

Structural Scheme of Motivation Theories for Career Development of the Unemployed

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Abstract: The problem of education and employment of the unemployed in Latvia is their insufficient motivation for learning. The development of the motivation of the unemployed is today's topicality in the continuing education and lifelong learning framework, so that training service would be available for the client in a flexible and timely manner. The aim of the research is to examine the theories of motivation and work out a theoretical justification for a structural scheme of motivation, which could be the basis for increasing the motivation for training and for the career development of the unemployed. The theoretical research was done in Latvia University of Agriculture and a survey of the unemployed was carried out at the State Employment Agency Jekabpils Department, questioning the unemployed about the reasons disturbing their motivation for learning. For strengthening the career development of the unemployed, there were studied the motivation theories that focus on values-based and active engagement in learning, the immediate usability of learning outcomes and assertiveness. According to the survey, the unemployed revealed that the main problem was their knowledge and skills mismatch with current labour market demand, thus showing a desire to improve their skills or get a new one using career education. However, the major obstacles were the disbelief of the unemployed in their own abilities, the lack of jobs and hence the lack of motivation to learn. The results of the research could be used in further education by learning facilitators in training the unemployed and as a contributing factor for increasing the motivation of the unemployed and extending opportunities for career development and integration into the labour market.

Keywords: motivation theories, the unemployed, career development, career education, adult education.

Introduction

Motivation is an internal "set of processes" – a hypothetical assumption. It is complicated, as it involves various processes and operations. It is individual – every individual has different needs and opinions on what is important. Motivation is oriented towards achieving goals. Goals (and goal mismatches) are considered to be the main stimuli that attract one's attention and cause actions, while the complicatedness and significance of goals are associated with the intensity of motivation. Goals are the key mechanism related to motivation. H.Gudjons gives a very precise inference (Gudjons, 1998): "Motivation is one of the crucial preconditions for learning".

Unfortunately, there is no integrated theory that includes completely all factors, processes and outcomes related to motivation. For example, a few theoretical approaches are rooted in the individual's endogenous factors (the cognitive and dispositional approaches), whereas other theories focus on the individual's exogenous factors (the status of unemployed, various intensifiers of responsive reactions) (Reņģe, 2007).

A few theoretical approaches are highly cognitive (self-regulation, expectancy theory, goal determination, self-motivation), while other ones have a distant connection with cognitive processes (genetic predisposition, emotions and affects) (Krumboltz, Levin, 2004; Ильин, 2002).

An alternative approach to every theory may certainly emerge. However, such alternative theories rarely contradict each other, as each theory focuses on a certain aspect of motivation. Contrasts in motivation theories can be identified reviewing the motivation theories based on exogenous and endogenous factors (Cilvēkresursi..., 2010).

The theories based on endogenous factors may be classified as rational, i.e. related to thinking and cognition – goal theories, self-control and expectancy theory – and as those that are not controlled at cognitive level. Rational motivation theories differ from each other in cognitive processes that emerge either before or during doing a job. In contrast, irrational theories may be divided into ones being mainly

situational and referring to mood, emotions and affects and ones having almost no connection with the nature of situation – needs, genes and personality).

The motivation theories based on exogenous factors focus on situational aspects influencing the extent of efforts an individual want to make when doing a job. The theoretical approach of external stimuli may be divided into a situation that is based on the content of work (labour content theories) and a situation being mostly affected by situational social aspects. Social aspects are different and mutually interact very much. A group's culture and norms are created to motivate people to work based on their expectations, whereas employee expectations relate to a fair reward for the job done. Therefore, it is understandable that external processes make a huge impact on endogenous factors (Cilvēkresursi..., 2010; Маркова, Матис, Орлов, 1990; Маслоу, 2006).

In order that the unemployed can successfully integrate into the labour market – through learning, self-development and active participation in the learning process both individually and collectively, they need motivation, as individuals of different ages have their own opinion on qualifying for a job and on education. The motivation theories being useful for the career education and career development of the unemployed are as follows: the Self-determination Theory of E.L. Deci and R.M. Ryan (Deci, Ryan, 1985) (self-guidance, joint learning, active engagement in learning, immediate usability of learning outcomes and a supportive emotional environment); the Motivational Systems Theory of B. Rizhov (РЫЖОВ, 2010) (at micro level: a social system, an external environment, in the social system's centre – an active informing structure; at macro level: the knowledge of a socium about the world and oneself); the Theory of P.Becker (Becker, 1991) (exogenous factors, endogenous factors and lifestyle); the Two-factor Theory of F.Herzberg (Herzberg, 1974; Herzberg, Mausner, 1959) (motivators, hygienic factors); the Theory of J. Keller (Keller, 2010) (attention, suitability, self-confidence and satisfaction).

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The aim of the research is to examine the theories of motivation and work out a theoretical justification for a structural scheme of motivation, which could be the basis for increasing the motivation for training and for the career development of the unemployed.

Methodology

The theoretical research was done in Latvia University of Agriculture and a survey of the unemployed was carried out at the State Employment Agency (SEA) Jekabpils Department, questioning the unemployed about the reasons disturbing their motivation for learning. For strengthening the career development of the unemployed, there were studied the motivation theories of Keller J.M. (Keller, 1983, Keller, 2010), Herzberg F. (Herzberg, Mausner, 1959; Herzberg, 1974; Herzberg's Two-Factor Theory..., 2015; Herzberg's Motivators, 2015), Deci E.L. and Ryan R.M. (Deci, Ryan, 1985), Ryzhov B.N. (РЫЖОВ, 2004, 2010), Becker P. (Becker, 1991) and career development theories that focus on values-based and active engagement in learning, the immediate usability of learning outcomes and assertiveness, which is useful for career education. A structural scheme (Figure 1) of motivation theories for responsible career development of the unemployed was worked out.

The survey on motivation for learning was conducted at the State Employment Agency Jekabpils Department in the first half of 2014, questioning the unemployed about what factors and personal traits hinder them from finding a job and what their contribution was and what they did themselves to find a job. The survey involved 100 respondents. They were the unemployed being registered with the State Employment Agency. Data analyses were based on percentage calculations. On the April 30, 2014 in Jekabpils area were registered 2416 unemployed. 1171 of these were registered as unemployed in Jekabpils city and 1245 unemployed were registered in the surrounding of Jekabpils: in Akniste region - 156, in Jekabpils region - 274, in Krustpils region – 359, in Viesite region - 243, in Sala region - 213. (Bezdarba statistika, 2014). In the survey there were involved the unemployed in the following age groups 25-35 years (19%), 36-46 years (33,3%), 50-61 years (42,9%), covering almost all the registered

unemployed age groups. The age group 15-24 years did not participate in the survey. 61.9% of participated respondents in the survey were women, and 38.1% were men.

Results and discussion

A number of research studies have proven that the autonomous kinds of intrinsic and extrinsic motivation contribute to long-term engagement in learning in all contexts of education, including adult education. One of the key theories that are employed in research on motivation is Self-determination Theory (Deci, Ryan, 1985, cited by Demiroglu, Steiner, 2009). The theory assumes the tendency to be curious, to cognise one's environment and to be interested in learning and in improving one's knowledge is an inherited trait. Yet, external control is introduced in the most organised learning environment, especially in the situations with learning in groups, which can negatively influence the psychological processes related to high-quality, intense learning. Evidence shows that the conditions that support the autonomy, competences and experience in mutual obligations of learners contribute to the highest motivation and engagement, including the self-regulation of learning, improved learning outcomes, persistence in learning, creativity and wellbeing. The motivation factors that are important in the developed innovative techniques, strategies or methods and can be incorporated in several self-determination pillars are as follows:

- self-guidance (autonomy);
- joint learning (autonomy and interrelationships);
- active engagement in learning (interrelationships);
- immediate usability of learning outcomes (competence);
- recognition of the achievements of learners (competence, interrelationships);
- a supportive emotional environment (interrelationships) (Deci, Ryan, 1985; Demiroglu, Steiner, 2009).

The basic idea of **F.Herzberg's** Two-factor Theory is as follows: one of the motivators is enough to make an individual satisfied with the job; yet, at the same time, if one of the hygienic factors is lacked – the individual can feel discomfort and dissatisfaction which, in its turn, influences his/her satisfaction on the whole. (Table 1, Figure 1). If all the hygienic factors are guaranteed to the individual at the job, he/she will be satisfied; yet, some motivator is needed in order that the job can provide real satisfaction and joy. (Herzberg, Mausner, 1959; Herzberg, 1974, Praude, Beļčikovs, 2001; Herzberg's Motivators, 2015).

Table 1

F.Herzberg's attitudinal factors

(Herzberg, Mausner, 1959; Herzberg, 1974, Praude, Beļčikovs, 2001)

	I. Motivators	II. Hygienic factors
No	Factors that positively affect employees' satisfaction with their job	Factors that avoid employees' dissatisfaction with their job
1	Success at the job	Job retention guarantees
2	Recognition of achievements	Social status
3	Work process as such	Organisation's operational policies
4	Degree of responsibility	Working conditions
5	Opportunities for growth, career	Direct supervisor's permission
6	Professional growth	Private life
7		Relationships among employees
8		Wage
9		Relationships with subordinates

F.Herzberg classifies all the factors that motivate individuals to work into two categories:

- **MOTIVATIONAL factors** (associated with the specifics of the job), which positively affect employees' satisfaction with their job: success at the job, the recognition of achievements, the work process, the degree of responsibility, opportunities for growth, the career and professional growth.

- **HYGIENIC factors** (necessary to maintain human working abilities), which avoid employees’ dissatisfaction with their job: job retention guarantees, social status, the organisation’s performance, working conditions, the attitude of the direct manager, private life, relationships among employees, wages, relationships with subordinates (Herzberg’s Two-Factor Theory..., 2015).

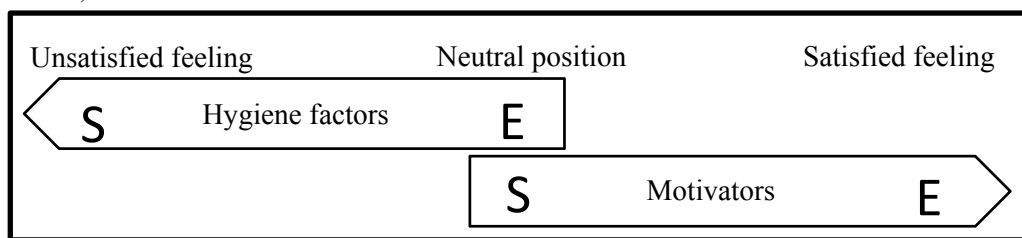


Figure 1. F.Herzberg’s two-factor model, E-existence, S-shortage (Herzberg, Mausner, 1959, Praude, Beļčikovs, 2001; Herzberg’s Two-Factor Theory..., 2015).

Motivation depends on how individuals self-organise themselves. If individuals categorise themselves at individual level, they will be motivated by their personal identity. If categorisation takes place at social level, strengthening their social identity in a group will be important to individuals. A very important factor is the fact whether an individual works in a team as a member of it or individually (Reņģe, 2007). One of the key factors affecting human behaviour and motivation is the social factor. Social influence on individuals may be identified during learning. Researchers believe that individuals live in a social environment. If the social environment in which individuals live is full of hate and pain, they lose motivation and their behaviour worsens. In contrast, if individuals live in a social environment full of love and hierarchy, their motivation increases and their behaviour improves (Aronson, Wilson, 2009).

John Keller’s ARCS Model of Motivational Design involves four steps for promoting and sustaining motivation in the learning process: attention, relevance, confidence, satisfaction (ARCS) (Keller, 1983, Keller, 2010). According to the model, conditions contributing to adult learning motivation become clear (Table 2):

- - *attention*: a contribution that motivates them to be aware of the gains made during the learning process;
- - *relevance*: the usability of self-assessment (gains and losses) in real life situations;
- - *confidence*: getting feedback on the usefulness of learning and the feeling of evaluation of learning achievements;
- - *satisfaction*: the development of the feeling of achievement or gain, which motivates to keep learning.

Table 2

Motivation terms and strategies (Keller, 1987)

Nr.	Motivation term	Motivation strategies		
1.	Attention	Inadequacy Mood	Concreteness Demand	Changeableness Participation
2.	Relevance	Experience Coordination	Value Choice	Modeling Usefulness
3.	Confidence	Learning- requirements	Obstacle Competence	Chances Self-confidence
4.	Satisfaction	Consequences Negative influence	Gains Planning	Positive results

Boris Rizhov’s Motivational Systems Theory involves the Biological Systems Theory and the Social Systems Theory, which explain an individual’s motivational base. The functioning of biological systems is the activity of life, which contributes to the systems’ active interaction with the external environment.

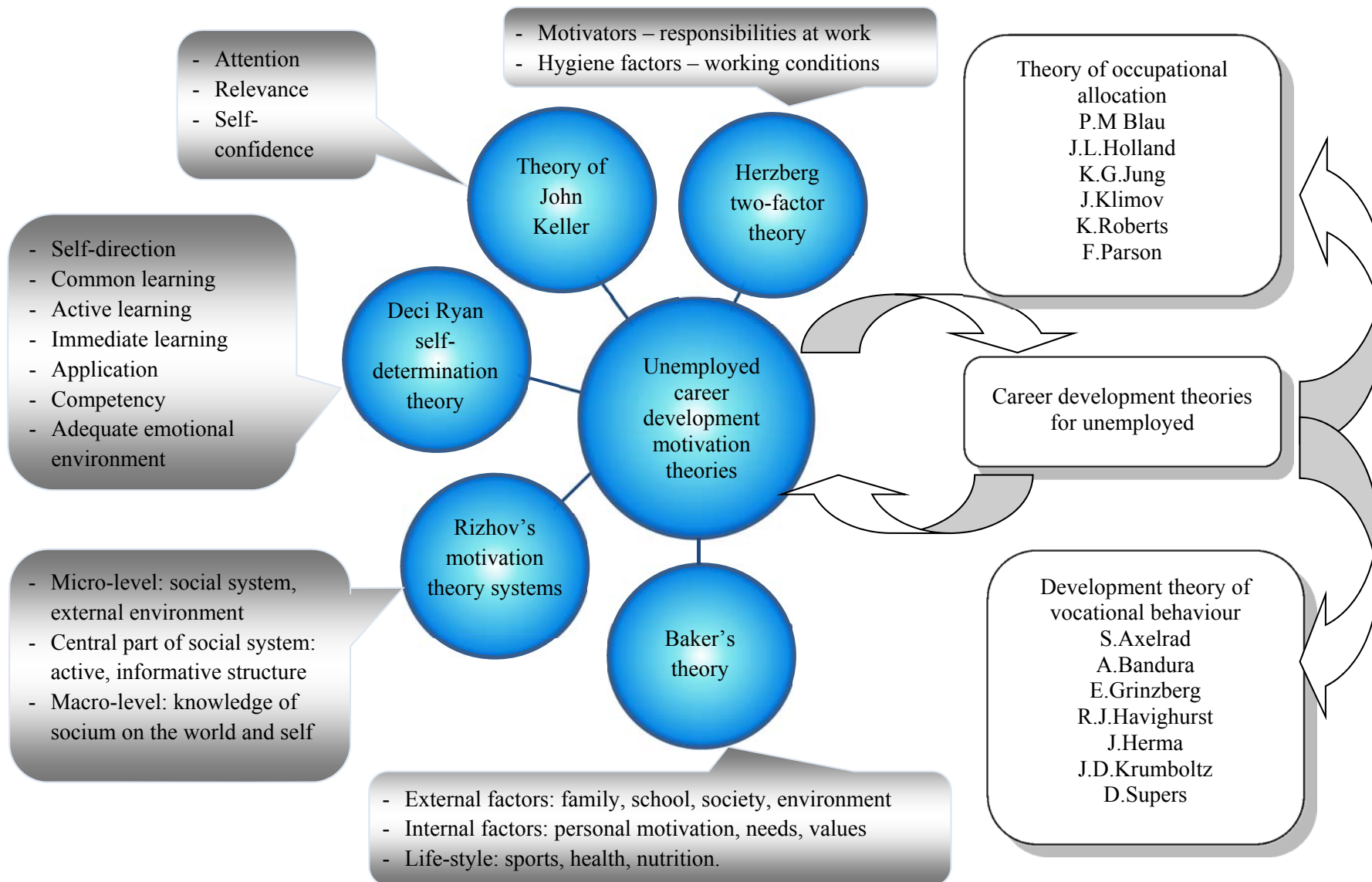


Figure 3. Structural scheme of motivation theories for career development of the unemployed. (authors' construction)

Every biological system's life is based on a certain cycle that involves intensive and extensive development phases.

At the level of an individual, a biological system develops as follows: the individual's life activities are a process of interrelated special mechanisms that ensure the evolution based on his/her characteristic cycle. Higher level mechanisms of biological systems acquire a more universal nature, becoming behavioral mechanisms oriented towards particular individuals. The physiological manifestation of such mechanisms involves neurological reactions to changes in the external environment. Great contributions to research on instincts have been made by such scientists as C.Darwin, W.James, W.McDougall and K.Lorenz, in later years E.Gess and R.Boiss (Рыжов, 2004).

The social kind of a systemic organization may be divided into the following hierarchal levels, analogues of biological systems:

- - *at micro-level*, a social system represents any information about the external environment, an understanding of the subject that is alienated from the subject itself;
- - *the social system's central level* is composed of a personality – an active informing structure – as well as involves its transformation into material objects or structures of other personalities; besides, cooperation among personalities can be both direct and indirect by means of another individual, a book or other information sources;
- - *at macro-level*, a socium's knowledge about the world and him/herself (Рыжов, 2010).

P.Becker believes that three factor groups influence one's self-feeling. First, exogenous factors: family, school and social environment. Second, endogenous factors: personality's motivation, needs and values; and, third, the lifestyle of a particular individual: sport activities, overall health condition, diet, etc. The mentioned factors are dynamic and closely interrelated. P.Becker writes about two kinds of self-feeling: actual self-feeling that may be characterised by current, momentary feelings and lasting self-feeling as relatively stable characteristics (Figure 2).

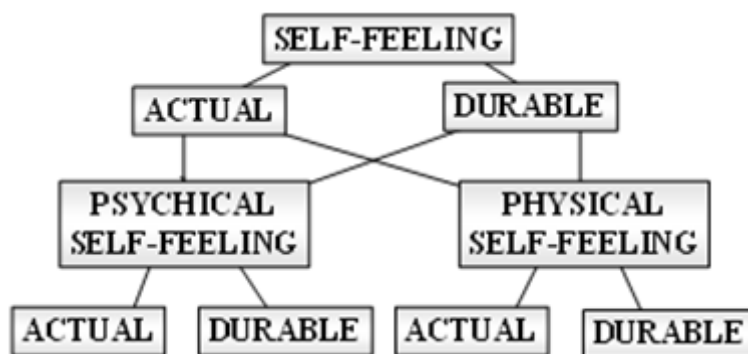


Figure 2. Structural model of self-feeling (Becker, 1991, cited by Steinberga, 1997).

Based on long-term work experience and work with the unemployed, the authors have developed a structural scheme of motivation theories for the career education and career development of the unemployed (Figure 3), which involves the motivation theories selected by the authors: the Self-determination Theory of E.L. Deci and R.M. Ryan (Deci, Ryan, 1985), the Motivational Systems Theory of B. Rizhov (Рыжов, 2010), the Theory of P.Becker (Becker, 1991), the Two-factor Theory of F.Herzberg (Herzberg, Mausner, 1959) and the Theory of J. Keller (Keller, 2010) and career development theories: the Theory of Occupational Allocation of P.M Blau, J.L.Holland, K.G.Jung, K.Roberts, J.Klimov, F.Parson, (Blau, 1985; Holland, 1994, Jung, 2006; Roberts, 1993; Климов, 1996; Parson, 1909; Osipow, Fitzgerald, 1996;) and the Development Theory of Vocational Behaviour of A.Bandura, R.J.Havighurst, E.Grinzberg, S.Axelrad, J.Herma, D.Supers, J.D.Krumboltz, (Bandura, 1997; Havighurst, 1972; Ginzberg, Ginsburg, Axelrad, Herma, 1951; Super, 1980; Osipow, Fitzgerald, 1996; Krumboltz, Levin, 2004;). The authors regard the theories as very important for motivating the unemployed to further educate themselves, which is their contribution to their career development.

During adulthood, the key kind of activity is employment, which makes a developing effect on the personality, along with such factors as age and education. To have a job during the entire period of active life, professional competence enhancement courses have to be purposefully held, in which the

values included in the content of training – knowledge and skills – turn into the gains of the unemployed, thus increasing the motivation of the unemployed for improving their career education and developing their careers. When making labour market policies, important aspects have to be taken into account, such as matching the education system with labour market demands by taking into consideration the demand for labour by profession in the future and by developing lifelong learning. Developing self-motivation, raising the qualification and better performance are a solution for the unemployed. The rate of registered unemployment in Latvia in the period 2005-2013 is presented in Figure 4. It shows that the unemployment rate gradually declined, which was a positive trend. However, after comparing the unemployment rates for the Baltic States (Table 3), one can find that the situation in our neighbouring country – Estonia – was the best; the unemployment rate was the lowest. So, one has to learn from the neighbours how to achieve it.

Table3

Unemployment rates in the Baltic States in the period 2011-2014 (%).

Year	Latvia	Lithuania	Estonia
2011	16.2	15.4	12.3
2012	15.0	13.4	10.0
2013	11.9	11.8	8.6
2014	10.8	10.7	7.4

Source: Eurostat data (2011.-2014.) Code:[tsdec450] 15-74 years old (Eurostat, 2015)

The current trend in Latvia shows that there are individuals among the unemployed whose knowledge and skills do not match labour-market demands. More than 20 percent of the unemployed are youth aged 15-24, while the second largest group is the long-term unemployed. (Reģistrētais bezdarba..., 2015). However, in the modern society, the development and wellbeing of individuals become increasingly dependent on knowledge and education, as the labour market demands educated employees of high-qualification who can use the latest information technologies. This ability is a significant factor in any industry of the national economy for economic growth and employment in the country. After Latvia joined the European Union, funding was allocated for increasing employment. To achieve it, it was planned to raise the qualifications of the unemployed in demanded professions, to offer training placements and subsidised jobs for target groups of the unemployed as well as to train individuals to start up a business and enhance job-seeker training programmes.

In order that individuals can integrate into the labour market, they need an education, knowledge and skills that match market demands. Presently, a lot of individuals – youth, preretirement-age individuals and individuals with special needs are registered as unemployed or do low-wage jobs owing to their insufficient education and low qualification.

Latvia's employment policy is closely associated with that of the European Union. The Treaty of the European Union sets a goal to contribute to economic and social development and high employment.

It is well seen if comparing the indicators of Latvia and the other Baltic States. For example, the The National Reform Programme (NRP) of Latvia envisages an increase in the proportion of university students only after 2020 “when there is a better demographic situation and a higher purchasing power of the population”. For the period until 2020, it forecasts fluctuations of the proportion of individuals who have acquired higher education from 35% in 2010 to 38% in 2015, followed by a decrease to 34-36% in 2020. If defined like this, the target set by the NRP of Latvia may not be regarded as a target as such – it is only the reflection of a long-term forecast (Latvijas nacionālā... 2010).

The crucial and important role of human resources is especially stressed in reforming the labour market:

- the association between human resources and vacant jobs has to be enhanced through reducing various internal and external barriers and fostering labour force mobility;
- more individuals have to be integrated into the labour market through introducing various initiatives, integrating various population groups into the labour market and retaining jobs for preretirement and older individuals and those who have just started working;
- the adaptation capability of the labour market has to be increased, considering the interest and needs of both employers and employees;

- comprehensive lifelong learning, which provides training throughout lifetime, is necessary, so that individuals can adapt to the fast changes and innovations in the labour market.

The authors conducted a survey of the unemployed at the Jekabpils Department of the State Employment Agency regarding the reasons obstructing their motivation for education. The respondents had to answer a number of questions, yet, the present paper analysed only the most important ones.

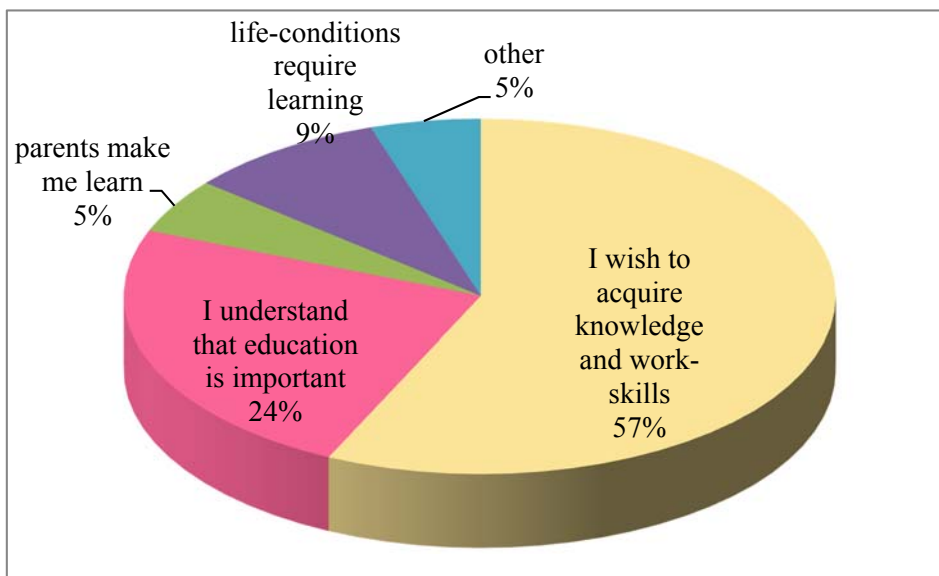


Figure 4. Respondents’ opinions on their motivation for learning.

Of the respondents, 57% admitted that they wished to acquire new knowledge and skills needed for a job, 24% understood that education was necessary and important in their career growth, 9% noted that their life circumstances made them learn and 5% said that their parents recommended them to keep learning (Figure 4).

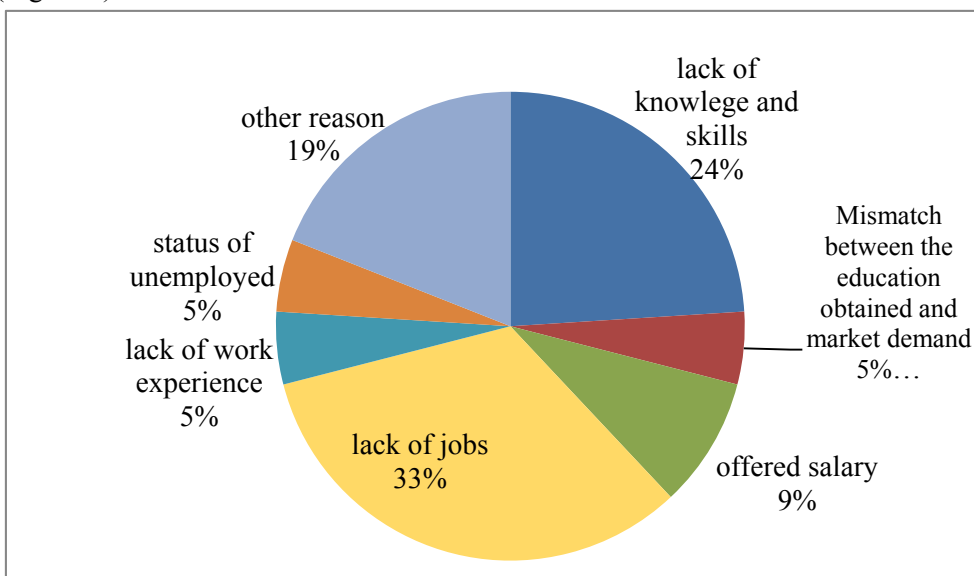


Figure 5. Respondents’ opinions on exogenous factors preventing them from finding a job (data are based on survey questionnaires).

In general, one can conclude that the majority of unemployed individuals, however, were aware of the significance of knowledge in the successful development of their career. Of the respondents, 33% admitted that simply the lack of jobs hindered them to find a job, 24% said they lacked knowledge and skills to successfully find a job, 9% were not satisfied with the wage offered, the education of 5% respondents did not meet the job requirements, 5% lacked work experience, it seemed to 5% respondents

that the reason was their status of unemployed and 19% specified other reasons (Figure 5). On the whole, one can conclude that the unemployed were aware of the role of knowledge and skills in successfully finding a job.

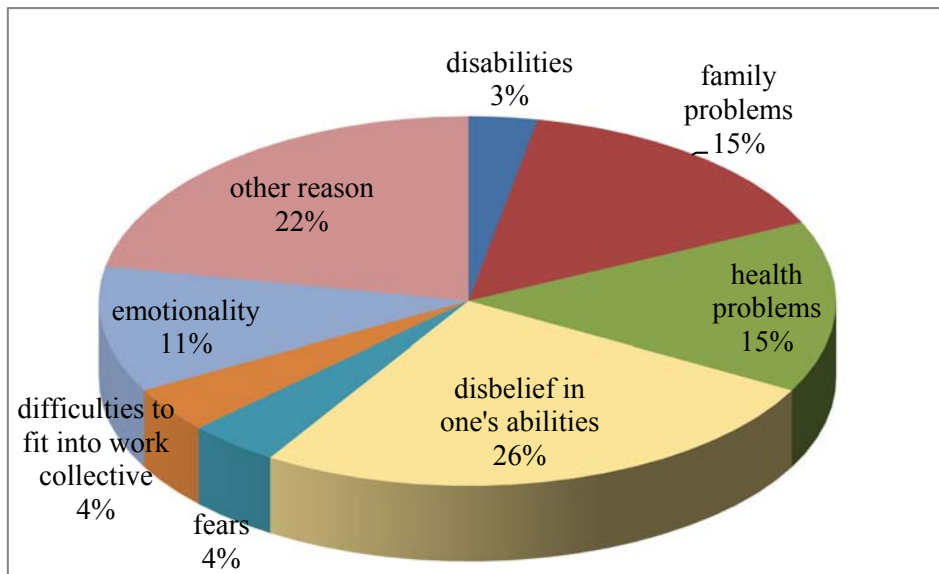


Figure 6. Respondents' opinions on what personal traits and problems prevented them from finding a job (data are based on survey questionnaires).

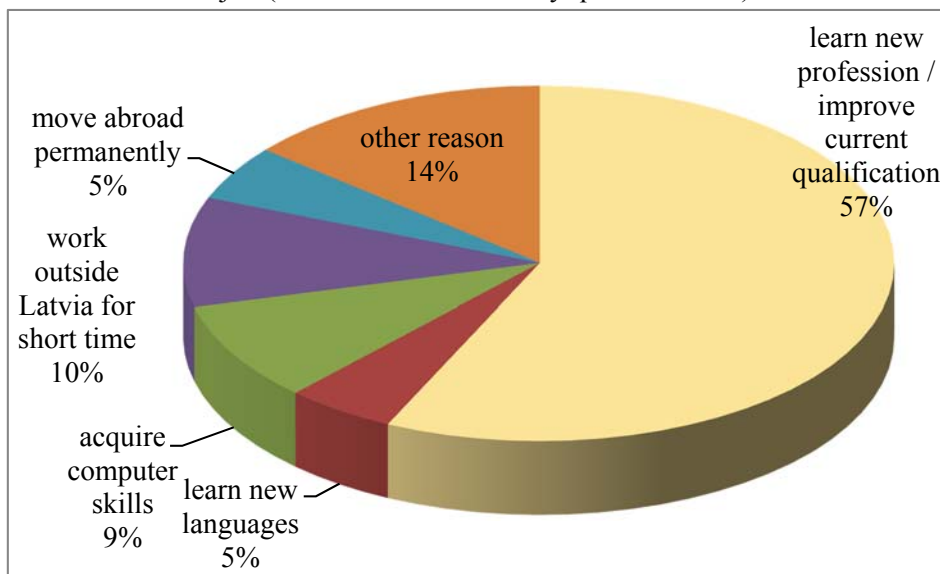


Figure 7. Respondents' opinions on how to act to get an appropriate job (data are based on survey questionnaires).

The respondents involved in the survey admitted that they could not find a job mainly because of their disbelief in their abilities (26%), health problems (15%), family problems (15%), the problem of integrating into the work team (4%) and a disability (3%) (Figure 6). The unemployed were asked to think about how to better act to successfully find a job: 57% admitted that they needed to learn a new profession or to raise their current qualification, 10% thought that working abroad could help solve the situation in a short-term, 5% thought about moving abroad for permanent residence, 9% preferred to learn computer skills and 5% wished to learn a new foreign language (Figure 7). The dominant trend in the respondents' opinions was the raising of their qualification and the learning of new professions.

Motivation is one of the key sources of behaviour of an individual. To understand why individuals behave the way they do, motivation theories have to be comprehended. Motivation is not the only or main impulse that generates behaviour, yet, motivation is a complex of inducements: needs, motives, ideals, goals, value orientations, etc. All these inducements are interrelated and compose a system that

determines the behaviour of an individual and gives it direction and intensity. Motivation performs a number of functions: it generates behaviour, conducts and organises it and gives it a personal meaning and role. Therefore, the factors that hinder the development of positive motivation have to be researched. Such factors can relate to confusion due to the abundance of information and opportunities as well as to the unawareness of the meaning of learning and of one's own values and needs and to an inappropriate study programme or methodology or inappropriate teaching aids. In addition, a decline in motivation when becoming unemployed might be associated with complicated family circumstances.

Research on the motivation of every particular individual, which allows predicting his/her motivation, is an important issue that is continuously tackled in the whole world; however, its solutions are diverse. Motivation mechanisms are different in the individual him/herself and among individuals. Besides, motivation interacts with the ability to generate behaviour and demonstrate any achievement. Motivation helps us to keep our attention on something certain and generates the ability to make efforts. Individuals work more and better if being motivated. The outcome of motivation is persistence. The higher the level of motivation is, the longer the individual can withstand "coercion" to achieve a result. The outcome of motivation is embedded in individual strategies and behavioral pathways that are designed to achieve goals.

The authors' proposals aimed at enhancing lifelong learning programmes for certain target groups, avoiding the risk of social exclusion, are as follows: increasing the accessibility of adults to lifelong learning, eliminating the possibilities for exclusion from the process of learning, balancing the demand for and supply of the labour market by defining priority professions to be learnt.

Latvia's responsible institutions – ministries, the SEA, etc. – are advised to consider the ways how to increase the proportion of economically active population in future, designing and enhancing lifelong learning programmes and ensuring that the economically active period in every individual's life is as long as possible, reaching an employment rate of 73% until 2020 in order to reduce unemployment.

In future the authors intend to carry out a research study in order to contribute to developing a lifelong learning model and later approving it for the purposes of increasing the motivation of the unemployed, developing their careers and reducing unemployment in the context of lifelong learning.

Conclusions

- From year to year, the unemployment rate gradually declined in all the Baltic States, which was a positive trend. In 2014, the unemployment rate in Latvia was 10.8%, in Lithuania 10.7% and in Estonia 7.4%. In the neighbouring Estonia this indicator was the lowest. Latvia has opportunities to improve this indicator by working on the unemployed, examining potential job offers and, accordingly, expanding opportunities for lifelong education.
- The theoretically justified structural scheme of motivation theories for the career development of the unemployed includes the theories selected by the authors: the Self-determination Theory of E.L. Deci and R.M. Ryan, the Motivational Systems Theory of B. Rizhov, the Theory of P.Becker, the Two-factor Theory of F.Herzberg and the Theory of J. Keller, in relation with Career Development Theories, regarding them as very important for motivating the unemployed to keep educating themselves and for real work on their career development. This structural scheme will be included in the didactical lifelong learning model that is planned to be developed for the process of educating the unemployed at the Jekabpils Department of the State Employment Agency. As a part of career education it is necessary for contributing to the self-guidance and self-confidence of the unemployed, the matching of the unemployed with the labour environment and enhancing their competences in their profession, which would result in their finding an appropriate job and in their integration in the social environment.
- According to the survey, the unemployed revealed that the main problem was their knowledge and skills mismatch with the current labour market demand, thus showing a desire to improve their skills or get a new one (57%). However, the major obstacles were the disbelief of the unemployed in their own abilities (26%), the lack of jobs (33%) and hence the lack of motivation to learn.
- The usage of the structural scheme of motivation theories for the career development of the unemployed could promote the use of educational opportunities for them. State employment

Agency could provide adequate support for the unemployed to participate in training and professional development process, thereby contributing to unemployed successful transition from the educational process to the labor market. Such support of education could be able to react more quickly to changes in the labor market and to offer a specific learning directly to the unemployed related with the needs of the economic.

- The results of the research could be used in further education by learning facilitators in training the unemployed and as a contributing factor for increasing the motivation of the unemployed and extending opportunities for career development and integration into the labour market.

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