

Ideal human being from the perspective of western thinkers and the fundamental reform document of Iran's education

Ser humano ideal desde la perspectiva de los pensadores occidentales y el documento de reforma fundamental de la educación de Irán

Alireza Rezaei¹
Azam Mohsenloo²

Recibido el 28 de julio de 2020 Aceptado el 1 de noviembre de 2020
DOI: <https://doi.org/10.33110/cimexus150202>

ABSTRACT

The ideal human being as proposed by the fundamental reform document of education (FRDE) of Islamic Republic of Iran has certain differences by the human being proposed by the developed Western nations. It is because of the fact that from the Western stance, the ideal human being is only juxtaposed in terms of economic and practical capacities and not for their ethical and religious aspects. In the ideal human being in reform document is all the way considered and nurtured by the ethical and religious respects and its main parameters are Advocacy of justice, responsibility, will and rationality. Thus, in terms of the perfect human being, the main points of the two educational structures (in Iran and the West) are about the limited ethical criteria of responsibility.

KEYWORDS: Ideal human being, Developed human being, Fundamental reform document of education, Iran

RESUMEN

El ser humano ideal propuesto por el documento de reforma fundamental de la educación (FRDE) de la República Islámica de Irán tiene ciertas diferencias con el ser humano propuesto por las naciones occidentales desarrolladas. Es por el hecho de que, desde la postura occidental, el ser humano ideal sólo se yuxtapone en términos de capacidades económicas y prácticas y no en sus aspectos éticos y religiosos. En el documento del ser humano ideal en la reforma, se considera y se nutre en su totalidad de los aspectos éticos y religiosos y sus principales parámetros son la abogacía de la justicia, la responsabilidad,

1 Associate Professor of Political Sciences, Hamedan Branch, Islamic Azad University, Hamedan, Iran.

2 PhD candidate of Political Sciences, Hamedan Branch, Islamic Azad University, Hamedan, Iran. Corresponding author: seyedehmahsa.mohseni@yahoo.com

la voluntad y la racionalidad. Así, en términos del ser humano perfecto, los puntos principales de las dos estructuras educativas (en Irán y Occidente) se refieren a los limitados criterios éticos de responsabilidad.

PALABRAS CLAVE: Ser humano ideal, Ser humano desarrollado, Documento de reforma fundamental de la educación, Irán.

INTRODUCTION

The latest theories of the theorists of human thought state that education is the basic axis of and the first step in the way toward achieving a healthy, inclusive and sustainable development. They also imply that education has a telling role in clarifying the views and visions of policy-making and planning for the future of human society. That is why investments in the field of education is among the most effective and useful forms of investment in long term and the cultural, political and economic independence of every country is related to it (Malasis, 1990; Toma, 1991; Harbison and Mayers, 2000, and Dahlin, 2007; Talebi and Khoshbin, 2012).

Some scholars also believe that basically development in all respects (progress) is not possible without the development of education (Sakhrapolous, 1991, Fajerlind, 1991, Sarioghalam, 1993). Gornard Mirdal believes that any development plan at a national level will be useless without developing the educational level of the people and leaving them to ignorance and illiteracy (Mirdal, 1987). Similarly, Harbison also states that any development is basically the result of human efforts for learning. It also follows that the potential facilities of every country for progress are related to the capacities of it and how much it can train, develop and use the latent talents of the people (Harbison, 1971). Therefore, the educational system is one of the most effective institutions for training the talents, and it is also responsible for enhancing the public culture and raising the foundations of social life as its formation, structure and acts stem from the worldviews, ideology and culture of the society (Shabani, 1992). This system has the mission of providing for the people's access to personal, family and social capacities in regular, general and just ways by emphasizing the basic abilities of the people

Despite many fluctuations that one may encounter in his ideas and theories, Sarioghalam has remained constant in one point which is the basics for development are universally the same. This constancy can be observed in his major books such as Reason and Development (1993), the Constant Paradigm of development (1997), Rationality and the Future of Development in Iran (2001), Iran and Globalization; Challenges and Solutions (2005), The Political Culture of Iran (2007), and Iranian Authoritarianism in Qajar Era (2011). In his definition of development, Sarioghalam has come up with an intensified minimalism. First, it is certain that his definition of development

is worldly and materialistic as he confines it within the worldly demands and conceptions and cares not for the otherworldly and non-materialistic aspects. It seems that he intentionally leaves such respects out as they would bring about the problems of God, the prophet, the Quran and ethics, in which case one cannot emphasize the preference of national and economic interests over political and cultural ones. Also, in providing a definition for development in terms of worldly and materialistic aspects of life, Sarioghalam comes up with a sort of reductionism in which all the other social, political and cultural aspects are reduced to economic one. Even worse is the fact that he reduces the economic aspect in only the parameters of growth.

However, a developed human being is also considered in terms of religious and ethical respects, in the fundamental reform document of education. There are three sections of the main subject of this text. In the first part of it, the reality of human and their place in the system of existence is considered. This consideration has such other subdivisions as "the celestial nature of human beings, natural capacities of human being that can be nurtured and emotions and tendencies of human, the motion and evolution of human beings, human freedom, the capacity of human for knowing the world of existence, human ability for knowing and changing the situation, the social nature of human and its effect on their character, the role of humans in complementing and evolving the incomplete nature of theirs, the differences of human beings in natural talents and interests, and exploiting the capacities of human will, reason and authority.

In the second part of it, the desirable status of human beings in the universe is considered and has the following subdivisions; the conformity between the creation of human being and creation of the world, reaching God's satisfaction as the final goal of human life, realization of monotheism in all the respect and stages of life as the condition for reaching God's satisfaction, realization of pious life as the willful and knowing choice and the only way toward God's satisfaction, the multiple aspects of pious life (the personal and social aspects of human life), the values related to the end of human life as the aspects of pious life, balance in all the aspects of human life as one of the important features of pious life, preparation of the people in the realization of pious life in its personal and social respects. And finally in the third part of this document discusses how human beings can reach the desirable status in the universe. The points to be considered are:

1. Providing for human beings to grow and flourish in the celestial nature.
2. Providing the basis for the inherent and intrinsic talents and controlling human beings' attitudes and impulses so that they can get along with the thriving essence of man in all its respects and towards the supreme purpose of human existence (God's satisfaction)
3. Preparing society's people for the realization of the pious life in all its personal and social respects based on willful and knowing choice of the

standards of Islamic system which is the final foundation for the constant progress of the society.

4. Preparing the grounds necessary for the evolution and transcendence of personal and collective identity for the formation and constant transformation of a pious society based on the standard of Islamic criterion.
5. Having a proper understanding of one's situation and those of others for affecting the process of the evolution and growth of personal and collective identity and enhancing them based on the willful and knowing choice of the standards of Islamic criterion (the theoretical bases of the fundamental reform document of education of Islamic Republic of Iran, 2011)

Theories of Development

The framework of the theory that Adam Smith (1776) provides on economic development is based on such key concepts as invisible hand, division of labor, capital accumulation and extension of market (Salimifar, 2003). Ricardo (1817), by providing the theory of Diminishing Returns Law, states that economic growth is due to low wages of the industrial workers, high interests of the investors and more accumulation of capital in industry. Also, in his relative advantage theory, Ricardo believes that free trade among the countries increases the gross national production and development. In the ideas of the classical economists, capital has the key role and they maintain that capital is the main factor of development (Dorfman, 1991). The neoclassical theorists also care for the capital. In their beliefs, the rate of savings and the ratio of capital to the products is the main factor for the development, and labor as the factor of production has a secondary role. The traditional models of growth in the 1950s believe that employment is a factor of investment (Morgan, 1968). Also, the models of development used in previous ages, especially that of Harrod- Domar (Harrod, 1939, Domar, 1946) basically are based on the accumulation of the capital. In emphasizing the accumulation of the capital, other models, such as Tobin-Solow (Tobin, 1965; Solow, 1956), Kaldor (1957) and Duesenberry (1958) have also come about. Regardless of the differences among them, based on these models, the entanglement in the way of development is lack of capital, and therefore, the main solution is the accumulation of the capital.

Other theories such as the balanced growth (Rosensteien, 1958) and imbalanced growth (Hirshman, 1958) also attested of the capital accumulation as the way toward development, and they are different only in that the balanced growth model believes that investment should be done in all parts while the imbalanced one states that investment be done in selected parts.

The theories and policies of development during the 1950s and 60s still were based on Gross national product through the accumulation of capital (Gilis et al. 1992). Yet, such theories could not solve the problems of deve-

loping countries which were faced with the problems of lack of capital and extra untrained workforce (Harbison, 1978). Therefore, certain scholars and theorists paid special attention to the human resources and status of the developing countries. Regarding this case, Lewis presented the theory of unlimited workforce based on which the economies of developing countries are dualistic that is due to the existence of the traditional agricultural system along with modern industrial one.

The traditional section is faced with the problems of surplus labor and low productivity and, thus, disguised unemployment, while in modern sections, productivity is much more than the traditional one. Lewis believed that transferring the surplus labor from the traditional section to the modern one activates the modern section and increases the accumulation of capital (Lewis, 1954). Fie and Ranis (1965-66) and Chaw also point to the duality of development in the developing countries and state the necessity of transferring the labor force from one section to the other. Schultz (1961) has presented the concept of human capital based on which human capital has a proper position as the factor of production and is like natural and physical capital. He also notes its role in production, productivity and welfare. This idea led to a revision in the concept of capital and investment.

Despite all these developments, the traditional theories of economic development mostly focused on the accumulation of capital and in them, human force was deemed to be of secondary importance. It was believed that later on the poor people would also gain advantages out of the economic growth. No such thing happened, though and in many developing countries, despite the high rate of growth, many people remained poor and could not provide for even their basic needs (Todaro, 1997). This way the capacities of the traditional theories of development for overcoming the needs of the developing countries were greatly doubted. In the beginning of the 1970s, George Mors, the then chancellor of the International Labor Organization (ILO) pointed to the inefficiency of GNP index along with measuring the level of development, while introducing employment as the main index along with the GNP for measuring the development of a country (Diejomaoh, 1978).

After that and because of the attempts made by Harbison (1973) there came a reduction in the dominance of capital accumulation and GNP growth as the main factors affecting the economic progress and the need for human resources and capital grew instead (ILO, 1976). Based on this new stance, optimal use of human resources and developing them shall be the main concern and pursuit of development. Thus, Harbison suggests that "human resources are the basis of nations' wealth; it is not capital or income or physical resources. Capital and physical resources are the passive factors of production, while human force actively uses them for gathering capital and exploiting the natural and physical resources. Also, human workforce establishes social, economic, political institutions and development. It is certain that if a country cannot

develop its human resources, it cannot develop any other thing". The theories of development that are based on human resources are better matched with the conditions of the developing countries that have a large number of human and work force, while their human resources is neither developed nor properly exploited (Adepoju, 1978).

In the 1980s, Romer presented the inner models of development. Based on his theory of development, in its general sense, capital is defined as human capital, while technology and human capital are considered as the main internal variables. After that also, the importance and role of human force in development was gradually considered ever more and finally, the concept of human development was mentioned in the 1990 report on development of the United Nations Development Plan by Amartya Sen and Mahboub Al-Haq. From that time on, in the annual reports of the United Nation on development, the new indices of Human Poverty Index (HPI), Human Development Index (HDI), and Gender-related Development Index (GDI) were used in which such new variables as literacy, health care, life span, gender and income were considered. In these indices, the status of human resource as the factor of development was greatly enhanced.

After such changes, finally the human-oriented approach which was first presented by Amartya Sen in the 1980s (Sen, 1981), introduced as a new approach of development in the 1990s. Based on this new approach, the status of human being was enhanced from being the factor of development to being the actor of it and likewise, the view of human being as the economic factor and evaluating the behavior of human being through considering such elements as desirability, resources and income was also changed. This new change cares for practices, which are based on human qualities and acts, as the axis of development and some of those practices are health care, housing, social participation, etc.

The features of a developed human being

By presenting the concept of human development and the need for accessing it in the last two decades of the 20th century, many studies had been done about the qualities of developed human resource that is needed for the market. Some of the major studies are mentioned below;

Inkels and Smith (1974) believed that without "new citizens", the road to new development will not be run and it is the new human being that is ready for accepting the social changes and new experiences. The International Labor Organization states that success in facing the challenges is dependent on the presence of skillful in social and trade fields and multiple technical skills. Likewise, UNISCO (1999) considered the ability for conformity with the ever-changing world and situations as the main capacities that modern human beings must have in the 21st century. Almesri (1999) in his study con-

cluded that growing the public aspects of the workforce is more important than its professional and specialized development. Also, Gert Louse (1991) pointed to lack of capacity for conforming to the work situation as the main reason for failure of people in finding proper employment and emphasizes that one shall not ignore the growth of human skills for the sake of practical skills. Bisher (1989) stated that developing the skills of "employment" is necessary for finding useful jobs. Holinshid (1978) believed that training people who have a humanities viewpoint and multiple skills is very important for the future of human society. Loglo (1992) emphasized the factor of socializing capacities of the workforce which includes such elements as responsibility and readiness for changing one's position. Liberman (1999) concluded that good employers care for the motivation and basic skills of the workforce. Pasmore (1994) in his studies found that such skills as the basic skills of workforce, motivations for learning, skills in communicating with others, skills in problem-solving, team working, management skill and skills in leading the workforce are among the more important capacities that employers may consider.

Golman (1995) maintained that up to 80 percent of one's success in work is related to the ability in understanding one's and other's capacities, communication and conformity with the surrounding milieu. Skenner (2000) also suggested that the three cases of basic skills, thinking abilities, and personal features are among the more important capacities for entering a job position. Distler (1993) wrote: "Employers do not consider the skill plans that are being now used, sufficient for training the students and employees." In their studies, Kaster and Kalibren (1995) suggest that the more important skills that employers shall consider are employability, basic skills and technical skills. Also, in their studies on workforce capacities, McKoui and Reed (1991), concluded that the employers of small enterprises shall care for and teach the basic skills and the necessary specialties.

In their studies, Anderson et al. (1996) found that the employers generally consider the basic skills and the social skills such as responsibility, cooperation morale, positive stance toward one's job and flexibility in employing people. Murfi and Jenks (1983) emphasized the practical and conformity skills of the workforce.

Sarkarati writes: "In Japan, the main focus is on human relations, skills for team and group life, exchanging experience, learning from others, participatory learning of the workforce instead of caring for the knowledge and skills of the people." Rizenberg (2000), Lankard (1995), Ginner (1998), and Smith (1977) considered such skills as work ethics, the abilities in problem-solving, decision-making capacities, positive attitude toward one's job, responsibility, constant presence in work place, and flexibility as necessary for the employment. Kim and Lewis (1998) also found that mostly employers deem such cases as participatory work, proper responses to the demands of the job and the advices of the employer as effective for the progress of one's job and position.

Lee (2003) believes that along with the changes in technologies, globalization of the economics and changes in the patterns of employment formations, the skills necessary for the work have also changed. In Iran also, Taai (1996) considered the following points important for the workforce; deep knowledge on the specialty field, innovation, ability in using specialized knowledge, entrepreneurship, work responsibility, motivation for progress, and observing the advice of the employer. Finally, Mashayekh (2000) maintains that the social aspects of education and training such as proper relations with the workforce, cognitive skills for realizing and solving problems and participation are now the more prominent cases to be considered for the workforce.

The Fundamental Reform Document of Education of Iran

The fundamental reform document of education has been devised by considering the Quranic teachings, other prominent documents, especially Islamic republic of Iran's 20-year Vision Plan and the Comprehensive Scientific Map of Country. After the intended time of implementation, the Education System shall reach the desired aims. Yet, it may encounter certain challenges and problems along the way. The challenges are inevitable and most often cannot be avoided because they are from without. They come out of the changes and new situations that occur all the time. Sometimes it is possible to change the potential threats into active opportunities and use them as the ground for the dynamism and progress. Although challenges may cause fear, but the fears and worries can act as impetus for reaching innovative strategies (Zoelm, 2011). If we face the challenges based on thinking bases and scientific and behavioral frameworks that follow rationality, the threats can be turned into opportunities and there would be no worries about them.

The main thesis of the study is a comparative study of the characteristics of ideal human being from the perspectives of the educational system of Iran and those of the western educational systems. As these two major systems of education are basically different in their ideologies, worldviews, and intellectual and philosophical bases, it is difficult to find any major common percepts between them. Thus, the present research aims to identify and clarify the strengths and defects of them through the intended comparative study.

MATERIALS AND METHODS

The research methodology applied is descriptive and analytic based on library resources. Upon consulting such resources and gathering the necessary data on the topic, the researchers have undertaken the task of classifying and analyzing the material related to the ideal human being and then has clarified the common points of the two educational systems of Iran and the West with respect to the features of positive human being. The introduction of the dis-

discussion concerns the theories of development and has, in fact, explored the history of development, mostly economic development not such other issues as social, political and cultural developments. Human resource is an indispensable part of this development. The relationship between these two elements has always led to the development of production and employment. The parameters of ideal human being in the educational systems of Iran and the West have basically comprised five trends of justice, will, sociability, responsibility and rationality. Yet, as the two systems are different in their ideological perceptions and worldviews, each of the mentioned parameters comprises widely different concepts and ideas in each of them. For instance, justice in Western education, is based on the Communist and Socialist perceptions of it which are concerned with justice in distribution of wealth and support of the working class, while this same concept in Iranian system of education which is based on Islamic and religious precepts, is about equality in all the various economic, social, political and cultural respects.

Likewise, human will and freedom in Western conception is unrestricted and allows one an unlimited scope for acting and behaving save for a few legal forbidden realms that are predefined. Yet, in the educational system of Iran, this freedom is determined and decided about to the point that it may not harm any personal, social or moral right. In being social also, the Western system of education prescribes social presence and participation in an unlimited basis based on which there is no any restrictions devised for the people in their social whereabouts. In the educational system of Iran, however, being social is not gratified at the price of the loss of individuality and not all the social classes and sects have equal and similar roles in the social and political development of the society. Each person is subjected to demands based on their abilities in terms of culture, economics and politics. The concept of responsibility is not the same in the Western and Iranian systems, either. This is because of the difference that these two paradigms have in their perceptions of morality. As the Western system is Humanist, it defines and devises its rules and regulations based on demands and desires of human beings and the citizens, while in the educational system of Iran that is based on religious ethics, rules and regulations are related to divine decrees and precepts prescribed in the Holy Quran. Thus, it naturally follows that one who is to observe the divine decrees and order would definitely see themselves committed and responsive in other respects, too. Rationality in the Western conceptions of it is barren of the Prophet's teachings because Western scholars and thinkers believe in only the truth of things that are perceivable through the agency of human sense perceptions. They argue that there is nothing metaphysical beyond the perceivable sights and if there is any such higher level of reality, we cannot accept and appreciate it. In the educational system of Iran, however, mind and revelation from God are as the two wings of human development and growth.

RESULTS AND DISCUSSION

The ideal human being based on the fundamental reform document of education

1- Advocacy of justice

1-1- Advocacy of Justice according to Western Thinkers

In his definition of justice, and regarding the concept of virtues, Aristotle proposes the middle position and says that justice in everything is moderation (Alem, 1997). It also is worth noting that for Aristotle, justice is a perfect virtue because observing it is the greatest degree of being virtuous. Cicero and other Roman legislators that lived after the fall of the great city-governments of Greece believed that justice is to act according to nature and follow natural rights. In fact, there is a rightful legislator as reason or common sense which is closely aligned with nature and includes all the different sorts of people and is unchangeable in all times and places (Sabine, 1951).

Renaissance was a great turning point in the history of Western or European civilization based on which the definitions and conceptions of many concepts such as justice, freedom, equality, etc. changed. One of the major representatives of such changes was Machiavelli who prefers order, power and security to all other aspects of life. His preference of power over justice is so radically felt that he states that republican governments can never do without the memories of freedom and independence that they have had, thus, the best guarantor against the fear of revolts and rebellions is to destroy the city or state or the king has to go live among them (Machiavelli, 2005).

Based on such stance, Machiavelli ignores the right of people to their fates on which justice is based and prefers order and power over them. In the same time, others like Sir Thomas More and Kampala sought justice is socialist systems and based on pure equality. At the beginning of Modern era, we observe the new tendencies of certain scholars and thinkers for Naturalism and even heavenly rights about the case of justice. Among such scholars are Jean Bodin (1530-1596) and Jacques- Benigne Bossuet (1627- 1704) for instance, Bossuet believed that no government can stand up without religion even if a fake one. For him, God is just and does not the emergence of any fully autocratic government which ignores heavenly, natural or human rights (Jamshidi, 2001). In the views of Hobbes, justice means to fulfill one's promise, of course, when the other parties have also done the same. This means to gain a conception of justice that is based on the collective consent of the citizens (Tak, 1997). By regard for the natural rights, Locke also considers security of lives, properties and freedom as the most important cases for the realization of justice. In Hume's view, justice is based on the concept of profitability of the

person and others. For him, public or general profitability is the only source of justice and considering the profitable results of this virtue is the single prominent framework for glorification (Kapelstone, 1996).

In the traditions of Kant and Rousseau, justice is a subdivision of morality so that attitude toward justice goes beyond nature and profit and becomes a human and moral act. Also, based on Kant's views, ethics is the basis of politics and such issues as freedom and justice shall be expressed in the form of ethical attitudes. Kant argues that the best quality of a good state is its justice, and it is clear that absolute power of the state is not a guarantor of justice. In fact, he believe that regardless of the reasons why adhere to the civil institutions, the final justification for the forming a society of free citizens is the ethical considerations (Salivan, 2001). For the Socialists, justice is to eliminate private ownership which can come about by support from authoritative and centralized formations such as governments. Unlike the Socialist stance, in Liberalist views, justice is a concept at the service of private ownership. Generally, one can say that the idea of justice in Western thought is best represented in such schools of thought as Marxism, Neo- Marxism and Liberalism and their many various branches and subdivisions.

Basically, perhaps the best and most prominent definition offered by the Western thinkers about justice is the concept of Moderation given by Aristotle, while the Utilitarianism of Hume and power-oriented justice of Machiavelli have done much harm to the body of social justice both in theory and in its application to the sociopolitical milieus. Yet in modern time, certain acts have been done for both reviving the issues of natural rights (as by Montesquieu) and subordinating justice to ethics (as by John Rawls). Those as Rawls found out the unstable bases of justice in the West and tried to either reform or revise the concept of justice based more acceptable principles.

1-2- Advocacy of Justice based on the fundamental reform document of education of Iran

In this document, it is maintained that justice is the most basic moral and social value in the standard criterion of Islamic system. Although justice, as a value, has credit respects, but this juxtaposition is a stable one because the just actions are in accord with the stability and happiness of human beings. The criterion of justice is observing the rights of others (theoretical bases of the document, 2011). Realization of justice and equality of opportunities demands access to the profits and privileges, thus, if people's rights (because of difference in the act and personal characteristics) are unequal and different, justice will not be realized. This inequality may not be considered non-rightful, though, because everyone is receiving their rights and rewards according to their efforts and qualifications. In this reform document, compassion, well-doing, forgiveness and piety are the most important complements of justice.

This means that in its broadest sense (putting everything in its right place), justice demands compassion and well-doing, while in its special sense, justice is concerned with exactness, and care in offering rights and proper withholding of certain rights and issues. Compassion and kindness, however, go beyond such considerations and calculations. In any sense, the evolution of the process toward the perfection for the individual and society depends not only on justice, but also compassion and generosity in human relations as in the relations between God and humans also; God's compassionate grace is the basis for the freedom and growth of humanity. Therefore, we even have that God's compassion takes precedence over His wrath, and the same pattern of humane consideration can also be employed in human relations

In another section of the reform document of education, we have the issue of educational justice which is considered to be of supreme role in the advancement of justice in all the aspects of society and life. This, however, does not mean that similar measures shall be taken toward all the trainees and students without any regards for their differences, rather it means giving special care to the common and different characteristics of both the trainers and trainees and account for their efforts and qualifications. Finally, we have the fact that from the standpoint of social justice, some scholars have found faults with the common official or public educational systems, claiming that the educational institutions are often reproducing the social inequalities even sometimes help intensify the class differences. According to these complainers, those who have more access to society's profits can make better privileges out of it and therefore, knowledge and expertise, which are the main sources of power in advanced nations, are most often provided for these groups or individuals³.

2- Will

2-1- Human will in the views of Western thinkers

The concept of human will is based on two previous aspects (rationality and humanism) in the theory of liberal democracy. A human being who is endowed with perfect reason and needs not the teachings and guidance of God and divine providence, can decide about their good and bad fates provide for their best lives. Such human being should be gratified with the grace of individual and social freedom and reach their proper aims. This argument denies the interference of any government or center of authority in economics, politics, ideologies and culture. From this denial three sorts of liberalism come about: political liberalism (denial of the state interference in the field of civil life and the need for realizing maximal society and minimal state); economic liberalism (denial of state interference in the field of economics and the need for enhancing the market and private sector against the government and sta-

3 . this critique is presented by the approaches of critical Marxism

te) in order to achieve economic development and progress; and cultural liberalism (denial of state interference in the field of religion and the need for enhancing the freedom of speech and belief and freedom in religious beliefs).

Some of the Western philosophers believe that this conformist conception is only a pale picture of human will, while they themselves try to prove the maximal willful being which certainly is against determinism. But we need to linger a bit on their conception of will. First, it is implied that human being can have will only if they are absolutely free to do anything they wish and deny any deterministic stance be it divine or causal. But one needs to ask if it is reasonable and rational that one can reach their current status without any past life and without receiving any influences from their surroundings? And even if we accept that this is true and logical, is this lack of determined past or whereabouts a source of maximum freedom for us or just a further barrier against our contentment? Arthur Schopenhauer, one of the 19th century critics of human will as absolute freedom and uncertainty, gives the example of a man who quite accidentally (an in a way that not even themselves or God can control!) watches his feet that randomly and by chance moves on along the room against his will. He, then, asks are these uncertain and undetermined acts and events what the believers in free will seek in their emphasis on maximal? In order to escape such great problematic and for explaining how free acts can avoid the reasons and determining factors of nature, the followers of free absolute will resort to extra-experimental suppositions, non-materialistic norms, self-governing beings outside time and place, and other forms of unusual subjectivity and causality. Even Immanuel Kant as one of the greatest defenders of free will, argues that belief in absolute will for giving meaning to morality and real responsibility is necessary, but we cannot appreciate this will in the scientific and theoretical forms.

Kant believes that will is the presupposition for practical reason and our moral life. When in our practical lives, we think if we should keep our promises with our friends, or betray them, we have the presupposition that we can keep them or not, and the fact that it is up to us to do that. If we did not believe in this juxtaposition, thinking just what to do would be meaningless. But if we can either keep or betray our promise, the reasoning governing our act is morality. Kant believes that to act under such ethical presupposition is quite different from acting under the rules of scientific nature (Kant, 1990). The rules of nature are imposed upon us from outside and we cannot decide whether to follow them or not. Unlike this, to act upon the logic of morality is to be autonomous. This means that we act under a law that we have devised ourselves and which we can decide to follow or not. This autonomous rule-making—which for Kant goes to real will— does not agree with being under the rule of nature (Kant, 2005).

2-2- Human will from the stance of fundamental reform document of education of Iran

In addition to accepting the formative freedom of human beings (which means limited freedom for all, based on divine providence and as a prerequisite for willful freedom) Islam invites human beings to reaching a truer freedom the grandest form of which is the freedom of human soul from the vices and egoistic ambitions. It also demands that freedom for egoistic passions is the means for getting free from the oppressive rules and despotism (fundamental reform document of education, 2011).

In this reform document, human beings are free beings (have the right of choice) and knowledge and reason are among the elements of this freedom which is not innate and only bestowed upon human beings by God. Among the features of every valuable educational endeavor one is that it should be free and willful. Freedom is among the innate and fundamental features of human beings. Therefore, although the formation and growth of human identity in social context is affected by such factors as family, state and non-governmental institutions, yet the final factor in this process is free will which is based on human knowledge and wisdom

In this document more emphasis is given to enhancing the freedom of the trainees as the effective agents in society. It is also highlighted that freedom of human will and action in all their different aspects (freedom of expression, belief and activity) shall be deemed in a logical way. Based on this, beside the negative aspects of freedom (which means overcoming the limitations and barriers for providing the grounds for progress) it has a positive aspect which means providing the opportunities and facilities for the flourishing of human will and increasing the power for choice and the free acts of the trainees and students.

3- Being social

3-1- Being social in the views of Western thinkers

One of the most elemental things that have a key and determining role in knowing the society is the issue of individualism and the mutual relation between individual and society. This argument has been notably considered from very long times past, but it has been even more prominently considered from the end of 19th century onwards.

One the representatives of these two approaches among the modern socialists is Emile Durkheim who is for collective authenticity. He believes in an independent being and identity for the society of which individual is a particle. Durkheim states that human is a dual being that has body, ambition and appetite and a social existence. But it is through the social aspect that human

becomes human in its true and complete sense. Propagator of individualism is Gabriel Tarde who gives the priority to the individual. He writes: If we dispense with individual, society will fall apart. Against these two approaches, the pragmatic philosophers state that there is no significant distinction between individual and society in that, individuals are formed in and by the society, yet as an active agent, individual makes up the society through their individual acts (Tavasoli, 1990). We can say that the followers of both individualism and collectivism have ignored the mutual effects of personal and collective knowledge on each other as both of them have considered knowledge as a restricted entity (Monderas and Gorrovich, 1990).

3-2- Being social from the stance of fundamental reform document of education of Iran

The reform document of education states that being social is due to such needs as perfectionism and the personality formation of the individual. It believes the basic essence of human identity in the realm of social life. Also, identity itself comprises foresight, attitude, action and character all of which are affected by the cultural, economic, and political system of society. Yet, the effects of these aspects on identity are not as strong as to make human being an absolute product of the society, rather we can consider the social context as a very important factor affecting the personality and lifestyle of the individuals, while by relying on individual will and even by knowing the society and its governing rules resist against the effects of society and mutually affect it (the document, 2011). Of course, from a religious viewpoint, neither the individualistic or socialist approaches are approved of, rather a middle position between the two approaches is intended which cares for both the individual and the society. In other words, individual and the society have mutual effects on each other and their fates are intermingled with each other.

In another section of the document, it is stated that human identity has two individual and social respects in which the individual one is related to specific aspect of human's being (his or her unique personality) and the social or collective aspect is related to the one they have in common with other people. Thus, the personal aspect prevents one from being lost in and taken up by the groups, while the collective or social being of the person puts them in connection and relation with each other while human will is not denied them in such relations (the document, 2011). The result of training and nurturing process is to prepare individuals of the society for the knowing and willful realization of the stages of pious life in every aspect and in the way toward God. The pious life has both individual and social aspects and is, in fact, the result of enhancing the natural existence of human beings and giving it a divine coloring. This is realized by accepting the standard divine rule over every aspect of one's life and the need for the willful acceptance of this rule.

Thus, the pious life includes all the different aspects of common life of human beings and as there are interrelations among all such aspects of human life, one cannot ignore one or some of them in the realization of pious life, neither shall one account for them in an imbalanced way. Such aspects are intellectual, ethical, physical, existential, social, political, scientific and technological, economic and professional, artistic and atheistic.

4- Commitment and responsibility

4-1- Responsibility in the views of the Western thinkers

Human workforce and responsibility are among the main pillars of the organizations. Ronald J. Robert believes that ethics is about the way an individual acts within an organization, while social responsibility affects the way an organization acts toward its clients, staff, investors, share-holders and other institutes and rival organizations and generally, the society, and is a way for creating balance between the commitments and various responsibilities of the organization and its management (Alvani and Ghasemi, 1998). Glasser believes that the problem with people is that they do not accept their responsibilities because they cannot gratify their needs based on proper and humanitarian procedures. He refers to four major mental needs: affection, power, freedom and leisure. Glasser compares the basic behaviors of human being to a car in which the basic needs form the engine, while the desires steer the car and the rear wheels are emotions and physiology, and proper thinking and acts are the front wheels. Thus, changing the emotions and physiology directly cannot be done without the help of thinking and actions (front wheels). One can, however, change their thinking and acts without involving the emotions. The key to any change in behavior is the change in act and thinking (Khodabkhsi and Abedi, 2009).

Hans Bierhoff maintains that responsibility is one of the features of sublime personality which appears in one's relationships with under various circumstances and in actual practice. For him, the voluntary nature of social responsibility gives it a sublime status. Also, he believes that in social responsibility a certain kind of internal control rules over the person which is important for forming sympathetic relationship, care for other people's rights and social order. For him, the two concepts of sympathy and feeling of guilt are closely connected with social responsibility (Talebi and Khoshbin, 2012).

4-2- Responsibility from the stance of the fundamental reform document of education of Iran

Regarding the freedom and will that have been bestowed on human beings, they are committed to move toward perfection knowingly and voluntarily.

Thus they are liable for doing their personal and social responsibilities for which they are responsive. The necessity of performing one's personal and social tasks and responsibilities toward God, oneself, other people and the creation (other living things, environment, and even otherworldly beings) is to be held in accordance with the responsible person's capacities and abilities and observing the conditions of responsibility (such as reason, maturity, knowledge, power, will and freedom. Also, it is held that such responsibility is assigned by God the Almighty, and for the good of human beings. Reason also, believes in obeying the assigned responsibility and knows that disdaining them is wrong and deserves receiving punishment which is just. Therefore, in monotheistic views real responsibility is toward God. Yet, in the religious system as the norm, many cases and conditions for responsibility are held toward the people which are generally termed "people's rights". They are so important that they are deemed to be prior over the responsibilities that one has toward God. It is certain that human being shall be held liable for the performance of these rights and responsibilities and they are most tangibly valid in the light of one's responsibility to God (the reform document, 2011).

The responsibility of the ideal human being, based on the reform document of education, is generally termed the educative responsibilities and duties of the state and family. The duties and commitments of the state for education are in three forms:

1. Commitment to observation
2. Commitment to support
3. Commitment to providing the grounds for full realization of capacities.

It is noteworthy that the state's responsibility for education of people should violate other rights or the rights of others. In other words, the state should be careful not to violate other rights among which "the right to security", or else, gratification or realization of various rights shall be contradictory to other ones. If the parents perform their educative responsibilities and tasks properly, the Islamic government should do that, yet the state is not to take all the educative responsibilities, rather the parents are involved, too. In case significant educative harms are incurred, the government is responsible to provide reports and send them to the qualified authorities for safeguarding the rights.

Also, in the reform document, in the section on educating human resources, the mutual relations between responsibility and righteousness is emphasized. Examples of such relations are:

- a. Observing the rights of and respecting the trainees, while caring for their responsibilities toward the assignments and duties,
- b. Observing the rights of and respecting the trainers along with emphasizing the need for their being responsive

- c. Observing the rights of and respecting the parents, while holding them responsible about their educative duties toward the children,
- d. Making mutual relations of responsibility, and respect among the trainees, trainers and the parents,
- e. Caring for an monitoring the processes and educative procedures that are either public or official from a legal stance

5- Rationality

5-1- Rationality in the views of the Western thinkers

One of the important and perhaps, the most basic theoretical principles in the school of liberal democracy is to rely on human mind and rationality instead of divine providence for management of the social and political affairs. In fact, if there is any belief in God and providence, it is restricted to the realm of personal and private affairs. Therefore, reason and rationality act as the guiding agent instead of any form of divine force. Thus, the formation of any model and plan for the development of human being shall be independent of divine and religious considerations to be formed. In fact, the main attitude of the development theorists, especially political development in the West, as presented by Huntington, toward human beings and society is a historical one which holds that the true contentment of human being is to be sought in this world and in materialistic desires. In such view, human beings are self-governed beings that are independent of God and divine provisions (Huntington, 1996).

The relationship between reason and religion for Kant is explained in two respects; 1- critique of theoretical reason and 2- critique of practical reason. In his critique of theoretical mind, Kant works of the most important religious issues such as God and the immortality of the soul and the worlds, and upon the application of a philosophical stance, he concludes that theoretical reason cannot find a way to the realm of eternity. In his critique of practical mind, Kant concludes that he can prove the existence of God and go to other issues and percepts (Bakhshayesh, 2006). He opened a new religious respect based on which where reason and experiment may fail, there occurs a gap which can be filled with faith. He proposes that it is up to faith to suppose the existence of God and the immortality of human soul and will (Gerder, 1995). On the case of practical considerations, Kant believes that if religion may prescribe something or prohibits us from doing another, doing or refusing to do it is morally advisable, as long as it falls within the framework of pure practical reason or its morality. Yet, if a religious percept is beyond the practical reason, it is not permissible for Kant because they are against morality and this enough to find that such act cannot be religious.

5-2- Rationality and reason from the stance of fundamental reform document of education of Iran

Based on the reform document, reason and rationality are the distinguishing points between human and animal beings. Human being, in addition to performing the natural acts of the animal or herbal lives in the field of physique, has the special privilege of reason; that is, a capacity specific to human beings with the help of which they can understand and appreciate the realities of the universe through deducing general principles and descriptive patterns, and speculation. Also, reason distinguishes the true principles and percepts from fake and untrue ones and by relying on causal explications and predicting the observable phenomena, presents theoretical bases that are authentic and practical. Likewise, reason and application of rationality, as clarified by the reform document, can interfere with and control social and natural realities for arriving at certain aims, plans and methods that are only valid based on the agency of imagination, innovation and invention. Basically, reason is the most important activity of human being (the reform document, 2011).

In the reform document, finding out about the mysteries of natural phenomena and socio-historical events is based on reasoning. The activity of reason and rationality, though limited and prone to failure, provides the ground for certain extra-historical and intuitive events about the realities of universe and its states. This is how one, in the light of a proper understanding and interpretation of the universe and human being's qualified position in it, can rely on reasoning and mind to reach a true understanding of life and existence and find out the proper way to contentment and gratification. This brings about the conformity of the theory and action. The scope of reason and rationality in the reform document is not restricted to the above-mentioned cases; rather, the criterion of the values is also a reason-based one. This means that reason can be the criterion for goodness or badness of the willful acts of human being. Thus, the to realize an act as sinister of good, as for instance, compassion is good and greed sinister, is justified by all reason. Only one instance is mentioned where mind fails to be authentic enough; in knowing about the true relation between willful acts and their otherworldly consequences. In this case, however, reason can familiarize with the explications that are sound based on objective reasoning.

In another section of the reform document, reasoning and rationality is introduced as one of the parameters and standards of education. In this part, based on the principle of rational reasoning, one shall resort to and consult the results authentic studies and human sciences that are relevant for devising policies, planning, evaluation, decision-makings and other educational measures. Also, it is prescribed that the instructors and trainers, as a thoughtful act, take on reasoning and rationality and constant criticism of one's act and those of others.

CONCLUSION

There are many bases and reasons for development. The theories and policies of development between 1950s and 60s were basically based on accumulation of capital. This, however, was based and related to the needs and conditions of certain countries (developed ones) and could do for the demands of the developing ones that had plenty of workforce but lacked capital. Therefore, certain theorists have focused on the needs and conditions of the developing countries and held human being as the focus of development. After that in 1990s, the humanitarian approach or human capacity, as a new procedure, was presented and the status of human being was raised from being the factor of development to its actor.

The developed human being, in the view of Western world, is one that is endowed with certain characteristics and skills. The skills are often considered to be employability or focal qualification for that because this group of skills and qualities can be transferred from one job to another and give the human workforce the power for be reconstructed and get matched with the changes of the market and employment conditions. As a notable proportion of the qualities and the social and human skills of the workforce are formed and nurtured in the basic educational courses, the importance of these courses and their qualities in the formation of a developed human being is becoming more tangible than ever. Regarding the social, economic and cultural conditions of Iran, the directions of the plans and projects for the development of human resources and effective workforce depend on the enhancing and expanding the qualities of general and basic educational courses. Thus, undertaking any direction and procedure in the development of human resources, such as focusing on the balanced development of higher education, shall be based on certain reform plans such as the Fundamental Reform Document of Education of Iran.

The main difference in the qualities of ideal human being and the developed one in the two educational systems of West and Iran are due to the differences of worldviews held by them. While the educational system of Iran is based on spiritual values derived from religious sources, the Western system is based on materialistic values. In the former system, God as the originator and creator of all being is the main source of all rules and regulations, while in the latter one, human being and their demands from the major building block of regulations. Therefore, results from these two systems are quite different and the human beings that are taught and formed in them are also widely different in their thoughts, adherence to ethical values and the actions they undertake. They may stand at opposite poles.

REFERENCES

- Aclely, G., (1958). *Macro-Economic Theory*, New York: McGraw- Hill.
- Adepoju, A., (1978). *Manpower Development in West Africa*, in Damachi, Ukandi, and Diejomaoh, V., (eds), *Human Resources and African Development*, New York: Praeger.
- Alam, Abdulrahman (1997). *The History of Political Philosophy in the West*, 2 vols. Tehran: Office for International and Political Studies.
- Alvani, S. Mahdi and S. AhmadrezaGhasemi (1998). *Management and Responsibilities of Social Organizations*. Tehran: Public Administration Press.
- Aristotle (1985). *The Ethics of Nichomachus*. Collected and translated by Reza Mashayekhi. Tehran: Dehkhoda Publishing co.
- Bakhshayesh, Reza (2006). *Reason and Religion for Kant*. Qom: Daneshgah Press.
- Cho, Y.S., (1963). *Disguised Unemployment in Underdeveloped Areas, with Special Reference to South Korean Agriculture* Berkeley press.
- Diejomaoh, V.P., (1978). *Introduction to Human resources and African Development*, New York: Praeger.
- Domar, E., (1946). *Capital Expansion, Rate of Growth, and Employment*, *Econometrica*, Vol. 14, pp. 137-147.
- Dorfman, R., (1991). "Review Article: Economic Development from the Beginning to Rostow", *Journal of Economic Literature*, Vol. 29.
- Duesenberry, J.S., (1958). *Business Cycles and Economic Growth*, New York: McGraw- Hill.
- Fajerlind, Injmar (1991). *Education and national Development*. Trans. S. Mahdi Sehabi, Tehran: NashrePuplishers.
- Faster, Michel et al. (1983). *The Masters of Political Thought vol. 1*. Trans. JavadSheykhholeslami. Tehran: Amir Kabir Publishers.
- Fei, C. H. and Ranis, G., (1966). *Agrarianism, Dualism and Economic Development*, in Adelman, I. and Thornbecker, E., (eds.), *The Theory and Design of Economic Development*, Baltimore: The John Hopkins Press.
- Fei, C.H. and Ranis, G., (1965), *Development of Labor Surplus, Economy, Theory and Policy*, Homewood, ILL., Irwin Richard.
- Furtado, C., *The Brazilian Model of Development*, (1979), in C.K. Wilber (ed.), *The Political Economy of Development and Underdevelopment*, New York: Random House, pp. 324-333.
- Golman, H (1995). "Emotional Intelligence as Quoted by Ahmad Jalali". *TalimTarbiat Quarterly*, 69-70, 23-43.
- Gret, Louse (1991). *Professional Education in Course*. Trans. Ali Azam M. Beigi. Tehran: Madreseh Pub.
- Griffin, K. and Garley, J., (1985), "Radical Analysis of Imperialism, the Third Word, and the Transition to Socialism", *Journal of Economic Literature*, Vol. 23, No. 3.

- Harbison, H. F., (1978), *Human Resources as the Wealth of Nations*, New York: Oxford University.
- Harrod, R. F., (1939), "An Essay in Dynamic Theory", *The Economic Journal*. Vol. XIJ.
- Harrod, R.F., (1939). "An Essay in Dynamic Theory", *Economic Journal* IL, March, pp. 14-33.
- Hirshman, A.O., (1958). *The Strategy of Economic Development*. New Haven: Yale University.
- Holinshid, M (1987). *Processes and the Development of Technical Education*. Trans. Abulghasem Maleki. Tehran: JahadSazandegi Publishers.
- Huntington, Samule (1996). *Political Order in Developing Nations*. Trans. Mohsen Slasi. Tehran: Elm Publishers.
- ILO, (1973), *Labour Force Projections*, Geneva: ILO.
- International Labor Organization (1999). *Changes in the Roles of State and other Agencies of professional Education*. Trans. Abdul Hussein Nafisi. Tehran: Educational Studies Center Press.
- Jamshidi, Mohammad Hussein (2001). *The Theory of Justice from the stances of Farabi, Imam Khomeini, and Sahhid Sadr*. Tehran: Imam Khomeini Center for Research Press.
- Kaldor, N., (1957). "A Model of Economic Growth", *Economic Journal*, Vol. 76, pp. 591-624.
- Khodabakhshi, Mahdi and Mohammadreza Abedi (2009). "A Study of the Ways for Increasing Responsibility in the Secondary Students of Shahreza in Year 2005-6." *Psychological Studies Journal of Al-Zahra Univ.* 5 (1), 34-46.
- Kupelstone, Fredrick (1996). *The History of Philosophy; English Philosophers from Hobbes to Hume*. Trans. Amir Jalal-o Aldin Alam. Tehran: ElmiFarhangi Publishing.
- Lee, F (2003). "Introducing the Educational System of Korea". Tehran: Conference of Policies for the Relations between Technical Education and Industry.
- Lewis, W.A., (1954). "Economic Development with Unlimited Surplus of Labour", *The Manchester School*, Vol. 2.
- Machiavelli, Nicola (2005). *Shahriar*. Trans. Mahmud Mahmud. Tehran: Attar Publishers.
- Marx, Karl, (1894), *Capital: A Critique of Political Economy*, Edited by Frederick Engels, Translated by Ernest Untermann, from the First German Edition (of *Das Kapital*), Chicago: Charles H. Kerr and Co., 1909.
- Mashayekh, Farideh (2000). *New Percepts in Educational Planning*. Tehran: Samt Publishers.
- Mendras, Henry and Gorvich George (1990). *The Basics of Sociology*. Trans. Bagher Parham. Tehran: Amir Kabir Publishers. Mill, J.S., (1863), *Utilitarianism*. London: Parker, Son, and Bourn.

- Mirdal, Gonar (1976). *A Plan Against World Poverty*. Trans. GhahramanG-hodratnama. Tehran: Amir Kabir Publishers.
- Mojtabai, Fathullah (1973). *The Beautiful City of Plato and Utopia in Ancient Iran*. Tehran: Ancient Iran Association Press.
- Morgan, T., (1968). "Investment versus Economic Growth", *Economic Development and Cultural Change*, Vol. 17, No. 3.
- Ricardo, David, (1817), *On the Principles of Political Economy and Taxation*, Third Edition London: John Murray.
- Romer, Paul M., (1989). "Human Capital And Growth: Theory and Evidence", NBER Working Paper No. W3173. Available at SSRN: <http://ssrn.com/abstract>.
- Rosensteien- Radan, P.M., (1958), "The Conflict between Balance Growth and International Specialization", *Lectures on Economy Development in Istanbul University and Ankara university*, Ankara, Ankara University.
- Rostow, W.W., (1960). *Stages of Economic Growth*. New York: Cambridge University Press.
- Sabine, George. (1951) *A History of Political Theory*, New York: Holt and co.
- Sakhrapolous, M. Wodhal (1991). *Training for Education; an analysis of Investment Choices*. Trans. ParidokhtVahidi and Hamid Sohrabi. Tehran: Plan and Budget Organization Press.
- Salivan, Rajer (2001). *Ethics in Kantian Philosophy*. Trans. EzatullahFoladvand. Tehran: Tarhe No Publishers.
- Sarioghalam, Mahmud (1993). *Reason and Development*. Tehran: Safir Publishers.
- Sarioghalam, Mahmud (1997). *Reason and Development (Stable Principles and Paradigm of Development)*. ElmiFarhangi Publishers.
- Sarioghalam, Mahmud (2001). *Rationality and the Future of Development in Iran*. Tehran: Center for Scientific Studies and Strategic Researches of Middle East.
- Sarioghalam, Mahmud (2005). *Iran and Globalization; Challenges and Solutions*. Tehran: Center for Strategic Studies Press.
- Sarioghalam, Mahmud (2007). *The Political Culture of Iran*. Tehran: Center for Sociocultural Studies.
- Sarioghalam, Mahmud (2011). *Authoritarianism of Iran in Qajar Era*. Tehran: ForozanRoos Publishers.
- Sarkarati, Mohammadreza (2003). "Analyzing the Relations between University, Market and Employment in Japan". *Siasi- Eghtesadi Journal* 17(110, 191- 204.
- Schultz, T., (1961). "Investment in Human Capital", *American Economic Review*, Vol. 51, No. 1, pp. 1-17.
- Sen, Amartya, (1981). "Public Action and the Quality of Life in Developing Countries". *Oxford Bulletin of Economics and Statistics*, Vol. 43, No. 4, pp. 287-319.

- Sen, Amartya, (1997). "Editorial: Human Capital and Human Capability". *World Development*, Vol. 25, No. 12, pp.1959-1961.
- Shabani, Hassan. (1992). *Educational Skills; Teaching Methodologies*. Tehran: Samt Publishers.
- Shariati, Ali (1980). *History and Knowledge of Religions (2)*, Collected Works. Tehran: Tashayo Publishers.
- Smith, Adam, (1776), *An Inquiry into the Nature and Causes of the Wealth of Nations*, Edwin Cannan, (ed.), Fifth edition, London: Methuen and Co. Ltd., 1904.
- Solow, R.M., (1956), "A Contribution to the Theory of Economic Growth", *Quarterly Journal of Economics*, Vol. 70.
- Solow, R.M., (1956), "A Contribution to the Theory of Economic Growth", *Quarterly Journal of Economics*, Vol. 70, No. 1, pp. 65–94.
- Taak, Richard (1997). *Hobbes*. Trans. Hussein Bashireyeh. Tehran: Tarhe No Publishers.
- Tai, Hassan (1996). "Stable Development with Emphasis on Human Assets". *Proceedings of the First Conference on Higher Education in Iran*. Tehran: Allame Tabtabai Univ.
- Talebi, Abutorab and Joseph Khoshbin (2012). "Social Responsibility of the Youth". *Social Sciences Journal*, 2 (5), 11- 24.
- Tavasoli, Gholamabbas (1990). *Socialism Theories*. Tehran: Samt Publishers.
- Theoretical Bases of Fundamental reform Document of Education of Iran. (2011). The Supreme Council of Cultural Revolution.
- Tobin, J., (1965), "Money and Economic Growth", *Econometrica*, Vol. 33, pp. 671-684.
- Todaro, M.P., (1997). *Economic Development*, Sixth Edition, Reading MA: Addison- Wesley.
- Todaro, M.P., *Economic Development*, 6th, Reading MA: Addison- Wesley.
- Toma, Jean (1991). *World Problems of Education*. Trans. Ahmad Aghazadeh. Tehran: Center for University Publications.
- Trumble, W.R. et al., (2002), *Oxford Dictionary*, Oxford: Oxford University Press.
- UNDP, (1990), *Human Development Report, 1990*. U.N. Development Program, Oxford University Press, Oxford.
- UNESCO (1998). *Education for the 21st Century in Asia and the Pacific*. Report from TheMelborne Conference. Monologue 27. Education Research Center.

Variables que impiden incrementar las exportaciones de cacao en grano del estado de Tabasco

Variables that prevent increasing exports of cocoa beans from the state of Tabasco

Rubén Molina Martínez¹

María Fernanda Ramos Martínez²

Recibido el 3 de agosto de 2020 Aceptado el 30 de octubre de 2020
DOI: <https://doi.org/10.33110/cimexus150203>

RESUMEN

México es la cuna genética y cultural del primer cacao cultivado en el mundo y lugar donde se originó la cultura del consumo del chocolate como bebida. En México, los principales estados productores de cacao son Tabasco, Chiapas, Oaxaca y Guerrero; además, México se encuentra dentro de los diez principales países productores y exportadores de cacao en grano del mundo. Sin embargo, las exportaciones han bajado desde el año 2003 debido a una bacteria que ataca a los árboles cacaotales. Este artículo tiene como objetivo identificar los principales factores que pueden impulsar las exportaciones de cacao en grano de las empresas productoras y exportadoras de cacao en grano de Tabasco, para lo cual se aplicó una encuesta utilizando una escala tipo Likert que consta de 45 ítems a las empresas mencionadas, posterior a la aplicación de dicho instrumento, se aplicaron pruebas de correlación e hipótesis. Los resultados obtenidos permiten concluir que las exportaciones de dichas empresas se pueden incrementar mediante el aumento de la competitividad y la diversificación del mercado de exportación mediante la aplicación de diversas estrategias empresariales.

PALABRAS CLAVE: cacao, competitividad, diversificación de mercado, exportaciones, estrategia

ABSTRACT

Mexico is the genetic and cultural cradle of the first cocoa grown in the world and the place where the culture of consuming chocolate as a drink originated.

1 Profesor investigador adscrito al Instituto de Investigaciones Económicas y Empresariales de la Universidad Michoacana de San Nicolás de Hidalgo. Correo electrónico: rmolina@umich.mx. ORC ID: 0000-0002-9840-6441, Research ID Thomson: K-7424-2018

2 Profesora adscrita a la Facultad de Contaduría y Ciencias Administrativas de la Universidad Michoacana de San Nicolás de Hidalgo. Correo electrónico: 1231742k@umich.mx. ORC ID: 0000-0003-4163-1370

In Mexico, the main cocoa producing states are Tabasco, Chiapas, Oaxaca and Guerrero; furthermore, Mexico is among the ten main cocoa bean producing and exporting countries in the world. However, exports have decreased since 2003 due to a bacterium that attacks cocoa trees. The aim of this paper is to identify the main factors that can boost the exports of cocoa beans from the companies that produce and export cocoa beans from Tabasco, for which a survey was applied using a Likert-type scale consisting of 45 items to these companies. Once the information was obtained correlation tests and hypotheses test were applied. The results obtained allow us to conclude that the exports of these companies can be increased by increasing competitiveness and diversifying the export market by applying various business strategies.

KEYWORDS: cocoa, competitiveness, market diversification, exports, strategy

INTRODUCCIÓN

El cacao es un cultivo que produce granos o almendras que son materia prima para la elaboración de chocolates y grasas para las industrias alimentarias y cosmetológicas en más de 50 países ubicados en África, América, Asia y Oceanía, 23 de estos países están en América Latina y el Caribe. La producción mundial de cacao supera los 4 millones de toneladas de granos y cinco países: Costa de Marfil, Ghana, Indonesia, Nigeria y Camerún, concentran el 84% de la producción mundial. El continente africano es responsable del 73 % de la producción y del 64 % de la superficie sembrada de cacao (Arvelo, Delgado, Maroto, & Rivera, 2016).

El cacao representa un importante generador de ingresos por exportaciones, empleo y bienestar en las zonas rurales y su producción se desarrolla gracias al esfuerzo de pequeños agricultores que generan cerca del 80% al 90 % de la producción mundial (Arvelo, Delgado, Maroto, & Rivera, 2016). En el mundo, dos tercios del cacao ingresan al comercio internacional, donde la cadena de valor está concentrada en pocos transformadores que procesan dos terceras partes de grano.

El 95% del cacao en grano en este mercado es del tipo Forastero, y el resto es de grano llamado Criollo (Lauck, 2005). Referente a los precios pagados al productor, de acuerdo con la Organización Internacional de Cacao (ICCO, por sus siglas en inglés) en 2015, los productores recibían por su cacao entre un 65% y un 75% del precio internacional, con excepción de los países productores de cacao fino y de aroma, quienes obtienen sobreprecios o precios Premium por la calidad diferenciada de su cacao.

Por otra parte, el mercado internacional del cacao se encuentra en expansión, puesto que el valor que representó en el 2015 fue de \$304 millones de dólares americanos (USD) lo que significó para los productores un incremento de \$100 a \$300 USD por tonelada. También existe una tendencia

marcada por los sabores regionales latinoamericanos y está aumentando más rápidamente que cualquier otro segmento. Además, la venta de productos con calidad “Comercio Justo” “FAIRTRADE” sigue impulsándose en el mundo. Dicha certificación está siendo el diferenciador para con ello ganar la confianza del consumidor. En este sentido, la ética y la sostenibilidad, serán parte importante en las tendencias del mercado internacional del cacao. Aunado a esto, existe una tendencia en la transformación del Cacao en productos de alto valor agregado (productos gourmet), lo cual puede generar una nueva configuración de empresas fabricantes de chocolate para los próximos años y de igual forma impactar a nivel local, nacional o internacional favoreciendo a los productores de este cultivo (Arvelo, Delgado, Maroto, & Rivera, 2016).

EL CACAO EN GRANO EN MÉXICO

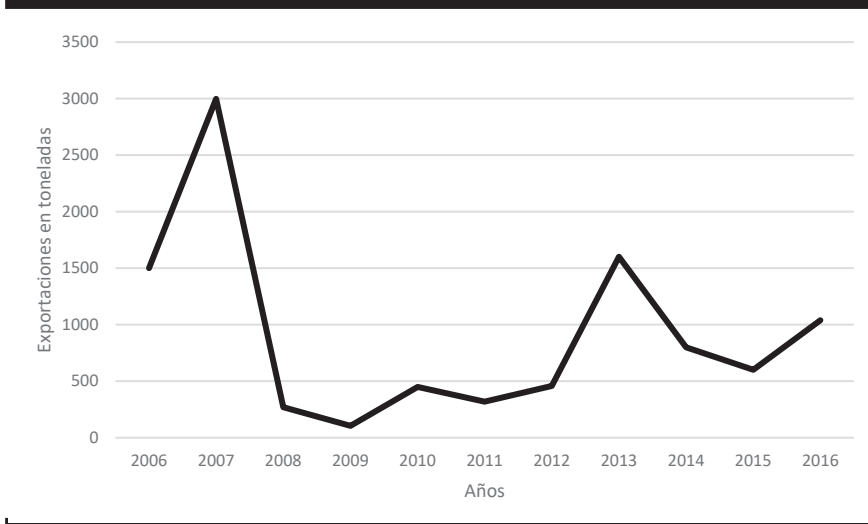
México está considerado como el treceavo productor mundial de cacao con 28,399 toneladas producida en el año 2019 (Servicio de Información Agroalimentaria y Pesquera, 2019). En México, los principales estados productores son Tabasco, Chiapas, Oaxaca y Guerrero. Se han registrado 39 mil 149 productores de cacao y 60 asociaciones cacaoteras activas dentro de la comercialización distribuidos en los estados mencionados. Actualmente en México se produce cacao criollo fino de aroma (prime), forastero u ordinario y el cacao trinitario; cabe destacar que el cacao criollo únicamente es producido en América Latina y es el más demandado a nivel mundial (Comité Sistema Producto Cacao Nacional, 2017).

La presencia de la *moniliasis*, principal bacteria que ataca a los árboles cacaotales, ha hecho tambalear la producción ya que este hongo ataca directamente a los frutos ocasionando pérdidas totales en la producción. Debido a esta bacteria, durante el período 2003-2016 se observó una reducción en la producción de 46.24% y de su rendimiento de 25.23%, por lo que las exportaciones disminuyeron. Durante 2016, las 26 mil 856 toneladas generadas cubrieron 41.23% de los requerimientos nacionales, por lo cual se tuvo que importar de países como Ecuador (60.29% del total), Costa de Marfil (21.08%) y Colombia (3.33%) para abastecer la industria (González S. I., 2008). En México, más del 90% de la producción nacional es destinada al mercado mexicano cuyo destino principal son industrias y el restante es ubicado en el mercado de exportación, principalmente a los mercados de Estados Unidos y Europa (Claridades Agropecuarias, 2000). Sin embargo, después de años consecutivos de caída en la producción mexicana de grano de cacao, el nivel de cosecha en 2018 influyó para una disminución en el volumen importado por el país (Servicio de Información Agroalimentaria y Pesquera, 2019).

En la gráfica 1, se muestran las exportaciones de cacao en grano de México en toneladas durante el período 2006-2016, en la cual se puede observar que posterior al año 2007 las exportaciones bajaron de 2 mil 998 toneladas a 270

toneladas en el 2008 lo cual representa una baja del 90% en las exportaciones. A partir de la gráfica se puede concluir que las exportaciones de cacao en grano de México han tenido variaciones con tendencia a la baja sin lograr alcanzar la cantidad exportada en el año 2007. Se puede explicar esta propensión debido a la enfermedad que ha atacado a los árboles cacaotales haciendo que el rendimiento por hectárea y por ende la producción obtenida disminuya, haciendo que las exportaciones en estricto sentido se reduzcan.

Gráfica 1
Exportaciones de cacao en grano de México en toneladas durante el período 2006-2016.



Fuente: Elaboración propia con base en INEGI, 2018.

Actualmente, México exporta a Estados Unidos, Francia, Bélgica, Canadá Italia, España, Alemania, Suiza, Australia, Suecia, entre otros; sin embargo, de manera constante únicamente lo hace a Estados Unidos, Francia y Bélgica. Para 2016 Bélgica alcanza su punto máximo representando casi el 70% de las exportaciones de cacao en grano de México, siendo un país de destino potencial para las exportaciones del cacao en grano mexicano. Asimismo, Bélgica, durante el período 2006-2016, fue el país que sumó más ganancias para el país aportando 10 millones 111 mil 985 dólares, sin embargo, las importaciones de cacao en grano de México para Bélgica representan apenas el 0.12% (FAO,2016).

Por otra parte, Los precios internacionales del cacao se establecen de acuerdo con la oferta y la demanda del rubro en el mercado mundial. Existen factores determinantes de los precios mundiales del grano relacionados con la oferta y la demanda. Entre ellos los más importantes son los factores climá-

ticos adversos al cultivo, las expectativas de los productores y consumidores sobre el comportamiento del mercado del grano, entre otro. Por otra parte, la contracción en la producción y niveles de sobre oferta en los grandes países productores y exportadores incide directamente en la fijación de precios internacionales. Por el contrario, cuando se mantiene una tendencia a la disminución de los precios, los productores de cacao no se incentivan y abandonan las plantaciones para dedicarse a otros cultivos (Quintero & Diaz, 2004).

Así mismo, la calidad del grano es un factor importante en la fijación de los precios. De acuerdo con las exigencias del cliente importador, se establecen los casos de sobreprecio o descuentos. En aquellos contratos en los que el cacao no reúne las condiciones de calidad y entrega oportuna inicialmente establecidas, se aplica un descuento con base en el precio internacional del cacao. Dichas circunstancias han conducido al desprestigio y escasa confiabilidad en este tipo de proveedores, donde entra el ejemplo de la producción de cacao mexicano, cuyas consecuencias negativas para los países proveedores se traducen en menores precios percibidos aunado a la merma de sus exportaciones (Quintero & Diaz, 2004).

Se puede concluir que los productores mexicanos no han logrado competir con los grandes países productores en el mercado internacional debido a la escasa oferta y al cumplimiento de ciertos estándares internacionales de calidad lo cual puede ocasionar que le productor reciba un precio inferior al esperado, sobre todo en un país en el que existe la constante tendencia a la importación del cacao.

EL CACAO EN GRANO EN TABASCO

En México los productores de cacao se distribuyen en cuatro Estados de la República, entre ellos el principal productor y exportador del grano es el Estado de Tabasco. El Estado de Tabasco es el mayor productor y exportador nacional de cacao en grano, para el año 2019 alcanzó una producción de 28,399 toneladas (Servicio de Información Agroalimentaria y Pesquera, 2019). En Tabasco, los municipios de Comalcalco, Cárdenas, Cunduacán y Huimanguillo concentran el 87% de la producción de la entidad. En el contexto productivo, debido a la enfermedad causada por la *moniliasis* en el año 2006, los productores perdieron el 80% de su siembra. A partir del año 2009, la producción comenzó a recuperarse por lo que las exportaciones fueron incrementando poco a poco, sin embargo, no se ha logrado exportar más de 2,000 toneladas al año (SAGARPA, 2017).

Su principal región productora de cacao es la zona de Chontalpa en Comalcalco, la cual representa el 97.24% de la superficie estatal dedicada al cultivo del cacao. Sin embargo, los productores de Chontalpa que se dedican al cultivo del cacao enfrentan diversos problemas como son: bajos precios y rendimientos menores a lo esperado, la comercialización y la escasa organización de las asociaciones (Saldaña, 2010).

El 100% de las exportaciones de cacao mexicano es del tipo “cacao fino de aroma” o sea Premium, de este 100% el 80% es cacao cultivado en el estado de Tabasco, su producción corresponde a variedades de primera calidad especiales del cacao, lo que deriva a la existencia de un mercado internacional potencial ya que los principales países importadores del cacao en grano demandan este tipo de cacao, sin embargo, existen importantes desafíos para consolidar una posición competitiva de la región respecto a este segmento del mercado. (International Cocoa Organization, 2017).

SITUACIÓN PROBLEMÁTICA

El contexto presentado previamente, permite ubicar la importancia de la producción de cacao en México y más aún para el estado de Tabasco, que a pesar de las barreras biológicas que ha presentado el sector cacaotero la producción ha continuado, aunque no en la misma cantidad a lo largo de los años. El cacao es un negocio mundial, pero las exportaciones en base a la producción obtenida por el estado de Tabasco a lo largo de los años no han logrado cumplir la demanda internacional.

Considerando que, en el año 2016 de las 60 mil 324 hectáreas que se encontraban establecidas, el total de la superficie no estaba mecanizada, 64.10% contaba con tecnología aplicada a la sanidad vegetal, mientras que sólo el 9.42% del territorio sembrado con este cultivo contó con asistencia técnica y capacitación de los productores y recolectores (SAGARPA, 2017). Por otra parte, el sector cacaotero representa el 18.1% respecto al valor que aporta el sector agropecuario al PIB del estado de Tabasco. Además, en el estado de Tabasco se encuentran 35 mil productores, 30 asociaciones, 40 empresas agroindustriales y la Unión Nacional de Productores de Cacao (UNPC). Las plantaciones en general son de edad avanzada y de baja productividad, lo cual limita la cantidad de cacao exportada anualmente, además de que en las plantaciones se aplica un paquete tecnológico limitado por costo económico que no permite producciones superiores de 480 kilogramos por hectárea (SEDAFOP, 2017).

No obstante, más del 50% de las exportaciones a nivel estatal dependen estrictamente de las asociaciones y los acopiadores (quienes fungen como intermediarios), esto reduce la utilidad de los productores; mientras que menos de 300 productores logran beneficiarse de la exportación de su producción al no depender de intermediarios, sin embargo, al no utilizar intermediarios no logran abarcar muchos mercados ni exportar más de 200 toneladas (aproximadamente) al año (Foro Nacional Cacaotero, 2003).

Si bien es cierto, uno de los principales problemas de las bajas exportaciones está ligado a los bajos niveles de productividad con tendencia a disminuir a través de los años, además de los problemas que esta conlleva, como los costos de producción que a su vez se traduce en una reducción de la utilidad

y la variación en el precio en contra de los productores pueden llegar a sufrir debido a regulaciones referentes a certificaciones de calidad internacional que el productor no posea.

Por otra parte, existe un mercado potencial en Europa, los principales y constantes importadores de cacao en grano producido en México son Bélgica y Francia, pero podrían sumarse Alemania, Suiza, España e Italia, quienes son de los principales países importadores del cacao en grano (Servicio de Información Agroalimentaria y Pesquera, 2019).

La situación problemática se traduce en una deficiente competitividad para las empresas que se dedican a la producción y a la exportación directa de este producto. Ya que aquellos productores que utilizan intermediarios se favorecen al no tener que realizar ellos propiamente todo el proceso que conlleva la exportación. Sin dejar de lado que las exportaciones se han enfocado a únicamente tres países, lo cual indica una falta de la diversificación del mercado. Por lo que, con base en la situación problemática, se contemplan dos variables independientes: competitividad y diversificación de mercados.

La pregunta de investigación planteada es: ¿De qué manera se pueden incrementar las exportaciones de las empresas productoras y exportadoras de cacao en grano de Tabasco?, a la cual se plantea la hipótesis: Las exportaciones de las empresas productoras y exportadoras de cacao en grano del estado de Tabasco se pueden incrementar mediante el aumento de la competitividad y a través de la diversificación del mercado de exportación. El objetivo principal de la investigación converge en crear una propuesta de solución al problema de investigación detectado misma que se expone de manera breve y concisa.

REVISIÓN DE LITERATURA

La teoría revisada para esta investigación consiste en modelos propuestos por diversos autores en relación a cómo aumentar las exportaciones de un producto o servicio de una empresa.; J.M Contreras (1999) y Correa (2012), sugieren un mejoramiento en la competitividad de las empresas con relación a su competencia tanto nacional como internacional y la apertura de nuevos mercados, por otra parte, Ávalos *et al.* (2000), resumen que las exportaciones de cacao podrían incrementarse por medio de un proceso de renovación de los árboles cacaotales que a su vez incrementaría la productividad, además de un buen control de calidad; Quintero y García (2010), proponen la capacitación de los productores y el mejoramiento de la calidad. Minervini (2014), propone la participación a ferias de negocios internacionales, mejorar la imagen de la empresa, realizar un estudio de mercado, monitoreo de la competitividad.

Posterior a ello, se realizó una revisión teórica respecto a las variables de competitividad y diversificación de mercado con la finalidad de determinar su influencia e importancia para incrementar las exportaciones de cacao en grano de los productores de Tabasco, así como sus principales determinantes. Para

la variable de competitividad, se consideró a la competitividad en un alcance empresarial para lo cual Abdel y Romo (2004), enfatizan que la competitividad empresarial se deriva de la ventaja competitiva que tiene una empresa a través de sus métodos de producción y de organización (reflejados en precio y en calidad del producto final) en relación con los de sus rivales en un mercado específico.

Por otra parte, se realizó la revisión de literatura respecto a modelos de competitividad orientados a reducir los costos de producción e incrementar la competitividad de la empresa en un entorno internacional, para ello resaltan los trabajos propuestos por H. Bougrine (2001), quien sugiere que para incrementar la competitividad es necesario reducir costos de producción, aumentar productividad y aumentar la cuota de mercado, en este sentido, Revilla *et al.* (2002), suponen que la calidad del producto, el conocimiento del mercado, la productividad, la tecnología y excelentes controles de calidad fungen como factores clave para incrementar la competitividad de una empresa. Por su parte, Bañuls (2009), manifiesta que para alimentar la competitividad hay que considerar los factores de producción y sus costos, innovación y calidad. Adicionalmente, Aragón *et al.* (2010), donde establece que los principales elementos de la competitividad empresarial yacen en la aplicación de los recursos tecnológicos, la innovación, la calidad de los productos y los recursos humanos. De acuerdo con Weitz (2015), sugiere a la productividad y la calidad como los principales determinantes de la competitividad empresarial. Por último, Álvarez (2016), sugiere que para incrementar los niveles de competitividad empresarial es imprescindible aumentar la productividad mediante la reducción de los costos de producción.

De igual forma, se realizó una revisión de modelos de diversificación de mercado la cual Medina *et al.* (2011), la define como la estrategia de diversificación representa un incremento en el número de sectores industriales en los que la empresa se encuentra activa o participa; es decir, mediante esta estrategia se busca el crecimiento de una empresa por medio del desarrollo de negocios en distintos sectores industriales. Dentro de los trabajos respecto a la diversificación de mercados, la gran mayoría están enfocados en la expansión de las operaciones de la empresa hacia mercados internacionales, se realizó esta revisión de literatura con el objetivo de resaltar los determinantes para que una empresa logre diversificar su mercado de exportación, así como sus beneficios. Grant (2002), señala que las ventajas de que las empresas se encuentren diversificadas son: el aumento del poder de mercado, la explotación de sinergias y la reducción del riesgo global. Por otra parte, Melitz (2003), afirma que, para lograr la diversificación de mercado, la empresa debe tener altos niveles de productividad y costos de producción bajos, y, que, con base en ello, se determinará a cuáles mercados puede exportar y a cuáles no. Ruhl y Willis (2009), sugieren como determinantes de la diversificación a los costos de entrada a un mercado nuevo, los cuales afectan los precios relativos, productividad y

cambios en la demanda. Arkolakis y Muendler (2009), sugieren que mientras más calidad se tenga en el producto las exportaciones será dirigidas a más países. Siguiendo a Monroy (2010), indica que para que las empresas logren incrementar sus exportaciones deben reducir costos de producción, mejorar la eficiencia productiva y diversificar el mercado de exportación. Por otra parte, Craviotti y Palacios (2013) sugieren la empresa deberá ser competitiva en el mercado nacional primero, para después expandirse a los mercados extranjeros y así incrementar sus exportaciones, en este sentido, Palacios y Saavedra (2016) indican que, aunado a la inversión en investigación y desarrollo, una determinante para que las empresas logren incrementar sus exportaciones son las características organizacionales y las condiciones administrativas, fiscales y/o comerciales; las cuales permitirán o no a la empresa diversificar su mercado de exportación.

METODOLOGÍA

Para este estudio se contempló como universo al número de empresas productoras y exportadoras de cacao en grano registradas en Tabasco, dicho número se seleccionó con base en el registro que se encuentra en el Instituto Nacional de Estadística y Geografía (INEGI) y del Comité Sistema Producto Cacao Nacional A.C. (SISPRO CACAO MÉXICO) de aquellas empresas productoras y exportadoras de cacao en grano que, a junio de 2019, se encontrasen activas de manera constante y que exportan su producción sin utilizar algún intermediario o acopiador regional/local, obteniendo un total de 27 empresas registradas con estas características. Siendo una población pequeña, se decidió tomar en cuenta el universo como la muestra de esta investigación siendo así un censo.

En este estudio se realizó una encuesta basada en una escala tipo Likert de 5 niveles, la cual se presenta en una serie de afirmaciones que permite medir actitudes y conocer el grado de conformidad del encuestado; se compone por una serie de enunciados conocidos como ítems ante los cuales los individuos tienen que manifestar su grado de acuerdo o desacuerdo eligiendo una de las respuestas que conforman la escala, posterior a la aplicación, se suman los valores obtenidos a cada uno de los ítems y estos pueden ser analizados de manera independiente o analizar un conjunto de ítems que compongan una variable. La construcción del instrumento se realiza con base en los aspectos de las variables que se contemplaron para esta investigación que se deseen estudiar (Llauradó, 2014).

Para fines de este estudio, se realizó un análisis de los ítems que componen la variable dependiente (exportaciones de cacao) y para las variables independientes (competitividad y diversificación de mercado), de tal forma que se pudiera medir la correlación entre las variables independientes y la dependiente. Dicho instrumento constó de 45 ítems de los cuales 8 pertenecen a la variable

dependiente, 29 para la variable de competitividad y 8 para la variable de diversificación de mercado.

Debido a la ubicación geográfica del sujeto de estudio, no fue posible realizar una prueba piloto, por lo que se aplicó el instrumento final de manera directa y física a las 27 empresas contempladas para la investigación en septiembre del 2019. Posterior a la aplicación se realizaron pruebas de fiabilidad y validez del instrumento, análisis por variable de acuerdo a los resultados de la encuesta y correlaciones por variable.

Para que se hable de que el instrumento de idóneo, y que se pueda utilizar con confianza se requiere que cumplas con dos requisitos: confiabilidad y validez. Esto indica si un instrumento mide de forma adecuada las variables que se pretenden evaluar con facilidad y eficiencia (González Y. , 2008).

Con la finalidad de medir la fiabilidad y validez del instrumento aplicado se aplicó la prueba de Alfa de Cronbach, la cual expresa el grado en que los ítems miden la misma variable. De tal manera que su utilidad se orienta a calcular la confiabilidad de un instrumento cuyos ítems o reactivos conformen un único dominio (Cozby, 2005). A medida que el coeficiente se acerque al valor de 1, la prueba aumentará su fiabilidad. A medida que el coeficiente se acerque al valor de 1, la prueba aumentará su fiabilidad (Celina & Campo, 2005).

Posterior a la prueba de fiabilidad del instrumento se calcularon los coeficientes de correlación de producto-momento de Pearson (r) y el coeficiente de determinación (r^2). El coeficiente de correlación de producto-momento de Pearson (r), se aplica a dos variables, éste es un coeficiente de correlación paramétrico que indica con la mayor precisión cuándo dos cosas están correlacionadas, es decir, hasta qué punto una variación en una corresponde con una variación en otra. Sus valores varían de +1.00, que quiere decir correlación positiva perfecta, hasta -1.00, que significa una correlación perfecta negativa. El signo indica por lo tanto la dirección de la covariación y la cifra, la intensidad de la misma. Una correlación perfecta de +1.00 indica que, cuando una variable se “mueve” en una dirección, la otra se mueve en la misma dirección y con la misma intensidad. Tomando como referencia a Guilford (1954), sugiere como orientación general la siguiente interpretación descriptiva de los coeficientes de correlación (Padua, 2018):

- r menor que 0.20 – correlación leve, casi insignificante
- r de 0.20 a 0.40 – baja correlación, definida pero baja
- r de 0.40 a 0.70 – correlación moderada, sustancial
- r de 0.70 a 0.90 – correlación marcada, alta
- r de 0.90 a 1.00 – correlación altísima, muy significativa

Por otra parte, se calculó el coeficiente de determinación, éste es el cuadrado del coeficiente de correlación (r^2) el cual representa la proporción de la variación de la variable dependiente “Y” que es explicado por la variable independiente “X” (Padua, 2018).

En este estudio no se obtuvieron las medidas de tendencia central ya que no se consideraron objetivas para el análisis del estudio.

ANÁLISIS Y DISCUSIÓN DE RESULTADOS

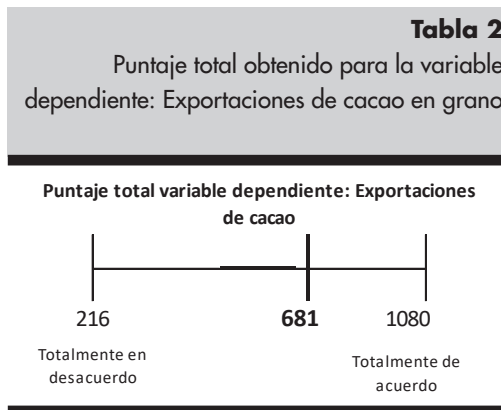
Alfa de Cronbach. En la tabla 1 se muestra el Alfa de Cronbach para la presente investigación, cuyo resultado fue $\alpha = 0.789$, este valor es aceptable dentro de la escala de fiabilidad propuesta por Cronbach, por lo que el instrumento utilizado se considera fiable.

Tabla 1	
Prueba de fiabilidad con Alpha de Cronbach	
Estadísticas de fiabilidad	
Alfa de Cronbach	N de elementos
0.789	45

Fuente: Elaboración propia con base en resultados de la aplicación del instrumento de investigación, 2019.

ANÁLISIS VARIABLE DEPENDIENTE: EXPORTACIONES DE CACAO EN GRANO

El puntaje mínimo que se podía obtener para la variable dependiente, contemplando los ocho ítems anteriores, era de 8 puntos si la empresa hubiese expresado estar “totalmente en desacuerdo” en cada una de las afirmaciones, mientras que el máximo era de 40 puntos si la empresa hubiese expresado estar “totalmente de acuerdo” en cada una de las afirmaciones, además, ya que la encuesta se aplicó a 27 empresas, ambos puntajes se multiplican por 27, obteniendo un puntaje mínimo posible de 216 y un máximo de 1080 puntos (ver tabla 2).

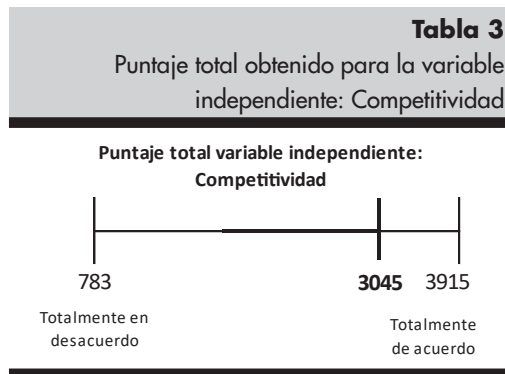


Fuente: Elaboración propia con base resultados del instrumento de investigación.

Los resultados obtenidos para la variable dependiente permiten ubicar la importancia y el interés para las empresas de aumentar sus exportaciones, lo cual se contrasta con el planteamiento del problema de la presente investigación. Para la variable dependiente se consideraron 8 ítems, para los que se contemplaron las dimensiones de ventas en el exterior e ingresos por la exportación, los resultados obtenidos permiten concluir que, aunque el negocio redituable para estas empresas es la venta local, realmente destinan una gran cantidad de sus esfuerzos a la exportación del cacao y a pesar de que hasta la fecha las exportaciones no hayan representado el éxito deseado, tienen la esperanza de que la exportación de cacao para ellos mejore; ya que en la mayoría de los casos las empresas logran exportar cierto porcentaje de la cantidad deseada, sin embargo permanece ese diferencial que puede ser exportado a más países. Además, aunque la rentabilidad de su negocio no depende estrictamente del comercio internacional, consideran que sus ingresos se verían beneficiados al incrementarse la exportación. Sin dejar de lado que las empresas expresaron que, si lograran diversificar su mercado, las exportaciones aumentarían.

ANÁLISIS VARIABLE INDEPENDIENTE: COMPETITIVIDAD

Para medir la variable competitividad se contemplaron 29 ítems dentro del instrumento de investigación, en los que se abordaron las dimensiones de productividad, calidad, precio y canales de distribución. El puntaje mínimo posible para la variable de competitividad era 29 considerando que una empresa estuviera “totalmente en desacuerdo” con las afirmaciones del instrumento y 145 el puntaje máximo si una empresa estuviera “totalmente de acuerdo” con las afirmaciones del instrumento. Ambos puntajes se multiplican por las 27 empresas encuestadas, obteniendo un mínimo para competitividad de 783 y un máximo de 3915 puntos, de los cuales se obtuvieron 3045 puntos para la variable de competitividad (ver tabla 3).



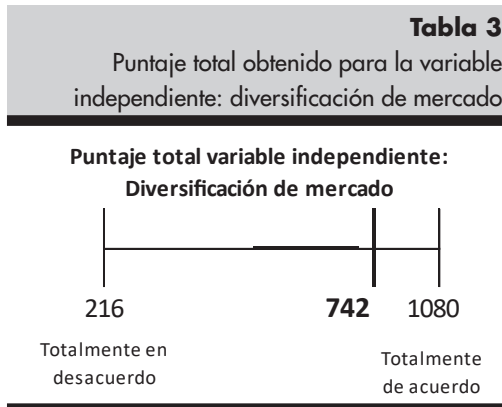
Fuente: Elaboración propia con base en resultados del instrumento de investigación.

Con base en los resultados obtenidos para esta variable, se recomienda a las empresas renovar los árboles cacaotales con los que cuenta (independientemente de que esto le tome poco más de 5 años), ya que con los que cuentan hoy en día limitan la productividad, dicha dimensión fue la de menor puntaje en las encuestas aplicadas. En cuanto a la cantidad de empleados con los que cuenta la empresa, se pone en consideración de cada una el contratar a más personal. Si la empresa decide expandirse, sí se recomienda que aumente el número de empleados. Para el tema de calidad se contemplaron cuatro certificaciones que se utilizan a nivel mundial para los exportadores de cacao, y se observó que en el aspecto de calidad las empresas superaron las expectativas, ya que más del 50% cuentan con al menos dos de las certificaciones mencionadas, sin embargo, existen otras más que pudieran mejorar su competitividad y posicionamiento en el mercado. En la dimensión de precio, las empresas se ven sujetas a los costos de producción y al precio internacional del cacao de tal forma que en ocasiones su utilidad se ve sacrificada debido a esto. Para los canales de distribución, las empresas consideran incorporar intermediarios a su canal de distribución para aumentar sus exportaciones, sin embargo, también piensan que dicho acto podría sacrificar sus ganancias.

A manera de conclusión para la variable competitividad, hay varios ajustes en el tema productivo que se deben de realizar para lograr aumentar las exportaciones, de igual forma se recomienda incorporar más certificados de calidad y renovar los aquellos con los que se cuenta. Intentar reducir los costos de producción al máximo sin sacrificar la calidad del cacao e independientemente de que se vean influenciados por el precio internacional, siempre establezcan un porcentaje mínimo de utilidad en cada negociación. Por último, se puede considerar incorporar intermediarios para llegar a aquellos mercados a los que no les ha sido posible a las empresas y continuar con un canal directo con aquellos mercados que ya se tenga una venta constante. Lo expuesto en este párrafo es con la finalidad de incrementar la competitividad de las empresas y por ende las exportaciones aumenten.

ANÁLISIS VARIABLE INDEPENDIENTE: DIVERSIFICACIÓN DE MERCADO

Para la variable de diversificación de mercado se contemplaron ocho ítems en donde se utilizaron las dimensiones de la estructura organizacional de la empresa, así como los mercados de exportación de la misma. El puntaje mínimo que se podía obtener para la variable independiente, contemplando los ocho ítems anteriores, era de 8 puntos si la empresa hubiese expresado estar “totalmente en desacuerdo” en cada una de las afirmaciones, mientras que el máximo era de 40 puntos si la empresa hubiese expresado estar “totalmente de acuerdo” en cada una de las afirmaciones, además, ya que la encuesta se aplicó a 27 empresas, ambos puntajes se multiplican por 27, obteniendo un puntaje mínimo posible de 216 y un máximo de 1080 puntos, de los cuales se obtuvieron 742 puntos para la variable de diversificación de mercado (ver tabla 3).



Fuente: Elaboración propia con base en libro de datos.

Los ítems utilizados para medir esta variable permitieron ubicar la importancia de diversificar el mercado para las empresas encuestadas, ya que un gran porcentaje de ellas únicamente logra exportar a un solo país, dicho país ha sido el mismo durante años; mientras que otras pocas si exportan a más de un país, sin embargo, también son los mismos desde hace años. De igual forma, aunque las empresas cuentan con las herramientas organizacionales para poder ponerse en contacto con mercados potenciales, no todas han logrado captar un nuevo cliente. Lo que indica que quizá falta un refuerzo en el equipo de ventas y mercadotecnia en las empresas, o personal capacitado para llevar a cabo los negocios internacionales y lograr posicionarse de una mejor manera. Por otra parte, una de las limitantes que las empresas expresaron, fue con respecto a la calidad y cantidad exportada, ya que no alcanzan a cubrir en totalidad lo que un cliente extranjero les demande, y, algunos no cuentan con las certificaciones de calidad necesarias que ciertos países requieren. Por último, la competencia de mercado resultó ser de las mayores barreras para entrar a nuevos países, ya que el mercado internacional del cacao está compuesto por millones de oferentes que quizá lleven más tiempo en el mercado y ya tengan establecida una propuesta de valor para el cliente. Sin embargo, diversificar el mercado sigue siendo una muy buena estrategia para que las empresas productoras y exportadoras de cacao en Tabasco logren incrementar sus exportaciones.

CORRELACIONES POR VARIABLE

La correlación de la variable competitividad con las exportaciones es de 0.614, lo cual indica siguiendo a Padua (2018), una correlación moderada, sustancial; por otra parte, el coeficiente de determinación es de 0.377. Esto indica que la variación que pueda haber en las exportaciones de cacao será explicada

por la competitividad en un 37.7% (ver tabla 4). Esto puede darse por un incremento, mejora o ajuste que se realice en las dimensiones que se consideraron para dicha variable: productividad, calidad, precio y canales de distribución. Puede darse un incremento en la productividad, lo cual provoque el aumento de la competitividad de la empresa y por ende sus exportaciones; o bien, la empresa puede lograr tener más certificados de calidad en su producción lo cual incrementaría su competitividad y por ende las exportaciones. En otro sentido, la empresa puede ejercer un mayor control sobre el precio de exportación que se fije en cada negociación y lograr disminuir los costos de producción de tal forma que le sea más redituable exportar. Por lo que se considera invertir en mejoras de las dimensiones que se contemplaron para esta variable, con la finalidad de poder incrementar las exportaciones de cacao. Para la variable de diversificación de mercado se obtuvo un coeficiente de correlación con las exportaciones de 0.562, lo cual indica, acorde a Padua (2018), una correlación moderada, sustancial; por otra parte, el coeficiente de determinación es de 0.315 (ver tabla 4). Esto indica que la variación que pueda haber en las exportaciones de cacao será explicada por la diversificación de mercado en un 31.5%, por lo que se considera que se debe diversificar el mercado de exportación con el objetivo de incrementar las exportaciones de cacao de las empresas. Los coeficientes obtenidos para ambas variables permiten determinar que en poco más de un 30%, las exportaciones de cacao se ven influenciadas de manera positiva por la competitividad y la diversificación de mercado, por lo que ambas variables se consideran de suma importancia para que las exportaciones de cacao logren incrementarse.

Tabla 4

Matriz de Coeficiente de Pearson (R) y
 Coeficiente de determinación (r²) Bivariadas.

		Exportaciones	Competitividad	Diversificación
Exportaciones	Correlación de Pearson	1	.614**	.562
	Sig. (bilateral)		.001	.080
	Coeficiente r cuadrada		.377	.315
	N	27	27	27
Competitividad	Correlación de Pearson	.614**	1	.073
	Sig. (bilateral)	.001		.718
	N	27	27	27
Diversificación	Correlación de Pearson	.562	.073	1
	Sig. (bilateral)	.080	.718	
	N	27	27	27

** La correlación es significativa en el nivel 0,01 (2 colas).

Fuente: Elaboración propia con base en resultados del trabajo de campo, 2019. Pruebas realizadas al 99% de fiabilidad

CONCLUSIONES Y RECOMENDACIONES

Los resultados de la investigación permitieron contrastar con lo propuesto con diversos autores, de acuerdo con Revilla et al. (2002), Bañuls (2009), Weitz (2015) y Álvarez (2016), quienes sugieren que la calidad, los costos de producción y la productividad son determinantes de la competitividad; mismas dimensiones que se contemplaron en el instrumento de investigación utilizado en el presente estudio. Por otra parte, siguiendo a Monroy (2010), una forma de incrementar las exportaciones es diversificando el mercado, mientras que Palacios y Saavedra (2016) añaden que incrementar las exportaciones depende de las características organizacionales de las empresas, así como las condiciones comerciales y que de la mano con ello se logra diversificar el mercado de exportación; ambas dimensiones también se contemplaron dentro de la variable de diversificación de mercado.

La presente investigación permitió determinar la importancia que tienen la competitividad y la diversificación de mercado para poder incrementar las exportaciones de las empresas productoras y exportadoras de cacao en grano de Tabasco. Se observó que las empresas que fueron sujeto de estudio realmente presentan una deficiencia en el ámbito de competitividad, principalmente en la dimensión de productividad, lo cual permite contrastar con las teorías revisadas; y han concentrado sus exportaciones en el mercado estadounidense; ante esta situación las empresas esclarecieron que hace falta un plan de acción que les permita reactivar su comercio internacional de tal forma que vuelva a ser redituable para ellos y no opten por abandonar los cultivos y dedicarse a otro, dado que para ellos representa una tradición y un legado cultural que desean preservar para sus futuras generaciones. Ante esta situación, se desarrolló una propuesta de solución al problema de investigación que se expone de manera breve agregando algunas recomendaciones.

Primero, se propone realizar un análisis interno y externo de la empresa. Esto permitirá a la empresa saber si realmente los objetivos que se ha planteado en relación a las exportaciones, y si es que los tiene, se están cumpliendo con las estrategias que se están llevando a cabo. Con lo anterior, se recomienda plantear objetivos enfocados a la exportación de su producción, así como destinar un determinado porcentaje de la producción a la exportación de manera anual y que sea constante; y en el caso de que dicho objetivo se logre cumplir, incrementar dicho porcentaje de acuerdo con las posibilidades de la empresa de exportar más. Por otra parte, plantear objetivos orientados a fortalecer el posicionamiento de la empresa en el mercado nacional y externo; por ejemplo, incrementar el porcentaje de la participación de mercado, captar nuevos clientes en el extranjero, adquirir más certificaciones de calidad de en relación al cacao que produce la empresa, mejorar la administración de los recursos que se requieren para la exportación del cacao ya sea financieros, humanos, tecnológicos y materiales. Sin dejar de lado que, se debe de contemplar que

todos estos objetivos se deben de plantear con la esperanza de que se puedan alcanzar considerando las capacidades de la empresa.

Por otra parte, se recomienda hacer un análisis de la competitividad de la empresa en donde se aborden los aspectos de: gestión comercial, gestión financiera, gestión de producción, internacionalización, gestión gerencial; y hacer un análisis de las cinco fuerzas competitivas de Porter, las cuales contemplan: amenaza de entrada de nuevos competidores, rivalidad entre empresas, poder de negociación de los compradores, poder de negociación de los proveedores y la amenaza de entrada de productos sustitutos; esto con la finalidad de realizar un diagnóstico acerca de la competencia y de la industria en la que la empresa se encuentra, lo cual, a su vez permitirá conocer el estado competitivo de la empresa y conocer áreas de oportunidad para mejorar. De igual forma se recomienda hacer un análisis de benchmarking donde se ubique a los principales competidores de la empresa (nacional e internacional).

Se sugiere elaborar un análisis de los mercados potenciales en el que la empresa establezca ciertos filtros para conocer mejor las condiciones del mercado para lo cual se propone hacer un estudio de los mercados internacionales que la empresa considere potenciales para diversificar sus exportaciones y posterior a ello hacer la prospección de mercado (elección de mercados potenciales) y elaborar las estrategias correspondientes para poder realizar la negociación con éxito. Se recomienda la asistencia a ferias internacionales de exportación para dar a conocer la empresa en nuevos mercados, para ello se sugiere realizar una propuesta de valor que logre atraer a los nuevos clientes.

REFERENCIAS

- Abdel, G., & Romo, D. (2004). *Sobre el concepto de competitividad*. . México : Centro de Estudios de Competitividad, ITAM .
- Álvarez, C. (2016). Un modelo de productividad y competitividad para la gestión de operaciones. *Mercados y Negocios*, 7(14). Obtenido de <http://revistascientificas.udg.mx/index.php/MYN/article/view/5063/4723>
- Aragon, A., Rubio, A., Serna, A., & Chablé, J. (2010). Estrategia y competitividad empresarial: Un estudio en las MiPyMEs de Tabasco. *Investigación y Ciencia* , 4-12.
- Arkolakis, C., & Muendles, M.-A. (2009). The extensive margin of exporting goods: a firm level analysis. *MIMEO Yale University*(44).
- Arvelo, M., Delgado, T., Maroto, S., & Rivera, J. (2016). *Estado actual sobre la producción y el comercio de cacao en América*. Costa Rica: Instituto Interamericano de Cooperación para la Agricultura.
- Ávalos, P., & García, J. (2000). *Inteligencia Competitiva y definición de una estrategia para la comercialización del cacao en grano de variedad "Arriba"*. Guayaquil: Trabajo final para la obtención del título de economista: Espol FCSH. Obtenido de <https://www.dspace.espol.edu.ec/handle/123456789/36722>

- Bañuls, A. (2009). El papel del capital humano en el sector turístico: algunas reflexiones y propuestas. *Revista Cuadernos de Turismo*, 24, 53-64.
- Bougrine, H. (2001). Competitividad y Comercio Exterior. *Revistas Bancomext*, 3-5.
- Celina, H., & Campo, A. (2005). Aproximación al uso del coeficientes del alfa de Cronbach. *Revista Colombiana de Psiquiatría*, 34(4), 572-580.
- Claridades Agropecuarias. (2000). Cacao: El legado de México. *Claridades Agropecuarias*, 10-11.
- Comité Sistema Producto Cacao Nacional. (2017). *Regiones que cultivan cacao en México*. Ciudad de México.
- Contreras, J. (1999). La competitividad de las exportaciones mexicanas de aguacate: un análisis cuantitativo. *Revista Chapingo Serie Horticultura* 5, 393-400.
- Correa, A. (2012). Diferencias en el desempeño exportador de las empresas colombianas. *Civilizar de Empresa y Economía*, 71-72.
- Cozby, P. (2005). *Métodos de Investigación del Comportamiento*. México: McGraw Hill.
- Craviotti, C., & Palacios, P. (2013). La diversificación de los mercados como estrategia de la agricultura familiar. *Revista de Economía y Sociología Rural*, 51. doi:<https://doi.org/10.1590/S0103-20032013000600004>
- Foro Nacional Cacaotero. (2003). *Programa estratégico de necesidades de investigación y transferencia de tecnología para la cadena agroindustrial cacao en México*. Villa Hermosa.
- González, Y. (2008). Instrumento cuidado de comportamiento progesional: validez y confiabilidad. 8(2), 170-182.
- Grant, R. (2002). Corporate Strategy: manging scope and strategy concepts. *Handbook of Strategy and Management*, 72-97.
- International Cocoa Organization. (15 de Noviembre de 2017). *ICCO*. Obtenido de <https://www.icco.org/>
- Lauck, V. W. (2005). *Cacao en México: Competitividad y Medio ambiente con alianzas*. Chemonics International Inc. .
- Llauradó, O. (12 de Diciembre de 2014). *Netquest*. Obtenido de <https://www.netquest.com/blog/es/la-escala-de-likert-que-es-y-como-utilizarla>
- Medina, A., Constanzo, A., & Sandoval, R. (2011). Estrategias de diversificación y concentración empleadas por las sociedades anónimas en Chile. *Contaduría y Administración*, 57(4), 55-77. Obtenido de <http://www.scie-lo.org.mx/pdf/cya/v57n4/v57n4a4.pdf>
- Melitz, M. (2003). The impact of trade on intra-industry reallocations and aggregate industry productivity. *Econometrica*, 1695-1725.
- Minervini, N. (2014). *Ingeniería de la exportación: Elaboración de planes innovadores de exportación*. Cengage Learning.
- Monroy, F. L. (2010). La asociatividad como modelos de gestión para promover las exportaciones en las pequeñas y medianas empresas en Co-

- lombia. *Revista de Relaciones Internacionales, Estrategia y Seguridad*, 5(2), 161-191. Obtenido de http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1909-30632010000200007&lng=en&tlng=es.
- Padua, J. (2018). *Técnicas de Investigación aplicadas a las Ciencias Sociales*. México : Fondo de Cultura Económica .
- Palacios, D., & Saavedra, L. (2016). El Desempeño exportador y la Innovación como una estrategia de crecimiento para la PYME en México. *Revista Mexicana de Economía y Finanzas*, 11(2), 21-38.
- Quintero, L., & Diaz, K. (2004). El mercado mundial del Cacao. *Agroalimentaria*, 56-57.
- Quintero, R., & García, L. (2010). La producción de cacao en Venezuela: Hacia una nueva ruralidad. *Actualidad Contable Faces*, 114-123.
- Revilla, F., Berrios, J., Narváez, M., & Fernández, G. (2002). Elementos de análisis estructural y competitividad del sector petroquímico del Estado de Falcon. *Red de Revistas Científicas de América Latina y el Caribe, España y Portugal*.
- Ruhl, K., & Willis, J. (2009). New exporter dynamics. *MIMEO NYU Stern School of Business*.
- SAGARPA. (2017). *SAGARPA*. Obtenido de https://www.gob.mx/cms/uploads/attachment/file/256425/B_sico-Cacao.pdf
- Saldaña, S. H. (2010). El Cacao un reto logístico para su inserción a Bélgica. Ciudad de México, México.
- SEDAFOP. (2017). *SEDAFOP*. Obtenido de <http://sedafop.tabasco.gob.mx/>
- Servicio de Información Agroalimentaria y Pesquera. (2019). *Secretaría de Agricultura y Desarrollo Rural*. Obtenido de https://nube.siap.gob.mx/gobmx_publicaciones_siap/pag/2019/Atlas-Agroalimentario-2019
- Weitz, M. (19 de mayo de 2015). ESIC ACTUALIDAD. *Cuatro factores importantes que afectan la competitividad y su aplicación en América Latina*. Madrid, España: <http://esic.edu/actualidad/cuatro-factores-importantes-afectan-competitividad-y-aplicacion-america-latina/> E.