so as they get more advantages from it like:-

1. It builds and strengthens their brand equity and csr, eventually standing out and getting more potential customer companies as these companies see their own advantages and sees the potential to grow its own brand equity and csr by buying from Kishore.
2. Whatever people Kishor hires from TEARS in their factory, the PF (provident funds) and the medical coverage is supported by the government of India, as govt promotes hiring of handicapped people. Also, the efficiency of these people are somehow better than normal people in some basic jobs (also attrition rate is much lesser. So, these people remain with Kishor).
3. Then, as TEARS generally involves a lot of government bureaucrats, dignitaries and politicians in their various functions, Kishor also gets to have a good liasioning with these bureaucrats and politicians. These liasioning come in pretty handy while ensuring a smooth functioning of a factory in the Indian environment.

So, that is a very clear example of how Kishor draws commercial advantage by doing this social contribution. Now, the biggest question is will Kishor's Philanthropy be considered a "selfish approach" as this is facilitating them build their brand reputation along with developing brand equity by this technique. In my opinion, very well, no, because although having these advantages helped Kishore build its brand equity, and, they also have a stronger relation with the customer. But kishore does help eventually the school years and its students a lot because of not only the help and donation and contribution of Kishore directly, but also by enrolling customers with TEARS who also help TEARS

© 2023 Global Journals

subsequently. So, the system is not only profitable to Kishore, but also to TEARS and also to the customer which they are enroping. So, for sure this is like a win-win situation for all the concerned parties here. And the biggest advantage seen is that the social contribution is not momentary or short lived because it has its own economical aspects. That's why this contribution keeps on going.

Now, along with this case study of Kishor also we should study the case of Kishor's import customer. Who is being enroped with TEARS. Now for them, the contribution is that they helped either straight away by donations, or they get some products made by TEARS. A classic example of that is rugs. Which is made out of Scraps (waste of Kishor's production). Which are given to TEARS who have machines to make rugs out of them. And the customer sells this product at high margins to their end consumers, with the main Marketing tactic that not only is 0% waste production, made out of scraps, but also, it's supporting TEARS.

So, is Kishor's import customer justified in this way of working?. So, I will say yes- again by doing this, the commercial advantages which they derive, give their business entity more strength economically. Also, they make a bond with their end customers who like this concept that they are helping a school like TEARS (and the customers become more loyal to them). Even though driving these selfish motives, they still help TEARS a lot by either their donations or by either buying their products.

So, we can conclude that, eventually it's a win-win situation for everyone concerned and eventually it leads to some positive impacts to society and to the environment.

Case study 2

Purpose

The purpose of this case study is very similar to the first one, which is to show us the practical implications of much of the research displayed in this paper above. But rather than taking an example of a B2B company, we will be taking an example of a B2C company and analyzing how this company creates a win-win situation for all three parties involved, which are the company itself, end consumers and the community.

Preliminary information

The company we will be taking in this case study is gossip. Gossip is a fashion retailer, the end consumer is the customers of gossip (general public) and the community.

Gossip Practices CSR in Multiple Ways, Which are as following.

1. Gossip has set certain requirements for its suppliers. For example, only FSC certificated suppliers can only supply gossip. Fsc certification[41] "confirms that the forest is being managed in a way that preserves biological diversity and benefits the lives of local people and workers, while ensuring it sustains economic viability".
2. They have been sustainable in their practices since 20 years, their practices involve "one[42] of the eco-friendly methods of solid waste management for a sustainable society" which is using recycled kashmir fabric and subsequently using upcycled sari in their apparels.
3. They have been continuously using organic cotton as a raw material in their apparels.
4. During covid, gossip adopted a new form of marketing, which was cause marketing (meaning defined above), in which gossip used instagram and Facebook as a medium to advertise themselves through cause marketing on the points mentioned above.

Analysis

Now that we have understood how Gossip executes their CSR, gossip has capitalized on a advantage that has doubled their turnover in the covid period, which was adopting cause marketing on the basis of above mentioned points, this type of marketing was as the main form of advertising rather than conventional kind of digital marketing.

Apart from gossip, the community got a big advantage in terms of reserving and safekeeping the environment. According to Beatrice[43], over 150 million trees are cut down for fabric production, additionally, this number is expected to double in the next decade, she states. Tackling this problem, as mentioned above, gossip requires a fsc certification from its suppliers. According to Abigail[44], by 2030, we are expecting to discard more than 134 million tonnes of textiles a year, as mentioned above, gossip is doing its part to reduce this number by using recycled kashmir fabric and upcycled sari as their apparels. Moving on to the last advantage provided by gossip to the environment is that it makes organic cotton, this is extremely impactful to the environment, as, according to kurt, a conventional method of inorganic cotton extraction causes diseases to the cotton pickers.

IX. Survey

a) Research Design

This Research design is exploratory. We intend to examine the advantages of CSR activities from the perspective of business owners. Although literature and theories exist that would support this assumption that CSR activities help business owners, there is still a lot of research scope and exploring new dimensions remain. This study will mainly analyze qualitative data and this study is open ended, which enables new theories and parameters to emerge.

© 2023 Global Journals

b) Population and Samples

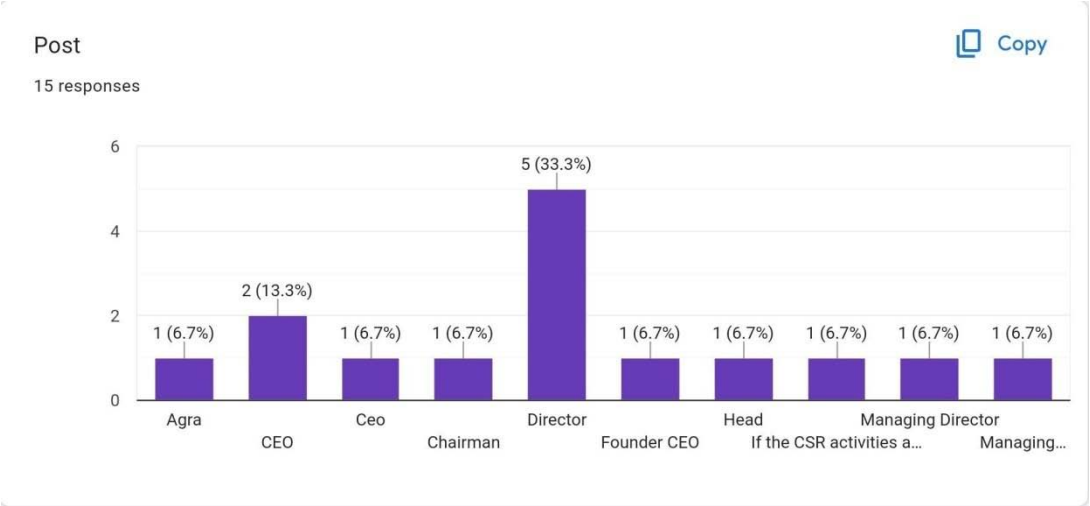


Fig. 6: The Determined Population Sample is Either Business Owners or Highly Posted Employees Like CEO's or Directors or Heads of A Department in the Domain of Organized Business. The Intention is to Learn from the Experience and Knowledge of These People

c) Instrumentation

The instrumentation used in this study is through the use of questionnaires through a survey form. These questionnaires of the survey form will be the primary data gathering instrument for this study.

d) Analysis

The given analysis displays results of the survey in a graphical manner for the ease of understanding.

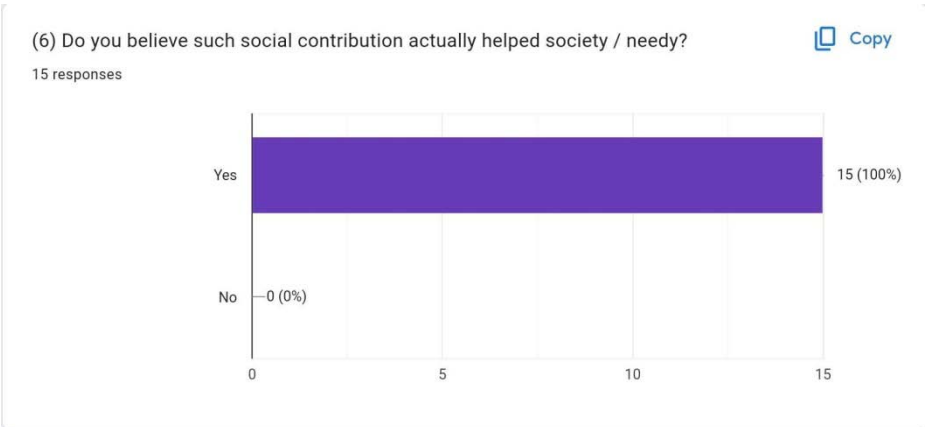


Fig. 7: Respondents Were Asked "Do You Believe Such Social Contributions Actually Helped Society/Needy?" The Graph Shows us that 100 Percent of the Respondents Believe that Their CSR Activities Actually Helped the Society/Needy

© 2023 Global Journals

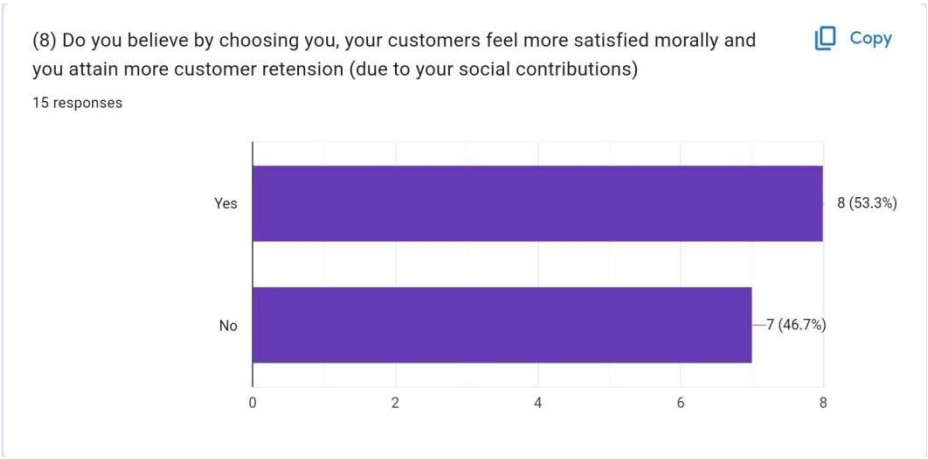


Fig. 8: The Following Graph Shows the Results of the Question, Which is "Do You Believe by Choosing you, your Customers feel More Satisfied Morally and you Attain More Customer Retention", The Results Show that 53.3 Percent Believe So, and Strengthens the Point of Kayla And Paul on Customer Retention and How CSR Increases It.

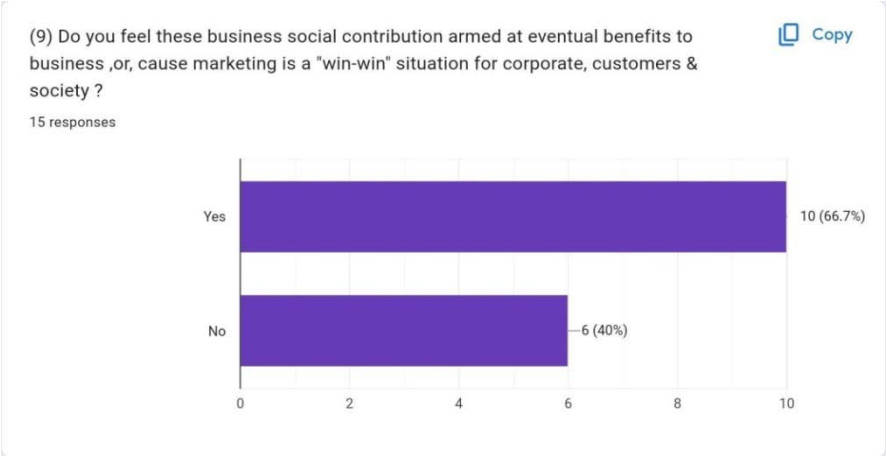


Fig. 10: Next Question, Related to the Previous One Questions the Respondents that "Do you Feel these Business Social Contributions are Armed at Eventual Benefits to Business, or, Cause Marketing is A "Win-Win" Situation for Corporate, Customers & Society?" The Results Show that 66.7 Percent of the Respondents Support the Idea Proposed by this Research Paper, which is that CSR Creates a Golden Win-Win Situation for All Three Parties Involved.

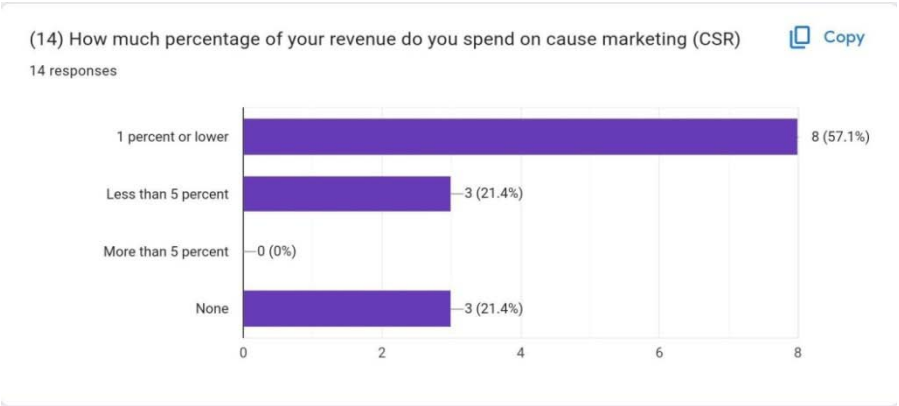
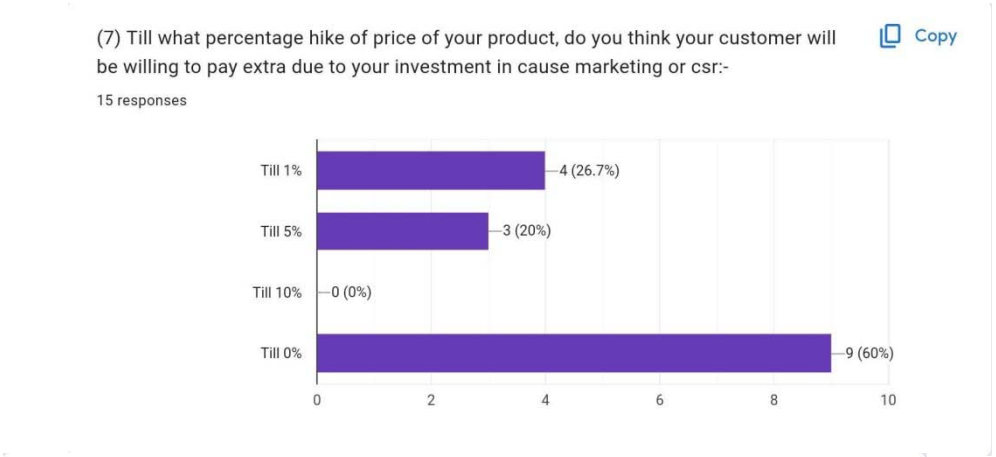
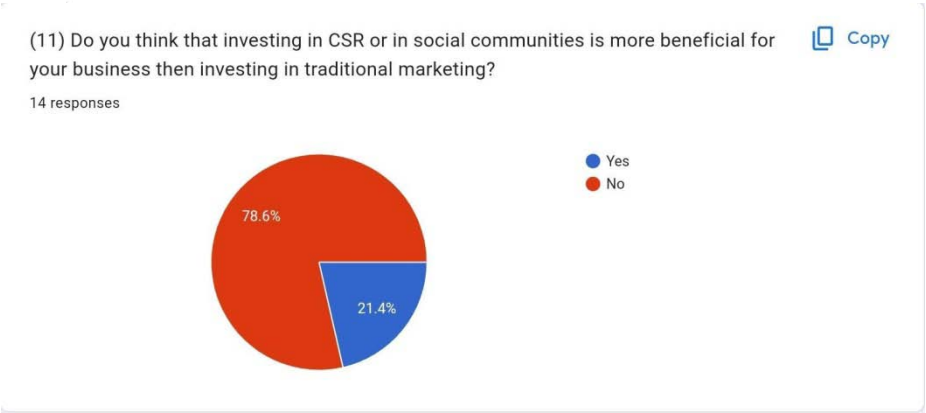


Fig. 11: As Shown, Respondents Were Asked "How Much Percent of Your Revenue Do You Spend on Cause Marketing (CSR), Which Showed that the Majority With 57.1 Percent of The Respondents Invest 1 Percent or Lower and 21.4 Percent Invest 5 Percent Or Lower, Which is Substantial Taking in Consideration of the Total Revenue. Plus That Rest of Necessary Spending is not Subtracted from This Number.

© 2023 Global Journals





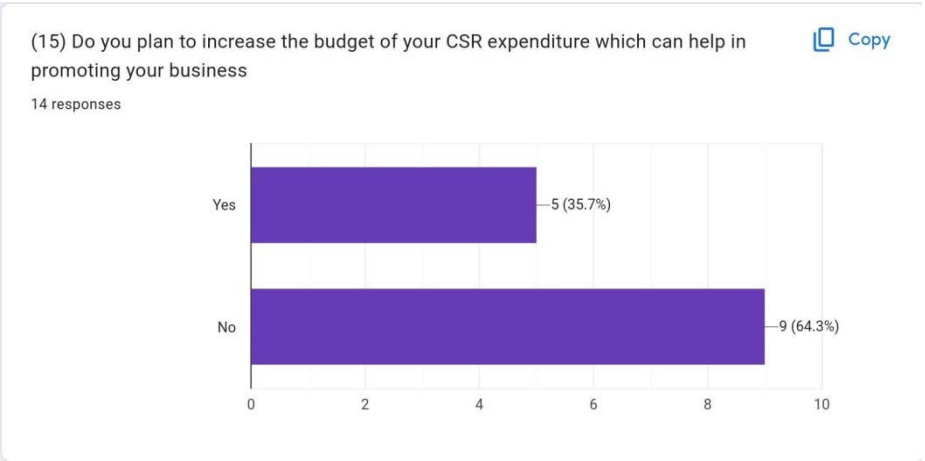


Fig. 12, 13 and 14: The Following Graphs Now Displayed Below, are the Graphical Representation of the Above (Introduction) Mentioned Assumption that "Businesses Only do CSR Activities Due to their Own Will and there is No Economical Benefit." These Graphs Further Proves that Many Business Owners are Still Unaware of the Benefits or Advantages when CSR is Practiced.

X. Literature Review

There are two very contrasting perspectives of people regarding CSR activities done by businesses, first being, "The philanthropy done by them is only increasing their revenue rather than actually doing any actual philanthropic work" and the second being "the CSR activities by businesses have no economic or monetary benefit". Disproving both the perspectives, this paper describes a new perspective which shows "the golden win_win situation created by CSR", according to this perspective, CSR activities done by businesses benefit not only in monetary terms but in other aspects as well (which are discussed in the paper in detail), further it shows that this benefit is gained by all the parties involved, which are 1) businesses, 2) end consumer or the customer (depending on the situation and/or the business model) 3) community/society. This paper elaborates on benefits for the first and the second party involved as benefits for the third are well known as discussed more comparatively. This elaboration is done

© 2023 Global Journals

by taking references and representing previous research, along with this, through interviews of two live examples of two businesses who practice this perspective are taken as case studies in order to examine how do they execute it and their benefits gained from it, in the end, results from a survey is taken to understand the perspective of business owners regarding this idea or perspective.

XI. Conclusions

In brief, this paper has proposed an idea of "the golden win-win situation created by CSR", the practices done or the execution done through this not in no way or form new, it is an idea which is being practiced but not enough, hence the need of this paper arises to show how using a topic of social science, which is aloof from the business studies and commerce can impact the world of them in such a great and impactful way leading to a advantage of all. If we take a look for specific details this paper debunks two assumptions/myths about CSR, and further elaborates on how this idea is implemented through multiple examples, sources, two case studies of real life companies and a survey. In the end the purpose of this paper is to show how Firstly there is a way of social contributions benefiting all parties involved rather than either only the business or only the community involved, Secondly, is to show that business is not only affected by factors in the realm of business and commerce, rather business among everything is interconnected between all elements and subjects in this world.

Further, focusing on the need of this paper, according to the author, these are the following reasons why this paper is needed-

1. Adex (advertising expenditure) is valued higher than CSR and its advantages (one of which include that CSR is a better form of marketing). This statement is proven by the data that in 2022 alone[2], AdEx (advertising expenditure) stood at 1,26,818 crore rupees in India, whereas, in FY (financial year) 2020-2021 total amount spent by the total sum of 18012 companies on CSR in India was 25714.75 crore rupees
2. As reported by the survey displayed in the paper, many business owners are still unaware of the advantages provided or when CSR is practiced.
3. According to the author, although there are Journal articles or research papers discussing social responsibility in general, there are a lack of them discussing the benefits or the advantages of CSR on a broader level or from a commercial/economic aspect.

Biographical sketch

Omansh Agarwal is a motivated and enthusiastic student currently in his 11th grade education in commerce stream. He has a keen interest and passion in business studies and economics and social work. Omansh constantly tries different and usually unconventional activities and projects. Omansh strives to gain a comprehensive understanding of the commercial world and develop her skills to excel in this domain. He has consistently excelled in her academic pursuits, demonstrating a strong aptitude for commerce-related subjects. Omansh is linked and associated with multiple NGOs and has started his own social projects for the upliftment of PWDs.

References Références Referencias

1. Jason Fernand. Corporate Social Responsibility (CSR) Explained With Examples. Investopedia. Thomas Brock. Katrina Munichiello. April 23, 2023.
2. https://csr.gov.in/content/csr/global/master/home/home.html
3. Milton Friedman. *A Friedman doctrine-- The Social Responsibility of Business Is to Increase Its Profits. Sept. 13, 1970. Section SM, Page 17.*
4. JNU/ABVSME-WP No. 04/2020.
5. Paul, M. (2020, May 20). *Umbrella summary: Perceived organizational support.* Quality Improvement Center for Workforce Development. https://www.qic-wd.org/umbrella/perceivedorganizational-support.
6. Front. Psychol., 31 May 2016 Sec. Organizational Psychology Volume 7 - 2016 | .https://doi.org/10.3389/fpsyg.2016.00796 .
7. Brickley J, Smith C, Zimmerman J. Business ethics and organizational architecture. J Bank Finance 2002; 26: 1821–1835
8. Keller, K. L. (2016). Brand Equity. In: Augier, M., Teece, D. (eds) The Palgrave Encyclopedia of Strategic Management. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-349-94848-2_712-1
9. Adam Hayes. Brand Equity: Definition, Importance, Effect on Profit Margin, and Examples. Investopedia. David Kindness. Katrina Ávila Munichiello. December 20, 2022.
10. Jones R. Finding sources of brand value. Developing a stakeholder model of brand equity. Journal of Brand Management. 2005;13 (1) :10-32.
11. Mahmood A, Bashir J. How does corporate social responsibility transform brand reputation into brand equity? Economic and noneconomic perspectives of CSR. International Journal of Engineering Business Management. 2020; 12. doi:10.1177/1847979020927547.
12. Hur, WM., Kim, H. & Woo, J. How CSR Leads to Corporate Brand Equity: Mediating Mechanisms of Corporate Brand Credibility and Reputation. J Bus

© 2023 Global Journals

Ethics 125, 75–86 (2014). https://doi.org/10.1007/s10551-013-1910-0.
13. Saurabh single. How press releases help e-commerce businesses to grow sales. January 6, 2023.
14. Susan Merrill O'Connor. *FIVE Reasons to Embrace Non-Profit News Media. Nj Nonprofits.* AUGUST 27, 2018.
15. Christy Walters. 14 Cause Marketing Examples To Inspire Your Next Campaign. Copy Press. February 3, 2022.
16. JAKE FRANKENFIELD. Churn Rate. Investopedia. May 18, 2022.
17. https://sendpulse.com/support/glossary/customer-loyalty.
18. Schlesinger and Heskett (1991).
19. European Journal of Molecular and Clinical Medicine. EJMCM, International House.
20. Kayla Carmichael. 10 Cause-Related Marketing Campaign Examples That Inspire Us. Blog. hubspot.com. July 09, 2020.
21. Paul perry. What's the Purpose of Corporate Social Responsibility (CSR)?. Submittable. 04/02/2020.
22. Terblanche, N.S., Boshoff, C. & Human-Van Eck, D. The influence of cause-related marketing campaign structural elements on consumers' cognitive and affective attitudes and purchase intention. Int Rev Public Nonprofit Mark 20, 193–223 (2023). https://doi.org/10.1007/s12208-022-00338-2.
23. Terblanche NS, Boshoff C, Human-Van Eck D. The influence of cause-related marketing campaign structural elements on consumers' cognitive and affective attitudes and purchase intention. Int Rev Public Nonprofit Mark. 2023; 20 (1): 193–223. doi: 10.1007/s12208-022-00338-2. Epub 2022 Apr 7. PMCID: PMC8987512.
24. https://www.monash.edu/business/marketing/marketing-dictionary/l/low-involvement-pro ducts.
25. Https://www.indeed.com/career-advice/career-development/brand-personality-vs-brand-imagery.
26. Drew Hendricks. How Imagery in Branding and Marketing Affects Your Strategy. Smallbiztrends. Jun 1, 2020.
27. https://www.un.org/sustainabledevelopment/blog/2016/05/rate-of-environmental-damage-increasing-across-planet-but-still-time-to-reverse-worst-impacts/#iLightbox[gallery17348]/0
28. Chen Y, Chang C (2012 Enhance green purchase intentions. Manag Decis 50 (3): 502–520).
29. Kim E, Lyon T (2015) Greenwash vs. Brownwash: exaggeration and undue modesty in corporate sustainability disclosure. Organ Sci 26(3):705–723 Marquis C, Toffel M, Zhou Y (2016) Scrutiny, norms, and selective disclosure: a global study of greenwashing. Organ Sci 27 (2): 483–504.
30. Becker-Olsen, K., Potucek, S. (2013). Green washing. In: Idowu, S. O., Capaldi, N., Zu, L., Gupta, A.D. (eds) Encyclopedia of Corporate Social Responsibility. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-28036-8_104.
31. de Freitas Netto, S.V., Sobral, M. F. F., Ribeiro, A. R. B. et al. Concepts and forms of greenwashing: a systematic review. Environ Sci Eur 32, 19 (2020). https://doi.org/10.1186/s12302-020-0300-3.
32. https://doi.org/10.1525/cmr.2011.54.1.64
33. Carlyann Edwards. What is greenwashing? Business news daily. Feb 22, 2023.
34. https://dictionary.cambridge.org/dictionary/english/subsidy.
35. Duan Wenqi, Adnan Khurshid, Abdur Rauf, Adrian Cantemir Calin, Government subsidiesâ€™ influence on corporate social responsibility of private firms in a competitive environment, Journal of Innovation & Knowledge, Volume 7, Issue 2,2022,100189,ISSN 2444-569X.
36. The effect of interest rate on investment; Empirical evidence of Jiangsu Province, China Journal of International Studies, Vol, 8 (1) (2015), pp. 81-90.
37. The ex-ante, assessment of knowledge spillovers: Government R & D policy, economic incentives and private firm behavior Research Policy, 35 (10) (2006), pp. 1509-1521.
38. Hannu Piekkola & Jaana Rahko (2020) Innovative growth: the role of market power and negative selection, Economics of Innovation and New Technology, 29:6, 603-624, DOI: s10.1080/10438599. 2019.1655878.
39. X. Guo, W. He, X. Xiao Government subsidy, extra behaviors and changes of R&D activities in strategic emerging industry Macroeconomics (2011), pp. 63-69.
40. X. P. Jia, Y. Liu External environment, internal resource and corporate social responsibility Nankai Business Review, 17 (6) (2014), pp. 13-18.
41. https://anz.fsc.org/what-is-fsc#:~:text=FSC%20forest%20management%20certification%20confirms,environmental%2C%20social%20and%20economic%20stanstandards.
42. https://evreka.co/blog/why-is-recycling-sustainable/#:~:text=The%20collection%20and%20conversion%20process,letting%20it%20go%20to%20landfills.
43. Beatrice murray-nag. Is your clothing destroying the rainforest? Here's how to find out. Eco-age. 05/09/2020.
44. Abigail Beall. Why clothes are so hard to recycle. BBC. 13th July 2020.

© 2023 Global Journals

Global Journal of Management and Business Research: G Interdisciplinary
Volume 23 Issue 1 Version 1.0 Year 2023
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-4588 & Print ISSN: 0975-5853

Economic Transformation in Achieving Sustainable Development before and after the Kingdom's Vision 2030 (A Case Review for Saudi Arabia)

By Hayam M. Jabali, Areej Hamoud Alharbi & Preethi Rajan

Jazan University

Abstract- Saudi Arabia has come a long way in developing its economy with Vision 2030 as its goal to achieve economic transformation. Prior to implementing Vision 2030, Saudi Arabia had faced many issues which led to the imbalance of its economy. Instigating Vision 2030 led to a drastic change in the tourism sector. Attracting international investments led to focusing on various sectors like renewable energy, entertainment and so on. Even though the tourism sector lacked diversity initially, after the implementation of Vision 2030, non-related economic segments flourished.

Keywords: sustainable development, vision 2030, tourism, economic development, investment.

GJMBR-G Classification: JEL Code: O10 - O19

ECONOMICTRANSFORMATIONINACHIEVINGSUSTAINABLEDEVELOPMENTBEFOREANDAFTERTHEKINGDOMSVISION2030ACASEREVIEWFORSAUDIARABIA

Strictly as per the compliance and regulations of:

© 2023. Hayam M. Jabali, Areej Hamoud Alharbi & Preethi Rajan. This research/review article is distributed under the terms of the Attribution-NonCommercial-NoDerivatives 4.0 International (CC BYNCND 4.0). You must give appropriate credit to authors and reference this article if parts of the article are reproduced in any manner. Applicable licensing terms are at https://creative-commons.org/licenses/by-nc-nd/4.0/.

Economic Transformation in Achieving Sustainable Development before and after the Kingdom's Vision 2030 (A Case Review for Saudi Arabia)

Hayam M. Jabali [α], Areej Hamoud Alharbi [σ] & Preethi Rajan [ρ]

Abstract- Saudi Arabia has come a long way in developing its economy with Vision 2030 as its goal to achieve economic transformation. Prior to implementing Vision 2030, Saudi Arabia had facedmany issues which led to the imbalance of its economy. Instigating Vision 2030 led to a drasticchange in the tourism sector. Attracting international investments led to focusing on various sectors like renewable energy, entertainment and so on. Even though the tourism sector lacked diversity initially, after the implementation of Vision 2030, non-related economic segments flourished.

Keywords: sustainable development, vision 2030, tourism, economic development, investment.

I. Introduction

In contemporary times, sustainable development has emerged as a worldwide imperative as nations endeavor to achieve equilibrium between economic advancement, ecological preservation, and societal welfare. International organizations such as the UN have developed plans and goals to reach by 2030, propelling economic, climate, and societal transformation. These goals and frameworks have been the guiding factor for various plans implemented by governments such as Saudi Arabia. This Kingdom has positioned itself as a pioneer in economic transformation and sustainable development through its ambitious Vision 2030. This vision encompasses various components, such as economic diversification, privatization, global investment attraction, and the Public Investment Fund's (PIF) role expansion. However, the ultimate goal of this plan is to establish a prosperous and diversified economy, highlighting the plan's orientation towards the region's economic transformation. Therefore, expounding on the theme of the Kingdom's economic transformation through analyzing its economy pre- and post-implementation of Vision 2030 will highlight its commitment to sustainable development and the issues it must address to achieve these outcomes.

Author α: Public Administration Lecturer, Management Department, Applied College, Jazan University, KSA. e-mail: hajabali@jazanu.edu.sa
Author σ: International Business Administration Lecturer, Management Department, Applied College, Jazan University, KSA. e-mail: ahamoud2@jazanu.edu.sa
Author ρ: Marketing Lecturer, Management Department, Applied College, Jazan University, KSA. e-mail: prajan@jazanu.edu.sa

II. Pre-Implementation

Before the execution of Vision 2030, Saudi Arabia's economy mainly depended on oil profits. This reliance made it susceptible to changes in the price of these commodities worldwide, leaving the Kingdom's government vulnerable to high expenditures (Moshashai etal., 2020). Increased spending by the government often leads to increased economic instability, budget deficits, and diminished reserves. In particular, this high expenditure increased the population's reliance on a consistent provision of public employment opportunities andassociated income (Moshashai et al., 2020). This resulted in slow private sector business growth, limiting investments, economic growth, and diversify-cation of the nation. From a financial standpoint, the lump sum transfers and subsidies utilized as an approach by this government to refrain from altering the consistent provision of employment and income resultin deadweight expenditure due to the inefficient allocation of wealth (Moshashai et al., 2020). Therefore, before the implementation of Saudi's Vision 2030, it heavily relied on one sector of the economy, which led to various economic issues that necessitated more sustainable approaches.

Additionally, Saudi's tourism sector was one of the primary focuses of this visionary plan. Before the implementation of this plan, tourism in the Kingdom was primarily centered on religious pilgrimages, with most visitors traveling to the country for religious reasons (Abuhjeeleh, 2019). This was propelled by the predominant Islamic culture in the nation that affected various aspects of society. However, other forms of tourism were limited due to the strict laws enacted in this country, discouraging other forms of tourism. Un-resolved human rights issues, such as systematic discrimination against women, mandatory dress codes for women, and a prohibition of alcohol, are some factors that discourage tourism in the region (Abuhjeeleh, 2019). To achieve the desired outcomes of this sustainable plan, the governmenthad to implement various regulatory changes that would lead to tourism being one of the primary contributors to the Kingdom's

© 2023 Global Journals

economy. Generally, tourism performance varied significantly after the implementation of this plan, leading to economic diversification and transition.

III. Post-Implementation of Vision 2030

The Kingdom's government established Vision 2030 in 2016, intending to convert the nation into a prosperous and diversified economy after realizing the need for economic diversification. One of the economic transformations that have taken place in the Kingdom is the privatization of some sectors of the economy. According to Ismail, Baig, & Batool (2022), privatizing state-owned firms was an integral approach in the government's 2030 plan. The country's unique nature of firm ownership that enabled the continuous provision of public employment and income to the masses necessitated a customized approach in this region. The unprecedented IPO (initial public offering) of Saudi Aramco, the Kingdom's state-owned oil corporation, marked the beginning of the process (Chaaben et al., 2022). Additionally, this IPO highlighted the government's commitment to economic openness and raised significant cash in addition to garnering international attention. The government has since then sold its holdings in several industries, including telecommunications, healthcare, and education. Due to the investment of money, knowledge, and innovation, these industries offer better services and are more competitive (Mustun, 2022). Therefore, the first step of the Kingdom's economic transformation was the abolishment of the overreliance on the oil economy and increased privatization of companies.

Attracting international investments was the other key aspect of this sustainability plan contributing to the Kingdom's economic transformation. The Kingdom decided to capitalize on its geographical advantage, youthful population, and economic changes to establish itself as a worldwide investment powerhouse. The Public Investment Fund (PIF), which significantly contributed to luring international investors, was extended and given more funding to help make this possible (Topal, 2019). The PIF made significant investments in several industries, including tourism, renewable energy, and technology, fostering economic diversification and creating job possibilities. This fund has also led to some notable investments, such as commitments to SoftBank's Vision Fund, the purchase of a Tesla interest, and investments in businesses like Uber and Lucid Motors (Topal, 2019). Therefore, increased investment is the other significant economic transformation that has taken place in the Kingdom since the implementation of the 2030 plan.

Additionally, this Vision focused on the growth of non-oil businesses, particularly tourism and entertainment. The Red Sea Project, NEOM, and Qiddiya are just a few of the massive tourism projects the Saudi government launched to boost travel (Ghanem & Alamri, 2023). These programs seek to promote Saudi Arabia's rich cultural legacy and natural beauty, attract foreign tourists, give Saudi citizens job opportunities, and more. By providing tourist visas and relaxing travel restrictions, Saudi Arabia has made itself more accessible to visitors from other countries. These initiatives seek to develop distinctive tourist attractions and add to economic diversification. To achieve the outcomes of these initiatives and portray a better image of the Kingdom, regulations such as those on cinemas, driving for women, and martial certificates for hotel check-ins have been lifted (Abuhjeeleh, 2019). Therefore, the flourishing of non-oil economic sectors after the implementation of this plan has led to economictransformation in this region.

The implemented Vision also acknowledges the significance of human capital development as a catalyst for economic change. An effort was made to improve educational and skill-training programs, assuring a workforce that is prepared for the economy of the future. Improvements in education quality, creativity, and entrepreneurship were the emphasis of programs like the King Abdullah Scholarship Program and the National Transformation Program (Ghanem & Alamri, 2023). By investing in education and skill development, Saudi Arabia hoped to produce a talented workforce capable of fostering innovation and advancing non-oil sectors. Saudi Arabia sought to lessen its reliance on oil, diversify its economy, entice foreign investment, boost tourism, and create a highly skilled workforce by implementing several pre-implementation plans. These initiatives provided the groundwork for the phase after adopting Vision 2030, marked by notable advancements and new developments in economic transformation and sustainable development (Mustun, 2022). Generally, implementing this plan has led to investment in human capital, a significant driver of economic transformation.

Furthermore, the Kingdom has made significant progress in producing renewable energy. The nation has adopted numerous measures to encourage solar and wind power and has set lofty goals for renewable energy capacity. The Kingdom's aims for renewable energy are being helped by initiatives like the Sakaka Solar Plant and the Dumat Al-Jandal Wind Farm, which also help the country rely less on fossil fuels (Chaaben et al., 2022). The transition towards sustainable energy sources offers prospects for the generation of employment, transfer of technology, and attraction of investments in the renewable energy industry. This endeavor is consistent with the overarching goal of Vision 2030, which seeks to promote economic diversification, foster innovation, and establish a more vibrant and competitive commercial landscape. Generally, the shift to renewable energy production highlights the economictransformation of this region post-implementation of the Vision.

© 2023 Global Journals

IV. Challenges

Saudi Arabia must overcome obstacles to attain sustainable growth despite the advancements gained. The need to have a robust ecosystem for innovation and entrepreneurship is one of the significant problems. Even though efforts have been made to aidstart-ups and small enterprises, more has to be done to simplify rules, expand finance options,and promote an entrepreneurial culture (Mustun, 2022). Ensuring social inclusion and overcoming socioeconomic inequities are additional challenges. While Vision 2030 seeks to increase employment possibilities and raise living standards for all Saudi nationals, there is a need for focused programs to assist underserved groups and deal with income inequality. This initiative involves expanding access to affordable housing, healthcare, and education. The Kingdom must also keep up its efforts to address environmental problems. Although renewable energy has advanced, Saudi Arabia remains a significant oil producer and consumer. To reduce carbon emissions and their adverse environmental effects, it is essential to establish sustainable practices across all industries and speed up the switch to renewable energy sources. Additionally, there is still some skepticism about the Islamic laws governing this Kingdom (Abuhjeeleh, 2019), which pose a danger to investors and economic segments such as tourism. Therefore, addressing these issues will significantly benefit the Kingdom and its progress in economic transformation.

V. Conclusion

Economic transformation is one of the predominant themes in KSA after the implementation of Vision 2030, presented by analyzing its economy pre- and post- implementation. This analysis highlights the Kingdom's commitment to sustainable development and the issues it must address to achieve these outcomes. Before the implementation of this visionary and sustainability-oriented plan, this region's economy relied on the oil segment of its economy, which led to the persistent economic issues it was facing. These issues include high government expenditure and overreliance on public employment and income. Additionally, the Kingdom's tourism sector lacked diversity and was centered on religious tourism. However, after the implementation of this plan in 2016, other non-oil-related economic segments, such as tourism, entertainment, and energy production, flourished. Additionally, the privatization of business, development of human capital, and increased investments became the primary focus of policymakers and initiatives. These shifts have led to tremendous economic transformation in the Kingdom. Despite the progress made regarding economic change, this Kingdom must address some of its challenges.

References Références Referencias

1. Abuhjeeleh, M. (2019). Rethinking tourism in Saudi Arabia: Royal Vision 2030 perspective. *African Journal of Hospitality, Tourism, and Leisure*, *8*(5), 1-16. https://www.researchgate.net/publication/342053451_Rethinking_Tourism_in_Saudi_Arabia_Royal_Vision_2030_Perspective.
2. Chaaben, N., Elleuch, Z., Hamdi, B., & Kahouli, B. (2022). Green economy performance and sustainable development achievement: empirical evidence from Saudi Arabia. Environment, Development and Sustainability, 1-16. https://doi.org/10.1007/s10668-022-02722-8.
3. Ghanem, A. M., & Alamri, Y. A. (2023). The impact of the Green Middle East initiative on sustainable development in the Kingdom of Saudi Arabia. Journal of the Saudi Society of Agricultural Sciences, 22 (1), 35-46. https://doi.org/10.1016/j.jssas.2022.06.001.
4. Ismail, M., Baig, A., & Batool, Y. (2022). The Kingdom of Saudi Arabia: A case study of Muhammad bin Selman's (MBS) Vision 2030. Pakistan Journal of International Affairs, 5 (2). https://doi.org/10.52337/pjia.v5i2.511.
5. Moshashai, D., Leber, A. M., & Savage, J. D. (2020). Saudi Arabia plans for its economic future: Vision 2030, the National Transformation Plan, and Saudi fiscal reform. *British Journal of Middle Eastern Studies*, *47*(3), 381–401. https://doi.org/10.1080/13530194.2018.1500269.
6. Mustun, Z. K. (2022). Sustainable development, climate change vulnerability, governance, and oil rent: The case of Saudi Arabia. Journal of Emerging Economies and Islamic Research, 1 (3), 35-62. https://doi.org/10.24191/jeeir.v10i3.19094.
7. Topal, A. (2019, September). Economic reforms and women's empowerment in SaudiArabia. In Women's Studies International Forum (Vol. 76, p. 102253). Pergamon. https://doi.org/10.1016/j.wsif.2019.102253.

© 2023 Global Journals

Global Journals Guidelines Handbook 2023

www.GlobalJournals.org

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

© Copyright by Global Journals | Guidelines Handbook

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

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

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

© Copyright by Global Journals | Guidelines Handbook

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 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



Designation

Get honored title of membership

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

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Associate members of ASFRC 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 associates get a dedicated page on the website with their biography.

Career | Credibility | Reputation

© Copyright by Global Journals | Guidelines Handbook

Future Work

Get discounts on the future publications

Associates receive discounts on the 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

Associates get secure and fast GJ work emails with 5GB 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 almost 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

Associates 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 associates receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subjec.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

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

Exclusive | Financial

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

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.

© Copyright by Global Journals | Guidelines Handbook

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.



© Copyright by Global Journals | Guidelines Handbook

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.



© Copyright by Global Journals | Guidelines Handbook

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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



© Copyright by Global Journals | Guidelines Handbook

Content:

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

What to stay away from:

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

Approach:

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

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

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

Figures and tables:

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

Discussion:

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

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

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

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

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

Approach:

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

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

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

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

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

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

Criterion for Grading a Research Paper (Compilation) by Global Journals

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

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
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

INDEX

A

Adhered · 11, 1
Adjuvant · 8
Axioms · 4, 5, 13

B

Bilingual · 7
Burbano · 1
Bureaucratic · 11

C

Conglomerations. · 6

D

Debunks · 1
Dignitaries · 2
Dirhams · 19

M

Migrant · 6, 7, 8, 9, 10, 11, 16, 17, 20, 21

N

Negotiation · 11

P

Philanthropy · 16, 0
Pivotal · 14
Prejudice, · 8, 38
Prioritize · 4, 13, 30

S

Seizure · 13
Synchronization · 12

T

Trauma · 35
Tremendous · 15
Tyranny · 12

V

Volatile · 6, 13





Global Journal of Management and Business Research

Visit us on the Web at www.GlobalJournals.org | www.JournalofBusiness.Org
or email us at helpdesk@globaljournals.org



ISSN 9755853

© Global Journals