Employed Students' Development Challenges in Georgia

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Abstract

Caring for human resource development is an important issue in all directions, on a macro, micro, and individual level (Gulua, Ekaterine, 2013). This is the key pillar of effectiveness and progress (Gulua, Ekaterine, 2012), this is a resource that is responsible for rational development of all other resources. The level of human resource development is directly proportionate to the development of the organization, the country's development, and conversely the more developed a country, an organization is, the more appreciated are the people - the main factor of its success (Gulua, Ekaterine; 2014). The developed countries differ from developing ones by the attitude towards a person, his/her potential. Therefore, organizations need to take care of people in many ways: spiritual, physical, intellectual (basic, emotional, social), career development. Only in this case the organization gets dedicated, case-oriented, highly qualified employees. At the same time, the main moral responsibility for their managing power is simplifying development opportunities for the human being. (Gulua, Ekaterine; 2011). One of the most interesting issues in human resource management is the management of human resource development. Consequently, it provides good opportunities for scientific research. The main purpose of the functioning of human potential management laboratory is the actualization of these issues at all levels in Georgia. The present work is dedicated to studying employed students’ challenges in Georgia. The issue of employed students’s development is complex and depends on many issues such as: country development level, level of students’ consciousness and their material status, development level of higher education institutions, employers’ organizational policies, etc. The aim of the present paper is to evaluate the attitude of the organizations towards the employed students-colleagues.

Keywords: Personal Development, Employed Students's Development, Career Management
Introduction

Human resource development, which means the growth of opportunities, talent and potential or improvement of using existing ones, is an important condition for organizational effectiveness. The current challenge of organizations in the direction of human resource development implies not only the improvement of its professional and job skills but also in the broader sense it includes preserving or refining these skills in the long term.

The early researches published in scientific journals and conference materials, dealt with the analysis of hindering factors in human resource development in Georgia, namely, time management problems in Georgian MA students (Gulua, Ekaterine; Kharadze, Natalia;, 2017), (Kharadze, Natalia; Gulua, Ekaterine, 2016), (Kharadze, Natalia; Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017), (Kharadze, Natalia; Gulua, Ekaterine, 2017); Challenges of organizational culture (Gulua, Ekaterine; Kharadze, Natalia, 2014), (Gulua, Ekaterine; Kharadze, Natalia;, 2018), problems faced by organizational destructive conflicts (Kharadze, Natalia; Gulua, Ekaterine;, 2018), challenges in the field of higher education (Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine;, 2018) (Gulua, Ekaterine; Mikaberidze, Akaki, 2015).

The present work carried out by the Human Potential Management Laboratory. It is dedicated to studying employed students' challenges in Georgia. The issue of employed students's development is complex and depends on many issues such as: country development level, level of students' consciousness and their material status, development level of higher education institutions, employers' organizational policies, etc. The aim of the present paper is to evaluate the attitude of the organizations towards the employed students-colleagues.

The anonymous survey of university students was conducted for this study. The questionnaire included 27 closed and one open questions. The study was conducted on April 23-29, 2018. The data was developed in the program SPSS-Statistics. 500 randomly selected students participated in the study, 400 - undergraduate students, 100 – MA students (see Diagram 1 (27).
24% of the respondents are students of economics, 31.6% - business administration students, 44.4% - students of other specialties (see Diagram 2 (23)).

387 students of the respondents are employed in the enterprise (private and commercial) sector, 73 in the state (public) sector and 40 in non-profit (non-commercial) sectors (see Diagram 3 (1)).
It is noteworthy that almost half of the students are working full time, which implies usually 40 hour-working week, normally from 9 am to 18 pm. (see diagram 4 (2)) Because students are working in parallel with studying, or vice versa, they are learning during daytime in parallel with working, it means that both parties - educational institutions and employer organizations understand the employed students’ condition and somewhat agree with such conditions.

The cross tabulation analysis shows that from the full-time employees 33.2% are undergraduates, 15.2% - MA students; from part-time employees 26.6% are undergraduates, 2.6% - MA students and 20.2% of freelancers are undergraduates and 2.2% are MA students (see Diagram 5 (27*2))

21.8% of the respondents work with their specially, 24.4% of students are partially compatible with their working positions, more than half - 53.8% do not work with their specialty (see diagram 6 (3), which means that the category which does not work with their specialty has less chance of achieving relevant results. Their work is aimed at short-term goals, most likely students are doing such jobs because of the necessity of material needs.
We got interested in how they evaluate their theoretical knowledge they receive at the university or at work. 42.2% of the respondents estimate it positively, 50.8% believe that their theoretical knowledge is partially useful and 7% give a negative assessment. (see Diagram 7 (8).

41% of the respondents believe that their profession is largely creative and 59% think that it is largely logical (see Diagram 8).

Most part of the economic direction students (67.5%) think that their specialty is largely logical, and 32.5% think it is largely creative. 61.4% of business administration students believe that their specialty is largely logical, 38.6%
It's interesting to see how well-grounded this conclusion is. It is noteworthy that a large portion of business administration students identify their specialties as logical and non-creative ones (see Diagram 9 (23*7)). The creative and logical specialties have different methods and approaches towards teaching and learning.

A person's professional development is determined by the inclination towards the chosen direction, the particular emotional attachment and love to the field.

56% of the respondents think that they have a natural inclination - the talent in the chosen specialty. In this regard, 6.2% of the respondents clearly showed the negative response. (See the Diagram 10 (5)).

About 67% of the respondents confirm the love of the profession, 28% think that they partially like their profession, 5.4% of the respondents’ answers are strongly negative to this question (see Diagram 11 (6)).
Job satisfaction significantly determines the possibilities of human resource development. The following factors usually determine job satisfaction: 1. Supporting the development of the employees by the organization; 2. Payment level; 3. Healthy environment in the organization; 4. To what extent the employees link their long-term goals to the organization.

1. To find out how organizations encourage students to develop, we have asked a few questions and received relevant answers.

A) 45% of the respondents unequivocally state that the organization supports their learning, 26% say that organizations often offer benefits, 21% are sometimes offered benefits and 8% do not feel support at all. (see Diagram 12 (9))

B) 29% of the respondents say that their development plan is made in the employer’s organization, 32% think that such a plan is formal, 39% indicate that their development plans are not made (see Diagram 13 (14)).
C) 37% of the respondents report that they often and constantly increase their qualifications by organization’s financing, 21% rarely have such an opportunity, and 42% report that they are absolutely deprived of such a possibility. (see Diagram 14 (15).

Diagram (14) Have you made your personal development plan with organization management?

| Frequency | Valid Percent |
|-----------|--------------|
| Yes       | 143           | 28.6          |
| It is only formal | 161           | 32.2          |
| No        | 196           | 39.2          |

2. Development stimuli, job satisfaction are significantly determined by the payment level. It is noteworthy that a 100 GEL salary was observed, 4.4% of the respondents’ salary is up to 150 GEL, and the cumulative percentage of those who have up to 300 GEL is 27. The most percentage of respondents (33.2%) is paid from 301 to 500 GEL. 5.2% of the respondents noted that their salary exceeds 1501 GEL. (See the Diagram 15 (25).
We got interested in analyzing the connection between the students' semester and their pay. See the correlation analysis of the connection between these variables in the table. (see Figure 16 (27*25)

Pearson Correlation Analysis has shown that there is a weak positive connection between these two variables (see Table 1 (25*27), according to Chi-Square Tests – the connection between these two variables is reliable (see Table 2 (25*27) but with
linear regression ANOVA test confirmed that the model is reliable (see Table 3 (25*27))

| Table 1 (25*27). Correlations | Table 2(25*27). Chi-Square Tests |
|--------------------------------|----------------------------------|
| **. Correlation** | **.** | Pearson Correlation | 1 | .235** | Value | df | Asymp. Sig. (2-sided) |
| Q25 Sig. (2-tailed) | 0.000 | N | 500 | 500 | Pearson Chi-Square | 104.292² | 56 | .000 |
| N | Pearson Correlation | .235** | 1 | Likelihood Ratio | 99.010 | 56 | .000 |
| Q27 Sig. (2-tailed) | 0.000 | Linear-by-Linear Association | 27.499 | 1 | .000 |
| N | 500 | N of Valid Cases | 500 |

*Correlation is significant at the 0.01 level (2-tailed).

Table 3 (25*27). ANOVA³

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|-------|----------------|----|-------------|---|------|
| Regression | 74,957 | 1 | 74.957 | 29.045 | .000³ |
| Residual | 1285.225 | 498 | 2.581 |
| Total | 1360.182 | 499 |

a. Dependent Variable: Q25
b. Predictors: (Constant), Q27

The cross tabulation analysis of the connection between salary and employment rate is shown in the table (see Diagram 17 (25*2)).

Diagram 17 (25*2) Compensation* Employment type

- Full time
- Half time
- With free schedule
Pearson’s correlation analysis has shown that there is a weak positive connection between these two variables. **(see Table 4 (25*2)** According to Chi Square test – there is a reliable connection between these two variables **(see Table 5 (25*2)**, with linear regression, ANOVA test confirmed that the model is reliable **(see Table 6 (25*2)**

| Table 4 (25*2). Correlations |
|-------------------------------|
|                              | Q25  | Q2  |
| Pearson Correlation          | 1    | .229* |
| Sig. (2-tailed)               | .000 |     |
| N                             | 500  | 500  |
| Pearson Correlation           | .229*| 1    |
| Sig. (2-tailed)               | .000 |     |
| N                             | 500  | 500  |

**. Correlation is significant at the 0.01 level (2-tailed).

| Table 5 (25*2). Chi-Square Tests |
|----------------------------------|
| Value                           | df  | Asymp. Sig. (2-sided) |
| Pearson Chi-Square              | 105.204 | 16  | .000      |
| Likelihood Ratio                | 119.105 | 16  | .000      |
| Linear-by-Linear Association    | 26.200  | 1   | .000      |
| N of Valid Cases                | 500  |     |           |

a. 6 cells (22.2%) have expected count less than 5. The minimum expected count is 2.24.

| Table 6 (25*2). ANOVAa |
|------------------------|
| Model                   | Sum of Squares | df | Mean Square | F   | Sig. |
|-------------------------|----------------|----|-------------|-----|------|
| Regression              | 71.416         | 1  | 71.416      | 27.596 | .000b |
| Residual                | 1288.766       | 498| 2.588       |       |      |
| Total                   | 1360.182       | 499|             |       |      |

a. Dependent Variable: Q25
b. Predictors: (Constant), Q2

It turned out that 47% of the respondents receive compensation for working overtime; 17% - rarely receive, 36% has not received compensation for working overtime. **(See the Diagram 18 (24).**
38% is satisfied with salary, 32%-partially satisfied, 30%-dissatisfied. (see Figure 19 (22)

We got interested in the cross tabulation connection between the amount of payment and the satisfaction with payment. It was found that the number of absolutely dissatisfied ones are high among the low-paid people, the highest quality of satisfaction was revealed between the people whose salary was from 1001 to 1,500 GEL (see Diagram 20 (25*22).
Pearson’s correlation analysis showed that between these two variables there is a weak correlation connection (see Table 7 (25*22)).

Table 7(25*22). Correlations

| Your compensation is. | Pearson Correlation | Are you satisfied with your salary (Do you think it is relevant to the efforts made by you)? |
|-----------------------|---------------------|-----------------------------------------------------------------------------------------------|
|                       | 1                   | -.348**                                                                                       |
| Sig. (2-tailed)       | .000                | N 500                                                                                         |
| N                     | 500                 | 500                                                                                           |

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the determining the meaning of the Chi-square, the connection between these variables is less than 0.05, so the connection is reliable (see Table 8 (25*22)).
Table 8 (25*22). Chi-Square Tests

|                        | Value   | df | Asymp. Sig. (2-sided) |
|------------------------|---------|----|-----------------------|
| Pearson Chi-Square     | 85.094a | 16 | .000                  |
| Likelihood Ratio       | 90.686  | 16 | .000                  |
| Linear-by-Linear Association | 60.544 | 1  | .000                  |
| N of Valid Cases       | 500     |    |                       |

On the basis of the linear regression, the ANOVA test shows that the model is reliable - the sigma is less than 0.05 (see Table 9 (22*25).

Table 9 (22*25). ANOVA

| Model          | Sum of Squares | df | Mean Square | F     | Sig.  |
|----------------|----------------|----|-------------|-------|-------|
| 1              |                |    |             |       |       |
| Regression     | 40.864         | 1  | 40.864      | 68.766| .000b |
| Residual       | 295.936        | 498| .594        |       |       |
| Total          | 336.800        | 499|             |       |       |

  a. Dependent Variable: Q22

  b. Predictors: (Constant), Q25

3. Healthy processes established in the organization encourage the special attitudes towards the work. This is shown in keeping healthy relationships, knowledge sharing, appreciating talents, fairness and democratic principles.

The forms of established relationships indicate healthy processes within the organization. 76% of the students say that the relationship during a working process is friendly and funny, 21% say that business relationships in their organization are official and formal, only 3% of the respondents answers to this question was negative (see Diagram 21 (18).
55% thinks that general relationships between organization members are positive, 41% of the respondents thinks that the relationships are satisfactory and 3% thinks that the relationships in their organization are tense and conflicting (see Diagram 22 (16)).

It is interesting that to the question if they have informal relationships with the organization members, 51% answered "Yes", the answer - "rarely" was given by 35%, and 14 answers show that they do not have such relationships (see diagram 23(17))
61% of the respondents say that employees are ready to share their knowledge, 30.4% indicate that some people share their knowledge and negative answers were shown by 9% of the students. (see Diagram 24 (19)

![Diagram 24(19). Are colleagues ready to share their knowledge with you?](image)

We got interested in how much the employed students feel the positive and fair attitude towards talents in their organizations. It is good that 72% of the respondents had a clear positive response to this question, 22% think talented people are rarely evaluated, and 6% of the respondents have answered negatively to this question (see Figure 25 (21).

![Diagram 25 (21). Are talented people in your organization respected?](image)

Fairness is a fundamental principle of functioning of the organization. A large number of the employed students (83%) report positive answers in this regard and 17% answers negatively (see Diagram 26 (11)
When asked about the quality of democracy - who they share business problems with - 65% of the respondents report that they speak freely about the problems in the organization, 29% of the respondents share them with managers, 5% don't speak about problems. *(see Diagram 27 (20)).*

![Diagram 26(11). Is your organizational situation fair?](image)

4. It is important to determine whether the students relate their long-term goals with the current workplace.

21% of the respondents are willing to stay on the current workplace, 43% only temporarily want to stay, 33% of the respondents exclude their future business connections from the current workplace and 3.2% of respondents think that this exceeds their abilities. *(see Diagram 28 (12)).*
39% of the respondents think that it is possible to achieve its career peak in the current workplace, and 37% of the respondents have negative answers in this regard, 24% report that the current workplace does not have adequate potential (see Diagram 29 (13)).

58% of the respondents think that they will be able to realize their capacities at the current employment level, while 42% have negative answers in this respect (see Diagram 30 (10))
The relationship between self-realization opportunities and the willingness to remain in the organization is shown in the cross-tabulation analysis (see Table 10 (10*12)).

Table 10 (10*12). Cross-tabulation analysis

| Do you think that your organization is the place where you can realize your potential? | Do you want to stay in your organization to work constantly? |     |     |     | Total |
|-------------------------------------------------------------------------------------|------------------------------------------------------|-----|-----|-----|-------|
|                                                                                     | Yes                  | Only temporarily | No  | It's more than my capability |       |
| Do you think that your organization is the place where you can realize your potential? | Yes                  | 10.0%            | 5.4% | 1.2% | .8%   | 17.4% |
| Mostly yes                                                                          | 9.4%                 | 20.2%            | 9.2% | 1.8% | 40.6% |
| Mostly no                                                                           | 1.0%                 | 12.8%            | 12.0%| .2%  | 26.0% |
| No                                                                                  | .2%                  | 4.8%             | 10.6%| .4%  | 16.0% |
| Total                                                                               | 20.6%                | 43.2%            | 33.0%| 3.2% | 100.0%|

A positive weak correlation between these two variables was found with Pearson correlation test (see Table 11 (10*12)). The Chi-square test showed that the relationship between these two variables is reliable (see Table 12 (10*12)).

By the linear regression analysis, the ANOVA test showed that the model is reliable, since the sigma is less than 0.005 (see Table 13 (10*12)).
Table 11 (10*12). Correlations

|           | Q10 | Q12  |
|-----------|-----|------|
| Pearson   | 1   | .441*|
| Correlation|     |      |
| Sig. (2-tailed) | .000 |      |
| N         | 500 | 500  |

Q1 0

**. Correlation is significant at the 0.01 level (2-tailed).

Table 12 (10*12). Chi-Square Tests

|                   | Value   | df | Asym p. Sig. (2-sided) |
|-------------------|---------|----|------------------------|
| Pearson Chi-Square| 161.809 | 9  | .000                   |
| Likelihood Ratio  | 166.781 | 9  | .000                   |
| Linear-by-Linear Association | 97.204 | 1  | .000                   |
| N of Valid Cases  | 500     |    |                        |

a. 3 cells (18.8%) have expected count less than 5. The minimum expected count is 2.56.

Table 13 (10*12). ANOVA

| Model          | Sum of Squares | df | Mean Square | F    | Sig.   |
|----------------|----------------|----|-------------|------|--------|
|                |                |    |             |      |        |
| 1              | Regression     | 61.230 | 1 | 61.230 | 120.478 | .000b |
|                | Residual       | 253.098 | 498 | .508 |
|                | Total          | 314.328 | 499 |      |

a. Dependent Variable: Q12

b. Predictors: (Constant), Q10

According to general estimation, 49% of the respondents like their place of employment, 41% like it partially, 13% of the employed students show their negative attitude (see Figure 31 (4)).
Preliminary hypotheses have been verified by statistical methods. In particular, we used Pearson correlation analysis of pyroson, the Chi-squared tests to substantiate the reliability of the connections between the variables and linear regression, namely the ANOVA test.

**H1: Variable – Q3** (Are you employed by your specialty?) affects the variables:

Q4 (Do you like your job?);
Q8 (Do you think you have theoretical knowledge that you will use in practice or are you using it now?);
Q12 (Do you want to stay in your organization to work constantly?);
Q13 (Do you believe in your organization you can reach the peak of your career?)

**H2: Variable Q9** (Does your organization help you with your study at the university?) affects the variables:

Q4 (Do you like your job?);
Q10 (Do you think that your organization is the place where you can realize your potential?);
Q12 (Do you want to stay in your organization to work constantly?);
Q14 (Have you made your personal development plan with organization management?).

**H3: Variable Q15** (Do you raise your qualification with your organization funding? (Trainings, paying training fee)) affects the variables:

Q4 (Do you like your job?);
Q10 (Do you think that your organization is the place where you can realize your potential?);
Q12 (Do you want to stay in your organization to work constantly?);  
Q13 (Do you believe in your organization you can reach the peak of your career?).  

**H4: Variable Q11** (Is your organizational situation fair?) affects the variables:  
Q4 (Do you like your job?);  
Q12 (Do you want to stay in your organization to work constantly?);  
Q13 (Do you believe in your organization you can reach the peak of your career?)  
Q21 (Are talented people in your organization respected?)  

**H1 Hypothesis:** working with specialty (Q3) affects whether respondents like their jobs or not (Q4), whether they relate long-term goals to the organization (Q12), if they think that in this organization they will reach a career peak (Q13) also if practical experience can help them to perceive their own theoretical knowledge. (Q8)  

To prove **H1** hypothesis we have made Pearson Correlative Analysis Test, confirming the existence of correlation between them. Though the connection between these variables is weak, the link between Q3 and Q8 is very weak **(see Table 14 (H1)).**

**Table 14 (H1) Correlation**

|       | Q3          | Q4          | Q8          | Q12         | Q13         |
|-------|-------------|-------------|-------------|-------------|-------------|
| Q3    | Pearson Correlation 1 .383** .033 .244** .233** |
|       | Sig. (2-tailed) .000 .468 .000 .000 |
|       | N 500 500 500 500 |
| Q4    | Pearson Correlation .383** 1 .092* .418** .323** |
|       | Sig. (2-tailed) .000 .040 .000 .000 |
|       | N 500 500 500 500 |
| Q8    | Pearson Correlation .033 .092* 1 .021 .126** |
|       | Sig. (2-tailed) .468 .040 .637 .005 |
|       | N 500 500 500 500 |
| Q12   | Pearson Correlation .244** .418** .021 1 .395** |
|       | Sig. (2-tailed) .000 .000 .637 .000 |
The Chi-squared test has shown that the connection between all these variables are reliable (see Table 15, 16, 17), except one. The connection between Q3 and Q8 has not turned out to be reliable (see Table 18).

| Q13 | N  | 500 | 500 | 500 | 500 | 500 |
|-----|----|-----|-----|-----|-----|-----|
|     | Pearson Correlation | .233** | .323** | .126** | .395** | 1 |
|     | Sig. (2-tailed) | .000 | .000 | .005 | .000 | |
|     | N | 500 | 500 | 500 | 500 | 500 |

The Chi-squared test has shown that the connection between all these variables are reliable (see Table 15, 16, 17), except one. The connection between Q3 and Q8 has not turned out to be reliable (see Table 18).

| Table 15 (Q3 *Q4) Chi-Square Tests | Value | df | Asymp. Sig. (2-sided) |
|-------------------------------------|-------|----|-----------------------|
| Pearson Chi-Square                  | 78.610a | 4  | .000                  |
| Likelihood Ratio                    | 83.888 | 4  | .000                  |
| Linear-by-Linear Association        | 73.066 | 1  | .000                  |
| N of Valid Cases                    | 500    |    |                       |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.17.

| Table 16. (Q3 *Q13) Chi-Square Tests | Value | df | Asymp. Sig. (2-sided) |
|--------------------------------------|-------|----|-----------------------|
| Pearson Chi-Square                   | 29.137a | 4  | .000                  |
| Likelihood Ratio                     | 29.885 | 4  | .000                  |
| Linear-by-Linear Association         | 27.039 | 1  | .000                  |
| N of Valid Cases                     | 500    |    |                       |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.72.

| Table 17(Q3 * Q12) Chi-Square Tests | Value | df | Asymp. Sig. (2-sided) |
|-------------------------------------|-------|----|-----------------------|
| Pearson Chi-Square                  | 37.419a | 6  | .000                  |
| Likelihood Ratio                    | 38.352 | 6  | .000                  |
| Linear-by-Linear Association        | 29.669 | 1  | .000                  |
| N of Valid Cases                    | 500    |    |                       |

| Table 18 (Q3 * Q8) Chi-Square Tests | Value | df | Asymp. Sig. (2-sided) |
|-------------------------------------|-------|----|-----------------------|
| Pearson Chi-Square                  | 1.172a | 4  | .883                  |
| Likelihood Ratio                    | 1.192 | 4  | .879                  |
| Linear-by-Linear Association        | .527  | 1  | .468                  |
| N of Valid Cases                    | 500    |    |                       |
a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.49.  

With a linear regression analysis, the ANOVA test showed that the model is reliable, since the sigma is less than 0.005 (see Table 19 (H1)).

Table 19 (H1). Model ANOVA

|                 | Sum of Squares | df | Mean Square | F      | Sig.  |
|----------------|----------------|----|-------------|--------|-------|
| Regression      | 53.379         | 4  | 13.345      | 24.191 | .000b |
| Residual        | 273.059        | 495| .552        |        |       |
| Total           | 326.438        | 499|             |        |       |

a. Dependent Variable: Q3
b. Predictors: (Constant), Q13, Q8, Q4, Q12

H2 hypothesis: When an employer organization helps a student with studying (Q9), in this case the latter has developed a personal development plan together with organization management (Q14), they like their job (Q4), believe that this is a place where you can find the place, where they can realize their abilities (Q10), have the desire to remain in this organization to work (Q12).

By Pearson Correlative Analysis Test the correlation between Q9 Q4 Q10 Q12 Q14 variables has been confirmed. However, the connection between these variables is weak (see Table 20 (H2)).

Table 20 (H2). Correlations

|     | Q9   | Q4   | Q10  | Q12  | Q14  |
|-----|------|------|------|------|------|
| Q9  |      |      |      |      |      |
|     | Pearson Correlation | | |      |      |      |
|     | 1    | .306** | .253** | .223** | .261** |
|     | Sig. (2-tailed) | | |      |      |      |
|     | .000 | .000  | .000  | .000  | .000  |
|     | N    | 500   | 500   | 500   | 500   |
| Q4  |      |      |      |      |      |
|     | Pearson Correlation | .306** | |     |      |      |
|     | 1    | .468** |     | .418** | .281** |
|     | Sig. (2-tailed) | .000 | |      | .000  | .000  |
|     | N    | 500   | 500   | 500   | 500   |
| Q10 |      |      |      |      |      |
|     | Pearson | .253** | .468** | 1    | .441** | .384** |
The Chi-square test showed that the connection between Q9, Q4, Q10, Q12, Q14 variables is reliable, each time the sigma is less than 0.005 (see tables 21, 22, 23, 24).

| Q12 | Correlation | Sig. (2-tailed) | Pearson Correlation | N |
|-----|-------------|-----------------|---------------------|----|
|     |             | .000            | .223**              | 500|
|     |             | .000            | .418**              | 500|
|     |             | .000            | .441**              | 500|
|     |             | .000            | 1                   | 500|
|     |             | .000            | .244**              | 500|

| Q14 | Correlation | Sig. (2-tailed) | Pearson Correlation | N |
|-----|-------------|-----------------|---------------------|----|
|     |             | .000            | .261**              | 500|
|     |             | .000            | .281**              | 500|
|     |             | .000            | .384**              | 500|
|     |             | .000            | .244**              | 500|
|     |             | .000            | 1                   | 500|

**. Correlation is significant at the 0.01 level (2-tailed).

The Chi-square test showed that the connection between Q9, Q4, Q10, Q12, Q14 variables is reliable, each time the sigma is less than 0.005 (see tables 21, 22, 23, 24).

| Table 21 (Q9 *Q4) Chi-Square Tests | Table 22 (Q9*Q10) Chi-Square Tests |
|-------------------------------------|------------------------------------|
| Value | df | Asymp. Sig. (2-sided) | Value | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 65.218a | 6 | .000 | Pearson Chi-Square | 50.084a | 9 | .000 |
| Likelihood Ratio | 61.481 | 6 | .000 | Likelihood Ratio | 47.204 | 9 | .000 |
| Linear-by-Linear Association | 46.748 | 1 | .000 | Linear-by-Linear Association | 31.930 | 1 | .000 |
| N of Valid Cases | 500 | | | N of Valid Cases | 500 | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.20.

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.40.
By the linear regression analysis, the ANOVA test has shown that the model is reliable, because the sigma is less than 0.005 (see Table 25 (H2)).

Table 25 (H2)  Model ANOVA

| Model       | Sum of Squares | df | Mean Square | F      | Sig.  |
|-------------|----------------|----|-------------|--------|-------|
| Regression  | 66.474         | 4  | 16.618      | 19.478 | .000  |
| 1 Residual  | 422.326        | 495| .853        |        |       |
| Total       | 488.800        | 499|             |        |       |

a. Dependent Variable: Q9

b. Predictors: (Constant), Q14, Q12, Q4, Q10,

**H3 hypothesis**: When with the help of organization financing, students are given the opportunity to improve their qualifications - the employer organization pays for training and learning fees (Q15), this affects the attitude towards the organization - the employers like it (Q4), they think that it is possible to reach a career peak in this organization (Q13), they think they found a place where they can realize their opportunities (Q10) and have the desire to stay permanently for working (Q12).

The existence of correlation between Q15, Q4, Q10, Q12, Q13 variables has been confirmed by the Pearson Correlation Analysis Test. However, the connection between these variables was weak (see Table 26 (H3)).

Table 26 (H3). Correlations
|     | Q15  | Q4   | Q10   | Q12   | Q13   |
|-----|------|------|-------|-------|-------|
| Q15 |      |      |       |       |       |
| Pearson Correlation | 1    | .183** | .343** | .178** | .226** |
| Sig. (2-tailed)       | .000 | .000  | .000  | .000  | .000  |
| N                | 500  | 500   | 500   | 500   | 500   |
| Q4   | .183** | 1    | .468** | .418** | .323** |
| Sig. (2-tailed)       | .000 | .000  | .000  | .000  | .000  |
| N                | 500  | 500   | 500   | 500   | 500   |
| Q10  | .343** | .468** | 1     | .441** | .456** |
| Sig. (2-tailed)       | .000 | .000  | .000  | .000  | .000  |
| N                | 500  | 500   | 500   | 500   | 500   |
| Q12  | .178** | .418** | .441** | 1     | .395** |
| Sig. (2-talled)       | .000 | .000  | .000  | .000  | .000  |
| N                | 500  | 500   | 500   | 500   | 500   |
| Q13  | .226** | .323** | .456** | .395** | 1     |
| Sig. (2-tailed)       | .000 | .000  | .000  | .000  | .000  |
| N                | 500  | 500   | 500   | 500   | 500   |

**. Correlation is significant at the 0.01 level (2-tailed).

The Chi-squared test has shown that the connection between Q15, Q4, Q10, Q12, Q13 variables is reliable, each time the sigma is less than 0.005 (see Table 27, 28, 29, 30).

| Table 27 (Q15*Q4). Chi-Square Tests | Table 28 (Q15*Q10). Chi-Square Tests |
|-------------------------------------|-------------------------------------|
| **. Correlation is significant at the 0.01 level (2-tailed).** | **. Correlation is significant at the 0.01 level (2-tailed).** |
| Table 27 (Q15*Q4). Chi-Square Tests | Table 28 (Q15*Q10). Chi-Square Tests |
| Pearson Chi-Square | Value | df | Asymp. Sig. (2-sided) |
|-------------------|-------|----|----------------------|
| Pearson Chi-Square | 20.322** | 6  | .002                 |
| Pearson Chi-Square | 73.681** | 9  | .000                 |
With a linear regression analysis, the ANOVA test has shown that the model is reliable, since the sigma is less than 0.005 (see Table 31 (H3), Q15 and Q10 were the significant variables.

Table 31. Model ANOVA

| Model       | Sum of Squares | df | Mean Square | F     | Sig.  |
|-------------|----------------|----|-------------|-------|-------|
| 1 Regression| 86.558         | 4  | 21.639      | 17.543| .000b |
| Residual    | 610.584        | 495| 1.234       |       |       |
**Dependent Variable: Q15**

b. Predictors: (Constant): Q13, Q12, Q4, Q10,

**The H4 hypothesis:** The fairness of the organization (Q4) affects the attitude towards the organization (Q4), when employed students consider that the environment is fair, they think that talented people are respected in the organization (Q21), they can achieve their career peak there (Q13), they have a desire to remain in such an organization for permanent working (Q12).

By Pearson Correlative Analysis Test the existence of correlation between the Q11 Q21, Q12, Q13, and Q4 variables has been confirmed. However, the connection between these variables is weak *(see Table 32 (H4)).*

**Table 32 (H4). Correlations**

|        | Q11   | Q4    | Q12   | Q13   | Q21   |
|--------|-------|-------|-------|-------|-------|
| Q11    | 1     | .401**| .308**| .209**| .410**|
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N      | 500   | 500   | 500   | 500   | 500   |
| Q4     | .401**| 1     | .418**| .323**| .354**|
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N      | 500   | 500   | 500   | 500   | 500   |
| Q12    | .308**| .418**| 1     | .395**| .213**|
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N      | 500   | 500   | 500   | 500   | 500   |
| Q13    | .209**| .323**| .395**| 1     | .237**|
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N      | 500   | 500   | 500   | 500   | 500   |
| Q21    | .410**| .354**| .213**| .237**| 1     |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 |
| N      | 500   | 500   | 500   | 500   | 500   |

**. Correlation is significant at the 0.01 level (2-tailed).**

The Chi-squared test has shown that the connection between Q11, Q12, Q13, Q4 variables is reliable, each time the sigma is less than 0.005 *(see Table 33, 34, 35, 36)*.
| **Table 33 (Q11*Q4). Chi-Square Tests** | **Table 34 (Q11*Q12). Chi-Square Tests** |
|----------------------------------------|------------------------------------------|
| **Value** | **df** | **Asymp. Sig. (2-sided)** | **Value** | **df** | **Asymp. Sig. (2-sided)** |
| Pearson Chi-Square | 98.769<sup>a</sup> | 6 | .000 | Pearson Chi-Square | 76.972<sup>a</sup> | 9 | .000 |
| Likelihood Ratio | 94.350 | 6 | .000 | Likelihood Ratio | 75.901 | 9 | .000 |
| Linear-by-Linear Association | 80.281 | 1 | .000 | Linear-by-Linear Association | 47.212 | 1 | .000 |
| N of Valid Cases | 500 | | | N of Valid Cases | 500 | | |

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 2.73.

| **Table 35 (Q11*Q13). Chi-Square Tests** | **Table 36 (Q11*Q21). Chi-Square Tests** |
|----------------------------------------|------------------------------------------|
| **Value** | **df** | **Asymp. Sig. (2-sided)** | **Value** | **df** | **Asymp. Sig. (2-sided)** |
| Pearson Chi-Square | 24.574<sup>a</sup> | 6 | .000 | Pearson Chi-Square | 138.537<sup>a</sup> | 6 | .000 |
| Likelihood Ratio | 24.337 | 6 | .000 | Likelihood Ratio | 98.942 | 6 | .000 |
| Linear-by-Linear Association | 21.786 | 1 | .000 | Linear-by-Linear Association | 83.829 | 1 | .000 |
| N of Valid Cases | 500 | | | N of Valid Cases | 500 | | |

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.96.

With the linear regression analysis, the ANOVA test has shown that the model is reliable, since the sigma is less than 0.005 (see Table 37 (H4), the most significant of the variables are the Q11 and Q21 variables.
Table 37 (H4). ANOVA\textsuperscript{a}

| Model     | Sum of Squares | df | Mean Square | F      | Sig. |
|-----------|----------------|----|-------------|--------|------|
| Regression| 84.217         | 4  | 21.054      | 43.609 | .000\textsuperscript{b} |
| Residual  | 238.983        | 495| .483        |        |      |
| Total     | 323.200        | 499|             |        |      |

\textsuperscript{a} Dependent Variable: Q11

\textsuperscript{b} Predictors: (Constant), Q21, Q12, Q13, Q4

The present research has confirmed that working with a specialty, organization’s support for studying, training and improving employers’ qualifications, healthy environment in the organization create grounds for employees to believe in their own strength, to like their job, to relate long-term goals with their organization.

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