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მაგალითზე

MIGRATION – LOSS OR OPPORTUNITY?

Marina Shioshvili
Ph.D. Student
East European University

Abstract

Migration is a key component of globalization, profoundly influencing developing countries through the outflow of human capital. While labor markets tend to self-regulate and vacancies rarely remain unfilled, migration often weakens the social and economic structures of these nations. In contrast, for developed countries, migration typically creates opportunities by bringing in knowledge, financial resources, and professional experience. This study explores the dual effects of migration, assessing whether it should be regarded merely as a loss or as a potential opportunity for long-term development. Drawing on examples from countries at various stages of development, the research examines how migration can be transformed into a tool for mobilizing economic and intellectual resources. The study's novelty lies in its integrated approach: migration is analyzed as an inherent, unavoidable aspect of globalization, viewed not as inherently negative or positive but as a complex, context-dependent phenomenon whose consequences evolve over time. Practically, the findings aim to guide policymakers in designing strategies that foster knowledge circulation and promote the economic participation of migrants in their countries of origin.

Keywords: *Migration, Globalization, Human Capital, Knowledge Circulation, Economic Development*

Introduction

The process of globalization has significantly increased the movement of people between countries, making migration one of the most pressing social, economic and political phenomena of the 21st century. Although migration is often perceived as an individual decision in search of a better life,

it has serious consequences for both receiving and sending countries. The driving factors of this process are considered to be its irreversibility, the natural human aspiration for a better life, and the reduction of barriers under the influence of globalization and technological progress. Developing countries are particularly vulnerable, losing valuable human capital - an educated and qualified workforce, which negatively affects their socio-economic stability. At the same time, the intensification of migration processes also carries the risk of changing cultural and national identities.

However, migration is increasingly being perceived as an opportunity for potential development: remittances, returned professional experience and diaspora involvement in economic activity create a resource that, if properly managed, can transform migration into a development tool. Thus, migration cannot be viewed as a mere loss or an opportunity — it is a complex, multi-layered process, the outcomes of which depend significantly on the specific socio-economic and political context.

The main object of the work is to analyze the dual impacts of migration — both negative and positive — and to identify strategies that create the possibility of transforming the process into long-term benefits. The study is based on secondary data and a literature review, which allows for a comparative analysis of the experiences of countries at different stages of development.

The research questions of the study are:

1. What are the positive and negative impacts of migration on the development of countries of origin and destination?
2. Is it possible to transform migration processes into a tool for mobilizing economic opportunities in the long term?
3. Are there effective strategies for migration management worldwide, based on which it would be possible to develop effective migration management strategies in Georgia and countries at a similar stage of development?

The steps of the study are: to analyze the social, economic and cultural consequences of migration; to conduct a comparative study of examples from different countries; to formulate recommendations for the effective management of migration processes.

The novelty of this study is shown by the fact that migration is considered not in an unambiguous positive or negative context, but as a complex phenomenon, the assessment of which requires a synthesis of its counter-recur-sive effects. The results of the study have practical value for both academic discourse and state policy - they form the basis for planning new approaches to the development of migration policy.

Literature Review

1.1. Globalization and Migration Transformation

The dynamics of global migration have accelerated significantly over the past five years, driven by social, economic, political and environmental factors, including the COVID-19 pandemic and climate change (Lee, 2025; COUNCIL, 2021). In 2024, an estimated 184 million people (2.3% of the world's population), were living outside their country of origin, highlighting the complexities and multifaceted consequences of migration (Portal, 2024).

Historically, migration has played a crucial role in forming economies, societies and cultural landscapes. Contemporary discourse has focused on issues such as brain drain, cultural dislocation and the challenges of irregular migration, which require balanced policy approaches (David, 2023; Portal, 2025).

Economic assessments of migration indicate that individuals migrate primarily in search of better living conditions and opportunities. In addition, in high and middle-income countries, population aging and labor force shortages are increasing the need for labor migration (Schulte, 2025; ILO, 2024).

Demographic changes are shaping the future of migration: low-income countries are maintaining high fertility rates, while developed countries are facing the challenge of aging populations, which creates both socio-humanitarian problems and opportunities for human capital development (world-migrationreport, 2024; Minister of Immigration, 2024).

In addition, conflict, persecution, and environmental factors, especially climate change, are driving forced population movements, requiring urgent global cooperation and adaptation policies (Portal, 2024; Schulte, 2025).

1.2. Migration Negative (Loss) and Positive (Opportunity) Profile

One of the most obvious consequences of migration is the “brain drain”, when highly skilled workers leave their countries for searching the better conditions for life. This process significantly reduces the quality of human capital in their home country, hampers economic development and reduces productivity (Hulatt & Freitas, 2022). The outflow of young professionals exacerbates the problem of demographic aging and creates risks to the sustainability of economic and social systems. In addition, returning migrants often have difficulty reintegrating into the labor market or possess skills that do not match local economic needs, leading to “brain waste”, i.e. underutilization of qualifications (Arnita, 2022).

This phenomenon is particularly evident in countries such as El Salvador, Haiti and Liberia, where more than 20% of skilled workers left the country in 2016, leading to critical shortages in the health and engineering sectors (Group, 2021). A 2023 study in North Macedonia found that academics are planning to emigrate due to low salaries and limited career development, which threatens the education system (Tandfonline, 2023; IMF, 2023). Ghana and the Philippines continue to suffer from the consequences of the loss of skilled workers in the health and education systems (The BFT Online, 2024; UNCTAD, 2023). Similar problems are observed in Kenya, where the brain drain has led to a disruption of labor market dynamics and reduced investment (JSTOR, 2023; ResearchGate, 2023), etc. These facts represent only a small part of the challenges posed by migration processes worldwide.

Migration is also accompanied by sociocultural challenges. Discrimination on ethnic, religious or linguistic grounds complicates the assimilation of migrants, increases the risk of segregation and limits their access to resources, which hinders successful integration (Hulatt & Freitas, 2022). A strong sense of national identity and the desire for cultural homogeneity are often associated with negative attitudes towards immigration, which increases social tensions in host societies (Verkuyten, 2021). These tensions can have a long-term impact on the social life of host countries.

Despite the challenges, migration also creates significant opportunities for both sending and receiving countries. Remittances reduce poverty and enhance access to education and health in developing countries, while di-

aspora engagement facilitates investment and knowledge transfer (Hulatt & Freitas, 2022; Berisha, 2024). Labor migration fills shortages in developed countries and promotes labor market flexibility (World Bank, 2016).

In addition, migration contributes to the growth of cultural diversity and the integration of new identities into social structures, which in the long run enriches host societies (Hulatt & Freitas, 2022). However, public sentiment remains polarized and often imbued with fear of immigration (Schulte, 2025), posing a challenge for policymakers. Therefore, it is necessary to develop strategies that will reduce the risks associated with migration and maximize its social and economic benefits (Thibault Denamiel, 2024; Bank, 2023).

1.3. Migration Policy and Management Strategies: *Global and Georgian Perspectives*

Migration policies and management strategies encompass the legal frameworks, regulations and practices that govern the movement of people across borders. Their evolution reflects global dynamics, economic needs and changing public sentiment. In the early stages, policies focused mainly on border control and flow control, but globalization and the 2015 migration crisis have led many countries to develop more inclusive approaches that recognize migration as a tool for economic growth and cultural diversity (Lee, 2025; Saavedra, 2025). Modern policies prioritize comprehensive governance, regional cooperation, standardization of procedures and the use of technology to effectively manage the needs of migrants (Horwood, 2024; IOM, 2025). Notably, the EU Lisbon Treaty and the 2018 Global Compact for Safe, Orderly and Regular Migration have created common standards for states and increased coordination effectiveness (Appleby, 2024). Studies show that countries that have implemented data-driven governance and integration programs have reduced social tensions and increased labor market flexibility (OECD, 2024).

Georgia's migration policy has developed significantly since independence. In the 1990s, large-scale emigration and the economic crisis posed significant challenges for the country (Development, 2023). Further reforms, including the National Migration Strategy 2021–2030, visa-free travel to the EU, and the modernization of labor migration frameworks, aim to effectively manage flows and respond to labor market demands (Chkhikvadze, 2025;

migration.commission.ge, 2024). Particular attention is paid to reintegration programs for returning migrants, protection of the rights of refugees and internally displaced persons, as well as the prevention of labor trafficking (Chkhaidze, 2023; IOM, 2021). International experience shows that comprehensive migration frameworks – combining border management, support for social integration, and policies adapted to labor market demands – increase the economic benefits of migration and reduce social tensions. In this context, Georgia’s task is not only to harmonize with EU standards, but also to create a policy that transforms migration into a sustainable tool for social and economic development (World Bank, 2023; Muñoz, 2023).

Conclusions and Policy Recommendations

Migration is a multifaceted, context-dependent, complex phenomenon, which is unproductive to consider only as a loss or only as an opportunity. Global experience shows that in developing countries, migration often leads to the loss of qualified human capital, demographic imbalances and the weakening of socio-economic structures, while in developed countries it is perceived as a powerful channel for attracting labor resources, knowledge and financial capital (Schulte, 2025; OECD, 2024). In addition, international practice shows that properly managed migration can become a strategic tool for economic growth, innovation and social development, ensuring the transformation of potential migration losses into opportunities (Thibault Denamiel, 2024; IOM, 2025).

The answer to this research question is: Migration can be both a drain and an opportunity – and the balance between these two outcomes is determined by the quality of its governance. Under effective policies, migration can be transformed into a long-term development resource that strengthens human capital, labor market flexibility, and social cohesion.

Global recommendations for effective strategies include:

- Inclusive policies and integration programs: protecting migrants’ rights, promoting linguistic and cultural adaptation, and reducing discrimination (IOM, 2025).
- Data-driven governance: implementing predictive systems and labor market monitoring to effectively manage migration (OECD, 2024).

- Regional and international cooperation: bilateral and multilateral agreements, including the UN Global Compact and EU frameworks, that enhance coordination effectiveness (COUNCIL, 2021).
- Policy tailored to labor market needs: Attracting migrants to shortage sectors and supporting vocational training programs.
- Public engagement and awareness-raising: Informing the host community about the benefits of migration and the importance of integration, in order to reduce negative stereotypes.

The recommendations for Georgia were formulated as follows:

1. Conceptual transformation of migration policy: Evolving from a reactive method to a purposeful strategy that views migration as a key driver of economic progress and human capital advancement.
2. Labor market-oriented policy: Encouraging immigrants to return to their homeland. Identifying shortage professions and creating rapid employment channels, promoting vocational training.
3. Effective reintegration policies for returning migrants into the labor market: Develop mechanisms to promote the full use of qualifications and implement results-oriented measures to prevent “brain drain” (underuse of qualifications).
4. Strengthening diaspora engagement: Short-term exchange and investment-oriented programs for the repatriation of knowledge and experience.
5. Social and cultural integration: Support cultural adaptation and raise awareness of labor rights among migrants and the local population to strengthen social capital.
6. Legal framework for ecological migration: Create special mechanisms to respond to the challenges of environmental displacement.

Therefore, a systematic and development-oriented model of migration policy is a priority for Georgia, which will transform migration into a sustainable resource for strengthening economic resilience, labor market efficiency, and social cohesion.

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THE IMPACT OF ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF THE GEORGIAN STATE ELECTROSYSTEM

Tinatin Magradze

Ph.D. candidate

East European University

Abstract

The role of organizational culture is significant for all areas of the company's activities, from corporate style and communication methods to approaches used in decision-making and relationships with stakeholders. Currently, one of the main tasks for managers is to establish an organizational culture, as it is a prerequisite for a successful and sustainable business.

The research describes the organizational culture of Georgian State Electrosystem (GSE) according to four different models: Charles Handy's Model of Organizational Culture, Cameron and Quinn's Competing Values Culture Model, the Seven-Dimension Organizational Culture Profile, and Cooke and Szumal's Model.

A qualitative study was conducted at GSE. Based on interviews and documentation analysis within the company, it was found that the social, economic, and political situation of the 1990s had a direct impact on the formation of the company's organizational culture. The culture has evolved since the arrival of the Irish company ESBI Georgia Ltd.

A well-formed corporate culture brought positive results to the organization, directly affecting its main activities. There was a decrease in partial and complete blackouts, as well as technical losses in the transmission system. Consequently, operating profit increased, and wage rates for relevant workers also rose.

It has been observed that organizational culture is influenced by government decisions. The company should implement changes in its organizational structure and in hiring and developing employees in accordance with state decisions.

The results of the research provide important insights, clearly presenting the role of organizational culture in the successful operations of the country's most vital energy link – the Georgian State Electrosystem.

Keywords: *Organizational culture, Georgian State Electrosystem*

Introduction

Organizational culture greatly influences various aspects of a company's operations, from corporate style and communication methods to decision-making approaches and stakeholder relationships. Today, one of the key responsibilities of managers is to cultivate an organizational culture, which is vital for a successful and sustainable company (Shein, 2010).

Organizational culture is a core element of a company that shapes employees' behaviors, values, leadership styles, and decision-making processes. Properly developing this culture boosts staff motivation and engagement, facilitates effective communication and teamwork, enhances adaptability to change, and supports the company's growth. Therefore, a strong corporate culture is essential for long-term organizational success (Shein, 2010).

Organizational culture influences how employees work. If the corporate environment encourages their personal and professional development, employees will be more engaged and motivated, positively impacting the quality of work. A robust organizational culture within Georgian State Electrosystem (GSE) can lead to high employee efficiency, which will, in turn, contribute to the company's development.

Organizational culture can shape governance styles and decision-making processes. If the company's culture supports initiative-taking and the adoption of new ideas, these processes will promote quicker and more flexible decision-making - crucial for maintaining a dynamic environment in the energy sector.

Furthermore, organizational culture determines how information is shared. Open and transparent communication allows employees to stay informed about current changes and be prepared to participate thoughtfully in processes that influence the organization's economic success. Such communication and cooperation within Georgian State Electrosystem can simplify adaptation to changes.

A strong organizational culture also guides the company's long-term strategic goals and orientation. When long-term thinking and sustainability are emphasized, they can contribute to sustainable development and cost-saving measures. For example, adopting strategies focused on sustainable energy production can significantly promote the country's economic growth.

Electric energy is a vital part of Georgia's economy, with a substantial impact on society and the population. Therefore, developing the country's electric energy infrastructure is a task of strategic importance. GSE, as the only licensee responsible for transmission-dispatch in Georgia, including Abkhazia, is tasked with operating, maintaining, and developing the electricity transmission system, connecting it with other networks, and ensuring the system's long-term capabilities. Accordingly, as a key player in the electricity market, GSE holds a critical role in Georgia's economic development and the energy sector overall.

The research aims to evaluate the impact of organizational culture on the performance of Georgian State Electrosystem.

1. Organizational culture models

1.1. Cameron and Quinn model

Cameron and Quinn (Cameron, Kim S.; Quinn, Robert E., 2006) identified the following models of corporate culture:

- Hierarchy culture - companies that adopt this approach exhibit control and standardization, a strictly defined organizational structure, and bureaucracy. In such firms, there are multiple levels of management and a chain of subordinates. Organizations with a hierarchical culture are stable and low-risk.
- Market culture - emphasizes external relationships with suppliers, customers, contractors, and consultants. This culture, like Hierarchy culture, values control and stability, not through rigid rules, but through market positioning and stakeholder collaboration. Market culture is characterized by result-oriented firms that prioritize success over employee satisfaction.
- Clan culture - organizations that adhere to the described culture acknowledge a united value system and value communication. They adhere to the principle of one big family and are people-oriented. Organizations foster a collaborative working atmosphere in which all employees are valued.
- Adhocracy culture - companies that practice adhocracy promote flexibility, adaptation, individuality, and innovative thinking. Organizations

prioritize continuous innovation and are committed to discovering and executing new ideas.

1.2. Charles Handy Corporate Cultures

Handy's (Handy 1996) organizational culture model is also referred to as the culture of the Greek Gods.

- Power culture - In organizations with this culture, power is concentrated in the hands of a small number of people, who have sole decision-making authority. Employees do not have the freedom to voice their opinions and beliefs. As a result, the company's performance is determined by the managers' ability to make sound decisions. This culture is also known as the Zeus culture, after the most powerful god in Greek mythology.
- Person culture - is one in which people are more concerned with themselves than with the aims of the firm. Organization comes in second place, with employees being less loyal to management. This culture is known as the Dionysian culture, after the god of drink and song.
- Role culture - In this culture, each employee is assigned a role and duty based on their expertise, education, qualifications, experience, and interests. Each employee is liable for the tasks allocated to him or her. Power is defined by duty. This culture is also known as the Apollo culture, after the god of rules and roles in Greek mythology.
- Task culture - entails forming teams to attain goals or solve crucial problems, and people with similar interests and specialties collaborate. All team members must contribute equally to the project and complete tasks in the most inventive manner feasible. This culture is also known as the Athena culture, in honor of the goddess of knowledge.

1.3. Organization Culture Inventory (OCI)

The OCI employs psychological and behavioral methods to assess the norms and expectations influencing employee behavior within an organization. According to the authors (Cooke, et al., 2003), behavioral norms are defined by two dimensions: the first relates to the quality of care for people

and work, while the second pertains to fulfilling high-level needs and maintaining lower-level needs. Using these dimensions, the authors identified 12 norms, which they grouped into three types of organizational culture.

1. Constructive Culture, which includes the following norms:

- Achievement Norms: Employees are expected to set challenging yet realistic goals, plan to achieve them, and pursue these goals with determination.
- Self-Actualizing Norms: Employees are encouraged to enjoy their work, develop themselves, and engage in new and interesting tasks.
- Humanistic-Encouraging Norms: Members should be supportive, constructive, open in expressing opinions, and interactive.
- Affiliative Norms: Members should be friendly and considerate of their team's satisfaction.

2. Passive Culture, which comprises these norms:

- Approval Norms: Employees are expected to agree with others to gain favor.
- Conventional Norms: Employees should follow rules and make a good impression.
- Dependent Norms: Employees are expected to do as instructed and consult with superiors on decisions.
- Avoidance Norms: Employees should shift responsibility and avoid blame.

3. Aggressive Culture, which involves these norms:

- Oppositional Norms: Members are expected to be critical, challenge others, and choose safer decisions.
- Power Norms: Members should take responsibility, control subordinates, and obey superiors.
- Competitive Norms: Members are encouraged to outperform others and work against colleagues, rather than collaboratively.
- Perfectionist Norms: Members should be competent, meticulous, and work long hours to meet strict goals.

1.4. The Organizational Culture Profile (OCP)

OCP, created in 1991 by O'Reilly, Chatman, and Caldwell, is one of the most influential and widely used tools for evaluating organizational culture. It is based on a value assessment approach to determine how well the organization's culture aligns with individual values. The profile includes seven dimensions.

Organizations with an innovative culture are characterized by flexibility, openness to new ideas, and adaptability.

Organizations with an aggressive culture focus on competitiveness and striving for superior performance compared to competitors.

Result-oriented cultures prioritize achievement, results, and action. These organizations encourage and reward short-term results, fostering internal competition among peers.

Stable cultures feature bureaucratic, predictable environments with rule-based, centralized decision-making, typical of public sector organizations.

People-oriented cultures value respect for individual rights, support, and justice. Such organizations tend to retain employees better by respecting titles and seniority.

Team-oriented cultures emphasize unity and mutual cooperation. Members generally maintain positive relationships with both colleagues and managers.

Attention to detail and accuracy define a detail-oriented culture. Hospitality organizations often exemplify this approach, meticulously catering to returning customers' specific needs to improve service.

2. Methodology

Descriptive research was employed in the report to describe organizational culture. Interviews were performed with seven firm representatives, including previous employees (organization development manager and international project manager), as well as current employees (human resources manager, personnel specialists, industry experts, and department heads). Semi-structured face-to-face interviews were conducted. To obtain detailed information, secondary data and unstructured interviews were reviewed, and the data were examined using the content analysis method. Documentation and statistical data from the company were used. The information was

gathered using the company's annual reports, financial statements, outages, blackouts, and energy losses reported by personnel.

The paper follows ethical standards. All study participants were told of the study's goal, as well as the related risks and benefits. All respondents participated voluntarily, and all agreed that their data and company paperwork could be made public.

3. Results

The Georgian State Electrosystem, LLC was established in 2002 through the merger of JSC Electric Transmission and LLC Electric Dispatcherization, which was founded in 2000. The organizational culture derived from these two companies was integrated into GSE, shaped by the social, economic, and political conditions of that time, especially in the 1990s. From 2003 to 2008, the Irish company ESBI Georgia Ltd managed GSE, which declared bankruptcy in 2004 and filed for court-rehabilitation. In 2006, the court suspended the bankruptcy proceedings and granted ESBI Georgia Ltd a 15-year deadline to submit a rehabilitation plan.

Based on qualitative research and document analysis within the organization, management initially established the Zeus culture. Power was concentrated in the hands of a few individuals authorized to make centralized decisions. This centralized decision-making led the company to produce reports to the then Ministry of Energy and the Supervisory Board, including key performance indicators (KPIs) such as: management systems for annual and sick leave, development of compensation systems, comprehensive job descriptions, disciplinary norms, complaint handling procedures, and performance evaluations. Consequently, it was essential to define clear roles, procedures, and responsibilities. Each employee became responsible for their assigned tasks, creating a highly structured work culture characteristic of the **Apollo role culture** (Handy 1996). From this, a hybrid model of **Zeus and Apollo cultures** emerged, guided by Handy's principles.

As a result of cultivating this culture, regional administrative and managerial positions were eliminated and altogether subordinated to the head office. Staff reductions and structural optimizations were implemented to boost efficiency and productivity. A training and development program was introduced

for technical skills, computer literacy, and English language proficiency. A training center was established, successfully running a training program for university graduates in technical fields. A unified electronic employee database was created, along with corporate insurance schemes, and a monthly salary payment policy was introduced, leading to increased wages for relevant workers.

Table 1. Annual paid salary 2006-2008

(000 GEL)	2006	2007	2008
Number of employees	1,072	1,048	1,050
Paid salaries	6718	8209	12618

According to the model by Cameron and Quinn, a **Hierarchical culture** was implemented. The company featured multiple management levels and a chain of command, with a clearly defined organizational structure. Employees understood their roles and responsibilities and prioritized smooth and predictable operations. Additionally, elements of clan culture appeared in subcultures, with employees valuing communication and teamwork.

An inventory model (Cooke, R. A. Szumal, 2003) shaped a **passive culture** within the organization. Employees adhered to rules, sought mutual agreement, and required management approval for all decisions. This culture lacked initiative, with employees waiting for instructions and rarely making independent decisions. The organization aimed to avoid challenges and experiments, strictly following the existing rehabilitation plan. Norms characteristic of a passive culture included:

- Approval norms, where employees show consent and goodwill toward colleagues;
- Conventional norms, requiring strict adherence to organizational rules;
- Dependent norms, binding employees to meticulously complete assigned tasks and seek management approval for important decisions.

The 7-dimensional model (Chatman, J. A., & Jehn, K. A., 1991) identified a **stable culture** characterized by a bureaucratic, predictable environment, rule orientation, and centralized decision-making. For ESBI Georgia Ltd, achieving goals and objectives within set timelines was a priority. Values

such as demonstrating achievements and results and strategic planning to attain them were emphasized, reflecting a result-oriented organizational culture. In engineering services, accuracy and attention to detail were highly valued, indicative of a detail-oriented culture.

Ultimately, a hybrid model was developed, blending the foundations of **a stable organizational culture with a detail-oriented and results-oriented approach.**

It is important to note that the formation of the culture of the organization was partially influenced by the decisions of the government. (Zeus culture, Hierarchy culture, Stable culture, Passive culture).

Several individuals make decisions. Employees have limited freedom to express their opinions and are required to make these decisions without voicing any concerns. The company must act in accordance with the rules and laws established by the state. Changes in the organizational structure, hiring and employee development should align with state decisions.

It should be noted that the goal of ESBI Limited was to draw up a rehabilitation plan for the GSE and bring it to completion. The rehabilitation plan included getting GSE out of the financial crisis, granting it the status of a solvent company and creating a reliable image for stakeholders. All this included the implementation of strictly written rules, accountability to state structures and donor companies, and creation of centralized governance. Thus, the introduction of the above-mentioned organizational culture models in the company was an optimal management decision and corresponded to the situation in the company in 2002-2007.

Properly formed corporate culture brought positive results to the organization, which directly affected the main activity of the company. Decreased partial and complete blackouts and technical losses of the transmission system.

Table 2. Operating Income per Year

(In thousands of GEL)	2004	2005	2006	2007	2008
Book value of property, plant and equipment (PPE)	106,701	81,318	95,714	114,185	158,100
Total assets	124,819	99,764	120,315	147,734	207,201
Revenue	65,584	68,750	54,446	47,297	46,651
Operating income (EBITDA)	(73,834)	(25,828)	5,757	30,494	31,551

Figure 1. Technical losses in transmission system %

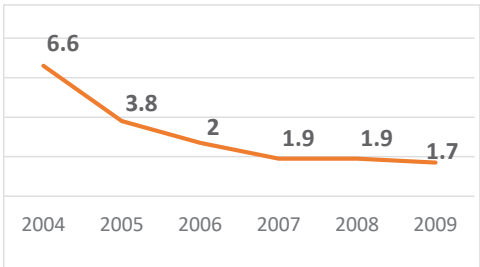
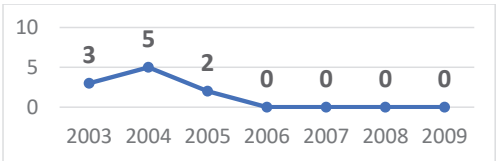


Figure 2. Total Blackouts



The Georgian State Electrosystem as one of the main participants in the electricity market, has an important role in the economic development of the energy sector of Georgia and the country as a whole. Accordingly, the development or delay of the company affects the country's GDP.

Table 3. Loss calculation due to blackouts

	2005	2006	2007	2008
Total blackouts /unsupplied energy in minutes per year	474	0	0	0
Number of minutes per year	525600	525600	525600	525600
GDP (mln GEL)	11 620,9	13 789,9	16 993,8	19 074,9
Loss (mln GEL) due to total blackouts	10,48	0	0	0

Loss calculation according to GSE accepted formula: $\text{GDP} / \text{Total minutes per year} * \text{total blackouts per year minutes}$

Conclusion

This study shows that organizational culture has a significant impact on the performance and strategic development of the Georgian State Elec-

trosystem (GSE). By applying a variety of theoretical models, it is clear that GSE's culture changed in response to both internal and external factors, especially during the post-Soviet transformation and under the management of ESBI Georgia Ltd. The adoption of hybrid models, which combine hierarchical, result-oriented, and passive elements, proved effective in stabilizing operations, reducing technical losses, and increasing efficiency. Additionally, the study emphasizes the role of state influence in shaping organizational culture, which emphasizes the importance of aligning with governmental decisions.

Finally, the research emphasizes the critical role that a well-structured and contextually adapted organizational culture plays in improving operational outcomes in a national energy system.

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ACTUAL ISSUES OF THE TRIAL BY JURY IN GEORGIA

Ella Kusiani

Ph.D. student

East European University

Abstract

The topic of the conference paper is the current issues of the Georgian model of the jury institution. Specifically, it addresses the practical problems of the jury selection procedure in Georgia.

The jury has been in operation in Georgia for nearly 15 years. Our experience has the potential to result in improved jury outcomes if we can comprehend it.

The secret of the survival of the trial by jury is that it has adapted itself over the centuries to the modern values and requirements of society. It was consistently revised and modified to align with the standards of the right to a fair trial so that the institution of the jury remained an effective mechanism for the administration of justice.

This paper will discuss the problematic issues of the selection procedure of jurors in Georgia. The selection process of jurors has been refined in Georgia through numerous steps, and many reforms have been implemented. Nevertheless, trial by jury, as a living, working reality, requires ongoing improvement to address challenges.

Keywords: *selection of jurors, Georgian juror psychological type*

Introduction

Trial by jury is an ancient institution that has existed for centuries and even today remains the essential mechanism for ensuring the right to a fair trial. The long history of existence and firmly established tradition do not in themselves make a social institution desirable or undesirable, but in a system where institutions can and do change (e.g., before trial by jury, judges settled disputes by methods such as court ordeals (trial by ordeal)), such vitality and

endurance certainly are a virtue. Its long history reflects not the endurance of a sacred relic but the adaptability of the decision-making mechanism, the ability to adapt, which gives society substantial and unique benefits. (Bornstein & Greene, 2017).

A jury trial is a special event. This institution unites the state and the society; the citizens are responsible for "determining the fate of a member of their society, and the judge serves as an arbiter in this process" (Meishvili, 2021).

The jury system encourages public trust in the justice system by making the process more transparent and accessible to the public. When citizens are directly engaged in the administration of justice, they become deeply involved in the legal process and more often perceive it as just and lawful. It strengthens the rule of law and contributes to a more just and equal society.

"A strong civil society and the promotion of legal culture are critical components of the effective functioning of the trial by jury" (The Institute of Jurors, 2017).

The ability of jury trials to incorporate diverse perspectives, enhance transparency, and increase public trust makes them an essential mechanism for ensuring that trials are conducted fairly. Despite the challenges, the jury remains a cornerstone of democratic legal processes, reflecting the values and the collective judgment of the community.

"In the process of democratization, many countries have considered and are considering the introduction of a jury system" (Kusiani, 2011). But the response to the question of whether the jury trial is an ideal of democracy? - is self-evident—the jury is one of many institutions that should promote the growth of democracy (Kusiani, 2011).

In general, the jury trial is not considered a component of a fair trial, although for the purposes of preventing bias, it may be considered as a means of ensuring a fair trial" (Akubardia, 2024).

Jury trials have continued to be in demand in the 21st century, and many countries, including Georgia, have recently introduced them (Akubardia, 2024).

The objective of the jury trial system in Georgia was to establish a high standard of human rights protection and to foster trust in the judicial system

from the outset. For centuries, this institution has accomplished these tasks (Akubardia, 2024).

The Georgian model of the trial by jury is not analogous to the jury trial of any country, although it takes into account the historical experience and best practices of foreign countries, because of which regulations are constantly being refined (Akubardia, 2024).

Jury trial regulations are based on the U.S. jury model, although it is not identical and there are some differences (Akubardia, 2024).

The purpose of this paper is to analyze the practical issues that have arisen in the field of juror selection and to develop relevant recommendations.

One of the challenges associated with the jury selection procedure is that only a few of the candidates who are summoned to participate in the process appear at the court. Furthermore, none of the candidates expresses any desire to participate in the process.

Is this an issue with the justice system in all countries where trials by jury are used, or should we look for a reason in things like the way Georgians think and feel about their duty to their country? I attempted to use the interview method to gather the opinions of Georgian psychiatrists regarding the psychological type of the Georgian person in the context of a juror candidate.

Conducted Research

Since the adoption of the Trial by Jury in Georgia - from 2010 to 2022, a total of 77 criminal cases were heard, of which 54 cases were qualified under Article 108 (intentional murder) and/or 109 (intentional murder in aggravating circumstances) of the Criminal Code of Georgia, 8 criminal cases concerned crimes committed by state officials and financial crimes, while 3 cases concerned domestic violence, 3 cases - unlawful deprivation of liberty, 4 cases - inhuman treatment and 2 cases of intentional and serious injury to health resulting in loss of life. Of the 54 criminal cases of murder, in 38 a guilty judgment was delivered with the qualification of intentional murder (under Articles 109 and/or 108 of the Criminal Code of Georgia), in 3 cases the jury shared the alternative verdict proposed by the defense and changed the existing qualification, in 3 cases the accused were found guilty of other charges filed together with Articles 108 and 109 of the Criminal Code of Georgia, in

9 cases the verdict was fully acquitted, and in 1 case the verdict was partially acquitted (one of the accused was found guilty of a crime of murder, and the other was acquitted of the same charges and was found guilty of a different charge). The remaining 20 criminal cases concerned crimes committed mainly by officials and also those crimes that do not contain the composition of acts provided for by Articles 108 and 109 of the Criminal Code of Georgia. At the end of the trial, the judges ruled in 7 cases that the accused was guilty and in 13 cases that the accused was not guilty. Notable among these cases is the domestic violence case that was heard by the jury in early 2022 (Report on the activities of the Prosecutor's Office in Georgia, 2022).

The trial by jury heard 13 criminal cases in 2023, of which 10 cases concerned intentional murder and/or intentional murder in aggravating circumstances, 1 case concerned domestic violence, 1 case concerned unlawful deprivation of liberty and degrading treatment, and 1 case concerned intentional grievous bodily harm resulting in loss of life. In 8 of the 10 cases of murder, a guilty verdict was delivered with the qualification of intentional murder (under Articles 109 and/or 108 of the Criminal Code of Georgia); in 1 case the jury shared the alternative verdict proposed by the defense and changed the existing qualification, and in 1 case an acquittal verdict was adopted. One case of domestic violence was acquitted; in one case of unlawful deprivation of liberty and degrading treatment, a guilty judgment was delivered; and in one case of intentional grievous bodily harm resulting in loss of life, a guilty judgment was delivered (Report on the activities of the Prosecutor's Office in Georgia, 2023).

In 2024, 12 cases were heard by a jury, of which 8 cases were qualified as intentional murder and/or intentional murder in aggravating circumstances; 2 cases concerned domestic violence; 1 case involved unlawful deprivation of liberty and degrading treatment; and 1 case involved intentional grievous bodily harm resulting in loss of life. Of the 8 criminal cases of murder, 6 cases were delivered guilty judgments with the qualification of intentional murder (Articles 109 and/or 108 of the Criminal Code); 2 cases were acquitted. Of the two domestic violence cases, one resulted in a partial acquittal, and one resulted in a conviction. The acquittal was in the case of unlawful deprivation of liberty and degrading treatment, and the jury upheld the alternative ver-

dict proposed by the defense in the case of intentional grievous bodily harm resulting in loss of life (Report on the activities of the Prosecutor's Office in Georgia, 2024).

Therefore, some experience has been gained, but the challenge remains the inadequate level of awareness of citizens, the misconceptions of jurors about their duty and the law, as well as the criteria for decision-making by jurors. There is a danger that jurors will rework the information they receive in the trial based on their incorrect views. Their misconceptions should be corrected at an early stage to avoid wrong conclusions and ignoring important evidence.

Jurors often feel lost and confused (Bornstein & Greene, 2017). Many are frightened when called upon to perform the duties of a juror, and they try to get rid of this duty as much as they can. Simply put, there's never a good time to be a juror (Marder, 2015, p. 939). There is a common belief that jury duty is a burden that is best avoided, and it is easy to find reasons for strong criticism of the jury system (Bornstein & Greene, 2017).

The regrets that future jurors express about their duties are financial hardship and lack of time commitment, uncertainty about the nuances of the law, and physical discomfort of sitting in a sterile courtroom for long periods of time, all of which reduce public support for the judicial system (Bornstein & Greene, 2017).

While in many countries, a citizen has to serve as a juror from time to time, there are ways to avoid that duty if the difficulty is proven to exist. Just because a person is summoned by a court doesn't mean they will be selected as jurors. An English-language website is available online: https://www.wiki-how.com/Get-Out-of-Jury-Duty#qa_headline (retrieval date: 22.07.2025), as well as an English-language book that teaches us how to avoid jury duty. (Book: Jan Miller, How to Get Yourself Out of Jury Duty, 2019.)

According to the information on this website, some reasons for avoiding jury duty are the following:

1. Prove that you have economic problems and that the performance of your duties as a juror may become a serious economic burden for you. Self-employed persons in Georgia, in the case of self-recusal, are usually exempted from performing the duties of a juror since, firstly,

verification cannot be done, and, secondly, a methodology for compensation for time commitment has not yet been developed for them (Akubardia, 2024).

2. Use your student status as a valid excuse.
3. Explain that you can't maintain objectivity.
4. If you believe that the vast majority of people in prison for crimes are guilty. After all, the prosecutor wouldn't have charged if he wasn't so sure, right? So, at this point in the trial, the defendant is probably guilty. However, you can say that you're just pretending until the trial is over that the defendant is innocent. If you tell that to the court, the lawyer may have to release you.
5. Another reason: policemen are better witnesses than the average person. They're trained to be more observant than most people. They have a lot of experience with crime and witnessing. In addition, they must have a high moral standard because they were recruited as police officers. The defense team won't like that.
6. Note: Defendants often do not testify on their own behalf. How can a man judge a case without hearing the accused? If he can't even look the jury in the eye and declare his/her innocence. The defense doesn't like this argument.
7. Maybe you're not a confrontational person. If you are in the minority, you may find it easy to follow the majority. Describing yourself in this way could get you dismissed by a lawyer.
8. Consider this reasoning if it comes to you: "I was a victim of crime. They didn't catch the guy. I'm upset about this. The system doesn't work." The defense might not like to hear that.
9. "The accused is my son's age. My son had a little problem." The prosecution may not like that.
10. Act like a stubborn person. Act as if you already know everything before the trial. The more you look like a stubborn person, the better.

11. Emphasize your intelligence. A more respectable alternative to the above “appear to be stupid” tactic is the “appear to be smart” tactic. A lot of lawyers want jurors whom they can convince in one way or another. Showing education, intelligence, and logical reasoning may make you less desirable in their eyes.
12. Try the “George Carlin technique” as a last resort. His advice to a juror about quitting was to tell a judge that you could be a great juror because you could identify a criminal at a glance.
13. If you regularly use the services of a mental health professional, ask for a medical certificate that will enable you to request your release.

According to the abovementioned, public opinion is essential for jury service.

If people perceive the jury system as a valuable institution that encourages citizens to judge their peers and believe that each person has a moral obligation to take responsibility, or they simply value the fact that the jury court is a bridge between the values of society and the law (Abramson, 61), then they would act following these values and appear in court when they are summoned to serve as jurors.

If people think that jury trials are illegal, outside the law, culturally biased (you’re considered culturally biased when you see the world through the prism of your own experience), or an institution buried in formalities and legal complexities, then they are avoiding the role of jurors. Most people behave somewhere between these two extremes (Bornstein & Greene, 2017).

What kind of situation is in Georgia regarding the willingness of juror candidates to avoid jury service? The Georgian reality is interesting.

The regulations related to the selection of jurors in Georgia have been changed and refined several times, which is considered positive, although the selection of jurors remains a problem. Of the 300 persons called, about 50 to 60 people turn up in court, more than half of whom have self-recusals, which complicates the selection process. The judicial practice of Georgia shows that, although the rate of appearance of candidates is less than 30%, it is still possible to complete the selection procedure in two or three sessions, whereas before the said amendment, the selection session lasted 3-4 months (Amended on 28 June 2021) (Akubardia, 2024).

It should be noted that the appearance rate of candidates increased in Tbilisi, as well as in eastern Georgia, at the expense of Tbilisi. As for the regions, the situation has not changed. Very few of the summoned people turn up, and more importantly, none of the candidates want to be involved in the process. But what's interesting is that once selected, when the jurors are directly involved in the case, there's a dramatic change in their attitude towards their function and towards their participation in the administration of justice (Private interview with Lawyer Z. D.) (Akubardia, 2024).

Georgian lawyers believe that, like in the United States, where the selection procedure takes place in one day and the formal criteria of the juror candidates are checked through the pre-established bases, in Georgia, also, the exclusion of the potential juror candidates shall take place before the selection session according to the grounds provided by law (private interview with Gori District Court Judge L. D.). Also, if the issue of self-recusals is decided before the selection procedure (personal interview with the prosecutor D. N.), in that case, the selection process will be more efficient, because time won't be wasted discussing formal matters. A special service should be set up for this (Akubardia, 2024).

So, what can be changed? What can be done to make the jury selection process easier and to reduce self-recusals by the juror candidates in Georgia?

Perhaps it would be interesting to consider the high rate of self-exclusion by juror candidates in Georgia through the prism of the psychological type of the Georgian person.

When the institution of the jury was introduced in Georgia, skeptics expressed the opinion that the Georgian mentality, legal consciousness, and low level of legal awareness would prevent the establishment of the trial by jury (Charkviani, 2009).

What is the Georgian mentality, the psychological type of the Georgian person? Attitudes, perceptions of the juror candidates? Just like you can't change your blood type, you can't change your psychological type. Basically, a psychological type is a fixed response and the resulting behavioral pattern (Iremashvili, 2024, slide 5).

In this regard, it is interesting to see the opinion of Georgian psychiatrists regarding the psychological type of the Georgian person (juror candidate).

According to Georgian psychiatrists, the main reasons for a Georgian juror candidate to avoid jury duty are:

For men, it's laziness.

For women, being cut off from the family environment, hearing psychologically damaging information, and participating in the legal process are not pleasant (Private Interview with the Georgian Psychiatrist G.B.).

The Georgian juror candidate lacks objectivity, a sense of civic responsibility, and state thinking when making decisions. For example, in America, when a person becomes an adult, he/she start living independently and are responsible for himself/herself. That's why he/she's law-abiding. A law-abiding person doesn't judge by his/her sympathy/antipathy; he/she share the law and evaluate it objectively. There is a different level of consciousness among the Georgian people; today's Georgians do not have a state mentality. Today's Georgian does not serve the state, but they want to take from the state (Private Interview with the Georgian Psychiatrist R. K.). Even though mental health is stigmatized, people go to a psychiatrist to get a report on it that will relieve them of the burden of being a juror. This is one of the obstacles to jury selection (Private Interview with the Georgian Psychiatrist G.B.).

But what is the solution to this problem? How can the public be interested in the jury service, and how can it be possible to reduce such a high rate of self-exclusions?

For example, one Georgian psychiatrist believes that a juror should serve voluntarily rather than on a compulsory basis. To create a base of, for instance, 20,000 citizens who have expressed a willingness to become jurors, and to select future jurors for different cases from this base. Georgian people have such a mentality that when the state requests something from them for free, they express aggression (Private Interview with the Georgian Psychiatrist G.B.).

To prevent the abuse of the powers referred to in Article 31 of the Criminal Procedure Code of Georgia (refusal to perform the duties of a juror/self-exclusion), with the amendments made to the law on June 28, 2021, the court is obliged to individually take into account the legitimate interests of the juror candidates and only release the person from the performance of the duties of a juror if the benefit protected by the satisfaction of his/her

legitimate interests exceeds the harm caused to the judiciary or a third party.

However, despite this amendment, the challenge remains the high level of self-exclusion among juror candidates, which in itself leaves room for steps to be taken to improve the situation.

Professor Nancy Marder, in her book “The Power of the Jury: Transforming Citizens into Jurors,” Cambridge University Press, 2022, notes that each stage of a jury trial transforms ordinary citizens, who are often unhappy/reluctant to perform the duties of a juror, into responsible jurors. It’s not about finding jurors; it’s about forming and shaping citizens into jurors through the process of trial by jury (Marder, 2022). The various stages of the jury trial process, including summoning, voir dire—questioning of future jurors, instructions, and deliberation—help citizens enter the role of the juror. Even if citizens do not want to be jurors initially or do not think they can perform this task well, the jury process transforms them from citizens who do not want to serve into jurors who perform their role responsibly. Although the jury process carries out this transformation of citizens into jurors reasonably well, there is still room for improvement. Each of the stages of the jury process can be improved upon by looking at the process as a whole rather than at each stage in isolation and by ensuring that any reforms further the transformation of citizens into jurors (Marder, 2022).

As for my personal opinion, I believe that in every person, no matter what country he/she is a citizen of, no matter what nationality he/she belongs to, there is a patriot who wants to become a better person and do something useful for his or her country, and serving on a jury is a unique opportunity to do that. It helps to raise legal awareness in society and to form members of society into active citizens (Kusiani, 2022).

Conclusions/recommendations

It is clear that for the proper and effective functioning of the trial by jury and its development and strengthening, it is necessary to have sophisticated legislation, a high level of training of the parties, the enhancement of the legal culture of citizens, and the formation of a strong civil society (Akubardia, 2024).

The historical changes that the jury selection process has undergone (both in world practice and in the reality of Georgia) reflect the refinement

of societal values and legal standards. These challenges and reforms underline the need for continued efforts to ensure fairness and impartiality in the selection process of jurors.

As for the specific recommendations, which in my opinion will fit the Georgian reality, they are the following:

Firstly, it is necessary to maximize the principle of publicity of the hearing during the jury trials. In general, the trial is a public event, and everything that happens in the courtroom is in the public domain (Richmond Newspapers, 1980). The publicity of a trial or a decision will win the public's trust. One of the main functions of the jury is to enhance transparency within the legal system. The existence of the jury acts as a check on the judicial system (Davis, 2012).

The publicity must be safeguarded both in the selection hearings and the main hearings, unless the hearing is closed for legal reasons. For example, at a selection hearing, when candidates submit reasons for self-exclusion, they often choose to do so not in public, but in private with the judge and the parties. Understandably, some candidates might have very sensitive reasons for not wanting to go public. However, out of the 50 candidates, 45 do not publicly disclose their reasons for self-recusal, which I think is illogical and is a threat to the publicity of the process.

It would also be advisable to provide the public with the information about the time and date of the jury selection process or the main hearing of a case; this information should be made available publicly, for example by posting it on the court's website where the jury selection or main hearing is scheduled to take place. Even students will find it simpler to attend jury trials when they have this information at their disposal.

It is known that mock jury trials are held for schoolchildren and students from time to time, but it would be better, for example, if it were more popular for students to attend jury trials. Perhaps this will help to arouse the desire to start scientific research on the topic of the trial by jury. More research on this institution means more people are aware of it. I have attended many jury trials in the Tbilisi City Court, and I have noticed that students rarely attend. It is by attending the trials that the students would get the most accurate information about the institution and how it works.

From my point of view, systematic training of parties to identify and reduce bias in juror candidates would be advisable, as this would contribute to the selection of impartial jurors. Such training should address unconscious bias issues that may affect decision-making in the selection process.

According to Article 28 of the Criminal Procedure Code of Georgia, social guarantees are established for jurors and prospective jurors. Jurors and prospective jurors shall have the right to be timely indemnified by the State for all the expenses that are directly related to the performance of their duties. The amount of compensation for daily allowances, travel expenses, and other direct expenses shall be determined by the High Council of Justice of Georgia. The court shall, with their consent, provide the jurors with dedicated vehicles for their transportation from their respective places of residence or places of stay to the relevant court and back. While acting as jurors, the employed persons shall retain their work positions and wages.

However, a lot of people are self-employed or employed in temporary positions, where the pay is generally given in proportion to the work done. For this category of people, how it will be possible to maintain their job and salary is not yet legally regulated. However, even in the U.S., in many jurisdictions, dismissals from the jury service for economic reasons are quite common, and they mainly involve workers, retail workers, unemployed parents with child care expenses, and small business owners and individual entrepreneurs (The principles of the institute of jurors, 2005).

In my view, in such cases, it would be beneficial if the state could compensate self-employed and temporary employees with their average daily income so that these citizens can fully fulfill the duties of a juror (Kusiani, 2020).

I believe that the aforementioned recommendations will aid the trial by jury in achieving its objective of ensuring the accurate and efficient administration of justice in Georgia.

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STUDENT MOTIVATION AND ACADEMIC ENGAGEMENT IN GRADUATE EDUCATION: INSIGHTS FROM A GEORGIAN UNIVERSITY

Mariam Barbakadze

Nino Zedginidze

Nino Pavliashvili

M.A. students

East European University

Abstract

In contemporary higher education, student motivation and active participation in the learning process remain critical issues. This study aims to explore the motivations behind enrollment in a Master's program in Educational Research and Administration and to assess their correlation with student engagement in the academic process. The research was conducted among master's students at a private university in Georgia, using a mixed-methods approach. The quantitative component involved a survey of 51 students through a standardized questionnaire, and statistical analysis was carried out using the SPSS program (Independent Samples T-Test).

Findings revealed that student motivation is largely driven by intrinsic factors: 84.3% of respondents pursue higher education for their professional and personal development. Nevertheless, the level of engagement in the learning process is relatively low — only 25.5% attend lectures regularly, and motivation tends to decline over the course of the program. The T-Test indicated no statistically significant difference in lecture attendance between intrinsically and extrinsically motivated students ($p > 0.05$), suggesting a weak correlation between the type of motivation and active participation.

Based on the findings, several recommendations were developed, including improvements in student selection processes, implementation of mechanisms to support motivation, and optimization of the academic process. This study provides a foundation for systemic improvements at both the programmatic and policy levels.

Keywords: *Motivation, Student, Academic engagement, Education*

Introduction

Among the challenges facing modern higher education, student motivation and engagement in the learning process hold a central role. In Georgia, higher education—one of the four subsystems of the national education system—plays a vital role in the development of both professional and academic competencies. The second level of higher education, the Master's degree, offers opportunities for advanced development and requires not only a diploma-oriented approach but also well-considered decisions and motivated participation in the learning process.

This paper focuses on the motivations of individuals seeking admission to the master's level, specifically within a private university's Master's program in Educational Research and Administration. The study investigates the factors influencing enrollment motivation and assesses the level of student engagement during the learning process. In some cases, student motivation and active academic participation appear misaligned. The core issue lies in the fact that some students lack appropriate academic motivation and essential skills, which leads to passive involvement in the academic process and ultimately results in the conferral of degrees to underqualified graduates.

The study aims to identify the factors that influence motivation among prospective students of the Master's program in Educational Research and Administration and to evaluate the extent to which initial motivations align with active academic engagement and responsibility throughout the program. Ultimately, the study seeks to propose recommendations or tools to reduce the enrollment of unmotivated students and to increase the number of actively engaged graduate students.

Although some students are highly motivated, motivation deficits frequently emerge during the learning process, affecting the quality and outcomes of education. The issue lies in the nature of the motivation itself and its sustainability. This study is grounded in a mixed-methods approach and aims not only to identify the problem but also to propose actionable responses.

Based on the research focus and the characteristics of the target group, the following hypotheses were formulated:

Literature Review

Multiple factors influence the decision to pursue graduate-level studies. One of the primary drivers is often career advancement and employment opportunities, as employers frequently favor highly qualified candidates during recruitment. Unmotivated and passive students may negatively impact the reputation of a program. Their inadequate participation in the learning process contributes to the devaluation of degrees and diminishes the perceived value of the university's academic programs (Teichler, 2007).

International studies suggest that the purpose of graduate education is to cultivate specialized knowledge and professional skills (Tight, 2003). Research shows that student motivation is a critical determinant of academic engagement, success, and career progression (Deci, 2000).

Deci and Ryan's Self-Determination Theory highlights that individuals act based on intrinsic motivations—driven by personal development—and extrinsic motivations such as career growth or social recognition (Ryan, 1985). According to Expectancy-Value Theory, students' decisions to pursue graduate studies are influenced by their expectations of success.

This theory identifies four primary components of student motivation:

1. **Interest value** – learning driven by enjoyment or curiosity.
2. **Utility value** – belief that the degree will aid in career advancement.
3. **Attainment value** – aspirations for professional recognition.
4. **Cost value** – investment of time and finances.

Additionally, Maslow's Hierarchy of Needs provides a useful framework for understanding student motivation. Students may be driven by self-actualization—the desire for personal growth and knowledge acquisition—but also by needs related to security (e.g., job stability, higher income) and social belonging (e.g., academic prestige).

Candidates for graduate programs should possess skills acquired at the undergraduate level, such as analytical thinking, academic writing, and independent work. The master's level further develops research abilities, project management skills, and in-depth knowledge of a chosen field (Salmi, 2009). Students who approach graduate studies superficially—viewing it as a means to a diploma—often demonstrate passive engagement in the learning process (Tomlinson, 2008).

Teichler (2007) emphasizes that widespread student disengagement can undermine the overall quality of a program—lowering academic standards, eroding employer trust, and ultimately decreasing the program’s competitiveness in the higher education market.

Wright & Bennett (2011) identify that graduate students are primarily motivated by the desire to improve professional skills, expand career opportunities, and pursue intellectual challenges.

Studies further show that intrinsically motivated students are more likely to take academic initiative, demonstrate integration, and maintain high levels of engagement (Reeve, 2012; Belmont, 1993).

This study seeks to explore the aforementioned issues in the context of a Master’s program in Educational Research and Administration at a private university in Georgia. Although interest in this program is growing (www.geostat.ge), questions remain as to whether student motivations align with the actual academic demands. The problem becomes evident in students’ passivity, incomplete assignments, and overall academic inertia—ultimately resulting in an increased number of underqualified graduates and diminishing the prestige and competitiveness of the program.

Research Aim

The aim of this study is to identify the key factors influencing motivation to enroll in a Master’s program in Educational Research and Administration, using a private university in Georgia as a case study. Additionally, the study seeks to evaluate how this motivation impacts student engagement in the academic process.

Based on the study results, recommendations will be developed to support students in making more informed choices and to improve the effectiveness of the program.

Research Methods

Given the nature of the research objectives, a **mixed-methods approach** was applied, combining both **qualitative** (structured and semi-structured student interviews) and **quantitative** (survey data) methods.

Research Questions

- What factors influence the motivation to enroll in a Master's program in Educational Research and Administration?
- To what extent does this motivation affect student engagement in the overall learning process?

Hypotheses:

Hypothesis 1

Null Hypothesis (H_0):

The level of extrinsic motivation among Master's students does not change during the course of the program.

Alternative Hypothesis (H_1):

The level of extrinsic motivation among Master's students declines over the course of the program.

Hypothesis 2

Null Hypothesis (H_0):

There is no difference in lecture attendance rates between intrinsically and extrinsically motivated Master's students.

Alternative Hypothesis (H_2):

Intrinsically motivated students attend lectures more frequently than extrinsically motivated students.

Target Group

The target group for this study consisted of first- and second-year Master's students enrolled in the Educational Research and Administration program at a private university in Georgia.

Expected Outcomes

The study is expected to identify the main factors influencing student motivation and engagement, enabling universities to enhance their strategies for student selection, motivation support, and academic participation.

Quantitative Component

- The quantitative research was conducted with **51 Master’s students**.
- A **standardized questionnaire** was used, measuring both intrinsic and extrinsic motivation and levels of engagement in the learning process.

This research contributes not only to a deeper understanding of student motivation but also to improvements in program structure and the quality of teaching.

Research Limitations and Risks

This study focuses on a single private higher education institution, examining the influence of intrinsic and extrinsic motivation on student engagement. As such, the findings are **not generalizable** to the entire population of graduate students. Additionally, only **36%** of the total student population participated, which is itself a limitation of the research.

The quantitative results are presented alongside qualitative insights and have been analyzed using **SPSS** software.

Quantitative Research Results

The goal of the **Independent Samples T-Test** was to determine whether the average lecture attendance rates differ significantly between intrinsically and extrinsically motivated students.

Table 1: Descriptive Statistics

Type of Motivation	N	Mean	Standard Deviation	Standard Error of the Mean
Extrinsic Motivation	20	3.65	1.182	0.264
Intrinsic Motivation	31	3.68	1.013	0.182

Interpretation:

According to Table 1, the number of students with extrinsic motivation was 20, and those with intrinsic motivation were 31. The average lecture attendance score was **3.65** for extrinsically motivated students and **3.68** for intrinsically motivated students — a negligible difference of **0.03** points.

Standard deviation was slightly higher among extrinsically motivated students (1.182), indicating greater variance in responses, while the intrinsically

motivated group had lower dispersion (1.013). The standard error was also lower in the intrinsic group (0.182 vs. 0.264), suggesting their mean is a more accurate reflection of the population average.

Table 2: Independent Samples Test

	Levene's Test F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	95% CI (Lower - Upper)
Equal variances assumed	0.896	0.348	-0.088	49	0.930	-0.027	0.310	-0.651 to 0.596
Equal variances not assumed	—	—	-0.085	36.13	0.932	-0.027	0.321	

Interpretation:

The T-Test results showed **no statistically significant difference** in lecture attendance between intrinsically motivated students ($M = 3.68$, $SD = 1.013$) and extrinsically motivated students ($M = 3.65$, $SD = 1.182$); $t(49) = -0.088$, $F = 0.930$)

The **mean difference** of **-0.027** is minimal, and the **95% confidence interval** includes zero (-0.651, 0.596), confirming the absence of a significant difference. Levene's test also indicates equal variances between groups.

Thus, the **null hypothesis is confirmed**, and the assumption that intrinsically motivated students attend lectures more frequently is **not supported**.

Additional Quantitative Results

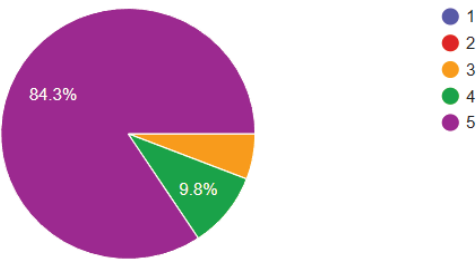
The findings also revealed a **strong prevalence of intrinsic motivators** among students when deciding to pursue graduate studies.

"My desire is to deepen my knowledge and pursue professional development" – the results are presented in the chart.

84.3% of respondents selected a score of **5** on a 5-point Likert scale (where 1 = strongly disagree and 5 = strongly agree) in response to the statement: **"My reason for enrolling in the Master's program is to deepen my knowledge and develop professionally."**

Table 1. Student extrinsic motivation

51 responses

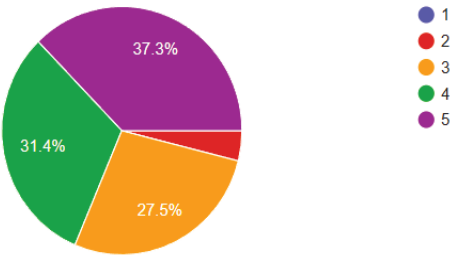


Regarding the statement: ***“The content of the program is interesting and important to me”*** 37.3% rated it as 5, and 31.4% rated it as 4.

“The program’s content is perceived as both relevant and intellectually engaging.”- the results are presented in the chart.

Table 2. Student’s intrinsic motivation

51 responses



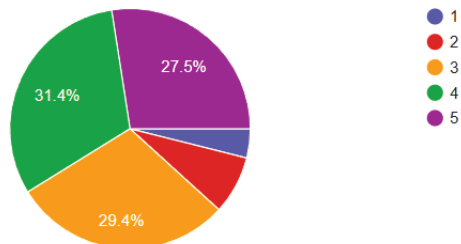
These results underscore that the majority of students are **intrinsically motivated**, although this motivation does not necessarily correlate with consistent engagement in the academic process.

Additional Quantitative Findings

“Enrollment in the master’s program is expected to contribute to my career advancement.”- the results are presented in the chart.

Table 3. Student’s extrinsic motivation

51 responses



Regarding **extrinsic motivation**, specifically the expectation of career advancement, out of 51 respondents, **27.5%** selected the highest score (**5**) on a 5-point Likert scale in response to the statement “*Enrolling in a Master’s program will help me advance in my career*”, while **31.4%** selected **4**.

Respondents were also given the opportunity to independently name other factors influencing their motivation to pursue a Master’s degree. The open-ended question was phrased as: “**Other: (Please specify any additional factor that influenced your motivation to pursue graduate studies)**”.

Out of 51 respondents:

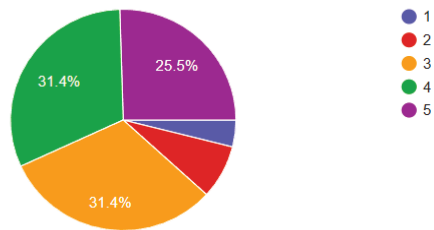
- **16 students** cited **career and professional development**, using phrases such as “*professional growth, in-depth learning, and better employment opportunities*”, “*possibility of career advancement*”, or “*expectation of a higher salary after graduation.*”
- **27 students** emphasized **self-development** motives like “*desire to deepen knowledge*”, “*personal growth,*” or “*realization of personal potential.*”
- **8 respondents** left the field blank.

Regarding **student engagement**, when asked to rate their agreement with the statement “*I attend lectures regularly*”, on a 5-point scale (1 = strongly disagree, 5 = strongly agree):

- **25.5%** chose **5** (strong agreement),
- **31.4%** chose **4**, and
- **31.4%** selected **3**, indicating moderate attendance.

Table 4. Student’s extrinsic motivation

51 responses

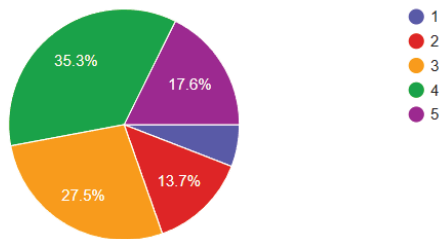


When asked whether their **current motivation** matches the level at the beginning of their studies, responses were as follows:

- 17.6% chose 5,
- 35.3% chose 4, and
- 27.3% chose 3.

Table 5. Student’s intrinsic motivation

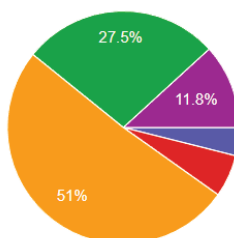
51 responses



Additionally, in response to the statement “*Currently, I am highly motivated to continue my studies,*” the most frequent selection was **3 (51%)**, indicating **moderate** motivation.

Table 6. Student's extrinsic motivation

51 responses



While specific reasons for declining motivation were not widely cited, a few notable causes included **lack of time due to work**, **an unpredictable academic schedule**, and **frequent lecture cancellations by instructors**.

Data Analysis

Analysis of the quantitative data reveals that the **majority of students are driven by intrinsic motivators**. Specifically:

- **84.3%** indicated that their **primary motivation** for pursuing a Master's degree was to **deepen knowledge and achieve professional development**.
- In contrast, **extrinsic motivators**, such as **career advancement**, were **less dominant**, with only **27.5%** selecting the highest score.

Students also reinforced the **predominance of intrinsic motivators** in the open-ended responses, frequently citing personal development, intellectual growth, and self-realization.

However, despite the strong initial motivation, **active engagement in the academic process is limited**:

- Only **25.5%** reported **attending lectures regularly** (score of 5),
- Motivation **declines over time** — only **17.6%** maintained the same level of motivation as at the start of the program, while **51%** selected a **moderate score of 3**.

This **decline in motivation** appears to stem from both **external** (e.g., job demands, inconsistent academic schedules, canceled lectures) and **internal** factors (e.g., reduced psychological readiness or focus).

Conclusion

The findings of this study clearly demonstrate the diversity of motivations behind enrollment in a Master's program in Educational Research and Administration and how these motivations affect student engagement.

The results confirm that the majority of students possess **strong intrinsic motivation**, primarily associated with **personal development and a desire for deeper knowledge**. Specifically, **84.3%** cited **self-growth** as their primary reason for pursuing graduate studies. These findings align closely with **Deci and Ryan's Self-Determination Theory**, which emphasizes the significance of intrinsic motivation for learning quality and academic engagement.

Nevertheless, the study also reveals a significant **decline in motivation** over the course of the program. Only a small portion of students maintain their initial motivation, and overall engagement remains moderate. For instance, just **17.6%** reported maintaining the same level of motivation throughout their studies, while **51%** indicated moderate levels.

These findings suggest that **initial motivation alone is not sufficient** to sustain long-term engagement in the academic process, especially in the absence of effective institutional support. External factors such as **workload, unstable academic scheduling, and class cancellations** contribute to the drop in student motivation.

Moreover, **statistical analysis using the Independent Samples T-Test** found no **significant difference** in lecture attendance between **intrinsically and extrinsically motivated** students ($p > 0.05$), indicating that the **type of motivation does not determine the level of academic engagement**.

Recommendations

1. Enhance Student Selection Mechanisms

Higher education institutions should consider incorporating **motivation interviews** or **written motivation statements** into the admissions process to identify students with a clear understanding of academic responsibilities and readiness.

2. Implement Motivation Support Strategies

To sustain motivation throughout the academic process, universities should establish **academic mentoring programs**, provide **individualized support**, and offer **flexible schedules** that accommodate diverse student needs.

3. Address External Barriers

Institutions should work to mitigate external factors that hinder motivation, such as **frequent class cancellations**, **conflicting work schedules**, or **poorly communicated timetables**.

4. Integrate Motivational Programs

Embed **motivational training**, **career planning workshops**, and **reflective seminars** into the curriculum to foster ongoing student engagement and goal clarity.

5. Develop Robust Program Evaluation Mechanisms

Establish a **continuous feedback system** to ensure that the academic program aligns with student expectations and evolves to meet their changing needs.

6. Expand Research Scope

Conduct similar studies at other universities to enable **comparative analysis** and support the development of **system-wide improvements** in graduate education on a **national level**.

These findings emphasize that while strong motivation at entry is important, it does not guarantee sustained academic engagement without **active institutional support**. Therefore, universities must adopt both **preventive and proactive approaches** to **enhance student motivation** and ensure its **long-term stability** throughout the academic journey.

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