

SELF-EVALUATION OF THE NECESSARY SOCIO-ECONOMIC AND DIGITAL COMPETENCE OF SCHOOL STUDENTS OF INVESTMENT IN EDUCATION IN THE PROCESS OF 'EVER RISING' IMMIGRATION

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ABSTRACT

Globalization is frequently viewed in economic and environmental terms. Goods and services move easily across regions and national boundaries. The United States, the European Union, and countless other nation-states and political bodies are struggling to define attitudes and policies towards immigrants and immigration for the 21st Century. The debate over language is often a heated one. Most nations encourage newcomers to learn the national language. Language can be seen as a mechanism for integration and acculturation. For full participation in the national and political life of a country, immigrants benefit from knowledge of the language. Just an Investment in Education in the process of learning the language immigration country Germany considers very important socio-economic factor in the process of socialization of immigrants. Where language differences are accepted, there are costs such as bi-lingual education, multi-lingual signs and instructions, and a constant need for qualified interpreters. Language is fluid and constantly changes, especially in terms of the development's informational and communication technologies where it's necessary adoption of digital competence. Digital society implies a transformation of the traditional way of life and the economic, industrial, educational, and labor changes as well as changes of personal and individual way of existence, but also the question of the "new" partnership in education. The study was conducted on N=185 students of higher education institutions in German among various constituents (faculties and departments) in Mannheim, Mainz, and Heidelberg. The research was conducted during winter semester 2016/2017 academic year, from November 9 to January 14. The survey instrument used was the first part of the questionnaire to record students' opinions on different variables related to various multimedia foreign language learning tool. Research results show that students feel that it's necessary to invest in the Education of immigrants in order to prevent the demolition of (inter)national identity, as well as to facilitate the realization of the process of socialization and more employment.

Keywords:

Globalization, Ever Rising Immigration, Socio-economic and digital competence, Technology in education, Employment

1 INTRODUCTION

Appropriate and good quality human resource development is an essential ingredient of any competitiveness strategy. Migration is increasingly helping the economic performance in 'sending' (developing) countries through remittances and increased trade in goods and services and possibilities as a source of FDI. However, there are specific problems related to migration of key occupational groups (IT, nurses, and teachers) in certain countries, even though the evidence shows that return migration is substantial. Thus while in general immigration options could be beneficial for 'sending' countries - though this requires encouragement such as targeting the diaspora - developing countries need to deal with the specific problems posed by losing key workers. This can include encouraging temporary immigration by asking for more and better access for temporary services providers or partnerships with developed countries that can support training programmes of teachers, nurses and IT workers in developing countries.¹ Globalization has generated the most hostilities where it has placed local cultural identities, including local meaning systems, local religious identities. In 2015, close to half a million people requested asylum in Germany, a historical record and a tenfold increase over 2010. Of the 1.3 million asylum claims submitted throughout the European Union in 2015, Germany received the lion's share, with 36 percent (followed by Hungary and Sweden, with 13 percent and 12 percent, respectively)². Germany's response to these historic humanitarian flows has been mixed: A warm welcome and civic engagement supported by countless volunteer workers increasingly compete with growing anti-immigrant sentiment and support for hardline populist movements and rhetoric³. In Germany, all areas examined here (economy, culture and politics) show research deficits to a greater or lesser extent. As an introduction, a recapitulating overview on the desiderata of research have emerged from the following sections shall be provided here (Hunger, 2003; Habermas, 1981; 1990). The general problem arises as to whether and how cultural influences in Germany can be analytically distinguished from aspects of globalization and internationalization of culture (markets). The effects of globalization on the labor market in European countries have become a major issue of public debate. The concern is that either jobs will be exported to low wage countries, or that immigrants will replace domestic workers in the destination country or depress local wages (DeVoretz, 2004). Similarly, it happened in France and it would not be good for such problems to occur in Croatia, where unemployment rises year after year. Compared to studies for the United States, the empirical evidence for the Euro-

1 <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/2484.pdf>

2 http://www.migrationpolicy.org/article/new-reality-germany-adapts-its-role-major-migrant-magnet?gclid=EAlaIqObChMIsuCH1d6p1QIVTmQZCh27vAfREAAAYiAAEgKUbPD_BwE

3 Deutscher Gewerkschaftsbund (Hg.), 2017. Erleichterte Einbürgerung - Ius Solis - Doppelstaatsbürgerschaft. Forderungen, Informationen, Grundlagen. Düsseldorf.

pean labor markets is relatively scarce and not as clear cut (for an overview on studies for Germany c.f. Bauer and Zimmermann, 1999). One of the preventive measures is possible through the multimedia learning of a foreign language in which immigrants are immigrated and investment in education in the field of socio-economic competences and digital competencies. During the last thirty years, educational standards of second and third generation immigrants have indeed approached the level of German students, but have not reached it yet (Hunger/Thränhardt 2004; Gogolin, 2000; Durand, 2004). This is insofar of importance as the social and cultural integration mainly conveyed by language skills and educational achievement are basic preconditions for structural integration. For these reasons, it was also the motivation for this research in three German institutions (constituents' faculties and departments in Mannheim, Mainz, and Heidelberg). Problems in data technology and deficits in contents rather affect immigration and integration research as a whole (Hunger, 2003; Hofer, 2009). Language education is usually the first introduction immigrants have to their new society and, together with practical skills training, it is also expected to help settled communities to further their integration, the next important is the development of socioeconomic coexistence and digital for easier access to the labor market, socialization and the suppression of the gray economy as a prevention of dissemination to other EU countries, especially Croatia. Croatia may also be an example of preventative measure of emigration and investment in education.

2. METHODOLOGY

One hundred and eighty - five students (M=105, F=80) participated in this research, from the following fields: 1. Faculties of humanities and social sciences, department for English language and literature, University of Mannheim (N=66 students, M=36, F=30, the second and third year of undergraduate study); 2. University of Mainz, Institute of Education sciences (N=70, M=40, F=30, the second and third year of undergraduate study) and University of Heidelberg, Faculties of Law, Economics, and Social Sciences (N=49, M=25, F=24, the second study year of undergraduate study). *The research was conducted during winter semester 2016/2017 academic year, from November 9 to January 14.* The survey instrument used was the first part of the questionnaire to record students' opinions on different variables related to various multimedia foreign language learning tool, digital and socio-economic competences. Original Likert-type scale was used, with the following scale: 1=strongly disagree, 2=mostly disagree, 3=neither agree nor disagree, 4=mostly agree, 5=strongly agree. The second part of the online questionnaire consisted of nineteen questions where respondents assessed their own level of knowledge of digital competence, their belonging to the digital generation, the frequency of application of new educational paradigms in teaching, manner of acquiring knowledge and forms of education that can contribute to the development of digital competence. In matters where there was

the assessment of the agreement with the following statements about the importance of digital competence of immigrants what are they need to learn a foreign language, to work with new multimedia tools, and the purpose of the use of modern technology in labor market; respondents were choosing on a scale of one to five (1 - completely disagree, 5 - completely agree). In the third part of the questionnaire a semantic differential⁴ method was used. Under each default term) were a couple of adjectives, and between them numbers from 0 to 3, where numbers 1, 2 and 3 indicated a degree in which the adjective describes the default term. For each pair of adjectives, students had to choose one adjective that best described the default term, and circle the one degree number that best describes the adjective of the concept. If students thought that both adjectives in a pair described the concept equally well, they circled a zero. Based on data analysis, 20 testing attributes were selected, with the use of the following criteria: 1) only the statements that clearly express a positive or a negative attitude of the immigrants and some dimension from the socio-economic competences; 2) statements considered included the categories of students' answers, including their general ideas about the advantages and disadvantages of the multimedia use in the foreign language learning; and 3) an equal amount of positive and negative opinion statements was taken into consideration. While constructing the semantic differential, the emphasis was on covering the evaluation factor, potency factor and activity factor. While analyzing the results in SPSS, we used Cronbach's alpha coefficient. Measurement reliability was 0.93. Cramer's and Scheffov correlation coefficient was used for correlation.

2.1. The aim of the research

Consider and perceive perceptions of student perceptions of investment in education of foreign language learning by means of multimedia tools developing digital competencies, explaining the need for the development of socio-economic competencies of immigrants and determining which levels of socio-economic competencies immigrants should acquire in order to integrate and socialization; which is also the problem area of this work, given that it is Germany, which has been the leading country in the EU for the past two years when receiving immigrants.

4 The semantic differential is a method designed to measure students' attitudes which can offer the widest and most comprehensive approach for understanding attitudes, which is particularly important for relationship between attitudes and behavior. This method is based on connotative meaning of words and their differentiation from denotative meaning. It is the most frequently used in media psychology (Pečjak, 1981).

2.1.1. Results

Table 1.: Comparison of prevalence of respondents with regard to gender, nationality, place of study (means (M), standard deviations (SD))

Gender	Percentage (%)	Frequency	M	SD
M	56,75%	105	2,05	0,64
F	43,24%	80	3,15	0,41
Nationality				
German	55,13%	102	4,68	1,65
Another EU - member state (French, Italy, Croatia, UK, Poland, Greece etc.)	40,00%	74	3,65	0,71
Eastern countries	4,86%	9	2,54	1,45
Place of study				
University of Mannheim	35,67%	66	4,39	0,51
University of Mainz	37,83%	70	3,41	1,54
University of Heidelberg	26,48%	49	3,69	0,56
Total	100%	185		

Source: Authors’.

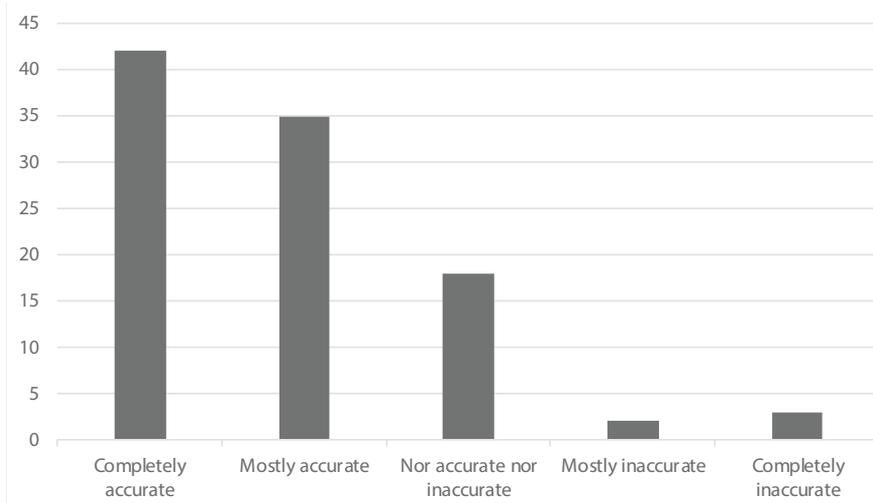
Table 2.: Relationship between the nationality of students and opinion of students on immigrants - attitude on them

Relationship	χ^2	df	p	Φ	p
German students and Attitude on immigrants	83,31	1	< 0,01	-0,43	< 0,01
Another EU - member state (French, Italy, Croatia, UK, Poland, Greece etc.) and Attitude on immigrants	55,17	2	< 0,01	-0,35	< 0,01
Eastern countries and Attitude on immigrants	41,23	1	< 0,01	0,33	< 0,01
Attitude on migrants					

Source: Authors’.

Table 2. shows that the students who are not German nationality has are more positive mind about the immigrants (M = 61.6, SD = 2.15) compared to students who are German nationality (M = 44.1, SD = 0.45). Variability analysis has also show that there are differences in relation to the frequency of socializing with foreigners via the Internet. Scheffe’s test showed that there is a statistically significant difference in the number of students who access the Internet every day and are in contact with people another nationality (M = 42.9, sD = 2.65) compared to those who contact several times a week (M = 44.9, SD = 2.54) and those students who have less contact with the others without the German nationality (M = 39.0, SD = 2.54).

Figure 1.: Self-assessment of the respondents about the use of various forms of multimedia tools in the socialization process of immigrants



Source: Authors'.

Figure 1. shows statistically significant differences and connections in the level of each of these claims that are mentioned in the table in relation to the frequency and purpose of using the media to need of the educational socialization process. The following are significant differences and high correlations among claims: methods of active foreign language to learning and in improving learning outcomes ($r = .787652, 5611, p \leq .05$), a using the multimedia tools for the new method of practical work ($r = .634512, 6.521, p \leq .05$), and the hybrid-cooperative learning and the implications of new learning environments ($r = .413426, 5521, p \leq .05$). In the another part of the questionnaire, students have assessed their own perceptions on investing in development of multimedia tools like a digital education of immigrants through significance aspect of foreign language because of the easier socialization and involvement in the working world. Five statements were offered in total (Table 3.).

Table 3.: Data representation of students on the significance of important to development digital competences for a foreign language (%)

Variable	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	N=Total	χ^2	*df	*p
Because of general socialization	(7.05)%	(6.69)%	(18.19)%	(16.23)%	(51.84)%	N=185100%	13.236	4	0.001
For easier to find a work	(12.4)%	(5.16)%	(14.38)%	(14.26)%	(53.79)%	N=185100%	18.236	3	0.012
For the purpose of permanent education	(12.8)%	(8.2)%	(11.5)%	(17.2)%	(50.2)%	N=185100%	22.152	2	0.011

Variable	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	N=Total	x ²	*df	*p
For the purpose of suppressing the gray economy	(13.6)%	(6.7)%	(14.3)%	(19.1)%	(46.0)%	N=185 100%	5.521	2	0.035
For easier collecting of pieces of information on the activities related to the labor market	(9.81)%	(3.8)%	(17.2)%	(24.8)%	(44.1)%	N=185 100%	15.235	4	0.058

Source: Authors'.

(Notes: Every statement in the original scale of Likert type was used with items: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = mostly agree and 5 = strongly agree)

Table 3. shows that 53,79% students (M= 0.47, SD=0.34) most often see the purpose of investing in development of multimedia tools like a digital education of immigrants through significance aspect of foreign language because of the easier socialization and involvement in the working world in the variables for the easier find a work, than 51,84% students (M=0.41, SD=0.44) for the general education, 50.2% students think for the purpose of permanent education (M=0.42, SD=0.41), and 44,1% student think the multimedia tools can help for easier collecting of the information what are the immigrants need in the labor market (M=0.61, SD=0.41). A statistically significant correlation ($\chi^2=179,11$, $df=2$, $p<.05$, Cramers V=.17) is received and it shows that students who also learn a foreign language are often more aware of the significance and the role of learning foreign language for the development of the economy and society. Furthermore, testing statistical significance has shown that the majority of students consider that it is very important to invest in digital education in order to reduce the unemployment rate (considering statistical significance it is less than 1%, $p<0.01$). Table 4. points to the necessity of development of socio-economic competences of immigrants and it also determines which socio-economic competences are the most necessary for immigrants to integrate themselves in the German country.

Table 4.: The opinion of the students on the type of the socio-economic competences immigrants should acquire (%)

Variable	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	N=Total	x ²	*df	*p
social and economic competence for the development of entrepreneurship	(24.3)%	(14.3)%	(10.53)%	(28.76)%	(22.07)%	N=185100%	14.236	4	0.051

Variable	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	N=Total	χ^2	*df	*p
Political values and strengthening of national and international identity	(9,83)%	(8,61)%	(11,45)%	(19,20)%	(50,91)%	N=185100%	19,26	1	0,032
Opening and/or engaging in entrepreneurial institutions	(5,74)%	(14,3)%	(11,11)%	(48,16)%	(20,68)%	N=185100%	27,42	3	0,055
E-orientation	(15,87)%	(22,8)%	(27,69)%	(18,84)%	(14,80)%	N=185100%	19,26	2	0,012
Entrepreneurial skills	(24,3)%	(1,40)%	(7,11)%	(23,15)%	(44,04)%	N=185100%	24,12	2	0,056
Self-assurance	(9,02)	(13,8)	(14,42)	(40,42)	(22,30)	N=185100%	6,521	3	0,057
Awareness for the "Networking European Citizenship Education"	(4,98)%	(0,96)%	(11,38)%	(20,80)%	(61,88)%	N=185100%	13,25	4	0,041
Globality and development of socioeconomic culture	(13,32)%	(14,1)%	(13,5)%	(14,2)%	(44,88)%	N=185100%	14,21	1	0,061
Development of business human resources management	(0,04)%	(0,96)%	(11,84)%	(30,4)%	(56,76)%	N=185100%	15,23	5	0,021

Source: Authors'.

Note: Every statement in the original scale of Likert type was used with items: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = mostly agree and 5 = strongly agree).

Table 4. The data point to an overview of the data that socioeconomic competencies consider students to be most important for survival of immigrants in Germany and inclusion in the work world to prevent the black market invasion and to help immigrants better integrate into Germany. In the first place there are Awareness for the "Networking European Citizenship Education" (61,88%, $M=0,45$, $SD=0,45$), on another they are Development of business human resources management (56,76%, $M=0,51$, $SD=0,58$), on the third place is the variables Political values and strengthening of national and international identity (50,91%, $M=0,81$, $SD=0,95$).

A statistically significant correlation ($\chi^2=129,16$, $df=4$, $p<0,05$, Cramers $V=.14$) has been gained between students who rose awareness for the "Networking European Citizenship Education" and variables Political values and strengthening of national and international identity.

The study also showed a correlation with the mentioned variables from Table 3 with the variables in Table 5., which are related exclusively to certain digital competencies. Table 5. shows the correlations of certain socio-economic competences that are in correlation with digital, which are considered essential for survival in Germany and can also serve as an example for Croatia.

Table 5.: Correlation between digital competences and socio-economic competences (they are find six correlation- Student's opinion)

Digital competences	Correlation	Chi-square	Socio-economic competences
Writing and understanding the text of a foreign language through multimedia tools	.324169	4.451, p<.05	social and economic competence for the development of entrepreneurship
Collecting e-information through office tools and finding out how to find e-information over the Internet	.784852	5.811, p<.05	Opening and/or engaging in entrepreneurial institutions
Decoding of collected e-information and working on computer software	.457357	2.241, p<.05	Political values and strengthening of national and international identity
Analysis and evaluation of e-information	.634912	6.621, p<.05	E- orientation
To know how to create new media for the purpose of finding a job in the labor market	.423623	3.521, p<.05	Awareness for the "Networking European Citizenship Education«
Other digital competences for the development of personal entrepreneurship	.274436	3.141, p<.05	Development of business human resources management

Source: Authors'.

Table 5. shows statistically significant differences and connections in the level of each of these claims that are mentioned in the table in relation to the digital competences who can help to development the socio-economic competences. The following are significant differences and high correlations among claims: Collecting e-information through office tools and finding out how to find e-information over the Internet (r = .784852, 5.811, p<.05), and Opening and/or engaging in entrepreneurial institutions, than of the Analysis and evaluation of e-information (r=. 634912, p<.05) with the E-orientation; than e very high correlation with the variables To know how to create new media for the purpose of finding a job in the labor market (r=. 423623, p<.05) and with the variables Awareness for the "Networking European Citizenship Education«. This is primarily due to the fact that digital competences are in the ultimate connection with socio-economic competences that are very important to develop with immigrants.

3. CONCLUSION

Since today we live in the society of the so called “Everlasting Immigration” it is necessary and essential to decode a foreign language in order to facilitate socialization in the society. Population immigrations are not particular for the USA and the member countries of the EU. They are not even particular for contemporaneity. It has always been so that a great number of immigrants left their home countries and immigrated to other countries in search for better opportunities or seeking protection from oppression and violence. Statistics show that today around 1505 million people don't live in the country they were born in or the country of their citizenship. International immigrations have become global phenomenon which includes a wide range of countries of origin, transit countries and target countries, as well as different immigrant groups. International immigrations have become global phenomenon which includes a wide range of countries of origin, transit countries and target countries, as well as different immigrant groups. Knowledge is the foundation of modern society and a key factor in economic development. The process of globalization, technological and economic progress, and dynamic labor market requires lifelong learning, ie, continuous improvement of knowledge, skills in personal, social and business skills. The basic prerequisite for lifelong learning is the possession of key competencies. Key competencies are the central concept in European education policy, especially in the process of eternal immigration over the past two years. Digital society implies a transformation of the traditional way of life and the economic, industrial, educational, and labor changes as well as changes of personal and individual way of existence. Under the flurry of globalization, particularly with the appearance of new media, the behavior and motivation in learning are significantly changing. Students are of the opinion that entrepreneurship is one of the key competences in every person's life, it is important to adopt something before. It is a key innovative indicator that is mandatory as part of socio-economic competences. Germany has received most immigrants over the past two years (2016/2017) as a member of the EU countries. The students believe that immigrants must be given the chance and opportunity to survive in that country and that the development of digital competitions and socio-economic competences can be of great use, given that we are in a digital society that is stimulated by the digital economy, especially if it is analyzed e-enterprises. All of this can be an indicator of black economy ignorance and research will be for example both Croatia and other member states of the EU. The study also found among respondents who are not members of the German state to have a positive attitude towards immigrants in relation to those who are. Research has shown that it is necessary for immigrants to develop awareness of socially responsible en-

5 http://artefact.mi2.hr/_a01/lang_hr/report_katanec_hr.htm

Decennial Census . Homepage of the U.S. Census Bureau. U.S. Bureau of the Census; Washington, DC: 2010.[April 21, 2010]. <http://www.census.gov/>

trepreneurship, to encourage the development of entrepreneurial personality traits to creativity, self-reliance, adaptation to change, innovation, readiness to take reasonable risks and enable students to recognize and understand their talents, abilities and tendencies. Would survive national identity, develop an international identity, and prevent the gray economy. Research results show that students feel that it's necessary to invest in the Education of immigrants in order to prevent the demolition of (inter)national identity, as well as to facilitate the realization of the process of socialization and more employment.

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