

Potrzeby edukacyjno-zawodowe dorosłych

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Aspirations and expectations towards studying of students and listeners of the University of the Third Age and the attitude of „to have” and „to be”

Aspiracje i oczekiwania wobec studiowania studentów i słuchaczy Uniwersytetu Trzeciego Wieku a postawa „mieć” i „być”

Słowa kluczowe: aspiracje, oczekiwania, postawa „mieć” i „być”, studenci, słuchacze Uniwersytetu Trzeciego Wieku.

Streszczenie: Idea edukacji w ciągu całego życia jest dość powszechnie propagowana w naszym społeczeństwie, między innymi realizowana jest przez dorosłych obywateli. Dlatego przedmiotem badań uczyniono aspiracje edukacyjne i osobiste osób dorosłych oraz ich oczekiwania wobec studiowania. W badaniach wzięli udział studenci. Jednak nie byli to studenci rozpoczynający naukę zaraz po ukończeniu szkoły ponadpodstawowej, tylko osoby, które podjęły się studiowania już w trakcie pracy zawodowej – przyszli na studia niestacjonarne czy podyplomowe. Drugą grupę stanowili słuchacze Uniwersytetu Trzeciego Wieku. W badaniu dodatkowo uwzględniono motywy studiowania i towarzyszącą temu postawę „mieć” albo „być”. Założono bowiem, że im więcej aspiracji osobistych i edukacyjnych jest zaspokajanych podczas studiowania, tym częściej badani będą prezentować postawę „być”.

Key words: aspirations, expectations, 'to have' and 'to be' attitudes, students, Third Age University listeners.

Summary: The idea of lifelong education is quite widely promoted in our society, among other things pursued by adult citizens. Therefore, the educational and personal aspirations of adults and their expectations of studying were the subject of the study. Students took part in the

research. However, they were not students starting their studies immediately after graduating from secondary school, but persons who undertook their studies already during their professional career – they came to study as part-time or postgraduate students. The second group was made up of students of the University of the Third Age. The study additionally took into account the motives for studying and the accompanying “to have” or “to be” attitude. This is because it was assumed that the more personal and educational aspirations are satisfied while studying, the more often the respondents will present a “to be” attitude.

Introduction

The idea of lifelong learning is widespread in our social reality. It is therefore not surprising that adults are also starting to study. The motives for studying can be various. They range from the simple desire to gain an education by those just out of university, through qualification, professional development or promotion in the case of those already working, to seniors for whom studying is an opportunity to fulfil their dreams, but also a way to spend their free time.

Aspirations and expectations

Whatever the motives of students and learners, studying involves the realisation of some aspiration of one's own. This concept has been widely analysed by various academic disciplines. For some, it is related to needs, for others rather to motivation or aspirations or life plans. Thus, for example, W. Okoń defines aspirations as “the desire to achieve set goals, to realise important ideals in life” (Okoń, 2001, p. 30). Analysing the definitions of the term “aspirations”, several approaches can be observed. The first is related to the understanding of aspirations as plans, desires or dreams. Aspirations here are of a wishful thinking nature. In the second case, we speak of aspirations as a certain readiness to act and achieve a goal. In the third, on the other hand, aspirations are understood as certain ambitions of an individual (Lewowicki, 1987, p. 14). According to A. Janowski, aspirations are certain enduring wishes of an individual, whereby these wishes are related to the qualities or states which are to occur in the individual's life (Janowski, 1977, p. 32). In other words, they are states desired by the individual.

Thus, aspirations are an important part of an individual's development, motivating them to act and influencing their life choices. Aspirations are determined by many factors and can change and transform under their influence. In the literature on the subject, the most important determinants of the formation of aspirations include personal, environmental, socio-cultural or pedagogical determinants (Frączek, 2009, p. 43; Sikorski 2005, pp. 11–15). Aspirations are related, among other things, to an individual's value system, i.e. the desire to achieve a given value will determine our aspirations. Different aspirations can be distinguished depending on the division criterion adopted. With regard to the level of aspirations, we distinguish high aspirations and low aspirations; with regard to their relationship

to action, we distinguish wish aspirations and action aspirations. Aspirations can also be temporary and permanent, they can be characterised by high or low mobility. With regard to the time of realisation, current or perspective aspirations are distinguished, and with regard to the possibility of realisation – adequate, underestimated, overestimated. From the perspective of the chosen research topic, it is interesting to divide aspirations according to their content, i.e. ludic aspirations, educational aspirations, professional aspirations, aspirations related to personal life, cultural aspirations, etc. (Skorny, 1980, pp. 24–38; Sikorski, 2005, pp. 17–24).

The “to have” and “to be” attitude

Introducing the research issue, it is worth presenting the chosen perspective of understanding the attitudes of ‘to have’ and ‘to be’. To be/to have are perennial existential questions. Like aspirations, attitudes are of interest to many scientific disciplines. The concept of attitude is defined as “a certain relatively permanent emotional or evaluative attitude towards an object, or a disposition to the occurrence of such an attitude expressed in positive, negative or neutral terms” (Mika, 1975 after Frankowski, 2004, p. 61).

The attitudes “to be” and “to have” can be opposed to each other, i.e. the presence of one attitude excludes the other, or they can be treated as equivalent values in a person’s life, since a certain degree of attitude towards having not only makes life better, but also secures social existence. In the literature on the subject, a person with a “to be” attitude is characterised by perceiving the world as a kind of “gift and call, an appeal to go beyond oneself, to transcend oneself, to go towards something transcendent with respect to oneself and the world” (Grulkowski, 1995, p. 172). The ‘to have’ attitude, on the other hand, is characterised by a fascination with one’s own person with the importance of the surrounding world and the people living in it (Grulkowski, 1995, p. 173).

In E. Fromm, the attitudes in question are treated as two separate elements. According to the aforementioned concept, the attitude of ‘having’ is characterised by egoism, and man strives to possess. Materialism, the desire to acquire goods and the desire to satisfy the need to possess will be important values in this view. Consequently, the “to have” attitude will minimise the need for the presence of other people, but also does not require the individual to make interpersonal effort. The “to be” attitude, on the other hand, has been defined by E. Fromm as an element of selflessness and altruism. It is a way of life in which one possesses nothing (or very little) and does not feel the desire to possess, instead striving to experience life, derive joy from existence itself and the awareness of creating unity with the world (Grulkowski, 1996, pp. 16–17).

According to B. Grulikowski (creator of the attitudes survey tool), the attitudes “to be” and “to have” should be considered as qualitatively opposite attitudes

towards the surrounding world. According to the author, the attitude "to be" is "an open, trusting, multidimensional, full of inner commitment attitude towards the world (everything that exists) in various aspects (the universe, nature, temporality, suffering, other people, one's own person)" (Grulikowski, 1996, p. 12). This attitude is characterised by identification with everything that exists in the world, and thus seeks to develop a sense of self-identity and individuality. Individuals with this attitude are interested in their surroundings and the world, and have a high sense of freedom and security. They strive to realise their dreams. In contrast, the 'have' attitude is described by the author as being filled with anxiety, but also characterised by a practical attitude from the surrounding world. This attitude is understood as "a growing egocentrism, a growing sense of separateness and presence of self and the rest of the world. It is an attitude of dependence on the world (perceived as unfriendly), a sense of self-identity and self-worth that grows in this attitude only through opposition and indifference to the world and attempts at domination" (Grulkowski, 1996, p. 13). In contrast to people with a "to be" attitude, people with a "to have" attitude are characterised by an exaggerated focus on the self, excessive suspicion, volatility, jealousy and an orientation towards experiencing pleasure. Also highlighted here is the issuing of unambiguous and biased opinions, especially about people, and a focus on building a material position. Individuals with a 'have' attitude experience a fear of death, illness and a fear of taking on new challenges (Grulkowski, 1996).

Research assumptions

The subject of the presented research was the aspirations and existential attitudes of students and students of U3A. Thus, the aim of the research was to find out whether and to what extent studying satisfies the personal and educational aspirations of students and students of U3A. In addition, the study included an examination of the existence of a relationship between the degree of aspiration satisfaction and the presentation of 'to be' and 'to have' attitudes. This is because it seems that adults studying during their active working lives will be guided by motives related to professional gratification and will display to a greater extent the "to have" attitude. U3A students, on the other hand, are more likely to present a "to be" attitude.

A self-constructed survey questionnaire and B. Grulkowski's "to be" and "to have" attitude scale were used to collect the necessary data. As already mentioned, working part-time and postgraduate students and students of the Third Age University of Jan Długosz University in Częstochowa took part in the research. A total of 146 people took part in the research, of whom 74 were part-time/postgraduate students (60 women, 14 men) and 72 were listeners of the University of the Third Age, including 64 women and 8 men.

Analysis of research results

Among the first group of respondents, the youngest respondents are 24 years old (10.8%). In contrast, the oldest respondents were individuals aged 52 (2.7%). On the other hand, the youngest UTA students taking part in the study were individuals aged 59 (2.76%), and the oldest of the students were those aged 91 (2.76%). For the purpose of analysing the data collected, participants in both groups were assigned to the following age groups: (1) part-time or postgraduate students: 24–28 years (37.8%), 29–33 years (8.1%), 34–38 years (37.8%), 39–43 years (8.1%), 44 years and over (8.1%); (2) UTA students: 59–63 years (5.52%), 64–68 years (19.3%), 69–73 years (46.72%), 74–78 years (11.04), 79–83 years (12.8%), 84 years and over (2.76%).

The participants were also asked about their marital status, children and education. Thus, in terms of marital status among part-time or postgraduate students, the largest group were married people (51.3%), and among U3A students, widows/widowers (63.48%). 35.1% of respondents among students were unmarried. On the other hand, among U3A listeners, the second largest group is married (22.08%). This was followed by part-time/postgraduate students indicating the categories informal relationship (8.1%) and divorced/widowed (5.4%). The category widowed was not selected by anyone. On the contrary, the categories of divorced and single (5.52% each) and informal relationship (2.76%) were selected by the students of U3A.

In the category relating to the number of children they had, the largest group among students were those without children (43.2%) and those with two children (35.1%). This was followed by those with one child (10.8%), three children (8.1%) and five children (2.7%). On the other hand, among U3A students, those with two children were the most numerous group (49.68%). This was followed by those with one child (27.6%), three children (8.28%) and four children (2.76%). The no children category was chosen by 11.4% of U3A students.

The researchers were also interested in the educational background of the respondents. Thus, among part-time students, 54% of respondents indicated a secondary education. An incomplete tertiary education was selected by 45.9%. On the other hand, among the students of U3A, the most numerous group were those with secondary education (52.44%) and tertiary education (30.36%). Another 8.28% were people with incomplete tertiary education and basic vocational education.

Studying part-time or postgraduate studies requires a certain financial outlay. U3A students also have to pay a small tuition fee. Tuition fees, especially for students, are quite a significant item in the budget. Survey participants were therefore asked about their source of income.

Table 1. Sources of livelihood

Answers	Respondents		Students		U3A students		Total	
	N	%	N	%	N	%	N	%
Pension	-	-	65	89.7	65	44.2		
Casual work	2	2.7	2	2.76	4	2.72		
Contract work	66	89.1	2	2.76	68	46.24		
Business activities	2	2.7	3	4.14	5	3.4		
Scholarship	2	2.7	-	-	2	1.36		
Dependent on another family member	2	2.7	-	-	2	1.36		
Total	74	100	72	100	146	100		

Source: own research – survey questionnaire.

As it was expected, the majority of part-time or postgraduate students have a permanent job (89.1%), while the majority of students at the University of the Third Age earn their living from a pension (89.7%). In addition, 2.7% of students and 2.76% of listeners undertake casual work, and 2.7% of students and 4.14% of listeners at the University of the Third Age are self-employed. Only 2 students were dependent on another family member. From the results obtained, it should be concluded that the respondents study not in order to find a job. In the case of students, the financial motive for studying should be excluded, while as far as students are concerned, it should be assumed that they study in order to improve their professional qualifications or to change to another job, as they have a job as such. This assumption can be verified later in the analysis.

From the perspective of analysing the issue of motives to study, it is interesting to know from where respondents obtain their knowledge of the available study opportunities. The results are illustrated in Table 2.

Table 2. Sources of knowledge about activities

Answers	Respondents		Students		U3A students		Total	
	N	%	N	%	N	%	N	%
Friends	44	59.4	64	88.32	108	73.44		
Internet	30	40.5	2	2.76	32	21.76		
Library	-	-	-	-	-	-		
Senior citizens' club	-	-	6	8.28	6	4.08		
Other sources	-	-	-	-	-	-		
Total	74	100	72	100	146	100		

Source: own research – survey questionnaire.

Among both students and seniors, friends are the most popular source of knowledge about various forms of education and further education. In the case of students, this is 59.4%, while for seniors it is 88.32%. Students also draw their knowledge from the Internet (40.5%), while in the case of UTA students it is only 2.76%. It may be assumed that seniors make very limited use of the Internet as a source of information, which may be due to a lack of skills (hence the information on the need to organise classes aimed at improving the computer skills of seniors) or to limited trust in this medium. Respondents in the post-working age group also found out about the possibility to study at the UTA at the Senior Citizens' Club.

Each of us, when undertaking any action or task, is guided by certain objectives or motives. The realisation of planned activities is consequently supposed to satisfy some need of ours. From the perspective of the chosen topic, it was interesting to know which motives guided the research participants when starting to study. The respondents could indicate several reasons for starting to study.

Table 3. Motivations for studying

Answers	Respondents		U3A students		Total	
	N	%	N	%	N	%
Excessive leisure time and the desire to manage it	-	-	18	24.84	18	12.24
Influence of others	10	13.5	6	8.28	16	10.88
Willingness to meet other people	14	18.9	34	46.92	48	32.64
Willingness to acquire new knowledge and skills	54	72.9	46	63.48	100	68
Educational necessity	14	18.9	-	-	14	9.52
Willingness to get a better job	28	37.8	-	-	28	19.04
Improving one's own self-esteem	22	29.7	16	22.08	38	25.84
Improved well-being	4	5.4	14	19.32	18	12.24
Opportunities for intellectual, mental and physical activation	26	35.1	34	46.92	60	40.8
Possibility to benefit from discounts, e.g. to the cinema, theatre, excursions	-	-	2	2.76	2	1.36
Fear of loneliness	-	-	8	11.04	8	5.44
Fear of growing old	-	-	2	2.76	2	1.36
Willingness to impress others	-	-	4	5.52	4	2.72

* Multiple-choice question

Source: own research – survey questionnaire.

The analysis of the results obtained showed that both students and listeners of the University of the Third Age enrolled in the study because of the desire to acquire new knowledge and skills. In the case of students, this motive was indicated by 72.9% of respondents, and in the case of listeners by 100% of survey participants. In addition, in the case of students, the dominant motives were the desire to get a better job (37.8%), which confirms the earlier assumption, the possibility of comprehensive activation (intellectual mental and physical) – 35.1% and improvement of one's self-esteem – 29.7%. In the case of students of U3A, the predominant motives include, above all, the possibility of comprehensive activation (46.92%) and the same number of respondents indicated a desire to meet other people; moreover, respondents enrolled in U3A because of an excess of free time and a desire to manage it (24.84%). The results show that respondents from both groups, in addition to the desire to acquire knowledge and skills, are also linked by the desire for their own development and activation. Among students, about one in five respondents indicated the need to gain education and the desire to meet other people, while in the case of seniors, one in five respondents also indicated an improvement in self-esteem and a better sense of well-being. Due to the age and different work situation of the respondents in the respective groups, the motives for taking up education also differ. In the case of seniors, it is the desire for broadly defined personal development and leisure time, while in the case of students, in addition to personal development, it is the desire to obtain an education and a better job.

Table 4. Most popular (chosen) activities

Answers	Respondents		Students		U3A students		Total	
	N	%	N	%	N	%	N	%
Lectures	48	64.8	66	91.08	114	77.52		
Exercises	38	51.3	2	2.76	40	27.2		
Seminars	-	-	6	8.28	6	4.08		
Language classes	2	2.7	6	8.28	8	5.44		
Computer science classes	-	-	8	11.04	8	5.44		
Cultural and artistic activities	4	5.4	14	19.32	18	12.24		
Leisure and sport activities	4	5.4	8	11.04	12	8.16		
Volunteering for people in need	4	5.4	-	-	4	2.72		
Tourist trips	6	8.1	22	30.36	28	19.04		
Social and leisure activities (e.g. festive gatherings)	2	2.7	12	16.56	14	9.52		

* Multiple-choice question

Source: own research – survey questionnaire.

Studying is not only about lectures and exercises, it is also about student life consisting of socialising, attending various events, cultural gatherings or engaging in additional activities or classes. Survey participants were therefore asked what types of student activities are most popular among them.

The results clearly showed that students are only very slightly involved in student life and the additional activities offered by the university. The students who participated in the study indicated mainly in attending lectures (64.8%) and exercises (51.3%). The situation is quite different as far as U3A students are concerned. In addition to lectures (91.08% of responses), seniors are keen to participate in tourist excursions (30.36%), cultural and artistic activities (19.32%) or social and entertainment events (16.56%). Students are also interested in computer science classes (11.04%) and physical recreation classes (the same number of indications). The classes chosen are probably closely related to the motives for undertaking studies. Both groups choose classes that broaden their knowledge and skills, i.e. lectures and exercises. In the case of students, this is basically the end of the story, but it must be remembered that we are talking about people working full-time, often in a stable relationship and with young children. Hence, they probably chose so little of the additional activities offered by the university community.

The analysis above showed the popular activities offered by the university environment among students, so the research participants were then asked which activities they had used over the past year. In this way, we wanted to find out whether the respondents were actually using activities that were attractive to them.

Table 5. Participation in courses, activities, events during the last year

Answers	Respondents	Students		U3A students		Total	
		N	%	N	%	N	%
Computer course		2	2.7	18	24.84	20	13.6
Language course		28	37.8	12	16.56	40	27.2
Lectures		54	72.9	42	57.96	96	65.28
Seminars		12	16.2	2	2.76	14	9.52
Exercises		18	24.3	8	11.04	26	17.68
Tours		28	37.8	30	41.4	58	39.44
Cultural events, e.g. going to the theatre		4	5.4	48	66.24	52	35.36

* Multiple-choice question

Source: own research – survey questionnaire.

The analysis of the answers to the question concerning participation during the last year in the activities offered by the university environment showed a certain discrepancy in comparison with the declaration of the most popular (chosen) activities. For example, among students of U3A, the most popular/chosen activities were lectures (91.08%), while 57.96% of seniors declared that they had attended them in the past year. As for cultural events, their popularity/choice was declared by 19.32% of the surveyed seniors, and it turned out that as many as 66.24% of U3A students attended them during the last year. A significant proportion of seniors also participated in organised excursions (41.4%). In addition, one in four seniors (24.48%) participated in a computer course.

As far as students were concerned, they declared that lectures (64.8%) and exercises (51.3%) were the most popular/most frequently chosen classes at the university, with only a few students indicating other classes. Indeed, lectures were attended by 72.9% of the students, while exercises were attended by only half (24.3%) of those who declared them to be their most frequently chosen classes. The students participating in the study also attended language classes (37.8%) and the same number of excursions organised by the university community over the past year. It can be assumed that the differences in responses to the above questions may be a result of the fact that the university is associated primarily with learning and perhaps the respondents felt that it was not appropriate to declare entertainment activities popular.

The decision to study is usually associated with the fulfilment of some human need or aspiration. In the following part of the research, it was therefore decided to find out which educational and personal aspirations were fulfilled by going to university. Within both educational and personal aspirations, more specific categories were identified, the degree of satisfaction of which was assessed on a three-point scale of "yes – partly – no".

Studying is invariably associated with fulfilling educational aspirations. Analysing this category, it can be seen that students indicated acquiring new skills (81% of 'yes' responses), expanding their general knowledge (78.3%), and gaining specialised knowledge in their area of interest (63.45%). Studying also allowed 62.1% of respondents in the student group to gain their desired education. As far as the student group is concerned, according to the respondents, studying to the greatest extent satisfied their need to broaden their general knowledge (77.28% of "yes" answers) and to learn new ways of actively spending their time (70.38%). The corresponding figure for students was 39.15%. Such a difference may be the result of age differentiating the two groups. Firstly, students and listeners probably have different educational aspirations (seniors have mostly already had an education, and long work experience has also allowed them to acquire specialised knowledge and skills), and secondly, seniors' activity is reduced with age, whether for health or social reasons. Therefore, for the seniors it was probably this category that was important. Almost half of the seniors (49.68%) indicated that they had learnt how

Table 6. Level of satisfaction of needs through studying/attending U3A classes

Answers	Respondents				Students				U3A students			
	Yes		Partially		Not		Yes		Partially		Not	
	N	%	N	%	N	%	N	%	N	%	N	%
Educational aspirations												
I have learned a foreign language	14	18.9	50	67.5	10	13.5	22	30.36	28	38.64	22	30.36
I have learnt to use computer programmes	26	35.1	22	29.7	26	35.1	36	49.68	18	24.84	18	24.84
I have improved my general knowledge	58	78.3	12	16.2	2	2.7	56	77.28	16	22.08	-	-
I have received education	46	62.1	18	24.3	10	13.5	22	30.36	14	19.32	36	49.68
I have acquired expertise in my area of interest	47	63.45	18	24.3	9	12.15	26	35.88	28	38.64	18	24.84
I have learnt new ways of spending my time actively	29	39.15	25	33.75	20	27	51	70.38	20	27.6	1	1.38
I have acquired new skills	60	81	10	13.5	4	5.4	39	53.82	13	17.94	20	27.6
Personal aspirations												
My interests have broadened	56	75.6	12	16.2	6	8.1	60	82.8	8	11.04	4	5.52
I have acquired new social skills	49	66.15	21	28.35	4	5.4	44	60.72	12	16.56	16	22.08
I can communicate better with other people	53	71.55	19	25.65	2	2.7	32	44.16	18	24.84	22	30.36
My self-esteem and self-worth have increased	48	64.8	22	29.7	4	5.4	44	60.72	16	22.08	12	16.56
I have more friends	53	71.55	17	22.95	4	5.4	64	88.32	8	11.04	-	-
I spend my leisure time more interestingly	13	17.55	47	63.45	14	18.9	57	78.66	15	20.7	-	-
I have learned to stand up for myself	44	59.4	20	27	10	13.5	17	23.46	27	37.26	28	38.64

Source: own research – survey questionnaire.

to use computer programmes, and 53.82% generally for the acquisition of new skills. About one in three U3A students also indicated the other categories.

Personal aspirations serve one's own development, affect one's self-esteem, and are most often important to the individual themselves. In this respect, it was primarily important to the students that studying broadened their interests (75.6% of "yes" answers) and allowed them to better understand other people and communicate with them (71.55%). The same number of students surveyed indicated that their circle of friends had widened. Considerably more than half of the participating students also indicated other categories besides "spending time more interestingly" (17.55%).

As far as U3A students are concerned, in terms of achieving personal aspirations through study, they indicated above all a broadening of their circle of friends (88.32%), the development of their own interests (82.8%) and more interesting leisure activities (78.66%). Other categories were also indicated by a significant percentage of seniors. In this case, the exception is the answer "I learned to defend myself", indicated by 23.46% of respondents. It can be assumed that seniors already have this skill, hence the lower number of indications.

The table below shows the scores obtained by the respondents on the 'to have' and 'to be' attitude scales. Taking into account the key developed by the author of the scale, the highest possible score was 168 points, which was 10 sten scores for both sexes. This shows the intensity of the "To be" attitude. On the other hand, the lowest possible value to achieve was set at 24 points and, according to the key, is 1 sten. This value determines the extreme intensity of the attitude "To have". In between the extreme attitudes are attitudes of varying intensity (Grulkowski, 2007, p. 19).

Table 7. Attitude scale

Scale	Respondents		Students				U3A students			
			Women		Men		Women		Men	
	N	%	N	%	N	%	N	%		
1–2 sten (very low level)	4	5.4	-	-	-	-	-	-	-	
3–4 sten (low level)	8	10.8	-	-	4	5.52	-	-		
5–6 sten (average level)	24	32.4	12	16.2	32	44.16	2	2.76		
7–8 sten (high level)	20	27	2	2.7	26	35.88	6	8.28		
9–10 sten (very high level)	4	5.4	-	-	-	-	-	-		
Total	60	81	14	18.9	64	88.32	8	11.04		

Source: own research – questionnaire of the To Have and To Be Attitude Scale.

Analysis of the data in Table 7 shows that there are no respondents with extreme intensities of the 'to have' attitude or the 'to be' attitude in the group of U3A listeners, while such attitudes appeared in the case of working students. 5.4% of the respondents (4 persons) showed extreme intensity of the 'to be' attitude and the same number scored very low on the scale, indicating extreme intensity of the 'to have' attitude, with female students showing extreme attitudes in both cases. The largest group in the study populations were those who scored at an average level of attitude intensity (5–6 sten). This was a total of 48.6% for students, and 46.92% for U3A students. This means that none of the attitudes are clearly educated. It would seem to be a state of balance between attitudes and that the respondents are trying to take care of their own material well-being, but at the same time they are taking care of their own spiritual life, experiencing life. However, there is no such interpretation in the Scale manual, so this group is worth looking at in more detail. Perhaps it is not a state of equilibrium, but a lack of involvement – both in taking care of material well-being and experiencing life – being 'next door', as it were. A high level in the survey was obtained by 29.7% of the students and 44.16% of the participating listeners, while a low level was obtained by 10.8% of the female students and 5.52% of the female listeners. In the former case, we can speak of an intensification of the 'to be' attitude, while in the latter we can speak of an intensification of the 'to have' attitude.

Table 8. Level of aspiration satisfaction vs. 'to be' or 'to have' attitude

Aspirations \ Attitudes	Students						Listeners					
	b. low and low		average		b. high and high		b. low and low		average		b. high and high	
	N	%	N	%	N	%	N	%	N	%	N	%
Educational aspirations												
1–3 yes	6	8.1	6	8.1	3	4.05	0	0	14	19.32	14	19.32
4–5 yes	1	1.35	13	17.55	4	5.4	1	1.38	2	2.76	1	1.38
6–7 yes	0	0	0	0	5	6.75	0	0	0	0	0	0
Personal aspirations												
1–2 yes	2	2.7	5	6.75	0	0	0	0	7	9.66	12	16.56
3–4 yes	2	2.7	9	12.15	1	1.35	1	1.38	4	5.52	3	4.14
5–7 yes	1	1.35	6	8.1	10	13.5	0	0	3	4.14	2	2.76

Source: own research.

Table 6 analyses the degree to which selected elements of educational and personal aspirations are satisfied through study. Table 8 provides a summary of the level of satisfaction of individual aspirations and the to-be/have attitudes presented. This is because the assumption was made that the more aspirations are satisfied, the more often the "to-be" attitude will occur. Here, it is worth noting that only yes responses were taken into account during the analysis (i.e. studying satisfies a given aspiration), and not all respondents indicated that studying satisfies their educational and personal aspirations.

In both educational and personal aspirations, selected (as it is impossible to include all of them) specific indicators were extracted, the degree of satisfaction of which the respondents rated on a three-point scale (yes-partially-no). Thus, in the case of students, 48.7% were not completely satisfied by studying any element among educational aspirations (zero „yes” answers), and in the case of 51.4%, none of the listed elements of personal aspirations. As far as U3A students are concerned, in the case of 55.42% of the respondents, studying did not satisfy their educational aspirations, and in the case of 55.84% also the listed elements of personal aspirations. It should be noted that the respondents quite often emphasised that studying partially satisfied their aspirations.

Thus, proceeding to the analysis of the degree of satisfaction of aspirations and the demonstrated to-be/have attitude in the case of students, 6.75% of respondents indicated that studying satisfied all the isolated elements of educational aspirations and, at the same time, showed a high and very high level of intensity of the to-be attitude. There were no such respondents among U3A students. In the case of students, the largest group was made up of respondents who stated that studying satisfied 4–5 of the seven indicated elements of educational aspirations and, at the same time, presented an average intensity of to be/have attitudes; the attitude of unequivocally „to be” among those indicating „4–5 yes” was shown by 5.4% of respondents, and unequivocally „to have” by one person. As for U3A students, only four indicated that studying satisfied 4–5 of the 7 listed elements of educational aspirations, and they showed varying levels of intensity of be/have attitudes. Among the seniors, most indicated that studying satisfied between one and three elements of educational aspirations and they showed an average level of to be/have attitudes (19.32%) and as many high and very high levels of ,to be’ attitudes.

As for personal aspirations, a total of 22.95% of respondents indicated the satisfaction of 5–7 isolated elements, and 13.5% also showed a high and very high level of the ,to be’ attitude. As for the U3A students, the satisfaction of 5–7 elements of personal aspirations was indicated by a total of 6.9% of the respondents, and a high and very high level of the „to be” attitude was shown by 2.76% of the respondents. In the case of personal aspirations, as in the case of educational aspirations, students were more likely to indicate greater satisfaction of personal aspirations (indicating 3–4

yeses), this was a total of 16.35% (among students 11.04%) and at the same time showed an average intensity of to be/have attitudes – 12.15% (among students – 5.52% average level). Seniors similarly to educational aspirations indicated most often the satisfaction of 1–2 elements of personal aspirations and showed average, high and very high levels of be/have attitudes.

The results obtained are quite interesting. First of all, they showed that studying only in about half of the cases satisfied at least one educational or professional aspiration (the answer „partially” was marked most often). The second conclusion from the results obtained shows that the degree of satisfaction of educational and personal needs does not determine the intensity of the „to be” attitude, as the respondents most often displayed an average level of „to be/have” attitudes. This means that respondents try to maintain a balance between „to have” and „to be”.

Summary

Summarising the analysis of the satisfaction of one’s own educational and personal aspirations through studying, it should be stated that studying definitely allowed for at least a partial realisation of students’ personal aspirations. In terms of educational aspirations, students indicated broadening their general knowledge and skills, while seniors indicated broadening their general knowledge and learning interesting ways to spend their leisure time. As for personal aspirations, only single categories received low indications. In the case of students, it was “spending time in a more interesting way” (17.55%), while in the case of seniors, it was defending oneself (23.46%). In addition, respondents in both groups most often show average and high levels of to be/have attitudes.

The research carried out has shown that studying only partially satisfies the educational and personal aspirations of students and learners, and it might be appropriate to take a closer look at students’ expectations of their studies. Moreover, they showed that the adoption of a be/have attitude does not depend on the degree of satisfaction of the two groups of aspirations discussed. Perhaps the research presented here will become a contribution to further research into both studying and the determinants of to be/have attitudes.

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