

## RESEARCH ON TRAINING MOTIVATION OF THE RURAL UNEMPLOYED UNREADY FOR LABOR MARKET

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The aim of this work is to investigate learning motivation peculiarities of rural unemployed people that are unready for labor market. Research object – learning motivation. Research methods: analysis of scientific literature, anonymous questionnaire survey, qualitative and statistic data analysis. Chi square criteria ( $\chi^2$ ), significance level  $p < 0.05$  are applied for comparison of results. 76 people unready for labor market in Šakiai region participate in this research: 32 of them are young people under 25 years of age, 18 – returnees from imprisonment, 26 – disabled persons; 36 men and 40 women. Majority of respondents have secondary education, however, only 11.1 % of all returnees from imprisonment are in this group. The researched of all the three groups give preference to the second – modern definition of career. Labor Exchange Office or their own decisions have impact on the respondents mostly. It is worth pointing out that Labor Exchange Office has stronger impact on the disabled (57.7 %) while the youth under 25 tend to decide themselves (53.1 %). Other factors do not have significant influence. The first four learning motives are the most significant to all the three groups of the researched, the least attractive motives are „I am studying for prestige“ and „Random circumstances determined intention to study“. It is unexpected that the motive „I intend to go to further education“ is of little importance for the young people. People with disabilities and former prisoners have stronger motivation to learn than unemployed young people under 25 do. Hypothesis is only partly approved – the differences between the groups are not significant and statistically unreliable.

*Keywords: labor market, learning motivation, unemployed.*

### INTRODUCTION

Development of the information society that supports solution of such social problems as unemployment, social exclusion and poverty, is among the goals of the Lisbon Strategy. In knowledge society all people should be able to fully realize their abilities and rights, and use actively the benefits of modern information technology. The need to promote new and better jobs, entrepreneurship, innovation, and integration into the labor market of the people who face special difficulties, such as disabilities is also emphasized. Statistical studies and surveys show that in 2005, the time of economic prosperity and growth in Lithuania, only one in ten persons with a disability worked, of which 75 per cent were in urban areas, 25 per cent – in rural areas, and only 0.4 per cent of impaired people had their business (Petrauskas and Bilevičienė, 2007).

Having analyzed human capital in Lithuanian regions, L. Pareigienė and G. Kuliešis (2013) note that people choose to emigrate, to take away their knowledge, skills and qualifications. A regional depopulation is the potential loss. In the regions the unemployed also contribute to that significantly. The authors state that in urban areas the percentage of unemployed population is lower than that in rural areas: in rural regions – 5.75 per cent., in semi-rural regions – 5.43 per cent., in urban regions – 4.93 percent. In the study of the labor market development in rural areas Gulbinienė et al. (2011) argue that the main causes of unemployment in rural areas are the unfavorable economic situation, the lack of investment in rural areas, the flow of personal qualities and lack of education.

Position of Lithuania in the community of the states belonging to the European Union is determined not only by relevant infrastructure, investments, free movement of citizens, other social and economical conditions, but also by the level of employees' qualification. On the other hand, analysis of current offer of employees makes it obvious that every third unemployed person is unqualified; every fourth of those registered at Labor Exchange Office has not been employed for a long period of time. This group of people has such characteristics as clear social isolation and vulnerability that is why integration of long-term unemployed people into the labor market needs to be treated with a special attitude and solutions of different kind. Here, a controversy can be noticed between the unwillingness of long-term unemployed people to change as well as lack of motivation and the mission of Labor Exchange Office to find jobs for these people (Bukantaitė and Žiužnienė, 2008). Persons, who get into the trap of long-term unemployment, not only lose decision making ability,

but are indifferent to their place in society. In addition, they lack motivation to work, what complicates the process of job search. Namely stronger motivation would increase possibility to find job (Rudžinskienė and Paulauskaitė, 2012).

Alongside with the rapid development of information technologies, ways of human activities and communications alternate, the fluctuating processes urge higher intellectual level. Thus, the demand for knowledge becomes more and more relevant. Learning is a complex activity, requiring various abilities. The nature of learning activities and results rely on many factors: learner's abilities, learning experience, educational organization, etc. Motivation takes a specific position as it gives learning a drive, energy, helps to choose the direction. Understandably, job search behavior of unemployed people is associated with their motivation (Vansteenkiste et al., 2004; Vansteenkiste et al., 2005). The intensity of job search is positively related to how much finding a job is valued; the more an unemployed person values employment, the more he experiences negative affect and reduced psychological well being (Biavaschi et al., 2013).

The concept of motivation originates from French 'motif', meaning motive, stimulus, and encouragement. Motive is an inside state that pushes a human to take a certain activity for satisfying his needs: idealistic, biological, social (Neįgalųjų asmenų mokymas, 2012; Lapė and Navikas, 2003). Motive factors are urges, needs, interests, talents, values, attitudes, ideals, beliefs, knowledge, emotions, will and intentions. If any of mentioned factors is experienced, the personality is motivated (Jovaiša, 2001). The basic sources of motives are as follows:

- inside sources (needs, wishes, emotions, feelings) – i.e. willingness to perform the actions for the activity itself and be active;
- outside sources – i.e. willingness to perform activities for the agreed reward or avoiding a certain punishment;
- complex of inside and outside resources (aims, values) (Myers, 2000).

Motivation (Latin "motivum" brain activity, flash of thought) is psychophysical process, regulating activities of personality and relation with environment based on interchange of motives. To alternate learner's activities or behavior, for some reason or other, motivation has to be changed. To indicate the reason why a learner's activities or conduct has changed, motivation has to be evaluated (Jovaiša, 2001). Motivation of learning activities is a very complex system, implying various kinds of demands. This system could be defined as the unity of diverse activity and purposeful relations with surroundings, human oneself and other people. Motives of work and learning, as type of activity, are changing constantly; they depend on the person's nature, age and socio-cultural environment (Puidokas, 2002).

Motivation determines the extreme states – boredom and interest, provides a lot of energy and makes activities purposeful. Willingness to learn, to obtain new knowledge and skills is considered natural for a human being.

According to German scientist Benesch (2002) motivation is the concept that summarizes human activities, variety of goals and aspirations as well as diversity of operations.

Literature provides five sources of motivation (Lemme, 2001.):

- Instrumental motivation (rewards and punishments);
- Motivation of internal processes (pleasure, joy);
- Realization of goals (values and objectives defined by the same person);
- Motivation based on internal self-understanding (behavior is compared with an inner "ideal self");
- Motivation based on external self-understanding (behavior is compared with externally created "ideal self").

Quite a number of scientists in research on motivation say that curiosity stands out as one of essential learning motives. It is the desire to explore, to discover, to understand, to learn, to find answers to the questions raised that later could turn into a thirst for knowledge.

**Research problem.** Analysis of the current labour force shows that one of three unemployed persons is unskilled and about a quarter of the registered unemployed people are long-term unemployed persons (Jovaiša and Orenienė, 2003). The low-skilled unemployed people are always present in the labour market. There are 3 groups of people that are not prepared for the labour market: unskilled young people, people with disabilities, and returnees from imprisonment. Various international scientists focus on the problem of unemployment existing in today's globalized world; however, these researches lack a deeper study of the issues of training, re-training, employment opportunities or motivation of people with disabilities and ex-prisoners.

**Research novelty** – this work focuses on learning motivation of people with disabilities and former prisoners. Little research on this problem has been conducted in Lithuania.

**Research aim** is to investigate learning motivation of rural unemployed that are not ready for labor market.

**Research object** is learning motivation.

**Hypothesis:** Differences in learning motives among target people of various social groups are likely to be defined.

**Research methods:** analysis of scientific literature, anonymous questionnaire survey, analysis of qualitative and statistic data. Results are compared applying chi square criteria ( $\chi^2$ ), significance level  $p < 0,05$ . **Research target group:** 76 people unready for labor market in Šakiai region. 32 of them are young people under 25 years of age, 18 – returnees from imprisonment, 26 – disabled persons. Grouping according to the gender: 36 men and 40 women. Young people under 25 – 14 men and 18 women, returnees from imprisonment – 11 men and 7 women, disabled persons – 11 men and 15 women. 28 of them have been registered at Labor Exchange Office twice, and other 9 persons have been registered at Labor Exchange Office more than two times.

## RESULTS

Unemployment affects individuals of all ages. This is proved by the data presented in Figure 1.

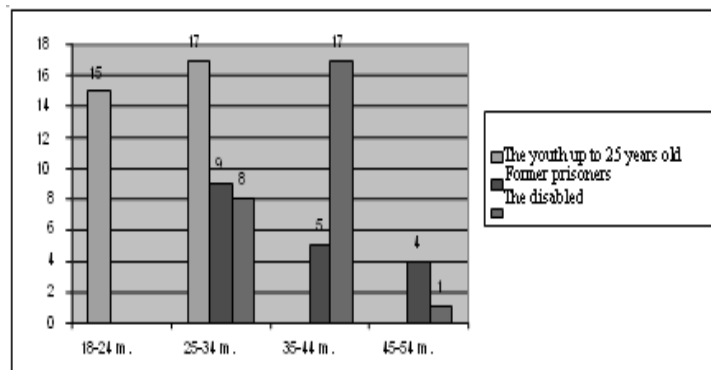


Figure 1. Grouping of respondents according to their age

Respondents are grouped into four groups according to their age (Fig. 1). The smallest group of respondents consists of people aged 45 to 54, including 4 former prisoners and 1 disabled person.

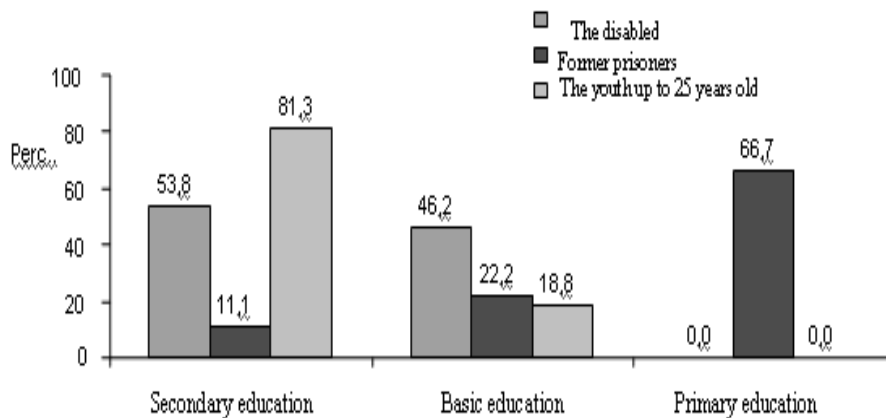


Figure 2. Grouping of respondents according to education ( $\chi^2 = 53,03$ ;  $df = 4$ ;  $p < 0,05$ )

Majority of respondents have secondary education, however, only 11,1 % of all returnees from imprisonment are in this group. Two thirds of respondents having primary education are also former prisoners (66,7 %). In fact, people who do not have at least basic education fail to participate in occupational training organized by Labor Exchange Office.

The research proves that the second career definition – career is an aspiration to self-improvement – is the most acceptable for the respondents. Thus, majority of respondents express an approval of the second career definition and give quite the similar number of points to it. Other two definitions also get quite the similar number of points but, on average, by one point lower than the contemporary statement (Fig. 3).

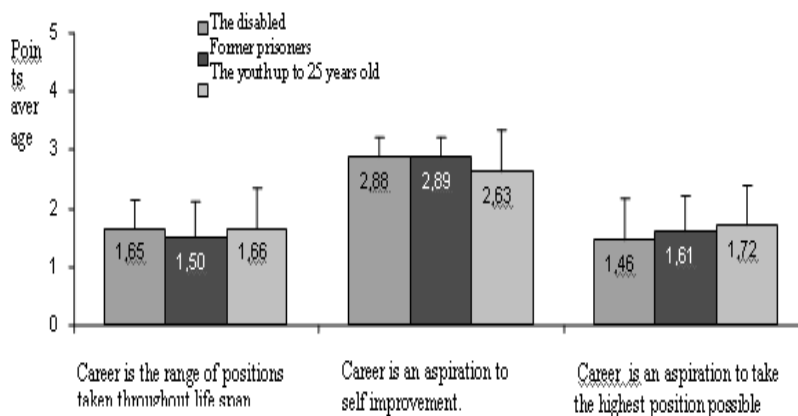


Figure 3. Grouping of the responses to „Which career definition is the most acceptable for you?“ ( $p > 0,05$ )

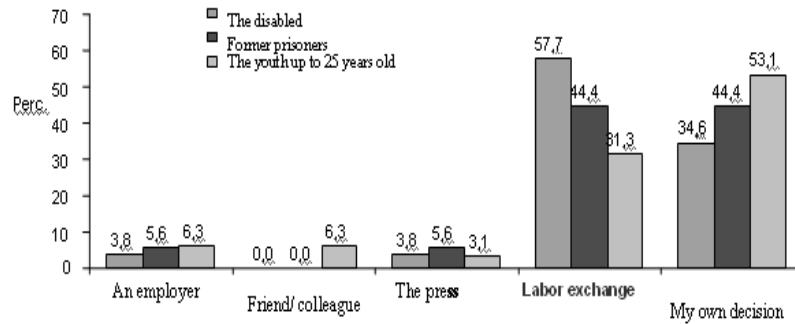


Figure 4. Grouping of the responses to „Who or what encouraged you to go to further education?“ ( $\chi^2 = 6,50$ ;  $df = 8$ ;  $p > 0,05$ )

Data in Figure 4 shows obviously that Labor Exchange Office and personal decisions are the vital factors for further education. It is worth pointing out that Labor Exchange Office has stronger impact on the disabled (57.7 %) while the youth under 25 tend to decide themselves (53.1 %). Other factors are not statistically significant. However, it is surprising that people with disabilities and former prisoners are not influenced by friends or co-workers. Many Lithuanian and foreign scientists note that friends make significant influence on choices of career or educational institution. Apparently, these two groups of people live in a relatively closed circle of friends, where job and/or education are not the most important values, so in Figure 4 zeros have appeared. Analysis of the role of the press in returning to education shows, that despite the low level of education (primary education dominates) former prisoners are among the most influenced ones. Pleased to note that a small group of them still feels a lack for reading.

The next question on learning motivation will clear up how this attitude reflects dominating learning motives.

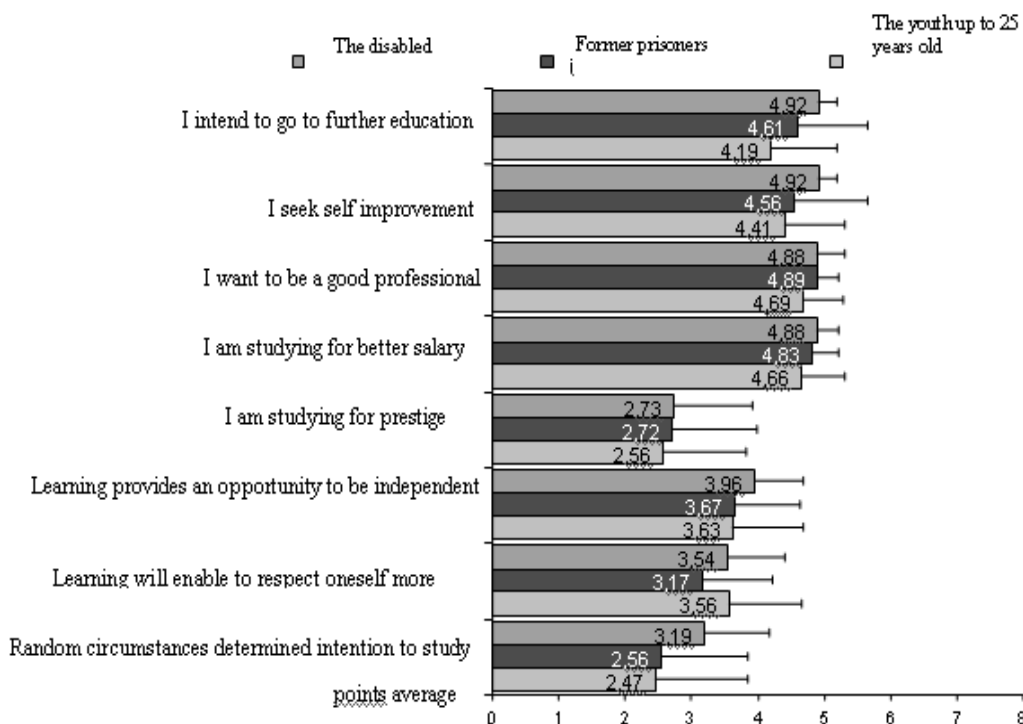


Figure 5. Grouping of the responses to „What motives encouraged you to go to further education?“ (\* $p > 0,05$ , comparing responses of the disabled and the youth under 25 years of age )

The first four motives are the most important ones to all three groups (Fig. 5), however, analysis of separate groups reveals small but noticeable differences. „I intend to go to further education“ and „I seek self improvement“ are more significant for the disabled – each of the two motives gets 4,92 points. Respondents in the groups of former prisoners and young people under 25 years of age point out the motives „I want to be a good professional“ and „I am training for better salary“ (accordingly 4,89 and 4,83; 4,69 and 4,66 points) as more significant ones. It could be a little unexpected that the motive „I intend to go to further education“ is of little importance for young people – only 4,19 points. All the three groups do not tend to choose the motives – „I am studying for prestige“ and „Random circumstances determined my intention to study“.

One more interesting tendency is clearly seen: in assessment of each motive separately, people with disabilities give the highest point, then – ex-prisoners and young people under 25 years of age are only in the third position. This allows making the following summative conclusion: people with disabilities and former prisoners have stronger general motivation than unemployed young people under 25 do. It is likely related to the fact that respondents of the two groups consider it important to get a real opportunity to integrate into society, to get a profession and, at the same time, make new friends and acquaintances. This is an opportunity to change the environment and quality of life. Meanwhile, unemployed young people under 25 years of age apparently are living in "this day", are dependent on their parents and are satisfied with this situation, so their motivation is weaker.

## CONCLUSIONS

1. The respondents from all the three groups give the priority to the second, modern career definition.
2. Labor Exchange Office or personal decision has encouraged about 90 % of respondents to learn. It should be pointed out that Labor Exchange Office has significant impact on the disabled (57.7 %) while the youth under 25 make their decisions independently (53.1 %).
3. The first four motives are the most significant to all the three groups of the respondents, the least attractive motives are „I am studying for prestige“ and “Random circumstances determined intention to study“. It is a little unexpected that the motive „I intend to go to further education“ is of little importance for young people.
4. People with disabilities and former prisoners have stronger motivation to learn than unemployed young people under 25 years of age do.
5. Hypothesis is partly approved – the defined differences between the groups of respondents are not significant and statistically unreliable.

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