

Motivational Aspects of Participation in Education of Adults

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Summary:

Research goal and purpose: The purpose of this paper is to explain motivational aspects of participation in education of adults. Motivation plays an important role for adult learners, especially if participants are motivated by the matter being studied. This will result in achieving goals in adult education and acquiring the subject matter taught much better.

Methods: Methods used in this article include studying relevant papers, articles, and research results published by Croatian Bureau of Statistics and Croatian Agency for Vocational Training and Education of Adults. From methodological point of view quantitative and qualitative methods are going to be triangulated, i.e. the data will be collected from different sources. In analysing the data different tools and approaches will be used, and they will be interpreted by different theoretical models.

Results: The results on adult education in 2016 and 2017 show that besides formal education provided by educational facilities, non-formal education through courses and seminars, is considered to be more and more important, and there is noticeable growth in importance of informal education acquired through personal development, work, communication, reading, developing skills, knowledge and experience. Further research shows that the biggest motive for entering adult education are cognitive interests: furthering knowledge, intellectual development, perfecting acquired skills and knowledge, professional development, and increasing opportunities for better employment.

Organization: The results obtained, serve as indicators to government institutions on the ways to develop strategies and legislation in adult education. They can also be used by institutions specialising in adult learning as guidelines for creating adult education programs.

Originality/further research: Research result showed what kind of educational programmes are preferred by the adults, and what their motivation to join certain education programmes is. This findings are important for further research in the area of adult education, especially considering the fact that we live in the age of changeable trends and education becomes a key factor of development and base capital of modern society. Lifelong education and learning are the lifestyle of the future. Personal development, social status and development of the community depend on it. Investing in education, especially lifelong learning is an investment that will pay off again and again.

Keywords: formal education, non-formal education, informal education, adult education, motivation, research.

1 Introduction

Our century is marked by scientific and technological revolution as well as, by the new economy. Techniques and business models change radically, and this influences economic activities. The key role is ascribed to knowledge, science and information technology which is present in every segment of society. Creating values means creating new knowledge and exploiting its value. Material goods lose their value to intellectual property.

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Prejeto: 10. maj 2018; revidirano: 18. maj 2018; sprejeto: 10. junij 2018. /

Received: May 10, 2018; revised: May 18, 2018; accepted: June 10, 2018.

Today's economy is based on a new kind of companies that depend on non-material assets like knowledge and information which indirectly puts men and their mental capacity in the centre of the company, and that becomes the basis for growth and development of the company. In such information economy, knowledge is the thing that creates value. Furthering existing and creating new knowledge only adds to this value. (Ohmae, 2005).

In unsure and changeable environment, such as economic environment, we can safely say that knowledge has permanent and competitive advantage and that it represents permanent value. Knowledge is defined by experts, as base capital and growth factor, and education is defined as the process of acquiring knowledge, education and widening of previously acquired knowledge, skills and competence of people who are trained in decision making and taking appropriate action in different situations. (Bahtijarević-Šiber, 1999: 721).

Education as a process plays major role in the society that aims at being successful, especially today, when the level of education of its individuals is basis for drawing conclusions about the society. In accordance with economic and market events, business models have changed. Economy based on capital ventures and work force was left behind and there is growing need to spread knowledge necessary for acquiring and monitoring new knowledge and technology. It is a well-known fact that a company cannot produce adequate results, nor survive without systematic education of its workforce.

Triangulation presupposes integration of different data, theories and methods together with parallel research conducted by different researchers, in order to get more accurate description, from various aspects, viewed, understood and explained, in order to determine the status of a social phenomenon. Complexity of social reality calls for complexity of approach taken by the researcher in attempt to interpret its every fragment. Modern researcher has to be open to various research tools available. From the standpoint of methodology he/she will have to triangulate qualitative and quantitative methods, i.e. The data will be collected in different ways, different tools and approaches will be used and different theoretical models will be applied in their inter interpretation.

Mixed method used in contemporary methodology combines qualitative and quantitative research. It uses content analysis, case study, in-depth interview and grounded theory form qualitative research, and number measurements and indicators from quantitative research. Due to this approach researches get various results that can be compared. At the same time, it provides results for using triangulation, in which case, it enables us to look at the certain social phenomenon from three different angles. Triangulation presupposes integration of data, methods and theories from several different researchers. It helps to make social research results more valid and more objective.

2 Forms of education

There are many ways of including adults in the process of education, starting from various internal forms of education, to external education. (v. Petričević, 1999: 445). Lifelong education refers to the education of adults, and it can be defined as learning activity organised to enable participants to gain new, and expand existing knowledge, skills, and competence. (Croatian Bureau of Statistic, Publication, 2017).

Formal education includes all forms of education, in regular education system, and its institutions, through elementary school, high-school and university and it is regulated by different laws and legal acts. Formal education is often criticised because of the slow response of its institutions, its methods, needs, opportunities, standardization and branching of the institutions. Some authors include workplace education and courses organised by the company, outside regular working hours, for their employees only, to be a part of formal education (Noe, 2006:208).

When talking about institutionalised form of education, recognised by national adult education institutions, programs conducted at the workplace can be considered a part of formal education, if they lead to obtaining qualifications recognised by the national education institutions (or other governing bodies).

Non-formal education consists of wide spectrum of different programmes for innovation of knowledge, aimed at gaining necessary knowledge and skills for a certain job, or perfecting working skills through, for example, learning business English, as a way of improving pre-existing knowledge, in order to increase opportunities for promotion within the company, or for obtaining social skills as a form of personal development. This form of education is organised in adult education facilities, companies, unions, political parties, sports associations and other associations. Non-formal education can be held within or outside of educational facility and it includes all age groups. Depending on the specific situation within the country, it offers literacy programmes for adults, elementary education of children that do not attend school, acquiring life skills, work skills and improving general knowledge. Non-formal education programmes do not have to follow the “system of ladders” and they can differ in duration and length. (Croatian Bureau of Statistic, Publication, 2017).

Informal education includes different, mostly individual, educational activities undertaken by a person who learns or spontaneously gathers experience and knowledge throughout life (from learning in their home, by using new technologies and internet tools, to gaining different knowledge through socialisation with others.) Informal education is learning information about current topics and events. It happens naturally, on unconscious level, in everyday life, and it is therefore different from above mentioned forms of education.

To sum up, formal education is organised learning, i.e. education within school system (from elementary school to university) at the end of which a formal document (a diploma or a

certificate) on the level and form of education is awarded. (Pastuović, 1999: 54). Non-formal education is organised learning that is held outside the regular school system (Kitić, 2012: 54). Informal education happens naturally. It is neither formal nor non-formal. It presupposes learning based on everyday experience and other influences and sources from the surroundings. It is self-learning, usually through the Internet and other forms of communication technology. (Tadin, 2007: 145). Lifelong learning is important for modern society, its individual and professional development.

Regardless of their differences all three forms of learning are important in lifelong learning because they create necessary synergy. This kind of intertwining creates knowledge society in which employees obtain well developed problem solving abilities, critical thinking, communication abilities, computer literacy, entrepreneurial skills, flexibility, initiative, and openness to team work by learning about its principles.

3 Reasons for adult education

Global information society brings faster technological, economic and social changes that require constant adjustment. In order to make modern society efficient, intensive development of human potential is essential, and this development presupposes lifelong learning and adult education.

The quantity of new knowledge increases quickly, and old knowledge becomes obsolete. Adult education development is a key factor in gaining knowledge and competence for different tasks in life, raising the quality of life, ensuring equal opportunities and social inclusion as well as successful economic development. The knowledge should be accessible to all people, in all regions and areas.

More than half of their life people spend at work. Taking into account new achievements and constant trends of progress in science, it is obvious that formal education presents only an entrance ticket to the world of work, and that adult education provides necessary improvement of previous phases of lifelong learning and education (Lavrnja, Klapan, 2003: 159).

Motives for engaging in lifelong learning are intrinsic and extrinsic. Extrinsic motivation comes from an outside source as, for example, higher salary. In some cases employers request from their employees to learn. Intrinsic motivation happens without an outside source, person starts learning because he/she is interested in the specific content. When the person learns more about the topic of interest, there is a feeling of overall satisfaction which is enough to inspire further learning, regardless of the fact that the knowledge acquired in this field may not prove to be necessary in the future. The desire to learn and educational status are closely linked. If the educational status of the individual is higher, the desire for constant learning is greater. This is why it is hard to attract under educated or illiterate individuals to re-enter the process of education (Matijević, 2000). Furthermore, adults in most cases, are not educated in schools. "Most adults who choose lifelong learning do not come back to school, they are educated outside the school system" (Pastuović, 1999: 35). Self-learning and non-formal education therefore carry great significance for adult learners (Pastuović, 1999). There are

skills that are important for learning: sensory skills and psychomotor skills (for example, sharpness of sight and hearing), intellectual and cognitive skills (for example, learning speed and intelligence) emotional and motivational skills (for example, responsibility and emotional stability).

4 Motivation in Adult Learning

Human needs can be identified as lack of, and linked to the notion of wellbeing. This is true when we talk about basic human needs (air, water, food) but when discussing educational needs we no longer speak of lack of, but about conscious or experienced lack of (knowledge, skills, competence), which some authors call motive for education (conscious/experienced need =motive).

Need is central motivational variable, specific desire that releases energy and generates force of certain strength and direction. Need and motivation of adults often mix and it is not possible to understand one without the other. Needs are in fact sources of motivation.

Motivation is an internal drive that makes individual act the way to achieve his/her goals or satisfy his/her needs. Motivation governs human behaviour, while the lack of motivation explains why people are not doing what they are supposed to be doing, or are not doing it as well as they should, why they miss work or leave the company (Tudor, 2010: 12). It is a psychological process that leads to satisfying both personal and company needs, we used to use the term “will”, and this term is now being replaced with the term “motivation”. This is the drive that determines, keeps constant and governs the action of men. Motivation comes from action and satisfying needs (Vajić, 1994: 138).

Motivation is constant source of new success and knowledge. Once started, the cycle never stops. Each end represents a new beginning, satisfying one need, creates another, and because, once it is satisfied need no longer serves as motivating force. (Obradović, Samardžija, Jandrić, 2015: 171).

Motivation is a part of identity, but is in large part helped by learning. If two persons learn the same material, the result of their learning is not the same, if there is a difference in motivation. If learning comes as a result of intrinsic motivation, it is harder to forget the things that were learned and results of learning can be applied to wider variety of situations than with extrinsic motivation in learning. The amount of material learned will also be greater than it would be with extrinsic motivation. (Rogers, Illeris, 2003). It goes beyond doubt that motivation is a part of every learning and that adult learning and children’s learning is differ and the difference is based on motivation.

Weather the role of adult education will be fulfilled or not depends of individual motivation and the motivation of other participants. If the participants are motivated to learn the subject matter than results will be achieved. This is obvious in situations when the knowledge they acquire brings certain benefits, for example, job that will be paid in accordance to their knowledge and work performance, etc. (Bilandžija, 1998: 5).

There are six factors of motivation in adult education (Pastuović, 1999: 293).

- social contact (satisfies the need for social interaction),
- social simulation (getting away from boredom and social frustration),
- professional advancement,
- improvements in civil efficiency,
- other people's expectations (employers, counsellors, friends and others),
- cognitive interests (learning for pleasure).

For learners, temporary, internal, controlled causes are motivating, while permanent external and internal causes of failure that are not controlled have a negative effect on motivation in adult education.

The most negative effect is caused by the following factors, ranked by their intensity (Pastuović, 1999:296):

- feeling of incompetence,
- permanent, unfavourable living conditions (tiredness, not enough time for learning),
- unfavourable learning context in school (inadequate program, equipment, educational surroundings, teaching methods and evaluation).

Young adults are, to great extent motivated by professional reasons. Older adults state different pragmatic and utilitarian motives, while senior adults prefer to learn about health and free time activities. Adults are willing to invest their energy in things that will help them in solving everyday tasks and real life problems. (Kako uspješno poučavati odrasle, 2012: 6).

5 Research on adult education in Croatia in 2016

5.1 Data source

Data come from research results on adult education in Croatia in 2016. The research was conducted on 4 978 people from October to December 2016. It was conducted by Croatian Bureau of Statistics (www.dzs.hr) and it is in accordance with the *Adult Education Surveys*, research conducted in EU every five years.

Survey included questions on adult participation in formal and non-formal education and informal learning in the year before the survey was conducted. It also contained questions on household structure and demographic features, as well as, on the level of education achieved, work status, features of the main employment, access to information about learning possibilities, impediments in adult learning, education and training, knowledge of foreign languages.

5.2 Data collection

Data were collected by using CAPI (on laptops or tablets) and reading questions to people that were chosen to represent the sample. CAPI is a quantitative method of market research in which computer helps the pollster during the survey. The pollster stops people in the street

and if they fall under predefined profile, they are interviewed in the CAPI centre. For each CAPI research the system is programmed to contain research questions. Based on the program the computer asks next question depending on the previous answer. This ensures total control of the pollster and eliminates the possibility of omitting questions during the survey. Trained pollsters note the answers in predefined questionnaire on the device, automatically saving their answer in Croatian Bureau of Statistics' database.

The interviews were conducted from October till December 2016, following previously sent notification on pollster's visit. The period that was considered relevant is the period of one year before the survey was conducted i.e. if the survey was conducted in November 2016, the person being interviewed answered questions referring to the period between November 2015 and November 2016.

5.3 Range and comparability

The basis for the research on adult education were data collected in Census in 2011. The basis excluded people who died between 2011 and 2014, people younger than 25 and older than 64, as well as people who did not provide data on the highest education level finished. The framework included 2.307.650 people and the sample was chosen in two statistical regions of NKPJS (Continental and Adriatic part of Croatia), according to age, sex, and acquired education level. Target population was divided into three age groups (25 to 34, 35 to 54 and 55 to 64) and three education levels (ISCED 1-2, ISCED 3-4, ISCED 5-8).

After conducting stratification 36 stratum were obtained. In the name of the stratum the first digit represents sex, the second age group, the third education level and the fourth the region.

By using random choice of the system method, a sample of 5.000 people was created. And implicit stratification was made, people within the same stratum were marked by household markers and the county, to make sure all 21 counties were represented, and for the sample to cover whole Croatia. Due to strict stratification criteria it was not possible to choose only one person from each household. Four households with two people interviewed are within that number. The sample included 4.996 households. The response rate is 66, 8 %

5.4 Participation of adults in education with regard to its form

Survey on adult education is a research which collects data on participation of adults in education, training and learning in the context of lifelong learning (Croatian Bureau of Statistics, Publication 2017).

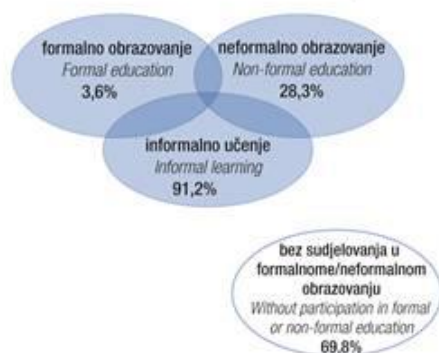
30,2 % of the people interviewed stated that they participated in some form of education (formal or non-formal) in the period of 12 months prior to the interview. 7 of 10 people interviewed (69,8 %) did not take part in either formal or non-formal education. Regarding the form of education, 3,6 % was included in formal education, and majority (28,3 %) opted

for non-formal education. During the period stated, almost all the people interviewed (91,2 %), tried to learn something new in their free time with the intention to further their knowledge, which represents informal learning.

From 107 people interviewed, 4 took part in two or more formal education programmes and 2/3 (62,6 %) have covered the expenses of their education themselves. Of 28,3 % who participated in non- formal education more than half (57,3 %) chose only one activity and only 10,2% chose four or more activities. During the period studied most of the people attended workshops and courses and 90,2 % of them were employed.

When it comes to informal education of 91,2 % who tried to learn informally, acquired their knowledge in roughly the same percentage from: family member, friend or colleague, the press, computer, television, radio or video. The smallest percentage learned from visiting museums, historical, natural or industrial area led by a guide or by visiting learning centres and libraries. (Figure 1 and 2).

G-1. SUDJELOVANJE ODRASLIH U CJELOŽIVOTNOM UČENJU U 2016.
ADULT PARTICIPATION IN LIFELONG LEARNING, 2016



G-2. SUDJELOVANJE ODRASLIH U OBRAZOVANJU PREMA OBLICIMA UČENJA I DOBNIM SKUPINAMA U 2016.
ADULT PARTICIPATION IN EDUCATION BY LEARNING FORMS AND AGE GROUPS, 2016

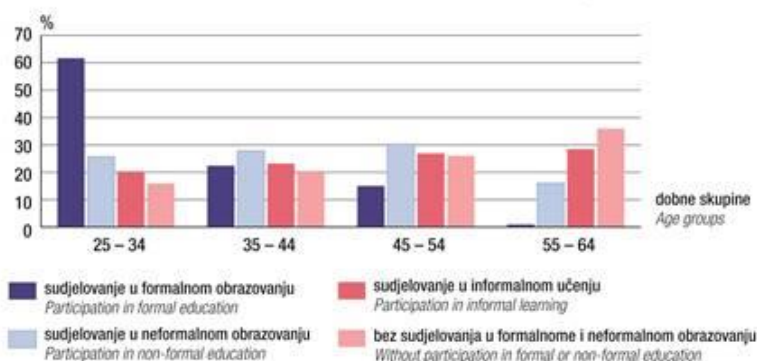


Figure 1. Adult participation in lifelong learning 2016.

Figure 2. Adult participation in education by learning forms and age groups, 2016.

(source: Croatian Bureau of Statistics, Publication 2017)

In the age group 25 to 34 the largest number of people interviewed, attended private lessons, and courses. They were the least attended in the age group 55 to 64. Workshops and seminars were attended the most by people 45 to 54 and age group 35 to 44 shows equal interest in all forms of non-formal education. (Figure 3).

G-3. SUDJELOVANJE U NEFORMALNOM OBRAZOVANJU I OSPOSOBLJAVANJU PREMA VRSTI AKTIVNOSTI I DOBNIM SKUPINAMA U 2016.
PARTICIPATION IN NON-FORMAL EDUCATION AND TRAINING BY TYPE OF COURSE/TRAINING AND AGE GROUPS, 2016

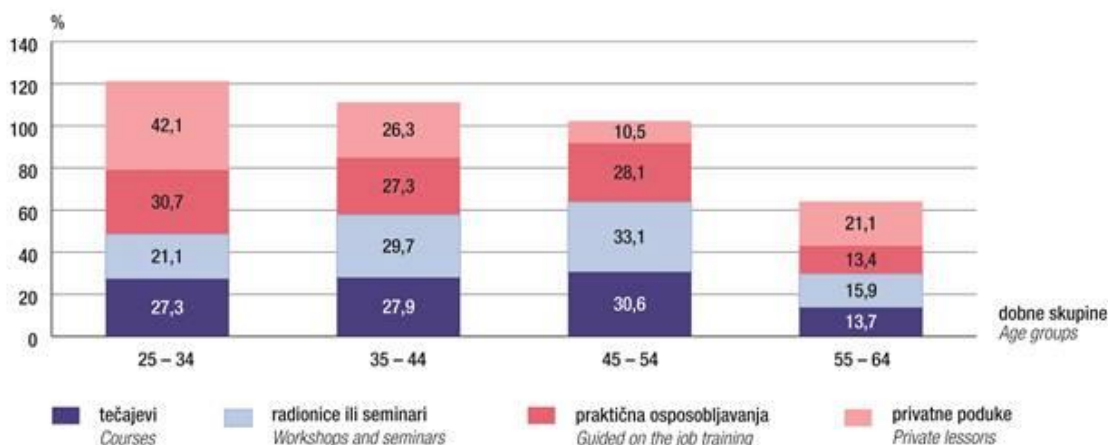


Figure 3. Participation in non –formal education and training by type of course/training and age groups, 2016.
 (source: Croatian Bureau of Statistics, Publication 2017.)

5.5 Difficulties in participation in education and training

Besides on forms of education, participants were asked about difficulties in participation in forms of education and training. (Figure 4) According to their answers they can be divided in two groups. Of those who participated in some form of education 1/3 (29,3 %) wanted to continue, while 7 of 10 (70,7 %) did not want to continue their education. Of those who did not participate in any form of education 1/5 wanted to participate and 4/5 said that they did not want to participate.

Of the reasons which prevented them in participating in education and training 2/3 of women stated family obligations (72,9 %) and men said that the programmes of education and training were not suitable (61,8 %).

G-4. TEŠKOĆE PRI SUDJELOVANJU U OBRAZOVANJU I OSPOSOBLJAVANJU PREMA SPOLU U 2016.
DIFFICULTIES IN PARTICIPATION IN EDUCATION AND TRAINING BY SEX, 2016

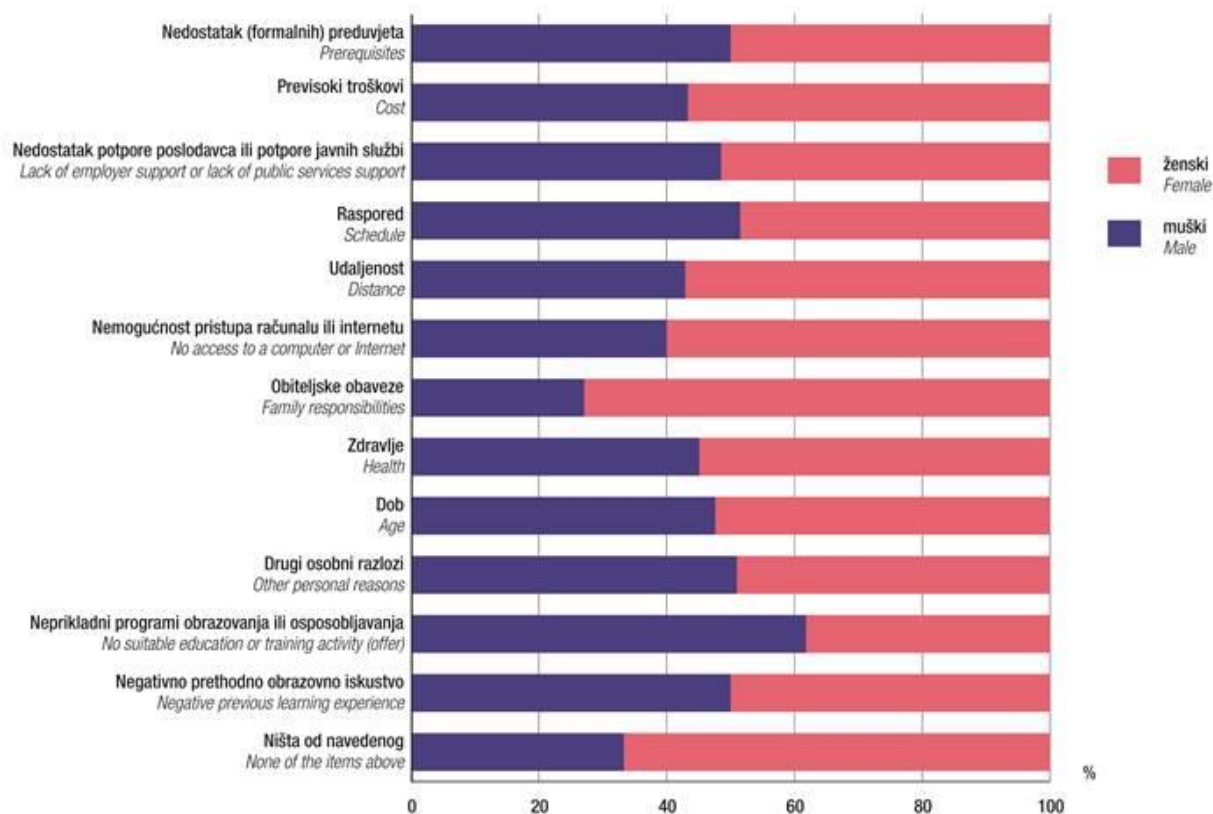


Figure 4. Difficulties in participation in education and training by sex, 2016.
 (source: Croatian Bureau of Statistics, Publication 2017)

6 Research on adult education in Croatia in 2017

Agency for Vocational Education and Training of Adults in 2017 published the results of Research on Adult Education and Training in Croatia together with Strategic Framework of Promoting Lifelong Learning in Croatia 2017-2021 (Obrazovanje odraslih u Hrvatskoj 2017, 2017, Strateški okvir promocije cjeloživotnog učenja u Republici Hrvatskoj, 2017 - 2021, 2017).

2369 people from all counties in the Republic of Croatia took part in the research. Main goals of the quantitative research conducted were to determine in which forms of education do people in Croatia participate, and to identify the forms of participation in education process, determine sociodemographic structure of people participating in education process, motivation factors and impediments in adult learning, assess learning outcomes and their usefulness. Most relevant data obtained by this research are stated below. (Obrazovanje odraslih u Republici Hrvatskoj, 2017:15-18).

34 % of Croatian citizens between the age of 25 and 64 have participated in some of formal or non-formal education programmes. Taking into consideration that the standard assessment

error on the sample of this proportion is 1,9, the interval of assessment in population, probability variable is 95 % which comes to 32,1% - 35,9 %.

Total number of 6,4 % participants said that they took part in some of the formal education programmes over the period of year previous to the research conducted. Taking into consideration that the standard assessment error on the sample of this proportion, it is estimated that number of people taking part in formal education programmes makes 5,4 % to 7,4% of the population studied.

A number of participants in the research started their formal education after they reached the age of 24, they were 25 or older at that time, the participants were asked, if they had entered formal education before the age of 24, if we take into consideration this criteria, research results suggest that 4,7 % of population entered formal education after the age of 24.

Total number of 31,6 % of participants in the research entered some form of non-formal learning.

Standard assessment error of proportion on the level of significance of 95 % is in this case 1,9, and it can be concluded that the real value is somewhere between 29,7 %-33,5 % of population referred to.

People younger than 40, participate in programmes of formal and non-formal education with the highest percentage. Of all the people that did not participate in formal programmes of education (93,6 % of the sample), 9 % intended to participate in some of the formal education programmes.

The main obstacles for participating in formal education programmes are: high price, other life priorities, obligations at work, family obligations, not enough information about the programme, the programme conducted far away from the place where the person lives, health problems, late application.

19 % of population 25 - 64 wanted to participate in some form of non-formal education but they did not, more frequently, women who live in town, under the age of 50, who finished 4 years of high-school education, higher or university education, of middle or higher social status fall under this category.

The main obstacles for participating in non-formal education programmes are: obligations at work, having other life priorities, family obligations, price, the programme is held too far from home, health problems.

Most frequent motive for entering education process of adults is cognitive interest: learning the things that should have been learned earlier, intellectual development, learning more about the subject that interests them.

Motive that follows is connected to professional development and increasing chances for better employment: additional professional training at work, career advancement, higher ranked position within the company, or promotion, as well as increasing the chances to find a better job in Croatia or abroad.

Motives for socialisation, social contacts and psychosocial stimulation, like meeting new people, making new acquaintances, and using learning as a mean to escape daily routine, are less present. Motives for formal education requirements set at the workplace are the least present.

When it comes to formal learning, motives for professional advancement and training are more common than motives for having better employment prospects, which is not the case in non-formal education. The cause of this lies in the fact that professional advancement and training, in formal learning, is closely connected to attending college or university.

When opting for lower educational programmes (elementary school, two years of vocational school, three years of vocational school or high-school) the motives are: finding employment, social communication, psychosocial simulation and formal requirements. Formal requirements have the biggest influence on choosing these programs.

The largest number of people interviewed believe that the best feature of education is acquiring new professional skills, the second is acquiring knowledge on the topic of long-term interest, new life skills, and meeting previously set expectations.

7 Conclusion

With years, the efficiency of our senses drops: sight, hearing, taste, smell and the ability to speak deteriorate. In all life phases, ability to learn as well as other abilities can be trained, perfected and developed.

Recent data, obtained through different experimental research, confirmed that positive changes in intellectual abilities of the adults can be affected. They also showed that social factors affect human life more than biological restrictions. Only limiting factor is illness. Intelligence of older people (65 and more) is often underestimated in our culture. Intellectual dysfunction is more commonly caused by poor health, social isolation, economic problems, lack of education, lower motivation, and other factors, than the consequence of old age. People older than 65 can learn when their health allows this. For adults to be successful in the process of learning, following conditions have to be met: desire to learn, clear image of the behaviour they want to adopt, positive incentive and adequate learning resources. Research conducted in the Republic of Croatia show that most common motive for entering the process

of education is cognitive interest: learning the things that should have been learned earlier, intellectual development, learning more about the subject that interests them. It is followed by motive for professional development and increasing chances for better employment: additional professional training at work, career advancement, higher ranked position within the company, or promotion, as well as increasing the chances to find a better job in Croatia or abroad. Motives for socialisation, social contacts and psychosocial stimulation like meeting new people, making new acquaintances, and using learning as a mean to escape daily routine, are less present, while motives for formal education requirements set at the workplace are the least present.

Lifelong learning is the lifestyle of the future. It will influence personal development, social status and the development of the community. This makes investment in education, especially in lifelong learning, an investment that will bring multiple benefits. The concept of lifelong learning becomes more important in times of economic crisis and high unemployment, and its main goal is raising the quality of life. It plays an important role in the process of developing knowledge and education. Croatia and Countries in EU have incorporated improvements in lifelong learning in their national policy, thus creating globally competitive economy.

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Povzetek:

Motivacijski vidiki participacije v izobraževanju odraslih

Namen raziskave: Namen tega članka je pojasniti motivacijske dejavnike vključevanja v programe izobraževanja odraslih. Motivacija namreč igra pomembno vlogo za izobraževanje odraslih, posebno z vidika motivacijske povezanosti z vsebino študija. To pa rezultira v doseganju cilje ter osvojitvi znanja na višjem nivoju.

Metode raziskovanja: Članek je osnovan na fokusirani sintezi ter podatkih hrvaškega statističnega urada in hrvaške agencije za poklicno usposabljanje in izobraževanje odraslih.

Rezultati: Rezultati raziskave na podatkih iz 2016 in 2017, kažejo da so poleg formalnega izobraževanja vedno bolj pomembne neformalne oblike izobraževanja, ter da pomembno prispevajo k osebnemu razvoju in rasti in krepitvi drugih kompetenc. Nadalje raziskava kaže da je največji motiv za vstop v programe izobraževanja odraslih v želji po intelektualni rasti, izpopolnjevanju potrebnih spretnosti, kariernem razvoju in povečevanju zaposljivosti.

Organizacija: Podatki lahko služijo kot osnova vladnim institucijam za razvoj strategij in zakonodaje na področju izobraževanja odraslih. Hkrati pa lahko pripomorejo institucijam, ki se ukvarjajo z izobraževanjem odraslih pri razvoju ustreznih vsebin.

Izvirnost/ nadaljnje raziskovanje: Raziskovalni rezultati razkrivajo kateri izobraževalni programi so bolj zaželeni med odraslimi ter kakšna je njihova motivacija za udeležbo. Ugotovitve

so pomembne za nadaljnje raziskovanje na področju izobraževanja odraslih, predvsem z vidika življenja v nestabilnem okolju, kjer je izobrazba ključnega pomena za razvoj in osnovni kapital moderne družbe. Vseživljenjsko izobraževanje in učenje sta življenjska stila prihodnosti. Osebni razvoj, družbeni položaj in razvoj družbe so odvisni od tega. Investicija v izobraževanje, predvsem v vseživljenjsko učenje je investicija, ki se bo vedno znova obrestovala.

Ključne besede: formalno izobraževanje, neformalno izobraževanje, izobraževanje odraslih, motivacija, raziskave

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