

ESZTER TÓTH¹**Occupational socialisation opportunities for teenagers within the Hungarian Defence Forces****Serdülők pályaszocializációs lehetőségei a Magyar Honvédségben****Abstract**

Commencing September 2017, the Honvéd Kadét programme starts at two secondary schools, one in Budapest and one in Szekszárd. The aim of the programme is to promote the education of young people about home defense, raise awareness and interest in a career within the military forces. In this regard, I summarize the current possibilities of career socialisation of this age group.

For a fuller understanding of career socialisation within the military, I define socialization, summarise socialization theories. I will also introduce Erikson's psychosocial development theory explaining developmental stages from infancy to old age. Following that I will examine how the occupational socialization process takes place. Finally, I present the military career orientation in secondary education institutions.

Key words: socialisation, socialisation theories, occupational socialisation

Absztrakt

Idén szeptembertől indul a Honvéd Kadét képzés két középfokú oktatási intézményben, egy budapesti és egy szekszárdi szakközépiskolában. A képzés célja a fiatalok honvédelmi nevelésének elősegítése, figyelmük, érdeklődésük felkeltése a katonai pálya iránt. Ennek apropóján összefoglalom, hogy jelenleg milyen lehetőségei vannak a pályaszocializációra ennek a korosztálynak.

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A katonai pályaszocializáció minél teljesebb megértéséhez leírom a szocializáció fogalmát, a szocializációs elméleteket, amelyek közül részletesen kifejtem Erikson pszichoszociális fejlődésmélettét, mivel ez fedi le teljesen az ember fejlődési ciklusát csecsemőkortól egészen idős korig. Ezt követően megvizsgálom, hogyan zajlik a szocializáció folyamata. Végül bemutatom a középfokú oktatási intézményekben zajló katonai pályaszocializációt.

Kulcsszavak: szocializáció, szocializációs elméletek, pályaszocializáció

1. DEFINING SOCIALIZATION

Socialization can be considered a very broad concept. Sociology determines it as a process when an individual learns the norms of society, learns social roles, and tries to adapt to them. In summary, the process of how individuals are integrated into society. (Dr. Budavári-Takács, 2011.)

Psychology refers to the development of personality as a socialization. According to Béla Buda (1986), "Socialization is a process where a one's behavior is modified to meet the requirements of their environment." So it is a lifelong development, as an individual becomes a member of a society. However, this is not a one-way process, since the individual interacts with their social environment that affects them. (Dr. Teleki, 2010)

Social psychology emphasises interaction with others, the social aspect of the process. (Dr. Budavári-Takács, 2011.)

1.1. THE AREAS OF SOCIALISATION

Socialisation develops in many contexts. The primary context is the family. They help to interpret the world for the child. In these early years the child starts to develop their identity. (Koltói, 2013) Within these early years the child is exposed to society, learns patterns of intimate relationships and behaviour and starts to develop communication skills. The family is the first step to build an identity. Relationship with their parents can affect the person throughout their whole life.

The secondary context includes experiences beyond the family. The people the child interacts with (e.g. teachers, coach etc.) are important as they provide new experiences and make an impression. The child will extend and generalise these experiences, also will have the opportunity to choose them (for example sports, clubs etc.). (Koltói, 2013)

Expressing an interest in a profession and choosing a career (including the army) is part of this secondary context.

1.2. THEORIES OF SOCIALISATION

Many theories concerned with the process of socialisation: Freud's psychoanalytic theory, Erikson's theory of psychosocial development, Bandura's theory of social learning in Ban-

dura, an evolutionary approach exploring the genetic background of behaviour and an ecological model. These theories each emphasise different aspects of socialisation. (Vajda, Kósa, 2005)

According to Freud's psychoanalytic theory, early childhood development is characterised by free expression of instincts. The child's behaviour is impulsive in this sense, so parents control the child's behaviour. Parents try to guide the child's impulses and energies into appropriate channels, but parental bans inevitably result in resistance and anger from the child, so parents' attention is focused on the child's temper. The aim of socialization is to internalise the external parental control and develop self-control. In psychoanalytic theory, internalization is an important concept because it aims the development of rules, values, and conscience. In Freudian theory superego is the internalised controlling parent, while the ego is the part of the self that exercises self-control and tries to avoid threatening situations. In addition to internalization, identification is an important concept as well. The conflict between the child and the expectations of their environment is solved by identifying with the same gender parent (Maccoby, 2007, Cole and Cole, 2003)

Bandura's social learning theory approaches the subject from another angle. According to his theory, we master most of the social behaviours by observing and imitating others. (Smith, Mackie, 2002)

Researchers of evolutionary and behavioural genetics emphasise the importance of the earliest effect on socialisation, mother-child attachment, and they believe it has biological foundations. Maternal hormonal processes are responsible for caring behaviours towards the newborn and this will initiate the attachment between mother and child. Both mother and child have predispositions allowing to quickly learn to discriminate, such as the recognition of sounds and facial expressions (Maccoby, 2007). Attachment is a well-developed control system between the mother and the child, it balances the child's needs for safety and the desire for learning, the urge to explore. The development of this regulatory system requires social interaction, supporting healthy emotional development (Cole and Cole, 2003).

According to the behavioural genetic approach, the child's genetic abilities have an effect on the parent-child relationship, through the environment's influence on the brain's development, especially the neuroendocrine system, which has a great effect on behaviour. The child's behaviour, abilities, and temperament largely determine the parent's behaviour. Parental behaviour may have a different effect on children of different temperament, and children with different temperaments may experience other behaviours from the parent (Maccoby, 2007). A mother of a baby with more challenging temperament may feel physically and emotionally exhausted, and become uncertain in her maternal abilities, and this will reflect on the child and can affect parent-child relationship (Hajduska, 2008) The bioecological model by Bronfenbrenner suggests that early years development forms through interactions between the individual and their environment, categorized into various systems, shape their development over time. These interactions must be regular to have an effect, Bronfenbrenner called these interactions proximal processes. Proximal processes

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are present mostly in parent-child and child-child relationships . The strength, direction, content and form of proximal processes changes along individual's development systematically and correlates with the environment. Proximal processes can reduce or prevent the impacts of a less fortunate environment on the child's development (eg differences in social status can be reduced by a high level of maternal-child interaction (Bronfenbrenner, 1994) The model of ecosystems summarises the different levels of impact affecting an individual's socialisation . They have different levels of social impact (Bronfenbrenner, 1994, 1999; Vajda and Kósa, 2005):

1. **Microsystem:** The microsystem is the innermost layer of Bronfenbrenner's model. This context is closest to an individual and encompasses interpersonal relationships and direct interactions with immediate surrounding. For example, family members and a child's school are considered part of the microsystem.
2. **Mesosystem:** The mesosystem includes interactions between various aspects of the microsystem. A relationship between a child's family and the child's school can be considered part of the mesosystem, because these two direct influences (parts of the microsystem) may interact. Those children whose families were more involved in their school life achieved better grades and they were more confident.
3. **Exosystem:** The exosystem does not directly effect individuals; rather, the exosystem encompasses aspects of structures within the microsystem. For example the relationship between the borough and nursery has an effect on the child, however it does not include them. Media is also part of this system as it affect parents creating(often false) expectations.
4. **Macrosystem:** The macrosystem is the outermost layer of Bronfenbrenner's model. This system includes social or cultural ideologies and beliefs that affect an individual's environment. For example, the difference in celebrating Christmas in a Hungarian or English nursery/kindergarten is included in that.

According to Erikson, there are 8 stages of an individual's development from infancy to old age, he described the characteristics and main focus of each stage.

The eight developmental stages:

1. **A infancy trust vs mistrust.** The child will develop optimism, trust, confidence, and security if properly cared for and handled by the mother.
2. **Toddler/early childhood years**
Autonomy vs. Shame At this point(18 months to 3 years), the child has an opportunity to build self-esteem and autonomy .During this time the emphasis is on developing intimacy and attachment to family and wider environment. Attending to kindergarten broadens the child's horizon as they become part of a peer group.(Dr. Teleki, 2010)
3. **Preschool years.** During this stage the child will starts to act with intention and as a consequence of their intentions they can approach their goals. Children's play this age often represents the adult world. The outcome of this stage is the initiative(Cole, 2006)

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4. School age, the era of developing competence. The purpose of the school is to enable the child to acquire those skills and values society considers important. The child learns new behaviour rules and to cooperate with others. The competences of the child develop through application of their skills, they gain more knowledge and improve their intelligence. At a social level, the school provides cultural patterns and practices as well as experience in working towards a goal and team effort.

Besides the school, the peer group has an important role as they change the relationship with the family and will add new norms to the existing ones. This process often accompanied by conflicts and arguments.

5. Adolescence (12 to 18 years) is the time when loyalty develops . The era of many changes accompanied by many insecurities. The young person is in transition between childhood and adulthood and they don't feel in place in neither of them. Adolescents try to formulate their social identity and direct themselves towards a path based on their skills. The purpose of this phase is to consolidate identity and establish loyalty. Loyalty means self-reliance, inner coherence and attachment to a value system (eg, path, lifestyle, worldview) while accepting its contradictions. Love at this age is a tool of consolidating identity, where they can see themselves in the reflection of their idealised companion. Adolescents often turn to their peer groups to overcome their insecurities as they are able to identify themselves with stereotyped images of themselves and their idols. However, they stereotype their enemies as well, and tend to be prejudiced. If the rejection is directed to society, then it can materialise in a form of crime and deviant behaviour. Adolescents can act as a renewing force for society , and become the tools of the renewal of society.(Cole, 2006)
6. Early Adulthood, the stage of developing loving and intimate relationships. The focus of young adulthood (18-30 years) is to find a partner and start a family. Young people finish their education, they are looking for a job and a partner, they start their own family and become part of a group at work. (Dr. Teleki, 2010) They will then be able to commit, sacrifice and compromise. This is the time when people achieve real maturity. People start working in this period, so occupational socialisation takes place at this stage.)
7. During adulthood (age 30-62) the persons caring skills are formulated.This is a period of constant challenges. Establish a home, maintain a marriage, build a career, have children. In the meantime, it is they are to adapting to kindergarten, school, adolescent children etc. (Dr. Teleki, 2010)

A mature adult must feel that they are needed. They are capable of creating and leading a new generation. Caring skills also involve the formulation and preservation of social, material and cultural values. (Cole, 2006)

The age between 40 and 50 is called mid- life. This age is determined by the desire to accomplish and the integrity of the personality. If something goes wrong at this stage, di-

orce, marriage to a new younger partner can easily happen; or in some cases even substance abuse. Some might spend too much time at work, with their career, ignoring everything else around them. (Dr. Teleki, 2010)

Wisdom appears in the stage of maturity (62-). This, in spite of the physical and mental decline, is able to preserve and pass on the fullness of the experience. Here, man is confronted with the infinity and transience of life through the grandchildren. The focus of this period is to integrate past and present into the future, feel content with this lifestyle and getting use to the thought of passing away. (Dr. Teleki, 2010) The aim of this section is integrity, which builds upon the degree of emotional integration that allows us to remain faithful to the past by accumulating knowledge, understanding, mature decision-making, preserving traditions while we are open and accepting leadership of the present (Cole, 2006)

By comparing each section of the stages of socialization, it seems like primary socialization takes place in infancy and toddler years. When school becomes part of the child's life, we call it secondary socialization. This happens during the 4th Eriksonian phase. From this point on, society and peers will have a more important role.

Socialization has special aspects, such as occupational socialisation or career orientation, these arise when the individual starts to work-usually in adolescence or adulthood.

It is important to emphasize that loyalty develops in adolescence, between the ages of 12 and 18, which includes loyalty to the future career choice as well. Regarding career socialisation towards a military career this age is a key stage, this is the age group targeted by the Honvéd Kadét programme.

2. OCCUPATIONAL SOCIALISATION

Occupational socialisation is the part of socialisation where we acquire the behaviours, techniques, roles, and approaches that we need for that certain profession.

István Szabó divided professional socialisation into four main sections. He identified the first stage as career guidance and the second stage as vocational training. In the first phase, there is a commitment to the particular path. Appropriate theoretical and practical knowledge is acquired during professional training. At the end of the vocational training - ideally - the individual is suitable for the job and they are able to work successfully in their chosen profession. The third phase is the start of the career. At this stage, it turns out if they really prepared for the job and if they are certain of their career choice, in this case teaching career. If they are successful, a sense of professionalism develops alongside with the desire to stay on the path. The fourth is the stage of the experienced career. At this stage, they are no longer a beginner, aware of the advantages and disadvantages of that particular field (Szabó, 1994).

These sections are undoubtedly valid, but Szabó does not take into account the possibility of later change - change in career development. It is a possibility that someone

leaves a successful career, because of personal, circumstantial changes or a different path of interest.

Daheim pointed out that the influence of other people at the various stages of occupational socialisation is the most significant. At the beginning of the process, the role of the family, parents, and the influence of teachers and peers will be stronger, however the effects of professional and working groups, colleagues and superiors become the strongest in career development (Szilágyi, 1993).

The above approaches emphasise the importance of a supportive family background, education and peer groups. It is a possibility to connect all these areas and develop a career socialisation system to provide a sense of achievement to keep young people motivated and interested about a career within the military.

2.1. MILITARY CAREER SOCIALISATION

One of the possible paths of career orientation is to choose a career with the military. I will focus on opportunities provided for young people in high school, as they could be future members of the defence forces.

Career socialisation happens in a later phase of socialisation. According to Feldman (Cole, 2006) to become part of an organisation and integrate with it has 3 phases. The primary phase is when the individual, who became part of the organisation will have expectations towards the job. The secondary phase is the assimilation.

This is the most challenging phase mentally, as the person will get familiar with the demands of the work, they will have their "initiation". At this phase it's quiet important to set boundaries and find out about their exact role within the organisation. The last phase is the ownership over the role and achieving stability within. The person becomes confident about their position, this will allow them to handle and solve conflicts. They also will be able to balance their private and professional life out. (Cole, 2006)

Regarding the Hungarian Defence Forces, is occupational socialisation happens through military career socialisation. There is only one military high school in Hungary at present, the Kratochvil Károly Katonai Középiskola in Debrecen. The students have a uniform, they have increased level of home defence classes and the teaching staff is part of the defence forces. The school is a boarding school, living at the premises is compulsory for students, loyalty is one of the main values of the institute. However, the students don't have to apply to the military forces after graduation.

(http://www.kratochvil.hu/images/2015/felveteli_tajekoztato_kratochvil_2016_2017.pdf)

Besides this school, the KatonSuli programme has begun nationwide providing information about military career for young people. The programme focuses on patriotic values, home defence studies and providing a realistic view on career with the Defence Forces. This programme is not a military training, it is aiming for cooperation with educational institutions, providing information through clubs in primary, a choice of exam subjects in secondary and optional credited units in higher education.

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The students choosing to take part in the programme will gain useful skills and knowledge in civilian life as well such as map reading, first aid etc. The ones inclined towards military career will learn useful knowledge through via preparation for the maturation exam in the subject (<http://www.katonasuli.hu/katonasuli>).

Alongside KatonaSuli I have to mention the Honvéd Kadet Programme. This important element of home defence education will take place in two institutions in the academic year 2017/18 (Szakképzési Centrum Ady Endre Szakképző Iskolája és Kollégium in Szekszárd and in the Budapesti Műszaki Szakképzési Centrum Than Károly Ökoiskolája, Gimnáziuma, Szakgimnáziuma és Szakközépiskola in the capital). The programme will train a "generation ready to defend their home country" (<http://iranyasereg.hu/home/page/kadet>).

The programme provides the participants physical training, self-defence course, gunnery training, free notes, uniform, board and meals, further education opportunities, career opportunities and students get extra credit for their military application (<http://iranyasereg.hu/home/page/kadet>).

These programmes systematically prepare young people for a military career, as well as start their occupational and career socialisation. However if someone decides to choose a different career, they still have some important skills and values in various areas of life.

At the moment there is no aptitude test, the applicants take part in a career orientation conversation where their motivation towards the military career will be assessed.

As I explained above, there are many opportunities to gain knowledge about military career during school years, and this doesn't automatically mean that they have to commit to a career with the Defence Forces. It will come as an advantage, but the applicants still have the freedom of choice so no one will be forced to a military career path, as occupational socialisation is about someone choosing a career they are interested in.

3. SUMMARY

In this article I introduced the characteristics of each developmental stage, including problem and success areas. This highlighted the focus points of the stages leading to the start of their occupational socialisation.

Military education in high schools works towards providing information about military career, the subjects, options, military staff, camps and trips are all supporting this aim. Wearing a uniform could support the formation of military identity as well.

The students will gain extra credits towards their further education within the military and also acquire advantages by getting to know the habits and language of this career path compared to their peers not participating in such programme. The later students often have insufficient knowledge about the chosen path..

There is a possibility that young people choosing military career quiet early will have a deeper knowledge about this path with all the pros and cons, as they dedicated themselves to it already. At 14-18 is a very sensitive time in a you person's life, as the experiences and

exposures can influence their choices, that's why occupational socialisation is significantly important at this age..

It would provide valuable information in the future if we research the motives of young people as it would provide an idea of what groups to target. Furthermore feedback on the programmes would help fine tuning the system specifically in regards to the Honvéd Kadét programme.

Moreover a follow up study on students choosing career in military would provide information about their success, how many of them actually followed this path, what kind of career they had and to examine the role of high school years and early occupational socialisation regarding their choices. These studies could provide a more thorough, fuller picture about to support the occupational socialisation of the Hungarian Defence Forces.

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