

Eszterházy Károly University
Doctoral School of Educational Sciences

Management:

Prof. Dr. Béla Pukánszky, DSc,
Professor, Head of Doctoral School

Andrea Visztenvelt

**Analysing the learning habits of poorly educated population in Heves
and Nógrád counties**

Thesis of Doctoral Dissertation (PhD)

Supervisor: dr. Szilvia Simándi

Associate Professor

Introduction

In knowledge-based societies, human resources play a central role, therefore its continuous development can be an objectively determinable economic and social interest. In the labor market of developed countries, there is an increasing appreciation of a suitably qualified, competent, fast-adapting workforce, which is further characterized by mobility and proactivity. Statistical data (Mikrocensus, KSH 2016) show that education plays a key role in the chances and effectiveness of employment. The increase in education is accompanied by an increase in the proportion of the employed and a decrease in the proportion of the unemployed (KSH, 2016). While the employment rate for people with less than 8 grades is 27% and for those with a high school diploma it is 69.3%, for the graduate working age population this figure was 83.4%.

In Hungary, adult education as an opportunity is open to all people. Basic access to the right to culture, education and learning is enshrined in our Basic Law (the Basic Law of Hungary). Ábrahám highlighted the fact that in Hungary most of the adults who are excluded from the labor market of the knowledge society do not participate in adult education processes (Ábrahám, 2014). Examining the statistics of the European Union, Hungary lags far behind in the field of adult education, as in the 15-64 age group our lagging behind in terms of adult education is only 6% compared to the EU average (11.2% - EU 28, January 2020). Sweden leads with 31.4%, while Romania has an extremely low figure of 1.2% (Eurostat, 2019).

The background of my choice of topic was justified by several factors. As a human resources consultant, I have been involved in projects aimed at improving the labor market situation of people with low education. Through the provision of various human services related to career counseling, I support those disadvantaged in the labor market in individual or group form, for whom organized trainings and personality development structured group sessions promote employability and improve and develop the system of individual careers. In my research, I wanted to get to know the opinions of this target group about adult education in more depth and detail, and to explore in an inductive way connections that can be a starting point for improving the learning opportunities and employment situation of this group.

Relevance of the topic

Adult education provides an opportunity to correct anomalies in school-based education, providing opportunities in the process of adapting to rapidly changing economic and technological conditions (Mayer, 2000). Previous Hungarian research on the topic (Tót, 2000; Berde 2002;) provides a general summary of the effectiveness of adult education in Hungary, labor market trainings conducted by the National Employment Service, results related to vocational training, general competence development and language programs with the issues of special motivation and possible problems of certain disadvantaged groups in connection with the learning process.

Although some Hungarian authors deal with the topic (cf. Nyilas, 2018, Kerülő 2009), in our opinion the number of empirical researches in Hungary around this topic is still low. In her bypassing research, she draws attention to the fact that as adults age, their abilities wear out and their belief in their performance dwindles. A further problem for this group is that we can also see differences in learning motivation compared to school-age groups, as the value of learning is expected low in the case of adults (Kerülő, 2009). In her empirical research, Nyilas seeks answers to methodological questions related to adult education, focusing on the characteristics of the learner's differentiated quality education as well as the desirable personality traits of the adult educator (Nyilas, 2018). In adulthood, after successful acquisition of a profession, we have no or only partial data on whether the persons who acquired the profession and want to enter the labor market are employed, and if so, whether their job corresponds to their professional qualification (cf. Csoba-Nagy, 2011).

Structure and objectives

The dissertation has three complex units with close links to each other. The first unit is a general overview of the relevant topics:

- the conceptual framework of adult education
- functions of adult education
- return on adult learning indicators
- participation in adult education
- drop - out in adult education
- disadvantage - low educational attainment in adult education
- adult learning
- interpretation of the concept of learning
- learning theories
- self - regulatory learning
- the adult as a student
- adult learning motives
- values related to learning and work

Thesis hypothesis

In our study, we analyzed the learning habits and learning-related values of people living in Heves County and Nógrád County, involved in adult education, with low education, vocational qualifications. We had 187 respondents. In developing our hypotheses, we started from the finding that the harmonization of labor market needs and the training available in adult education, as well as the specific needs of individuals of working age who can be included in training, is rarely realized (Köllő, 2009). Initially, the following research hypothesis have been defined about the learning methods of the examined target group:

H1: We hypothesize that there is a relationship between primary school learning experience and the relationship to adult learning.

H2: We hypothesize that the auditory, global learning style characterizes the examined sample, which is due to the lack of application of learning strategies.

H3: We assume that the human services provided before the training are sufficient to ensure that the participants in the training have a sufficient amount of relevant information regarding the content of the training and its labor market value.

H4: We assume that work-related safety appears as a value in the examined sample, which acts as a motivation in the learning process.

Scientific results

H1: our hypothesis was not confirmed. 51.3% of the individuals interviewed in our questionnaire had learning difficulties during their primary school studies, but nevertheless only 11.5% of this group do not think about leaving OKJ training during the survey period. However, a subsequent cross - tabulation analysis showed that people with previous learning difficulties were less likely to apply for further training, with 53.3% of respondents indicating that they did not want to take part in new training. In the case of the examined sample (187 person) 62 persons did not give an answer regarding positive school experiences, which assumes that these persons did not have pleasant experiences in their primary school learning processes. Based on the responses received in the interview, we can also state that our interviewed experts typically did not find a correlation between the characteristics of primary school learning and the effectiveness of adult education. Many people have encountered in their professional paths the phenomenon that age characteristics play a role in the relationship system (values, motives) of an adult learner thinking about acquiring a profession.

H2: The results of our study supported our hypothetical claim. Based on our questionnaire survey, the highest value for our sample was given to the auditory learning style, which appeared a total of 309 times among the responses as an individual-specific learning style. This was followed by the movement style with 277 markings, and then 267 times the respondents marked the style of silence. (We made 2 statements per style.) The characteristic feature of the auditory style is that it relies primarily on the information heard, so the application of note-taking techniques used in the learning process remains possible. In our sample of 187 people, colored felts and highlighters supporting visuality appeared in the case of only 96 people at the time of preparation, and even fewer, in only 51 cases, students indicated that they were trying to support their own learning processes with post it notes.

H3: Based on the information and services received, we found that the content of the training was explained to those wishing to learn in 129 cases

and the requirements in 119 cases, most of which were on paper, so the specialist handed over a pre-printed document to the applicants. Students typically did not obtain information on training and its labor market value on their own, with 39% of respondents who voluntarily checked for background information on the given training. This may be due to a higher level of demand for the information received. We also examined what career ideas the people participating in the training have, in their opinion, in which jobs, in which organizations and institutions their employment is possible. Of course, the analysis of this was examined in terms of the given training. The question was not answered by 22.9% of the sample, the proportion of those who gave the answer "don't know" was 3.7%, so in 73.4% relevant keywords and names of companies were given. This hypothesis was confirmed.

H4: In examining the values, we asked questions about six categories of values (intellectual stimulation, governance, independence, altruism, material, work-related security), formulating two questions for each category. We found that work-related safety, material, and altruism categories appeared in most cases (341, 336, 314 responses in terms of frequency) in the sample responses, while management appeared as a rejected value among respondents. The results of our cross-tabulation analyzes drew attention to the fact that work-related safety as a value has a prominent role in the studied sample. We found a significant correlation between the relationship between job security and thinking about learning: 89.3% of those who value safe work also answered yes to our question clarifying learning values. We also found a significant correlation with regard to age in terms of work-related safety as a value category. In the first age group, safety is present with 81.5%. Of the 41 respondents (aged 35-44), this value was prominent for 40 people, while in the case of the elderly, the recognition of job security among the learning values occurs in 83.3%. This hypothesis was confirmed.

Summary

The greatest result of our work is an innovative typology, in which we defined four different units based on the relationship of low-educated groups of students to learning. We formulated methodological recommendations to support the professionals and institutions dealing with these disadvantaged groups by implementing training services that increase and reduce drop-out. The innovativeness of our research can be grasped primarily in this typology. If the recommendations of the qualitative interviews of teachers and experts are taken into account, it is necessary to apply a relevant skills mirror at the input level of adult education, which draws the attention of the training coordinators as well as the applicants to possible shortcomings. At the same time, we consider continuous mentoring should be essential for people with a low level of education, which at the individual level not only contributes to effective learning and successful professional acquisition, but can also support the social integration of those involved in training.

References

1. Ábrahám K.: 2014. A felnőttképzés integrációs szerepe az alacsony képzettségűek körében az Észak- Alföldi Régióban. Doktori értekezés. Debreceni Egyetem Kerpely Kálmán Doktori Iskola, Debrecen
2. Berde É.: 2002. A felnőttképzés jelenlegi helyzete. Résztanulmány. BKÁE Budapest
3. Csoba J.- Nagy Z. É.: 2011. A magyarországi képzési, bértámogatási és közfoglalkoztatási programok hatásvizsgálata. In: Fazekas K- Kézdi G. (szerk.): Munkaerőpiaci tükör, MTA Közgazdaságtudományi Intézet- Országos Foglalkoztatási Közalapítvány, Budapest, 113-145.
4. Központi Statisztikai Hivatal: 2016. Mikrocenzus.
5. Kerülő J.: 2009. Akkor most tanuljak vagy ne? A tanulási motivációról. In Henczi Lajos (szerk.) Felnőttoktató. A felnőttek tanításának-tanulásának elmélete és gyakorlata. Nemzeti Tankönyvkiadó, Budapest
6. Kerülő J.: 2010. Mikor szeretünk, vagy nem szeretünk tanulni?" In Henczi Lajos (szerk.) Felnőttoktató. A felnőttek tanításának-tanulásának elmélete és gyakorlata. Nemzeti Tankönyvkiadó, Budapest
7. Köllő J.: 2009. A pálya szélén – Iskolázatlan munkanélküliek a poszt-szocialista gazdaságban. Osiris Kiadó, Budapest.
8. Mayer J.– Singer P. (szerk.): 2004. A tanuló felnőtt – a felnőtt tanuló. Országos Közoktatási Intézet, Budapest
9. Nyilas O.: 2018 Napjaink „tanulás kényszere” – felzárkóztató képzések a hátrányos helyzetű felnőttek körében ACTA MEDICINAE ET SOCIOLOGICA 9 : 26 pp. 15-21.
10. Tót É.: 2000. Az oktatás és a munka közötti átmenet folyamata és a felnőttképzés. Háttéranyag a "Jelentés a közoktatásról" c. kiadványhoz

The candidate's list of publications

1. Suhajda, C. J., Veresné, V. K., Visztenvelt, A., & Poór, J. (2020a). Internalization of higher education – students' attitude and openness. In XVII. Nemzetközi Tudományos Napok [17th International Scientific Days] [XVII. Internationale Wissenschaftliche Tagung] (pp. 1043–1049).
2. Suhajda, C. J., Veresné, V. K., Visztenvelt, A., & Poór, J. (2020b). Internationalization of higher education – students' attitude and openness. In XVII. Nemzetközi Tudományos Napok - Abstract Book (pp. 210–210).
3. József, P., Ineta, Ž., Csilla, J. S., Valentinyi, K. V., Kristóf, C., & Andrea, V. (2019). Migration and mobility issues in Hungary and Slovakia based on an empirical baseline research conducted in Hungary and in Slovakia. In *International Business in the Dynamic Environment* (p. 92).
4. József, P., Péter, K., Ildikó, É. K., Péter, F., Katalin, T., Csilla, J. S., ... Katalin, S. (2019). The Effectiveness of Training in Hungary in the Light of International Trends. *POLITISCHE PSYCHOLOGIE AKTUELL*, 2019(1), 87–110.
5. Visztenvelt, A., & Suhajda, C. J. (2018). Hungarian - Slovak Cross-Border Research on the Labour Market Opportunities of Disadvantaged Job Seekers. In *Smart Communities Academy* (pp. 47–48).
6. Budavári-Takács, I., Suhajda, C. J., & Visztenvelt, A. (2017b). Tudatos életpálya tervezés. In *Tudatos életvezetés - Projektszemlélet a magánéletben* (pp. 75–94).
7. Budavári-Takács, I., Suhajda, C. J., & Visztenvelt, A. (2017a). Életszakaszaink, életfeladataink. In *Tudatos életvezetés - Projektszemlélet a magánéletben* (pp. 46–74).
8. F, O. S., Farkas, A., Lestyán, K., Suhajda, C. J., Visztenvelt, A., Nagy, A., ... F, O. S. (2017). Egy projekt több aspektusa. (O. S. F, Ed.).
9. Ildikó, C., József, P., Tímea, J., & Andrea, V. (2017). Flexible Employment Forms in Different Companies Located in Budapest. *JOURNAL OF ENGINEERING MANAGEMENT AND COMPETITIVENESS*, 7(1), 20–27.

10. Visztenvelt, A. (2017). A munka-, pályatanácsadó képzés története, sajátosságai Magyarországon. In Tradíció és Innováció - 2016 (pp. 66–72).
11. Visztenvelt, A. (2016a). Aluliskolázottak a felnőttképzésben. In XIX. Apáczai-napok. Tudományos Konferencia. Gondolkodási struktúrák és kreativitás. Tanulmánykötet (pp. 505–510). Széchenyi Istváni Egyetem Apáczai Csere János Kar.
12. Visztenvelt, A. (2016b). Needs of career starters in Hungary in 2015. In Supporting career starters (pp. 94–102).
13. Visztenvelt, A., & Suhajda, C. J. (2016). Supporting career starters. (A. Visztenvelt & C. J. Suhajda, Eds.). Gödöllő: Kollégium Tanácsadó, Szolgáltató Kft.
14. Simándi, S., & Visztenvelt, A. (2015). Munkaerő-piaci szempontból hátrányos helyzetű felnőttek tanulási jellemzői és a tanulásra ható tényezők. In Felkészülés a pályára, felkészülés az életre (pp. 98–109).
15. Visztenvelt, A. (2015a). Felkészítik-e az álláskeresőket a különböző tréningek? In Quid est veritas? (Jn 18,38) Teóriák, hipotézisek és az igazság viszonya [elektronikus dok.] (pp. 68–73).
16. Visztenvelt, A. (2015b). Konstruktivizmus a felnőttképzésben. In “Tudomány és felelősség” [elektronikus dok.] (pp. 377–384).
17. Visztenvelt, A. (2014). Felnőttoktatás a hátrányos helyzetű álláskereső körében. In XVII. Apáczai-napok Tudományos Konferencia. Mobilis in mobili: egyszerűség és komplexitás a tudományokban. Tanulmánykötet (pp. 1–8).
18. Visztenvelt, A., Molnár, N., & Suhajda, C. J. (2014). The regional role of municipalities in the integration of disadvantaged groups. In Legal, Economic, Managerial and Environmental Aspects of Performance Competencies by Local Authorities (pp. 1–8).
19. Visztenvelt, A., & Suhajda, C. J. (2014b). Romák a felnőttképzésben. SZOCIÁLPEDAGÓGIA: NEMZETKÖZI SZAKLEKTORÁLT FOLYÓIRAT, 2014(1–2), 11–18.
20. Visztenvelt, A., & Suhajda, C. J. (2014a). Lehetőségek a Társadalmi Megújulás Operatív programon belül a hátrányos helyzetű

kistérségekben. In *Az átalakuló, alkalmazkodó mezőgazdaság és vidék: tanulmányok* (pp. 1627–1635).