Kęstutis Trakšelys[1]

DOSTOSOWANIE KSZTAŁCENIA DOROSŁYCH DO ZMIENIAJĄCYCH SIĘ POTRZEB SPOŁECZEŃSTWA

ADULT EDUCATION IS THE CHANGING NEEDS OF SOCIETY

ABSTRACT

Learning organizations discussed the advantages of the free market against other organizations. Analyzing how the organization and the employee benefit from learning how it affects the organization's efficiency, quality of work. The article discusses in detail the concept of a learning organization, different scientists approach to adult learning, issue of learning the form and methods. The paper analyzes the characteristics of a learning organization and how the organization is different from stopped-learning organizations. Analyzed learning environment, as well as discuss and adult education and training characteristics and methods. Presents an empirical study, which surveyed 60 respondents. It examines the attitude of respondents to continuing training, what forms of learning and useful choice. Also it is delivered to respondent's approach to learning opportunities and the employers' approach to training for staff.

Organizacje uczące omawiają zalety wolnego rynku w stosunku do innych organizacji. Analiza tego, jak organizacja i pracownik korzystają z uczenia się, jak wpływa to na efektywność organizacji oraz jakości pracy. W artykule omówiono szczegółowo koncepcję organizacji nauki, podejście różnych naukowców do uczenia się dorosłych, problem uczenia się - formy i metody. Artykuł analizuje cechy organizacji nauki oraz tego, w jaki sposób organizacja jest inna od pozostałych organizacji edukacyjnych. Analiza środowiska nauki, jak również omawiane cechy edukacji i szkolenia dla dorosłych, jest przedmiotem opracowania. Przedstawia także badania empiryczne, które rozpatrywało 60 respondentów. Artykuł bada stosunek respondentów do ustawicznego kształcenia, do formy uczenia się i przydatności. Jest również rozważane podejście respondentów do możliwości uczenia się i podejście pracodawców do szkoleń dla pracowników.

1 LithuaniaKęstutis Trakšelys-Doctoral student of Vytautas Magnus Universit, Younger Researcher at Continuing Studies Institute, assistant departament of andragogy of Klaipeda University. Address: Sportininkų str. 13, LT-93185, Klaipėda, Lithuania. T. +370 6159165̃1, e-mail: Kestutistrak @gmail.com.

INTRODUCTION

This is particularly evident in recent decades, significant changes in management emphasizes the quality of management, organizational behavior and culture, work efficiency, technological and competitive rates. In modern society, knowledge is becoming one of the conditions for increasingly valued and personal realization. Rapid changes in global, technology and the type of work constitutes a natural need for people to learn. The organizers of various countries and business set themselves the tasks for more effective development of opportunity network of learning throughout all the modern human's environment surrounding at all stages of his life.

The scientific literature on adult learning and learning organization examined and dealt by many Lithuanian and foreign authors, such as: Beresnevičienė[2], Bogard[3], Broom[4], Normantas[5], Vaitkevicius[6], Vveinhardt[7], Bukantaitė and Remeikienė[8], Kvedaravičius and Dagytė[9], Schuh[10], Simonaitienė[11] Bersėnaitė, Šaparnis and Šaparnienė[12], Andriekienė and Anužienė[13], Tubutienė and Poškutė[14] and others. According to these scientists, learning a fundamental individual's career success becomes a survival factor for the organization and the successful development and adaptation the possibility to the facing challenges of this time.

Lack of scientific observation – not enough examined by how much in the literature of adult learning and learning organization characteristics and advantages truly useful for the organization, its staff, and operational efficiency.

Article object – adult learning problems.

Article Goal –To analyze adult learning needs changing society.

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2 Beresnevičienė D., 1992, 2000.
3 Bogadr G., 1991.
4 Broom L., 1992.
5 Normantas E., 1998.
6 Vaitkevicius J., 1995.
7 Vveinhardt J., 2009.
8 Bukantaitė D., Remeikienė D., 2007.
9 KvedaravičiusJ., Dagytė I. 2006.
10 Schuh J., 2000, 2002.
11 Simonaitienė B., 2003.
12 BersėnaitėJ., Šaparnis G., Šaparnienė D., 2006.
13 Andriekienė R.M., Anužienė B., 2006.
14 Tubutienė V., Poškutė R., 2007.

Methods, in order to assess the effectiveness of learning and application of knowledge in professional activities and the scientific literature, a systematic method of analysis, respondents' views on learning motivation, appropriateness and effectiveness-it used the survey.

Methods of Analysis: 60 questionnaires obtained from students' learning andragogy specialty at the Klaipeda University Continuing Studies Institute. General population consists of 169, which is 35.5 percent of interviewed respondents. Participated in the survey respondents selected at random sampling. The test error is +/-5 percent, with a sample larger than 5,000 people – in order to be interviewed it has to be 400 respondents. These figures are presented by Nachmias, Nachmias[15]. They point out that the population of 10,000 workers, to meet the 5 percent error, it can be interviewed the 385 respondents. So we assume that the survey 35.5 per cent of them, as one institution, it can be stated of significant survey and analysis error does not exceed more than 5 percent.

Table 1. Respondents' demographic table (in percent)

Data	Man	Woman
Sex	45	55
Age		
18-25	27	21
25-35	43	40
35-45	25	30
Over 45	5	9
Education		
Higher	3	7
Higher non-unviersity education	18	25
Professional	35	21
Secondary	44	47
Employed	71	63
Unemployed	28	30
Paretnal Leave	1	7

1. ADULT LEARNING CHARACTERISTICS

Definitions of a learning organization literature can accept by many; each author describes this concept in different ways. The first idea of a learning organization and management model was introduced in 1990 by P. Sengel[16], so this concept is already not so old, so there is not settled and well established definition.

Summarizing the scientific literature[17] can distinguish the following

15 Nachmias Ch., Nachmias D., 1985.
16 Bukantienė, 2007.
17 Por. Simonaitienė, 2003; Bersėnaitė, Šaparnis, Šaparnienė, 2006, Report, 2002, 2006.

characteristics of a learning organization: knowledge creation and continuous pursuit of information dissemination, promoting change, innovation, critical understanding of regeneration aspirations; strategy as a learning process. Involvement of the organization's policy-making is part of it as well as common vision and mission development and implementation of learning environments; opportunities for development, investments into employee training and education; systematic thinking, personal mastery, team learning.

Of course, the inherent characteristics of a learning organization can be found more, but we find them and we will find by studying the other scientists and their views on the studied subject.

Simonaitiene[18] defines a learning organization as an organization where people continually expand their competencies to achieve the desired results, which also developed new models of thinking and open and free development of collective aspirations. Stoll and Fink[19] argues that a learning organization, which is constantly encourage others to develop professionally. It is an organization that learns and encourages learning.

Kvedaravičius and Dagytė[20] presents the learning organization as a science and business partnerships in the result. According to the author, it is a new partnership in management, but also the essential and necessary matter.

Pundzienė[21] argues that the organization is not just a group of people who pursue a common goal, but their teams, systems, processes and experiences. According to the author, any organization going through a cycle of ontogenesis and phylogenesis, inherent to all organizations, as well as an individual, the organization has only endemic cycle of dependence on the times, geography, and other events. In this way, it has led to new forms and types of organizations, which is one of them are constantly learning organizations.

Should be addressed to the learning organization, personnel, involved in the organization,actively participate in it. Employee participation in management of the organization is organized as a learning process[22]. A learning organization is flexible and open, which means that it is itself a network, alliances, projects with external partners or becomes a member of most of these networks.

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18 Simonaitiene B., 2003.
19 Stoll L., Fink D., 1998.
20 Kvedaravičius J., Dagytė I., 2006.
21 Pundzienė A., 2002.
22 Simonaitienė, 2003.

Learning organization refers to the process of translating the data received in knowledge, relevant organizations with the essential objectives and available to all members of the organization. Should be addressed, that these processes take place at all organizational levels: individual, groups and organizations, all organization's concerns, well-both managers and highly skilled professionals, and supporting low-skilled workers in fields of activity[23].

By Robbins[24] training can include everything from staff training to read and to complex management courses. Andrikienė and Anužienė[25] extends the concept of training a lot more, according to the authors, it is a professional organization in the field of professional competence, training, corporate training and competence of improving relations[26].

In the scientific literature[27] identifies the following teaching methods on a job training and education at workplace. The most popular method of training is to be trained by the teaching staff or head of an experienced worker. It is also used practical internship - a structured learning process by which people become skilled workers, participating in workshops and classroom learning in workplace.

According to Sakalas[28], analysing training needs, it is necessary to adapt the most appropriate training method. Assessing current situation, it is believed that the focus should be addressed to stabilize the market, so we should be sufficient to focus on high-skilled professionals and their preparation and professional development. Since the training of personnel is an expensive, we should be able to retain good professionals in an assessment of their acquired skills and competencies.

2. CHANGING PUBLIC NEEDS

During the study it was aimed to clarify the andragogy approach to studying students' education and development programs. The chosen andragogy year students prepare themselves to become teachers for adults; and most of the students who work have already been involved in various educational and training programs.

To clarify the approach to a learning organization and their motives to

23 Por. Simonaitienė, 2003; Bukantaitė, 2007.
24 Robbins S., 2003.
25 Andrikienė R.M., Anužienė B., 2006.
26 Por. Vveinhardt, 2009; bers 2001, 2002; Шейн, 2002; Гринберг, Бэйрон, (2004); Vanagas, Abramavicius, 1998.
27 Por. Daft, 2002, Kvedaravičius, 2002, 2006; Simonaitienė, 2003, Sakalas, 1996; Stoner, 1999.
28 Sakalas A., 1996.

learn, respondents were given nine questions (Table 2).

Table 2. Respondents questionaire

Nr	Instrumentation issues
1.	Did you have to participate in training or other staff development programs?
2.	What benefits you get from training and development programs?
3.	Do you apply directly acquired knowledge and competences at work?
4.	What encourages you to participate in courses, seminars and training sessions?
5.	What training / courses do you think is most useful?
6.	How do you choose what courses / training involved?
7.	What prompted you to study the Institute of Continuing Studies?
8.	How and in what way your employer take your efforts to study?
9.	Do you associate with the education gained in the career plans?

Observing the review of demographic data, we notice that the study and acquire a profession tend to both sexes. Most tend to study 25-35 year olds, with the majority of secondary education. It makes perfect sense, because such people may have formed their own life plans, but the secondary education may hinder their implementation. It should also be noted that the majority of people studying andragogy work. It is the objective factor, because the studies of Continuing Studies at the University are pay, so before joining to university, people evaluate their options. While in college, it facilitates to keep a job during economic hardship time.

It was found that 25 per cent of respondents participated in refresher courses, 28 per cent - participated in professional training, 12 per cent participated in retraining courses. In other training courses 35 percent of respondents attended. Should be addressed, most of the respondents participated in computer literacy courses as many as 75 percent (66 per cent of women and 34 per cent of men). It should be noted that 46 per cent of respondents participated in a number of times in various educational and training programs. Thus, it is likely that the respondents' answers about the benefits of training courses and performance are reliable, because the respondents have experience in training and understands the purpose of the interview and topics. 53 percent of respondents indicated that training courses benefits may be beneficial and can be used at their work. 22 percent of respondents believe of the benefits of low and 25 per cent of them consider of no any benefit.

Respondents' opinion of training tends to be personal development and self-knowledge: 26 percent of them lean towards communication

skills, 15 percent - conflict resolution, 21 percent - art talks, 18 percent - case management, 13 percent - image development (organization and individual) and only 7 per cent mentioned the benefits of targeted professional training. In a survey conducted showed that the acquired knowledge in their work and adapt the competencies adjusted by only 35 percent respondents, 26 percent did so partially, and 39 per cent of them say they didn't see usefulness in their work at all. In conclusion, the training and courses to organizations and individuals that are expensive is not always helpful or appropriate to be selected.

The 36 percent of respondents think the leaders encourage participating in various courses, seminars and training sessions, 15 percent see a lack of competence, 17 percent - career opportunities, 21 percent think of obligation to improve according to their type of work, 11 percent point at a personal desire to excel. As you can see from responses to training of staff motivation is low because employers decide on majority issues what kind training fits, so it can be assumed that employers 'and employees' point of view of the situation, relevance of topics, goals are not always consistent.

Continuing Studies Institute of the respondents started to learn because: 49 percent of them wanted to change profession (as noted in 68 percent of respondents with vocational training, of which 87 per cent of men). 41 percent began to study at the Continuing Studies Institute for saving job opportunities because of the for college university degree requirement (61 per cent of them - women). The remainder of respondents (10 percent) says willing to improve and acquire knowledge. It can be concluded that education as an important factor in preserving jobs. I would also like to stress that a student employee acquires the knowledge and allows himself as a person to be better developed, realized; it gives confidence in the way self-esteem. Individuals feel more comfortable in social environment.

Student employee seeks his employer's support and motivation. So it was interesting to see how employers evaluate workers' efforts to improve their qualifications. 47 percents of respondents replied that they see positively. 21 percent of them argue that employers do not pay attention to staff training and they are not interested. 32 percent of respondents believe that employers build barriers to study, etc.

There are various ways to assess the employee student by employers: 31 percent of employers promoted, 43 percent made it possible to study, 23 percent support morally for studying, and 3 per cent is that the employer pays for the education.

21 percent of respondents participated in the study believe that the completion of their andragogy studies would help adapt to the requirements. Another 21 percent expect to find a better paid job, while 11 per cent of respondents believe that nothing will change, and 15 percent hope to get raise in the career.

From the study it became clear that the respondents who entered the university had a variety of reasons, but associated learning to their career prospects, better pay. More men focused on career opportunities, 67 percent, meanwhile, 11 percent believed that nothing would change. 7 percent of the respondents were women. After school 65 percent of men and 35 per cent of women hope for a better job.

After graduation the respondents of 35 to 45 years old (61 per cent.) expected learning benefits and greater perspectives; the 18-25 years old respondents highlighted adapts to the times (36 percent), meanwhile, the people over the 45-year-old pointed out of no change. Younger respondents than older link their education and lifelong learning to a greater career and a social position. It is assumed that the older respondents aged in 45 think they have the satisfaction of the social situation and work, or makes no significant impact on education, which could improve the situation.

To sum up the results, we can say that managers of organizations should take more into account of workers' needs and wishes of the choice of themes and training methods. Since the training courses and seminars are usually expensive it is advisable to prepare personnel who will be able to apply knowledge in their professional field and the organization's effectiveness.

CONCLUSION

After the analysis of scientific literature it suggests that a learning organization is better than the others. In learning organization it dominates a favorable microclimate, which allows employees to feel good in organization and successfully participate in the management of the organization. Employees in such organization can make independent decisions, have more responsibility. In learning organization there is more effective communication between employees and employers, thus it helps improve faster and more efficient decision-making. Learning takes place at all levels of the organization, and combining the entire organization to achieve a common goal, creating and improving organizational culture.

Discussed in theory and the assigned features to a learning organiza-

tion is not fully applicable in practice. The survey revealed that many organizations do not meet the requirements of a learning organization and goals. Training is not conducted at all levels of training; employees cannot make decisions independently; there is no effective communication, which would ensure appropriate decisions.

The study found that many respondents are linked to a better education and job career opportunities. Interviewd respondents have been in some certain form of training. Most of as much as 46 percent of respondents attended computer literacy courses.

As is evident from the study, various training and development programs are not effective, because many organizations leaders choose their own training programs (36 percent of respondents). So we can assume that the respondents acquired knowledge through training is not an effective and is adaptable a little in their direct work that applies the knowledge, and 35 percent of respondents noted they had used in their direct work. The study showed that respondents use the most of both the personal development, personal skills training and educational courses. Only 7 per cent of respondents cited it as the most effective professional training. Also, the study showed that not all employers are learning and encourage their staff-training, the respondents as many as 23 percent think employers show displeasure that employees wants to study.

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