

Univerzita Karlova

Pedagogická fakulta

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DIPLOMOVÁ PRÁCE

Motivace a bariéry v dalším vzdělávání dospělých

Motivation and barriers to further adult education

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ABSTRACT

This work deals with motivations and barriers in further education within individual age categories of adulthood. Adult age categories are based on developmental periods and are classified by age: young adulthood (20-29 years), middle adulthood (30-44 years), and late adulthood (45-60 years). The theoretical part discusses further education, which is part of lifelong learning. It also builds on the psychology of adult learning, within which insights into individual developmental periods of adulthood are presented, and existing knowledge of motivation and barriers in adult education is also explored. The aim of the work was to analyze and describe the current attitudes of individual adulthood categories towards learning, their motivation, and barriers in further education. Quantitative research was conducted through a questionnaire survey, which involved 240 respondents, with 80 individuals in each age category of adulthood (young, middle, and late). In line with the aim of the work, several research questions were established to determine the influence of attained education on the quality and satisfaction of life among individual adulthood categories, their attitudes and motivations toward learning, their practices in education, as well as how they perceive the influence of life situations they are in on learning, and finally, what their history of attitudes toward learning has been, for example, whether they have had any negative or positive experiences that have influenced their relationship with learning.

KEYWORDS

adult learning, motivation, barriers, psychology of adult learning, further education, lifelong learning