

# Adult education as a part of professional life – motivation and participation of Czech adults

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**Research: Adult Education in various stages of the life cycle:  
priorities, opportunities and possibilities of development**

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# Background

- In the present world, human resources are not a static category.
- Continuous development of human resources is of key importance in the world whose characteristics can be summed up by the concept of society of learning.
- The primary way of developing human resources is naturally learning and education, represented by the concept of lifelong learning.



# Aim of the paper

- to recapitulate some contextual variables and to attempt to identify the potential of their influence on adult participation in general, on the example of non-formal education and training,
- to show how this influence can vary for specific groups of adults differing by their achieved education, professional status, occupational sphere etc.



# LLL systems: Expectations

- **education should be motivated not only economically, but be aimed at life quality**
- **education should be available to all**
- **the educational supply should be flexible and respond to needs**
- **education should not generate new inequalities**
- Does existing situation seem to fulfil the considerable expectations which are being associated with it?



# Methodology of research

- questionnaire survey,
- representative sample of adult population in the Czech Republic,
- sample included 1413 respondents aged 20-65,
- spring 2005



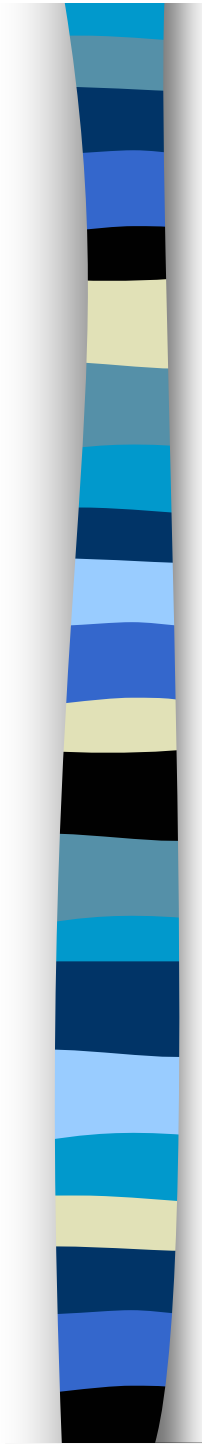
# Research sample

- The respondents were:
- all economically active
- employees (full-time or part-time ones, 742 respondents), entrepreneurs and sole traders (126), freelancers (8) and economically active retired people (15)
- i.e. 891 respondents in all



# Characteristics observed

- non-formal adult education and training associated with peoples occupational and professional life plus 3 other related areas
  - foreign languages
  - computer skills
  - personal development
- demographic and socio-economic individual characteristics



## Participation of economically active individuals in non-formal education during recent 12 months

<b>Non-formal education</b>	<b>Share of respondents who did participate</b>	<b>Of this: the reason was a requirement on the part of the employer</b>
Occupational training	28.8 %	36.9 %
Foreign languages	9.9 %	3.1 %
Computer skills	11.1 %	21.9 %
Personal development	8.3 %	17.4 %



## Self-evaluation of respondents' knowledge and skills relevant to their occupation

<b>Adequate knowledge and skills</b>	<b>No. of respondents</b>	<b>Share of answers</b>
certainly yes	366	42.9 %
rather yes	441	51.9 %
rather not	38	4.1 %
certainly not	10	1.1 %
total	855	100 %



## Self-evaluation of respondents' possibility of change as to position at work

Possibility of change as to position at work	No. of respondents	Share of answers
certainly yes	106	13.0 %
rather yes	139	17.3 %
rather not	310	38.6 %
certainly not	249	31.1 %
Answers total	804	100 %



# Hypotheses

- **(H1) *Education leads to a sense of personal competence***
- **(H1A): *A sense of a lack of personal competence leads to a greater participation in education.***
- The only statistically significant correlation is between self-evaluation of one's competencies (knowledge and skills) and participation in foreign language courses: negative evaluation of one's competencies correlates with higher participation in education.

# Education and competencies of the person (H1, H1A)

<b>Adequate knowledge and skills</b>	<b>Share of respondents who had already participated in occupational training</b>	<b>Share of respondents who had already participated in foreign language courses</b>	<b>Share of respondents who had already participated in PC skills courses</b>	<b>Share of respondents who had already participated in courses of personal development</b>
certainly yes	40.3 %	7.9 %	15.6 %	9.0 %
rather yes	40.1 %	11.1 %	13.2 %	10.5 %
rather not	31.6 %	23.7 %	10.5 %	7.9 %
certainly not	11.1 %	20.0 %	10.0 %	10.0 %



# Hypothesis

- **H2: *The belief that education can lead to a better job position at work leads to a greater participation***
- As far as occupational training and language skills improvement are concerned, the correlation was statistically significant
- a certain trend, although not statistically significant, was found in the remaining two areas (PC skills, personal development), too.

## Possibility of work position improvement and participation in education (H2)

<b>Possibility of improving one's position at work</b>	<b>Share of respondents who had already participated in occupational training</b>	<b>Share of respondents who had already participated in foreign language courses</b>	<b>Share of respondents who had already participated in PC skills courses</b>	<b>Share of respondents who had already participated in courses of personal development</b>
certainly yes	55.7 %	14.2 %	14.2 %	17.1 %
rather yes	36.0 %	16.6 %	18.0 %	10.8 %
rather not	40.8 %	9.7 %	13.6 %	8.5 %
certainly not	33.9 %	6.8 %	12.5 %	8.4 %



# Hypothesis

- **H3: *Participation depends on certain demographic and socio-economic characteristics of the individual***



## Education and demographic and socio-economic individual characteristics (H3)

- **No** statistically significant relation was found between participation in education and
- gender,
- income,
- financial status of the family,
- municipality size



## Education and demographic and socio-economic individual characteristics (H3)

- The correlation between participation in job-related non-formal education and achieved level of education (vary 20,0 – 60,7%)
- type of main economic activity (7,5 – 40,4%)
- occupational categories (19,4 – 59,8%)
- spheres of occupational activity (21,1 – 58,7%)



## Participation in occupational training by achieved level of education

<b>Achieved education</b>	<b>Share of respondents who had already participated in courses of occupational training</b>
basic education (9 years)	<i>20.0 %</i>
vocational training	<i>24.8 %</i>
full higher secondary school education	<i>44.7 %</i>
university education	<i>60.7 %</i>



# Conclusions

- The empirical study has brought evidence that the vision of lifelong learning for everybody playing the role of a universal and holistic tool of human resources development has still been a dream rather than reality.



# Conclusions

- Inconsistent application of the concept of lifelong learning by educational policies have not been able to provide scope for synergic operation of individual, organizational and social needs.



# Conclusions

- Lifelong learning thus fails to be a weapon against inequality, becoming a tool of even greater social stratification.



# Conclusions

- We are able to explain, to a certain extent, why adults do participate in learning and education, but there is little to be said about why most adults do not participate in education.