






Sociology of Education

Necessity and How to Employees' Participation in the Pre-Training Processes in the Andragogy Model

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Abstract

Purpose: Adult participation in the learning and have motivation to learn are among the main elements of andragogy theory in adult education. Therefore, the current research was conducted with the aim of investigating the necessity and how to employees' participation in the pre-training processes in the andragogy model.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was the employees of Petrochemical Company of Asaluyeh Pardis of Bushehr province, which number of 15 people of its middle managers and experts were selected as a sample according to the principle of theoretical saturation with the purposive sampling method. The data were collected by semi-structured interview and analyzed by the method of coding based on grounded theory in MAXQDA version 18 software.

Findings: The findings showed that the employees' participation in the pre-training processes in the andragogy model has 556 open codes in 8 categories including the current and continuousness of the needs assessment process, creativity of educational planning processes, attractiveness of pre-training activities, involvement and participation of learners in planning and compiling content, regular and continuous informing of training process, aligning the needs of learners with the needs of organization, educational planning based on the career development and collaborative organizational culture. Also, based on the grounded theory, the motivation to participate in learning were identified as a central category, the current and continuousness of the needs assessment process, educational planning based on the career development and involvement and participation of learners in planning and compiling content were identified as a causal category, the collaborative organizational culture, attractiveness of pre-training activities and creativity of educational planning processes were identified as a background category, the regular and continuous informing of training process were identified as a mediating category, the aligning the needs of learners with the needs of organization were identified as a strategy category and participation in training were identified as a consequence category.

Conclusion: According to the identified categories for employees' participation in the pre-training processes in the andragogy model it is possible to provide the basis for improving employee participation in training.



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Detailed abstract

Purpose: Educational psychology is about the education and education is not only for children. Adult learning is one of the serious topics of psychology, and several psychological theories examined the learning methods of this age group. Education for adults in different contexts, in accordance with the purpose, content and method, requires a special educational design that guarantees the coordination of these elements in order to achieve learning. The employees of organizations (both public and private) need training, and it is natural that employee training means systematic and continuous improvement of employees in terms of the knowledge and skills they need for their job behavior. Education is the basic element of economic and social development and has an inseparable relationship with the goals and desires of the organization. On the other hand, the ever-increasing dynamism and changes in the environment have shown the necessity of planning to face these changes more than ever for organizations and educational institutions. So that educational institutions in order to maintain and develop the creativity and ability of people and in order to maintain their dynamism need strategic planning, improving processes and adopting appropriate and efficient methods. The effective training leads to deeper intuition and insight, higher knowledge, and greater ability and skill of employees in the organization to perform job duties and responsibilities, and as a result, achieve organizational goals with better and greater efficiency and effectiveness. Today, few organizations are able to develop without training their employees, and training is one of the dimensions of organizational culture that is effective in improving organizational commitment. On the other hand, andragogy which is the art and science of adult education and based on learner participation, is needs-oriented and experiential and emphasizes the motivation and participation of learners, which can be used as a general model for finding better methods for organizations. The andragogy is considered a theory of adult learning based on two assumptions: one that adult learners have a clear view of their own needs, and the other, that the most meaningful learning for adults can only occur when their life experiences can be incorporated into the education they receive. The andragogy recognizes the learning needs of employees and is effective in publicizing initiative in the organization, a concept also called democratization of initiative. The andragogy learning technologies provide a real solution to the problem of lifelong learning, and in other words, andragogy is considered the art of cultivating individual talents. The andragogy is considered an educational model in the study of adult education that emphasizes the needs, expectations, learning styles and patterns, experiences and motivations of learners. Andragogy has six principles of need to know, learner's self-concept, learner's experience, readiness to learning, desire to learning and motivation for learning. Based on these principles, andragogy is a comprehensive model for adult learning and focuses on developing a teaching and learning process that supports and encourages adult learners. Adult participation in the learning and have motivation to learn are among the main elements of andragogy theory in adult education. Therefore, the current research was conducted with the aim of investigating the necessity and how to employees' participation in the pre-training processes in the andragogy model.

Methodology: This study in terms of purpose was applied and in terms of implementation method was qualitative. The research population was the employees of Petrochemical Company of Asaluyeh Pardis of Bushehr province, which number of 15 people of its middle managers and experts were selected as a sample according to the principle of theoretical saturation with the purposive sampling method. According to the principle of theoretical saturation, sampling continues until the research reaches saturation and new samples cannot add findings to previous findings. In the other words, the number of samples for interviews was considered based on the principle of theoretical saturation. In this way, whenever the researcher comes to the conclusion that conducting more interviews did not provide him with additional information and only previous information is being repeated, he does not continue collecting information. In this research, fifteen interviews were conducted

with middle managers and experts, and the researcher realized that the information was repeated in the thirteenth interviews and therefore, no more interviews were conducted after the fifteenth interview. The data were collected by semi-structured interview and analyzed by the method of coding based on grounded theory in MAXQDA version 18 software. The method of conducting the interview was that before the interview, in a phone call or face-to-face meeting, the subject and purpose of the interview was explained to the interviewee. After the interviewee agreed, the interview time was determined. At the beginning of each interview, the researcher gave explanations about the interview and then the interview started. The duration of each interview was about one hour to one and a half hours, and the interview was recorded and after completion, its text was downloaded from the audio file. Then, the text of the interviews was entered and analyzed in MAXQDA version 18 software.

Findings: The findings showed that the employees' participation in the pre-training processes in the andragogy model has 556 open codes in 8 categories including the current and continuousness of the needs assessment process, creativity of educational planning processes, attractiveness of pre-training activities, involvement and participation of learners in planning and compiling content, regular and continuous informing of training process, aligning the needs of learners with the needs of organization, educational planning based on the career development and collaborative organizational culture. Also, based on the grounded theory, the motivation to participate in learning were identified as a central category, the current and continuousness of the needs assessment process, educational planning based on the career development and involvement and participation of learners in planning and compiling content were identified as a causal category, the collaborative organizational culture, attractiveness of pre-training activities and creativity of educational planning processes were identified as a background category, the regular and continuous informing of training process were identified as a mediating category, the aligning the needs of learners with the needs of organization were identified as a strategy category and participation in training were identified as a consequence category.

Conclusion: According to the identified categories for employees' participation in the pre-training processes in the andragogy model it is possible to provide the basis for improving employee participation in training.