

ADULT NON-FORMAL LEARNING MOTIVES AND FUTURE NEEDS: KLAIPĖDA CITY'S CASE

Ilvija Pikturnaitė¹, Judita Jonuševičienė², Robertas Kavolius³

¹ *Assoc. prof. dr. Klaipėda State University of Applied Sciences. Jaunystės str. 1, Klaipėda (Lithuania). Phone +370 674 36443. E-mail i.pikturnaite@kvk.lt*

² *Lekt. Klaipėda State University of Applied Sciences. E-mail j.jonuseviciene@kvk.lt*

³ *Lekt. Klaipėda State University of Applied Sciences. E-mail r.kavolius@kvk.lt*

Received 21 02 2017; accepted 21 03 2017

The lack of learning motivation is often presented as one of the reasons that interfere adults to learn. Therefore the purpose of research is to reveal Klaipėda city residents', employers' and other social partners' motives and future needs of participation in non-formal education. The questionnaire survey of Klaipėda city residents, employers and other social partners was implemented by using pre-made standardized questionnaires, which were composed with consideration of the Lithuanian Republic Non-formal Adult Education Law. Klaipėda city residents link non-formal learning more closely to gratification of individual interests. Employers and social partners expressed positive attitude towards learning.

Key words: life-long learning, motives, needs, policy, non-formal education.

JEL Codes: I21, I28, I29.

1. Introduction

Contemporary world is distinguished by intensive competition, rapid change of informational technologies and labor market. Therefore, life-long learning is imperious factor ensuring satisfaction of people personal needs, correspondence with labor market, affecting economic and social development of country (Rogers, 2010; Linkaitytė, 2011; Mokymosi ..., 2011).

Learning helps people to adapt in changing environment, to participate in social life, to live healthier and stay economically safe, and render the joy of self-development (Kaip padidinti ..., 2007). The life-long learning is also assumed as one of prime factors, ensuring Lithuanian society's preparedness for global change and allowing generation of smart society (Valstybės pažangos ..., 2012). Therefore, the Europe Union's and Lithuanian documentation in education area highlights the importance of people learning (Linkaitytė, 2011; Suaugusiųjų mokymasis..., 2015).

Copyright © 2017 The Authors. Published by Aleksandras Stulginskis University, Lithuanian Institute of Agrarian Economics. This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 (CC BY-NC 4.0) license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. The material cannot be used for commercial purposes.

The aims of life-long learning development and prevalence is discoursed in Lithuanian Republic legal acts: Valstybės pažangos strategija „Lietuva 2030“ (2012), Valstybinė švietimo 2013–2022 metų strategija (2013), Lietuvos Respublikos neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi įstatymas (2014), Lietuvos Respublikos Vyriausybės nutarimas „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi 2016–2023 metų plėtros programos patvirtinimo (2016).

Scientific literature and legal documentation, which analyze and / or regulate different aspects of Lithuania adults' permanent learning (for ex.: Valstybinė švietimo ..., 2013; Suaugusiųjų mokymasis, 2015; Suaugusiųjų mokymosi motyvacija ..., 2010; “Dėl neformaliojo suaugusiųjų ..., 2016), states that Lithuanian adult participation in non-formal education and life-long learning activities is one of the lowest among the members in Europe Union. In 2009 only 4.5 percent of adults participated in learning activities in last 4 weeks; in 2014 – 5 percent of Lithuania adults were involved in learning activities. Therefore low participation in lifelong learning is becoming a major obstacle to successful adults competition in the labor market and in social life (Butvilienė, 2011; 2013).

The lack of learning motivation is often presented as one of the reasons that interfere adults to learn (Kaip padidinti ..., 2007). Adults' participation in non-formal learning, their motivation and future needs were analyzed in earlier scientific researches: “Adult continuing education opportunities in the context of the implementation of life-long learning strategy” (Tamošiūnas, 2004), “Current non-formal adult education and the attitude of population and employers towards non-formal adult education” (Tamošiūnas, 2005), “Adult learning in Lithuania: coverage, demand and supply” (Teresevičienė, 2006), “Adult education organization of state municipalities” (Suaugusiųjų mokymosi..., 2006). In 2010 Education Development Center surveyed learning motivation and needs of adults in Lithuania, Latvia, Estonia and Finland. The resumption of Lithuanian Republic law of Non-formal Adult Education and Continuing Learning obligates municipalities to develop adult education action plan and promote the development of life-long learning. Municipalities are required to monitor and encourage their residents' motivation, to create conditions to satisfy the population needs of non-formal education. So, it is topical to evaluate adult motivation and future needs in non-formal learning in particular municipality. Therefore, Klaipėda city residents', employers' and other social partners' motives and future needs of participation in the non-formal education were surveyed in June and July of 2016. This research allowed Klaipėda city municipality to prepare and approve Klaipėda City Non-formal Education Action Plan For The Period Of 2016–2019.

The object of research – Klaipėda city residents', employers' and other social partners' motives and future needs of participation in non-formal education.

The subject of research – Klaipėda city residents, employers and other social partners.

The aim of research – to reveal Klaipėda city residents', employers' and other social partners' motives and future needs of participation in non-formal education.

The goals of research are:

- to analyze Klaipėda city residents', employers' and other social partners' motives of participation in non-formal education;
- to determine future needs of Klaipėda city residents, employers and other social partners in the non-formal education.

Research methods: monograph and content analysis, quantitative research and survey of Klaipėda city's residents, employers and other social partners, data programming and analysis by SPSS, analysis of the results of the questionnaire survey.

Sample. The population of Klaipėda city residents' research includes Klaipėda city residents of 18 years and over. The size of research population – 134582 individuals (<http://www.vrk.lt/>). A representative sample size – 757 residents of Klaipėda city (when the probability – 95 percent, while the margin of error – 4 percent).

The population of study of Klaipėda city employers and social partners consists of entities that registered their activity in Klaipėda city. The population size of research – 6508 entities (<http://osp.stat.gov.lt/>). A representative sample size – 369 respondents (when the probability – 95 percent, while the error margin – 5 percent). The sample consists of 337 employers and 32 social partners, who are representing various social organizations.

The number of respondents in both groups was calculated using the formula of Paniotto sample. The objective of the research, the characteristics of research population (size and homogeneity of the test character in relation to the criteria), the accuracy of collected data and representativeness, questionnaire characteristics (Bitinas, 2008; Valackienė, 2008; Kardelis, 2007) were taken into account as well.

Survey method. The questionnaire survey of Klaipėda city residents, employers and other social partners was implemented by using pre-made standardized questionnaires, which were composed with consideration of Lithuanian Republic non-formal adult education law.

Time interval of the research – June, July of 2016.

Research location – Klaipėda city.

The selection of respondents and the process of the research. A representative probability selection of cluster was used to select the respondents of Klaipėda city residents (Valackienė, 2008; Kardelis, 2007). The researchers contacted directly with the individuals of the Klaipėda city's population group. Respondents had a choice while completing the research instrument – they were able to fill the questionnaire online (this possibility was chosen by about 26 percent of respondents) or the paper option (about 74 percent of respondents chose this possibility).

A representative multi-stage probability selection was used to select the respondents of Klaipėda city's employers and other social partners group (Kardelis, 2007). An invitation – request to participate in the study was sent to 2514 companies and organizations by e-mail addresses, which were published in business contacts informational platforms for example <http://rekvizitai.vz.lt>, <http://www.118.lt/>, <http://www.3sektorius.lt>. Part of the completed questionnaires (14.6 percent) was collected communicating directly with employers and the social partners.

Research ethics. During the research, specific ethical principles were followed: anonymity and confidentiality, goodwill, significance, respect for personal dignity, justice and the right to receive accurate information (Bitinas, 2008).

Data analysis. Data analysis was performed using the statistical program for social researches – SPSS 20.0. Percentage frequencies, the detection of statistically significant differences – Chi-square test, Man-Whitney test, descriptive statistical characteristics were calculated. Graphical analysis was performed using MS Excel spreadsheet.

2. Adult non-formal learning motives and needs review

The lack of learning motivation or motives are often presented as main reasons that interfere adults learn (Kaip padidinti ..., 2007). The National Education Strategy for 2013–2022 (Valstybinė suaugusiųjų ..., 2013) alleged the regret that permanent adult education is still not popular and a lack of motivation to learn is faced frequently. Adult lack of learning motivation hampers the country's progress and capacity to respond to the challenges of an intelligent (smart) society (2013). According to the surveys, adults' lack of motivation for learning was quite often referred as the reason why adult weren't engaged in learning (Suaugusiųjų mokymasis: ..., 2015). Earlier findings also note that the employers' attitudes have a significant impact on adult learning opportunities and provisions (Kaip padidinti ..., 2007). So, it is important to review earlier findings on adults learning motives.

D. Beresnevičienė (2004) indicates such adult motives of learning: professional, development of personality, social connections. Professional motives are very important for adults of 18–40 years. This is the period then they start working, desire to have social status, increase qualification, become greater specialists, make a carrier. A number of researches revealed, that the adults learning is mostly motivated with the desire to be employed, increase professional qualification, get a better job (Beresnevičienė, 2004). The motives of personal development are more important in senior age, when there is spare time and financial possibilities. The motive of social connections inspire people to interfere with others, communicate, and participate in different discussion groups.

Adults' and employers' awareness and motivation, their needs are identified as one of the most pressing problems in education in the study "The state of adult education organization in municipalities" (org. Suaugusiųjų mokymosi organizavimo ...) which was accomplished in 2006. According to the data, while learning adults usually seek to do their jobs better, they comprehend learning as a job preservation guarantor (will not lose the work; will justify the expectations of the employer). However, employers often fear that employee will go to another workplace after accomplishing more training. Self-education and social needs is another group of learning motivation. Even 43 percent of adult learn because they find it interesting; 36 percent adults seek to acquire the knowledge necessary for everyday life while learning; 10 percent of adults get to know new people while learning.

The publication “Kaip padidinti ...?” (2007) indicates that around a third of adults participate in non-formal education and adult learning in order to obtain the qualification certificate. In Lithuania accomplished adult learning studies show that some adults do not want to learn, as long as it is not specified what they could learn. It is assumed that adults simply do not scale on their learning needs; they lack information and imagination of modern learning opportunities (Kaip padidinti ..., 2007). The National Education Strategy for 2013-2022 set the objective to strengthen the motivation to study, relating lifelong learning with adults’ choices, creating a system of financial support. So adults’ choices (needs) become topical issue (Valstybinė ..., 2013).

There is a presumption presented that basic education and qualification improvement motives are not directly related to work or career opportunities (Suaugusiųjų mokymosi ..., 2010). The basic training or skills upgrading reasons are the wish to acquire knowledge and skills for the benefit of a personal life, and a wish to broaden their horizons, and the will to deepen the knowledge of the region of interest. The desire to acquire the knowledge required in personal life declared 51% respondents in Estonia, 68% – in Latvia, 74% – in Lithuania, 56% – in Finland. Career opportunities are more important motives for qualifications improvement and training in Latvia and Finland than in Lithuania and Estonia. Socialization, as an additional motive for learning, is more important in Lithuania than in other countries. Even 45% of Lithuanians highlighted the desire to spend time interestingly, to socialize and meet people as some of the reasons that encouraged them to study. Meanwhile, the procession of formal study is often associated with ambition of higher education, the desire of knowledge acquisition, the will to keep up with life, the desire to get a diploma (Abramauskienė, 2007).

The research of adult learning opportunities, implemented in 2010, revealed that residents of big cities are more satisfied with adult training facilities and their availability, possibilities of form selection, accessibility of necessary learning means, information on learning and internet access (Suaugusiųjų mokymosi motyvacija ..., 2010). However, such factors that extenuate adult motivation to learn were referred: the lack of previous positive learning experience (or presence of negative); age (the number of students is decreasing from 45 years); education (at least motivated are having attained the form low educational); place of residence (less learning in smaller cities); unemployment; insufficient information (Vacaretu, 2010).

Non-formal adult education and continuing education development plan for the 2016–2023 (“Dėl neformaliojo ..., 2016) point out the necessity to link lifelong learning with the choices of residents, to provide financial support to those teachings, which are relevant to adults in order to enhance motivation to learn. Studies show that adults mostly want to learn foreign languages, computer literacy, entrepreneurship, economic and legal knowledge primer (Vacaretu, 2010). According to the results of PIAAC (*Programme for the International Assessment of Adult Competencies*) research in Lithuania there are many workers whose literacy rate is higher than it is needed to do the job, but also there is a large part of the adults have low level of low of problems solving by using informational technologies (Ką apie ..., 2016).

It is also noted that employers' attitudes have a significant impact on adult learning opportunities and provisions. Nearly 95% employers say their employees need training, but significantly lower proportion of employers' supports staff training (Kaip padidinti ..., 2007). Even fewer employers finance their staff training. Quite skeptical employers are looking at learning as a means of reducing staff turnover. While Non-formal adult education is identified as a key element of human capital development instrument (Butvilienė, 2013). Therefore, in order to develop adult non-formal education it is necessary to investigate and form adults' and employers' positive provisions and attitudes towards learning (Suaugusiųjų mokymasis ..., 2015).

Summarizing earlier implemented researches' findings such motives of participating in non-formal and lifelong learning can be named: professional development, improvement of personality, broadening of social connections. Therefore the questionnaire included statements about professional development (in order to remain in the labor market; in order to increase knowledge and develop the skills / to do the job better; in order to return to the labor market; I am forced because of my position; I need certificate), improvement of personality (in order to develop personal interests; in order to develop own cultural interests), and broadening social connections (I meet new people; I have an occasion to socialize; I like to learn). Employers' attitude towards their employees' non-formal learning is important factor that influences adult motivation to learn. Therefore the questionnaire included statements about employers' and social partners' attitude towards learning (teaching / learning is good tool for employees (members) motivation; after the training / learning employees work more productively, with a higher quality; teaching / learning reduces turnover of employees (members); teaching / learning helps to improve the organization of work; teaching / learning helps to improve co-operation skills; teaching / learning creates the opportunities of professional career for employees and thereby help them to consolidate in the company / institution). It is expedient to present a list of possible trainings for adults while evaluating their future learning needs.

3. Klaipėda city residents', employers' and other social partners' motives of participation in non-formal adult education and continuous learning

It is appropriate to discuss demographic data of respondents before revealing results of research. The study included persons of both sexes, but women made up the majority of respondents: women – 73.8 percent of respondents, men – 26.2 percent. For further analysis, respondents were divided into three main groups by the age: the group of 18–29 years age involved 24.3 percent of respondents, 30 to 62 years – 59 percent, 63 years and over – 16.7 percent of the all respondents.

The research of non-formal adult education and continuing learning needs of Klaipėda city employers and other social partners involved 337 employers and 32 social partners. The data of employers' survey show that 76.6 percent of respondents belong to the private sector of activity, while 23.4 percent belong to the public sector. The biggest part of employers' group respondents' activity is related with transport (transport service) (13.7 percent), marketing (12.8 percent), building (12.2 percent),

education (10.7 percent), service (accommodation, catering etc.) (10.4 percent). The social partners' data shows that the survey included mostly associations (50 percent), communities (28.1 percent), and representatives of public institutions (21.9 percent).

The research aimed to find out the motives of Klaipėda city residents participation in training and non-formal learning (see Table 1).

Table 1. Numerical characteristics of Klaipėda city residents' motives of participation in training

No.	Purpose	M	Mo	SD
1.	In order to remain in the labor market	3.91	3	1.33
2.	In order to increase knowledge and develop the skills / to do the job better	4.15	4	1.30
3.	In order to return to the labor market	4.01	3	1.41
4.	I am forced because of my position	3.88	3	1.25
5.	I need certificate	3.63	3	1.34
6.	In order to develop personal interests	4.13	3	1.35
7.	In order to develop own cultural interests	4.22	5	1.31
8.	I meet new people / I have an occasion to socialize	4.46	6	1.33
9.	I like to learn	4.21	6	1.42

Klaipėda city residents' approach analysis (see Table 1) showed that overall, averagely learning is perceived positive. Respondents agree with the fact that participating in non-formal education creates an opportunity to meet new people / there is an opportunity to socialize (average – 4.46). Klaipėda city residents also often participate in non-formal education in order to develop their cultural interests (average – 4.22), because they like to study (average – 4.21). Other statements also received the approval of the respondents, but firstly commented statements on this question show that learning is more closely linked to the personal interests not to the increase of professionalism. This assumption is confirmed by the mode of statements "I meet new people / an occasion to socialize" and "I like to learn" (most frequent value – 6). Such findings coincide with findings of earlier researches that adult Lithuanians link non-formal learning with possibility to spend time interestingly, to socialize, to meet new people.

The research aimed to reveal of employers' and other social partners attitudes towards the training of employees and members. The distribution of answers is given in Tables 2 and 3.

Table 2. Numerical characteristics of employers' approach towards employees learning

No.	Statement	M	Mo	SD
1.	Teaching / learning is a good tool for employees motivation	4.01	4	0.842
2.	After the training / learning employees work more productively, with a higher quality	3.88	4	0.856
3.	Teaching / learning reduces turnover of employees	3.49	4	0.964
4.	Teaching / learning helps to improve the organization of work	4.03	4	0.776
5.	Teaching / learning helps to improve co-operation skills	4.06	4	0.818
6.	Teaching / learning creates the opportunities of professional career for employees and thereby help them to consolidate in the company / institution.	4.15	4	0.838

The analysis of table 2 data suggests that a whole group of employers' respondents have positive attitude towards learning. The largest approval of this group of respondents received statements proving that teaching / learning creates professional career opportunities for staff, thus helping them to consolidate in company / institution (average – 4.15), and that the teaching / learning helps to improve co-operation skills (average – 4.06). A bit less of approval received statements that after the training / learning employees are more productive and work with a higher quality (average – 3.88), and that the teaching / learning reduces employees' turnover (average – 3.49). According to the last mentioned statement, it can be assumed that sometimes employees, who participated in training, leave companies, change jobs. So, such results also confirm earlier findings that employers often fear that employees will go to another working place. Calculation of Man Whitney's nonparametric criterion showed statistically significant differences ($p < 0.05$): state-owned enterprise managers (employers), rather than the CEOs of private sector corporations, agree with the statements that the teaching / learning is a good motivation tool, that after the learning staff are more productive and work better ($p=0.000$), that learning helps to improve the organization of work, communication skills, creates professional opportunities for employees ($p=0.004$). Respondents of micro and small enterprises expressed less agreement with the statements, so their approach to training is a bit less positive.

Table 3. Numerical characteristics of social partners' approach towards members learning

No.	Statement	M	Mo	SD
1.	Teaching / learning is a good tool for motivating members	4.34	4	0.653
2.	After the training / learning members are more active	4.13	4	0.833
3.	Teaching / learning reduces the turnover of members	3.50	3	0.842
4.	Teaching / learning helps organization to improve	4.41	4	0.560
5.	Teaching / learning helps to improve co-operation skills	4.50	5	0.568
6.	Teaching / learning creates opportunities of professional career for members	4.22	5	0.832

Data in Table 3 suggests that the respondents of the social partners group expressed a strong agreement with the statement that learning helps to improve communication skills (average – 4.50), helps the organization to improve (average – 4.41) is a good tool for motivating members (average – 4.34). Also, the respondents of this group less agree with the statement that learning reduces members change (average – 3.50).

4. Klaipėda city residents', employers' and other social partners' future needs of non-formal adult education and continuous learning

One of the main objectives of the research was to identify the areas of non-formal adult education where respondents would like to acquire knowledge. Residents'

group respondents were able to choose several response options of the following fourteen and / or write their own, so the total percentage is higher than 100 percent. The distribution of residents' group respondents' opinions is presented in Figure 1.

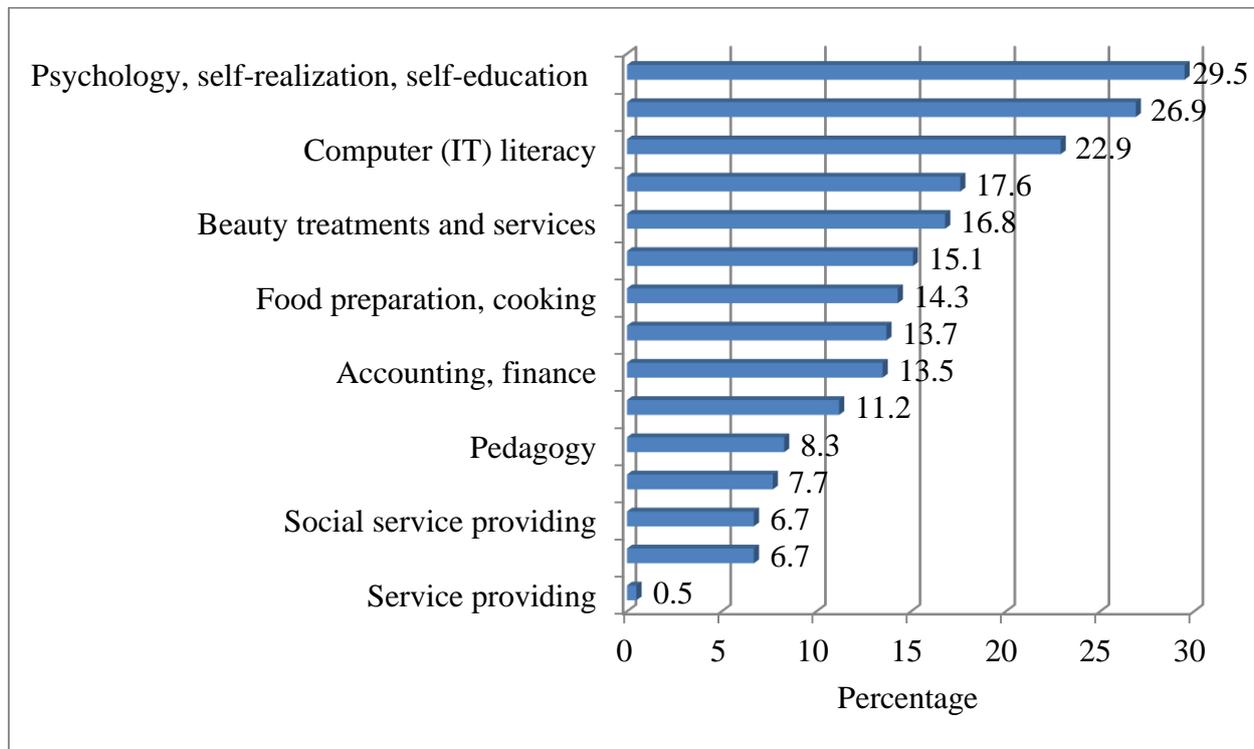


Fig. 1. The percentage distribution of population group respondents' answers to the question, what are the training areas where respondents would like to gain knowledge.

Analysis of the results revealed (see Figure 1) that mostly respondents of residents group would like to study psychology, self-realization, self-education (29.5 percent), health, wellness and a healthy lifestyle (26.9 percent), computer (IT) literacy (22.9 percent), entrepreneurship, management, economics basics and project development (17.6 percent), beauty treatments and services (16.8 percent), sports and dance (15.1 percent), food preparation, cooking (14.3 percent). These results allow stating that for respondents it is very important to improve themselves psychologically and physically, improve / upgrade the technological knowledge that allows to integrate more successfully into the labor market and to expand communication capabilities. The demand on computer (IT) literacy training is associated with a high level of technology use in working life and the opportunity to participate in social life actively. Such findings affirm that while participating in non-formal learning adults seek to acquire knowledge necessary for everyday life. Statistical analysis revealed a correlation between the respondents' relevant training areas and their age (see Table 4).

Table 4. The percentage interface of preferred non-formal adult education areas and the age of respondents

Training areas	Respondents' age groups		
	18–29 years	30–62 years	63 years and over
Pedagogy	9.2	8.7	5.6
Psychology, self-realization, self-education	33.2	33.3	10.5
Lithuanian and other languages, rhetoric	12	12.8	4.8
Computer (IT) literacy	23.4	24.2	17.7
Entrepreneurship, management, economy basics, project development	23.9	19	3.2
Accounting, finance, audit	19	13.9	4
Service providing (recreation, tourism, accommodation, catering)	9.2	4.3	1.6
Arts (music, art, design, graphics, etc.)	16.3	11.4	18.5
Social service providing (social workers, nurses, nursing assistants, etc.)	5.4	5.4	13.7
Health, wellness, healthy lifestyle	25	25.3	34.7
Beauty treatments and services	25.5	14.1	12.9
Sports and dance	20.7	12.1	17.7
Food preparation, cooking	18.5	10.3	21.8
Driving	11.4	7.4	2.4
Other	3.8	5.4	16.1

It was revealed that the topical top five of training areas for the youngest group of Klaipėda city respondents is: psychology, self-realization, self-development, beauty treatments and services, health, wellness, healthy lifestyle, entrepreneurship, management, economy basics project development, computer literacy. In the group of youth age, the need to acquire knowledge and develop skills in areas such as art, cooking, sports and dancing is noticed. The respondents of this age group find the social services providing as the least topical area of training. The middle-age group topical top five training areas are psychology, self-realization, self-development, health, wellness, healthy lifestyle, computer literacy, entrepreneurship, management, economy basics and project development, beauty treatments and services. It is noticed that this group is much less interested in training, which is related to the improvement of active lifestyle skills, like sport and dancing. The most topical top five training areas of the oldest group of respondents are: health, wellness, healthy lifestyle, cooking, art (music, art, design, etc.), sports and dancing, computer literacy. Compared to other age groups, 63 years and older respondents have significantly reduced need to gain financial literacy knowledge and they find learning to drive as the least topical.

Employers and other social partners also were asked in which training areas employees of their companies and members of organizations should acquire knowledge (see Figure 2). The questionnaire included 14 areas of training titles, the answer option "Other" was given, where the desired training could be mentioned. Respondents could choose several response options of the following fourteen and / or write their own, so the total percentage is higher than 100 percent.

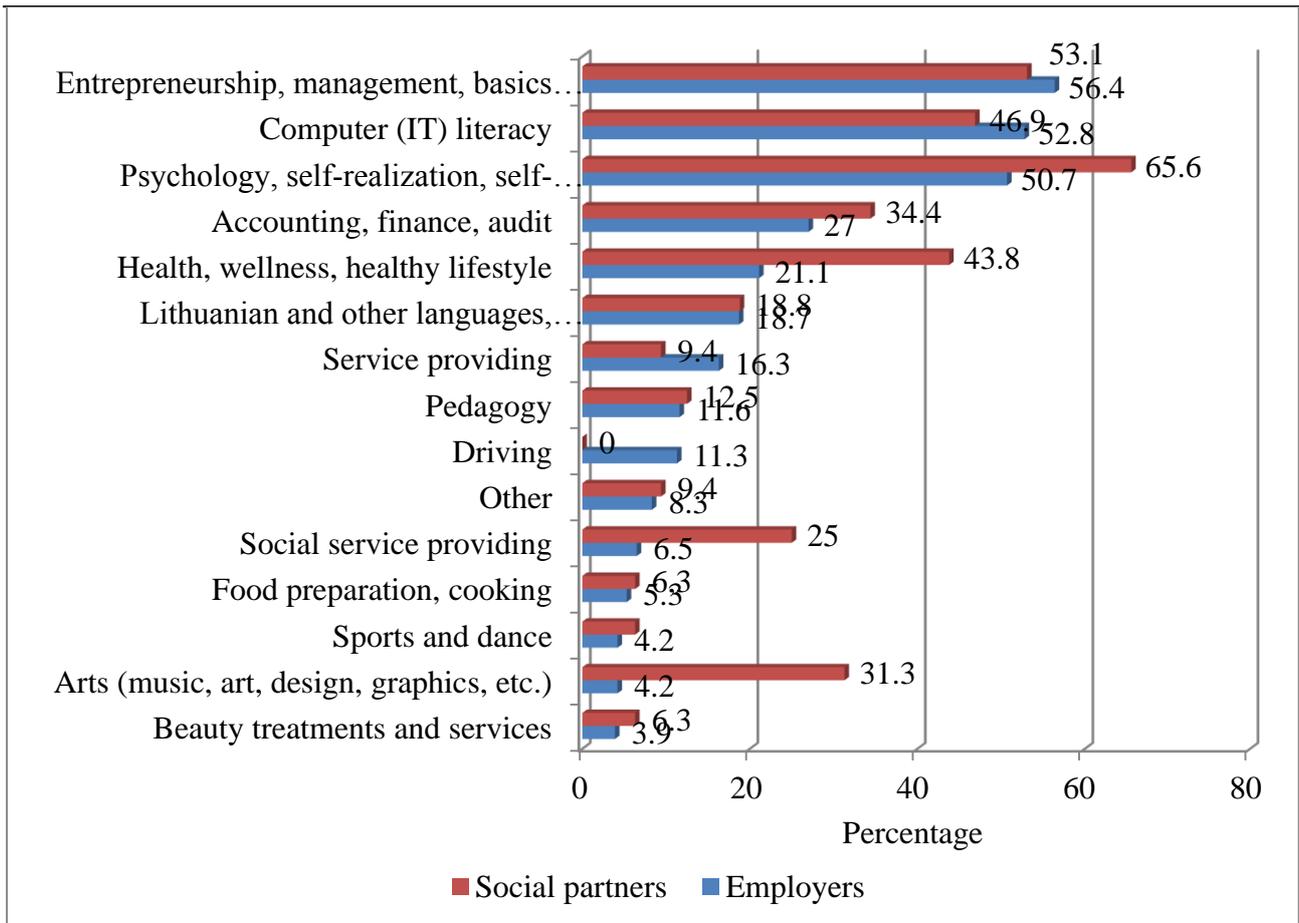


Fig. 2. The percentage distribution of answers of respondents' of employers and other social partners group to the question in what training areas employees should acquire knowledge

The largest part of employers' group respondents (see. Figure 2) named entrepreneurship, management and basics of economy and project development (56.4 percent), computer literacy (52.8 percent), psychology, self-realization and self-education (50.7 percent), accounting, finance and auditing (27 percent), health, wellness and a healthy lifestyle (21.1 percent.) as relevant training directions. In addition, respondents of employers group consider Lithuanian and foreign language training (18.7 percent; as answer option "other" respondents named Russian, English and German languages), support services (16.3 percent), pedagogy (11.6 percent), driving (11.3 percent.) as relevant knowledge. The respondents of employers group most frequently named other training areas as training of foreign language or the aspects related to company's peculiarities of activity. Statistical analysis (Chi-square test) showed statistically significant differences between the company's activity field and named relevant training direction (see table 5). A statistically significant demand in driving courses was found in agriculture, industry, construction and transport activities area businesses. Meanwhile, the representatives of companies working in trade, service, IT, finance and other service areas named accounting, finance and audit, service provision, cooking and production training as the most relevant trainings. The representatives of companies working on education, health care, management, enter-

tainment and sports activities areas named relevant trainings like pedagogy, health, wellness and a healthy lifestyle, psychology, self-realization and self-education, Lithuanian and foreign language.

Table 5. The interface of company's activity field and relevant training areas

Company's activity field	Training area	Percentage index*	Value of p
Agriculture, industry, construction, transport	Driving	21.7	0.000
Market, maintenance, IT, finance, and other service	Accounting, finance and audit	34.9	0,004
	Service providing (recreation, tourism, accommodation, catering)	24.0	0,004
	Food preparation, making	9.3	0.012
Education, health, management and administration, entertainment and sports	Pedagogy	40.0	0.000
	Health, wellness, healthy lifestyle	45.9	0.000
	Psychology, self-realization, self-education	72.9	0.000
	Lithuanian and other languages, eloquence, rhetoric	34.1	0.000
	Social service providing	22.4	0.004
	Arts (music, art, design, graphics, etc.)	8.2	0.004

* from the number of this group respondents.

According to the survey data given in Figure 2, the respondents of social partners group think that their organization members should acquire knowledge of psychology, self-realization and self-education, entrepreneurship, management, economics and project training, computer literacy, health, wellness and a healthy lifestyle, accounting, finance and audit, and art areas. Also, the respondents of this group consider social service providing, Lithuanian and foreign languages, pedagogy as relevant training. So, to summarize the opinions of employers and the social partners, the top seven of most relevant training areas looks like this: 1. Entrepreneurship, management, economics and project development; 2. Psychology, self-realization and self-education; 3. Computer literacy; 4. Accounting, Finance and Audit; 5. Health, wellness and healthy lifestyle; 6. Lithuanian and foreign languages; 7. Service / Social services.

While analyzing future learning needs of Klaipėda adult non-formal learning, it was also aimed to identify the most acceptable form of learning (Fig. 3). Respondents could choose several response options of the following thirteen and / or write their own, so the total percentage of selected answers is higher than 100 percent. Summing up the results (Figure 3), it was identified that Klaipėda city residents prefer active and short-term forms of learning: seminars (from 2 hours to 2 days), learning in the workplace and conferences. Also acceptable, but less frequently mentioned learning forms are internships, individual lessons, individual objective learning and exhibitions.

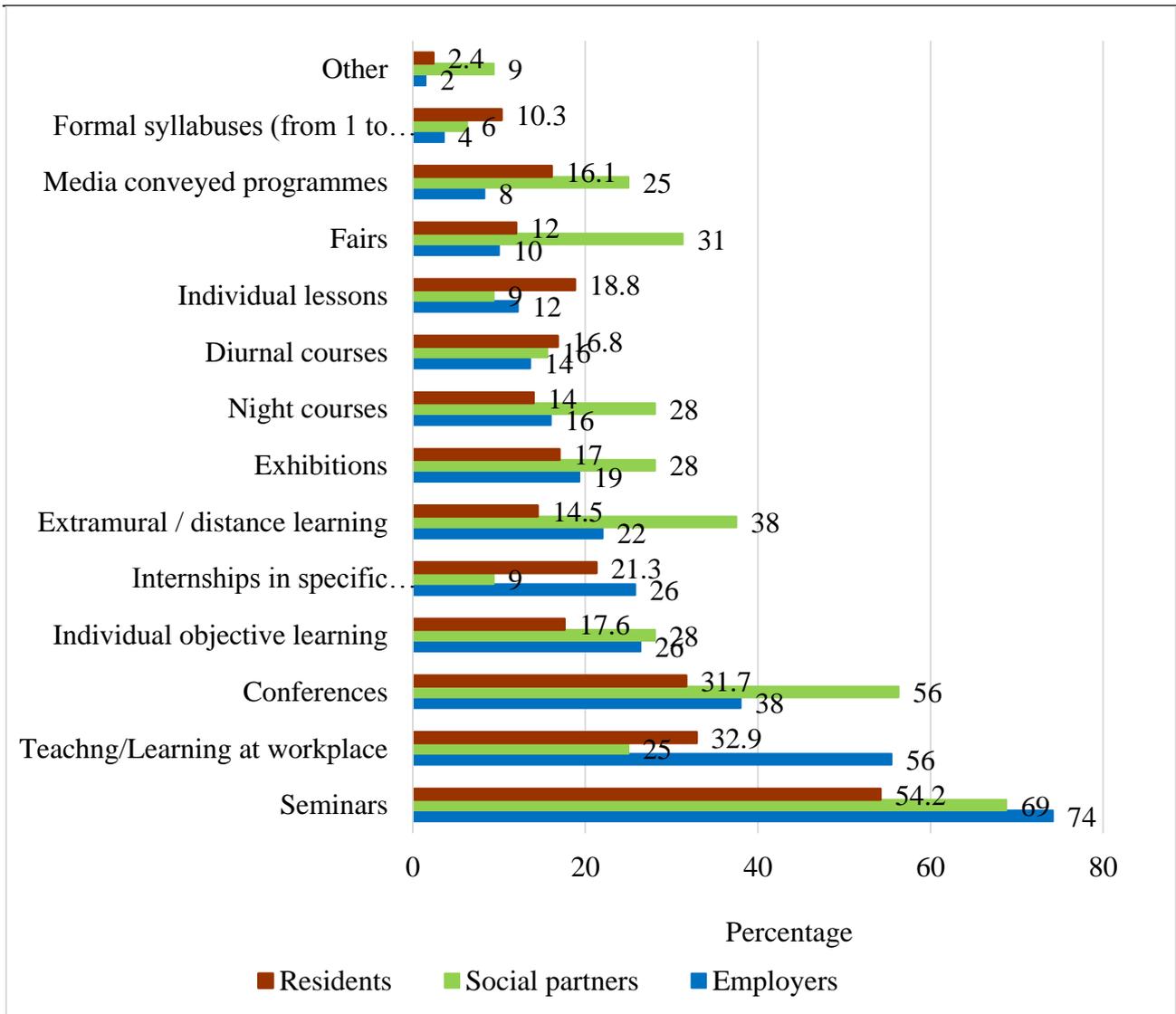


Fig. 3. The percentage distribution of answers to the question of what form of learning is preferred in the groups of respondents

The respondents of employers' group concern short-term and active forms of learning as most reasonable: seminars (from 2 hours to 2 days), learning at workplace and conferences. Employers also find individual objective learning, internships and extramural or distance learning as acceptable learning forms. The analysis of social partners' group respondents found that the most affordable forms of learning are active and short-termed: seminars, conferences. Extramural or distance learning, fairs, individual objective learning, exhibitions and night courses are also acceptable for the social partners. In response option "other" respondents of this group emphasized free lectures, art festivals and cultural events. Summarizing the analysis, it may be mentioned that all respondent groups employers and social partners mostly accept active and short-term forms of learning: seminars, conferences, individual objective learning, extramural / distance learning. Long-term forms of learning (formal training syllabuses up to 3 years) and intensive learning requiring longer lasting courses (diurnal, night, and etc.) are the least acceptable forms of learning for all groups of respondents.

The research intended to determine the most acceptable learning place/site for residents, employers and social partners (see Figure 4). Respondents could choose multiple answers variations of four given and / or write their own, so the total percentage is higher than 100 percent.

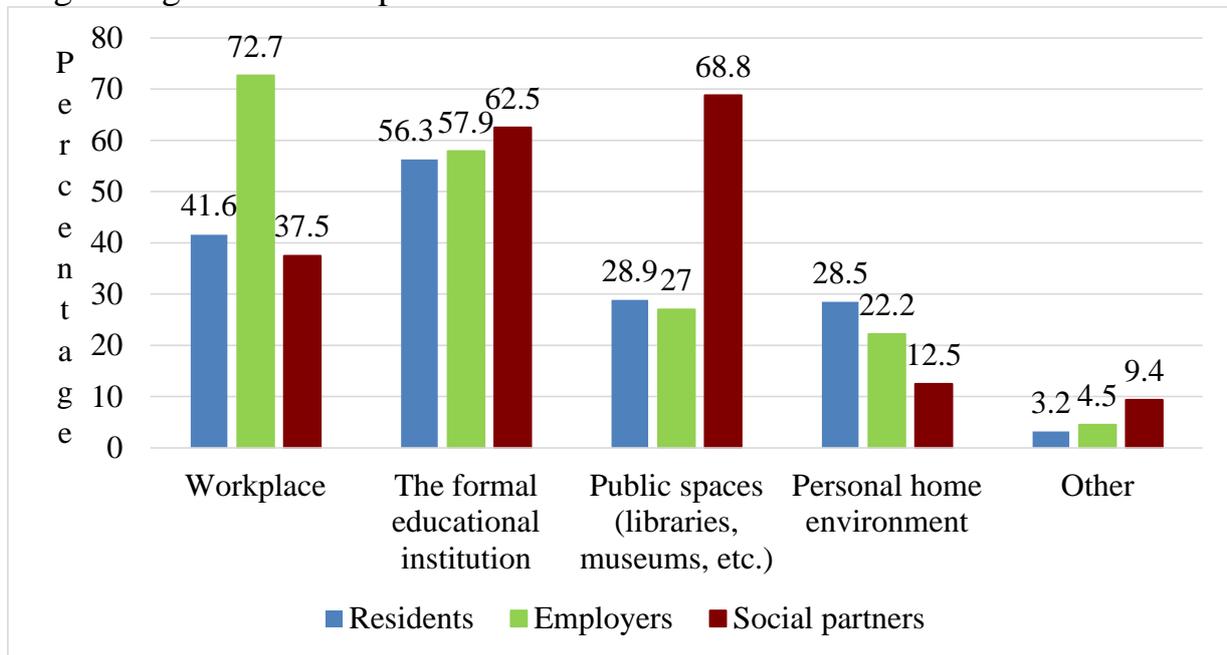


Fig. 4. The percentage distribution of respondents' answers to the question what is the most preferred place to study

Figure 4 data shows that the residents' most popular places of learning are formal learning institutions (school, university, college, learning center). Also it is acceptable to learn at workplace. Almost into equally pieces divided responses that show that the respondents feel comfortable to learn in personal environment or in public spaces (libraries, museums, etc.). It was found that 18–29 years respondents significantly more frequently note formal educational institutions as popular places to study (school, university, college, learning center) ($p=0.000$). From 30 to 62 years old respondents mentioned the workplace ($p=0.000$) as more popular place to study; 63 years old and older respondents mentioned personal space as popular place to study ($p=0.000$). Statistically significant differences between the different age groups were not detected according to the assessment of public spaces as a learning place.

Employers preferred learning spaces are workplaces or formal training institutions. However, public spaces had even 27 percent of answer choices. It is useful to note that while employers consider individual objective learning and extramural / distance learning as acceptable learning means, but personal environment / home took the last position between acceptable learning places. Respondents who chose the answer "Other" believes that learning is comfortable at conference halls. Additional analysis did not reveal statistically significant relationships between the employers' companies' activity fields and chosen most acceptable training places.

The respondents of the social partners' group preferred the public spaces (libraries, museums) and formal training institutions. It should be noted that social partners found personal environment / home as the least acceptable place of learning. A small

personal environmental acceptability likely stems from the fact that both, exists uniting to the social organizations and learning begins as the assumption to "get out of home", to socialize with other people. Respondents, who chose the answer "other", see Klaipėda city communities' centers and concert halls as acceptable learning places.

5. Conclusions

1. The analysis of Klaipėda city residents' attitude towards learning revealed that learning is more closely linked to the gratification of personal interests, in comparison with the increase of professionalism. On the whole, respondents of an employers group have a positive attitude to learning, considering that the teaching / learning creates career opportunities for employees and help them to consolidate in the company / institution, and that the teaching / learning helps to improve co-operative skills. State-owned enterprise managers (employers), rather than the employers of private sector agreed with the statement that the teaching / learning is a good motivation tool, that studying employees are more productive and works more efficiently, that learning helps to improve the organization of work and so on. The respondents of micro and small business expressed less agreement with the statement, so their approach to training is less positive (average). The respondents of social partners group expressed strong agreement with statements that learning helps to improve co-operative skills, helps the organization to improve, and is a good tool for motivating members.

2. Summarizing the analysis, where respondents would like to acquire knowledge, the top seven of desired training areas for Klaipėda city residents can be distinguished: 1. Psychology, self-realization, self-education; 2. Health, wellness, healthy lifestyle; 3. Computer (IT) literacy; 4. Entrepreneurship, management, law and economy basics and project development; 5. Beauty treatments and services; 6. Sports and dancing; 7. Food preparation and making / Art. The Klaipėda city residents' choices of most relevant trainings are related to their age and education. These results allow to state that respondents find psychological and physical improvement as very important to them, that they want to improve / upgrade the technological knowledge which provides better integration into the labor market and to expand communication capabilities. The demand on computer (IT) literacy training is related to a high level of technology use in working life and the opportunity to actively participate in social life. Summarizing the opinions of employers and social partners, a top seven of most relevant training areas can be made: 1. Entrepreneurship, management, economy basics and project development; 2. Psychology, self-realization and self-education; 3. Computer literacy; 4. Accounting, Finance and Audit; 5. Health, wellness and healthy lifestyle; 6. Lithuanian and foreign languages; 7. The provision of service / social services. The most acceptable forms of training for Klaipėda city residents, employers and social partners are active and short-term forms: seminars, conferences, individual objective learning, extramural / distance learning. Long-term forms of learning (formal training syllabuses for up to 3 years) and intensive learning requiring longer lasting courses (daytime courses, night courses, and so on) are the

least acceptable forms of learning. Respondents of the population group named formal educational institutions as the most popular places to learn at (school, university, college, learning center), workplaces, personal environment and public spaces. For employers, the mostly preferred place to study is the workplace and for social partners – Klaipėda city's public spaces (libraries, museums, concert halls). For the respondents of both groups formal learning institutions are acceptable, the least acceptable - personal environment / home.

References

- Abramauskienė, J., Kirliauskienė, R. (2008). Suaugusiųjų mokymosi motyvacija // *Pedagogika*. Nr. 89: 58–63.
- Beresnevičienė, D., Laurinavičiūtė, J. (2004). Suaugusiųjų mokymosi motyvacijos ypatumai // *Educational psychology*. No. 11–12: 189–196.
- Bitinas, B., Rupšienė, L., Žydžiūnaitė, V. (2008). Kokybinių tyrimų metodologija.– Klaipėda: S. Jokužio leidykla-spaustuvė. 303 p.
- Butvilienė, J. (2013). Neformalusis suaugusiųjų švietimas: valstybinis ir privatus mokymo sektoriai // *Acta pedagogica Vilnensia*. Nr. 30: 126–136.
- Butvilienė, J. (2011). Suaugusiųjų neformaliojo švietimo socialinis kontekstas // *Filosofija. Sociologija*. T. 22. Nr. 4: 446–454.
- Dėl Valstybės pažangos strategijos „Lietuvos pažangos strategija „Lietuva 2030“ (2012). *Valstybės žinios*. 2012 05 30. Nr. 61–3050.
- Kardelis, K. (2007). Mokslinių tyrimų metodologija ir metodai. – Šiauliai: Liucijus. 398 p.
- Kaip padidinti suaugusiųjų mokymosi galimybes? (2007) // *Švietimo problemos analizė*. Nr. 9 (20): 1–12.
- Kvalifikacijų ir profesinio ugdymo plėtotės centras. Ką apie Lietuvos gyventojų įgūdžius atskleidė suaugusiųjų įgūdžių tyrimo (PIAAC) duomenys?– <http://www.kpmc.lt/kpmc/ka-apie-lietuvos-gyventoju-igudzius-atskleide-suaugusiuju-igudziu-tyrimo-piaac-duomenys/> [2016 05 02].
- Gyventojų skaičius Klaipėdoje. Lietuvos Respublikos vyriausioji rinkimų komisija. 2015 03 01. Savivaldybių rinkimai. – http://www.vrk.lt/statiniai/puslapiai/rinkimai/440_lt/Apygardos/index.html [2016 05 02].
- Lietuvos Respublikos neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi įstatymas (2014 07 10. Nr. XII1018. – http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=474309 [2016 05 06].
- LR švietimo įstatymas. – <https://www.e-tar.lt/portal/lt/legalAct/TAR.9A3AD08EA5D> [2016 06 10].
- Linkaitytė, G. M., Šuliakaitė, A., Navikienė, Ž. (2011). Neformaliojo suaugusiųjų mokymosi sampratų analizė mokymosi visą gyvenimą kontekste. – Vilnius: Ugdymo plėtotės centras. 3 p.
- LR Vyriausybės nutarimas „Dėl neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi 2016-2023 metų plėtros programos patvirtinimo“. (2016). – <https://www.e-tar.lt/portal/lt/legalAct/3a34e780007811e6b9699b2946305ca6> [2016 05 10].
- Mokymosi visą gyvenimą teisinės rekomendacijos Lietuvoje. (2011). – http://www.kurzemesregions.lv/userfiles/files/1348136245_03_LLL%20Legislation%20recommendations_LT.pdf [2016 05 10].
- NVO duomenų bazė. Nevyriausybinių organizacijų informacijos ir paramos centras.– <http://www.3sektorius.lt/trecias-sektorius/nvo-duomenu-baze/klaipedos-miestas/psl-1-20/> [2016 05 02].
- Rogers, A., Horrocks, N. (2010). *Teaching Adults*. Open University Press. Mc Graw Hill. New York USA. 343 p. – <https://books.google.lt/books?hl=lt&lr=&id=pa3AaE->

HIuQC&oi=fnd&pg=PP1&dq=informal+education+adults&ots=VTwfIPZfbW&sig=iJycUcd2ytm7VHgdqnYaj0haI34&redir_esc=y#v=onepage&q=informal%20education%20adults&f=false [2016 05 10].

Suaugusiųjų mokymosi organizavimo būklė savivaldybėse. (2006). Tyrimo ataskaita. – <http://www.upc.smm.lt/svietimas/tyrimai/> [2016 05 02].

Suaugusiųjų mokymosi motyvacija ir poreikiai Lietuvoje, Latvijoje, Estijoje ir Suomijoje. Tyrimo ataskaita. (2010). Ugdymo plėtotės centras. p. 23–34.

Suaugusiųjų mokymasis: kiek mokosi, ką moka, ar turi galimybių mokytis? (2015) // *Švietimo problemas analizė*. Nr. 6 (130): 1–11.

Tamošiūnas, T., Linkaitytė, G., Tureikytė, D. Suaugusiųjų tęstinio mokymo galimybių plėtra mokymosi visą gyvenimą strategijos įgyvendinimo kontekste. – <https://sodas.ugdome.lt/metodiniai-dokumentai/perziura/3550> [2016 05 10].

Tamošiūnas, T., Šutinienė, I., Pilipavičienė, D., Guseva, O. (2005). Neformaliojo suaugusiųjų švietimo būklė ir gyventojų bei darbdavių požiūrius į neformalųjį suaugusiųjų švietimą. – <https://sodas.ugdome.lt/metodiniai-dokumentai/perziura/3547> [2016 05 12].

Teresevičienė, M., Zuzevičiūtė, V., Kuncaitis, R., Rutkienė, A. (2006). Tyrimo „Suaugusiųjų mokymasis Lietuvoje: aprėptis, poreikiai ir pasiūla“ ataskaita. – http://www.kpmc.lt/kpmc/wp-content/uploads/2014/01/9_Suaugusi%C5%B3j%C5%B3_mokymasis-Lietuvoje-apreptis-poreikiai-pasiula.pdf [2016 05 05].

Vacaretu, A. S., Asenjo, A. M. (2010). Suaugusiųjų besimokančiųjų motyvavimas visą gyvenimą trunkančiam mokymuisi: suaugusiųjų mokymo metodai ir strategijos – geriausių pavyzdžių rinkinys. P. 90. http://www.sdcentras.lt/pr_cremole/Cremole_rinkinys_LT.pdf [2016 05 12].

Valackienė, A., Mikėnė, S. (2008). Sociologinis tyrimas: metodologija ir atlikimo metodika. Kaunas. Technologija. 202 p.

Valstybinė švietimo 2013–2022 metų strategija. (2013). – <https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382> [2016 05 05].

Veikiantys ūkio subjektai Lietuvoje (savivaldybėse). *Lietuvos statistikos departamentas*. <http://osp.stat.gov.lt/web/guest/statistiniu-rodikliu-analize?portletFormName=visualization&hash=62026300-429b-41af-9712-3070f6ad8868> [2016 05 05].

NEFORMALIAUS SUAUGUSIŪJŲ MOKYMOSI MOTYVAI IR POREIKIAI: KLAIPĖDOS MIESTO ATVEJIS

Ilvija Piktornaitė¹, Judita Jonuševičienė², Robertas Kavolius³

^{1,2,3} *Klaipėdos valstybinė kolegija*

Įteikta 2017 02 21; priimta 2017 03 21

Santrauka

Motyvacijos stoka dažnai įvardijama kaip viena iš pagrindinių priežasčių, trukdančių suaugusiųjų mokymąsi. Šio tyrimo tikslas – atskleisti Klaipėdos miesto gyventojų, darbdavių ir kitų socialinių partnerių dalyvavimo neformaliajame švietime motyvus ir poreikius. Klaipėdos miesto gyventojų (imties dydis – 757), darbdavių (imties dydis – 337) ir kitų socialinių partnerių (imties dydis – 32) anketinė apklausa atlikta naudojant iš anksto parengtus standartizuotus klausimynus, kurie sudaryti atsižvelgiant į Lietuvos Respublika neformaliojo suaugusiųjų švietimo įstatymą. Ištirta, kad Klaipėdos miesto gyventojai neformalųjį švietimą labiau sieja su asmeninių poreikių patenkinimu, nei su profesionalumo tobulinimu. Darbdaviai ir socialiniai partneriai teigiamai vertina mokymąsi, tačiau mikro ir mažų įmonių vadovai išreiškė mažiau pozityvų požiūrį.

Raktiniai žodžiai: mokymasis visą gyvenimą; mokymosi motyvacija, mokymosi poreikiai, neformalaus švietimo politika, neformalus švietimas.

JEL kodai: I21, I28, I29.