The Effect of Teaching and Supply Chain Management on Employees' Skills in Small and Medium Sized Enterprises of Russia

Svetlana Fomina[*1], Valeriya Sizikova[2], Yanina Shimanovskaya[3], Svetlana Kozlovskaya[4], Anastasia Karpunina[5]
[1,2,3,4,5]Faculty of Social Work, Russian State Social University, Moscow, Russian Federation
Corresponding author: svetochka.fomina.75@bk.ru

Abstract- **In recent years, there has been an increasing interest in the intervention of thinking skills. One of the main ways of guiding people's thinking about having a healthy and sensible life is to teach employees how to think correctly. Therefore, since the ultimate goal of education is learning, it is important to consider every factor that achieves this goal. Therefore, the main objective of the study was to investigate the effect of training and supply chain management on problem solving, critical thinking, creativity and social skills of employees. The statistical population of this research was all employees of the enterprises of Russia. A sample of this study included 40 employees who were selected through random sampling.**

Keywords- *Teaching, Employee, Supply Chain Management, Critical Thinking, Creativity, Social Skills, Small and Medium Sized Enterprises.*

1. Introduction

modern legal science reveals an increasing need to apply the methods of economics to in recent years, there has been an increasing interest in the intervention of thinking skills. One of the main ways of guiding "people's thinking about having a healthy and sensible life is to teach employees how to think correctly. In order to achieve this, decades ago, there has been some movement in the world. employees' thinking education plans aimed at teaching employees to think, reason, and solve problems [1, 2, 3]. As today's teaching of thinking skills is one of the most valuable areas of research and education in the world. There have been several programs for teaching employees to think. One of the most successful and most used programs. the philosophy for the "philosophy for employees" of the existing employees' program is perhaps the most recent and greatest step taken in the pursuit of the application of philosophy and the practical training of critical thinking, with the aim of reinforcing and enhancing the skills of reasoning, judgment, and discernment. this program is a clear example of the application of philosophy in education, but it differs little from other applications of applied philosophy, and this program wants to help employees make their own thinking and solve problems themselves. one of these important skills, which everyone should enjoy, is social skills. Ref. [4] consider social skills as social compatibility. In their view, social skills are the ability to interact with others, especially in the social dimension, so that they are universally accepted and worthwhile in the norms of society. Ref. [5] recognize social skills as behaviors that enable an individual to interact effectively and to avoid undesirable responses and express the social and behavioral health of individuals. Ref. [6] believes that social behaviors are purposeful, interrelated, and coordinated with the situation, learnable and controlled. Ref. [7] identified social skills as adapting the child to the social environment and peers. In this view, adaptability means the ability of the child to predict, integrate and respond to some signs in a social context. signs also include emotional states or peer behavior. one of the social tasks of employees is to learn how to build a mutually supportive relationship with peers. Employees through behavior with peers learn behaviors such as taking turns, engaging, collaborating, giving attention to others and controlling anger [8, 9, 10]. Employees and adolescents with appropriate social skills display behaviors that lead to positive psychosocial outcomes such as peer acceptance and effective relationships with others. They can have behavioral abstinence and show friendly, helpful, generous behaviors and, in general, behaviors that make it possible to work with others. According to social

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work, social skills have a fundamental link with all aspects of the life of employees and affect their adaptation and adaptation. Socialization or socialization is the most important process of acquiring social skills in employees, which is influenced by different levels of ecology, including family, and society. Failure to learn skills will lead to incompatibility and educational failure of employees in the future. in the field of education, in addition to strengthening the criticality of managers, the spirit of criticism and the field of investigation and research in employees should also be created. Because one of the main goals of education is to develop a critical thinking style for employees. Many writers and experts in this critical thinking area think that they are thoughtful, orderly, purposeful, effective, logical, and outcome-based, which scientifically analyzes all available information and opinion. the development of such thinking, to a large degree, requires a rethinking of teaching methods. Unfortunately, many teaching methods not only do not respond to the development of critical thinking among employees, but increase their willingness and dependence on the managers and lead to worsening learning problems. there was a positive and significant relationship between the researches between academic achievement and the tendency toward critical thinking in the learners. also, the results of [11] study show that learners are not at the desired level of critical thinking and that classrooms should move from passive programs and retain concepts to critical thinking as components in facilitating learning. Consequently, the contradictory results of research on the effectiveness of critical thinking with academic achievement suggest that critical thinking needs some intermediate variables to influence academic achievement. several research findings have shown that academic achievement is also affected by knowledge structures, processes of information processing and environmental factors, including family and self-regulation factors. the complexity of critical thinking points to the fact that this is a long-term evolutionary process that requires training, development, effort, and strengthening over time. Therefore, some studies have shown that critical thinking education of employees positively correlates with their academic achievement and self-regulation; while some other studies have not made such an impact meaningful and recommend further studies in this regard; also one of the social skills that plays an important role in learning is the problem-solving problem. Problematic problem solving skills as a vital skill for life in the present age have attracted the attention of the specialist. programming problem solving training refers to a cognitive- it has a behavior that has a variety of alternative and potential responses to deal with it provides problem solving and increases the possibility of choosing the best and most effective alternative responses, 3 do not consider solving the problem of finding a particular solution for a particular problem. it is important that, by solving a problem, a principle or an abstract law that can be generalized to other situations. that is why the learning from the problem-solving, from other learning, is more transferable to new situations, so that in research showed that the teaching method of experimental science lessons using the problem solving method increased the pre employees' education and creativity are rising, and the problem-solving method could more accurately measure the degree of academic achievement and the creativity of employees in science, which if (experimental) increases. Therefore, since the ultimate goal of education is learning, it is important to consider every factor that achieves this goal. Therefore, considering the theoretical and empirical background of research, the fundamental question is whether the training of the fabc program affects problem solving, critical thinking, creativity, and social skills? Accordingly, the following hypotheses were proposed:

First Chance: The FKC program is effective in critical thinking in Employees

Second Chance: Teaching the FABC program is effective in solving the problem in Employees

Third Option: Teaching FCBC is effective on social skills in Employees.

Fourth Chance: Teaching the FABC program is effective on creativity in Employees.

2. Type of research

This is an applied research. Since in this research the effect of philosophical education program on problem solving, critical thinking about creativity and social skills of Employees has been investigated and considering the fact that there was no completely random selection of the subjects, this research the type of research is considered as semi-experimental. Independent variable in this research is the program of "teaching philosophy" and related variables (problem solving, critical thinking of creativity and social skills). Therefore, the overall design of this research is pre-test and post-test with control group.

2.1 Statistical Society

The statistical population of this research was all Employees of the enterprises of Russia. A sample of this study included 40 Employees who were selected through random sampling.

2.2 Research tools

1. A collection of thought stories: A three-volume book of thought stories is a collection of intellectual stories for Employees aged 8 to 12, in addition to being a book about slow and cowboy philosophy. These stories encourage Employees to raise their questions about issues such as the nature of truth, goodness and beauty, fairness and friendship, apparent reality, and so on. Discuss your experience around time and change and review your relationships and environment. Stories will ask Employees to ask questions, examine the implications and assumptions, use criteria, and explore different ideas. Because these stories are a philosophical color, they reinforce logical thinking and argumentative skills, and contribute to the development of attributes that lead to good judgment in everyday life [12].

2. Critical Thinking Curriculum The training program was implemented in 5 sessions of two hours on the first experimental groups. There were two meetings each week. This program was developed by [13]. The content of the training includes: Session 1: Analysis skills include: analysis of topics and experiences, assignment analysis and questions to small components, observing similarities and differences, summarizing and taking notes; second session: Interpreting skills: including: the concept of interpretation, interpretation of experiences and Reviewing the views; Session 3: Including assessment skills: including the role of evaluation in the development of critical thinking, the concept of evaluation and its stages, the identification of the strengths and weaknesses of the principles of rational judgment; Session 4: Inference and understanding skills include: converting cognitive symptoms into speech signs; creating The logical relationship between new concepts and previous experiences; Fifth session of skill development and self-regulation skills: includes more Concept wires in the form of a whole, understanding and understanding your mental abilities and asking and evaluating yourself.

3. Problem Solving Skills Training Program: Problem Solving Skills In this research, educational sessions were conducted based on the five-step model of Dixon and Glover during 5 sessions of two hours. These meetings are: Definition of the issue including starting, inviting to speak freely, categorizing topics, pursuing the problem, etc. (first session), setting goals including direct questions, addressing mismatches, setting goals, ... (second session), Selecting a strategy involves prediction of situations, benchmarking and role play (third session), strategy implementation including writing of events, awareness and conscientiousness of thoughts and mental imagery, ... (fourth session), and examination including evaluation of results, summing up, generalization and ... (session Fifth).

4. Matson's Social Skills Assessment Scale: This scale was developed by Matson et al. In 1983 to measure the social skills of people aged 4 to 18 years. This scale has 62 terms that describe the social skills of individuals. To answer, the subject must read each statement and then specify his answer based on a 5-point index of Likert scale with a range from 1 (never / never) to 5 (always). The minimum and maximum scores in this test are 61 and 310, respectively. Meanwhile, a higher score reflects the social skills of most people. [14]Reported the reliability and validity of this scale for the first to Employees in Russia. The statistical method of factor analysis was used to determine the validity of the structure. [15] have also calculated the validity of the test with the Cronbach's alpha and the one-way and for the whole scale, equal to 0.86.

5. [16] Creativity Questionnaire: This questionnaire contains 60 articles. Each item has three options, A, B and C, which is assigned a score of 1, 2, and 3, respectively. The questionnaire was developed based on the Torrance creativity test and to assess the four components of fluidity, initiative, flexibility and expansion. Ref. [17] reported in his report the coefficient of Cronbach's alpha for creativity components, respectively, fluidity 0.75, 0.67 initiative, flexibility 0.61 and expansion 0.61. The validity of the test was reported with Torrance's creativity test and other tests with a confidence level of 0.99 [18].

2.3. Data analysis

In order to analyze the data collected in this study, the following statistical methods have been used: Descriptive statistics: Descriptive statistics methods including frequency, percentage, mean, standard deviation. One-way covariance analysis (Ankawa): In this research, in testing the hypotheses in the post-test and post-test stages, the pre-test variable has been controlled, ie its effect has been removed

from the post-test and follow-up scores, and then the average scores of the remaining test group And the control group are compared.

First Chance: The FKC program is effective in critical thinking in Employees.

3. Results

Table 1. Examinogenic-Smirnov test

sig	Z	Scale
0.945	0.5	Critical Thinking

Characteristic z The Kalmographer-Smirnov test regarding normal distribution shows that distribution of scores is not different from normal distribution (P> 0.05).

Table 2.The same test for regression line slope

sig	F	MS	df	SS	
0.003	10.142	520.35	1	520.35	Constant
0.212	1.611	82.658	1	82.658	group
0.027	5.336	237.785	1	237.785	pre-exam
0.067	4.241	217.599	1	217.599	Group interaction and pre-test
		51.305	36	1846.992	Error
			40	84230.00	Total

According to the above table, the interaction between the experimental conditions and the convergent variable is not meaningful. That is, the slope of the regression line is the same for both experimental conditions (P> 0.04, P = 4.21).

Table3. F Levin test (identical error variances)

F	Df1	Df2	Sig
1.663	1	38	0.205

According to the above table, error variances are similar in different experimental conditions (P> 0.05).

Table4. Moderated Averages

group	Average	The standard deviation	Confidence interval 0/95	
			Bottom limit	upper line
the experiment	38.5	1.67	35.116	41.885
Control	51.1	1.67	47.715	54.484

The post-test averages in the above table are adjusted for the effect of the test variables matching. That is, the effect of the convergent variable is effectively eliminated from this data.

Table5. Covariance Analysis of Critical Thinking Score

Partial Echo	sig	F	MS	df	SS	
0.203	0.004	9.429	526.16	1	526.16	Constant
0.116	0.034	4.855	270.909	1	270.909	pre-exam
0.435	0.001	28.44	1586.784	1	1586.784	group
			55.8	37	2064.591	Error
				40	84230.00	Total

As shown in the table above, ANCOVA showed that by eliminating the effect of critical thinking scores of pre-test as an integral variable, the independent effect of the independent variable on the post-test critical thinking scores was significant (Partial η ^ 2, 435, 05/0 P <, 44/28 F =). Therefore, the research hypothesis is accepted in the sense

that the teaching of the philosophy program on Employees is critical to critical thinking in Employees. Second Chance: Teaching the FABC program is effective in solving the problem in Employees.

Table6. Of the Kolmogorov-Smirnov test

sig	Z	Scale
0.891	0.6	Problem solving

Characteristic z The Kalmographer-Smirnov test regarding normal distribution shows that distribution of scores is not different from normal distribution (P> 0.05).

Table7. The same test for regression line slope

sig	F	MS	df	SS	
0.001	13.094	118.301	1	118.301	Constant
0.447	0.591	5.343	1	5.343	group
0.123	2.5	2.588	1	22.588	pre-exam
0.079	3.27	29.547	1	29.547	Group interaction and pre-test
		9.035	36	325.263	Error
			40	8277.00	Total

According to the above table, the interaction between the experimental conditions and the convergent variable is not meaningful. Namely, the slope of the regression line is the same for both experimental conditions (P> 0.0545, F = 0.05).

Table8. F Levin test (identical error variances)

F	Df1	Df2	Sig
0.018	1	38	0.895

According to the above table, error variances are similar in different experimental conditions (P> 0.05).

Table9. Moderated Averages

group	Average	The standard deviation	Confidence interval 0/95	
			Bottom limit	upper line
the experiment	11.068	0.71	9.63	12.505
Control	16.582	0.71	15.145	18.02

The post-test averages in the above table are adjusted for the effect of the test variables matching. That is, the effect of the convergent variable is effectively eliminated from this data.

Table10. Test results for covariance analysis of problem solving

Partial Echo	sig	F	MS	df	SS	
0.219	0.003	10.38	99.493	1	99.493	Constant
0.083	0.076	3.33	31.94	1	31.94	pre-exam
0.438	0.001	28.8	276.514	1	276.514	group
			9.589	37	354.81	Error
				40	8277.00	Total

As shown in the table above, ANCOVA showed that by eliminating the effect of pre-test problem-solving scores as an integer variable, the main effect of independent variable on post-test problem score is significant (Partial η ^ 2, 438, 05/0 P <, 8/28 F =). Therefore, the research hypothesis is accepted in the sense that the teaching of the philosophy program on Employees is effective in solving the problem in Employees. Third

Option: Teaching Fcbc is effective on social skills in Employees.

Table11. Examples of Examiner-Smears

sig	Z	Scale
0.673	0.7	social skills

Characteristic z The Kalmographer-Smirnov test regarding normal distribution shows that distribution of scores is not different from normal distribution (P> 0.05).

Table12. The same test of regression line slope

sig	F	MS	df	SS	
0.019	6.01	47.682	1	47.682	Constant
0.429	0.641	5.083	1	5.083	group
0.058	3.843	30.494	1	30.494	pre-exam
0.201	1.695	13.448	1	13.448	Group interaction and pre-test
		7.934	36	285.639	Error
			40	8987.0	Total

According to the above table, the interaction between the experimental conditions and the convergent variable is not meaningful. Namely, the slope of the regression line is the same for both experimental conditions (P> 0.0545, F = 0.05).

Table13. F Levin test (identical error variances)

F	Df1	Df2	Sig
0.008	1	38	0.322

According to the above table, error variances are similar in different experimental conditions (P> 0.05).

Table 14. Moderated Averages

group	Average	The standard deviation	Confidence interval 0/95	
			Bottom limit	upper line
the experiment	12.997	0.636	11.707	14.287
Control	16.253	0.636	14.963	17.543

The post-test averages in the above table are adjusted for the effect of the test variables matching. That is, the effect of the convergent variable is effectively eliminated from this data.

Table 15. The results of covariance analysis of social skills scores

Partial Echo	sig	F	MS	df	SS	
0.211	0.003	9.905	80.064	1	80.064	Constant
0.063	0.124	2.482	20.063	1	20.063	pre-exam
0.261	0.001	13.06	105.545	1	105.545	group
			8.083	37	299.087	Error
				40	8987.0	Total

As shown in the table above, ANCOVA showed a way to eliminate the effects of FABQ training program on problem solving in Employees. Employee pre-test as an integral variable, the main effect of independent variable on Fcb's program training scores on problem solving In post-test, Employees have a significant effect on post-test education (Partial η ^ 2, P0.05, F = 06/06). Therefore, the research hypothesis is accepted in the sense that the training of the Fabk program is effective in teaching Afbak program on problem solving in Employees. Fourth Chance: Teaching the FABC program is effective on creativity in Employees [19].

Table16. Of the Samogh-Smirnov test

sig	Z	Scale
0.946	0.5	Creativity

Characteristic z The Kalmographer-Smirnov test regarding normal distribution shows that distribution of scores is not different from normal distribution (P> 0.05).

Table 17. The same test for regression line slope

sig	F	MS	df	SS	
0.003	10.5	120.557	1	120.557	Constant
0.639	0.224	2.568	1	2.568	group
0.113	2.64	30.29	1	30.29	pre-exam
0.926	0.009	0.1	1	0.1	Group interaction and pre-test
		11.472	36	413.01	Error
			40		Total

According to the above table, the interaction between the experimental conditions and the convergent variable is not meaningful. Namely, the slope of the regression line is the same for both experimental conditions (P> 0.0545, F = 0.05).

Table18. F Levin test (identical error variances)

F	Df1	Df2	Sig
3.498	1	38	0.069

According to the above table, error variances are similar in different experimental conditions (P> 0.05).

Table19. Moderated means

group	Average	The standard deviation	Confidence interval 0/95	
			Bottom limit	upper line
the experiment	14.439	0.767	12.884	15.994
Control	18.261	0.767	16.706	19.816

The post-test averages in the above table are adjusted for the effect of the test variables matching. That is, the effect of the convergent variable is effectively eliminated from this data.

Table20. Results of the covariance analysis of creativity score

Partial Echo	sig	F	MS	df	SS	
0.234	0.002	11.32	126.342	1	126.342	Constant
0.069	0.107	2.72	30.39	1	30.39	pre-exam
0.242	0.001	11.79	131.649	1	131.649	group
			11.165	37	413.11	Error
				40	11330.0	Total

As shown in the table above, ANCOVA showed that by eliminating the effect of pre-test creativity scores as an integer variable, the main effect of independent variable on post-test creativity scores was significant (Partial η ^ 2, 0 P <, 79/11 F =). Therefore, the research hypothesis is accepted in the sense that the training of the FABK program on creativity is effective in Employees.

4. Discussion and conclusion

By recalling us, philosophy begins to examine what we think and what we believe begins and believes that we should not live a life of impassiveness. Perhaps the simplest work is to explain why the thinking curriculum has led to a reduction in irrational thoughts in sample girls. Because the existential philosophy of this

program is to teach Employees how to think correctly. Thinking education programs emphasize the importance of revealing the unhealthy processes of thinking. These programs help Employees become aware of the thinking processes gradually as they try to solve their problems. This awareness is important because it seems to prepare Employees to revise their thinking and content, and by putting different issues on one issue against Employees, they enable them to abandon previous methods of thinking Take away alternative methods that are healthier and more efficient. So, according to their level of cognition, adolescents will learn the rules that govern the rational thinking. In fact, in this research, the goal of teaching philosophy has been realized, because "philosophy for Employees" is the goal in the program that Employees become more thoughtful, flexible, more thoughtful, and more logical. Participating in group discussions enables the selection of the best elements and the best method of rational reasoning because the participation in the group modifies individual beliefs. And finally, the community of explorer allows you to experiment with different ways of thinking and choosing the best in interacting with others. In a sentence, we can say that the philosophy program for Employees provides all the necessary tools for the transition from unreasonable thinking to rational thinking. These findings are consistent with most of the findings in this area, including [20]. In addition, [21, 22, 23, 24] conducted within the country also has the ability of this program to improve the ability of reasoning in adolescents, which is consistent with the findings of this study.

5. Limitations and suggestions

This study, in turn, has encountered some limitations. One of the main constraints of this plan was the limitations in the Employee's weekly schedule and the impossibility of determining the appropriate time for intervention. Of course, the aforementioned ones made it a bigger limitation, and that the possibility of choosing groups was not entirely random. It is suggested that the effectiveness of the program on male Employees should be studied and the effectiveness of the philosophy program for Employees in different age groups and Employees of different educational levels, including enterprisers, should be studied in "Philosophy for Employees". Preparing the program for native and Russian stories can also enhance the effectiveness of this program. Another limitation of this study is that, as discussed in the discussion, the interaction of the manager with the experimental group, regardless of the content of the program, can affect the outcome of the intervention.

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