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AgriSciences**

**The prestige of farmer occupations perceived by
Russian youth: The case of Altai Krai**

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Declaration

I hereby declare that I have done this thesis entitled **The prestige of farmer occupations perceived by Russian youth: The case of Altai Krai** independently, all texts in this thesis are original, and all the sources have been quoted and acknowledged by means of complete references and according to Citation rules of the FTA.

In Prague, 15th May 2020

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Lenka Hofierková

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Abstract

All agricultural regions in Russia are facing an out-migration of youth, possibly also due to generally negative attitudes towards work in agriculture and the opinion that the agricultural sector is not prestigious enough. Migration represents a significant outflow of human capital from the agriculturally important areas causing a chronic shortage of workers at most of the farms. Government, as well as private institutions, try to re-engage young people in agricultural activities, but they are often targeting mainly economic incentives in their programs. The role of the overall low prestige of agricultural occupations, a multidimensional indicator involving economic as well as non-economic dimensions, is often neglected in policies as well as in research. The diploma thesis was focused on the prestige of farmer occupations as perceived by 350 young students in Altai Krai, the Russian largest agricultural region, and factors influencing their prestige perception. The following farmer professions were involved in the study: Farm manager, Private farmer, Small-holder farmer. The mean prestige of the involved farmer professions was perceived rather low, compared to other occupations. By running four multiple linear regression models (M1 – Small-holder farmer, M2 – Private farmer, M3 – Farm manager, M4 – Mean prestige of farmer occupations), factors influencing the prestige level of the agriculture-related occupations were identified. Attitudes towards work in agriculture revealed the strongest effect on the prestige level of farmer professions, of which the variable agriculture is an "Exciting work" was the best predictor for all models. The opinion that agriculture is exciting influenced prestige level even stronger than the opinion that agriculture is "Low-income work", although this predictor was found important too. Besides, the prestige level of all farmer professions was negatively influenced by the opinion that agriculture is a "Men work", which was a surprising finding. Based on these results, in order to strengthen the prestige level of agriculture, the government could use information campaigns to show the exciting aspects of the work in agriculture and support the women in the agricultural jobs.

Keywords: Altai Krai, labor shortage in agriculture, occupational prestige, prestige of agriculture, Russia, youths' career preferences

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List of the abbreviations used in the thesis

CIS	Commonwealth of Independent States
CTA	Technical Centre for Agricultural and Rural Cooperation
FAO	Food and Agriculture Organization of the United Nations
GRP	Gross Regional Product
IBM	International Business Machines Corporation
IFAD	International Fund for Agricultural Development
SPSS	Statistical Package for the Social Sciences
U.S.A.	United States of America
U.S.S.R.	Union of Soviet Socialist Republics
VIF	Variance Inflation Factor
WB	World Bank

1. Introduction and Literature Review

1.1. Introduction

The world population is expected to reach 9 billion people by 2050 (FAO et al. 2014). Rural and agricultural youth will be highly needed in feeding the growing population and ensuring global food security. However, the future global food security is threatened by low interest among young people to participate in agricultural activities that can be observed all around the world (FAO 2017). Furthermore, their interest is even declining (Van der Geest 2010).

Neither the agricultural sector nor the rural way of life is attractive for today's youth. The young generation has the agricultural sector and rural life associated with poverty, unproductivity, profitability, and low prestige. Since the employment opportunities are often limited on agriculture in rural areas, this leads to a decision to migrate to urban areas.(FAO et al. 2014; FAO 2017).

Unwillingness to work in agriculture and abandonment of rural areas cause not only over-urbanization that contribute to urban un-employment but also in a global shortage of agricultural workers and ageing of farmers (FAO et al. 2014). Furthermore, as written in the report from FAO (2017), unless youth will consider agriculture as prestigious, economically meaningful, productive, and attractive, they will not be willing to work in the sector and live in rural areas.

Consequently, many projects and initiatives all around the world are focused on a question how to re-engage youth in agricultural activities and strengthen its attractiveness from the perspective of young people. Nevertheless, not much emphasis was put on the prestige as one of the key source of low interest among youth to participate in agricultural activities (FAO et al. 2014; FAO 2017).

Given that, occupation prestige is a multidimensional indicator involving economic as well as non-economic aspects in occupation sorting, it provides a comprehensive insight into an individual's attitudes towards the certain occupations (Zhan 2015). The prestige of farmer professions is globally perceived as low in the perspective of youth and Russia

is no exception (Wegren 2005; Unay-Gailhard et al. 2018). Furthermore, as "Nation comparison of occupational prestige" uncovered, nations of former U.S.S.R (Union of Soviet Socialist Republics). perceived the prestige of agriculture as lower compared to the other industrialized countries (Inkeles & Rossi 1956).

Due to generally negative attitudes towards agricultural works, especially among youth, and its low prestige, today's Russia is facing a deficit of agricultural workers. Particularly educated and skilled young workers are missing at most of agricultural enterprises in Russia (Bednaříková et al. 2016). Both the government and the private sector are investing in agricultural education (Bednaříková et al. 2016), but even students of agriculture do not see their career in the sector (Unay-Gailhard et al. 2018). Even a higher wage, that large-scale farms can offer, does not represent a sufficient motivation for young people to work on a farm (Unay-Gailhard et al. 2018).

Although improving the prestige of agriculture seems to be crucial for re-engagement of Russian youth in work on farms, not much attention has been given to factors that shape the prestige of farmer professions yet. The study contributes to the literature by a deeper insight into the factors that positively or vice versa negatively influence the prestige of particular farmer occupations.

1.2. Literature review

1.2.1. Occupation and occupational prestige

As Zhan (2015) claimed in his article, "occupational choices are one of the most fundamental activities in an individual's economic life." Many articles are highlighting potential earnings as a key factor determining the occupational selection, and it is not a mistake, because the occupational choices are generally highly sensitive to the level of earning (Zhan 2015).

Also according to Singer (1974), the level of potential salary is generally one of the major factors having an impact on job selection. However, males tend to prefer the level of salary more, while women are more interested in opportunities for self-development and appreciation for the work they do.

As Treiman (1977) highlighted, occupations are one of the most important indicators of social position. According to Blank et al. (2014), occupations group workers that are similar in some personal characteristics and thus the chosen occupation contributes to self-evaluation, to answer questions who they are, and whom they belong to. This self-evaluation is beneficial for the establishment of personal identity. Moreover, through the chosen occupation, people can fulfil their need to feel connected to others (Blank et al. 2014). From Zhan (2015) point of view, an opportunity to feel valued, to develop new skills and also as an opportunity for social engagement, that positively contributes to self-esteem. Enhanced self-esteem, established personal identity, feeling to be valued and connected to others are considered non-material outputs of occupations from the perspective of individuals (Zhan 2015).

Job selection does not influence only the personal life of individuals, but also the whole society. The way how individuals think about certain occupations and what they decide to do in their professional life affect for instance technological progress, economic growth or performance of particular sectors at local or even national level (Blank et al. 2014).

1.2.1.1. Understanding the occupational prestige

There are many different views in theories on what prestige generally means. According to the most prevalent ones, the term prestige can be understood as a variable determining an individual's social position (Wegener 1992). "Occupational prestige is an explicit indicator of the social status afforded by one's occupation" as Fujishiro et al. (2010) noted. The prestige of parents' profession does not determine only their own social prestige, but also the social prestige of their descendants. And moreover, based on the prestige of parent's occupation, they set their own occupational goals (Hughes 1961).

The prestige of occupations can also be defined as a way how the job is collectively seen by members of a certain community (Fujishiro et al. 2010). Interesting is that both females and males perceive the prestige of particular occupation similarly (Turner 2001; Akinpelu et al. 2011).

From the Zhan (2015) point of view, it can also be understood as a multidimensionally subjective perception of particular occupations involving occupational standing as well. Occupational prestige is highly related to the social prestige. Therefore, the stronger the desire for high social prestige a person has, the more likely the person will be interested in the occupation with higher occupational prestige.

Regarding the measurement of occupational prestige, the rating of any job is meaningful only in relation to other professions (Turner 2001). In other words, to measure the prestige of particular occupation, it is crucial to rate also other occupations at the same time. For example, when distinguishing occupations into two categories – manual and non-manual workers, manual workers generally have higher prestige in relation to non-manual workers (Turner 2001; Akinpelu et al. 2011).

An importance of prestige level of occupation was often neglected by scholars in the past. Nowadays, the situation begins to slightly change, and scholars begin to address the importance of prestige more. Earlier, occupations were categorized based on similarities in their job description. Later, the occupations started to be grouped according to a similar prestige level. And it became more and more common way of job sorting (Voth 1969).

Due to the multidimensionality of this indicator, several elements shape the final prestige level of awarded occupations. However, scholars are not united in what has the greatest share in creating the resulting prestige level.

Turner (2001) used six different dimensions in his study when considering the perception of the prestige level of physiotherapists in Australia. The following dimensions were taken into account: level of education, level of income, level of social standing, level of responsibility, level of usefulness, the proportion of women. Another very similar survey focused on physiotherapists in Nigeria conducted by Akinpelu et al. (2011) operated only with five dimensions. The proportion of women was omitted in this study from Nigeria. Other used dimensions were the same.

However, as Treiman (1977) noted, there is a possible correlation between the proportion of female workers and prestige level of occupation. As an example, he stated low prestige of physicians in the Soviet Union due to a high proportion of women. García-Mainar et al. (2018) also supported this assumption in their article. They found out that occupations with a higher share of woman are often rated as lower-prestigious. Slightly lower prestige of occupations with higher percentage of female workers was found also by Fox & Suschnigg (1989).

According to Treiman (1977), occupational prestige is associated with power. The power can be understood as authority power or power of managing scarce resources. In his point of view, also specific unusual skills, that a certain occupation requires, can be considered as scarce resources. Consequently, positions requiring scarce skills have usually higher prestige. In addition, also income level, as well as education level, are considered as major elements (Treiman 1977). Adar (1982) confirmed that income level and educational level are essential predictors of occupational prestige. However, these elements also uncover differences between societies. Therefore, when the level of salary is not taken into account, the opportunity for self-fulfilment is the most fundamental factor increasing the prestige level of occupations (Adar 1982).

Treiman (1977) also claimed that social responsibility and importance for the society of the occupation enhance the prestige level as well. According to Walker & Tracey (2011), those jobs which directly support a community has higher prestige within the community than outside. In addition, Walker & Tracey (2011) also found that the occupations which individuals are more familiar with are perceived as higher-prestigious occupations.

Both Zhan (2015) and Walker & Tracey (2011) pointed out, that cultural differences have significant importance in the perception of the prestige of certain professions. Partly in contrast to these studies is an article published in 1956 called "National comparisons of

occupational prestige". Six industrialized countries namely: Japan, U.S.A. (United States of America), Great Britain, New Zealand, U.S.S.R and Germany were considered in the study. The study investigated whether there are differences in prestige ranking of certain occupations across the countries. Surprisingly, the results showed high agreement in the rating of most of the occurred professions across the countries. The phenomena was explained by strong industrial system present in all involved countries. Despite the strong agreement in the rating of most occupations, there was only a little agreement in case of agriculture (Inkeles & Rossi 1956).

1.2.1.2. Understanding the prestige of farmer occupations

As mentioned above, the prestige of agricultural occupations differs more significantly across nations than prestige of other occupations. Inkeles & Rossi (1956) assumed that the cause of this disagreement is the way the sector developed in a given country, and subsequently the differences in "what it means to be a farmer" in each country. Additionally, Treiman (1977) highlighted that also differences in the social organization of agriculture across the nations might lead to this disagreement. An interesting study from Kibbutz uncovered differences between a rating of the prestige of agricultural positions within Kibbutz and outside (Adar 1982).

The Kibbutz is a type of communal village in Israel based on voluntary membership where all residents know each other. No wages payment, as well as communal ownership of production, are typical characteristics (Helman 1992). Agricultural occupations, as well as other physical work, have higher prestige level in case of Kibbutz than in the rest of Israeli society. Given that, Kibbutz society is as industrial as the rest of Israeli society, the level of industrialization was not considered a determinant. The author explained this reality by the specific value systems within the Kibbutz, well as the absence of wage payment for the work (Adar 1982).

Nevertheless, the case of Kibbutz seems to be rather the exception from a global perspective because the occupational prestige of agricultural jobs is generally not perceived high. Moreover, especially in the view of youth, the prestige of agriculture is low (FAO 2017). Cole & Booth (2007) classified agriculture as one of a dirty jobs in their publication. According to them, jobs belonging to this classification usually has very low prestige and workers doing this job are on the bottom of society since their social standing is low as well.

The mentioned study "National comparisons of occupational prestige" also show that occupations related to agriculture were perceived lower-prestigious in U.S.S.R than in other countries involved in the cross-country survey. Although, the results cannot be considered actual and valid for today's use, since the data were collected decades back and U.S.S.R. represented many countries and nations, the survey provides an important insight into the issue related to the low prestige of farmer profession within the countries with communist past.

Wegren (2005) as well as Unay-Gailhard et al. (2018) pointed out that Russian youth think agriculture is not-prestigious sector. Also, young people in Latvia, Lithuania, and Poland see the prestige level of agricultural occupations as low (Kusis et al. 2016). Besides low prestige, the work in agriculture is considered hard, low paid, requiring too much responsibility, and it is associated with bad living conditions (Kusis et al. 2016; Unay-Gailhard et al. 2018). Modern information technologies, industrialization, agritourism, and organic farming may strengthen the prestige of farmer professions from the perspective of youth and change the way how young people think about farmers (Kusis et al. 2016).

Unless young people will consider agriculture as prestigious, economically meaningful, productive, and attractive, they will not be willing to work in the sector and live in rural areas (FAO et al. 2014).

1.2.2. Role of youth in agriculture and rural areas: Global perspective

The global population is expected to grow and reach 9 billion people by 2050 (FAO et al. 2014). Rural youth represent a key actor in the feeding the growing population and thus in ensuring global food security in the future as well (FAO 2017). However, due to many obstacles that accompany life in rural areas and work in agriculture, youth rather decide to migrate to urban areas and search for work in other sectors but agriculture. Outcomes of this global phenomenon are over-urbanization, growing urban unemployment, global shortage of agricultural workers, and subsequently threatened future food security (FAO 2014). Dozens of projects, programs, initiatives, and campaigns worldwide aim to increase the attractiveness of agriculture for young people,

their re-engagement in agriculture and rural areas in order to mitigate these negative impacts.

When targeting and implementing programs focused on youth's attitudes towards working in agriculture and their employment in the sector, it is essential to be familiar with their role in agriculture in a particular society as well as with current socio-demographic trends within the society because it differs across the countries as well as across regions of the country (FAO et al. 2014). For this reason, the following chapters are focused on the role of youth in agriculture and rural areas and current demographic trends which are related to youth. This chapter provides insight into the topic from a global perspective, while Chapter 1.2.3 targets the issue from a perspective the Russian federation with regards to its specification.

First, the terms "agricultural youth" as well as "rural youth" should be clarified. There is no united age when considering "youth", and therefore the scale differs in literature. A report from FAO (2014) dealing with rural youth employment identified youth as people at the age between 15 - 24. For the purpose of the diploma thesis, people aged 15 - 30 were considered young. More detailed information about the target population is provided in Chapter 3.2.

Next, as highlighted is the report from Van der Geest (2010), the terms "rural youth" and "agricultural youth" do not represent completely the same because. According to him rural youth may generate income not only from agricultural activities and secondly, also urban population can be involved in agricultural activities. Both terms, however, are closely interconnected, especially in agriculturally important areas and in areas with a high share of the rural population (Van der Geest 2010). Given that, the study area, Altai Krai, is an important agricultural region with a great share of rural inhabitants, there will not be much emphasis on the distinguishing between these two terms. However, it is beneficial to be at least familiar with the difference.

The following trends related to agricultural and rural youth occur worldwide (FAO et al. 2014):

- decreasing interest of youth in agricultural activities
- out-migration from rural areas/developing countries
- ageing of farmers

Decreasing interest of youth in agricultural activities

As already highlighted, the role of youth in ensuring future global food security is crucial. Nevertheless, on the one hand, young people are highly needed in the agricultural sector; on the other hand, their intention and willingness to work in the sector is low (FAO et al. 2014). The global trends show even declining interest among young people to work in agriculture or to live in rural areas (Van der Geest 2010). The reason is that they have often agriculture associated with poverty, unproductivity, unprofitability, unattractiveness, and low prestige (FAO 2017). Unwillingness to enter into this sector is also encouraged by the view that agriculture is hard work ensuring only poor living conditions (Kusis et al. 2016).

Nevertheless, employment opportunities remain limited in rural areas, and participation in agricultural activities is often the only option to ensure livelihood there. Thus, the unwillingness to work in agriculture while there are limited employment opportunities in rural areas causes migration trends on the one hand, and unemployment of rural youth, on the other hand. It also contributes to a paradox situation occurring in agriculturally important areas, when farms are lack of workers, while young people remain unemployed (FAO et al. 2014).

Unsatisfactory economic conditions significantly contribute to the unwillingness of the young generation to work in agriculture. They support the decision not to enter or even more to leave the agriculture sector. However, belief and positive attitudes towards the sector were found more fundamental motivator than additional payment in encouraging youth to become a farmer (May et al. 2019). On the other hand, in the case of a negative attitude towards agriculture and also rural life, even a higher wage often fails to motivate young people to start working on a farm (Unay-Gailhard et al. 2018). Even more, negative attitudes of parents based on life-long hard-working in the sector, co-create the negative attitudes of their descendants as well (Kusis et al. 2016).

Out-migration from rural areas/developing countries

Both out-migration from rural areas as well as from developing countries contributes to the local shortage of young agricultural workers. Both phenomena affect not only local but also global food production as well because most of the global food is produced in rural areas of developing countries (FAO et al. 2014). Migration from less developed

countries may be driven by hope for a more stable state system and higher social security. The desire for a more stable state system, a motivation to migrate abroad, is also common for migrants from countries with communist past, that experienced unstable economic and political situation during the transition time from a socialist system to a market economy (Traikova et al. 2018).

Example from Bulgaria, a country with communist past, shows that besides general economic reasons and desire for a more stable system, a wish to gain experiences from abroad regarding agricultural business is also an important motivator for migration (Traikova et al. 2018). Therefore, the out-migration of rural youth should not be seen unilaterally as a negative trend when thinking about agricultural production. Nevertheless, the emphasis should be placed on how to motivate experienced young out-migrants to return and support the community in their home area.

In contrast with Bulgaria, Germany represents an example of a developed country with large scale farms operating with high technologies. Nevertheless, even there, on farms with high-technology, agricultural enterprises face a shortage of workers. The strategy of Germany to mitigate this issue is an effort to attract worker from less developed countries (Traikova et al. 2018). Thus, the effort by developing countries to motivate young people to stay at home and engage them in agricultural activities, and the effort by developed countries to attract young workers from developing countries to migrate and work on large farms, are at odds.

Ageing of farmers

Decreasing interest among youth to participate in agricultural activities and migration of youth from rural to urban areas cases ageing of the rural population as well as farmers (FAO 2017). The average of farmers' age is about 60 years in developed countries and the average age is even higher in developing countries (FAO 2014). Ageing small-holder traditional family farmers represent the biggest producers of food on a global scale (FAO et al. 2014). One day, these farmers will need to be replaced by their younger colleagues. Otherwise, global food security will be threatened even more.

On the one hand, elderly small traditional-oriented farmers have usually good understanding of nature and act in respect to land (Saugeres 2002), on the other hand, they are often sceptical in the adoption of modern technologies and new crops. However,

both, modern technologies and crops are considered crucial for a sustainable way of agricultural production – feeding of the current population while preserving resources for the future generations (FAO et al. 2014).

All three highlighted global trends (decreasing interest of youth in agricultural activities, out-migration from rural areas/developing countries, ageing of farmers) point out the importance to encourage the interest of youth in agriculture. However, as mentioned, the role of youth in agriculture significantly differs across the countries, and therefore it is crucial to be familiar with the local situation and current demographic trends when aiming attitudes of youth towards agriculture.

1.2.3. Role of youth in agriculture and rural areas: Russian perspective

The study area of the diploma thesis is Altai Krai, an agricultural region located in Siberian Federal District in the Russian Federation. This chapter provides an insight into the country's specification in terms of the role of youth in agriculture and rural areas, historical background related to the way the sector developed, and also current demographic trends and situation in the country. All these aspects are important to be familiar with to better understand the attitudes of today's Russian youth towards agriculture and current issues the sector is facing.

1.2.3.1. Historical background

After the collapse of the Soviet Union in 1991, all sectors in transitioning Russia were facing a deep crisis. Massive inflation, decreasing GDP and also decreasing life expectancy at birth (WB 2020), due to worsened living conditions as well as food security, refer to unfavourable development across whole Russia in the last decade of the 20th century (Wegren 2005).

Agriculture was particularly affected by the crisis. During the period between 1990 and 2000, the need for food imports increased significantly due to several factors. A decline in food production about 50 %, as well as in productivity of farms of all sizes, are considered the most important ones. Many farms (more than 88 % in 1998) have become unproductive and unprofitable with increasing debts (Wegren 2005). Due to the

unprofitability of agriculture, agrarian workers began in the lowest-paid category of the working population. Moreover, a situation where the farmer did not receive any payment was not rare. Very often farmers were paid only by goods produced on the farm (Mukhanova 2014).

Given that, the agriculture was in such a bad condition, it was necessary to deliver western food aid to certain regions to avoid starvation. Increase in domestic food production for all categories of farms became (included large-scale and private farms) one of the most critical objectives of Russian agriculture in the late of 1990s (Wegren 2005).

The period after the collapse of the Soviet Union represented challenging times for Russian agriculture as well as for Russian rural areas and their inhabitants (Mukhanova 2014). Due to the worsening of the economic situation after the Soviet Union collapse, particularly in rural areas, people were forced to adapt survival strategies. They increased the amount of food produced in their households and sold on the market and consequently, the source of income and employment structure were changed significantly in rural areas. The rural population became more independent on employment in large-scale agricultural enterprises than before the collapse of the Soviet Union (Wegren 2005).

Large-scale farms, typical for agriculture of Soviet Union, played the role of employers as well as providers of social services. They were the main source of development in the soviet countryside. Given that, many of the large-agricultural enterprises became unprofitable in transitioning era and people were forced to find another source of income to survive, large agricultural enterprises began to lose their power and their position in society (Kusis et al. 2016).

However, from the government's point of view, large-scale farms play still a key role in ensuring national food security and in the competitiveness of Russia in international food trade. Therefore, the government pay special attention in support of big farms that have the importance on the national level (Wegren 2005). The result of that support is, on the one hand, modern, very complex, hi-tech agricultural farms requiring skilled and professionally trained labour and marginalized small-scale technologically backward farm on the other hand (Wegren 2005, 2018).

Notwithstanding the foregoing, both, large farms able to compete at international trades and significantly contribute to the national food security, as well as small-scale farms isolated from the market chains (Wegren 2018), face a chronic shortage of workers

(Mukhanova 2014). The shortage of skilled agricultural workers is a good example of the current serious problem arising from the previous period that is threatening the performance of the whole agricultural sector (Mukhanova 2014).

1.2.3.2. Current demographic situation in Russia

This part of the diploma thesis aims to describe the current socio-economic and demographic situation in Russia with an emphasis on migration trends, urbanisation and ageing of rural population and farmers. Also, changes that have taken place in society after the collapse of the Soviet Union are highlighted here.

The current demographic situation in the Russian Federation can be called a demographic crisis (Eberstadt 2010) that makes the issue of agricultural labour shortages even worse (Mukhanova 2014). Most of the available academic articles highlighting long-term demographic crisis that is present in Russia refer to indicators like urbanisation, life expectancy, fertility, ageing of population or total population growth. All these indicators showed very unfavourable trends in the second half of the 20th century that can be presented by the following data.

In the period between 1960 and 2000, urbanisation rate changed from 53.7 to 73.4, life expectancy at birth remains almost unchanged (only a slight drop), while the global average was growing during the period, the fertility rate dropped to 1.2 in 2000 instead of 2.5 in 1960. Consequently, the total population growth declined as well in the mentioned period. Population growth even fell into negative figures at the turn of the century.

The ratio of the population aged 65 and above increased from 6.1 % to 12.4 % between 1960 and 2000 (WB 2020). This reflects the general ageing of the Russian population. Although the demographic situation in Russia is already slightly changing last years, and some of the mentioned indicators started to show the positive turn in the development (WB 2020), the demographic issue is still present there. Nevertheless, these values reflect the demographic situation in Russia as a whole, not taking into account territorial differences.

One of the results of the transformation period and reforms in the agrarian sector in the 1990s and farms' unprofitability are enormous differences in living conditions among

territories across the country. Wages vary significantly in urban and rural areas. Many workers in rural areas live on the poverty line; workers in agriculture in particular. Another serious problem for the Russian society is a big share of young workers “employed” in the informal sector in the Russian countryside. Employment in the informal sector does not ensure any juristic protection for the workers. The workers in the informal sector often live and work in unstable conditions which lead to deepening poverty (Mukhanova 2014).

The territorial differences are one of the major driving forces for migration and urbanization. All agricultural regions are experiencing outmigration of youth that represents a significant outflow of human capital (Bednaříková et al. 2016). Due to intensive migration to urban areas, the competition on labour markets for skilled workers has increased in all sectors in rural areas, but the agricultural sector seems to be the most affected.

The motivation of youth to migrate to urban areas are mostly to search better-paid job, better education opportunities or public goods availability. Cities can also symbolize the modern lifestyle that is much more attractive in comparison with the traditional way of living in villages for many young people (Mukhanova 2014). Consequently, this long-term trend causes that villages are depopulating, farmers, as well as general rural populations, are ageing, and subsequently villages are gradually dying out. Already today, a high proportion of the rural population, farmers included, is above working age, and the situation is getting worse (Mukhanova 2014).

The ageing of rural population and out-dying of villages can be partly mitigated in short-term by incoming migrants mostly from CIS (Commonwealth of Independent States). A number of immigrants is even higher last years than a number of emigrates, and it can represent one of the hopes for Russian countryside regarding long-term depopulation. Foreigner workers, mostly originally from CIS countries, are usually not enough skilled and educated to replace missing specialists on large-scale intensive farms. Moreover, they often work illegally and only seasonally in Russia (Unay-Gailhard et al. 2018).

Given that, Russian speaking immigrants are willing to work under worse conditions than local workers, they represent cheap labour for their potential employees, and thus in the short-term, the large enterprises are not forced to improve working standards or increase wages (Bednaříková et al. 2016). Nevertheless, in the long-term, unskilled and not enough

educated immigrant workers do not represent the solution of the chronic deficit of agrarian workers.

Both government and agricultural enterprises are aware that the modern agricultural sector with new technologies requires educated workers and that the improvements in agricultural education and science are needed to take place to train future professionals able to manage the farms. Therefore, there are several initiatives, projects, and documents at states as well as private levels, focused on education improvement in agricultural science, although none of the initiatives addresses the problem systematically and directly (Kvartiuk et al. 2018). An example of governmental support to agricultural education became subsidized, and agrarian students do not need to pay tuition fees (Wegren 2005). Large agricultural enterprises also invest in agricultural education and try to strengthen ties with universities. The cooperation with agricultural universities represent an opportunity for the enterprises to attract and select the students potentially suitable for future employment (Kvartiuk et al. 2018).

Notwithstanding, the government, as well as agricultural enterprises, increased the budget for agricultural education significantly in recent years and, there is still a chronic shortage of educated agrarian workers in Russia (Bednaříková et al. 2016). This is because, many agricultural students see their professional careers preferably in another sector, although it was expected they enter the agrarian sector as young professionals and mitigate the gap in the labour force in the sector (Unay-Gailhard et al. 2018). The reason for this may be that agricultural universities are often a backup option for many students and they are not interested in agricultural studies (Kvartiuk et al. 2018).

1.2.3.3. Attitudes of Russian youth towards work in agriculture and life in rural areas

Attitudes of Russian youth towards agriculture are often negative. In their opinion, agriculture is a low prestigious sector with low wages, primitive living conditions, and limited cultural and recreational opportunities (Wegren 2005) and this perception is, according to Wegren (2005), the reason why even agrarian students do not intend to enter the sector. In additions, Russian youth find agriculture unprofitable and risky sector with not many business opportunities (Kvartiuk et al. 2018). Regarding the foregoing, no wonder, agriculture is not an attractive sector from the perspective of young people.

Interestingly, even farm managers of large-scale farms paying higher wages have only a weak ability to change the situation (Unay-Gailhard et al. 2018). Consequently, a comprehensive view of the issue is needed, because targeting only one of the fundamental contributors to an overall negative view on agriculture seems not to be effective.

2. Aims of the Thesis

Main objective

The thesis aimed to analyse the perception of respondents towards farmer occupations (Small-holder farmer, Private farmer, Farm manager*) from the perspective of prestige.

Specific objectives

1. To reveal the occupational prestige level of the farmer occupations perceived by respondents.
2. To identify factors likely influencing the prestige level of the farmer occupations.

Research questions

- Which factors are perceived as the most influencing the occupational prestige?
- What is the position of the farmer occupations compared to other professions from the perspective of occupational prestige?
- Which factors are likely to influence the level of farmer occupations' prestige?
- Which factor, from the set of explanatory variables, is the best predictor of the prestige level of the farmer occupations?

*For the purpose of the diploma thesis, the terms Small-holder farmer, Private farmer, and Farm manager refer to the following descriptions that were developed according to (FAO 2012) and (Wegren 2018):

- Small-holder farmer = small-scale traditional oriented farmer producing food mainly for own family consumption
- Private farmer = medium-size family farmer producing food mainly for selling, however using part of the production for family consumption as well
- Farm manager = manager of large technologically advanced agricultural enterprises of different ownership forms

Hypotheses:

Four multiple linear models were run in the study. Each occupation was tested separately. Additionally, a model with a mean prestige of all the involved farmer occupations was tested as well. For more detailed information regarding tested models, see Chapter 3.4. Data analysis.

The following hypotheses are identical for all four models:

H1: Gender does not influence the perceived prestige level of the farmer occupations.

H2: Age does not influence the perceived prestige level of the farmer occupations.

H3: Being a student of Biology faculty increases the perceived prestige level of the farmer occupations.

H4: Being a student of Mathematics and IT faculty do not influence the perceived prestige level of the farmer occupations.

H5: Being a student of Sociology does not influence the perceived prestige level of the farmer occupations.

H6: The stronger agreement with a statement agriculture is a dirty work, the more likely the farmer occupations will be rated with lower prestige.

H7: The stronger agreement with a statement agriculture is a low-income work, the more likely the farmer occupations will be rated with lower prestige.

H8: The stronger agreement with a statement agriculture is a hard work, the more likely the farmer occupations will be rated with lower prestige.

H9: The stronger agreement with a statement agriculture is an important work for society, the more likely the farmer occupations will be rated with higher prestige.

H10: The stronger agreement with a statement agriculture is a close to nature work, the more likely the farmer occupations will be rated with higher prestige.

H11 The stronger agreement with a statement agriculture is a man work, the more likely the farmer occupations will be rated with higher prestige.

H12: The stronger agreement with a statement agriculture is an exciting work, the more likely the farmer occupations will be rated with higher prestige.

H13: Having at least one parent working in agriculture increases the perceived prestige level of farmer occupations.

3. Methodology

3.1. Study area description - Altai Krai

3.1.1. General characteristics of Altai Krai

The study area, Altai Krai, is a region of the Russian Federation located in the south-eastern part of the western Siberia. The territory occupies 168 thousand km² and lies on the borders with Novosibirsk Oblast in the north, with Kemerovo Oblast in the east and the Altai Republic in the south-east. The state border with Kazakhstan is located in the south-west.

Altai Krai lies on the intersection of transcontinental transit (see Figure 1), near regions important in processing industry raw material reserves. The region has excellent potential for building strong business partnerships at both interregional and international level due to suitable geopolitical location and high transport accessibility. There are highways that connect Russia with Mongolia and Kazakhstan, a railway that connects Central Asia with the Trans-Siberian Railway, and also an international airport, located in Altai Krai (Government of Altai Krai 2019).

The territory is also rich in valuable healing resources and has great reserves of various natural resources. For instance, more than 17 thousand rivers flow through the area, of which the following are the most important ones: Ob, Biya, Katun, Alei and Charysh. There is also great biodiversity, both fauna and flora in the region (Altai Krai Department of Economic Development 2019).

The dominated climate in Altai Krai is slightly continental with average maximum temperature +27 °C in July and average minimum -22 °C in January. Hot summers and freezing winters are typical for that region. Snow cover is present on average from late November till early April. There are approximately 120 days a year with a temperature above 0 °C in the region. Regarding climate conditions and attractive environment with rich biodiversity, the region has a very high potential in tourism, particularly agro-tourism (Government of Altai Krai 2019).



Figure 1: Map of the Russian Federation with the location of Altai Krai (Author 2019)

3.1.2. Socio-economic characteristics of Altai Krai

The region is divided into ten urban districts, and 59 municipal districts with Barnaul as administrative centre. The population of Altai Krai represents approximately 1.6 % of the Russian population since the population of the territory is 2.33 million (Altai Krai Department of Economic Development 2019; WB 2020). More than 40 % of the population live in rural areas in the region, while the Russian average is around 25 % (Altai Krai Department of Economic Development 2019; WB 2020). In comparison to the national average (4.48 % in 2018) (WB 2020), Altai Krai has a low unemployment rate (1.6 % at the beginning of 2019) (Government of Altai Krai 2019).

Regarding the structure of economic activities, industry, agriculture and trade dominate in the structure of GRP (Gross Regional Product). The share of the mentioned economic activities in GRP is 56.7 %. The process industry is the most prevailing in the region, particularly the production of food and engineering products have high importance for the regional economy (Altai Krai Department of Economic Development 2019).

3.1.3. Agriculture and rural life in Altai Krai

Regarding arable land area, Altai Krai is the largest agricultural region in the Russian Federation. The region is ranked among the national leaders in a total amount of agricultural production. The regional agricultural production of main crops can fully satisfy not only the regional demand but also significantly contributes to the food security of the other regions (Department of Agriculture 2020). There are very favourable conditions for agriculture on a large part of the territory, for example, very fertile soil (chernozem), is widespread there (Prishchepov et al. 2018).

A strong specialisation characterises the agricultural production of Altai Krai (Unay-Gailhard et al. 2018). The local conditions are highly suitable for cereal production, wheat production in particular, and therefore the wheat production has high importance there (Prishchepov et al. 2018). About 30 % of the total amount of Russian production of cereals is produced in the region, including approximately 60 % of buckwheat, more than 40 % of oatmeal or 20 % of breakfast cereal products (Government of Altai Krai 2019).

Regarding the foregoing, agriculture is an important sector for the regional economy as well as for regional development in Altai Krai. However, in order to fulfil the potential of the region and to compete at interregional and international markets, educated, skilled, experienced, and motivated workers in agriculture are needed. Altai Krai, however, is facing the same demographical trends that can be observed across the whole Russian Federation. Almost all districts must deal with population decline and a decreasing number of settlements caused by out-migration, especially of young skilled, educated people. Thereby, searching for skilled, educated labour becomes more and more challenging for employers, and agricultural enterprises particularly (Prishchepov et al. 2018).

Several long-term programs focused on rural and agricultural development of Altai Krai have been adopted since the beginning of the 21st century. And this indicates that the priority of this problem has increased from the perspective of the government. For instance, “Sustainable development of rural areas of the Altai Territory in 2012-2020” was adopted by federal Rural Development Policy. The program activities aim to promote both agricultural and non-agricultural activities, increase rural employment, improve living conditions, and access to housing for young families and young professionals in rural areas, as well as the quality of education and health.

The program also tends to promote the rural way of life among young people (Merzlov et al. 2012). Although a significant amount of resources has been invested in programs promoting rural life-style and agriculture and its regional importance, young people are very little attracted by farmer professions, and they are not motivated to enter the agricultural sector and contribute to regional development (Bednaříková et al. 2016).

3.2. Data collection

The thesis operated with primary data collected during September and October 2018. Before data collection, an intensive literature review was needed to identify research questions and research gap. Questionnaire survey method was used for quantitative data collection. The questionnaire structure was developed based on literature dealing with related topics, particularly with occupational prestige and attractiveness of farmer professions in the view of the young generation. The following articles played the key role in the questionnaire construction:

- Latvian, Lithuanian and Polish urban youth perceptions of occupational prestige of farmer (Kusis et al. 2016)
- Migration motivation of agriculturally educated rural youth: The case of Russian Siberia (Bednaříková et al. 2016)
- The occupational prestige of physiotherapy: Perceptions of student physiotherapists in Australia (Turner 2001).

The survey was conducted with students at the Altai State University in Barnaul, a research and cultural centre of Altai Krai, where several universities and research institutions were located. The questionnaire was in the Russian language. The understandability of the questionnaire was pre-tested with a group of 15 students. Only a minor correction was needed after the pre-test. Before inviting students to participate in the survey, the aim of the thesis as well as rules for completing the questionnaire had been introduced.

The questionnaire had two versions: printed paper version and online version using survey administration app Google Forms. The paper printed version was completed by 49 % of respondents. Most of the students completed the questionnaire during classes, where a local assistant was present. Besides, students were also asked to participate in the survey through social media as well.

3.2.1. Sample size and selection

Students of 12 faculties at Altai State University in Barnaul were defined as the target group. The convenience sampling method, the non-probability technique, was used for the sample selection, and therefore the selected sample cannot be considered statistically representative. Notwithstanding the limitations and shortcomings of the convenience sampling method, the technique was evaluated as the most suitable one for the data collection due to limited time and access to respondents as well as dependency on local academic staff when conducting the survey. A possible bias of results must be taken into account when considering the statistical representativeness of the results.

The total number of respondents, regardless of the form of the completed questionnaire, was 411, of which 350 valid cases were used in further data analysis. The cases that did not meet the predetermined conditions were removed from the original data set. A more detailed description of the process of data cleaning is provided in Chapter 3.4.

3.2.2. Questionnaire structure

As mentioned above, the questionnaire structure was developed based on previous literature dealing with the related topic. The questionnaire consisted of 32 questions. Most of the questions were closed rating, multiple-choice questions. Prestige level of a farmer profession, a dependent variable in all models, accrued values on a Likert scale from 1 (lowest) - 7 (highest).

The questions that monitored the level of agreement/disagreement with certain statements had the following scale: 1 (Strongly agree); 2 (Agree); 3 Undecided); 4 (Disagree); 5 (Strongly disagree). All questions asking about a size of a municipality (parental, current, preferred in the future) had the following choices: A village (up to 1000 inhabitants); A small city (1001 – 100,000 inhabitants); A big city (more 100,000 inhabitants). Both English (Appendix 3) and Russian (Appendix 4) full versions of the questionnaire are attached in the appendix of the thesis.

All of 32 questions were divided into four following categories:

- A. Work and living preferences:** size of preferred municipality; preferred sector; reasons for chosen specialization; willingness to work in agriculture; factors influencing career choices
- B. Occupational prestige:** factors influencing occupational prestige; ten occupations rated on four dimensions (prestige, income level, responsibility, social importance); attitudes towards work in agriculture
- C. Household factors:** household size; migration of siblings; parents' occupations; household income; attraction by rural lifestyle; financial support towards parents
- D. Personal background: gender;** marital status; children, education; size and location of parental municipality; size of current municipality; experience with living in countryside; university and faculty

3.3. Data analysis

Data were organised and analysed with the use of statistical software IBM SPSS Statistics 23 and. Microsoft Excel Office 365.

Cleaning of data

Before starting with the data analysis, the cleaning of the coded dataset was needed to reduce potential bias in results as much as possible. The following phenomena were considered when data cleaning:

1. Cases not meeting conditions
2. Outliers/extreme cases
3. Missing values

Firstly, the cases that did not meet the following conditions were removed from the data set:

- Less than 20 % missing values
- Age below 30
- Currently studying at the Altai State University

Then, all cases were checked for outliers/extreme cases, and subsequently, the detected outliers were handled by the process shown in Figure 2. Finally, it was necessary to clean data from missing values as well. The missing values of ordinal variables were replaced by mean value, while the missing values of nominal variables were replaced by number “99” and then the number “99” was defined as a missing value in SPSS. The final dataset contained 350 valid cases that were subsequently analysed.

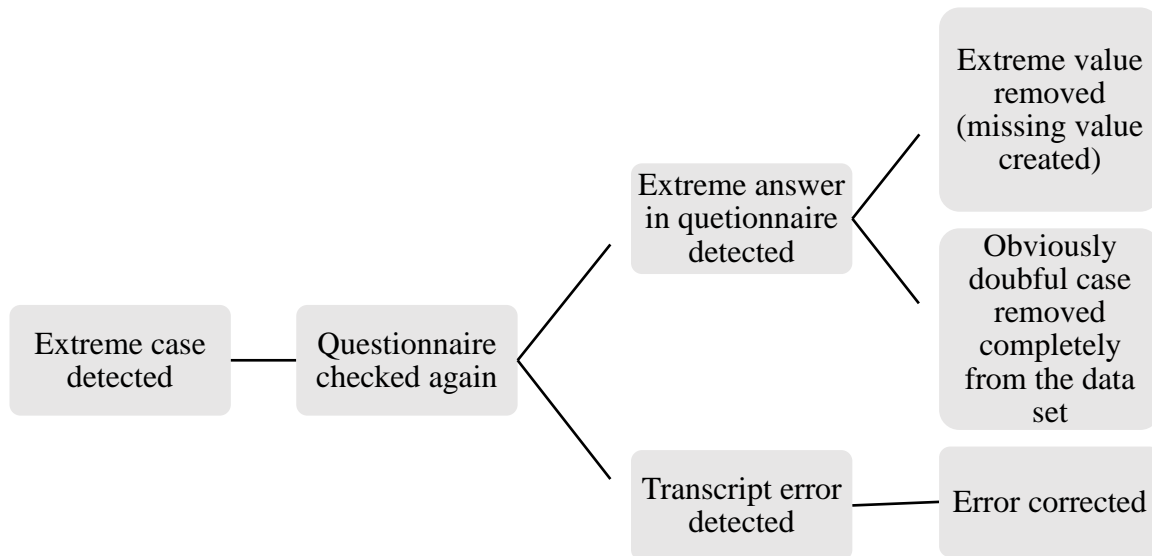


Figure 2: Steps in the process: dealing with outliers (Author 2019)

3.3.1. Descriptive statistics

Descriptive data analysis was divided into three parts:

- Demographic sample description
- Work and living preferences
- Attitudes towards agriculture and rural way of life.

Demographic sample description provided basic demographic characteristics of respondents such as age, gender, study field or place of origin or parents' occupation. Work and living preferences contained information about the preferred size of a municipality for living, preferred sector for a future job, factors influencing

occupational prestige or factors influencing prestige. And finally, Attitudes towards agriculture and rural way of life revealed the occupational prestige level of the farmer professions perceived by respondents and the level of agreement/disagreement with certain statements regarding work in agriculture.

The descriptive analysis was used to answer the following research questions:

- Which factors are perceived as the most influencing the occupational prestige?
- What is the position of the farmer occupations compared to other professions from the perspective of occupational prestige?

3.3.2. Multiple linear regression models: factors influencing prestige of agriculture-related occupations

In order to explore the potential relationship between the prestige level of farmer professions (Small-holder farmer, Private farmer, Farm manager) and set of explanatory variables, the multiple linear regression models were run. Due to a different nature of work and description of the main activity of each mentioned occupation, differences in prestige level, as well as factors influencing the prestige level, were expected and so, each occupation was tested separately. In addition, a model with a mean of farmer professions' prestige was run as well.

The multiple linear regression analysis was used to answer the following research questions:

- Which factors are likely to influence the level of farmer occupations' prestige?
- Which factor, from the set of explanatory variables, is the best predictor of the prestige level of the farmer occupations?

The prestige level of a certain farmer profession was set as the dependent variable in three models. Each occupation was rated on Likert scale occurring values between 1 (lowest) and 7 (highest). The dependent variable of the last fourth model was computed as the mean of the three rated farmer professions and therefore had values on the scale from 1-7 as well. Descriptive statistics of the dependent variables used in all models are shown in Table 1.

Table 1: Descriptive statistics of dependent variables used in the models

Dependent variable	Mean	Std. Deviation	Minimum	Maximum
Prestige of small-holder farmer	3.43	1.52	1	7
Prestige of private farmer	3.99	1.44	1	7
Prestige of farm manager	4.47	1.36	1	7
Mean prestige of farmer occupations	3.97	1.24	1	7

For all models, the same 13 potential predictors were set as independent variables. The independent variables were divided into three groups: *Demographic characteristics*, *Attitudes towards agriculture*, *Family background*. The first group of variables involved "Gender", "Age" and studied faculty ("Biology", "Mathematics and IT", "Sociology"). The next group was focused on how respondents perceive the work in agriculture. Students were supposed to rank level of agreement with seven statements on a Likert scale from 1 (strongly agree) to 5 (strongly disagree). Family background observed whether one or both parents, of asked students, work in agriculture. Description of independent variables and their coding is presented in Table 2. The independent variables were derived based on studied literature on the related topic.

Explanatory variables used in the multiple linear regression models were checked for multicollinearity using two methods of testing: variance inflation factor (VIF) and correlation matrix. Value 10 was set as critical for VIF and 0.70 for the correlation coefficient. A strong correlation was detected between variables "Agriculture is a time-consuming work" and "Agriculture is a hard work". Based on detected multicollinearity between mentioned variables, "Agriculture is a time-consuming work" was removed from the set of independent variables.

Then the multicollinearity was check again. The lowest VIF value of the tested variables was 1.05, the highest 1.59, and a mean VIF value was 1.31. Correlation coefficients were calculated for all pairs of independent variables. Coefficients accrued absolute values between 0.06 (weak correlation) and 0.48 (moderate correlation). Value 0.48 was observed between the following variables: "Agriculture is a Hard work" and "Agriculture is a low-income work". No strong correlation was observed between variables after the variable "Agriculture is a time-consuming work" was removed. Based on the results of

the two testing methods, it was assumed that there is no multicollinearity among explanatory variables used in the models.

Table 2: List of independent variables used in the model - description and categories

Independent variables	Description and Categories	
<i>Demographic characteristics</i>		
My gender is...	0 (male)	1 (female)
My age is...	scale	
I study...faculty.		
Biology	0 (no)	1 (yes)
Mathematics and IT	0 (no)	1 (yes)
Sociology	0 (no)	1 (yes)
<i>Attitudes towards agriculture</i>		
Agriculture is...		
...a dirty work		
...a low-income work		
...a hard work		
...an important work	scale from 1 (strongly agree) to 5 (strongly disagree)	
...a close to nature work		
...a men work		
...an exciting work		
<i>Family background</i>		
At least one of my parents work in agriculture	0 (no)	1 (yes)

4. Results

4.1. Descriptive statistics

4.1.1. Demographic sample description

Demographic sample description of respondents involved in data analysis is shown in Table 3. Female respondents dominated in the survey; almost two-thirds of involved students were females. Mean age of respondents was 19.1 years. Those who were at the age of 17, 18, 19 or 20 represent more than 80 % of all respondents. The respondents at the age over 30 were excluded from the final data set.

All involved respondents were students currently studying at Altai State University at different faculties of which Mathematics and IT (26.8 %), Biology (21.7 %) and Sociology (15.4 %) were the most frequent ones.

From the research sample, the majority of students were originally from the study area, Altai Krai, on the other hand, those who were from abroad the Russian Federation also represented a considerable part of respondents. There was no additional a question specifying the place of origin, and therefore there are no data regarding the countries from which those people come from.

Almost a quarter of students were originally from a village. A relatively high share of students originally from a village was expected due to the specification of the study area, where the share of the rural population is significantly high above the national average. Regarding parents' occupation, 11 % of students had a mother or father, or both employed in the agricultural sector.

Table 3: Demographic sample description

Variable	Total (%)	Min.	Max.	Mean
<i>Demographic characteristics</i>				
My age is...	-	16	30	19.1
My gender is...				
female	228 (65.1 %)	-	-	-
male	122 (34.9 %)	-	-	-
I study...faculty.				
Other	126 (36.1 %)	-	-	-
Mathematics and IT	94 (26.8 %)	-	-	-
Biology	76 (21.7 %)	-	-	-
Sociology	54 (15.4 %)	-	-	-
<i>Family background</i>				
My parental municipality is located...				
in Altai Krai	287 (82,0 %)	-	-	-
abroad Russian Federation	36 (10.3 %)	-	-	-
in other parts of Russian Federation	20 (5.7 %)	-	-	-
in Altai Republic	7 (2.0 %)	-	-	-
My parental municipality is...				
a larger city (more 100.000 inhabitants)	156 (44.6 %)	-	-	-
a small city (1001- 100.000 inhabitants)	115 (32.8 %)	-	-	-
a village (up to 1000 inhabitants)	79 (22.6 %)	-	-	-
At least one of my parents work in agriculture.				
No	311 (88.9%)	-	-	-
Yes	39 (11.1 %)	-	-	-

4.1.2. Work and living preferences

A large city (72.0 %) was the most preferred size of a municipality for the future living among the students from the study sample. Next in order was a small city (25.7 %) and the least preferred was living in a village (2.3 %).

Based on data on the place of origin, it seems that there is a frequent intention to move to a bigger municipality than their parental one is, among the respondents. Less than 1 % of students saw their future careers in the agricultural sector. Every fourth student wanted to work in science and 20.6 % in services.

Students were asked to mark a level of agreement with the importance of nine factors in career decision making. "Income level", "Interesting work" and "Career

development" seem to be the most important factors from the nine given, while "Environmental focus" was considered the least important. In total, 95.1 % of students agreed or strongly agreed that Income level is an important factor. " Prestige level" was ranked on the fifth position from the bottom as well as from the top. In other words, "Prestige level" had an intermediate position concerning the importance when deciding on future occupation from the view of the asked students (see Figure 3). More than 76 % of respondents agreed or strongly agree that Prestige level is an important factor when deciding on the future profession.

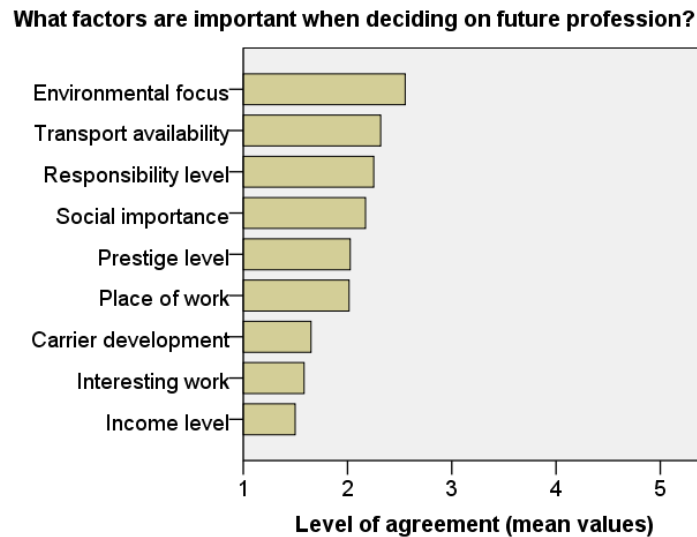


Figure 3: Factors important in deciding on future profession - 1 (strongly agree) to 5 (strongly disagree)

A similar question, as the previous one, was asked concerning the importance of six factors in influencing perceived prestige level of occupations (Figure 4). Almost 90 % of respondents agreed or strongly agreed that "Income level" is an important factor in influencing occupational prestige level, and it follows that it was considered the most important factor. "Demanded skills" and "Educational level" were considered important by approximately 80 % of them. Least students, only 34.3 % agreed that "Authority power" is an important influencer of occupational prestige.

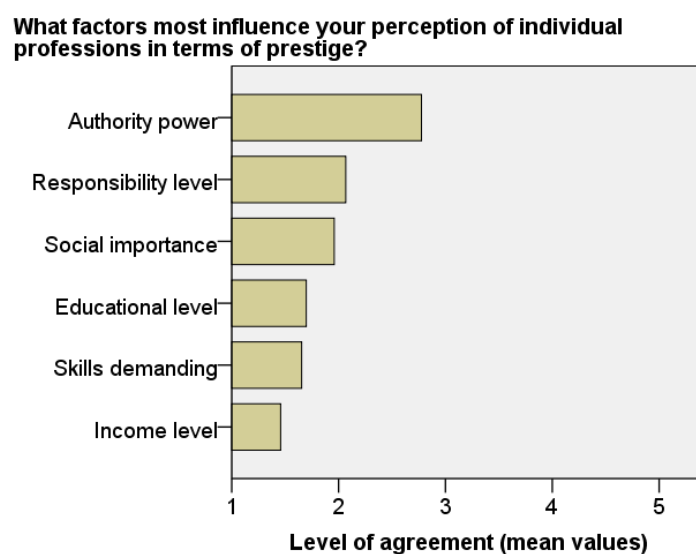


Figure 4: Factors influencing perception of occupational prestige of individual professions - 1 (strongly agree) to 5 (strongly disagree)

4.1.3. Attitudes towards agriculture and rural way of life

In total, 40.0 % of asked students claimed that they were attracted by a rural way of life, although the majority of them only in case of satisfactory economic and social conditions.

Concerning the attitudes towards agriculture, students mostly agreed with the statement that agriculture is a "Close to nature", "Time-consuming" and "Hard work", as Figure 5 showed. Surprisingly, only less than 45 % of participants agreed or strongly agreed that agriculture is a "Low-income work". Almost the same level of agreement was also with the opinion that agriculture is a "Dirty work". The lowest number of students agreed that agriculture is an "Exciting work" (20.6 %) and a "Men work" (31.4 %).

The greatest emphasis of this work was put on the prestige rating of ten occupations, on agriculture-related occupations in particular. The following farmer professions were considered: Small-holder farmer, Private farmer and Farm manager. In addition to the prestige level, three next dimensions were measured as well. The respondents were supposed to rate occupations based on their own perception on Likert scale accruing values from 1 (lowest) to 7 (highest). Taking into account Farmer manager only, the profession received the best ratings at the dimension "Income level" and the worst at "Social importance" dimension (see Figure 6). Contrariwise, both Private farmer and

Small-holder farmers were ratings with the highest values at the dimension "Social importance", while the lowest vales in case of "Income level" dimension.

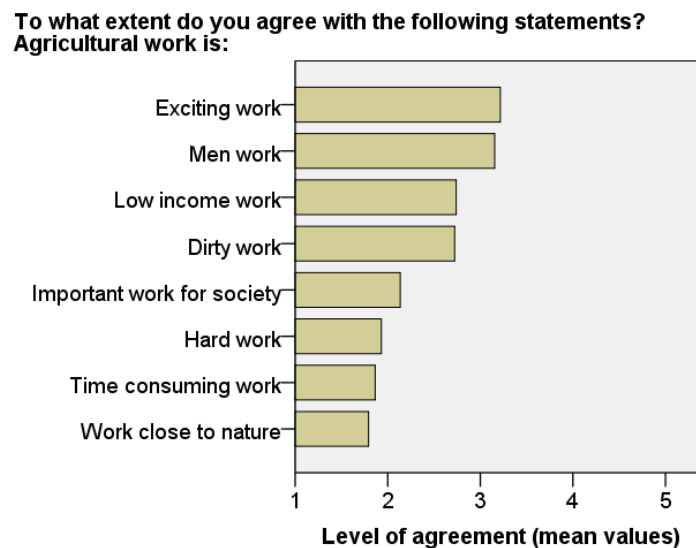


Figure 5: Attitudes towards work in agriculture - 1 (strongly agree) to 5 (strongly disagree)

The mean prestige level of all rated occupations was 4.12 of a Likert scale from 1-7. Given that, the mean prestige level of farmer professions was 3.97. Particularly Small-holder farmer with the mean rating 3.43 was ranked among the lowest prestigious occupations of all as visible in Figure 7. Only Taxi driver and Cleaner were located at a lower position than Small-holder farmer, in terms of prestige. Furthermore, Small-holder farmer was the worst-rated farmer occupation at all dimensions.

In contrary, Farmer manager was the best-rated farmer occupation at the dimensions "Prestige level", "Income level", and "Responsibility level". In terms of prestige, Farm manager was positioned below Medical doctor, Judge, Politician and Teacher, with the mean prestige level 4.47. Farm manager was the only farmer profession with the prestige level slightly higher than the average value. The prestige level of Private farmer was 3.99 and was positioned just below Farm manager.

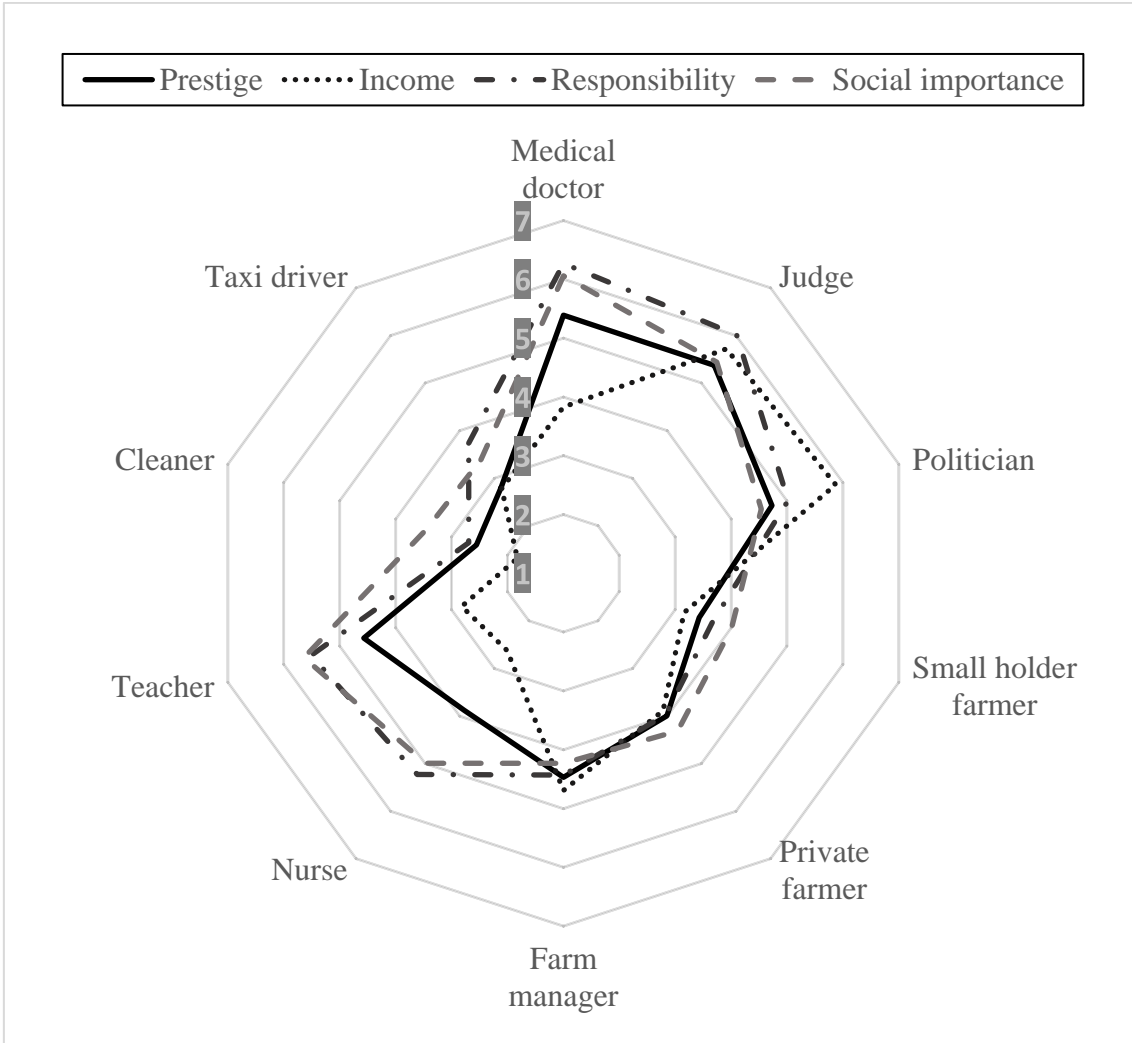
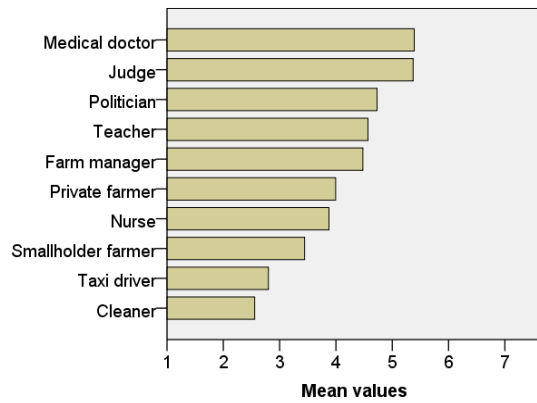
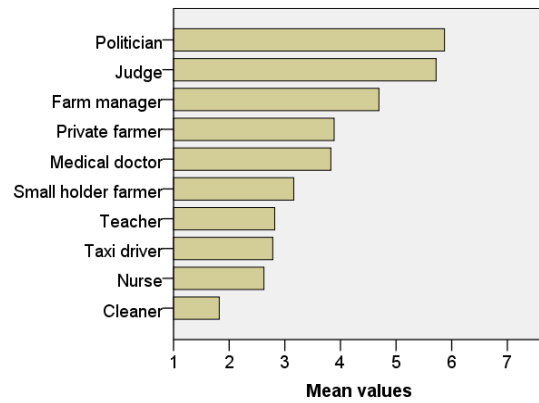


Figure 6: Ten rated occupations at four dimensions I – 1 (lowest) – 7 (highest)

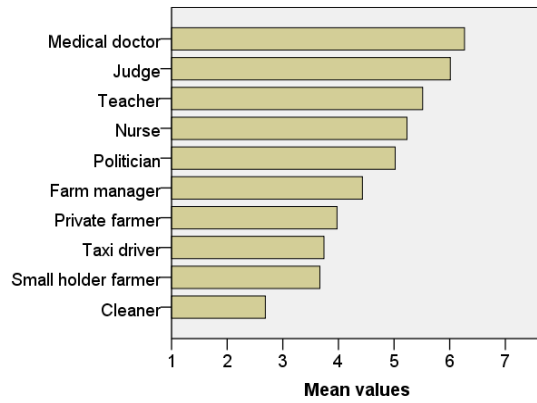
A: Prestige level



B: Income level



C: Responsibility level



D: Social importance

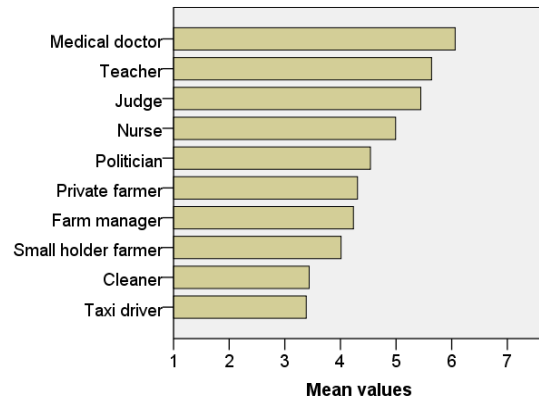


Figure 7: Ten rated occupations at four dimensions II – 1 (lowest) – 7 (highest)

4.2. Multiple linear regression models: factors influencing prestige of agriculture-related occupations

One of the essential parts of the thesis was to test the potential impact of the involved independent variables on the perceived occupational prestige of farmer professions. In order to test the potential influence, four multiple linear regression models were run in total (Model 1 – Small-holder farmer, Model 2 – Private farmer, Model 3 – Farm manager, Model 4 – Mean prestige of farmer occupations).

The Model 1 (Small-holder farmer) was the best fitting the data ($R^2=0.190$), almost the same level of fitting ($R^2 =0.189$) had Model 2 (Private farmer). Next in order was Model 4 with $R^2=0.175$. Model 3 (Farm manager) was the worst data fitting model of all ($R^2=0.073$). All hypotheses were tested at a significance level of $p<0.10$. On the one hand, the models showed some similarities in the results; on the other hand, some important differences related to the specification in nature of each occupation was observed as well. Table 4 provides a summary of the basic results of all four models. More detailed results of all four model are provided in Appendix 1.

Demographic characteristics

"Gender" did not influence the perceived prestige level of the farmer professions in any model. In other words, the variable "Gender" was found not predicting the dependent variable. In case of "Age", a positive impact was revealed in Model 1, Model 2, and Model 4. The older a student was, the more likely he/she will rate the prestige of Small-holder farmer, Private farmer and Mean prestige of farmer occupations with higher prestige.

The studied faculty was also set as a potential predictor. The results revealed that students of "Biology faculty" perceive the prestige of Private farmer higher compared to other students. In the case of Small-holder farmer, the p-value is very close to the required value, and thus the relationship between being a biology student and perceived prestige level of a Small-holder farmer was not confirmed as statistically significant at alpha 10 %, it should not be ignored entirely. Being a student of "Mathematics and IT" or "Sociology" faculty was not revealed to have affect on the prestige level of any farmer professions.

Attitudes towards agriculture

This group involves seven tested variables namely: "Dirty work", "Low-income work", "Hard work", "Important work for society", "Close to nature work", "Men work", "Exciting work".

Only two factors from this group had an influence on the dependent variables in all models. Firstly, the predictor "Exciting work" was found significant in a positive direction for all models and even more, this factor was identified as the best predictor of dependent variables of all tested factors. Secondly, the predictor "Men work" was found significant in a negative direction for all models. To put it another way, students who saw agriculture as exciting, rated all farmer professions by higher prestige compared to other occupations, while those who considered agriculture to be a "Men work" rated all farmer professions by lower prestige.

Unlike the previous variables, the factor "Hard work" and "Close to nature work" were found statistically insignificant in all models. The rest of the potential predictors ("Dirty work", "Low-income work", "Important work for society") differed across the models.

"Dirty work"

An opinion that agriculture is a "Dirty work" did not have an effect on the prestige level of Small-holder farmer neither Private farmer, while the prestige of Farm manager, in the case of the students who more strongly agreed with that opinion, was lower. Consequently, also the overall mean prestige of all farmer occupations was statistically negatively affected by that opinion, although the impact was the lowest from all influencing factors, in the case of Model 4.

"Low-income work"

A negative relationship between perceiving agriculture as a low-income sector prestige level of Small-holder farmer as well as for Private farmer was identified. It follows that even mean prestige of farmer occupations was affected by this variable. The variable "Low-income work" were found predicting the dependent variable in Model 1, Model 2, and Model 4.

"Important work for society"

The factor "Important for society" affected the prestige level of Private farmer only. The stronger the students agreed with a statement "Agriculture is an important work for society", the higher the prestige level of Private farmer was rated by the students.

However, its effect was the lowest of all predictors. Regarding other models, no influence of the variable “Important work for society” was revealed.

Family background

Having at least one parent working in agriculture was revealed affecting prestige level of Farm manager. However, the findings showed that having parents working in the agricultural sector increases the probability to have a lower perception of prestige level of Farm manager. Other professions, neither mean prestige level was not affected by the variable

Table 4: Results of multiple linear regression models (summary of all four models)

All models	Model1: Small-holder farmer R ² =0.190			Model 2: Private farmer R ² =0.189			Model 3: Farm manager R ² =0.073			Model 4: Mean prestige of farmer occupations R ² =0.175		
	P-value	B	Beta	P-value	B	Beta	P-value	B	Beta	P-value	B	Beta
(Constant)	.268	1.093		.023	2.131		.000	4.953		.001	2.742	
<i>Demographic characteristics</i>												
My gender is...	.649	-.081	-.025	.759	-.052	-.017	.511	-.113	-.039	.554	-.087	-.033
My age is...	.005	.122	.156	.019	.097	.130	.747	-.013	-.019	.053	.069	.108
ěI study...												
Biology	.102	.351	.095	.036	.426	.122	.738	.069	.021	.115	.175	.093
Math and IT	.973	.007	.002	.747	-.065	-.020	.569	-.116	-.038	.764	.175	-.019
Sociology	.672	.098	.023	.461	.162	.041	.243	.260	.069	.329	.190	.054
<i>Attitudes towards agriculture</i>												
Agriculture is...												
...a dirty work	.309	.084	.059	.157	.110	.082	.049	.156	.122	.085	.116	.100
...a low-income work	.027	.201	.134	.031	.187	.131	.771	.025	.019	.070	.135	.110
...a hard work	.581	-.061	-.033	.363	-.095	-.055	.451	-.079	-.048	.377	-.080	-.053
...an important work for society	.320	-.091	-.055	.068	-.158	-.101	.697	-.034	-.023	.208	-.094	-.070

*note: independent variables “Gender” (0=male, 1=female); “Age” (scale); “Agriculture is...”(1=strongly agree, 5=strongly disagree); “Parents in agriculture” (0=none, 1=at least one); dependent variable: “Mean perceived prestige level of farmer occupation” (1=lowest, 7=highest); B=Unstandardized coefficient; Beta=Standardized coefficient

Table 4: (Continued)

All models	Model 1: Small-holder farmer			Model 2: Private farmer			Model 3: Farm manager			Model 4: Mean prestige of farmer occupations		
	R ² =0.190			R ² =0.189			R ² =0.073			R ² =0.175		
	P-value	B	Beta	P-value	B	Beta	P-value	B	Beta	P-value	B	Beta
<i>Attitudes towards agriculture</i>												
Agriculture is...												
...a close to nature work	.788	-.027	-.014	.610	.048	.027	.200	-.122	-.073	.686	-.033	-.022
...a men work	.003	.201	.154	.017	.155	.125	.078	.116	.099	.005	.157	.148
...an exciting work	.000	-.344	-.230	.000	-.288	-.204	.036	-.167	-.125	.000	-.270	-.223
<i>Family background</i>												
At least one of my parents work in agriculture.	.558	.143	.030	.707	.087	.019	.032	-.501	-.116	.671	-.085	-.022

*note: independent variables “Gender” (0=male, 1=female); “Age” (scale); “Agriculture is...”(1=strongly agree, 5=strongly disagree); “Parents in agriculture” (0=none, 1=at least one); dependent variable: “Mean perceived prestige level of farmer occupation” (1=lowest, 7=highest); B=Unstandardized coefficient; Beta=Standardized coefficient

4.3. Limitations

Language barriers

- As visible in Table 3, more than 10 % of students from the final data set were originally from abroad of Russian Federation. Although the general understandability of asked questions was tested, the understandability of the used language was not tested with non-native Russian speakers.
- Difficult interaction with students due to poor knowledge of the Russian language caused the dependency on local academic assistants in data collection during classes.

Nonrepresentative sample

- Smaller sample size (350 in the final data set) than planned (500 completed questionnaires) and the convenience sampling method made the sample nonrepresentative.
- The limited time for data collection (1 month) and limited competencies to make contact with teachers and to discuss the possibility of data collection at the university led to collecting data also through social media, where no control mechanism occurred.

Questionnaire completing

- Several cases were removed due to uncompleted or doubtfully completed questionnaires. Students were sitting in pairs during completing in classes which could have led to that the participation in the survey were not taken seriously by some students.

5. Discussion

5.1. The role of occupational prestige and prestige level of farmer occupations perceived by Russian youth

According to the students, "Income level" was a factor rated as the most important one in terms of career choice. Almost all asked students (95.1 %) agreed at some extent that "Income level" is an important factor. This goes in line with the statement that occupational choices are highly sensitive to the income level (Zhan 2015). The level of potential salary was also found by Singer (1974) as one of the main factors influencing occupation selection, especially among males.

"Prestige level", the factor the thesis focused the most on, had an intermediate position of importance when deciding on a future profession, and it is within the average of previous findings. "Prestige level" was important for more than 76 % of students. Regardless, there are factors showing higher importance in career selection, prestige level provides a multidimensional view on the occupation, and take into account economic as well as the non-economic aspects of working life and thus make it an inseparable part of the occupational choice process (Zhan 2015).

Concerning the first research question, students rated "Income level", "Skills demanded", and "Education level" as factors the most influencing the occupational prestige level from their point of view. Also, Treiman (1977) highlighted the importance of these predictors of occupational prestige. The similar outcomes were also uncovered by Adar (1982) in a study focused on occupational prestige in Israeli Kibbutz, who extended these aspects by self-fulfilment.

On the other hand, the position of "Authority power" is in contrary to Treiman (1977). Authority power was considered among the few most important factors as well as income level and other factors mentioned above by Treiman (1977). However results in this thesis indicated that "Authority power" plays the least important role, from the perspective of students. The results are surprising, and it could be caused by the age composition of respondents with a mean age of 19.01 years.

To discuss the second research question, the rating of the prestige of all ten occupations was needed to be taken into account. When looking at the responses, manual occupations were generally rated as lower prestigious than non-manual ones in the research sample.

Turner (2001) and Akinpelu et al. (2011), came with similar findings related to manual versus non-manual workers. Medical doctor (a representative of non-manual worker) was the highest-rated occupation, in terms of prestige, in the case of the diploma thesis. The high prestige of Medical doctor was also revealed by Turner (2001) and Akinpelu et al. (2011). Controversially, Cleaner (a representative of manual worker) obtained the lowest prestige rating of all involved occupations. Also, Turner (2001) grouped Cleaner with the group of workers with the lowest prestige.

Neither Turner (2001) nor Akinpelu et al. (2011) did not involve any farmer profession in their study, and therefore the rated prestige level of the considered three farmer professions could not be compared with these studies. The results of this research revealed that the mean prestige of the involved farmer occupations was perceived rather low, compared to other occupations in this case. Wegren (2005), FAO et al. (2014), Kuis et al. (2016), Unay-Gailhard et al. (2018), they all confirmed the generally low prestige of the agricultural sector, in the view of youth especially.

The Small-holder farmer was rated as the third-worst positioned occupation of all, in terms of prestige, and the very worst positioned when considered farmer professions only. Since Small-holder farmer runs farm primarily for own consumption and it is associated with lower income generation as well as lower importance for national food security (Wegren 2018), its low position was not surprising.

The best-rated farmer occupation, in terms of prestige, was Farm manager. It should be noted that Farm manager, when taken into account separately, received a slightly higher rating than the average of all involved professions, in terms of prestige. Private farmer was next in order with the rating slightly lower than the average. Based on the different nature and specifications of each involved farmer professions, the order was expected.

Interestingly, in case of Israeli Kibbutz, physical work, particularly agricultural work was found by Adar (1982) more prestigious than non-physical work. Adar (1982) assumed that the possible explanation for this curiosity is in the specific value systems within the Kibbutz, well as the absence of wage payment for the work. On the one hand, this finding is pointing out the influence of the non-economic elements of occupational prestige. On

the other hand, it also confirms the importance of income level as the predictor of the occupational prestige.

5.2. Factors influencing prestige level of farmer occupations

This chapter discusses the third and the last, fourth, research question. In total 13 hypotheses were tested for each model separately, thus the summary of accepted/rejected hypotheses also with revealed direction of influence is shown in Appendix 2.

Effects of Demographic characteristics

From demographic characteristics, only two variables indicated influence on the prestige level of farmer professions, namely: "Age" and "Biology faculty".

"Gender" was found not being a influencing predictor for any agricultural occupation. In other words, there is no significant difference between the prestige level of farmer profession rated by males or females. The first hypothesis - "Gender" does not influence the perceived prestige level of the farmer occupations - was confirmed for all models. This goes in line with the results of studies from Turner (2001) and Akinpelu et al. (2011). Both studies confirmed that both genders rated occupations in a similar way in terms of prestige. In addition, neither age influenced the prestige perception in these studies. Gender, as well as age, were found insignificant also by Treiman (1977).

Given that, "Age" indicated a positive influence on the prestige of farmer profession, except Farm manager, in the case of the diploma thesis, the results are partly in contrary to the previous findings and the second hypothesis was not confirmed for Model 1, Model 2 and Model 4. This discrepancy could be explained by partial homogenous distribution in the sample, i.e. the greater proportion of females as well as a large share of students of age below 20 years.

An effect of a study field on the occupational prestige of farmers was not tested before in available literature. This study involved three most frequently studied faculties from the research sample, "Mathematics and IT", "Sociology" and "Biology faculty". The results uncovered that studying "Mathematics and IT faculty", as well as "Sociology", do not have impact on prestige perception of any agricultural occupations. In the case of studying

"Biology faculty", a statistically positive effect on the perceived prestige of Private farmer was revealed.

Regarding Small-holder farmer, the relationship was not statistically proven, but the result was very close to being statistically significant. A possible explanation for why students of biology rated occupational prestige of particular agricultural occupations higher than other students, could be in relative proximity of field of interest between future biologists and traditional farmers at small farms. Saugeres (2002) highlighted that small-holder farmers operating on family farms usually have a good understanding of nature, while modern large-scale farms represent the opposite.

Additionally, both agriculture and biology belong to a group of "Life Sciences", and so both fields are more or less interconnected. This interconnection and closeness to nature and living things could lead to better understanding and higher appreciation of private farmers and small-holder farmers by students of biology than by students at other faculties. However, this assumption was not proven in this study.

Effect of Attitudes towards agriculture

This group of variables was found the strongest predicting the prestige level of farmer professions in all models from all other tested factors.

Students who stronger agreed that agriculture is a "Low-income work" were more likely to awarded Small-holder as well as Private farmer with lower prestige. The results are within the mean of findings from previous studies on the related topic. Treiman (1977) noted that occupations generating lower income tend to have lower prestige. Turner (2001) as well as Akinpelu et al. (2011), used income level as one of the dimensions co-creating to the overall level of occupational prestige.

Kusis et al. (2016) identified low-income as one of the priority contributors to the low prestige level of farmer professions. Farm manager was generally associated with relatively high income compared to other occupations, in the view of students, this could cause why Farm manager's prestige was not affected and was less sensitive to the view that agriculture is generally low-income sector.

Notwithstanding the foregoing, according to May et al. (2019), motivation and optimism towards work in agriculture are even more important than the income level, in the view

of youth. In this case, the opinion that agriculture is an "Exciting work" affected, in a positive direction, the prestige level of all tested farmer professions the most, and thus the hypothesis 12 was confirmed for all models.

On the one hand, an agreement with the statement that agriculture is an "Exciting work" had the strongest, positive, influence, on the other hand, the least of all students agreed with this statement. This is a ground-breaking finding pointing to the room for improvement.

These results do not challenge the relationship between income level and occupational prestige. It only stresses the importance and perhaps even greater importance of positive perception toward the sector when considering the prestige level of agriculture. However, there were no additional questions regarding what the students imagine by the term "Agriculture is exciting".

For some, it can represent work with high technologies or work outside, for others an ability to feed people. However, more depth qualitative research focused on the exciting side of work in agriculture, and on enthusiasm and positive motivation in general, as a critical factor determining the prestige level of farmer professions should be conducted to understand this relationship better.

Considering the previous, it is interesting that the variable "Hard work" did not show any effect on the prestige level of any farmer profession. Kuisis et al. (2016), Unay-Gailhard et al. (2018) as well as May et al. (2019) identified that opinion that working in agriculture is hard contributes to the pessimistic attitudes towards the sector and its low prestige, and therefore negative relationship was expected between "Hard work" and the prestige level. A possible explanation for this is that perhaps not all students had "Hard work" associated with negative emotion.

The term could be also associated with an effort to meet goals, success, or experience coming from working hard (Cambridge University Press 2020). The more specifying analysis focused on the meaning "Hard work" in the view of respondents would be needed for better results interpretation. Similarly, the variable "Close to nature", were not found affecting the prestige level in any direction, although the positive effect was assumed and therefore neither hypothesis 8 nor hypothesis 10 could be confirmed.

The next tested variable "Dirty work" is, according to Cole & Booth (2007) and Kuis et al. (2016), associated with a negative attitude and low prestige. The prestige of Farm manager was negatively influenced by this variable, and so our results partly confirmed the outcomes of Cole & Booth (2007) and Kuis et al. (2016).

Further, a high level of importance of a particular occupation for a society increases the occupational prestige of this occupation (Treiman 1977; Turner 2001; Akinpelu et al. 2011). Private farmer was rated as the most important for society from all farmer professions. Therefore, it is not surprising that students who agreed with the statement "Agriculture is an important work for society" tended to place Private farmer at a higher position in terms of occupational prestige.

A relatively controversial variable was "Men work". In contrary to the results of publications on related topics, a negative influence on the prestige level of all tested farmer occupations, was identified. Treiman (1977), Fox & Suschnigg (1989), and García-Mainar et al. (2018), they all highlighted that occupations were the proportion of women dominated have a tendency to be lower-prestigious than male-dominated occupations. In this case, perceiving agriculture as a "Men work" increases the likelihood that students will rate the prestige of agricultural occupation by a lower value, although the opposite direction was expected and therefore hypothesis 11 was rejected. This disagreement with previous literature is questionable. A possible justification could be a higher proportion of women in the sample (65.1 %)

Effect of family background

Students whose parents work in agriculture placed Farm manager at a lower position in terms of prestige than the rest of the students. Similarly as in case of the predictor "Men work", the opposite direction was expected, and thus the last hypothesis was rejected. The variable did not show the impact on prestige level in other models.

This found relationship between "Having parents in agriculture" and perceived prestige level of Farm manager is interesting, but it is probably important at what position and what kind of work the parents do in agriculture as well as what attitudes towards the work in agriculture they have.

The effect of parents' attitude towards agriculture on the prestige level of farmer professions perceived by youth can be assumed based on findings of Hughes (1961),

Kuisis et al. (2016), and Unay-Gailhard et al. (2018) noted that those whose parents are employed in agriculture or own a farm often have a negative attitude towards agriculture since they do not want to work so hard whole life as their parents.

6. Conclusions

6.1. General findings

This work was one of the pioneering studies on the occupational prestige of agriculture perceived by youth. It provided insight into the factors predicting how young Russian students perceive the prestige of the three farmer professions (Small-holder farmer, Private farmer, Farm manager).

Firstly, the study documented what factors are considered as the most influencing general occupational prestige. "Income level", "Skills demanding", and "Education level" were considered factors the most important in influencing the occupational prestige by respondents. Except the low importance of "Authority power", the results were within the mean of previous literature, especially with Treiman (1977) and (Adar 1982).

Secondly, the perceived prestige level of ten occupations, which included three farm professions, was measured. Based on the mean prestige level of the involved farmer professions compared to the others, it was concluded that agriculture belongs rather to the lower-prestigious occupations, when considering Small-holder farmer and Private farmer professions. The prestige of Farm manager was rated slightly above the average prestige level.

The main contribution of this study to the theory is in revealing the factors affecting the prestige of various farmer professions the most. The strongest effect was proven for the variable "Exciting work". The opinion that agriculture is an "Exciting work" increased the prestige level of all farmer professions involved in the study.

This positive attitude towards work in agriculture had even a larger effect than opinion that agriculture is a "Low-income work", although the influence of income-level was also large. Scholars focused on occupational prestige usually underlined that potential income level plays a key role in influencing occupation prestige, thus the findings were unexpected and new. Together with the fact that only 20.6 % of students agreed that work in agriculture is exciting, the results indicated that through information campaign providing exciting aspects of work in agriculture could improve the occupation image and prestige among youth.

6.2. Recommendations

The findings have an important implication for policymakers, campaign makers, agricultural universities as well as other subjects dealing with attitudes of youth towards the agriculture and their interest to work in the sector.

The following recommendations were developed in accordance with revealed results:

- Campaigns and projects focused on the support of attractiveness and prestige level of the agricultural sector for youth, should be aware of the influence of income on the occupational prestige. On the other hand, perceiving agriculture as exciting work showed the largest effect on overall prestige level of farmer professions in this sample. And at the same time only 20.6 % of students perceived agriculture as exciting. Therefore, the campaigns should in particular put attention on the exciting face of agriculture to increase its prestige. In addition, the importance of female workers in agricultural activities should be highlighted as well to increase the prestige of the sector especially among the females.
- Young people should be familiar at least on a basic level with natural processes essential for growing plants as well as animal husbandry. This could lead to a better understanding of the importance and complexity of the sector, encouraging respect towards agricultural professions as a key sector for the feeding of humans and ensuring food security as well as to take care for the environment.. By better understanding the important roles of agriculture for the society, also the prestige of agriculture could be strengthened from the perspective of youth. Thus, stronger cooperation among policymakers, farmers, universities, as well as secondary schools is highly recommended. For example, meetings with successful farmers willing to explain the essence of their work to the young students, could be organized.

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Appendices

List of the Appendices:

- Appendix 1: Detailed results of all four multiple linear regression models
- Appendix 2: Summary of tested hypotheses and effects of independent variables with direction of influence (all models)
- Appendix 3: Questionnaire – English version
- Appendix 4: Questionnaire – Russian version

Appendix 1: Detailed results of all four multiple linear regression models

Multiple linear regression model results with dependent variable Prestige level of Small-holder farmer

Model 1 (Small-holder farmer) R ² =0.190	P- value	Unstandardized coefficient		Standardized coefficient	90.0% Confidence Interval for B	
		B	Std. Error	Beta	Lower Bound	Lower Bound
(Constant)	.268	1.093	.986		-.533	2.719
<i>Demographic characteristics</i>						
My gender is...	.649	-.081	.178	-.025	-.375	.213
My age is...	.005	.122	.044	.156	.051	.194
I study...						
Biology	.102	.351	.214	.095	-.002	.703
Math and IT	.973	.007	.213	.002	-.344	.358
Sociology	.672	.098	.232	.023	-.284	.481
<i>Attitudes towards agriculture</i>						
Agriculture is...						
...a dirty work	.309	.084	.082	.059	-.052	.220
...a low-income work	.027	.201	.091	.134	.052	.351
...a hard work	.581	-.061	.110	-.033	-.242	.120
...an important work for society	.320	-.091	.091	-.055	-.241	.059
...a close to nature work	.788	-.027	.099	-.014	-.190	.137
...a men work	.003	.201	.068	.154	.088	.314
...an exciting work	.000	-.344	.083	-.230	-.480	-.207
<i>Family background</i>						
At least one of my parents work in agriculture.	.558	.143	.243	.030	-.259	.544

Multiple linear regression model results with dependent variable Prestige level of Private farmer

Model 2 (Private farmer) R ² =0.189	P- value	Unstandardized coefficient		Standardized coefficient	90.0% Confidence Interval for B	
		B	Std. Error	Beta	Lower Bound	Lower Bound
(Constant)	.023	2.131	.934		.591	3.671
<i>Demographic characteristics</i>						
My gender is...	.759	-.052	.169	-.017	-.331	.227
My age is...	.019	.097	.041	.130	.029	.165
I study...						
Biology	.036	.426	.202	.122	.092	.760
Math and IT	.747	-.065	.202	-.020	-.398	.267
Sociology	.461	.162	.220	.041	-.200	.524
<i>Attitudes towards agriculture</i>						
Agriculture is...						
...a dirty work	.157	.110	.078	.082	-.018	.239
...a low-income work	.031	.187	.086	.131	.045	.328
...a hard work	.363	-.095	.104	-.055	-.266	.077
...an important work for society	.068	-.158	.086	-.101	-.300	-.015
...a close to nature work	.610	.048	.094	.027	-.107	.202
...a men work	.017	.155	.065	.125	.048	.262
...an exciting work	.000	-.288	.078	-.204	-.418	-.159
<i>Family background</i>						
At least one of my parents work in agriculture.	.707	.087	.231	.019	-.294	.467

Multiple linear regression model results with dependent variable Prestige level of Farm manager

Model 3 (Farm manager) R ² =0.073	P- value	Unstandardized coefficient		Standardized coefficient Beta	90.0% Confidence Interval for B	
		B	Std. Error		Lower Bound	Lower Bound
(Constant)	.000	4.953	.945		3.394	6.513
<i>Demographic characteristics</i>						
My gender is...	.511	-.113	.171	-.039	-.395	.170
My age is...	.747	-.013	.042	-.019	-.082	.055
I study...						
Biology	.738	.069	.205	.021	-.269	.407
Math and IT	.569	-.116	.204	-.038	-.453	.220
Sociology	.243	.260	.222	.069	-.107	.627
<i>Attitudes towards agriculture</i>						
Agriculture is...						
...a dirty work	.049	.156	.079	.122	.026	.286
...a low-income work	.771	.025	.087	.019	-.118	.169
...a hard work	.451	-.079	.105	-.048	-.253	.094
...an important work for society	.697	-.034	.087	-.023	-.178	.110
...a close to nature work	.200	-.122	.095	-.073	-.278	.035
...a men work	.078	.116	.066	.099	.008	.224
...an exciting work	.036	-.167	.079	-.125	-.298	-.036
<i>Family background</i>						
At least one of my parents work in agriculture.	.032	-.501	.233	-.116	-.886	-.116

Multiple linear regression model results with dependent variable Mean prestige level of farmer occupations

Model 4 (Mean prestige level of farmer occupations) R ² =0.175	P- value	Unstandardized coefficient		Standardized coefficient	90.0% Confidence Interval for B	
		B	Std. Error	Beta	Lower Bound	Lower Bound
(Constant)	.001	2.742	.809		1.408	4.076
<i>Demographic characteristics</i>						
My gender is...	.554	-.087	.146	-.033	-.328	.155
My age is...	.053	.069	.036	.108	.010	.128
I study...						
Biology	.115	.175	.175	.093	-.012	.566
Math and IT	.764	.175	.175	-.019	-.341	.235
Sociology	.329	.190	.190	.054	-.128	.500
<i>Attitudes towards agriculture</i>						
Agriculture is...						
...a dirty work	.085	.116	.068	.100	.005	.228
...a low-income work	.070	.135	.074	.110	.012	.258
...a hard work	.377	-.080	.090	-.053	-.228	.069
...an important work for society	.208	-.094	.075	-.070	-.218	.029
...a close to nature work	.686	-.033	.081	-.022	-.167	.101
...a men work	.005	.157	.056	.148	.065	.250
...an exciting work	.000	-.270	.068	-.223	-.382	-.158
<i>Family background</i>						
At least one of my parents work in agriculture.	.671	-.085	.200	-.022	-.414	.244

Appendix 2: Summary of tested hypotheses and effects of independent variables with direction of influence (all models)

Hypotheses	Effect on dependent variables			
	Small-holder farmer	Private farmer	Farm manager	Mean of all
H1: Gender does not influence the perceived prestige level of the farmer occupations.	✗	✗	✗	✗
H2: Age does not influence the perceived prestige level of the farmer occupations.	✓ (Positive)	✗	✗	✓ (Positive)
H3: Being a student of Biology faculty increases the perceived prestige level of the farmer occupations.	✗	✓ (Positive)	✗	✗
H4: Being a student of Mathematics and IT faculty do not influence the perceived prestige level of the farmer occupations.	✗	✗	✗	✗
H5: Being a student of Sociology does not influence the perceived prestige level of the farmer occupations.	✗	✗	✗	✗
H6: The stronger agreement with a statement agriculture is a dirty work , the more likely the farmer occupations will be rated with lower prestige.	✗	✗	✓ (Negative)	✓ (Negative)
H7: The stronger agreement with a statement agriculture is a low-income work , the more likely the farmer occupations will be rated with lower prestige.	✓ (Negative)	✓ (Negative)	✗	✓ (Negative)

Appendix 2: (Continued)

Hypotheses	Effect on dependent variables			
	Small-holder farmer	Private farmer	Farm manager	Mean of all
H8: The stronger agreement with a statement agriculture is a hard work , the more likely the farmer occupations will be rated with lower prestige.	✗	✗	✗	✗
H9: The stronger agreement with a statement agriculture is an important work for society , the more likely the farmer occupations will be rated with higher prestige.	✗	✓ (Positive)	✗	✗
H10: The stronger agreement with a statement agriculture is a close to nature work , the more likely the farmer occupations will be rated with higher prestige.	✗	✗	✗	✗
H11: The stronger agreement with a statement agriculture is a man work , the more likely the farmer occupations will be rated with higher prestige.	✓ (Negative)	✓ (Negative)	✓ (Negative)	✓ (Negative)
H12: The stronger agreement with a statement agriculture is an exciting work , the more likely the farmer occupations will be rated with higher prestige.	✓ (Positive)	✓ (Positive)	✓ (Positive)	✓ (Positive)
H13: Having at least one parent working in agriculture increases the perceived prestige level of farmer occupations.	✗	✗	✓ (Negative)	✗

*note: The hypotheses do not represent null hypotheses. Hypotheses were derived based on literature review. **The Bold text** represents independent variable in each hypothesis.

Symbol ✓ = effect of independent variable on dependent variable was confirmed

Symbol ✗ = effect of independent variable on dependent variable was not confirmed

(Positive) = positive direction of influence

(Negative) = negative direction of influence

*

Appendix 3: Questionnaire – English version

Questionnaire

I would like to ask you to fill the following questionnaire needed to my diploma thesis. I am a student from Czech University of Life Sciences Prague with focus on International Development and Agricultural Development. The topic of my diploma thesis is Occupational prestige and willingness to working agriculture: The case of Russia. The aim of the thesis is describing the factors, which influence the choice of youth in Altai Krai of their future occupation and their willingness/unwillingness to work in agriculture, mainly focus on perceived prestige of work in agriculture among young educated generation. The questionnaire is anonymous and will take approximately 10 minutes. Thank you for your time.

A. Work and living preferences

1. Where do you prefer to live in the future?

- A village (up to 1000 inhabitants)
- A small city (1001- 100.000 inhabitants)
- A larger city (more 100.000 inhabitants)

2. In which area would you like to work?

- In agriculture
- In manufacturing
- In wholesale and retail trade
- In services
- In science
- Other

3. Would you like to work in the field specialization you are studying??

- Yes
- No
- Undecided

4. Why did you decide to study at the university in this specialization	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Low fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance from parental municipality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traffic availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prestige of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Quality of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good future employment expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easy degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not difficult admission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please, choose all statements you agree with

I want to work in agriculture (primary agricultural production).

If yes, choose what you agree with.

I would like to be a manager of a large agricultural enterprise.

I would like to have my own farm and produce food mainly for selling (primate farmer).

I would like to have my own farm and produce food mainly for my family (smallholder farmer).

I would like to focus on agricultural research.

6. What factors are important to you in making decisions about your future profession?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Income level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prestige level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interesting work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carrier development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transport availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Occupational prestige

7. Think about professional prestige. What factors most influence your perception of individual professions in term of prestige?	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Income level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills demanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Authority power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please imagine a ladder with steps numbers 1-7. The top of the ladder represents highest occupational prestige and the bottom represent the worst/lowest occupational prestige. Pls rank the following occupations according occupational prestige (your perception)							
Rank	1	2	3	4	5	6	7
Occupation	(Lowest)						(Highest)
Medical Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smallholder farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxi driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please rate the following occupations according to income level (your perception)							
Rank	1	2	3	4	5	6	7
Occupation	(Lowest)						(Highest)
Medical Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smallholder farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxidriver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please rate the following professions according to responsibility. (your perception)							
Rank	1	2	3	4	5	6	7
Occupation	(Lowest)						(Highest)
Medical doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smallholder farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxi driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please rate the following professions according to social importance. (your perception)							
Rank	1	2	3	4	5	6	7
Occupation	(Lowest)						(Highest)
Medical Doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smallholder farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Private farmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farm manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taxi driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do you agree with the following statements? Work in agriculture is:	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Dirty work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low income work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hard work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time consuming work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Important work for society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work close to nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exciting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Household factors

13. How many siblings do you have?? Please, indicate.

14. How many of them do live outside the parental household?

15. If your sibling(s) live(s) outside the parental household, how far do(es) he/she/they live?
(Choose the one who lives the farthest)

- Up to 50 km
- 51 – 200 km
- 201 – 1000 km
- 1001 – 5000 km
- More than 5000 km
- I do not know

16. What is the occupation of your mother?

- In agriculture
- In manufacturing
- In wholesale and retail trade
- In services
- In science
- Unemployed
- Other

17. What is the occupation of your father??

- In agriculture
- In manufacturing
- In wholesale and retail trade
- In services
- In science
- Unemployed
- Other

18. How many people live in your household? Please, indicate.

19. What is your average household income per month? Please, indicate.

20. Are you attracted by the rural way of life??

- Yes
- Yes, in case of satisfactory economic and social conditions
- No
- Undecided

21. My parents expect I will support them financially in the future				
Strongly agree	Agree	I do not know	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Personal background

22. Gender

- Male
- Female

23. How old are you? _____

24. What is your marital status??

- Single
- In partnership
- Married
- Divorced
- Widow

25. Do you have children?

- Yes
- No

26. Which program are you studying?

- Bachelor
- Master
- Doctoral

27. Where is your parental municipality located?

- Altai Krai
- Altai Republic
- Other parts of Russian Federation
- Abroad Russian Federation

28. Please, indicate the size of your parental municipality.

- A village (up to 1000 inhabitants)
- A small city (1001- 100.000 inhabitants)
- A larger city (more 100.000 inhabitants)

29. Where do you live now?

- A village (up to 1000 inhabitants)
- A small city (1001- 100.000 inhabitants)
- A larger city (more 100.000 inhabitants)

30. Have you already lived in the rural municipality more than one year (up to 1000 inhabitants)?

Yes

No

31. Which university are you studying??

Altai State University

Altai State Agricultural University

Altai State Technical University

Altai State Pedagogical University

Altai State Medical University

Other: _____

32. If you are studying Altai State University, which faculty?

Biology

Geography

Arts

History

Mass Communication, Philology and Political Science

Mathematic and IT

Psychology and Pedagogics

Sociology

Physics and Technology

Chemistry

Other: _____

Appendix 4: Questionnaire – Russian version

АНКЕТА

Я хотела бы попросить вас заполнить анкету, необходимую для моей диссертации. Я учусь в Чешском аграрном университете (г. Прага) по специальности "Международное развитие и развитие сельского хозяйства". Тема дипломной работы "Профессиональный престиж и готовность к работе в сельском хозяйстве: случай России". Цель – описать факторы, влияющие на выбор молодежи Алтайского края их будущей профессии и их готовность/нежелание работать в сельском хозяйстве, в основном ориентированные на воспринимаемый престиж работы в сельском хозяйстве среди молодых образованных людей. Анкета анонимна и займет около 10 минут. Спасибо за уделенное время. Предпочтения в работе и проживании

А. Предпочтения в работе и проживании

1. Где вы предпочитаете жить в будущем?

- в селе (менее 1000 жителей)
- в малом городе (1001- 100.000 жителей)
- в большом городе (более 100.000 жителей)

2. В какой сфере вы предпочитаете работать?

- в сельском хозяйстве
- промышленность
- торговля
- в сфере услуг
- наука
- другое

3. Вы хотите работать по специализации, по которой обучаетесь?

- Да
- Нет
- Не определился

4. Почему вы решили обучаться в университете по этой специальности	Строго согласен	Согласен	Не определился	Не согласен	Строго не согласен
Низкая оплата за обучение	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Расстояние от родного села	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Транспортная доступность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Престиж университета	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Качественное образование	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ожидается хорошая занятость в будущем	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Экологическая ориентированность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Просто получить университетскую степень	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Не трудно поступить	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Пожалуйста, отметьте все утверждения, с которыми вы согласны

Я хочу работать в сельском хозяйстве (первичное производство сельхозпродукции).

Если Да, выделите то, с чем согласны.

Я хотел бы быть менеджером на большом сельхозпредприятии.

Я хотел бы иметь свою собственную ферму и производить продукты питания в основном для продажи (Средний фермер).

Я хотел бы иметь свою собственную ферму и производить продукты питания в основном для моей семьи (Малый фермер).

Я хотел бы сосредоточиться на научных исследованиях в области сельского хозяйства.

6. Какие факторы важны для вас при принятии решений о вашей будущей профессии?	Строго согласен	Согласен	Не определился	Не согласен	Строго не согласен
Уровень дохода	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Престижность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Экологичность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Интересная рабочая атмосфера	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Место работы	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Персональное развитие	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уровень ответственности	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Транспортная доступность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Социальная важность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

В. Престиж профессии

7. Подумайте о профессиональном престиже. Какие факторы в наибольшей степени влияют на ваше восприятие отдельных профессий в период престижа?	Строго согласен	Согласен	Не определился	Не согласен	Строго не согласен
Уровень дохода	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уровень образования	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уровень ответственности	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Социальная значимость	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Развитость навыков	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Властность	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Представьте себе лестницу с номерами шагов 1-7. Верх лестницы представляет собой наивысший профессиональный престиж, а нижний - наихудший / низкий профессиональный престиж. пожалуйста оцените следующие профессии по профессиональному престижу (ваше восприятие)

Ранг	1 (наимен ьший)	2	3	4	5	6	7 (наиболь ший)
Занятие							
Доктор (врач)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Судья	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Политик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Малый фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Средний фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Менеджер большой фермы	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Медсестра	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Учитель	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уборщик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Таксист	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Пожалуйста, оцените следующие профессии в соответствии с уровнем дохода (ваше восприятие)							
Ранг Занятие	1 (наименьший)	2	3	4	5	6	7 (наибольший)
Доктор (врач)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Судья	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Политик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Малый фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Средний фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Менеджер большой фермы	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Медсестра	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Учитель	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уборщик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Таксист	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Пожалуйста, оцените следующие профессии в соответствии с ответственностью. (ваше восприятие)							
Ранг Занятие	1 (наименьший)	2	3	4	5	6	7 (наибольший)
Доктор (врач)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Судья	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Политик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Малый фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Средний фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Менеджер большой фермы	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Медсестра	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Учитель	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уборщик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Таксист	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Пожалуйста, оцените следующие профессии по социальной значимости (ваше восприятие)							
Ранг	1 (наименьший)	2	3	4	5	6	7 (наибольший)
Занятие							
Доктор (врач)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Судья	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Политик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Малый фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Средний фермер	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Менеджер большой фермы	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Медсестра	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Учитель	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Уборщик	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Таксист	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. В какой степени вы согласны со следующими утверждениями? Работа в сельском хозяйстве	Строго согласен	Согласен	Не определился	Не согласен	Строго не согласен
Грязная работа	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Низкий уровень дохода	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Тяжелая работа	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Работа, требующая много времени	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Важная работа для общества	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Работа ближе к природе	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Мужская работа	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Захватывающая работа	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

С. Факторы домашнего хозяйства

13. Сколько у вас братьев и сестер? Пожалуйста, укажите.

14. Сколько из них проживает вне родительского дома?

15. Если ваш родной брат (и) живет вне родительского дома, насколько далеко он / она / они живут? (Выберите брата, который живет самым дальним)

- до 50 км
- 51 – 200 км
- 201 – 1000 км
- 1001 – 5000 км
- более 5000 км
- я точно не знаю

16. Какова занятость вашей матери?

- сельское хозяйство
- промышленность
- бизнес
- услуги
- незанята
- другое

17. Какова занятость вашего отца?

- сельское хозяйство
- промышленность
- бизнес
- услуги
- незанят
- другое

18. Сколько людей живет в вашей семье? Пожалуйста, укажите.

19. Каков средний доход вашей семьи в месяц? Пожалуйста, укажите.

20. Вас привлекает сельский образ жизни?

- Да
- Да, в случае удовлетворительных экономических и социальных условий
- Нет
- Не определился

21. Мои родители ожидают, что я буду поддерживать их в финансовом отношении в будущем.				
Строго согласен	Согласен	Я не знаю	Не согласен	Строго не согласен
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Общая информация о респонденте

22. Пол

- мужчина
 женщина

23. Сколько вам лет? _____

24. Каков ваш семейный статус?

- Один
 гражданский брак
 замужем
 разведен
 вдова

25. У вас есть дети?

- Да
 Нет

26. какую программу вы изучаете?

- бакалаврскую
 магистерскую
 аспирант

27. Где располагается ваше родное село/город?

- Алтайский край
 Республика Алтай
 Другие регионы России
 За рубежом (за пределами России)

28. Укажите размер вашего родного села/города.

- село (менее 1000 жителей)
 малый город (1001- 100.000 жителей)
 большой город (более 100.000 жителей)

29. Где вы живете сейчас?

- село (менее 1000 жителей)
- малый город (1001- 100.000 жителей)
- большой город (более 100.000 жителей)

30. Вы уже жили в селе более одного года (численность менее 1000 жителей)?

- Да
- Нет

31. В каком университете вы обучаетесь?

- Алтайский государственный университет
- Алтайский государственный аграрный университет
- Алтайский государственный технический университет
- Алтайский государственный педагогический университет
- Алтайский государственный медицинский университет
- другой: _____

32. . Если в Алтайском государственном университете, какой факультет?

- Биологический
- Географический
- Искусств и дизайна
- Исторический
- Массовых коммуникаций, филологии и политологии
- Математики и информационных технологий
- Психологии и педагогики
- Социологии
- Физико-технический
- Химический
- другой: _____