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FUNDRAISING FOR UNIVERSITIES BY ALUMNI EFFORTS:  
A LITERATURE REVIEW

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Abstract

Higher education is co-financed by the state, municipalities, as well as various local and international funds, but the support of individuals and businesses, known as patronage, is playing an increasingly important part. Here, the contributions of alumni are of a great consequence, ranging from cash donations, in-kind donations, volunteering and pro bono contributions. To receive these diverse donations, universities must work diligently on their communications strategy with alumni, current and potential patrons. This strategy should be

diversified on the basis of age, gender and wealth. Successful fundraising campaigns are based on a well-thought-out and ad hoc approach, where each participant clearly understands the goals and objectives of his or her activities.

**Keywords:**  
philanthropy, university, fundraising, donations, alumni.

**JEL code:** A10, A20, B10

Introduction

Many governments are decreasing the funding for university research projects. However, with reduced public funding, universities are still expected to deliver excellent research results. Although tuition fees are increased step by step, this cannot be justified with the quality of university performance (Deloitte, 2016). Universities need to move forward in order to be fully competitive. Consequently, it is important to increase involvement of private sector in university development and it is a task of philanthropy (Cutlip, 1990), – to increase the amount and number of private and corporate donations for various university projects. At the same time, it is important to discuss the factors influencing the behaviour of patrons (Brittingham, 1990), the successful philanthropy strategy (Johnstone, 2016), and the institutional development of universities (Kozobarich, 2000).

College and university graduates have an increasingly important part in supporting higher education (Weerts, Cabrera, Sanford, 2010). In 2007, US colleges and universities attracted and received 29 billion in donations, 28 % of which were donated by alumni (Council for Aid to Education, 2008). As government funding continues to decline, leveraging donations from other resources is becoming progressively critical, therefore data collection and researching careers of alumni after graduation is vital (Burke, 1988; Caboni and Proper, 2008).

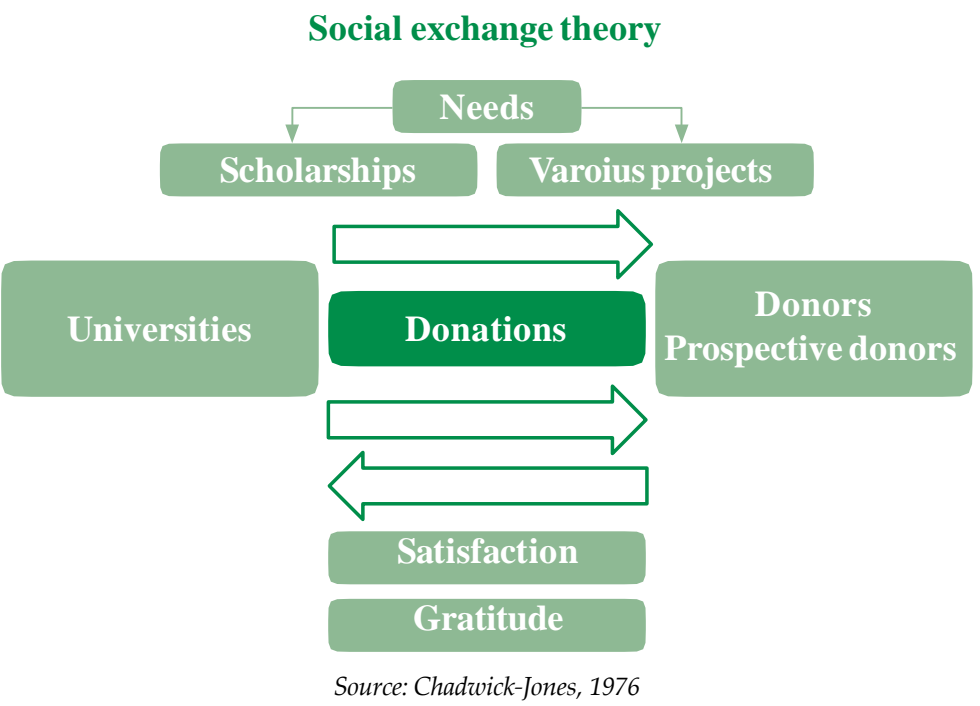
Research results and discussion

The administrative and academic leaders of colleges and universities must invest efforts in fundraising. Since state support is inadequate, it can be frequently observed that many families cannot afford to secure tertiary education for their children. Informing the current students in timely manner about the importance of alumni donations is crucial. Those students who themselves have received donor support through scholarships and funding of research projects, subsequently become more aware of the decisive character and necessity of their personal donation. Alumni have various opportunities to support their alma mater. They can become ambassadors lobbying for the needs of higher education institutions at national and/or local government level. They can become volunteers who devote their free time to one of the university's events by organizing it or contributing the so-called in-kind donations. For example, by supplying food to participants or providing the musical entertainment for the event. It is a common in-kind donation practice of graduates to purchase books for the university's library. Alumni can also contribute to their university their volunteer work, serving as guides to pupils and their parents on excursions, encouraging them to learn about university's history and achievements, encouraging pupils to consider this university as their next place of studies (Weerts, Cabrera, Sanford, 2010).

Beyond donating funds, alumni can become lobbyists for their university. This tendency assumes an increasingly assertive and widespread character (Potter, 2003). Through various advisory committees, university graduates help their universities and their management to formulate and fulfil their strategic goals (Weerts, 1998). There is also the practice of senior alumni becoming mentors to junior graduates, thus helping them to integrate into the labour market and also providing advice on how to better support their university. This collaboration is definitely more effective than posting job advertisements (Fogg, 2008). The diversity of graduate assistance to their universities is assuming an increasingly notable position with an increase of competition among universities (Cabrera et al., 2005). Building collaborative models and relationships with alumni becomes crucial, hence universities are investing more and more in building these relationships. For example, in 2003, universities in the United States invested 8.7 million USD in activities aimed at collaborating with alumni – the equivalent to the costs of 81 full-time employees (Alumni Relations Task Force, 2004).

Graduates as volunteers are a very generous resource. Volunteering was usually associated with religiosity until faith-based organizations introduced various formal mechanisms to organize volunteering (Penner, 2002). Students should be offered opportunities for volunteering that are geared to the needs of the faculty and/or the university. Students who have volunteered 6 hours or more per week have been shown to be happy to continue this contribution after graduation (Astin et al., 1999). Behavioural patterns of collaboration with one's university are formed before a person commences to attend university. They are based on family values, experiences at primary and secondary school, various youth activities and the values of the community. The importance of social exchange theory in understanding the potential contribution of alumni in supporting their own universities must be appreciated (Weerts and Ronca, 2008).

Firstly, social exchange theory requires relationships to be shaped according to “give and take” principle and sometimes these relationships strike an uneven balance between partners.



The objective of the current study is to examine the literature available on fundraising from alumni and models of alumni collaboration with universities. The main task of research is to provide tactics of fundraising from alumni based on Foundation of the University of Latvia case study.

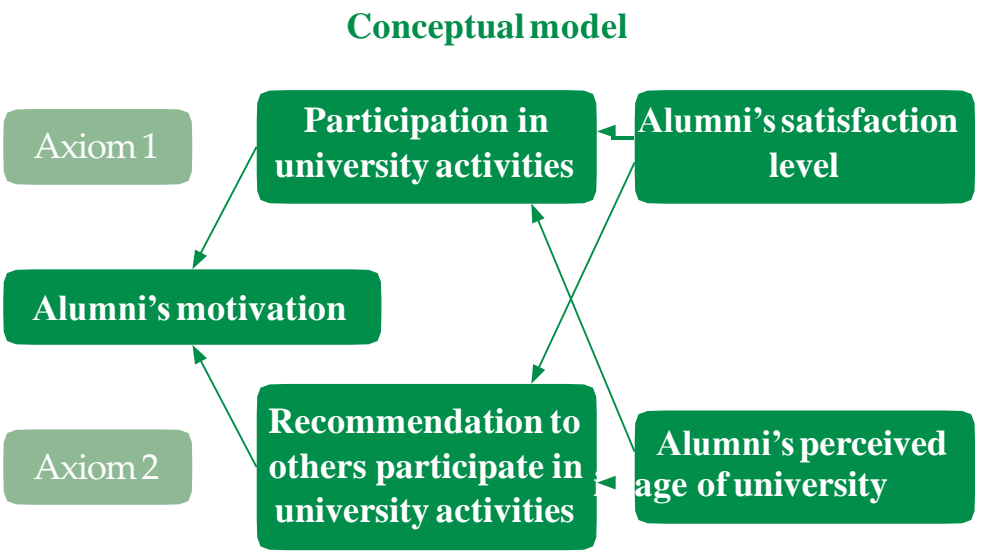
Research hypotheses are: (1) Motivated university alumni are good partners of any university in successful fundraising and attracting prospective students; (2) Universities should develop well-considered models of cooperation with alumni, offering them a variety of collaboration opportunities; (3) Universities should take into account the gender, marital status, income and social status of alumni, when establishing partnership and launching fundraising campaigns; (4) Universities should focus their fundraising activities not only on alumni, but also on university staff and representatives of public who are loyal to university.

The study has been carried out using qualitative research methods such as logical constructive method, analysis and synthesis method and monographic method. The study is based on scientific papers and theoretical literature.

This theory emphasizes that the basis is the economic factor, it is the costs that will determine the extent of the benefits and how this relationship between universities and alumni could evolve in the future (Chadwick-Jones, 1976). An important factor in this theory is the quality of service provided by university to students: quality of education, student support in their studies, career opportunities, socialization opportunities, and university prestige. This is of the utmost importance when universities are addressing the alumni seeking their support. This particular factor will determine the amount and type of donations in the short and long term (Lesly and Ramey, 1988). At the same time, researchers believe that the tendency of graduates to be more open to recompensing their universities is most closely linked to the previous civic participation experiences (Weerts, Cabrera, Sanford, 2010).

In turn, the conceptual model puts forward two axioms: (1) motivated graduates are willing to participate in university activities; (2) motivated alumni are willing to recommend others to participate in university activities.

The other part of this model that affects the motivation of alumni is the level of graduate satisfaction and the quality of the university in the eyes of the alumni. This model puts forward the following hypotheses for testing: (1) the degree of satisfaction of the alumni corresponds to the desire to participate in university's activities; (2) the degree of satisfaction of the alumni corresponds to the wish to recommend others to participate in the university activities; (3) the level of university image quality as perceived by alumni corresponds to their desire to participate in university activities; (4) the level of university image quality as perceived by alumni corresponds to the wish to recommend others to participate in university activities. The results of the study show that those alumni whose level of satisfaction with the perceived level of university image quality and themselves as alumni are the factors that promote recommending others to participate in the university activities, as well. To achieve this, collaboration between academic and administrative staff is required.



Source: Pedro & Andraz, 2019

It is also imperative to consider the following aspect of work with alumni: the forms of cooperation with alumni need to be diversified. Different and corresponding approaches to communication should be established with alumni representing different age groups. Those, who have graduated from university two years ago, would have an entirely different attitude towards their alma mater than the ones who completed their studies eight years ago (Pedro, Pereira, Carrasqueira, 2018).

When asked whether the generosity depends on gender, a study conducted at a small art college over 31 years brought a conclusion that women are more generous donors than men. Gender, age, nationality and income level were used as criteria. Researchers found that women were not only more generous, but they also donated more frequently than men. This indicates that women are more likely to enter into long-term relationships – in this case, donating small amounts, but more often. Men, on the other hand, in their wish for more recognition and attention, donate seldom, but much greater amounts. Not only do women donate smaller amounts, but they also donate to multiple purposes, to several charities. Fundraising organizations should take these factors into account when developing their fundraising strategies. For example, these results indicate that annual donations for a specific purpose are better suited to

encourage women to donate, whereas men should be invited to donate to a “special campaign” to make their donation more unique and significant (Dvorak and Toubman, 2013).

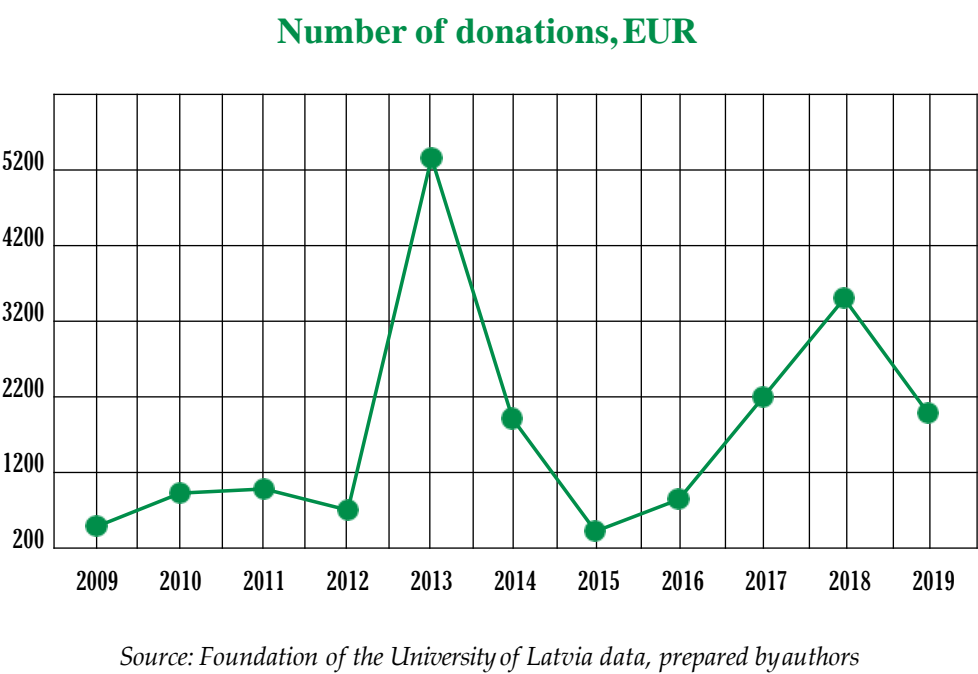
In a study of alumni who have become executives, researchers conclude that senior executives with higher position and income are more likely to give donations. For them, it is a decisive factor that their family and friends find out about their donation. University success stories are also a notable criterion. It makes a difference for high-level professionals to donate to a successful university that has clear development goals and ambitions for even more significant achievements. This criterion indicates that the patron wants to be a part of something significant and successful. Research shows that the wealthier regions receive higher donations, as opposed to the regions with lower economic performance. Researchers also point out that the donating alumni have lower ambitions regarding receiving the university's recognition than the donors who have not graduated from the supported university. In the United States, the accomplishments of university sports teams carry weight with alumni. However, researchers point out that universities should note that only an equal balance between academic goals and sports is the right tactic for fundraising. This would enable universities to reach out to a larger number of existing and potential donors (Wunnava, Okunade, 2013).

Universities should encourage not only alumni but also their staff to donate. Researchers have studied the willingness to donate among the following target groups: administrative staff consisting of alumni, administrative staff whose members have not graduated from the respective university, academic staff consisting of alumni, and academic staff whose members have not graduated from the respective university. The status of alumni among both administrative and academic staff is not an important consideration. This does not affect the amount of the donated sum, while impacts the frequency of donations. This undermines the assumption that during the study years, which are largely the years of personality development, the time spent with fellow students and university lecturers, as well as administrative staff, creates strong links that are remembered for lifetime. From amongst the employees, it is the higher-income academic staff who donate to the university, whether or not they have graduated from it. It is perhaps this close connection which makes the alumni donors, who are employees, the weaker contributors. Possibly, a sense of identity characterised by belonging to university has taken too long to form and thus diminishes the motivation to donate. The study indicates that calling for donations from an alumnus, an alumnus – employee, who is one and the same person, is a mistake. Sufficiently detailed databases must be maintained to enable fundraisers to apply only one identity to a particular person to minimize confusion when receiving, for example, two or three calls for donations at a time. Donors usually choose a convenient, recognizable donation goal, most often donating to the needs of their faculty (Borden, Shaker, Kienker, 2014).

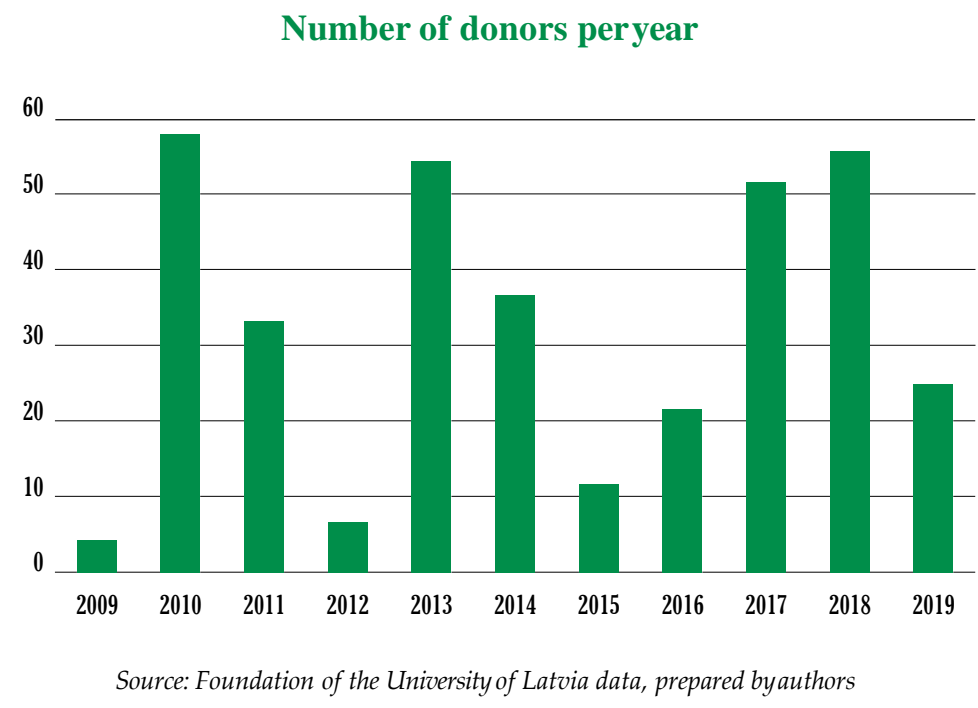
By visualizing the relationship between the alumni and their alma mater, the researchers find that the following factors work in this relationship: “the image of education”, “the image of communications”, and satisfaction with the social and academic environment. This set of factors answers the researchers' question: “Which factors are important and which are decisive in a successful relationship?” Relationships can be considered successful if the response of alumnus to the question “If it were possible, would you choose the same university and study programme once again?” is affirmative. A sense of belonging comes from the pride of one's university and shared values. The desire to recompense your alma mater is reinforced by a verbal or written statement by alumni, calling to donate permanently and as required by the university. Strong alumni-centric communication from the university administration and lecturers is needed to achieve such statement from the alumni community or individuals. In communication with alumni, the university must be like a “lovingmother” and alumni – as “beloved children.” Universities must harness the potential of alumni to attract future students. They could be guides of university tours, participate as speakers in introductory seminars, and share information on studying in their alma mater with family members and among friends. The alumni should be seen by the

university as equal partners in university development (Pedro, Pereira & Carrasqueira, 2018).

The donation activity of alumni is dependent on the university's invitations to give to one of the fundraising campaigns. One of the goals of the University of Latvia Foundation is to work with the those who have received the scholarships of the University of Latvia Foundation's patrons and have already become alumni. Figure 3 below clearly shows that between 2012 and 2014, there is a significant donor activity among alumni. This can be explained with two large-scale donation campaigns that have been launched in 2012: “The University of Latvia Organ Restoration Campaign” and “Business Incubator Business Idea Foundation”.



The fundraising principles of the UL Foundation require that after large-scale fundraising campaigns there must be an intermission to avoid tiring donors. That is why the amount of donations is lower in 2015 and 2016.



Of the 1980 scholarship recipients supported by the patrons of the UL Foundation, 243 scholars who are now alumni have donated at least once. Figure 4 above shows that the first major inflow of donors has taken place in 2010, which is substantiated by the fact that the 90th anniversary of the University of Latvia was celebrated in the academic year of 2009/2010, and alumni – the former scholarship recipients – readily responded to the invitation to donate to the 90th anniversary of the University of Latvia. In 2013, the aforementioned fundraising campaigns were held, whereas donors' activity in 2017 and 2018 was brought about by changes in the UL Foundation's fundraising strategy. From then onward it stipulates that every former UL Foundation's patron scholarship recipient who is an alumnus and has donated at least once, should be addressed once a year to donate to a topical project of the University of Latvia. This would most certainly be called a “vote of loyalty”. The fundraising strategy of the University of Latvia Foundation sets down a principle: every donation is important, regardless of its size. The exception was 2019, when due to the questioning of the election of the University of Latvia rector at the Republic of Latvia Cabinet of Ministers, the former scholarship holders – alumni were not addressed.

Data collected by the UL Foundation prove that fundraising campaigns are an effective fundraising tactic. The introduction of a “loyalty vote” in the fundraising strategy of the UL Foundation is a long-term fundraising tactic, habituating the current donors to repeat their donation every year.

Conclusion, proposals, recommendations

**1** The results of the study confirm all four hypotheses advanced at the outset. Motivated university alumni are good partners of any university in successful fundraising and attracting prospective students. Universities need to be prepared for equal, peer-to-peer communication, including listening to criticism and proposals for change.

**2** Universities should develop well-considered collaborative models with alumni by offering them varied opportunities for collaboration, including donations of money, contributions in-kind, pro bono, and giving their time as volunteers.

**3** Universities should consider the gender, marital status, income level and public status of alumni, when establishing a cooperation or planning fundraising campaigns. Fundraising campaign strategies must have a diverse offer of collaboration adjusted to the different gender, age and wealth level groups.

**4** Beyond the alumni, the universities should focus their fundraising activities also on those who are not their graduates but are, instead, university staff and members of public loyal to the university. Sometimes those who are not alumni, but passionately support a certain direction undertaken by the university, will be the ones who will make significant donations to develop that direction.

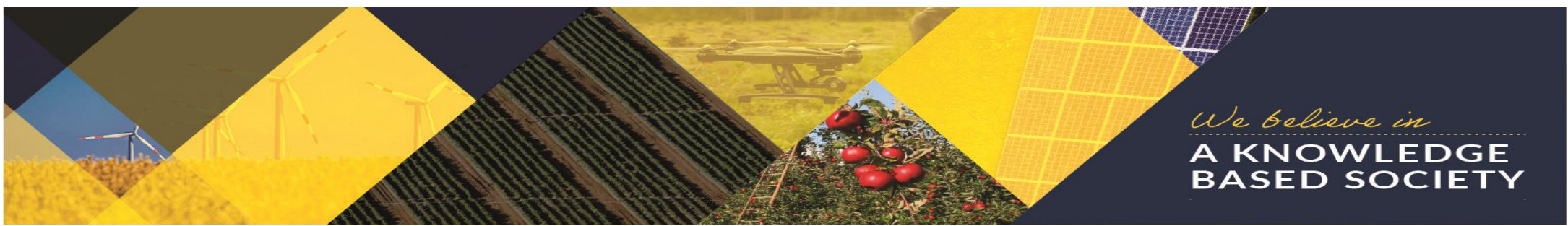
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### AGE AND GENDER–BASED DIFFERENCES IN MOTIVATION OF CREATIVE EMPLOYEES: CASE OF IT PROFESSIONALS IN LATVIA

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#### Abstract

This research is devoted to investigation of motivation level in terms of gender, age and job category. The age-based differences in the system of motivation of IT professionals in Latvia are much more significant than gender-based differences. The differences between men and women exist only in the younger age group. The most significant differences there are between two professional positions: managers (people who have subordinates), and performers (people who do not have subordinates). Gender-based differences in the system of motivations for performers and managers were not found.

#### Aim

The aim of this research is to identify differences in the perception of motivation level in terms of gender, age and job category.

#### Tasks

To determine an order of importance of each factor of motivation depending on gender, age and professional position (a manager or a performer).

#### Materials and methods

We used an online survey method. The survey was carried out in 2019. The sample size was 350 people. All interviewed people worked in the field of information technologies in Latvian companies. 77% of the respondents were men, 23% - women. Respondents were divided into four groups: 17-24 years (7%), 25-34 years (34%), 35-44 years (33%), over 45 years (26%).

#### Results

Using average values of each motivational factor, we determined an order of importance of each factor and differences in the average values depending on gender, age and professional position (a manager or a performer).

- There is only one difference in motivational factors, which is explained by gender differences. This is the attitude to work overtime for extra money.
- The differences between men and women exist only for the younger age group.
- Young women are much more scared of losing their jobs than men of the same age, less often choose a job that can provide career opportunities, and are less motivated by the content of work.
- Men are more often ready to refuse free time for the sake of working at an interesting project.
- Performers less often look for a job that provides professional growth, are less ready to work overtime doing some interesting job, and value material income higher than an opportunity to do an interesting job.

Table 1

The influence of age on the average value of motivational factors

Motivational factors	17-24	25-34	35-44	45 +	Total	p-value
It is very important for me that my job allows me to improve my qualification and get new skills.	4.4	5.78	5.39	5.34	5.52	0.002***
I will never work where I won't be able to determine myself how I do my job.	4.4	4.93	4.42	4.64	4.7	0.04***
I have a good job, but if I am offered a higher salary, I will definitely agree.	4.4	5.42	5.31	5.23	5.31	0.104
I'm ready to work overtime and without weekends if I'm paid well.	5	5.32	5.56	5.1	5.32	0.223
I always do my job equally well, no matter how much I get paid for it.	4.7	5.42	5.27	5.46	5.37	0.369
I am ready to lose a little in salary in order to be able to determine myself when my working day begins and ends.	4.6	4.34	4.49	4.33	4.39	0.833
I am not scared of losing my job, as I am sure that I will always find a new job that will satisfy my needs.	4.1	4.73	4.67	4.06	4.52	0.014***
When I participate in an interesting project, I forget about working time, and I am ready to work as much as necessary.	5	5.32	5.2	5.21	5.25	0.858
I was intentionally looking for a job where I have career prospects.	4.8	5.11	4.74	4.12	4.74	0.000***
I really appreciate my job, I'm scared to lose it.	3.9	4.7	4.55	4.79	4.65	0.272
I am not very satisfied with my salary. but in this job I have career prospects.	3.7	4.12	3.88	3.7	3.93	0.221
I am not very satisfied with my salary, but this job gives me useful experience, knowledge and skills.	4	4.34	4.54	4.44	4.41	0.612



Fig. 1. Professional differences in average values of motivational factors

\*\*\* P-value < 0.05

Source: author's calculations

#### Conclusion

- The statement that qualitative human resources have become an integral part of the company's strategy has been confirmed
- The values of motivated employees influence on efficiency of business processes and, consequently, the overall success of the company
- The purpose of this research was to identify differences in the perception of motivation level in terms of gender, age and job category. The results of our research confirmed that such differences exist.
- In case of mixed groups of employees, this fact should be taken into account in the process of motivational programmers development.



## Abstract

Considering the proposed new administrative territorial reform in Latvia, regional demographic implications of such municipal restructuring should be evaluated and placed in line with the advancements of the two neighbouring countries. Restructuring of a municipal setup rises issues for modelling and forecasting, including previously unstudied territorial units - to test hypotheses developed under the conditions before the reform.

## Results

Sustainable demographic development is an important precondition for successful regional development as depopulation and reduction of human capital lead to serious socio-economic implications

In the current European academic environment, specific insight into Regional demography most often derives from the analysis of NUTS level 3 regions of the EU, incorporating also metropolitan regions, and particularly those which include capital cities and surrounding NUTS level 3 regions. Interesting cases are presented by the capital cities of Latvia and Estonia (Riga and Tallinn) and their metropolitan regions (Riga and Pieriga together, and Northern Estonia). In 2019 these areas were among the leading in the EU by metropolitan agglomeration, which heavily affects regional development of both countries.

Despite the inherent differences, all three Baltic States face similar challenges in regional demographic development. Among them, the most prominent are core-periphery divide, population ageing and high out-migration rates of economically active population. However, judging from the policy planning documents, each country applies a somewhat different approach in addressing abovementioned issues.

At the moment, the most innovative trend of the population development policies in Lithuania prioritizes the provision of adequate public service quality for all residents of Lithuania, regardless of where they live, through gradual transfer of public services to social business entities in the regions. Whereas Estonia continues to strive for nationwide balance in the settlement system, above all through the network of county centres.

## Conclusions

1. Assessment of regional policy initiatives in Lithuania and Estonia gives a perception that from demographic perspective, proposed administrative-territorial structure in Latvia may prove to be more robust and manageable, linking rural municipalities and their respective regional development centres under “one roof”, thus allowing for easier control and implementation of the corrective policy measures and investment.
2. Recalculations indicate that despite structural changes proposed by new reform in Latvia, suggested territorial division will maintain explicit core-periphery divide in demographic development of Latvia with more favourable demographic situation in the central metropolitan region, as compared to other regions.
3. Regional population projections in Latvia and Estonia until 2040 testify that metropolitan regions with capital cities included will continue to exhibit more positive demographic development due to greater share of younger population, higher rate of natural increase and positive net migration rates.

## Acknowledgements

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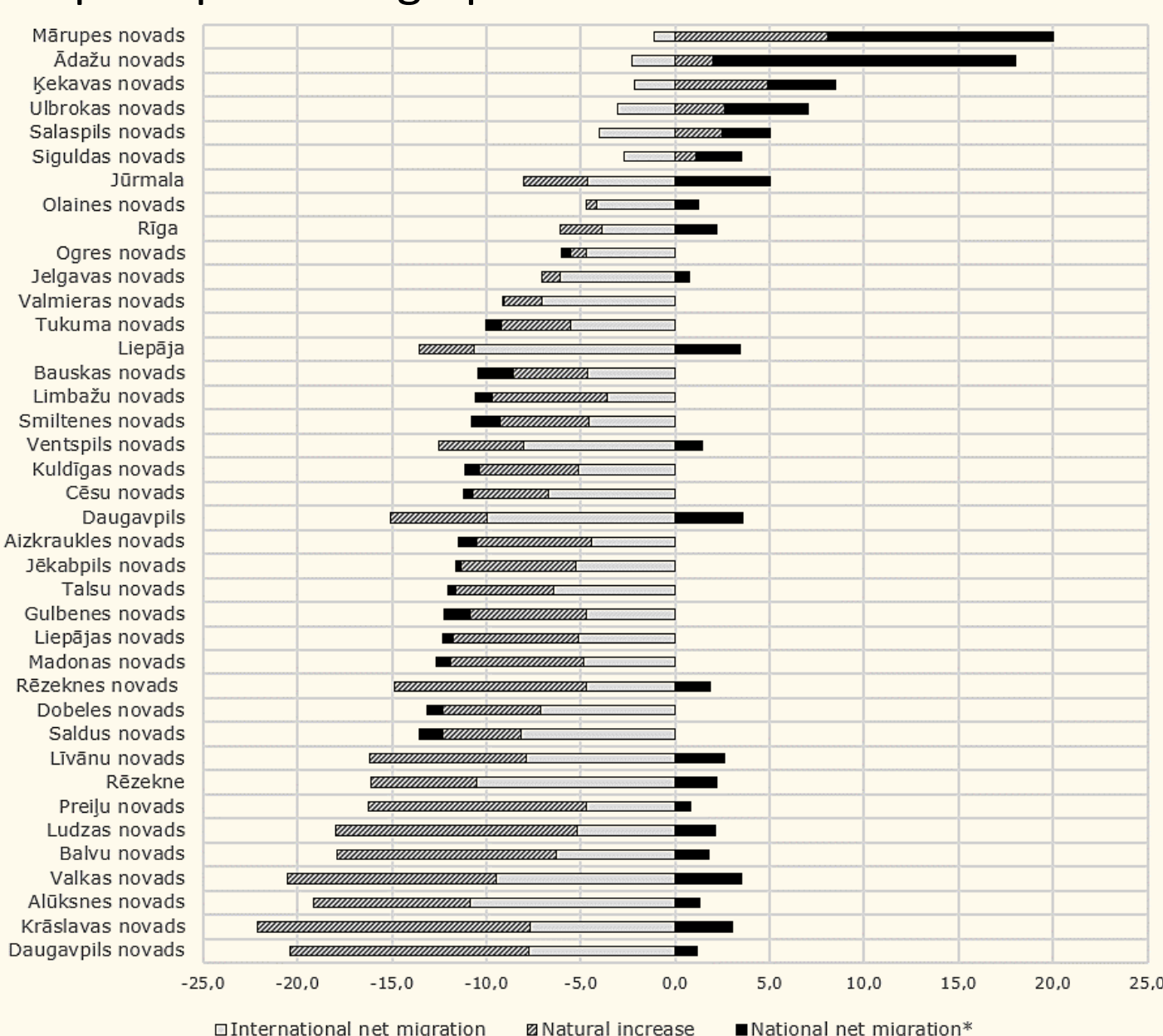
## Aim

Study aims to develop an indicative demographic portrait of the new municipalities, proposed under the 39-municipality model, and identify corresponding regional demographic trends.

## Tasks

- ✓ review of the literature addressing regional demography;

In order to develop a demographic portrait of the proposed 39 municipalities, authors use available statistical and geospatial data for the smallest territorial units— parishes and cities. Available data are limited to the period since the last Population census, but provide enough ground for elaboration of principal demographic characteristics.



\* including adjustment

Source: authors' calculation based on the data of the Central Statistics Bureau of Latvia (2020)

**Fig. 1. Population change (%) in proposed 39 municipalities of Latvia based on recalculation of regional demographic data, 2011-2019 (municipalities are arranged by the total population change)**

Results of recalculations demonstrate more straightforward representation of the core-periphery divide, emphasizing the two-speed demographic development model of municipalities in the country. As seen from the Figure above, only five municipalities would maintain a dominant net positive population growth, all of which are adjacent territories to the capital Riga, falling within the Pierīga statistical region.

- ✓ development of the demographic portrait of the proposed new municipalities;
- ✓ elaboration of population projections for statistical regions of Latvia and Estonia

## Materials and methods

Literature review, statistical and geospatial methods, as well as recalculation, estimation and forecasting of the regional demographic data are used as main research tools within this study.

Judging from the policy directions of the neighbouring Baltic States, several further courses of action in response to the observed situation are possible and are not necessarily mutually exclusive. After the envisaged territorial reform, with the new, more demographically distinct municipalities in place, Latvia should continue the effort to alleviate social and economic challenges posed by the extreme suburbanization of Pierīga and peripherality of rural areas.

Elaborated forecasts show, that population changes during 2010-2020 support the conclusions that most European metropolitan regions, which include capital cities, are developing more favourably than other regions (Lutz, W. et al., 2019). Metropolitan region of Northern Estonia is the only region showing growing population number as compared to the depopulation in the rest of country's territory. Riga metropolitan region, consisting of capital city Riga and Pieriga statistical region, also demonstrates slower rate of depopulation (shrinking population) in comparison with other four regions.

Table 1

**Projected demographic indicators in statistical regions of Estonia and Latvia, 2010-2040**

	Population number as of 1 Jan. 2010, thou.	Population number as of 1 Jan. 2020, thou.	Population change 2020-2040, %				Share of population n over age 65 (%), 2040
			Total	by age group (years)			
				0-14	15-64	65+	
<b>ESTONIA - Total</b>	1401	1324	-2.1	-15.4	-7.2	25.0	25.6
<i>Statistical region:</i>							
Northern Estonia	536	604	14.4	1.6	12.9	32.4	20.4
Southern Estonia	365	316	-9.8	-22.5	-16.3	20.1	27.5
Western Estonia	168	148	-13.3	-30.3	-22.6	24.3	32.0
Central Estonia	148	122	-20.9	-41.8	-30.3	21.1	33.6
North-eastern Estonia	184	134	-28.4	-49.9	-41.8	15.7	40.6
<b>LATVIA - Total</b>	2120	1901	-15.2	-23.9	-20.2	7.1	26.0
<i>Statistical region:</i>							
Pieriga region	374	366	-2.8	-11.8	-6.4	18.6	22.5
Riga region	673	636	-7.1	-20.0	-8.7	7.8	23.8
Zemgale region	262	227	-21.0	-28.3	-28.2	7.4	27.4
Kurzeme region	279	235	-24.6	-30.1	-31.6	-0.1	28.6
Vidzeme region	218	182	-27.6	-35.7	-35.7	1.7	30.6
Latgale region	314	255	-30.6	-37.7	-40.4	1.7	32.9

Source: Authors' calculations, based on the data of the Central Statistics Bureau of Latvia (2020) and Statistics Estonia (2020)



## EVALUATION OF GENERAL EDUCATION SCHOOL STUDENTS' CAREER SELF-MANAGEMENT SKILLS AND THEIR FORMATION CONDITIONS IN THE CONTEXT OF COMPETITIVENESS

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### Abstract

The sustainability of today's education depends on the extent to which education is diverse, flexible, mobile and changing and whether it corresponds to interests, needs and development aims of the evolving and changing modern society as well as the future society. One of the objectives of education is to promote the development of young people's competitiveness so that they are able of living and self-realization in the conditions of the changing environment (social environment economics, labour market, profession environment, etc.). The findings show that in general students' career self-management skills are insufficiently developed in relation to the choice of their future profession.

### Aim

The aim of the research was to evaluate students' career self-management skills and conditions of their formation.

### Tasks

- to obtain students' self-management skills evaluation data using survey;
- to determine the impact of school career development guidance measures on student self-esteem;
- to perform data processing to obtain conclusive statistics.

### Materials and methods

The empirical study is based on students' survey which was performed in 2019. In total 162 students of Grade 7 - 9 from 7 comprehensive education schools of Aluksne district (Latvia) participated in the survey. The sample comprises two groups of respondents – Group A and Group B. Group A includes students who participated in diverse events at school and outside it. Group B students did not participate in these events. The questionnaire comprised 31 closed-ended questions the answers to which were coded on 4-point scale (1-strongly disagree, 4-strongly agree). The SPSS programme was used for data processing.

## Results

Table 1  
**Career Self-Management Skills and their Indicators**

Career Self-Management Skills	Indicators
The skill to explore and evaluate oneself (S1)	<ul style="list-style-type: none"> <li>The student is aware of his possibilities and is able to relate realistically his interests.</li> <li>The student is able to define the most important conditions that affect his attitude to learning.</li> <li>The student can do a presentation and present oneself.</li> <li>The student reacts to changes adjusting to new circumstances.</li> <li>The student is able to summarise, maintain and apply information.</li> </ul>
The skill to cooperate (S2)	<ul style="list-style-type: none"> <li>The student is able to cooperate with classmates.</li> <li>The student is able to cooperate with school mates.</li> <li>The student is able to cooperate with school staff.</li> </ul>
The skill to explore the world of professions and career possibilities it offers (S3)	<ul style="list-style-type: none"> <li>The student is able to obtain information about the labour market.</li> <li>The student knows that his personal health conditions could be an obstacle in choosing different professions.</li> <li>The student is able to apply knowledge about the world.</li> <li>The student is able to formulate his education possibilities after acquiring basic education.</li> </ul>
The skill to plan and guide (S4)	<ul style="list-style-type: none"> <li>The student is able to evaluate factors related to finances.</li> <li>The student is able to plan in real his actions.</li> <li>The student is able to find adequate sources of information about the career possibilities.</li> <li>The student overcomes stereotypes in forming the career.</li> </ul>
The skill to make decisions (S5)	<ul style="list-style-type: none"> <li>The student uses the knowledge about himself to make decisions.</li> <li>The student is able to express his personal opinion.</li> <li>The student is able to listen to others' opinions and find a compromise.</li> <li>The student performs research on the level of basic skills.</li> <li>The student is able to express himself creatively.</li> </ul>

Source: The questionnaire developed by the authors based on the research methodology by I. Lemesonoka (Lemesonoka I., 2017)

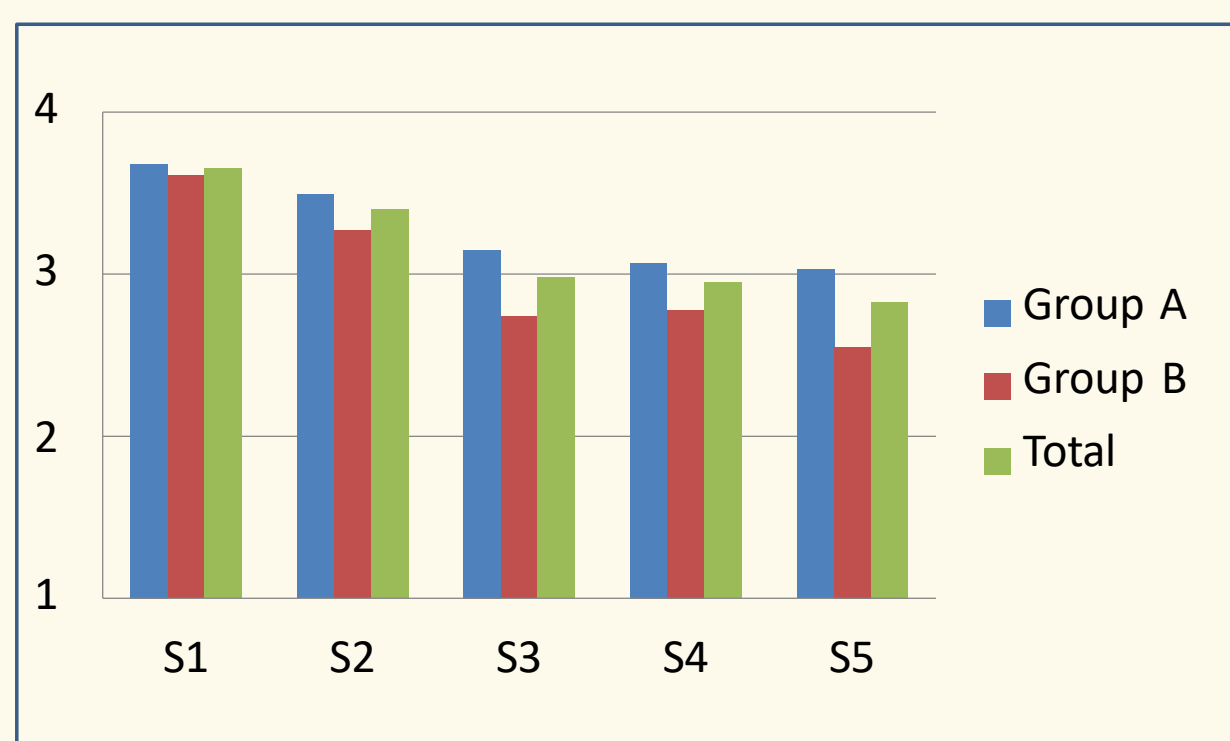
Five groups of questions were developed according to the career self-management skills included in the study (Table 1). Survey data were summed according to indicators obtaining the mean values of respondents' answers for each skill which were then used for evaluating students' career self-management skills.

As seen in Figure 1, all skills of Group A are higher in comparison with Group B. The Mann-Whitney U test showed that there were significant differences between groups in the self-evaluation of the four skills: U=2222, p=0.005 (S2); U=1926, p<0.001 (S3); U=2154, p=0.003 (S4); U=1485, p<0.001 (S5).

Comparing students' skills per grades, it is evident that differences in skill levels are bigger between A and B groups in Grades 7 and 8 than between these groups in Grade 9 (Figure 2). The Mann-Whitney U test shows that the differences between Group A and Group B of Grades 7 and 8 are statistically significant.

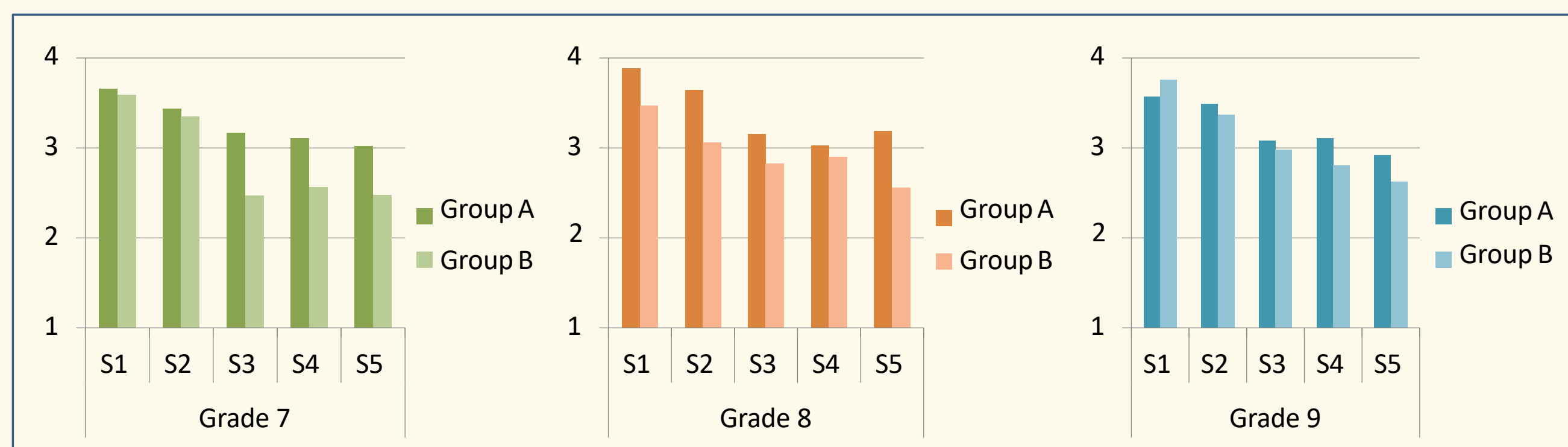
Results of the evaluation of the above mentioned career self-management skills allow judging about the insufficient introduction into the self-managed learning process and the acquisition of innovative technologies, besides the application of the above mentioned skills in life activity is not directed towards the student's individual development aim.

In the context of the modern new competitiveness paradigm students are only partly aware of the fact that only people who are able to attune their personal aims that are directed to self-development and self-actualization, including the choice of the future profession, the development of the career self-management skills, to the transformations taking place in the society are successful. The evaluation of the obtained results allows concluding that in general Group A has higher career self-management skills than Group B.



Source: authors' survey

Fig. 1. Mean values of evaluations of students' career self-management



Source: authors' survey

Fig. 2. Comparison of students' career self-management skills per grades

## Conclusion

- There are differences between self-evaluations of four career skills between Group A and Group B students that proves the impact of career guidance events on the self-evaluations of the career self-management skills of Group A students, except the skill to explore and evaluate oneself that develops in a longer period of time.
- The diverse events organized at school and outside it, therefore it is important to ensure a diverse support system of the career development guidance.
- Without the support on the part of professional pedagogical staff and introduction into self-guided learning process Grade 7 – 9 students find it difficult to make rational decisions independently in the situations of choosing the career because they have not yet developed sufficient career self-management skills.





# 21<sup>th</sup> International Scientific Conference ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2020

12-15 May 2020, Jelgava, Latvia

Batumi Shota Rustaveli  
State



## HUMAN DEVELOPMENT INDEX IN GEORGIA AND CHALLENGES OF SUSTAINABLE DEVELOPMENT

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### Abstract

The Human Development Index is an indicator comprising three components – life expectancy, education and per capita income. HDI index in Georgia is growing dynamically. But a number of problems have emerged during the research, both with regard to the components of HDI and with the reality in Georgia. We have the country's favourable position in terms of ratings - in a group of high-growth countries, though the nominal indices of HDI components do not reflect actual content. HDI is the one of the determinatives of three main directions of sustainable development challenges: economic development, social inclusion and environmental sustainability.

### Aim

The aim of the research is to study the dynamics of the Human Development Index (HDI) in Georgia and a critical analysis of its components in relation to sustainable development challenges.

### Tasks

to study the HDI statistics of the world and Georgia and compare/analyze nominal and real indicators of the identified components of human development.

### Materials and methods

It is used exploratory research and secondary research based on statistical resources;

### Results

The number of countries in the UN Human Reports was constantly changing, so the ratings for different years are not comparable. Accordingly, improving a country's rating does not mean a drastic improvement of the current situation in the country, but a change of position with respect to other countries, so it is even more difficult to determine the dynamics of human development according to ratings.

1. Georgia belongs to the category of developing countries and in order to assess the development of the country in various fields, it is important to keep recorded the results of the ongoing reforms and to analyse the prospects for future development. In the world, this practice is based not only on the growth rates of the economies of the countries but also on other important factors of development. In general, the income index according to the years is significantly behind the education and health components and reduces the index average score.

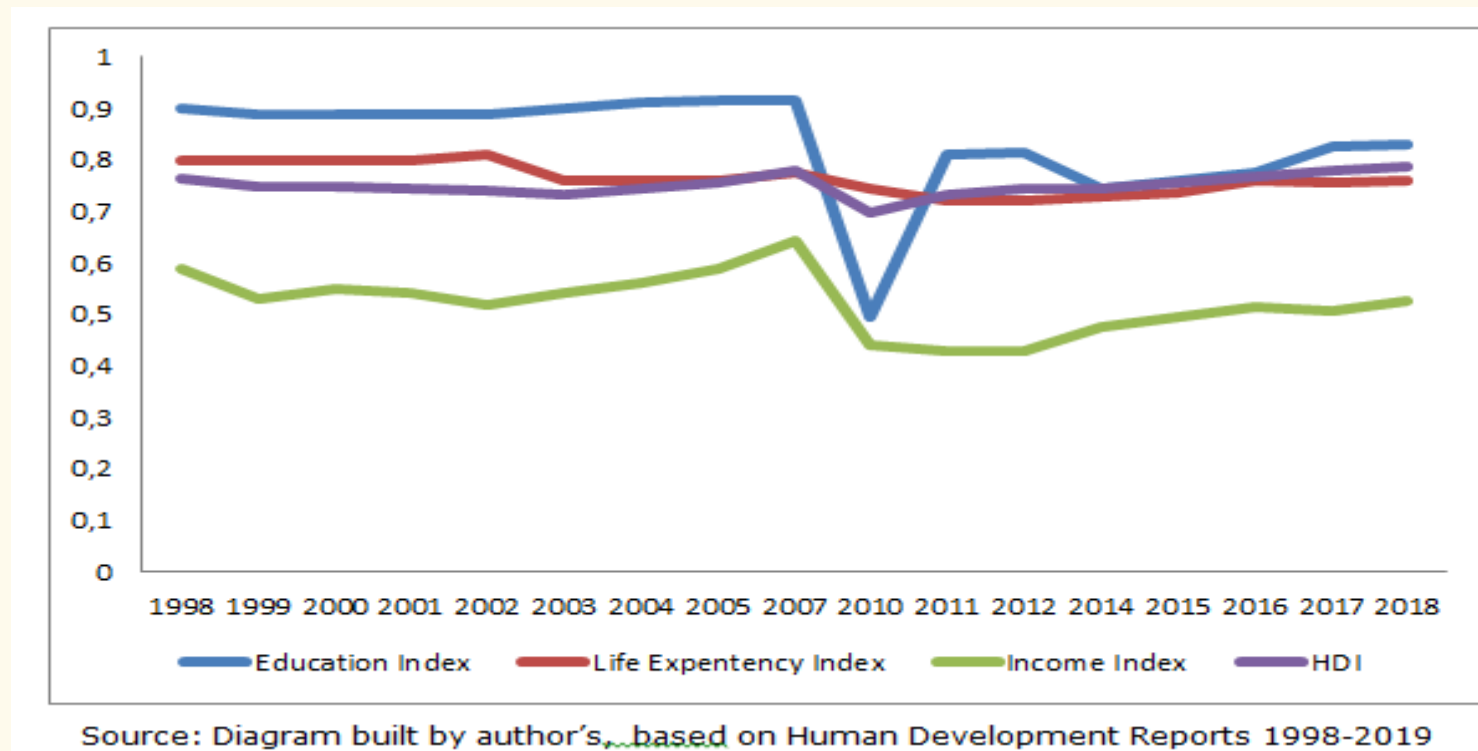


Fig. 1 Human Development Index dimensions

2. In 2010, due to changes in the human development index calculation methodology, the indicator decreased to 0.698, which led to the country's transition to the medium development group. However, according to the 2011 Human Development Index data, Georgia is already classified as a country with a high level of human development, with a total score of 0.733 and a ranking of 75 out of 187 among countries in the world. According to a report submitted by UNDP (2019), the average Human Development Index in the world is - 0,731, and in Georgia - 0,786, which is higher than the world average index.

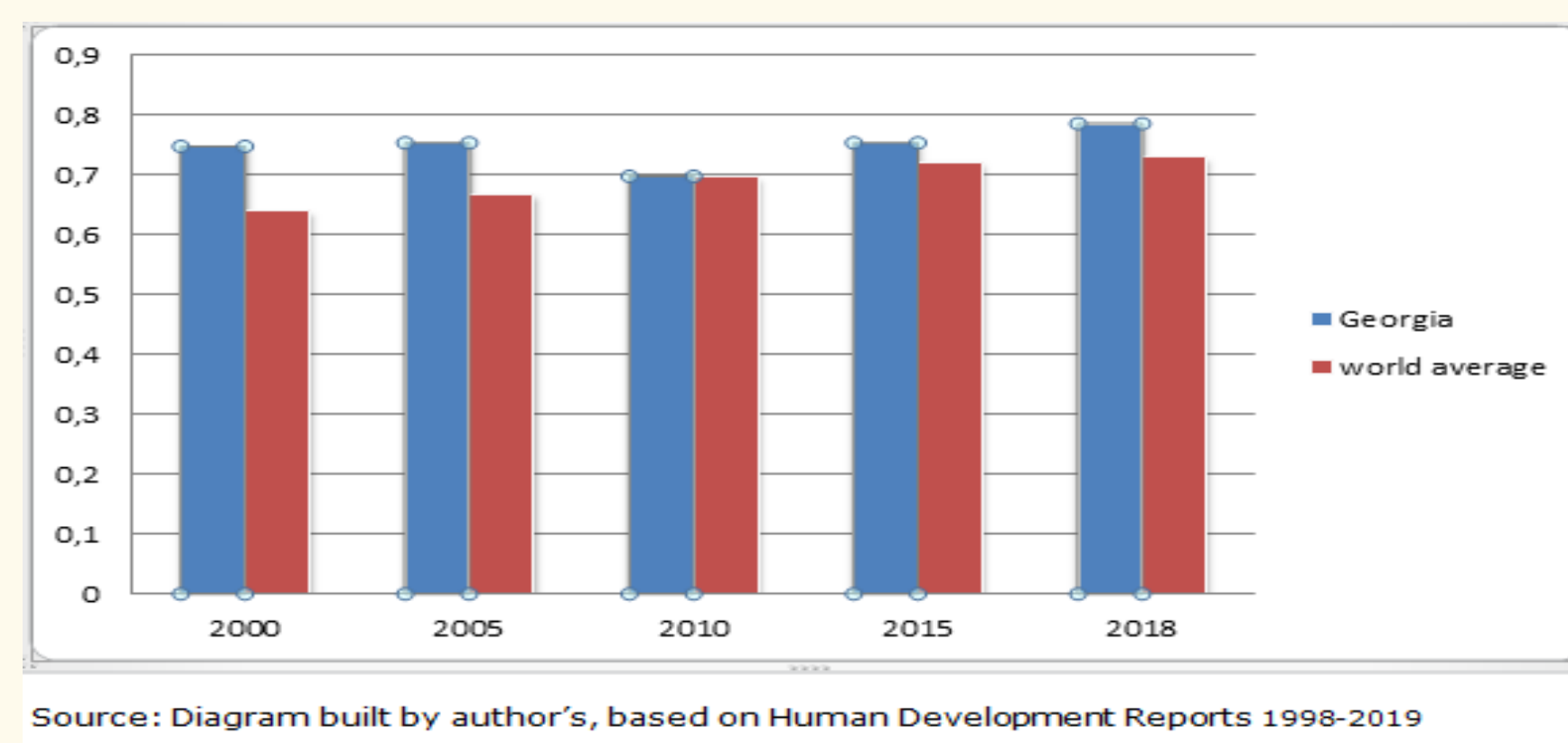


Fig. 2 Human Development Index in Georgia and world average

### Conclusion

1. According to the overall scores of Human Development Index and analysis of ratings, the methodological flaws in the index directly affect the indicators in Georgia. The score of Georgia in the same year vary according to the different sources, that makes it impossible to compare the data by years.
2. At the same time, the reality behind HDI in Georgia - stable nominal growth at a glance, we consider as a problem, namely: at first glance, it is possible to conclude that in this period (2000-2019) Georgia has gone through the entire development stage and has made an important progress in human life expectancy, education and a worthy life assurance. However, monitoring the dynamics of the Human Development Index data and considering the changes in index methodology demonstrates the progress, but not on such a scale.



WORKING CONDITIONS OF ACADEMIC PERSONNEL OF HIGHER EDUCATION INSTITUTIONS IN  
LATVIA

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**Inga Vanaga**, Mg.sc.soc., PhD student at University of Latvia; **Anda Grinfelde**, Dr. oec.,Visiting Assistant Professor at LLU.  
Latvian Trade Union of Education and Science Employees (LIZDA)

Abstract

Academic society is exposed to continuous growing demands and requirements – innovative pedagogical work, international recognition in research, cooperation with industry - these are just part of requirements which have to be ensured by academic staff at each higher education institution (HEI) in Latvia. The question arises – do working conditions of academic staff, taking into consideration described demands, duties and requirements, correspond with decent work practice, such as competitive pay and working stability?

Aim

The aim of the research paper is to investigate if the factors influencing work of academic staff are following decent work practice.

Tasks

1.To research theoretical aspects of decent work criteria and practice using sources of normative regulations and reports of international labour organizations; 2. To use empirical results, concerning academic staff’s opinion about their income, workload and contracts, from the research conducted by LIZDA.

Materials and methods

The authors have used the results of LIZDA survey conducted at public higher education institutions in Latvia in 2019. There are 28 public higher education institutions (including colleges) in Latvia (Higher Education Institutions in Latvia, IZM, 2019). The target group of the survey – academic staff in public higher education institutions. The total number of respondents (sample) – 451, which compile 4,5% of the general set of the academic staff (N), and that is valid for the representation of the sample. There are 105 questions (structured as statements) and 14 questions of respondents’ demographic data included in the survey. There are 2 types of rating scales: (1.) Likert scale: 1 to 5, where 1-agree, 2-partly agree, 3- partly disagree, 4-disagree, 5-don’t have opinion; (2.) rating scale from 1 to 3, where 1- yes, 2-no, 3- don’t have opinion.

Results

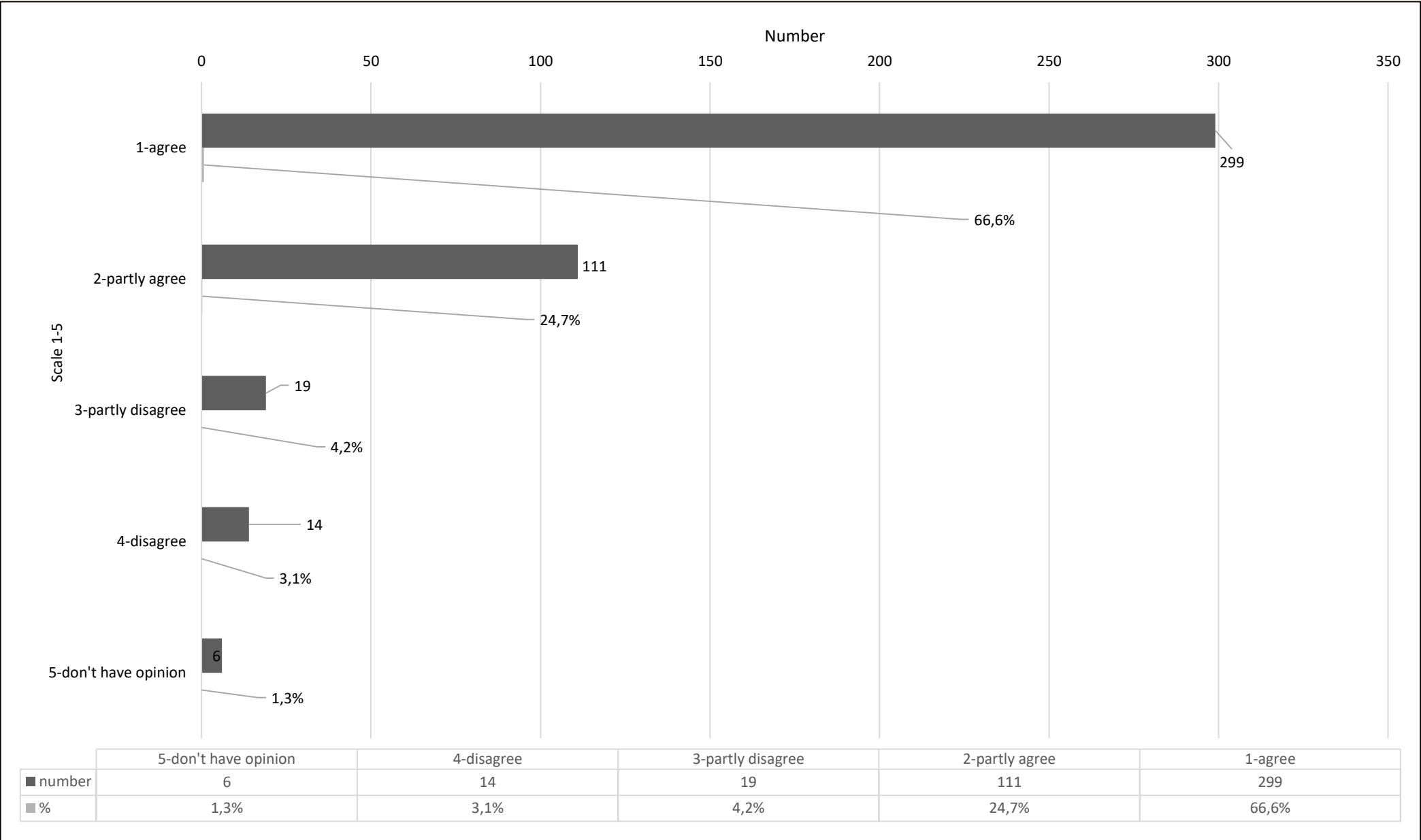
The major results of the research are the following: (1.) salary of academic staff isn’t competitive with other public professions and positions in Latvia; (2.) working stability of academic staff is low because of insecure and precarious contracts; (3.) working conditions of academic personnel regarding competitive salary and work stability don’t correspond with the decent work practice.

Table 1

Components of academic staff’s workload

No	Components	Included in workload and paid	Isn't included and paid in workload
1.	Scientific activities – publications, participation at conferences etc.	(23%)	(65%)
2.	Organizational duties at HEI	(24%)	(64%)
3.	Review of scientific papers	(6%)	(66%)
4.	Participation at quality assurance procedures at program, structural unit and HEI level	(10%)	(63%)
5.	Consultations for students	(70%)	(25%)
6.	Review of students' papers (essays, tests, reports etc.)	(63%)	(31%)
7.	Renewal of study courses' content	(27%)	(65%)
8.	Development of e-study courses in Moodle or other electronic platforms	(17%)	(67%)
9.	Lecturing in e-studies	(14%)	(57%)
10.	Leading bachelor and master theses	(80%)	(11%)
11.	Methodological work – development of lectures, practical seminars, etc.	(30%)	(63%)
12.	Lectures for international students	(33%)	(33%)

Source: Authors’ research “For decent work of higher education institutions academic personnel in Latvia”, 2019



**Figure 1.** Respondents’ opinion (% , number) on statement “Uncompetitive remuneration of academic personnel of HEIs is one of the major reasons of decreasing prestige of academic positions in the society”, n =451

Not only part time work, but also employment contract stability may influence work security of academic personnel. There are definite (fixed term) and indefinite contracts of academic personnel in Europe. Possibility to have indefinite contract exists in the majority of EU countries. Eurydice has stated that only in such countries as Slovakia and Latvia there doesn’t exist indefinite contracts for academic staff (Eurydice, 2017). Academic personnel in all positions is elected for the time period of six years, and after this period new elections (public announcement for the position) are organized. That means that any academic position, e.g. professor or assistant professor (docent) may lose the job after the election period. If the contract is fixed for the election period, that still may include changes in workload and remuneration. The majority of respondents (55%) indicate that while they are elected in academic position for the period of six years, they experience workload and remuneration amendments during the contract period. In majority of cases it is connected with decrease of number of students in HEIs.

Conclusions and Recommendations

- In comparison with other public sector professions, remuneration of academic personnel isn’t competitive. Contracts of academic staff are insecure and precarious. At the same time both at everyday work and during the re-election process, academic staff is exposed to high, diversified requirements, including scientific and organizational work.
  - There aren't indefinite contracts for the academic staff. All contracts are fixed, concluded for a semester, one year, or six years. There should be a possibility for indefinite contracts in case an academic staff member is re-elected at the academic position several times in a row. Contract stability and security would be ensured at the level of each HEI management in case there is a sufficient state financing for higher education and science provided on the part of state budget.
  - Increased higher education and science state funding has to be provided in accordance with the normative regulations which are stipulated by the Higher Education Institutions' Law and the Law on Scientific Activities. Increased public funding would partly solve the problem of uncompetitive remuneration of academic staff.





21<sup>st</sup> International Scientific Conference  
**ECONOMIC SCIENCE FOR RURAL DEVELOPMENT 2020**  
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**CASE STUDY ON SUSTAINABLE ATTITUDE FOR  
ENVIRONMENT IN ADULT EDUCATION**

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**Abstract**

UNESCO document states that education has a crucial role to play in climate change, building capacities and attitudes for climate change mitigation as well as stimulating and reinforcing understanding of, and attentiveness of climate change. To cope with these changes, there is need for adult education that promotes change by improving social, economic and environmental opportunities and also by improving learners' sustainable attitudes towards the environment. Despite it, adult educators identify lack of systemic approach for SDGs implementation working in non-formal adult education field.

**Aim**

Carry out a study on the implementation of SDGs in adult education to provide systemic implementation guidance and daily working manual for adult educators.

**Tasks**

To analyse adult educators needs and competencies on sustainability topics and to identify measures taken daily to reduce the impact of CO<sub>2</sub>.

**Materials and methods**

A survey of adult educators as the experts in this field was carried out to analyse adult educators needs and competencies on sustainability topics. 139 adult educators in Latvia participated in the survey, but only 43 questionnaires were completed, which is also taken as a basis for this study. It was a case study and the study mainly used the self-assessment method. Therefore the results cannot be generalized, but can be used to identify problems and identify future actions or research directions. . The questionnaire is available at: <http://www.iipc.lv/surv/index.php/394491/lang-lv>.

**Results**

The survey results show that:

1. About one quarter of respondents are very familiar with sustainable development goals, while half do not. 5% of respondents have never heard of SDGs.
2. Despite the lack of knowledge about the SDGs, more than half of the respondents claim that they possess ecological intelligence.
3. 35% of respondents applying sustainable living, lifestyle, but 60% - only sometimes. 80% of those who always and 23 % who sometimes applying sustainable living and lifestyle encourage also others to live in a sustainable way.
4. The survey results show that the fifth of adult educators surveyed believe that they lack the competences to teach adults the topic of sustainability. Only 35% of respondents feel that they have competencies to guide adults on sustainability topics, 40% - are unsure of themselves. Despite the fact that only a quarter of respondents have a strong knowledge of how SDGs are being implemented and about a quarter - lack such knowledge. 42% of respondents say that they follow education for sustainable development.
5. Only in 19% of cases educational institution has an action plan for integrating SDGs and environmental issues into the non-formal education programs offered by their institution. 12% of respondents answered that SDGs and environmental themes integrated into all specific subject, programs and courses, 16% - provided specific subject programs and courses, but 23% - nothing is done in this direction.
6. Sustainable Development Goal No.4 is one that adult educators most often help solve in their daily work. Then follow the decent work and economic growth (SDG 8), industry, innovations and infrastructure (SDG 9) and partnership to achieve SDGs (SDG 17), etc.
7. Although Latvian citizens understand the harmful effects of CO<sub>2</sub> emissions on the atmosphere, only every second contributes to their reduction.
8. Almost all the competencies mentioned in the questionnaire are equally important for university teachers.

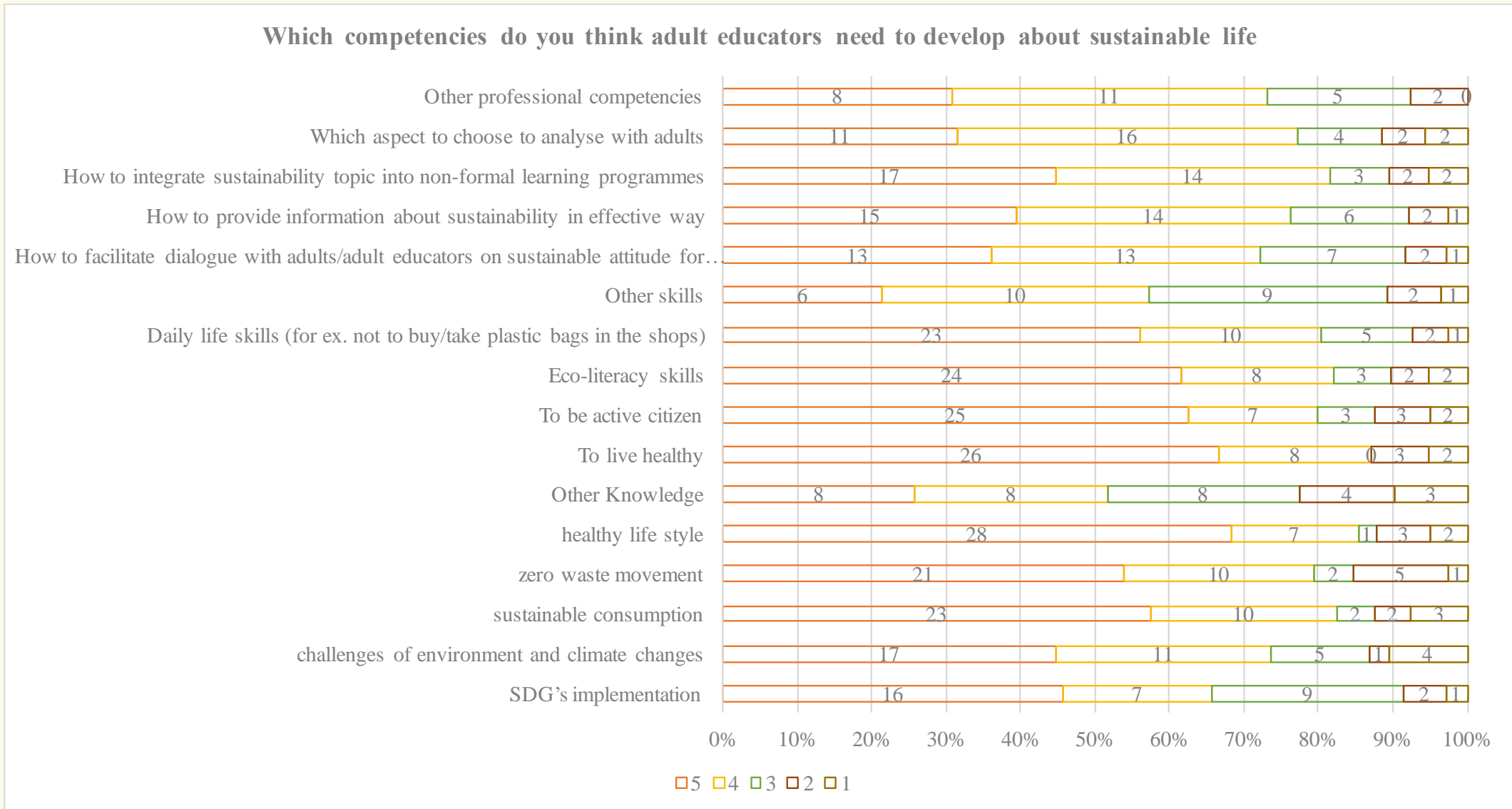


Fig. 3. Competencies which educators needs to develop about sustainable life



Fig. 4. Daily measures to reduce the CO2 impact

**Conclusion**

1. Awareness and motivation for sustainability is high in Latvia. However, more specific knowledge and skills are missing, especially about practical tips to reduce reduce the CO<sub>2</sub> impact.
2. Although the survey results show that adult educators in Latvia lack knowledge about the UN's SDGs, they still have an understanding of the dimensions of sustainable development in society.
3. Most adult education institutions in Latvia do not have a specific action plan to implement SDGs.

**Acknowledgements**

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### MOTIVATIONAL FACTORS OF CULTURE SECTOR HUMAN RESOURCES IN THE CONTEXT OF GENERATIONS

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#### Abstract

The culture sector is an important component of the economy, yet the sector as well as its human resources have been relatively little researched. The Board of Culture of Jelgava municipality employs individuals of various generations. The authors conducted a survey of the employees of the Board of Culture of Jelgava municipality. The research found that the human resources of the Board of Culture of Jelgava municipality were represented by four generations. The most employees belonged to the Baby Boomer (41%) and Generation X (39%); therefore, there is a risk of failure to replace the human resources in the next few years. The survey found that, overall, there were no significant differences in motivational factors in the work environment among the generations. However, a number of issues revealed statistically significant differences, such as importance of education, prioritization of one's own desires and needs, the need for career growth, working from home, flexible working hours and employer-paid communication services.

#### Aim

to examine motivational factors in the work environment for the human resources of the Board of Culture of Jelgava municipality.

#### Tasks

1. to describe the human resources of the Board of Culture of Jelgava municipality in the generational context;
2. to examine the motivational factors of human resources of the Board of Culture of Jelgava municipality

#### Materials and methods

**Research methods:** monographic and descriptive, analysis and synthesis, induction and deduction, a survey and interviews with culture sector experts and a nonparametric method – a Kruskal-Wallis H-test.

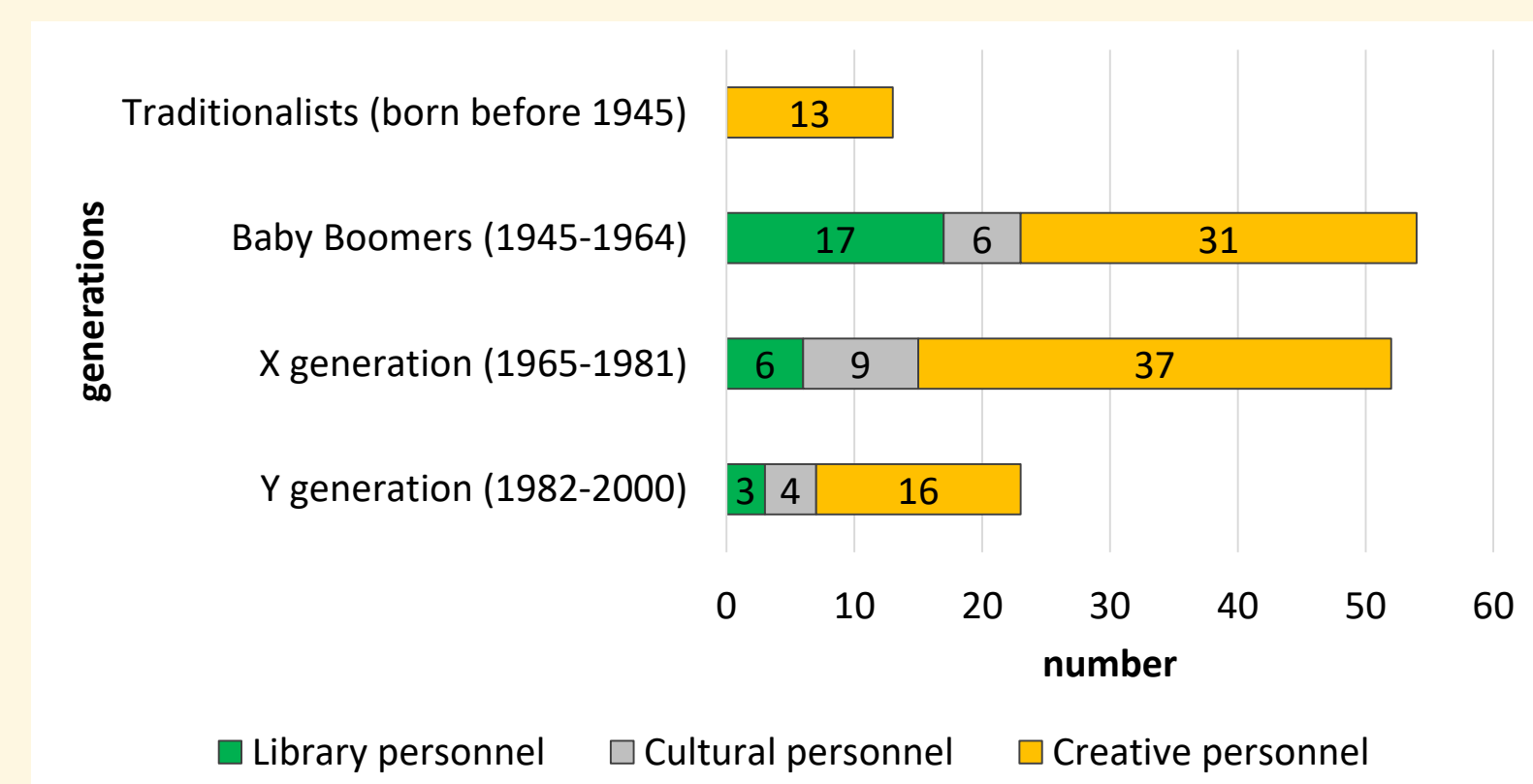
**Information sources:** research papers of international scientific conference proceedings and journals, electronically available national and foreign periodicals focusing on generational values and motivations for employment, internal legal documents of the local government of Jelgava municipality as well as unpublished materials.

#### 1. Characteristics of the human resources of the Board of Culture of Jelgava municipality in the generational context

The Board of Culture of Jelgava is responsible for 14 cultural centres, 22 public libraries and 98 folk art and craft or amateur groups. The Board of Culture provides totally **194 job positions**:

- in 2019, there were 180 filled positions and 14 vacancies;
- The 180 positions were taken by 133 individuals who were employed both full- and part-time;
- 33 took more than one position, being employed not more than 40 hours a week as prescribed by the Labour Law;
- 30% of their personnel were employed for 1 to 5 years, 59% of the personnel were employed for 6 and 40 years, while 11% were employed for less than a year.

The research divided the personnel of the Board of Culture into three categories: creative, cultural and library personnel. The human resources of the Board of Culture are also divided by generation (Fig. 1).



Source: authors' construction based on an unpublished list of personnel provided by the Personnel Department of Jelgava municipality

Fig. 1. Distribution of the personnel of the Board of Culture of Jelgava municipality by generation in 2019

**The duration of employment relationships.** 78% of the total Generation Y personnel (18 personnel) had employment relationships of less than 5 years, which could be explained by the need to develop themselves and the desire for career growth. The decision to change jobs is influenced by low salaries and often the specifics of the culture sector.

Library personnel are the most loyal to their employer, with 54% (13) of all the personnel having employment relationships of 16-38 years and representing the Baby Boomer Generation. Besides, there is a tendency for creative workers to change their jobs, as they are employed part time and, consequently, the remuneration is not motivational enough.

#### 2. Motivational factors of human resources in the generational context

To examine the factors affecting the motivation of human resources of the Board of Culture in the generational context, a **survey** among the personnel as well as three semi-structured interviews with culture sector experts were conducted. The general population was comprised of 133 personnel of the Board of Culture. The survey revealed **statistically significant differences** with regard to the following **motivational factors** in the work environment among the generational groups:

- **education is important.** The differences could be explained by the fact that 41% of the total personnel of the Board of Culture of Jelgava municipality represented the Baby Boomer Generation, of which 30% were of pre-retirement or retirement age. For these employees, education and new skills were no longer as relevant as they were for Generations X and Y;
- **a preference for one's own wishes and needs.** The personnel of Generation Y preferred their own wishes and needs, whereas the Baby Boomer Generation and Generation X were ready to set aside their desires and needs and dedicate their time to others and their work. That has been greatly affected by their upbringing and societal influence when they grew up and started their careers;
- the need for **career growth.** A stronger wish for fast career growth was observed among the personnel of Generation Y than among those of the Baby Boomer Generation and Generation X, yet the career growth was difficult to implement at the Board of Culture of Jelgava municipality. Consequently, there was a risk of a high personnel turnover, particularly among those who had reached their career "ceiling" and wanted career progression;
- **working from home.** The differences in opinion on working from home were related to both the specific nature of the work to be done and the views of the generations. Compared with the Baby Boomers generation, the personnel of Generations X and Y were much more flexible on this matter. The differences in opinion among creative, cultural and library personnel could be explained by the specific nature of the work to be done, as the creative and cultural personnel could perform their duties outside the workplace, yet this was not possible for the library personnel;
- **flexible working hours.** The personnel of Generation Y agreed that flexible working hours were a strong motivational factor, while those of the Baby Boomer Generation and Generation X were not unanimous;
- **employer-paid communication services.** It was a strong motivational factor for the Baby Boomer Generation and Generation X, but not for Generation Y. The differences in opinion on this matter among creative, cultural and library personnel could be explained by the specific nature of their work to be done.

Table 1

Differences in opinion among the generational groups regarding motivational factors in their work environment

Pair of assertions	Baby boomers (M)	Generation X (M)	Generation Y (M)	Total (M)
Education is important / Education is not important	1.62	2.13	2.09	1.90
Preference for one's own wishes and needs / Preference for the wishes and needs of others	3.49	3.51	2.77	3.36
Career growth is important / Career growth is not important	2.26	2.24	1.64	2.12
Opportunity for working from home / Work duties must be performed only at the workplace	3.89	3.32	2.77	3.47
Flexible working hours / Fixed working hours	2.77	2.41	1.91	2.46
Phone bill is paid by the employer / Phone bill is not paid by the employer	2.83	2.95	4.05	3.13

Source: authors' survey results

## Conclusions

1. The human resources of the Board of Culture of Jelgava municipality were represented by four generations. The most employees belonged to the Baby Boomer Generation (54 employees or 41% of the total) and Generation X (52 or 39%); therefore, there is a risk of failure to replace the human resources in the next few years.
2. The duration of employment relationships of Generation Y personnel working for the Board of Culture of Jelgava municipality was variable. The decision to change jobs is influenced by low salaries and often the specifics of the culture sector. Besides, there is a tendency for creative workers to change their jobs, as they are employed part time and, consequently, the remuneration is not motivational enough.
3. The survey of the human resources of the Board of Culture of Jelgava municipality revealed statistically significant differences with regard to the following motivational factors in the work environment among the generational groups: education is important; a preference for one's own wishes and needs; the need for career growth; working from home; flexible working hours; employer-paid communication services.
4. The research found that, overall, there were no significant generational differences in motivational factors in the work environment (out of the 52 pairs of motivational assertions, statistically significant differences were identified for only six matters). This means that the hypothesis put forward in the research only partly proved to be true. This was due to the fact that although 80% of the human resources of the Board of Culture were surveyed, the sample was relatively small in general, which did not allow drawing any broader conclusions on the generational differences in the culture sector.