

## THEORIES OF MOTIVATION FOR THE EDUCATION OF THE UNEMPLOYED

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**Abstract:** Research about the characteristics of the stages of development of human personality, which is supported by the theories of psychology and motivation. The topicality of this research is to study the theories of motivation for the motivation of the unemployed. The aim of the research – to study the theories of motivation which can be used for the unemployed to obtain their education according to the economical situation, as in changing circumstances different new forms of employment are being formed. The main problem is the contradiction between the recognition of the value of education and the lack of motivation for the unemployed to educate themselves. In the recent years vital changes in the development of the economic sector and labour market have been observed in Latvia. In the context of demographic changes and the ageing of the society, changes are happening also in the sphere of career development – it is extending. These days both the students and the adults have problems with choosing the education and profession, therefore it is necessary to ensure a life-long motivation for the inhabitants. The research deals with the work with the unemployed who have lost their job, have not started the studies, do not work and feel helpless, do not understand or resist the model of operation of the society. Metamotivation refers to the behaviour which is caused by the needs and values of development. The most important is to help the people who drift along their life and are not used to planning their own life. The status of the unemployed comprises certain social groups – men and women, capital city, town and countryside inhabitants, people with different levels of education, income and marital status. It is important to find out and understand the environment these people live in, and show the ways, which the individual can make use of to be able to become self-actualized, which means a constant process of developing their own potential. Therefore to research the motivation of the unemployed to educate themselves in different ages is very important.

**Keywords:** motivation, education, self-actualization, metamotivation, skills.

### Introduction

To reveal the interaction of motivation, self-understanding and the productivity of action in a particular age, it is important to find out the essence and interaction of these notions. For this purpose the analysis of pedagogical, psychological and philosophical literature was carried out, evaluating the problems of motivation, self-understanding, action, person's skills and education in the written works by different authors.

The theoretical basis of the research is formed by: the theory about the social situation of the development of personality by L. Vygotsky (Виготский, 1991), the theory about the importance of the subjective needs of the individual in the development of the personality by L. Bozhovich (Božoviča, 1975), the activity theory by A. Leontev (Леонтьев, 1975), the theory about the self-perception conception by R. Berns (Бернс, 1986), as well as the self-actualization theory by A. Maslow (Karpova, 1998).

The theories of motivation are classified as theories with biological basis, theories with social basis and systemic motivation theories. H. Hekhausen (Хекхаузен, 1986) in his work analyses three trends of researching the problem of motivation – the theoretically instinctive, which originates from the works of V. Mak-Daugolla; the theoretically personal, which originates from the works of Z. Freud (Atkinson, Birch, 1978); the theoretically associative, which developed the ideas of E. Thorndike and I. Pavlov (Cattell, Child, 1975). K. Roger is mainly known for his idea about the „self” conception – the basis of personality, and the personality-centred psychotherapy (Roger, 1961).

A great attention is paid to the individual's self-assessment, and it is considered that individuals can achieve their aims if they have a positive attitude towards themselves, high level of self-respect and self-confidence. A. Maslow comes to the following qualities of the self-actualized individuals (Karpova, 1998): more effective perception of reality and more comfortable attitude towards it, the self-acceptance, the acceptance of the others and the nature, spontaneity, simplicity, artlessness;

focusing on the task (opposing from focusing on oneself), certain isolation and need for solitude, autonomy, independence from the culture and the environment, constant freshness of the assessment, mysticism and the experience of higher awareness (altered states of consciousness), togetherness with others, the sense of belonging and participation, deeper personal relationships, the democracy of the character structure, the skill to differentiate goals and means, the good and the evil; philosophical, generous sense of humour, self-actualizing creativity, resistance to acculturation, transcending of any separate private culture, namely, exceeding its boundaries.

Author analyses A. Maslow's need of self-actualization in the book „Personality. Theories and their creators” by A. Karpova, it is possible to reveal five types of behaviour directed towards its accomplishment, which the author has analysed and listed in Figure 1.

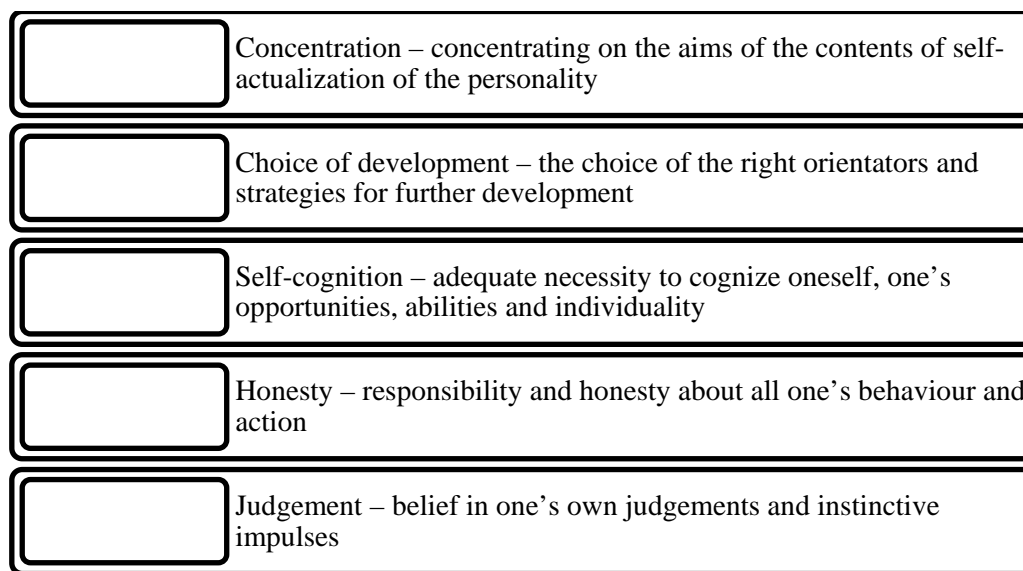


Figure 1. Behaviour types of self-actualization (the author's design).

The five behaviour types described by A. Maslow show, as it is depicted in Fig.1, that to achieve their goals the individuals have to focus on personality-related aims without going into detail. It is important to choose the right means and the ways of accomplishment for achieving the closest goals. Only correctly organized self-cognition and its results allow objectively organize the concentration for the personality and the choice of development. Belief in one's own judgements and instinctive impulses.

A.Maslow claims that sense of belonging, suitable profession and defending of certain values are as important for the psychological wellbeing as safety, love and self-respect. **Metamotivation** refers to behaviour which is caused by the needs and values of development. According to A. Maslow, such kind of motivation is more common for individuals who have self-actualized and met the basic needs. Very often metamotivation is a form of self-sacrifice to particular ideals and aims, to something „outside oneself”. Maslow points out that metaneeds are the continuation of the fundamental needs (continuum), therefore the frustration of the fundamental needs cause metapathology. Metapathology can appear as inadequacy of values, pointlessness and uselessness of life (Karpova, 1998).

The majority of psychologists (Latvijas organizāciju..., 2013) work only with the **deficient motivation**, with the behaviour, which is focused on satisfying or not satisfying some needs or frustration. Starvation, fear, pain these are the primary examples of deficient motivation. When organism feels neither starvation, nor fear, nor pain, new kinds of motivation appear, such as curiosity and need for a game, for playing. Social life motivation refers to enjoyment and satisfaction in the presence or to the wish to find valuable aims (the motivation of growth or metamotivation). „Deficient” motivation becomes apparent in the necessity to change the existing order of things because it is felt as dissatisfaction or frustration. Metamotivation is the indicator that the individual is progressing by overcoming the functioning of the deficient level.

Also K. Rogers is considered to be one of the founders and leaders of the American humanistic psychology. K. Rogers believes that the **tendency of self-actualization** is fundamental for every living thing and the essence of the individual. It means to spread out, expand, become autonomous, express oneself, become mature and competent to strengthen the organism and self-identity. The term „self-actualization” was used already by Aristotle, who believed that self-actualization meant to be accomplished in reality, not only as an intention (Аристотель, 1983).

In such a way the structure of personality includes both the organism and the phenomenal field (the whole experience of life), as well as the self-identity (the differentiated part of the phenomenal field), which is the model of conscious feelings and self-assessments – the idea about Self and the ideal Self. This is the structure in statics. The conformity (congruence) between the experience and self-identity, the necessity of its constant formation and preservation ensures the functional aspect of this structure model of the personality.

The experience is generally to be considered as the formation part of the pre-reflexive and pre-verbal awareness. The approach of the humanist K. Rogers deals not so much with the investigation and analysis of the conflicts, but with creating such circumstances which allow to accept and implement oneself (Karpova, 1998).

In Fig. 2 the author depicts the types of the theories of motivation, which by motivating and encouraging the inhabitants to join the programmes of adult educational courses and thematical seminars, can focus on increasing the motivation of the unemployed, increasing the academical achievements, thoroughness of the knowledge and ensure the succession of education, as well as the integration in the society.

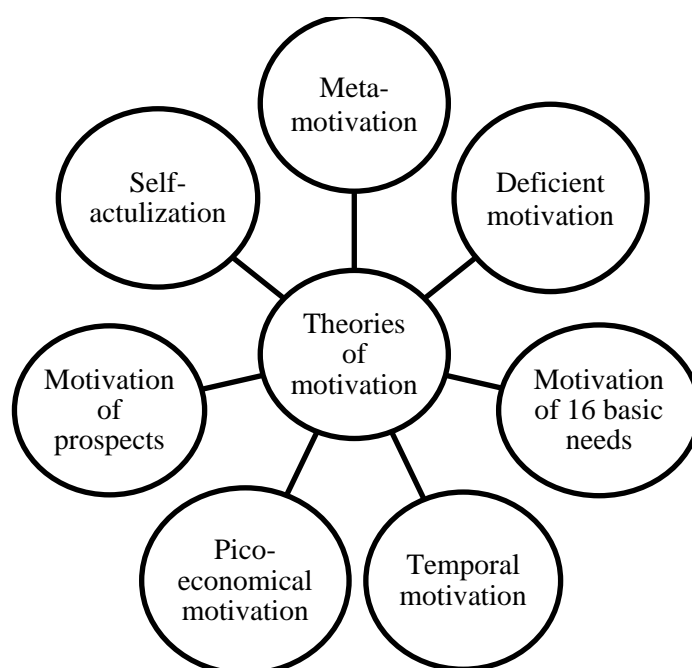


Figure 2. The summary of the theories of motivation (the author's design).

Philosophers and psychologists, when investigating the development of the human personality, also have noticed cyclic regularities in its lifetime, that starting from the birth until the last hour of life it runs in the „short” 7-year cycles (periods), which form already the longer ones 21-year cycles (Ekspertīze par bezdarbnieku..., 2011). The human lifetime cycles continue in the further generations and civilizations, creating different social formations (Ekspertīze par bezdarbnieku..., 2011).

The aim of the research – to study the theories of motivation of the unemployed, how to help them adapt their education according to the economical situation, as in changing circumstances different new forms of employment are being formed. Motivation is the complex of inner processes, which is complicated, because it comprises different processes and different activities. Motivation is focused on achieving the goals. The goals and the discrepancy of goals are considered to be the main stimuli

which draw attention and create action, while the complexity and importance of the goals are connected with the intensity of motivation. By analysing the theories of motivation, the author wants to find a solution for increasing the professional development of the unemployed according to the demands of the labour market. An essential precondition in the action of the human is being clearly aware of the aim, motivated action and constant self-development.

### **Methodology**

For the research theoretical methods have been used – studying, analysis and evaluation of scientific literature and different sorts of documents, as well as the reflexion of personal experience. Analysing the situation of the problem of unemployment, as well as dealing with these issues has been the daily work for the author already for several years at both the Employment Provision State Agency Jēkabpils section and the Institute of Education and Home Economics of the University of Agriculture of Latvia. Non-structural observations and the obtained realizations at the work place at the Employment Provision State Agency Jēkabpils section are important for the author to carry out her research. The theme of the research chosen for the Doctor's Paper about the economically inactive inhabitants' integration into the labour market for decreasing the unemployment by promoting the motivation of education, in the author's opinion, relates to the dynamic time of changes in the education, to promote the development of a knowledge-based society. The aim of the research is to analyse the theories of motivation of the unemployed and show that in the situation of a crisis scientifically proved research of the labour market is necessary to be able to predict the development of labour market in the future and determine effective mechanisms for increasing the motivation of the unemployed and dealing with the problems of economical passivity. Documents and other sources of information in the aspect of the research and the tasks have been studied, analysed and evaluated.

### **Results and discussion**

According to the studied and analysed materials of different sources of literature about the theories of motivation and the increasing of the motivation for the unemployed in the sphere of education, it is possible to conclude that essential economic benefits can be gained by improving the basic knowledge and focusing on people with low level of skills and socially unfavourable groups of different age. According to the demands of the labour market, the aims of education, motivation and skill improvement are described in the Lisbon strategy, drawing attention to the growth and employment, emphasizing knowledge, novelties and human resources to achieve these aims (Nacionālā Lisabonas programma..., 2005).

The difference between what skills are demanded in the labour market and what skills are offered is one of the main problems that exist in Latvia. Therefore more than ever before it is important to pay attention to the sphere of education and tuition. By improving the quality of the system of education – from acquiring the basic knowledge to studies, all social groups in Latvia have been given larger opportunities to acquire comprehensive and vocational education. This process includes the promotion of lifelong education, as well as it involves study programmes which are important for the development of national economy (Komisijas paziņojums..., 2008). The main aim is to strengthen the capacity of the educational establishments, in such a way helping to achieve the social and economic aims.

Cedefop – the Centre of the Development of Professional Education of Europe according to the assessment of the prediction in 2006 – 2020 predicts about 100 million vacancies in the 25 member states of the EU. In addition to the 19.6 million new job vacancies there are predicted 80.4 million substitute job vacancies which could be available because of the retirement or quitting the labour market of the employees. The agricultural and the traditional industry branches are gradually being replaced by the service industry (Figure 3). In 2020 almost three quarters workplaces will be in the service industry (Komisijas paziņojums..., 2008).

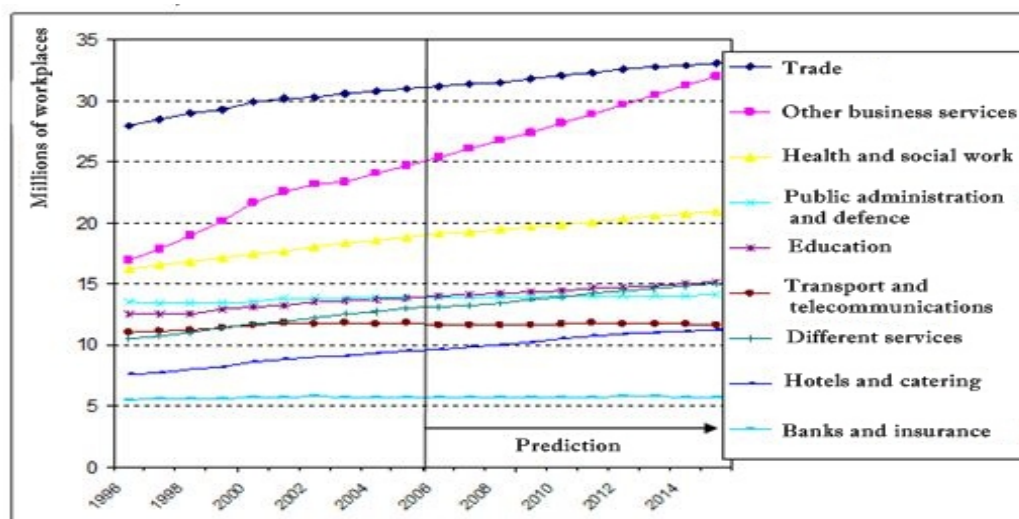


Figure 3. The tendencies of employment in the sphere of service industry by 2015 ES-25  
*The source: (Komisijas paziņojums..., 2008).*

In the majority of intellectual labour professions highly skilled employees will be needed, and employers with average level of education more and more will have professions which require qualification. As the increase of general indicators of education is more rapid than the changes in the labour market, only half of the unskilled labour will be performed by employees with low level of education (Figure 4) (Komisijas paziņojums..., 2008).

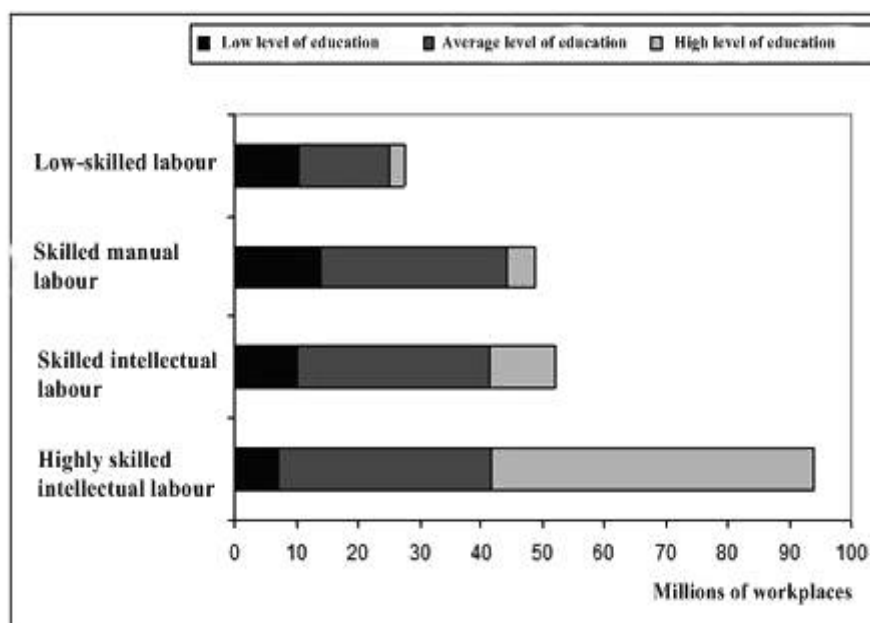


Figure 4. The predicted level of employment by 2020 in big professional categories and for different levels of education ES-25.  
*The source: (Komisijas paziņojums..., 2008).*

The improvement of qualification is essentially important for the future of Europe. In the initiative „New skills for new workplaces” it is stressed that it is necessary to create more effective education and study policy and modernize the labour market by using flexible policy of safety (Komisijas paziņojums..., 2008).

The level of registered unemployment continues decreasing until 11.0% from the economically active inhabitants at the end of September, 2012, however, it is a little bit slower than in the related period of the previous year. The number of the unemployed (108.3 thousand) registered by the Employment

Provision State Agency is by now the lowest during the last 3.5 years, and it is a couple of thousands less than at the beginning of 1999, when the crisis of Russia was followed by a wave of redundancies (Ziņojums par Latvijas..., 2012).

Table 1

**The employment indicators in the Baltic States (age 15 – 64) in 2011 %**

	Men	Women	Total
Latvia	62.9	60.8	61.8
Lithuania	60.9	60.5	60.7
Estonia	67.2	62.7	64.9

*Source: Designed by the author, basing on the data of Central Statistical Bureau of Latvia (Centrālās statistikas..., 2011, Table NBG43).*

"Eurostat" has confirmed again that the increase of employment in Latvia is one of the most rapid ones in the European Union (EU). For instance, in the 2nd quarter of 2012 in the pace of yearly increase of employment Latvia was in the 2nd place in the EU – right after Estonia. As regards the increase of employment, Latvia was in the leader position already in 2011. The number of newly-registered unemployed people – an indicator which would most effectively show the decline of the situation in the labour market, is still constant and in adequately low level (in September – 8.2 thousand, similar to the level of 2005, as well as the middle of 2008) (Informatīvais ziņojums..., 2012).

The proportion of the registered unemployed people who find permanent job in a month's time, continues increasing (in the middle of 2012 the 12-month sliding average value of this indicator reached 4%, which is close to the indicator of 2005) (Ziņojums par Latvijas..., 2012).

Such tendencies give evidence about a gradual recovery of the labour market and all the time increasing opportunities to find job. This year the level of registered unemployment will not be yet written with a one-digit number. It is connected with the „amendment in the census of population” (the number of the registered unemployed is divided by a smaller number of the economically active inhabitants), introduced in April, 2012, which increased this indicator by 1.6 per cent points. Yet, the decrease of unemployment will become more rapid and during 2013 it will most likely reach a one-digit number (Informatīvais ziņojums..., 2012).

The economical consequences and peculiarities of a lasting crisis are marked by the fact that the effect of the crisis remains for a long time after its cause has been eliminated. The crisis might be over, but the consequences of the crisis – the lasting unemployment – is the heaviest heritage of the crisis. To overcome it requires lasting effort and understanding of the whole society, as well as big investment in the human resources, the improvement of its qualification and education.

In 2012 the problem of unemployment has become of a primary importance, which means that the unemployment is lasting and chronic. The labour market policy acts as a safety net, as the programme of social work and the educational courses for the unemployed are an essential source of income (Ziņojums par Latvijas..., 2012). Education is the most essential way for reducing the risks of inequality. The research of the scientific research journalistic centre «Re:Baltica» about the inequality in the society of Latvia confirms that Latvia has one of the highest income inequalities between the wealthier and the poorer part of the society among the European Union member states (Baltijas pētnieciskās..., 2012).

The system of education of Latvia, economic and legal infrastructure have to focus on the development of such personal qualities as self-confidence, readiness to make decisions and take care of oneself and the people around, focusing on one's own competitiveness and success in the career. The diversification of the elements of motivation in the society has to be promoted, so that monetary motivation would be just one of the elements of the system of motivation (Informatīvais ziņojums par..., 2012).

Human resources have to be considered the most important resource in order to achieve the determined aim. Although the quality and availability of the human resources has been traditionally stressed, the rapid scientifically technical progress, demographic problems and the slow reforms of the system of education threaten a sustainable development. The most important trends of the development of human resources are in the areas of the quality of labour force, and especially education, motivation and demography (Informatīvais ziņojums par..., 2012).

Table 2

**The proportion of the job seekers (age 15 – 74) in 2011 %**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
Latvia	17.6	13.1	15.4
Lithuania	17.8	13.0	15.4
Estonia	13.1	11.8	12.5

*Source: Designed by the author, basing on the data of Central Statistical Bureau of Latvia (Centrālās statistikas..., 2011, Table NBG43).*

## Conclusions

By studying different theories of motivation the author concludes that there is not such an integrated theory which would comprise completely all factors, processes, results, which are connected with motivation. Some theoretical approaches root in the individual's inner factors, for example, in the cognitive and dispositional approach.

The most important elements of motivation for improving the skills of the unemployed are self-actualization, metamotivation. Self-actualization means to spread out, expand, develop, become autonomous, express oneself, become mature and competent. Metamotivation refers to behaviour which is caused by the needs and values of development.

According to the analysis of the theories of motivation, the following rules of motivation for increasing the intensity of the motivation of achievements are distinguished: the main aim has to be put forward; everything started has to be finished; people with similar interests have to be contacted. Mutual support is very stimulating; how to learn has to be learned; obtaining the knowledge is a constant process of self-improvement; one's own natural skills have to be balanced with motivating interests; the natural skills create motivation, motivation creates perseverance, and perseverance determines the achievement of the aims which have been put forward; things which can inspire have to be found out; risks have to be taken; only by taking risks it is possible to gain success and achieve important goals.

In the basis of motivation there are needs of two sorts – a need for achievements and a need for avoiding failures. Predictions about the possibility and usefulness of the results influence the level of intensity of the motivation of achievements. The advancement towards the aim is greatly influenced by the individual peculiarities of the individual. They can promote or act as an obstacle to the motive of achieving success. The socio-economic situation, life in the city or the countryside and other factors crucially influence the decisions, expectations and behaviour of an adult person. These factors have to be taken into consideration when motivating the acquirement of the professional skills of the unemployed person. The labour market has a demand for employees who would have the necessary skills for working with modern and new technologies, determine the strategy of their professional growth, organize the process of their self-examination and concentrate on the aim.

In the adulthood the main way of activity is work which leaves a developmental influence on the personality, together with such factors as the age and education. To provide work for the whole lifetime, in the acquirement of the professional competence the teaching and learning process of the unemployed has to be purposefully organized, the values, included in its content – the knowledge and the skills become the benefit of the unemployed in such a way improving the motivation of the unemployed for developing their career. Creating the policy of labour market, such important aspects

as bringing the system of education near the demands of the labour market by observing the changes in the work demands in particular professions in the future, by developing the system of lifelong education, have to be taken into consideration. The solution for the unemployed – the development of self-motivation, the improvement of qualification, better results of work.

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