ACHIEVEMENT MOTIVATION AMONG THE LATVIAN RESIDENTS OF DIFFERENT TYPES PROFESSIONS AND OCCUPATIONS

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ABSTRACT

The article explores theoretical insights about the complex concept of achievement motivation. The authors adapted research methodology for the purpose of this study to explore the motivation for the achievements of Latvian population. The authors have conducted a detailed empirical study by examining various types of occupations or professions of inhabitants of Latvia and have formulated conclusions on the motivation for the achievements for this particular sample. The aim of the study was to explore the motivation for the achievement of Latvian population. The authors have set the following question: Are there any differences in motivation for achievement for both genders? In total, 160 respondents in the age group from 18 to 68 have participated in this study (M=37.51; SD=14.15) who were residents from different regions of Latvia. A random sample was used to select the respondents for this study.

Reean’s survey “Motivation for Success and Fear of Failure” (adapted from Iljin (2004) was used to determine the content of achievement motivation. Data processing for this empirical study was carried out by the use of data processing program SPSS (Statistical Package for the Social Science) version 22.0.

Methods of statistical data analysis: Student’s t-test was carried out to identify statistically significant differences between Means in a single sample; Chi-Square tests (χ2); parametric one-way analysis of variance ANOVA; Kruskal-Wallis rank-sum H-test, descriptive statistics was carried out in the framework of this study.

The main results of the study: by integrating theoretical insights and the results of research conducted in the 20th and 21st centuries, a theoretical holistic model was designed, which could be considered as the basis of the content of achievement motivation. There is no statistically significant dependence between the motivation for achievement and the type of occupation or profession in the selected sample of inhabitants of Latvia.

Keywords: motivation, achievement motivation, failure motivation, success motivation

JEL classification: O011; O035; Z10; Z13

Paper type: Research article

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INTRODUCTION

Motivation is a complex human construction that has caused difficulties for those who are trying to understand it. The concept of motivation has always been the focus of study by the researchers and experts in the field of social sciences. The first studies were related to the content of the concept of achievement motivation and were launched in the 20th century. McClelland (McClelland, 1985) has tried to identify indicators of achieving various types of activity. There are number of studies that indicate to a social and intellectual significance of
a higher or lower level of achievement. According to McClelland, the higher is motivation, the more rational is the need for achievement of an individual. It was also concluded that achievement motivation as a personal contribution is determined by goals, activity, expectations, incentives, internal as well as external motivation and alternatives chosen by an individual. According to Heckhausen (Heckhausen, Schmalt & Schneider, 1985), achievement motivation should be understood not as the main reason for behavior, as it was accepted in psychology, but rather as a concept that describes the dynamics of the interaction of several factors. The term is related to a person's specific interaction with the environment, including his or her experience in setting goals and behavior. The motivation for achievement in this context can be formulated as the development of the person's own personality and readiness to rearrange activity according to changing realities of life, as well as a tendency of building and planning the growth of one’s career throughout one's life. The studies carried out by Heckhausen McClelland and other psychologists indicate that there are various interrelated factors of achievement motivation that cannot be viewed separately from each other in order to objectively determine the content of achievement motivation. Today, the concept of achievement motivation includes rich content and but it is understood as a purposeful and meaningful development of life of a person (Kalabina et al., 2021; Avdeeva et al., 2021). This is the development of a person as a personality and readiness to rearrange himself or herself according to the changing realities of life, by building and planning the growth of one’s career throughout life. The potential of each person is closely related to one’s own choice to believe in one’s dreams and desire to implement them. Several contemporary researchers (McGillivray, Murayama & Castel, 2015; Miele & Scholer, 2018) have conducted a series of experiments to test how different types of motivation affect both learning and activity in general, while looking for answers to the question: how employee’s motivation affects the success of the company. Thus, achievement motivation is a set of gifts, abilities and actions that make people engage in certain behaviors. The process of motivation begins with the determination of the goal and one's own abilities, as well as the assessment of resources and circumstances. In the scientific literature, both internal and external factors affecting career choices are distinguished. An important aspect in the motivation of an individual's achievements are internal factors: the internal potential of an individual and the sources of action that are related to one’s personality. Felzer (Felzer, 2006) defines motivation as a need or a desire that stimulates and directs one’s behavior.

From the scientific point of view, the power that guides a person is located not only in the environment, but in the interaction with the environment. Motivation always depends more on internal state, internal stimuli and motives, as well as external motives and modifies the behavior of the subject in the process of his or her activity. However, the behavioural approach is limited because it emphasizes more external motivating factors (praise, good grades, rewards, etc.) that can generate certain disadvantages. A large number of empirical studies (Dönyei, 2005; Mercer & Williams, 2014; Wang, 2017; Kurmanov et al, 2019; Petrova, Tepaviclarova, Dikova, 2019) support the idea that has a great influence on the motivational state and future performance of employees. The same applies to the motivating effect produced by the (public) recognition of employees for their efforts and work achievements, since it gives a positive signal about one's competence in
relation to others, which increases self-esteem and causes positive impact (Wang, 2017). As a result, employees are motivated to achieve high level of performance in order to increase their chances of receiving recognition.

With the regard to motivation, Dornwei (Dörnyei, 2005) states that people are motivated to address the perceived discrepancy between their current sense of self and their future self. One way is to approach one's vision of an ideal self, and the other way is to prevent the development of negative aspects of oneself, such as a feeling of failure or disappointment or to upset others. One way is to get closer to one’s vision of the ideal self, and the other way is to prevent the development of negative aspects in oneself, such as a feeling of failure or disappointment of important people.

Similar studies that are focusing on the personality in its various forms highlight the role of positive self-confidence, a sense of competence, a growth mindset, and the associated optimism about the potential for positive changes to develop one’s abilities (Mercer & Williams, 2014).

This approach emphasizes the importance of achieving positive future goals and necessary level of optimism capable of changing and potentially achieving future goals, as well as the strategic knowledge that is needed to achieve future goals.

Thus, the way towards achievement allows the individual to reach results, as well as to experience satisfaction in the process of achieving the goal. This can also be judged that the motivation for achievement in this context is based on personality orientation, which is based on the goal of fulfilment of tasks.

In this context, several studies have also recently been carried out (Wietrak, Rousseau & Barends, 2021) that are focusing on motivation of the employee's daily work. Job motivation was studied in relation to the need or reason(s) why employees put their efforts to perform their daily work to the best of their ability. It was discovered that positive feedback increases perceived competence and contributes to the internal motivation of employees.

According to the researchers published in the 20th and 21st centuries, the motivation for achievement is influenced by many different factors, including the internal physiological state of the organism and current environmental conditions. Thus, achievement motivation can be defined as a complex concept, the content of which is formed by several components and factors.

Based on the theoretical recognition of the above-mentioned researchers on the motivation for achievements, a theoretical model has been designed (Figure 1).

As a result of analyses of theories described above, this could be stated that theoretical and contextual justification of the concept of achievement motivation consists of:

1. the content of definitions based on constructs such as one’s enthusiasm for action to meet one’s needs;
2. the content of definitions that determine the direction of activity is based on balanced external and internal motives;
3. the content of definitions is based on achievement motivation as orientation, motivation for activities that meet the needs of the subject;
4. as a set of conditions that cause activity. In this study, the substantive aspects of the concept of achievement motivation is based on the interpretation of the concept of success (as a goal) by Heckhausen, Schmalt and Schneider (Heckhausen, Schmalt & Schneider, 1985), the content developed by McClelland's (McClelland, 1985) theory of achievement motivation: on people's dedication to success or in order to avoid loss, which is determined by the intensity of a motive itself. The paper continues with the description of methodology that was used to measure the motivation for the achievements of Latvian population in relation to the research question: Are there differences in motivation for achievement for both genders?

**METHODOLOGY**

The study was conducted from September 2022 to April 2023. Reans' survey "Motivation for success and fear of failure" (Iljin, 2004, 515) was adapted for the purpose of the study on the motivation for the achievements among the Latvian population.

The preparation process has started with the adaptation of this survey for a specific sociocultural population – the residents of Latvia. The adaptation process was associated with the translation of the Rean’s survey and adaptation of the content.
The examination of the characteristics of psychometry was carried out according to the internationally recognized procedure. Both face-to-face and off-site surveys were conducted in the e-environment. The structure of the survey included demographic information about the respondents’ age, gender and socio-economic status and the type of occupation or profession of respondents. Before filling in the questionnaire, the participants filled in the consent agreement and were informed about the confidentiality of their data and voluntary participation in the study. During the study, anonymity, confidentiality and ethics of the research was observed in regards to all that participants involved in this study.

The methodology included instruction, the text, instruction for processing and interpreting results. In total, 160 (N=160 (100%)) respondents participated in this study: among them were residents from different regions of Latvia in the age range from 18 to 68 years (M=37.51; SD=14.15); including female (n=101 (63.1%)) and male (n=59 (36.9%) participants. For all statistical criteria used, p-level (level of statistical significance) was measured and was equal to 0.05, that is considered to be acceptable marginal error of all results gathered in general sample. 0.05< p < 0.1, dependencies are considered at the level of statistical significance.

RESULTS AND DISCUSSION
In the course of study, four groups of respondents were distinguished according to their type of occupation or profession. Klimov (Klimov, 1998) has distinguished the following types of professions and marked them with certain letters:

- **Human being – living nature** (D). The representatives of this type work with plants and animals and in the conditions necessary for them. For example: a baker, an agronomist, a zootechnician, a veterinary, a microbiologist, a forester;

- **Human being – technique and inanimate nature** (T). This group is comprised of employees who work with lifeless, technical objects. For example, a technician-mechanic, an engineer-a mechanic, an electrical locksmith, an engineer-electrician, a technician-catering technologist;

- **Human being – human being** (C). This group includes professions related to the social system as a whole – social groups, societies, population. For example: a seller, a hairdresser, an administrator, a doctor, a teacher;

- **Human being – sign system** (Z). The representatives of this type of profession work with languages, signs, symbols, numbers and formulas. For example, a photographer, a programmer, a draftsman, a mathematician, publishing editor, a linguist;

- **Human being – and artistic image** (M). This group includes professions related to phenomena, events, facts that are related to arts. For example: a decorator, a restorer, a tuner of musical instruments, musician, a ballet artist, a dramatic theatre actor.

The division into four groups according to the above-mentioned differentiation as suggested by Klimov was used for the purpose of this study.
The data obtained as a result of the survey allow to divide all respondents into four groups according to their type of occupation or profession:

1. **Human being – nature** (referred to as (D)) - a farmer, a janitor, veterinarian, biologist.

2. **Human being – non-living nature** (referred as (T)) – a welder, a car mechanic, a carpenter, a builder, a finishing worker, an engineer, a truck driver, a cleaner.

3. **Human being – human being** (referred as (C)) - a teacher, a coach, a doctor, a pupil, a student, a seller, the head of an educational institution, the head of a bank department, a project coordinator, an entrepreneur.

4. **Human being – sign language** (referred as (Z)) – IT specialist, an economist, a clerk, an accountant, a librarian.

For the analyses of the results obtained in this study, further abbreviated letters were used in the study: for the group 1 - D; for the group 2 - T; for the group 3 - C, For the group 4 - Z.

The following division into groups according to the type of occupation or profession can be singled out:

1. 15 (9.4%) respondents were identified in the group 1 (D);
2. 21 (13.1%) respondents were identified in the group 2 (T);
3. 105 (65.6%) respondents were identified in the group 3 (C);
4. 19 (11.9%) respondents were identified in the group 4 (Z).

Among four groups mentioned above, the respondents from groups D (0%), T (0%) and Z (0%) have the lowest failure motivation scores and they fall into the first of the three thematically related groups. The highest rates of motivation for failure are among the respondents of the third group C (6 people are rated by 100%).

In the second group, the lowest indicators that do not have a pronounced motivation pole were 4 (5.5%) of respondents from the first group D that derive out of the three thematically related groups.

![Motivation](image)

**Figure 2.** Distribution of respondents from four groups (D, T, C, Z) in three thematically related groups displaying motivation

Source: Author’s illustration

46 (63%) respondents from the third group C had the highest rates of motivation.
In the third of the three thematically related groups, the lowest success motivation scores were 8 (9.9%) for respondents from group Z. Achievement motivation scores were the highest among 53 (65.4%) respondents from the third group C (Figure 2).

The level of statistical significance of the Chi-square criterion (Chi-Square test (χ²)) is p=0.26 (p>0.05). This indicates that there is no statistically significant relationship between two qualitative characteristics: motivation of Latvian population (content of 3 thematically related groups) and type of occupation or profession of respondents. These signs do not affect each other.

Since the qualitative results of the study did not reflect statistically significant differences between the motivation of the inhabitants of Latvia and their age, gender and type of occupation or profession, the description of quantitative research results on the motivation of the Latvian population (three thematically related groups that describe the degree or limits of motivation) is further analysed.

The quantitative average size within each thematically related groups was also analysed according to the type of occupation or profession of respondents, which characterize the motivation of the Latvian population: in group 1 (D) – 14.33; in the 2nd group (T) – 12.9; in group 3 (C) – 13.19; in group 4 (Z) – 13.47 (Figure 3).

![Figure 3](https://journal.access-bg.org/27)

**Figure 3.** Average (Mean) within each of thematically related groups

*Source: Author’s illustration*

The motivation of respondents, indicate that:

- For the respondents of the 1st group Human being - nature (D) the motivation pole is not expressed; there is more pronounced tendency towards a motivation for achievement than in the rest of the groups; there is a desire among the respondents towards success;

- For the respondents of group 2 Human being - non-living nature (T) - the motivation pole is not expressed; there is a tendency towards a motivation for failure, there is a tendency towards success (achievement motivation); for the respondents' motivation s is the tendency to avoid failures;
- For the respondents from group 3 Human being – human being (C) the motivation pole is not expressed clearly; it tends towards achievement motivation, however, it is weaker than that is for the respondents of group 4;

- For respondents of the 4th group Human being - sign language (Z) - the motivation pole (difference) is not expressed; it tends towards achievement motivation, however, it is weaker than for respondents of group 1. In the course of the study, it was discovered that the type of occupation or profession of the respondents has a connection with the degree of motivation for success. Quantitative averages within each group, which were divided in the course of the study, by type of occupation or profession of respondents (Human being-nature; Human being-non-living nature; Human being-human being; Human being-sign language), indicates that the motivation for success of respondents in all four groups is evaluated as average. However, it should be stated that for the respondents of the first group (Human being - nature) the indicator is more expressive. In order to compare the average of the quantitative characteristics to be measured – the motivation of the respondents and their type of occupation or profession – a one-factor variance analysis (ANOVA) was carried out. According to the results of parametric one-factor variance analysis (ANOVA), no statistically significant differences between the motivation of the Latvian population and the type of occupation or profession have been found (F=0.83; p>0.05). According to the quantitative average within each thematically related group, by gender of the respondents and belonging to one of the four (D, T, C, Z) groups, is found: (1) the average size for the male respondents is lower than that of female respondents in three groups: first, third and the fourth (D, C, Z); (2) only the second group matched the average indicator for both male and female respondents (T) (Figure 4).

**Estimated Marginal Means of Motivation**

![Motivational averages of respondents of four groups of different sexes within each thematically related groups](source)

*Figure 4. Motivational averages of respondents of four groups of different sexes within each thematically related groups*  
*Source: Author's illustration*
The analyses of the results of an empirical study indicate that in three groups (D, C, Z) the more pronounced motivation is among female respondents. In the second group (Human being - non-living nature (T)) there was no connection among female and male respondents. The comparison of averages, parametric one-factor variance analysis (ANOVA) was used as well. According to the results of parametric one-factor variance analysis (ANOVA), a comparison of averages of those groups of respondents, which characterize the dependence of respondents' motivation on the gender by belonging to one of the four groups (in relation to their type of occupation or profession), the following has been discovered:

- there is no statistically significant difference between indicators of motivation (in relation to three thematically related groups) and male gender (F=0.79; p>0.05);
- there is no statistically significant differences between motivation (in relation to three thematically related groups) and female gender (F=1.27; p>0.05) (Table 1).

Table 1. Comparison of MEAN describing dependence of motivation of respondents according to a gender of respondents who belong to one of the four groups (ANOVA)

<table>
<thead>
<tr>
<th>Gender</th>
<th>F criterium</th>
<th>P (Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0.79</td>
<td>0.50</td>
</tr>
<tr>
<td>Female</td>
<td>1.27</td>
<td>0.28</td>
</tr>
</tbody>
</table>

According to the t-test criterion, there are no statistically significant differences between respondents' motivation (according to three thematically related groups) and their occupation or occupation (F=1.25; p>0.05) (Table 2).

Table 2. Comparison of mean by t-test criterion

<table>
<thead>
<tr>
<th>Occupation or profession</th>
<th>T kritērijs</th>
<th>P (Significant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human being – nature (D)</td>
<td>1.25</td>
<td>0.23</td>
</tr>
<tr>
<td>Human being - non-living nature (T)</td>
<td>-0.12</td>
<td>0.90</td>
</tr>
<tr>
<td>Human being – human being (C)</td>
<td>1.57</td>
<td>0.11</td>
</tr>
<tr>
<td>Human being - sign language (Z)</td>
<td>1.67</td>
<td>0.11</td>
</tr>
</tbody>
</table>

The answers to the research question - Are there differences in motivation for achievement for both genders? – the motivation for achievement was compared by the type of occupation or profession of respondents. When applying the Kruskal-Wallis rank-sum H - test, the following relationships was found between the motivation of respondents' achievements and the type or profession of occupation:

For respondents from the 1st group Human being - nature (D) - the average rank of motivation for achievement is higher than in other groups (98.80);

1) For the respondents of group 2 Human being – non-living nature (T) - the average rank of achievement motivation is the lowest (70.62);
2) For the respondents of group 3 Human being – human being (C) - the average rank of achievement motivation is higher than among the respondents of the second group (80.06), however, lower than among the respondents of the first and fourth groups;

3) For the respondents of group 4 Human being - sign language (Z) - the average rank of achievement motivation is higher than that among the respondents of the second and third groups (79.39), however it is lower than among the respondents of the first group (Table 3).

<table>
<thead>
<tr>
<th>Way of occupation</th>
<th>Mean rang</th>
<th>n</th>
<th>df</th>
<th>χ²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation for the achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human being – human being (D)</td>
<td>98.80</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human being – non-living nature (T)</td>
<td>70.62</td>
<td>21</td>
<td>3</td>
<td>3.355</td>
<td>0.34</td>
</tr>
<tr>
<td>Human being – human being (C)</td>
<td>80.06</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human being – sign language (Z)</td>
<td>79.39</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparison of achievement motivation indicators of the type of occupation or profession of respondents as a result of the use of Kruskal-Wallis rank-sum H – test (p>0.05).

**DISCUSSION AND CONCLUSIONS**

A number of researchers viewed motivation for achievement only by a piecemeal approach by exposing to a certain type of activity. Since the construct of "motivation" is quite abstract, it is often being associated with a specific activity (for example, motivation to work from home or motivation to participate in organizational changes) or a specific result (for example, the performance on a task or producing an innovation).

Despite the fact that previous studies have focused mainly on the failure as a component of the content of achievement motivation, variables such as a specific type of occupation or profession of respondents were not always discouraged, nor were focused on the motivation of the achievement of a population as a whole, including three dependent variables: age, gender, occupation type or a profession. Three dependent variables as mentioned in the given study were explored on the basis of the answers provided in the survey by Latvian residents.

Today, only certain types of occupations and professions are explored in the context of motivation for achievement. In this study, such socio-demographic parameter as the type of occupation or occupation of the population of Latvia were considered. The content of the motivation for the achievements of respondents was studied according to their type of occupation or profession. The analyses of theoretical knowledge about the issue of study allows the authors can conclude the following: there are no single theories or concepts about the motivation for achievement. Instead, there are several approaches that derive from the aspects related to the
theories mentioned above. The complex content of achievement motivation helps to recognize that the satisfaction of needs was associated with inspiration, ideals, values and positive results.

This can be concluded that statistically significant differences between the motivation for the achievements of the Latvian population and the type or profession of occupation or profession does not exist (p=0.34; p>0.05). The results of the empirical study can be interpreted in relation to the content aspects of the organization of activity.

Further research could be carried out because there is a lack of research in general on the motivation for the achievements among the population of Latvia. This is advised to involve a larger sample of population in the study in order to explore such factors as education, personality traits, and etc.

**Author Contributions:**

All authors have read and agreed to the published version of the manuscript.

**Institutional Review Board Statement:** not applicable

**Informed Consent Statement:**
Informed consent was obtained from all the participants involved in the study.

**Data Availability Statement:**
The data presented in this study are available on request from the corresponding author. The data are not publicly available due to privacy issues.

**Conflict of interests**
The authors declared no potential conflicts of interest with respect to the research, authorship, and publication of this article.

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