

Theses for Doctoral (PhD) Dissertation

The evolution of convertibility of competences acquired in military education in the decade of regime change in light of professional career paths

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1. Aim of the thesis, outline of the topic

Aim of the research

The aim of the research is to contribute to the study of the long-term effects of military education, in particular the convertibility of competences acquired during military training. Internationally and in Hungary, longitudinal studies of students in military secondary schools are rare, although this type of analysis is considered particularly important by researchers of military schools (Moon et al., 2010; Bertram et al., 2018).

Education systems differ in the institutional framework and age at which they provide, in addition to general skills development, the transfer of professional knowledge and practical preparation for specific careers. Secondary vocational education is key in the education system because it enables students to enter the labour market and start a career very soon after completing their school leaving exam. Although the presentation of professional content has changed as a result of changes in international and Hungarian legislation, entry into secondary vocational education requires a career decision at the end of primary school, which is a relatively early commitment. Professions significantly differ in the extent to which this decision can be corrected and refined later. For certain professions, the specialisation of the chosen school carries more weight. These include military education.

The majority of young people who choose a military career are already attracted to the profession in primary

school (Kanyóné, 2002). However, some of them only become interested much later, towards the end of secondary school (Papuláné, 2013). Identification with the profession and following role models at an early stage may often be based on a pattern demonstrated by the family or other close relatives, or on childhood experiences with books and films. In such cases, young people usually also feel attracted towards certain external identity traits (uniforms, weapons) (Kanyóné, 2002; Varga 2011; 2012). However, before the regime change, the social returns of a military career were a particularly pronounced objective factor in career choice, since a military career functions as a social mobility factor (Martinkó, 1996; 1998; Kozma, 1999).

In Hungary, the army was a key part of the state organisation, and its members traditionally formed a significant segment of society. Prior to the regime change in 1989-90, the two important units of the military consisted of regular, conscripted, personnel and professional personnel trained at different levels of the education system. Within the education system, young people were able to acquire the competences needed for the military profession in secondary education (although this was not always necessary) and then at military colleges. The training took place under the auspices of the military, which also guaranteed the employment of graduates. However, following the democratic turnaround, the career which had been considered secure became riddled with uncertainty. With the gradual reduction of the armed forces, the professional careers of some military

officers trained by the socialist People's Army were put in jeopardy, causing serious tension among them.

A little-researched question is how and to what extent individuals in military service were affected by this drastic change. For many, this caused a career disruption. But what did the career disruption mean for those who had few career adjustment options due to their early career choice of secondary military education, and what were their responses to the challenges? Were they able to use the competences acquired and developed during their military training in their careers? Despite the fact that this topic has received relatively little attention in educational sciences, public trust in national defence and its current social perception are far from irrelevant, and therefore it is important to discuss these (Jobbágy, & Stummer, 2016). The topic is even more timely because we thought there would be no more war and ignored military resources, which would be much needed given the current war situation. In our thesis, we present the career paths of individuals who attended military education before the regime change and then served in the military in different locations, life situations, and positions to show the specific patterns, similarities, and differences in their responses to the changes.

In our research, we have relied on the findings of several disciplines, which are included in different parts of our thesis. The theoretical background is primarily based on the results of military pedagogy, complemented by works

in the sociology of education and military sociology. Studies presenting previous scientific findings comprise the theoretical antecedents for the empirical work on military careers, career choice, and leaving the profession. The theoretical background of our research includes studies on career choice, career orientation, and specifically the choice of a military career, with particular reference to the work and research results of Kanyóné and Papuláné. These reveal that a military career offers diversity and requires rigorous discipline and a high level of competence, which is why commitment and dedication to the career are essential to those pursuing it (Szilágyi, 1993; Liskó, 1998; R. Bögös-V. Dávid, 2003; Kanyóné, 2002; Papuláné, 2013; Borbély-Pecze, 2016). In the context of military career socialisation and its practical implementation, the importance of the mental factor is emphasised, which to a large extent is developed and shaped through the tools available to the Ministry of Defence for promoting the value system of the military profession and service (Lengyel, 2008; Stummer, 2019).

The relationship between armed forces and society is interpreted based on the work of Burk (1993), Janowitz (1974), Sombart (1942), and Krebs (2004; 2009), with the Hungarian context presented through studies by Kolossa (2009a, 2009b, 2009c), Holló (2003), and Varga (2012a), among others. The importance of civilian control is discussed by Holló (2003), while Kolossa (2009b) points out that predictability is key in the military career. Other important factors include training and further education,

the forms of which are discussed in Dézsi (2009), Gerő (2011), and Négyesi (2001), with their importance for NATO membership highlighted by Horváth (1999) and Száraz (1999). In relation to the diversity of military competencies, Juhász (2009; 2011b), Detre and Tibenszky (2011), and Tóth (2011) discuss physical requirements, Boda (2018a; 2018b) present moral traits, while Varga (2019) and Szenes (2015) highlight intellectual capability requirements for the use of technical equipment. Due to the multifaceted expectations, dedication is essential in this field (Wrzesniewski, A. et al., 1997; Bunderson – Thompson, 2009; Himmer, 2016). Leaving a military career and the retention power of armed forces may be a function of several factors such as identification, deployment, remuneration, training, social support system, the convertibility of professional knowledge, which influence attrition and may also have positive effects on service (Ronald D. et al., 2003; Wilson et al., 2013; Jobbágy, 2010).

As for international examples of military education, any information on these must be taken cautiously due to availability, potential outdatedness, and bias. Parents' expectations of military institutions include a focus on results, professional and physical preparation, and the acquisition of traditional values (Shane et al., 2008). Military education, which is more demanding physically and mentally than other types of institutions and has its particular way of life, carries a subcultural pattern (Poliakov, 2011; Tunac et al., 2014). The international

experience is further illustrated by examples of institutions presented by Rogal (2009) and Trousdale (2007). In presenting Hungarian military educational institutions of the 19th and 20th centuries, we were mainly assisted by the books of Martinkó (1996; 1998), the work of Ráskay (1994; 1998) and the studies of Miklós (2005a; 2005b). Based on these, we have established that military education and training played a significant role in Hungary in all periods.

In addition, the antecedents of the empirical research also include previous research by Kanyóné (2002), Papuláné (2013), Ronald (2003), and Wilson (2013), which led to the formulation of important conclusions. Among the methodological antecedents from the literature on *life course research*, Bögre (2002) deserves special mention due to the influence of her doctoral thesis, which provided not only a solid foundation in terms of genre and methodology but also concrete methodological tools for the implementation of the processing. The findings of Bertaux (1981), in terms of the right way of interpretation, were also a useful help.

Starting assumptions

As a starting point, we assumed that we would find similarities as well as differences between the life paths of the interviewees who had chosen a military career but then left it. We considered that along these lines we would find specific patterns between the responses to the various changes which had a major impact on their profession, with types to be formed based on the patterns.

We assumed that

- *family background*, childhood environment influenced career choice;
- *a more cohesive bond* was forged between the *students in military boarding schools*;
- differences can be observed in the *consciousness of the choice*, in which prior training may have played a role;
- *time spent in training, in the profession*, is directly proportional to *commitment*;
- *leaving the armed forces* was mainly due to external factors;
- the *regime change* and the existence of *convertible professional knowledge* can be linked to leaving the armed forces;
- *further studies* influenced the *change of career*,
- the differences in *job changes* show a link with *prior training*.

2. Research methodology

In our dissertation, we investigated the career paths of individuals who had received military education using qualitative data collection and data analysis methods. We used the interview method to collect data, locating subjects using the snowball method. The life course interviews were conducted between September 2019 and July 2020. A targeted, expert sampling procedure was followed to identify members of the target population who possessed the required career characteristics. Achieving heterogeneity of respondents was an important principle

(Flick, 2013). The two basic criteria for sample adequacy, namely theoretical saturation and data saturation, were met (Creswell, 2018). As a large sample study had not been conducted previously in Hungary, we started the exploratory study of our dissertation with a small sample, through the life courses of ten affected military officers. The ten interviewees, who were found and interviewed in different parts of Hungary, showed differences in several parameters (e.g., social background, rank) and living conditions, but they had similar military career paths. Half of the interviewees had attended a military boarding school, while the other half had not.

The interviews, which lasted several hours, resulted in hundreds of pages of raw text material, which were then narrowed down, arranged, and analysed in a problem-oriented manner. This problem-oriented method revealed parallel chronological arcs whose turning points could be traced. In processing the life course interviews, we followed the methodology proposed by Bögre (2002), who drew on the international literature to present the most significant research steps and chronological turning points. Following Bögre (2002), the life course interviews provided us with the opportunity to distinguish three levels of interpretation. We examined interviewees' cultural, social, and individual characteristics, the turning points in their lives, as well as the individual responses and set of solutions which they developed or applied at each turning point, even in the face of a crisis.

The chronological arcs emerging from the analysis could be categorised. The different life trajectories corresponded to the types of people who chose (and then left) a military career. This method allowed us to describe the specific features of military education and the previously little explored and emphasised aspects of military careers. The analysis of the narratives and the classification method provided an opportunity to rethink the process of value transmission in military education and to underline the importance of empirical data collection in understanding its long-term impact. According to similarities and differences in key dimensions, interviewees were grouped into clusters, which were given names. *Upwardly mobile individuals* (interviewees 1, 2, and 6); *Forced career choosers* (interviewees 3 and 7); *Free career choosers* (interviewees 4 and 10); *Stubborn career choosers* (interviewees 5 and 8); *Disadvantage compensators* (interviewee 9). Furthermore, names were given to interviewees' most characteristic traits according to their typical behavioural patterns at different turning points in their lives. A turning point was defined as a life event of decisive importance for the professional career. Three turning points were identified: *career choice and school career; the decision to stay in or leave the career; civilian career after leaving the armed forces.*

3. Results of the research

The results of our research are summarised below in relation to our assumptions.

- The influence of *family environment* on career choice was found to be a decisive factor for *only half of the interviewees*. Among interviewees whose military career choice was in fact influenced by the family, some followed patterns (interviewees 1, 4 and 6) or experienced indirect environmental influences in addition to personal interest, while others cited indirect (interviewee 5) or contributing factors (interviewee 8).
- Overall, *early career choice was not found to be a decisive factor* in interviewees' life course, as there were significant differences in terms of the entire life course. For only two of the interviewees who had graduated from military boarding school (1 and 6) was there evidence of a strong sense of community impacting commitment to the profession. Among the interviewees who had attended military boarding school, we also found evidence of high-degree commitment for interviewees 1 and 6 in terms of career exit and career commitment. A similar pattern was found among interviewees who had not graduated from military boarding school, in particular interviewees 3 and 5.
- There were large differences in terms of *conscious choice*, but their *effect was not confirmed*. We found that military boarding school and useful prior training, for example in engineering, were not decisive factors in determining who felt alignment with the profession. In this respect, we found misguided career choice for interviewee 4, lack of motivation for interviewee 8, and lack of conscious

choice for interviewee 10. In contrast, interviewees 3 and 5 persevered despite difficulties.

- *Education and time in the profession did not correlate with commitment.* Of the interviewees who had attended military boarding school, interviewees 7, 8, and 10 found employment in the civilian sector, but interviewees 1 and 6 continued their careers as police officers, so they persevered in the law enforcement profession.
- *The convertibility of the professional knowledge and competences acquired in military education and training and later in the career as military officer was observed among all interviewees,* and in some cases the personality shaping effect was also found to be decisive.
- Three groups of *career leavers* were found (*Conscious, voluntary changers:* interviewees 2, 4, 7, 8, 9, and 10; *Forced changers:* interviewees 1 and 6; *Adaptors to circumstances:* interviewees 3 and 5), which helped establish that *leaving the armed forces was induced by external circumstances mostly indirectly.*
- For six interviewees, *regime change* appeared to be an indirect (*indirect effect:* interviewees 2, 7, and 8) or direct (*direct effect:* interviewees 1, 6, and 9) factor influencing why they left the armed forces. In four cases (interviewees 3, 4, 5, and 10), no correlation was found. *Convertible professional knowledge* was associated with leaving in 6 cases.
- In all cases, further *education* was successful and its impact on *leaving was found to be decisive.* Further education was classified according to its

motivating factors: *forced further education* (interviewees 1, 2, and 6); *intrinsically motivated further education leading to a career change* (interviewees 7, 8, 9, and 10); *winners of education within the organisation* (interviewees 3, 4 and 5). Interviewees 1, 2, 3, and 6 stayed in law enforcement, while interviewees 4, 5, 7, 8, 9, and 10 switched to the civilian sector. Interviewees 4, 5, and 7 started further studies without the intention of switching, which nonetheless turned out to be the end result, while interviewees 8, 9, and 10 already started further education with the intention of switching.

- Responses regarding the need to change were classified based on the explored life courses: *searched for employment in a law enforcement agency* (interviewees 1, 2, and 6); *already studied during service and searched for employment in that direction* (interviewees 7, 8, 9, and 10); *studied through the organisation and took a change in that direction* (interviewees 3, 4, and 5). *No correlation was found* among response types according to the military or civilian nature of the *career change* or *prior education in a military boarding school*.

To our knowledge, our research is the first to focus on the careers of soldiers who left the armed forces after the regime change, which is a novel result in itself.

Contrary to the key findings of the literature on career orientation, career choice, and career building, our results show that military career orientation, career choice, and career building do not move along a linear, goal-oriented

developmental path, even though the career requires a very strong commitment. We consider it a novel finding that further education during and after military service contributed invariably to successful career development. Our research has led us to conclude that the competences acquired in military training which are subsequently widely applicable do not consist primarily of professional specialised knowledge but rather of attitudes and behavioural patterns such as adaptability, quick and effective reaction, self-discipline, and being organised, the convertibility of which was demonstrated in essentially all careers.

In conclusion, the research shows that treating individual life paths as separate or along clusters or groups can illustrate social career paths. It confirms that career choice and service in the military profession had a decisive impact on the lives of young people who entered the military in the period before the regime change. As a common feature, these played a significant role in their career paths, offering them many opportunities to apply their skills, both during training and in service. Military education and military careers played a significant role in shaping the subjects' identity and developing their commitment, influenced the development of their relationships, and had a significant community-building effect. The impact of military education and experience on life courses was confirmed in all examined cases, but the extent of this impact depended materially on the subjects' experiences and reactions in relation to their service. These reactions included a wide range of individual behaviour, with different levels of consciousness and commitment, but all interviewees were similarly able to

move on after a career break. Despite the change in circumstances, the ability and willingness to adapt among all ten interviewees meant that they were able to transfer the competences acquired during their military career, which had been a fundamental part of their life, and use them not only in their new professional environment but also in other areas of life.

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List of publications related to the dissertation

Hungarian book chapters (4)

1. **Madarász, T.:** Katonasuli és honvédelmi nevelés: kapcsolat a társadalommal.
In: Tanárképzés és oktatáskutatás. Szerk.: Kozma Tamás, Kiss Virág Ágnes, Jancsák Csaba, Kéri Katalin, Magyar Nevelés- és Oktatáskutatók Egyesülete, Budapest, 690-700, 2015, (HERA évkönyvek, ISSN 2064-6755 ; 2.) ISBN: 9786155372315
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