

# WORKPLACE LEARNING: AN IMPORTANCE OF PERSONAL GROWTH

***Author: Mag.paed. Ludmila Babajeva***  
*(University of Latvia)*

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# European Commission' directions:

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Keys for implementation of LLL:

- *Individual* motivation to learn;
- *Employers'* motivation to organize learning;
- Variety of learning *opportunities*;
- Diversity of learning *needs* and *processes*.

# Theoretical background

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- **M.S.Knowles** (1978) – andragogy – self-direction, experience-based learning, readiness to learn.
- **A.Maslow** (1954) – need to learn and self-actualization.
- **C.R.Rogers** (1961) – fully functioning person, student-centered approach, learning facilitation, individuals striving to discover and become themselves.
- **T.Koç** (1999) – holistic approach based learning, human spiritual enrichment, self-, society and job comprehension.
- **S.P.Webb** (2003) – competence development, self-building, realization of full potential in a workplace.
- Maslow (1954) & Rogers (1951) – **growth** not as a process of “being shaped,” but a **process of becoming**.

## Aim of research

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- To find a non-formal education's advantages for personal growth on a workplace and to elaborate suggestions for formal adults' education.

## Research questions:

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- what is the **meaning** of workplace learning for personal growth in a non-formal education sector?
- what are the adults' **perceptions** in a workplace learning in non-formal education sector?
- what learning **opportunities** can be seen by adults who participate in workplace learning in a non-formal sector?
- how a formal education can be improved to **support** personal growth of individuals?

# Methodology and sample

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- Analysis of scientific literature and journals according adult education and life long learning.
- Data collection procedure (online survey by University of Innsbruck).
- Data analyze procedure (descriptive statistics by SPSS 18.0).
- Data base of joint study by UL FEPA Institute of Pedagogical Sciences ASEM HUB LLL 2<sup>nd</sup> network – 487 respondents from HE and IT sectors was used.
- The research sample is 6 non-formal educational institutions – together 62 adult educators.

# Finding 1

<i>Employee's position</i>	<i>Employers' position</i>
Learning for purely personal reasons (37,1%), importance of knowledge and skills development (52,9%) and wish to learn (35,5%). Employer have the right to insist if it is necessary (71,7%)	Not offer many learning opportunities (55,5%), adults make their own decision what courses they will follow (67,4%)
No formal qualification (0%).	Recognized qualification (34,8%) or not (32,4%)
Learning contributes to the productivity and output (52,8%), but no contribution with unemployment (38,4%). Courses for job as well as for personal development (32,3%).	Job-related knowledge and skills (40,3%)
The best learning are learning from others (41,9%) and by doing new things/facing problems (40,3% and (38,7%)	Learning through materials and manuals (35,5%), less meetings with colleagues (17,7%)
Learning activities are mainly supported by adults (46,3%) and help them to do their job better (69,0%).	Learning activities are mostly set up by employees themselves (33,3%).
Not easy to learn at the same time as working (22,6%)	Only in 21% of cases adults chose and employers support their learning.
Learning that brings concrete benefits (45,2%)	Improving basis skills (30,6%)
Learning for work (41,9%) and learning itself is pleasure (41,9%)	Learning in organization is not imposed (68,3% - disagree)

# Conclusion 1

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- Adults see workplace learning as a self-directed process of *personal and professional development* for getting concrete benefits by active participation in every day work relations.
- Employers' position are not so crucial in the decision making of learning directions, they just give an agreement or disagreement choice itself. There are quiet typical learning opportunities related to job improvement activities such as *work competence* development during organized courses or independent usage of work-related materials.



# Finding 2

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<b>Adults' perceptions in a workplace learning</b>
Free of choice in learning directions (88, 6%), not being forced (48, 1%)
Opportunities to choose what, how and when to learn (68, 5%)
Best opportunities to learn are by being in contact with persons who have different background (41, 9%) and by doing new things or by facing problems (40, 3% and 38, 7%)
Concrete benefits (45, 2%)
Courses are useful for work (41,9%) as much as for learning itself (41,9%)
Improving of job-related knowledge and skills (40, 3%)
To continue their learning after tertiary education is finished (83,7%)
Personal choice is important factor for motivation and better results (88, 6%)
More general education not just related to job (86, 8%)
No interest in getting formal qualification (0%)

## Conclusion 2

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- Workplace learning for personal growth from employers' and employee's point of view is a more *voluntary* in its causes.
- Employers are more job-oriented in their vision of learning than employees who choose learning for more general perspectives.
- Employees describe learning as a part of their *everyday work, cooperation and peer-learning* than employers whose associations are bordered by a specific learning organization such *courses and manual usage*.

# Finding 3

<i>Adults' opportunities in a workplace learning</i>	
Not so much (55,3%) and no attractiveness (46%) in learning activities offered by employer	
Courses to improve job-related knowledge and skills (40,3%)	
Learning by using materials and manuals (35,5%)	
Lack of job-related recognition to adults who improve their knowledge and skills (46,8%)	
Employers agree to adults participation in work-related learning (84,1%)	
Employers are open to all kinds of proposals for work-related learning (71,1%)	
Employers are not so focused on bringing recognized qualification (34,8% - agree, 32,4% - disagree)	
To participate in courses for purely personal reasons (37,1%)	
To set up learning activities by employees themselves (33,3%)	
Express ideas on how to improve their work (56,1%)	
Workplace learning activities is supportive factor for doing their job better (69,0%)	
Outcomes from workplace learning are mainly personal growth (37,1% - agree) and also little lower percentage is job security (30,6%).	Lack of concrete benefits like: salary rise (1,6% - agree), promotion (0% - agree), sense of belonging to the organization (4,8%).
Positive affects on adults' <i>knowledge and skills</i> in personal and professional development mainly during <i>everyday work</i> : solving problems (80,6%); communication skills (75,7%); working in a team (75,7%).	
Positive effects on adults <i>quality of live</i> are mainly from everyday work, not from organized course: positive working environment (70,3%); work-life balance (54,1%); connection with the natural environment(51,4%).	

## Conclusion 3

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- User-oriented education and self-directed learning has its reflection in adults' wish to be *responsible for their own choices of learning* directions and expected results.
- There is an inner motivation to be active lifelong learning participant through the whole period of employability. Interesting factor is that for employees it is not so important to learn for getting some job-related certificates or diplomas, but more for general development.

# Finding 4

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<b>Possible improving factors for adults' formal education</b>
being free in their choice of learning directions (88,6% - agree), it is not good to be forced to learn if they not want to (48,1%-agree).
opportunity to choose what, how and when to learn to be motivated in learning activities. (68,5%).
if employers support more general education, not yust for their job (86,8% - agree)
it is better to take courses to learn more and do their job well (64,1%-agree)
If it will bring concrete benefits (45,2%)
courses are useful for work (41,9%) as much as interested in learning itself and enjoy it (41,9%)
learning contributes to the productivity and output of employees (52,8% – agree), but do not contribute learning with employment or unemployment itself (38,4% – agree and 38,55 – disagree)
the personal choise to learn more and get better results (88,6% - agree) and mainly for purely personal reasons (37,1%-agree); society's opinion has not important role in their participation in learning (48,0% – disagree)
courses related to job as well as to personal development (32,3%)
positive affects on adults' knowledge and skills and quality of live in personal and professional development mainly during everyday work

# Conclusion 4

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- *Every day adults learning at work* supervision and explore can be a good resource for understanding of how adults learn and achieve their goals by own power. That is a good resource for adult trainers and program makers to think how and what they can offer according to these findings.
- Adult learning process can be seen in *humanistic paradigm* (Knowles, Maslow, Rogers) with learning oriented on the person perceptions in the context of reflection, connection and evaluation of adults learning perspectives. This process can be seen as a non-stop cycle of new practical findings and theoretical transformation for better human capacity grow.

Thank You for your attention!

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