

INFLUENCE OF SUPPORT TRANSFER OF TRAINING ON THE ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL ENTRENCHMENT LINKS

INFLUÊNCIA DO SUPORTE À TRANSFERÊNCIA DE TREINAMENTO SOBRE OS VÍNCULOS DE COMPROMETIMENTO ORGANIZACIONAL E ENTRINCHEIRAMENTO ORGANIZACIONAL

Submission: 19/02/2019

Accept: 22/05/2020

Laércio André Gassen Balsan¹
Vânia Medianeira Flores Costa¹
Luis Felipe Dias Lopes¹
Andressa Schaurich dos Santos¹
Fernanda Binotto Vizzotto Balsan¹
Antonio Virgílio Bittencourt Bastos²

1 Federal University of Santa Maria (UFSM), 2 Federal University of Bahia – UFBA.

ABSTRACT

Purpose - This research aimed to analyze the influence of Support for Transfer of Training on the links of Organizational Commitment and Organizational Entrenchment.

Design/methodology/approach - A descriptive research of a quantitative nature was carried out. Participated in the survey 392 civil servants from a Public Higher Education Institution.

Findings - The results showed that a greater perception of Support for the Transfer of Training by workers increases their levels of Affective Commitment, which results in a series of behaviors favorable to better organizational performance. The relationship between Training Transfer Support and Organizational Entrenchment has not been demonstrated. This fact shows that when analyzing the Support for Transfer of Training, the worker, even associating such benefit with an exchange reasoning (of losses and gains) does not change his Entrenchment link.

Originality/value - The evidence demonstrates that investments in Training Transfer Support by organizations produce a desire for permanence and affection centered on the achievement of organizational goals and objectives.

Keywords: Support to the transfer of training. Organizational Commitment. Organizational Entrenchment. Institution of Higher Education.

RESUMO

Objetivo - Esta pesquisa teve como objetivo analisar a influência do Suporte à Transferência de Treinamento sobre os vínculos de Comprometimento e Enrincheiramento Organizacionais.

Design/metodologia/abordagem - Realizou-se uma pesquisa descritiva de caráter quantitativo. Participaram da survey 392 servidores públicos de uma Instituição Pública de Ensino Superior.

Resultados - Os resultados evidenciaram que uma maior percepção de Suporte à Transferência de Treinamento por parte dos trabalhadores aumenta os seus níveis de Comprometimento Afetivo o que resulta numa série de comportamentos favoráveis ao melhor desempenho organizacional. A relação entre o Suporte à Transferência de Treinamento e o Enrincheiramento Organizacional não foi demonstrada. Tal fato, demonstra que ao analisar o Suporte a Transferência do Treinamento, o trabalhador mesmo associando tal benefício a um raciocínio de troca (de perdas e ganhos) não altera seu vínculo de Enrincheiramento.

Originalidade/valor - As evidências demonstram que investimentos no Suporte a Transferência de Treinamento por parte das organizações produzem um desejo de permanência e afetos centrados na consecução de objetivos e metas organizacionais.

Palavras-Chave: Suporte à Transferência de Treinamento. Comprometimento Organizacional. Enrincheiramento Organizacional. Instituição de Ensino Superior.

1 INTRODUCTION

The knowledge, its forms of generation, diffusion and management, have become central in the field of organizational studies. In this context, training, development, and education (TD&E) arise as a timely issue for efficiency, gaining increasing space as they affect the capacity of the organization's survival. The process of TD&E and the assurance of its transference are fundamental to the impact of work training (Abbad et al., 2012) and therefore to the organizational results.

Besides that, the Support for Training Transfer can influence organizational commitment and organizational entrenchment links, that accorging Bastos, Rodrigues, Moscon, Silva, and Pinho (2013), Karami, Farokhzadian, and Foroughameri (2017) and Lima et al. (2015), also are constructs favorable to organizational performance. Committed individuals, those are affectively attached to the organization and who share their values and goals (Bastos et al., 2013), contribute to increasing productivity and quality of production (Hausknecht, Hiller, & Vance, 2008), reduce costs, absenteeism and turnover rates (Bastos et al., 2013; Cooper-Hakim & Vieswesvaran, 2005; Mowday, Porter, & Steers, 1982).

Entrenchment, on the other hand, represents a form of protection, security, guarantee of stability, maintenance of status quo and avoidance of other losses associated with leaving the organization. Thus, in this context, the link established between the individual and the organization does not include desire, but rather a necessity, that is, the worker remains in the organization because his output can generate greater losses than his permanence (Rodrigues, 2009). Thus, the individual can remain in the organization due to the fear of losing their stability, behavior very common in Public Institutions of Higher Education, which in turn are the focus of this study.

Considering the importance of TD&E and the possible impacts of training transfer support on the individual's links with the organization, a research problem was established: "What is the influence of the support to the transfer of training on the links of organizational commitment and organizational entrenchment?" Therefore, this research aimed to analyze the influence of Support to the Transfer of Training on the links of organizational commitment and organizational entrenchment.

For that, an explanatory descriptive research, of a quantitative nature, was carried out in a Public Institution of Higher Education. Based on the scientific findings discussed, the following hypotheses were defined: H1 "Training Transfer Support positively influences Organizatinal Commitment" and H2 "The greater the support for transfer to training the greater the Organizational



Entrenchment”.

Pinho and Bastos (2014) highlight that despite the links with the organization is a classic theme and presents an expressive number of researches already produced, its study is renewed with the emergence of new concepts, such as Organizational Entrenchment. Furthermore, even if the effect of the perception of organizational support on the organizational commitment of the already well-known (Cohen, 2007; Siqueira & Gomide Jr., 2004) the predictive power of Support to the transfer of training on Organizational Commitment and Organizational Entrenchment has not received due attention by the academy yet.

From the above, considering the importance of deepening knowledge discussed here, the development of this research is theoretically justified as progress in the conceptual design of the constructs presented. Still, the research is justified as a way of providing subsidies and analytical device that serve as a source of information for organizations, mainly showing how support for training transfer influences the links of organizational commitment and organizational entrenchment.

From this, it is believed that it is possible to define more applicable practices as job market requirements, as well as to improve the performance of individuals and, consequently, organizational performance. This research is structured in six items, starting with this introductory part, in which the constructs surveyed were presented, as well the problem, the aim and the justification.

In topics 2 and 3 the theoretical framework of the themes with which the work was structured is discussed. Topic 4 presents the methodological procedures that were used, highlighting the object and subjects of the study, the ethical aspects followed to carry out this research, the form of data collection, the instruments applied and how the analysis was carried out of the data.

In topic 5, the main research findings are discussed, based on the theory that supports this work and on the evidence found. Finally, in topic 6, the conclusions are exposed, which evidence the outcomes of this research, summarizing the main results, contributions and limitations.

2 SUPPORT TO THE TRANSFER OF TRAINING

The concept of support to the transfer of training relates to the level of environmental support for participation in TD&E activities and the effective use of new skills acquired during work (Abbad & Borges-Andrade, 2004). According Abbad and Salorenzo (2001), the concept of support to the transfer of training focuses on some conditions necessary for the positive transfer of learning and evaluates how these are present in the learner’s work environment. This concept according to Abbad et al. (2012) involves two dimensions: psychosocial support to transfer (which includes managerial support to TD&E, situational support factors and consequences associated with the use of acquired knowledge, skills and attitudes) and material support.

According to the experiences of Abbad and Salorenzo (2001) in the area of construction and validation of a measure of Support to the transfer training, several studies have indicated that psychosocial variables supporting the use of new skills at work are important predictors of transfer training and technology. For these authors, the most modern training approaches have emphasized the importance of creating a climate of continuous learning. In addition, they pointed out that there is strong empirical evidence showing, for example, that a new skill learned in training is often not transferred to work because of lack of organizational support. Thus, there is a need for a favorable organizational climate to ensure the success of the training.

The studies relating the perceptions of organizational support and training results are very scarce, and there is no consensus among researchers on what should be the organizational variables of interest and at what level of analysis should be studied. In this way, the importance of the use of feedback and the establishment of work objectives and self-management techniques are empha-



sized in order to favor both the maintenance of the skills in the long term and the transfer of training, since the training alone is not capable of ensure a positive and lasting impact on the performance of the trained person, and it is necessary to adopt post-training management strategies (Abbad & Sallorenzo, 2001).

In this sense, it is imperative that the organization provide support for the transfer of training to ensure the success of the application of the knowledge acquired during the training (Abbad & Sallorenzo, 2001), since there are strong correlations that demonstrate that the application of new learning at work depends on the support offered by the organization and its members (Abbad et al., 2012).

Camões and Pantoja (2009) shows that the importance of supporting the transfer of training is inserted in the strategic management of people, oriented towards results, and their inclusion in the strategic plans of the agencies. Rozendo (2014) corroborates the above by showing that, in the context of public institutions, support for the transfer of training is a critical factor for the success of TD&E programs, and has been driving the conduct of research and important reflections on the effectiveness of development processes competencies of public workers.

Therefore, it is essential that the planning of public institutions foresee strategies for organizational support, with a view to ensuring that investments made in training and professional development are reverted to better levels of job performance, necessary to achieve institutional results (Rozendo, 2014).

3 ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL ENTRENCHMENT

Throughout his life, the individual develops diverse bonds with people, groups and organizations. One of the links created by the individual with the organization is the organizational commitment (Bastos, Siqueira, Medeiros, & Menezes, 2008; Rodrigues, 2009). This bond is beneficial to the organization and for the committed employee, since the concept of organizational commitment is related to the well being at work and satisfaction (Ferraz & Siqueira, 2006).

According Mowday, Porter and Steers (1979), Organizational commitment is a state in which an individual identifies with a particular organization and with its goals, wishing to remain affiliated with it in order to achieve those goals. Thus, commitment is the degree of involvement with a given organization (Mowday et al., 1982), being a bond of attitudinal nature (Solinger, Hofmans & Olffen, 2015). Even if organizational commitment alone does not guarantee the success and achievement of a company's goals, a committed employee will strive harder to achieve the goals of the organization regardless of the potential for promotions and benefits (Muller, Rauski, Eyng, & Moreira, 2005).

For a long time, the three-dimensional model predominated in the research of this type of link proposed by Meyer and Allen (1991), composed by the affective, instrumental and normative bases. Although this structure continues to occupy a prominent place in the literature, it no longer represents consensus among researchers. Research has advanced, the debate about the natures uni and multidimensional of Organizational Commitment have intensified and new findings about the link were found, raising important questions regarding the representation of the current model and the "active" and "passive" nature, especially regarding the measurement of instrumental and normative bases.

According Klein, Molly and Cooper (2009), commitment is a psychological bond that directs the individual to action. Such action is performed proactively and is done because individuals want it. That is, organizational commitment is not linked to accommodation behaviors in relation to the



organization, which reveal a certain passivity of the worker. This passivity may be due to the evaluation made by the individual, considering that their possibilities of losses and costs involved with their exit would be more harmful than beneficial (Organizational Entrenchment); or because the individual performs his activities only to comply with the company's norms, he follows what is established and, consequently, obeys his superiors, revealing a "passive" attitude towards the organization (Organizational Consent). (Silva & Bastos, 2010).

For Rowe and Bastos (2008), entrenchment is the behavior of the individual that persists in a certain line of action, considering that there are no other career options, for the sense of loss of investments already made, as well as the perception that the job change will cause great emotional upheavals. It can be affirmed that the entrenched professional remains in the organization out of necessity and not out of wanting, for like. The individual projects in the company a way to protect themselves, to feel safe, because it has stability and social status. In this way, the entrenched worker feels that his or her departure from the organization will cause him / her serious damages, and therefore he / she remains working, not for the fact of wanting to contribute to the company's growth (Bastos, 2009; Rodrigues, 2009).

Rodrigues (2009) presents the construct organizational entrenchment as being composed of three factors. Are they:

- Adjustments to the social position: the professional develops his activities according to the position he occupies in the organization and what is expected for his role. Thus, it is in a comfortable position and is sure of its performance, continuing in the company. Therefore, the worker adapts to the position in which it is.

- Impersonal bureaucratic arrangements: the permissibility of a situation due to the practical aspects involved. The professional fears, the change of professional activity, to lose the stability obtained, the financial gains and the acquired benefits, as health plans, odontological, pension, retirement, among others.

- Limitation of alternatives: the individual has the feeling of being entrenched in the company due to the absence of alternatives, because he finds that there is no space in the labor market, his age is not within the professional parameter sought by other companies, his knowledge would not be adequate or enough to work in another organization and therefore would not be accepted in another job.

It is relevant to study the reason for the professional becoming or staying entrenched, because these motivations imply some negative consequences for the organization, since individuals entrenched and dissatisfied with their work will not contribute, will not strive, will not be engaged in the projects of the company for which they work, and may compromise the growth and income of the company (Carson, Carson, & Bedeian, 1995).

4 METHODOLOGICAL PROCEDURES

To achieve the objectives outlined in this study, a descriptive, quantitative research was carried out. The study organization was a Public Institution of Higher Education, located in the central region of the State of Rio Grande do Sul/Brazil. This has presented great growth in the national scenario, due to the university expansion process, creation of new courses, implementation of distance courses, and its fundamental role for the region in which it is installed.

The research sample consisted of 392 administrative public servants who completed a formal education course (Graduation, Master's or Doctorate) superior to the requirement of the position. To these individuals, a questionnaire was drawn up, based on the Abbad (1999) Training Impact



Evaluation at Work model, consisting of 3 parts that belong to the category called Training Transfer Support: "Situational Support Factors", "Material Support" and "Consequences Associated with the Use of New Skills" and the Organizational Commitment (Affective, Instrumental and Normative bases) and Organizational Entrenchment evaluation model proposed by Bastos, Rodrigues, Brito, & Silva (2008).

The study followed all the ethical precepts established by Resolution 196/96 of the National Health Council, which regulates ethics in research with human beings and other complementary standards of the National Health Council.

The data obtained through the questionnaires were quantitatively analyzed through the software "Microsoft Excel version 365", "SPSS version 26" and "SAS version 9.1". Initially, descriptive and exploratory analyzes were carried out to investigate the accuracy of data entry; the distribution of missing cases; the size and description of the sample; the extreme cases and the distribution of variables. Subsequently, the Cronbach Alpha internal consistency indicator was used, in order to verify the reliability of the theoretical constructs used in the questionnaire. Simple descriptive analyzes and verification of correlations between construct means (Spearman's Coefficient) were performed. In the tests were considered statistically significant the differences that represented a $p < 0.05$.

A linear regression study was also carried out to obtain an influence model of the Support to the transfer of training on Organizational Commitment and another to verify the prediction power of the Support to the transfer of training on Organizational Entrenchment.

5 RESULTS

The sample had a predominance of female (58.06%). With regard to scholary, part of the sample has at least undergraduate degree (25.06%); the vast majority are specialists (56.01%), constituting more than half of the sample; few individuals have masters (16.11%) and a small portion have a doctorate (2.56%). There was access to a very diversified sample, ranging from 23 to 67 years (average around 44 years) and length of service in the organization (average of 17 years).

The reliability of the scales was verified by Cronbach's alpha. Was obtained a Cronbach's alpha above 0.70, considered as a good index by Hair Jr., Black, Babin, Anderson and Tatham (2009), because, according to the author, to be considered satisfactory, the internal consistency of the construct must have values equal to or greater than 0.6. It is worth noting that the measures of Support to the Transfer of Training, Organizational Commitment and Organizational Entrenchment used are previously validated within the national context and have been used in several surveys by researchers in the area, since validity was confirmed by the indicators of reliability obtained in this study.

The data in Table 1 specify the statistics that define each construct, presenting the mean, the standard deviation and the amplitude (minimum and maximum).



Table 1 - General construct statistics

Constructs	Descriptive Statistics		
	Mean	Standard deviation	Range
Support to the Transfer of Training	3.12	0.46	2 – 5
Affective Commitment	4.06	0.64	2 – 5
Instrumental Commitment	3.64	1.08	1 – 5
Normative Commitment	2.46	1.00	1 – 5
Entrenchment	2.53	1.00	1 – 5
Entrenchment - Initial Position Adjustment	2.67	0.94	1 – 5
Entrenchment - Limitation of Alternatives	2.88	0.49	1 – 5
Entrenchment – Bureaucratic Arrangements	3.54	0.84	1 – 5

Source: Research Data

The Organizational Commitment means demonstrate that the servers presents an affective and instrumental bond greater than the normative link. Researches such as Rowe and Bastos (2008) also showed a strong affective bond in public institutions. In addition, another study (Lírio, Severo, & Guimarães, 2018), more specific in a public university also points out that the affective component of the public servants was very present. Organizational Entrenchment averages did not present significant differences between Adjustment to the Initial Positions and Limitations of Alternatives, emphasizing that the Public servants perceive as high the aspects referring to the Impersonal Bureaucratic Arrangements. In addition, the majority of the sample (71%) presented moderate entrenchment.

In relation to the Support to the Transfer of Training, the mean was around 3, being considered moderate. These data express the participants' perception of the support to the effective use of new acquired skills, considering some conditions necessary for the positive transference of learning and how these circumstances are present in the work environment, including three categories: situational factors of support, material support and consequences associated with the use of these new skills (Abbad, 1999).

Dourado, Gondim, Loiola, Ferreira and Alberton (2018) pointed that support would be a variable that explains the transfer of learning and skills and, therefore, of performance.

In the resulting correlations between the studied variables, Support to the Transfer of Training presented a positive relation with Affective Commitment, ie, the higher the Support perceived by Public Servents, the greater the Affective Commitment ($r = 0.293$, $p < 0.001$). These results confirm the Borges-Andrade and Pilati (2001), according to which performance management, as an organizational support factor, is a predictor of affective commitment.

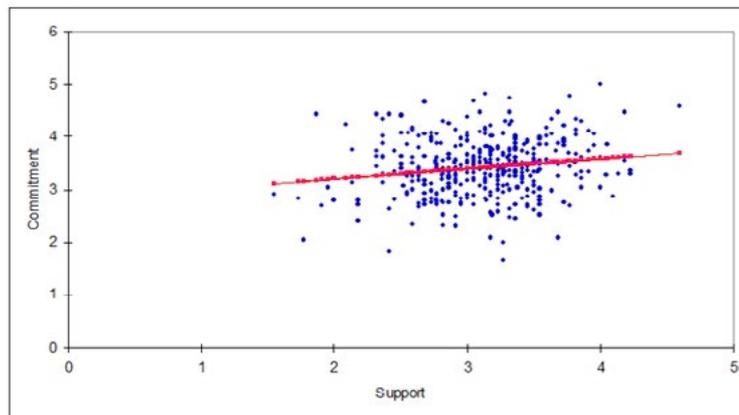
In this way, it can be said that the better the individual's perception about Support, greater is your Affective Commitment. In order to verify the relation (cause and effect) of the Support to the transfer of training on the variables organizational commitment and organizational entrenchment, it was aimed to find regression models that were significant and representative. Several tests were performed, changing the dependent variable (Affective, Instrumental, Normative Commitment, Organizational Entrenchment and its dimensions: Limitations of alternatives, Bureaucratic Arrangements and Adjustments to the initial position) and maintaining the independent variable (Support to the Transfer of Training). From these relationships, only the regression model that supported the influence relationship of the Support to the Transfer of Training on Affective Commitment, with a value of the F statistic equal to 46.441, was shown to be valid, being significant at 0.01, which leads to rejection of the nullity of the coefficients of the parameter of the independent variable.

Because it represents the percentage of the dependent variable (Affective Commitment), which is explained by the independent variable (Support to the Transfer of Training), the adjusted R2 indicates that the variable Support can explain about 0.10 of the variance of the Affective Organizational.

The independence of the regression residues was verified using the Durbin Watson Test. According to Gujarati and Porter (2011), at the 0.01 significance level, the values of the range of 1.63 to 2.37 for a sample with more than 200 cases. To test the normality of the models, the Shapiro-Wilk (SW) test was performed, under the null hypothesis that the distribution of the series tested is normal. For Affective Commitment the test value SW = 0.997, (p = 0.569) and Support to the Transfer of Training SW = 0.996 (p = 0.331).

After analyzing the adequacy of the assumptions, the Regression Model found was defined as follows: $Com = 2.813 + 0.193 Sup$ ($R^2_{adj} = 0.026$; $p < 0.01$), where Com = Affective Commitment e Sup = Support to the Transfer of Training, as shown in Figure 1.

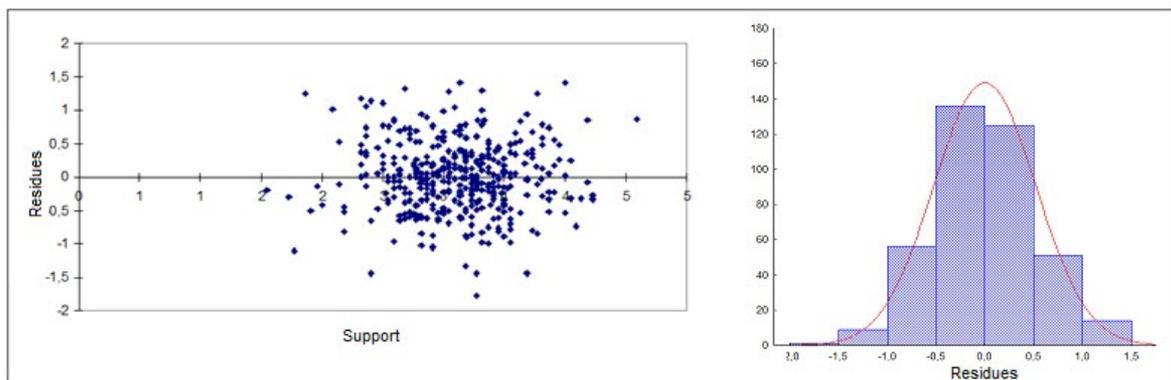
Figure 1 - Trend line of the regression model



Source: Research data

Figure 2 shows the residual analysis of the regression model.

Figure 2 - Dispersion and normality of model residues



Source: Research data

Checking the results, the residues were normalized, confirming the robustness of the model (SW = 0.996; p = 0.400), it can be said that the variable Affective Organizational Commitment can be explained positively by the Support to the Transfer of Training, with an explanation index of

approximately 0.10 of the total variance of the Affective Commitment variable. In terms of standardized variables, the final model is given by: $Com = 0.326 \cdot Sup$

In this sense, it can be seen that the values of the adjusted coefficient of determination demonstrated that Support to the Transfer of Training contributes to explain Affective Commitment. According to Hair Jr. et al. (2009), the higher R^2 value, whose variation is between 0 and 1, better is the prediction of the dependent variable. However, the adjusted coefficient of determination demonstrated that there are other independent variables, not analyzed in this study, that also influence Affective Commitment, reinforcing the need for new research on the subject.

6 CONCLUSIONS

This article aimed to analyze the influence of Support to the Transfer of Training on the links of organizational commitment and organizational entrenchment. For this, several regression tests were performed with a dependent variable (Affective, Instrumental and Normative Commitment and Organizational Entrenchment and its dimensions: Limitations of Alternatives, Bureaucratic Arrangements and Adjustments to the initial position) and maintaining the independent variable (Support to the Transfer of Training).

From these relationships, only the regression model that supported the influence relation of the Support to the Transfer of Training on Affective Commitment has been demonstrated valid, being explained by approximately 10% of the variance. In addition, the correlation analysis between Support to the Transfer of Training and Affective Commitment has shown that individuals with high perceive of Support to the Transfer of Training has Organizational Commitment higher.

Thus, the research results showed that the Support to the Transfer of Training acts as antecedent of Affective Commitment, confirming one of the initial hypotheses of this study, which affirmed that the Support to the Transfer of Training positively influences the Affective Commitment. In addition, the adjusted coefficient of determination demonstrated that there are other independent variables, not analyzed in this study, which also influence Affective Commitment, reinforcing the need for further research on the subject.

Specifically in the organizational context, one can see the relevance of understanding the link of people with the organization, as well as the support in the search for improvement, since it acts as a source to increase the attachment of the individual to the organization and, therefore, will make it work harder to achieve organizational goals. The second hypothesis of this study, namely, "The greater the Support to the Transfer of Training, the greater the Organizational Entrenchment", was refuted.

There was no relationship between the support provided by the organization to the transfer of training and Organizational Entrenchment. In this way, it is clear the importance of Support to the Transfer of Training to guarantee better quality of instructional programs and to apply the acquired knowledge, as well as to increase the Affective Commitment of the individuals. This, therefore, will ensure that they do not spare efforts to achieve organizational objectives.

For future research there are some actions that can be taken, as well as questions and hypotheses that have been formulated from the results obtained here, which can be developed through study to improve the objectives and themes studied so far. It is advisable that in these studies other research methodologies must be used in order to understand the dynamics of the relations reported here and, therefore, to enrich the scientific literature.

Another limitation is due to the research having taken place in a single public university.



Although, according to Dourado et al. (2018) there is some homogeneity in the context of public universities, the challenge of possible generalization still persists. Thus, this study needs be replicated in different contexts such as private institutions. Finally, it is hoped to have contributed to new directions related to the topics discussed here.

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AUTHORS

1. Laércio André Gassen Balsan

Degree in Administration from the Federal University of Santa Maria - UFSM, degree in Physical Education from UFSM, Master and a PhD in Administration from the Postgraduate Program in Administration at UFSM. City, Santa Maria, Rio Grande do Sul, Brazil

E-mail: laerciobalsan@yahoo.com.br

ORCID: <https://orcid.org/0000-0003-4837-4741>

2. Vânia Medianeira Flores Costa

Degree in Administration from the Federal University of Santa Maria - UFSM, Master in Administration from the Post-Graduate Program in Administration of Federal University of Santa Catarina – UFSC and PhD in Administration from the Post-Graduate Program in Administration of the Federal University of Bahia - UFBA. Adjunct Professor in the Administration. Santa Maria, Rio Grande do Sul, Brazil

E-mail: vania.costa@ufsm.br

ORCID: <https://orcid.org/0000-0002-6099-820X>

3. Luis Felipe Dias Lopes

Degree in Mathematics from the University Immaculate Conception, Masters in Production Engineering from the Federal University of Santa Maria – UFSM and PhD in Production Engineering from the Federal University of Santa Catarina – UFSC. Titular Professor in the Administration. Santa Maria, Rio Grande do Sul, Brazil

E-mail: lflopes67@yahoo.com.br

ORCID: <https://orcid.org/0000-0002-2438-0226>

4. Andressa Schaurich dos Santos

Degree in Administration from the Federal University of Santa Maria - UFSM, Master and a PhD in Administration from the Postgraduate Program in Administration at UFSM. Santa Maria, Rio Grande do Sul, Brazil.

E-mail: dessorich@gmail.com

ORCID: <https://orcid.org/0000-0002-5332-8486>

5. Fernanda Binotto Vizzotto Balsan

Degree in Law Science from the University of Law of Santa Maria. Santa Maria, Rio Grande do Sul, Brazil.

E-mail: fevizzotto@yahoo.com.br

ORCID: <https://orcid.org/0000-0002-8194-4884>

6. Antonio Virgílio Bittencourt Bastos

Degree in Psychology from the Federal University of Bahia, Master in Education from Federal University of Bahia and PhD in Psychology from University of Brasília. Salvador, Bahia, Brazil.

E-mail: antoniovirgiliobastos@gmail.com

ORCID: <https://orcid.org/0000-0002-1322-5749>



Contribution of authors.

Contribution	[Author1]	[Author2]	[Author3]	[Author4]	[Author5]	[Author6]
1. Definition of research problem	√	√				
2. Development of hypotheses or research questions (empirical studies)	√	√				√
3. Development of theoretical propositions (theoretical work)	√	√				√
4. Theoretical foundation / Literature review	√	√		√	√	√
5. Definition of methodological procedures	√	√				√
6. Data collection	√		√	√	√	
7. Statistical analysis	√		√		√	
8. Analysis and interpretation of data	√		√			
9. Critical revision of the manuscript	√	√	√			√
10. Manuscript writing	√	√	√	√	√	√
11. Other (please specify)						

