

Social and economic elements that contribute to local development: an analysis from the perspective of teachers and students

ABSTRACT

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The objective was to identify and analyze in the perception of teachers and students of the Specialization Course in Municipal Public Management at the Federal University of Maranhão the social and economic elements that contribute to local development. Application of an online questionnaire, with a question utilizing the inducing term and an open question. The responses obtained were from six teachers and thirteen students, between the period from November/2021 to February/2022. Data were analyzed using the IRaMuTeQ software, the following analyses: lemmatization of content matrices; similitude; prototypical. In the results, the frequency of words (f) and the Average Order of Evocation (OME) evidenced that the teachers and students of the social representations, the elements predominantly: "education" (f=13 and OME=3.0), "health" (f=12 and OME=2.9) and "economic development" (f=10 and OME=1.3). In the Similitude Analysis with the elements of the teachers the connections were "health", "education", "public policies", "economic development" and "sustainability", while for the students the connections were "education", "health", "development economy", "infrastructure", "income distribution" and "entrepreneurship". It is concluded that, the elements of local development in the participants' perception include social justice with access to public services, boost the economy, public management actions that contribute to enhance and favor development.

KEYWORDS: Social and economic elements; Development elements; Local development; Quality of life; Social welfare.

1 INTRODUCTION

The study on local development is centered on the understanding of localities, territories, harnessing of resources, productivity and competitiveness by dynamizing the economy to generate favorable results, that is, it will generate economic growth (BARQUERO, 2001; PEREIRA, 2014). Local development is related "where, in fact, people live" it is in this local that take place social and economic processes (FRANCO, 2004). Martinelli and Joyal (2004) consider that local development is related to the idea of community and linked to the participation of actors and the stimulus of potentialities in this local environment.

Local development is centered on aspects from the following types: economic, social, political, environmental, sustainable, educational, healthy, quality of life, among others, which result in development (HEIDEMANN; SALM, 2014; OLIVEIRA, 2002; SEN, 2010; SIEDENBERG, 2004). Development is the transformation of these elements into a reality into a beneficial community or society.

For the study, when referring to local development, the development of the municipality stands out, in the identification of the elements of social and economic development. According to this logic, the elements of local development in the intent to improve the quality of life of people, through the use of local capacity potential, without changing the characteristics of the place (OLIVEIRA; SILVA; LOVATO, 2014). Thus, generating transformations to the community, keeping in mind the aspects of the locality. Considering the process of social and economic changes and transformations, it may contribute to the promotion of social and economic welfare, in order to promote quality of life.

Development is the opportunity of economic elements for local economic growth, which should directly influence social elements and influence the social and economic welfare of individuals. Nino (2016), states that social and economic development is the reduction of social and economic inequality.

For that matter, the elements of social and economic development are centered on economic growth and the reduction of social, local inequalities (MASSARDI; ABRANTES, 2015). Development is the process that happens starting from actions that stimulate and use the potential of the elements in different areas that promote development in the local environment, through actions to encourage the development of opportunities that involve different interests. With the valorization of the elements and resources of the place, which interfere in the social and economic dimensions and seek to change reality, can reduce local inequalities.

In the face of this context, the research question was this: The social and economic elements that are considered important and contribute to local development, in the perception of teachers and students?

To answer the research question, the objective was elaborated with the purpose of identifying and analyzing in the perception of teachers and students of the specialization course in Municipal Public Management of the Federal University of Maranhão (UFMA) the social and economic elements that contribute to local development.

This study is socially justified, by describing the importance of local development and brings to the municipalities or regions social and economic

elements that will contribute to the process of social, economic, political, cultural changes and transformations, among other dimensions (OLIVEIRA, 2002).

2 METHODOLOGY

2.1 Methodological structure

Having realized the field research, Vergara (2016) affirm that it is related to the place of study. Being an applied research, considering the perception of teachers and students of the Specialization Course in Municipal Public Management of the Federal University of Maranhão (UFMA) about local development. For Kauark, Manhães and Medeiros (2010) this type of research is the generation of knowledge and involvement of local interests. With explanatory and descriptive characteristics for identifying the elements that influence local development. For the authors, the explanatory ones are for aiming the contribution to the occurrence of phenomenon and descriptive ones are for describing the characteristics of the facts.

The research was realized to the teachers and students through the application of a questionnaire, with an inducing term: "When you read the phrase: 'Local development (municipal)' what are the first 5 words that come to your mind?" and an open question of free answer about local development. Data collection contemplated socio demographic issues.

The questionnaire form was developed and distributed by the Google Forms platform. Invitations were made and access links, being by e-mail to the teachers and the WhatsApp message application for the students. The data collection period occurred between November 2021 and February 2022.

The population of the research of professors were 12 teachers who ministered the disciplines in the course and 27 students were matriculated and participants of the course, who represented the 2021 class of the Specialization Course in Municipal Public Management of the Federal University of Maranhão at the Imperatriz-MA pole. At that moment, the students had already attended approximately 80% of the disciplines, which supported them with pertinent knowledge to participate in the research, especially the Urban Development discipline that presented elements of development. Teachers directly or indirectly coexist with the theme of local development in the daily course.

The research show consisted of 19 participants between teachers and students who answered the questionnaire form, where all were valid. The following groups of answers were: a) 6 (six) responses from teachers; b) 13 (thirteen) responses from the students.

With the data collected and stored in Microsoft Excel software, to organize responses. The IRaMuTeQ software was used to elaborate the analysis of simple and multiple frequencies of word occurrence; elaboration of the diagrams of analysis of similitude; and for the construction of prototypical matrices.

This study does not involve clinical, epidemiological or experimental with humans and/or animals research, simply applying an online questionnaire on inference of knowledge on the subject matter in question, local development. At

the link that was sent to the participants, there is the Free and Informed Consent Form where after reading can mark "I accept" or "I do not accept" participation in the research, explaining the voluntary participation and the maintenance of anonymity.

3.2 Social representations and word associations

The Social Representations Theory (SRT) belongs to the field of studies of the interaction between social phenomenon and psychological processes (MOSCOVICI, 2004). Looking over that view, the SRT portrays the practices participated between the social subjects of common sense knowledge (MOSCOVICI, 1978).

For Moscovici (1978) knowledge is not always in consensus among social individuals, but it is situated with a large amount of knowledge between the diversity of social groups and the characteristics of each individual. The author considers social representation a set of knowledge information and one of the activities related to what occurs in the mental and behavioral scope of individuals make physical and social reality intelligible.

The SRT is the process by which conceives social representations, in which individuals of social groups understand the reality of consensus through formation, collaboration, change of symbolic aspect to understand the environment in which they live and guide their actions (WACHELKE; WOLTER, 2011). For the authors, social representation is the phenomenon that corresponds to a view of reality by the individual about a determined object in the social environment. Social representations are presented about the process in understanding the social context, based on the Technique of Free Association of Words (TFAW).

The TFAW is a projective technique oriented based on stimulus (COUTINHO; BÚ, 2017). For the authors, TFAW acts psychologically on individuals through inducing stimuli. According to Tavares et al. (2014) TFAW is related to the response associated with an image or a word, with its own characteristics that represent the inducing object by individuals.

As it was observed, the distributions of words construct and allow an interpretation of the main key elements of the study, demonstrating the categories of projective evaluation as the purpose of connecting, observing, recording and achieving verbal connections (COUTINHO; BÚ, 2017).

In TFAW, the term inductor is the main tool for data collection. In this research, an inducing term applied to teachers and students was used. Responses to the inducing terms were treated based on the SRRT and TFAW. This association occurred in this study applied to the two groups: teachers and students.

3.2.1 Elements of multiple frequencies

The analysis of multiple frequencies allows, through evocations, to expose the main words that are presented in the order of frequency of evocations. For Justo and Camargo (2014) the words are ordered by their raw frequency and in the sequence in their proportion in relation to the total evocations.

3.2.2 Elements of similitude analysis

The Similitude Analysis represents the relationship and rate of connectivity between the terms of the structure of social representation and can be illustrated based on a graph, using a tree or cluster (DONATO et al., 2017). The words are presented in the ramifications of the tree, and grouped in the clusters, which for the authors, are within a circumference by the connections of the relationships that occur between the terms in a set, making it possible to identify the occurrences between the words. These words diversify their size according to their matter, facilitating the recognition of the most relevant themes within the similitude analysis.

This similitude analysis is represented by statistical indicators in the existing links between words in a textual corpus (SALVIATI, 2017). For this study, the terms of the evocations of teachers and students. For the author, with similitude it is "possible to infer the structure of construction of the text and the themes of relative importance, from the co-occurrence between words". Or rather, from the relations of occurrences related to words among themselves in the text or in the order of evocations.

3.2.3 Elements of prototypical analysis

Prototypical analysis is a technique for analyzing or treating social representations and occurs based on criteria of frequency and order of evocations, being represented by four quadrants: central nucleus, first periphery, second periphery and contrast zone (DONATO et al., 2017).

The prototypical analysis of evocations allows the exploration of the structure of social representations. That for Wachelke and Wolter (2011) is an analysis that represents by a diagram composed of quadrants, where each of them with a significant function and being 25% for each quadrant.

To classify words within quadrants, two criteria are used: the Average Order of Evocation (AOE) and the frequency of words (f). The frequency of the words represents the number of times the term was evoked by the research participants. According to Correia e Joia (2014) for the calculation of AOE, Equation 1 is used.

$$AOE = \frac{\sum_{i=1}^n (h_i f_i)}{\sum_{i=1}^n f_i} \quad (1)$$

Where, the acronym AOE represents the average order of evocation that means order and indicates the positioning that the same word occupies within the evocations; h is the hierarchy (evocation of position) in the order that the evocations were assigned as 1st, 2nd, 3rd, 4th and 5th word (Tables 1 and 2); f corresponds to the frequency in position the amount of times it was evoked (Chart 1, "economic development" twice); $\sum f$ total frequencies evoked for a given term, considered all assigned position hierarchies (Chart 1, "economic development" three times).

The more frequent the term is used by the research participants, the more important the word has, being part of the central core of social representations. Words that do not appear with some frequency, will possibly be part of the peripheral and contrast quadrants.

3.3 Data analysis

The research data, especially the words collected through the application of the questionnaire based on the Free Word Association Technique were analyzed using the IRaMuTeQ software. In the elaboration of multiple frequency analyses of word occurrence, elaboration of the diagrams of similarity analysis and in the construction of prototypic matrices.

The data of the answers of the question about what "considers important to promote local development", these categorized contents highlighting aspects similar to social representations and associations of words, to confirm the findings in TFAW and supported by the theory of local socioeconomic development. Socio Demographic profile data were grouped into categories.

3.4 Matrices of responses of teachers and students

The preparation and stemming of the response matrices, after data collection, adjustments were made to the universe of responses to ensure the content and semantic similarity of the terms evoked by the participants. For this, the terms were reduced to the singular and the masculine form. To do so, a data dictionary was used to ensure the similarity between homonymous terms were reduced to the same radical, beyond addition to reducing to the singular and masculine form of the word.

The adjusted matrices, in Chart 1 show the data of teachers with 6 (six) terms and Chart 2 the data of students with 13 (thirteen) terms.

Chart 1: Teachers responses regarding the inducing term about local development

Participants	Word 1	Word 2	Word 3	Word 4	Word 5
Teacher A	Public spaces	Public policy	Collectivity	Social participation	Planning
Teacher B	Economic development	Income distribution	Work	Productive chain	Productive chain
Teacher C	Public utility	Sustainability	Health	Education	Social welfare
Teacher D	Basic sanitation	Education	Health	Economic development	Public security
Teacher E	Economic development	Sustainability	Public policy	Health	Education
Teacher F	Good management	Honesty	Education	Health	Public policy

Chart 2: Students responses regarding the inducing term about local development

Participants	Word 1	Word 2	Word 3	Word 4	Word 5
Student A	Economic development	Public policy	Social development	Sustainability	Public spaces
Student B	Economic development	Income distribution	Progresso	Health	Education
Student C	Education	Health	Priorities	Social development	Social welfare
Student D	Economic development	Health	Education	Basic sanitation	Social welfare
Student E	Entrepreneurship	Technology	Innovation	Enchantment	Motivation
Student F	Infrastructure	Health	Education	Productive chain	Urban cleaning
Student G	Health	Education	Basic sanitation	Infrastructure	Public security
Student H	Economic development	Learning	Research	Planning	Public spaces
Student I	Economic development	Innovation	Infrastructure	Productive chain	Planning
Student J	Infrastructure	Education	Productive chain	Productive chain	Public security
Student K	Employability	Education	Entrepreneurship	Health	Social welfare
Student L	Economic development	Income distribution	Health	Basic sanitation	Education
Student M	Economic development	Education	Health	Entrepreneurship	Income distribution

4 RESULTS

The results of the application of the questionnaire on local development of the 19 participants, being composed of teachers and students of the Specialization Course in Municipal Public Management of the Federal University of Maranhão.

The teachers participating in the research were five male and one female, with a mean age of 44.33 years, with a standard deviation of 14.44 years. The students participating in the study were six males and seven females, with a mean age of 40.85 years, with a standard deviation of 9.44 years.

Participants have diverse formations (pharmacy and biochemistry, accounting, business and public administration, law, aquatic sciences, civil engineering, history, nursing, pedagogy and mathematics). These participants are residents in different municipalities of the state of Maranhão, being São Luís, Imperatriz, Porto Franco and Paço do Lumiar.

4.1 Identification of social representations using word associations

The 19 questionnaires, six of the teachers with 30 evocations and 13 of the students with 65 evocations, totaling 95 evocations, Charts 1 and 2. In the process of grouping similar evocations, as described in Subsection 3.4, a total of 32 different evocations were obtained.

Based on the data set of teachers and students, being which together they were presented in the analysis of multiple frequencies, similitude and prototypical. Analysis of multiple frequencies of teachers and students of the words evoked in the TFAW, in Table 1 the words are presented in order of force of evocation, obtaining the 32 words and their graphic representations.

Table 1: Analysis of multiple frequencies and graphic representation of teachers and students local development

Words	Frequency	% Total	nº Gross	% Gross	Graphic representation
Education	13	13.68	13	68.42	Education
Health	12	12.63	12	63.16	Health
Economic Development	10	10.53	10	52,63	Economic_development
Productive chain	4	4.21	4	21.05	Productive_chain
Public policy	4	4.21	4	21.05	Public_policy
Infrastructure	4	4.21	4	21.05	Infrastructure
Income distribution	4	4.21	4	21.05	Income_distribution
Social welfare	4	4.21	4	21.05	Social_welfare.
Basic sanitation	4	4.21	4	21.05	Basic_sanitation
Planning	3	3.16	3	15.79	Planning
Public security	3	3.16	3	15.79	Public_security
Sustainability	3	3.16	3	15.79	Sustainability
Entrepreneurship	3	3.16	3	15.79	Entrepreneurship
Public spaces	3	3.16	3	15.79	Public_spaces
Social development	2	2.11	2	10.53	Social_development
Small producers	2	2.11	2	10.53	Small_producers
Innovation	2	2.11	2	10.53	Innovation
Technology	1	1.05	1	5.26	Technology
Learning	1	1.05	1	5.26	Learning
Honesty	1	1.05	1	5.26	Honesty
Motivation	1	1.05	1	5.26	Motivation
Social participation	1	1.05	1	5.26	Social_participation
Priorities	1	1.05	1	5.26	Priorities
Work	1	1.05	1	5.26	Work
Collectivity	1	1.05	1	5.26	Collectivity
Urban cleaning	1	1.05	1	5.26	Urban_cleaning
Employability	1	1.05	1	5.26	Employability
Public utility	1	1.05	1	5.26	Public_utility
Enchantment	1	1.05	1	5.26	Enchantment
Progress	1	1.05	1	5.26	Progress
Research	1	1.05	1	5.26	Research
Good management	1	1.05	1	5.26	Good_management

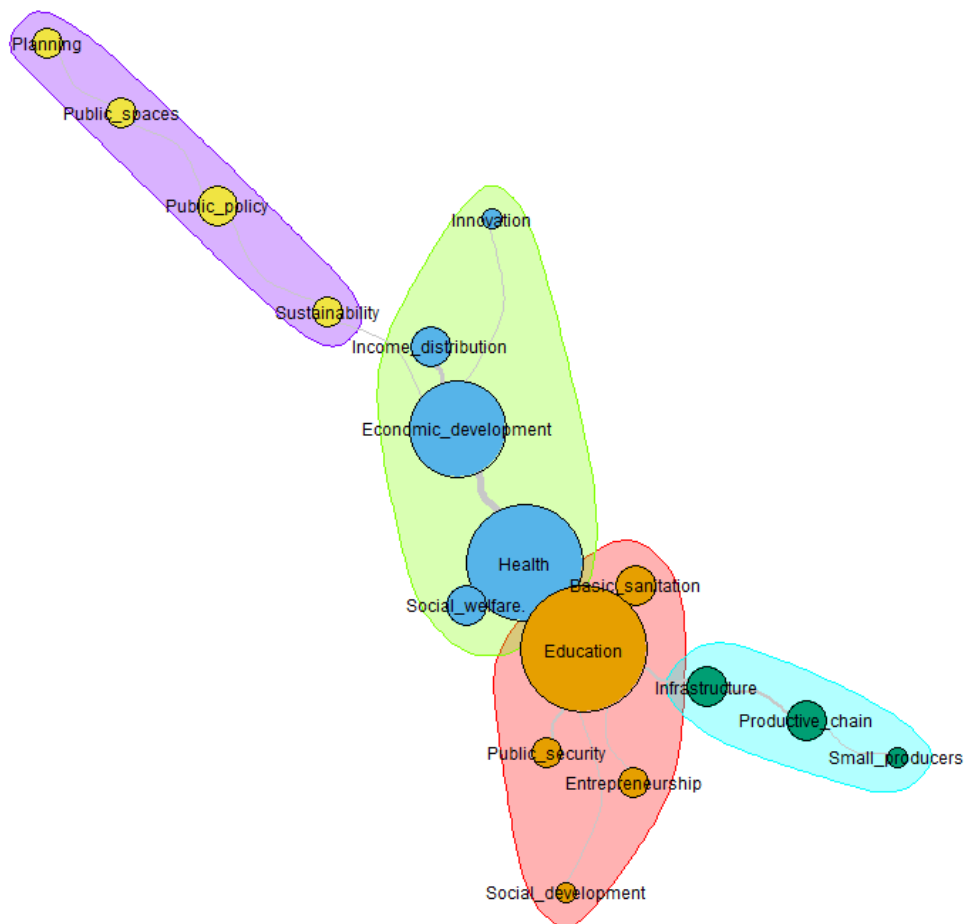
The words in order of frequency and through the evocations of the participants, obtaining the following words as "education" that had the highest representation of 13.68%, "health" with 12.63%, "economic development" with 10.53%, "income distribution" and "social welfare" with 4.21% for each. These words were the most, independent of the order of the hierarchy of evocations, but indicate that the participants keep in mind the topic of local development.

In this context, the evocations of Table 1, these elements, which are being provided in the municipalities, especially by public managers who will promote local development, reaching the different social and economic dimensions. According to Silva and Martinelli (2021) these elements cover each of these

dimensions, because being a universe of factors that interfere in local development.

In the similitude analysis, each of these elements of the context of local socioeconomic development has its relevance within this scenario. Figure 1 presents four clusters formed with the evocations of the research participants, taking into account the strong connections that are related to the hierarchy positions.

Figure 1: Similitude analysis of teachers and students evocations about local development



According to the co-occurrence tree, grouped into clusters and presented in Figure 1. The results indicated that the words that presented the most connections were "education", "health" and "economic development". The word "education" gave origin to the ramifications of the connections, demonstrated by the participants that education is an essential element for local development, because this element will allow establishing its relationship with development.

The education that the participants mentioned in the research is related to a school or formal education with intertwined forms of the intentional educational process. In this sense, the relationship between the idea of education and local development is associated with improved employability in order to professional qualification that will generate technical and scientific-technological knowledge, reverted in economic processes (BORGES; BERNARTT, 2010).

Understanding that education can contribute and foment the dimensions of local social and economic development. Its main connection in Figure 1 was with the word "health", which for Loureiro, Miranda and Miguel (2013) is a fundamental element for local development, because healthy people are fundamental to ensure sustained development. It is considered access to published services and social and economic opportunities, which for the authors, the offer by the municipal government as instruments of local power, should be able to implement health policies that promote quality of life, consequently, it contributes to the sustaining of social and economic growth.

Within this context, the element "economic development" emerged, a word that was derived from different similar evocations, such as economic growth, development, economic development, economic or economy. It can be observed that this term was connected to the element "income distribution", because it represents the movement of financial resources, which contributes to the local economy.

Therefore, economic development is the ability to generate gains for a determined locality, in the context related to the economy that involves income, growth and development, but also related to the social with improvements in the welfare of the population (BRESSER-PEREIRA, 2006). The word "economic development" made connections with "income distribution" with four frequencies and "sustainability" with two frequencies, resulting in improvements in social and economic welfare to municipalities.

In the prototypical analysis, the words that stood out in the Central Nucleus according to Table 2, conformity to Table 1 and Figure 1. The words "education", "health" and "economic development", they have a high frequency, since the "income distribution", "basic sanitation", "public policies", "infrastructure", "sustainability" and "entrepreneurship", presented a low order of hierarchy of the evocations of position.

With these social representations, it can be inferred that the elements of the Central Nucleus are essential in the perception of participants for the local development, since the first evocations in mind.

Local development is to plan on the distribution of social and economic resources in the process of improving the local population. This development, for Oliveira (2002), is the process of local changes and transformations, by the economic, political, human and social order. For the author, there is nothing more than, growth in the productive arrangement and generation of employment and income, and transformation to satisfy the needs of human beings, such as health, education, housing, public transport, food security, leisure, among other social and economic needs.

Table 2: Prototypical analysis of teachers and students on local development
Average Order of Evocation <3.0

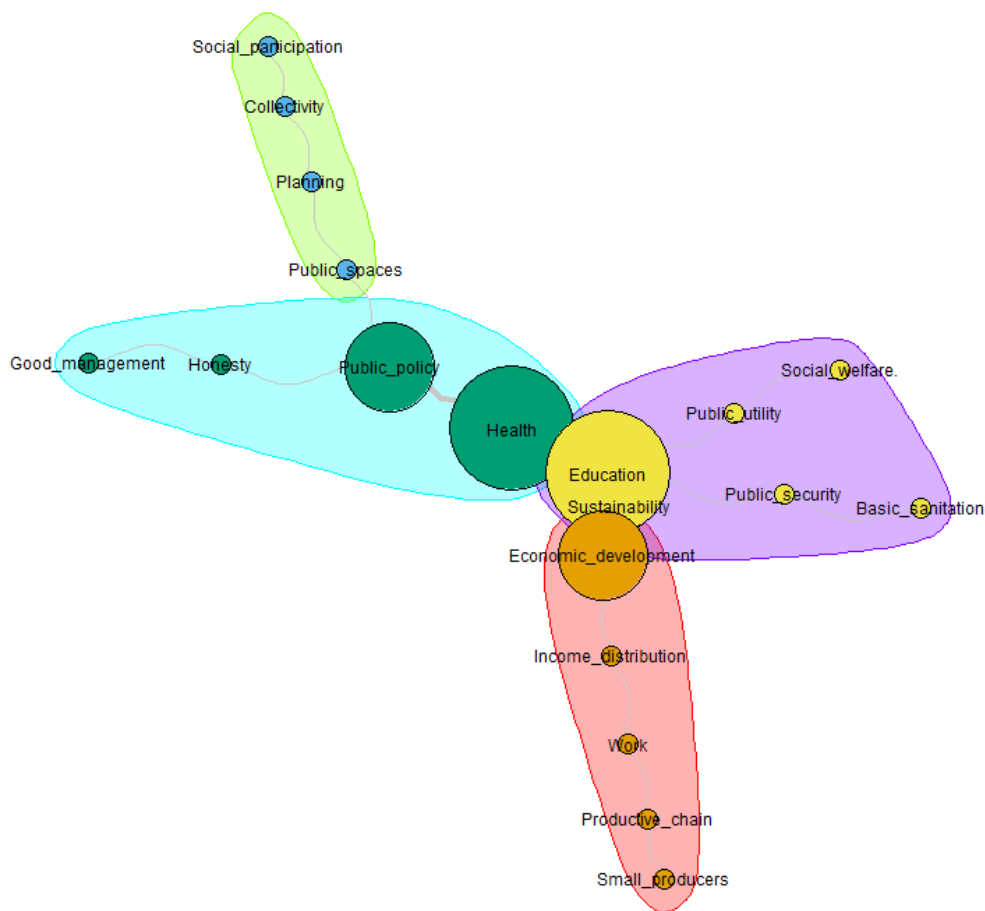
Average Order of Evocation <3.0			Average Order of Evocation >=3.0			
Central Nucleus			First Periphery			
Word	Frequency	AOE	Word	Frequency	AOE	
Frequency >= 2.97	Education	13	3.0	Social welfare	4	5.0
	Health	12	2.9	Productive chain	4	4.0
	Economic development	10	1.3	Public security	3	5.0
	Income distribution	4	2.8	Planning	3	4.7
	Basic sanitation	4	3.0	Public spaces	3	3.7
	Public policy	4	3.0			
	Infrastructure	4	2.2			
	Sustainability	3	2.7			
	Entrepreneurship	3	2.7			
Contrast Zone			Second Periphery			
Word	Frequency	AOE	Word	Frequency	AOE	
Frequency < 2.97	Innovation	2	2.5	Social development	2	3.5
	Good management	1	1.0	Small producers	2	4.0
	Progress	1	3.0	Social participation	1	4.0
	Learning	1	2.0	Urban cleaning	1	5.0
	Employability	1	1.0	Enchantment	1	4.0
	Research	1	3.0	Motivation	1	5.0
	Priorities	1	3.0			
	Technology	1	2.0			
	Work	1	3.0			
	Honesty	1	2.0			
	Collectivity	1	3.0			

The other quadrants as the Peripheries and Contrast Zone reinforce elements of the social and economic dimensions that influence local development, but not with the same intensities of the evocations of the Central Nucleus.

4.2 Social representations of the teachers

In this subsection, they presented themselves with similitude and prototypical analyzes of the teacher's data, with six questionnaires. Figure 2 presents the word "health" that is directly connected to the term "education", in addition to making connections with "economic development" and "public policies", for the teachers participating in the research, which were the set of essential actions from the perspective of local development.

Figure 2: Similitude analysis of teachers evocations about local development



The element “education” had a connection with cluster (lilac) that gave origin to “sustainability”, “social welfare”, “public utility”, “public security” and “basic sanitation” demonstrating that health and education generate several benefits as quality of life, economic strengthening, and guarantee of social actions by public management, in especially, the municipal ones. The connection “good management” arose indirectly from “education”, while generating effective results in management conducting to local development.

The element “public space” of the cluster (green), that originated from “public policies”, had connected with “planning”, “collectivity”, and “social participation”, results these that present a series of steps and rules, whose objective was to ensure conditions that will trigger local social and economic development. Public policies based on the evocations of the graphs of the Figure 2 that have related to good management, resulting in the outcome of the enhancement of social improvements.

The cluster (salmon) gave origin to the element “economic development” that connected to the cluster (lilac) that presented the connections “income distribution”, “work”, “productive chain” and “small producers”, these results represent the elements of sustention of the economic dimension, Figure 2.

In this sense, in the prototypical analysis the Central Nucleus presents as results the elements “economic development” and “sustainability”, according to Table 3. Sustainability becomes important within a scenario where discourse is

development, in the First Periphery justifies with the elements as "health" and "education with higher frequencies in relation to the Central Nucleus and followed by "public policies", being represented by actions to combat social inequalities, thus influencing the local development.

The elements of the Contrast Zone despite the low frequency, but with an importance for being words of the first hierarchies of evocation of position. For teachers the local socioeconomic development needs "good management", "honesty", "public spaces", among other elements driving public management policies, as they need to implement to promote local development.

Table 3: Prototypical analysis of teachers on local development

		<i>Average Order of Evocation <3.0</i>			<i>Average Order of Evocation >=3.0</i>		
<i>Frequency >=</i>	Central Nucleus			First Periphery			
	Word	Frequency	AOE	Word	Frequency	AOE	
}	Economic Development	3	2.0	Health	4	5.0	
	Sustainability	2	2.0	Education	4	3.5	
				Public policy	3	3.3	
<i>Frequency < 1.58</i>	Contrast Zone			Second Periphery			
	Word	Frequency	AOE	Word	Frequency	AOE	
	Good management	1	1.0	Public security	1	5.0	
	Honesty	1	2.0	Social participation	1	4.0	
	Public spaces	1	1.0	Productive chain	1	5.0	
	Public utilities	1	1.0	Small producers	1	4.0	
	Collectivity	1	3.0	Social welfare	1	5.0	
	Basic sanitation	1	1.0	Planning	1	5.0	
	Work	1	3.0				
	Income distribution	1	2.0				

Based on the results of Figure 2 and Table 3, local, social and economic development is a qualitative understanding, necessary to understand the elements of the dimensions of social and economic development, incorporating improvements, which are connected with the intrinsically social and economic issues that influence the perspective of local development.

Local development is a process that encourages actors to work collectively to create better conditions for economic growth and job creation in order to result in economic improvements in the locality and quality of life for all involved (MANDISVIKA, 2015).

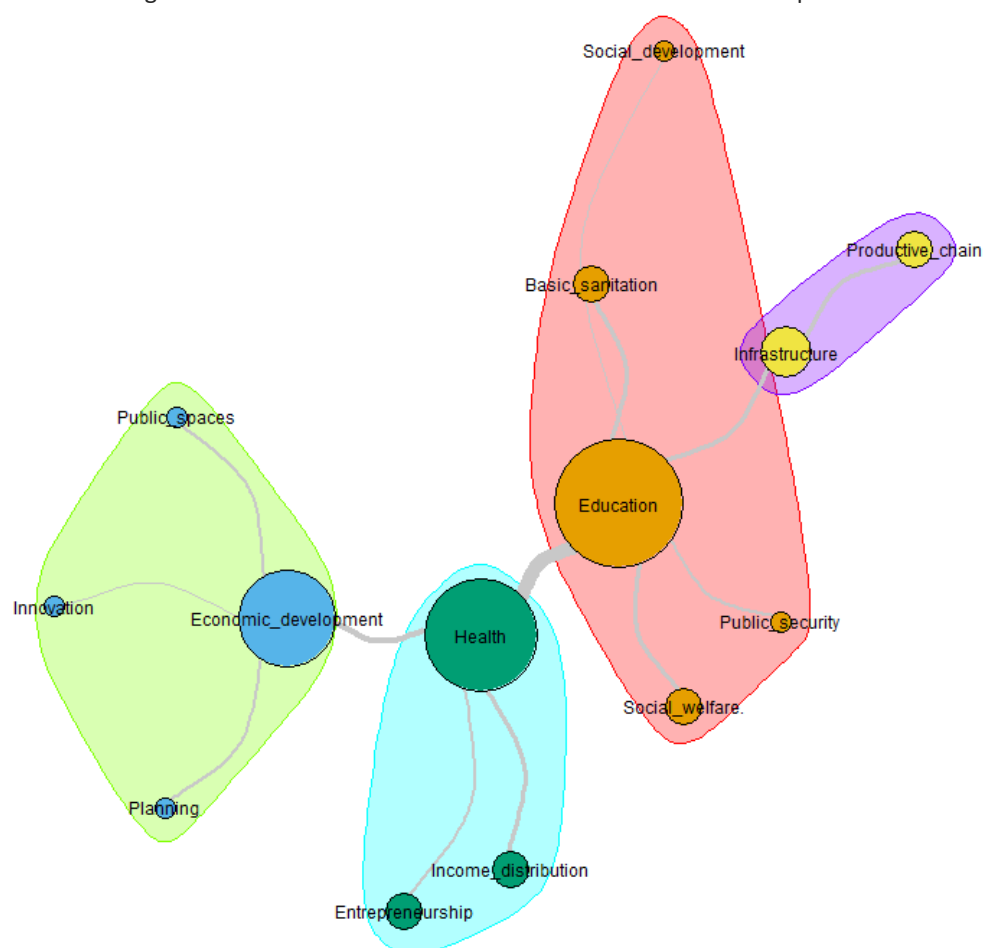
The elements of development identified in the research, basically formed by a set of actions aimed at combating lack of policies for economic and social generation. Public managers are the actors responsible for local social and economic changes. For Massardi and Abrantes (2015) transformations in local realities, only from the socioeconomic development with actions aimed at the social and economic improvement of different locations.

4.3 Social representations of the students

In the similitude and prototypical analysis of the students' data, being thirteen questionnaires. Figure 3 presents the similitude analysis with four clusters, where it gave origin to the elements "education", "health", "economic development" and "infrastructure", these elements signal positive impacts, not only promotes economic development, but the growth of social development, both contribute to improvements that are related to the idea of quality of life.

Under these conditions, local development is listed in the transformations of economic and social conditions, but public managers need to implement policies aimed at improving relations with local actors (RITTER FILHO, 2017). Thus, in the constitution of a favorable environment for all involved, there are benefits that include improvements and growth in the ambit of social and economic development. With transformative actions from the perspective of development as the element "education" that modifies the reality of individuals and reflects in society.

Figure 3: Similitude of students' evocations about local development



For the students participating in the research "education" is an element of the social dimension, with main connection as "health" that connected with "income distribution" and "entrepreneurship", these connectivity demonstrated that health care is a mechanism promoting development, because it characterizes the

social welfare that encompasses the social and economic dimensions. It is linked to the "distribution of income", and the impact of health benefits on individuals will decrease the expenses of public coffers (health care and government assistance such as social security, among others).

The "economic development" with connections to the "planning", "public spaces" and "innovation", these elements are associated with municipal management in the planning and integrated management of leisure spaces. The ongoing economic development with positive results, beyond the economic benefits, is directed by influencing and contributing to the achievements and social gains.

Table 4 presents prototypical analysis with data from students' evocations. The words with high frequency and with low order of hierarchy of the evocations of position in the Central Nucleus presented "education" with f=9 and AOE=2.8, "health" with f=8 and AOE=2.6, "economic development" with f=7 and AOE=1.0, "infrastructure" with f=4 and AOE=2.2, these elements are intrinsically related to local dynamics, because being essential for local social and economic development.

Table 4: Prototypical analysis of students on local development

		Average Order of Evocation <3.0			Average Order of Evocation >=3.3		
		Central Nucleus			First Periphery		
Frequency >= 2.50	Word	Frequency	AOE	Word	Frequency	AOE	
		Education	9	2.8	Social welfare	4	5.0
		Health	8	2.6	Productive chain	4	4.0
		Economic Development	7	1.0	Basic sanitation	3	3.7
		Infrastructure	4	2.2			
		Income distribution	3	3.0			
		Entrepreneurship	3	2.7			
Frequency < 2.50	Contrast Zone			Second Periphery			
	Word	Frequency	AOE	Word	Frequency	AOE	
		Innovation	2	2.5	Public security	2	5.0
		Progress	1	3.0	Social development	2	3.5
		Learning	1	2.0	Planning	2	4.5
		Employability	1	1.0	Public spaces	2	5.0
		Research	1	3.0	Urban cleaning	1	5.0
		Priorities	1	3.0	Sustainability	1	4.0
		Technology	1	2.0	Enchantment	1	4.0
		Public policy	1	2.0	Small producers	1	4.0
				Motivation	1	5.0	

The First Periphery of Table 4 presented three evocations such as "social welfare" with f=4 and AOE=5.0, "productive chain" with f=4 and AOE=4.0, "basic sanitation" with f=3 and AOE=3.7, being elements that are associated with social development, because promotes quality of life.

In the areas of the Contrast Zone and Second Periphery are fundamental elements for development, it was not evidenced by the students with more

frequent and hierarchy of position of these evocations. These results identified elements related to the social and economic dimensions considered important for development in the students' perception.

Local social and economic development is centered on the economic dimension with economic growth, entrepreneurship, technology innovation, production chain, income distribution, among other economic factors, but also represented by the social dimension as the education, basic sanitation, cultural, health, leisure in public spaces, environmental, among other social factors (HEIDEMANN; SALM, 2014; OLIVEIRA, 2002; SEN, 2010; SIEDENBERG, 2004).

5 DISCUSSION

Development is related to the promotion of elements such as the economy, education, health, among others. This development, for Milone (1998) is identified by changes in economic growth that influences income factors, health, poverty reduction, unemployment and advances in education. The elements of economic development will generate the elements of social development (BENATTI; SILVA; PREARO, 2021).

Based on the research, it can be inferred that the elements of social and economic development can be considered responsible for interfering in the development of municipalities. According to Milone (1998) this development is associated with several factors of social and economic dimensions, which lead to the improvement of people's lives.

In Figures 2 and 3 it remains evident that education, health, public policies, public security, economic development, are essential elements for the municipalities to achieve their development and promote social welfare, in the perception of teachers and students.

To promote development, the Student "A" considered that public management is responsible for these elements to be performed in the municipalities. For the Student "M", the incentive to entrepreneurship, as it will generate social development.

"To have in public management, the manager focused on the development of a political agenda that values and seeks to solve with public policies the issues emerging from the clamors of the various social classes, of the assisted local population" (our griffin). Student "A".

"For there to be local development, first encourage the creation of businesses and support existing small businesses, thus generating income, which will provide the social welfare of the population. Not being able to forget that public services such as health, education, public transportation, basic sanitation, care of urban spaces, these and other quality services will promote local development, along with economic development, thus contributing to the socioeconomic development of the municipality and the population" (our griffin). Student "M".

In this sense, development has different aspects and questions, which for Bresser-Pereira (2006), economic development is influenced by the elements that

may influence the increase in income that promotes quality of life, growth in the country's production, that is, generate structural or cultural changes in society.

Not having a sense of the economic potential of the municipality or not being a priority by the government with local development. These are some of the challenges, which impede municipalities from promoting the elements of development, requiring that public managers have commitments to the social and economic dimensions for development to occur. The potential of development should be incorporated into the principles that underlie the criteria for the implementation of public policies.

"Public policies for valuing the local workforce, with social inclusion; basic sanitation and incentive to the local merchant, moving the economy; urban mobility and socio-environmental development" (our griffin). Teacher "D".

"Development of public policies aimed at the environment (combating pollution, sanitation and related activities)" (our griffin). Teacher "E".

"Medium and long term planning, with urban organization" (our griffin). Teacher "C".

According to Student "B" for local development it is necessary for "a good management committed to working". Being complemented by Student "D" who considered the need to have the "job opportunities, to better run the economy" (our griffin). The related development elements (economic, income distribution, entrepreneurship) to the data obtained in the research in consonance with Barquero (2001), economic development is linked to the potential to transform economic resources and technological innovations, ensuring the creation of wealth. That can be considered the potential in improvement or economic growth for the municipalities, which is reinforced by Vasconcellos (2002), is formed by various elements and the destination of resources by the sectors of the economy in order to improve economic performance and social well-being.

The elements identified in the research were considered essential for the development of municipalities, they have their influences in the search for improvements or reduction of inequalities, but do not solve all problems. In this sense, Bresser-Pereira (2006) states that, political infrastructure is needed to support or guarantee planning in the social and economic structures of the country, especially in municipalities.

Each municipality or region has its autonomy for social and economic development, highlighting the state of Maranhão, where this research was realized, its main entry into the economy is from the development of productive forces, which generates social development. It can be considered that the economy of the municipalities of this state are agribusiness, industry, commerce, service provision, extractivism, among other economic activities.

According to Mesquita (2011), the Maranhão has shown growth in the development rate, which is reflected in improvements in social indicators, this good economic performance and with the increase in productive capacity, has been propelling economic development and economic growth. These are reflections of the municipalities that have accelerated this growth. Thus, the

municipalities of this state, with their development potentials, with improvements in social and economic performance indicators, bringing changes and equilibrium in social welfare (DONATO et al., 2017; PEREIRA, 2017). Being that, all sectors of the economy have their parcel of contribution to the local economy, which will generate social results to the municipalities.

The study points out that, social and economic development is associated with the reduction of inequalities, in the search for an improvement in quality of life with the development of social welfare, that is, intervention of municipalities in the social and economic guarantee of citizens.

6 CONCLUSION

Faced with the question of research that questioned which social and economic elements, considered important and contribute to local development. In this sense, the objective was to identify and analyze in the perception of teachers and students the elements that contribute to local development. With multiple frequency analysis, a total of 32 elements were presented, by frequency and order of evocation, which were considered by teachers and students as important elements for local development. Being so, the question was answered and the goal was achieved.

The elements of local development evidenced in the research by teachers and students, predominantly, were the following elements, as education, health, economic development, public policies, sustainability, infrastructure, income distribution, entrepreneurship, among others, according to Tables 2, 3 and 4.

These elements of local development, in the perception of teachers by the similitude analysis, presented the main connectivity with "health", "education", "public policies", "economic development" and "sustainability" (Figure 2), while the students connected them with "education", "health", "economic development", and "infrastructure", "income distribution" and "entrepreneurship" (Figure 3).

It is concluded that, based on the elements of local development in the perception of the participants (teachers and students), for local development to occur it must involve social justice with access to quality public services, boost the economy with generation of enterprises that will promote the generation of jobs and income, actions of public management that contributes to potentialize development and favor the sustainability of the economy, to ensure and better the quality of life with social and economic well-being of the population.

The main contribution of this study can be considered for public managers, in especially, to municipal managers. By identifying the social and economic elements of local development, implementing actions aimed at public management in undertaking policies of economic growth at the municipal level, it will promote quality of life and social and economic welfare. For this, public managers need to be promoting actions that will impact each element of local development.

The main limitation of this research was the low interest of the participants in answering the form. We were asked for help to disseminate in the course, to managers (teachers and tutors), but we had no feedback, same from the tutor of the pole and also from a teacher responsible for the São Luís-MA course.

As a suggestion for future research, a research involving all teachers, tutors and students of the specialization course in Municipal Public Management and add other issues pertinent to local development.

Elementos sociais e econômicos que contribuem no desenvolvimento local: uma análise na perspectiva de docentes e discentes

RESUMO

O objetivo foi identificar e analisar na percepção de docentes e discentes do curso de especialização em Gestão Pública Municipal da Universidade Federal do Maranhão os elementos sociais e econômicos que contribuem para o desenvolvimento local. Aplicação de um questionário online, com uma questão utilizando o termo indutor e uma pergunta aberta. As respostas obtidas foram de seis docentes e treze discentes, entre o período de novembro/2021 a fevereiro/2022. Os dados foram analisados através do software IRaMuTeQ, as seguintes análises: lematização das matrizes de conteúdo; similitude; prototípica. Nos resultados, a frequência de palavras (f) e da Ordem Média de Evocação (OME) evidenciaram que os docentes e discentes das representações sociais, que os elementos predominantemente, foram: “educação” (f=13 e OME=3,0), “saúde” (f=12 e OME=2,9) e “desenvolvimento econômico” (f=10 e OME=1,3). Na Análise de Similitude com os elementos dos docentes as conectividades foram “saúde”, “educação”, “políticas públicas”, “desenvolvimento econômico” e “sustentabilidade”, enquanto os discentes as conexões foram “educação”, “saúde”, “desenvolvimento econômico”, “infraestrutura”, “distribuição de renda” e “empreendedorismo”. Conclui-se que, os elementos de desenvolvimento local na percepção dos participantes envolvem a justiça social com acesso aos serviços públicos, impulsionar a economia, ações da gestão pública que contribui para potencializar e favorecer o desenvolvimento.

PALAVRAS-CHAVES: Elementos sociais e econômicos; Elementos do desenvolvimento; Desenvolvimento local; Qualidade de Vida; Bem-estar social.

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