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## Applying Andragogy Principles to Enhance Professional Development in Corporate Training Programs

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### ABSTRACT

**Background.** Corporate training programs often focus on delivering content without fully considering how adults learn best, leading to limited engagement and skill retention. Andragogy, the theory of adult learning, emphasizes self-directed learning, relevance, and practical application, which could significantly enhance professional development in corporate settings. Despite its potential, the application of andragogical principles in corporate training remains underutilized, limiting the effectiveness of such programs in fostering meaningful skill development and growth.

**Purpose.** This study aims to examine how incorporating andragogy principles can enhance professional development in corporate training programs.

**Method.** A mixed-methods approach was employed, using surveys and interviews with 100 corporate employees who participated in training programs designed with and without andragogical elements. Quantitative analysis was conducted to measure the impact on skill acquisition, engagement, and satisfaction, while qualitative interviews provided insights into the learners' experiences.

**Results.** The results show that training programs incorporating andragogical principles led to higher engagement and better skill retention compared to traditional methods. Employees reported greater satisfaction and perceived the content as more relevant to their job roles, contributing to improved motivation and a more positive learning experience. Additionally, self-directed learning components significantly boosted long-term retention of skills.

**Conclusion.** In conclusion, applying andragogy principles to corporate training programs enhances the learning experience and leads to more effective professional development outcomes. Organizations seeking to improve the impact of their training initiatives should consider incorporating these principles to foster greater learner engagement and long-term skill retention.

### KEYWORDS

Adult Learning, Andragogy, Corporate Training, Professional Development, Skill Retention

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### INTRODUCTION

Andragogy, the theory of adult learning, is widely recognized as a distinct approach from traditional pedagogy, which is primarily designed for children (Abedini dkk., 2021). Developed by Malcolm Knowles, andragogy emphasizes the unique characteristics of adult learners, such as their self-directed nature, life experience,



and desire for learning that is immediately applicable to real-life situations. Adults typically approach learning with a strong sense of purpose, seeking knowledge and skills that can directly impact their professional or personal lives (Adarkwah, 2024). This understanding has led to the application of andragogical principles in various educational settings, particularly in adult education and training programs.

In corporate environments, professional development is essential for employee growth and organizational success (Popova, 2021). Companies invest in training programs to enhance the skills and competencies of their workforce, ensuring that employees are well-equipped to meet the demands of a rapidly changing business landscape. However, traditional training methods often fail to engage adult learners fully (Ahmad dkk., 2021). Many corporate training programs still rely on pedagogical approaches, focusing on content delivery rather than fostering engagement or promoting self-directed learning. This disconnect can result in low participation, limited knowledge retention, and decreased motivation among employees.

Research shows that adult learners thrive in environments where they can take control of their learning process. Self-directed learning is a core principle of andragogy, enabling learners to set their goals, seek resources, and evaluate their progress. This active involvement enhances engagement and increases the likelihood of skill retention. In corporate training programs, however, this principle is often overlooked, with many programs continuing to follow a one-size-fits-all model that limits learner autonomy. As a result, employees may not see the relevance of the training to their specific roles or professional development goals.

Relevance is another key factor in adult learning. Adults are more motivated to learn when they can immediately see how the knowledge or skills will apply to their work or personal lives. In corporate training, this means designing programs that align closely with job functions, organizational needs, and individual career goals (Alvi, 2023). Training programs that lack this relevance risk disengaging learners, as employees may perceive the content as disconnected from their day-to-day responsibilities. Ensuring that training programs are tailored to the learner's context can significantly improve engagement and learning outcomes (Cortez-Castro, 2024).

Practical application is also a critical component of andragogy. Adults learn best through hands-on experiences and opportunities to apply new skills in real-world situations (Sidhu dkk., 2023). Corporate training programs that incorporate simulations, case studies, and on-the-job practice allow employees to immediately test and refine their new knowledge. This approach not only reinforces learning but also helps employees see the tangible benefits of their efforts, which can lead to increased motivation and commitment to further development (González dkk., 2023).

While the principles of andragogy are well-established in the field of adult education, their application in corporate training remains inconsistent (Desta & Gugssa, 2022). Many organizations recognize the value of professional development but struggle to implement programs that align with the learning needs of adults (Kunguma & Mapingure, 2023). This gap between theory and practice limits the effectiveness of corporate training initiatives, resulting in lower returns on investment and missed opportunities for employee growth. Understanding how to apply andragogy principles in these settings is critical to enhancing professional development and achieving better organizational outcomes (Wu, 2021).

Although the principles of andragogy are well-known in the field of adult education, their application in corporate training programs remains limited and inconsistent. Many organizations still rely on traditional, content-driven approaches rather than tailoring their training to the specific learning needs of adults (Yeung dkk., 2022). This gap between theory and practice raises questions about how effectively andragogical principles are being applied in corporate settings and whether

their integration could significantly improve professional development outcomes. The potential benefits of incorporating adult learning theories in corporate training are understood in theory, but practical examples and evidence-based strategies remain sparse (Lu dkk., 2022).

Little is known about the extent to which self-directed learning and relevance are incorporated into corporate training programs, and how these principles impact learner engagement and skill retention (Vitchenko dkk., 2024). While andragogy emphasizes the importance of learners taking control of their educational journey, many corporate training programs still offer rigid, prescriptive learning paths with little room for personalization. The gap in understanding how this lack of autonomy affects adult learners, particularly in relation to their professional growth, has not been fully explored (Osman & Rabu, 2022).

The long-term effects of applying andragogical principles in corporate settings are also under-researched. Studies on adult learning primarily focus on short-term engagement and knowledge acquisition, but there is limited insight into how these approaches influence ongoing professional development and sustained skill application (Sánchez-Doménech & Cabeza-Rodríguez, 2024). This lack of longitudinal research creates a gap in understanding how andragogy-based corporate training affects both individual career trajectories and broader organizational success over time.

Another critical area that remains unexplored is how different types of corporate training, such as leadership development, technical skills training, or soft skills enhancement, benefit from the application of andragogical principles (Aziz dkk., 2022). There is insufficient research on whether all types of professional development can be equally enhanced by these methods or if some areas of training require different approaches. Understanding the nuanced effects of andragogical principles across various types of corporate learning would provide valuable insights for organizations looking to optimize their training efforts (Szarota & Wojciechowska, 2021).

Filling the gap in understanding how andragogy can enhance corporate training programs is essential for improving professional development outcomes (Antoniadis & Pantazis, 2021). Organizations increasingly recognize the need for more effective employee development, yet many continue to use outdated, pedagogical approaches that do not align with the learning needs of adults. Integrating andragogical principles, such as self-directed learning and relevance to job roles, can make training more engaging and applicable, which is crucial for developing a skilled, adaptable workforce (Thurman, 2023). This research aims to examine how these principles can be systematically applied to corporate training to optimize both short- and long-term employee growth.

Exploring the application of andragogy in corporate training is not only necessary for improving individual employee performance but also for enhancing organizational success (Akintolu & Letseka, 2021). As companies invest heavily in training programs, understanding how to maximize the return on these investments through more effective learning strategies is vital (Suen & Hung, 2024). By integrating adult learning theories into the design of training programs, organizations can foster higher levels of engagement, skill retention, and overall employee satisfaction. The goal is to demonstrate that andragogy-based programs lead to better outcomes than traditional training methods (Demirbilek & Keser, 2023).

This study hypothesizes that corporate training programs designed with andragogical principles will lead to higher levels of learner engagement, improved skill retention, and greater job satisfaction compared to traditional pedagogical approaches. By analyzing the impact of andragogy-based training on employee development, this research seeks to provide actionable insights for organizations looking to enhance their professional development efforts. The focus is on proving that incorporating self-directed learning, practical relevance, and experiential learning into

corporate training can significantly improve the effectiveness of professional development programs.

## RESEARCH METHODOLOGY

This study employs a mixed-methods research design to evaluate the impact of incorporating andragogy principles into corporate training programs. A combination of quantitative and qualitative data collection methods allows for a comprehensive understanding of how these principles influence professional development outcomes (Sood dkk., 2024). The quantitative aspect focuses on measuring engagement levels, skill retention, and job satisfaction through pre- and post-training surveys. The qualitative aspect involves in-depth interviews with participants to capture their experiences and perceptions of the training programs (Ślósarz dkk., 2022). This design ensures that both measurable outcomes and personal insights are considered. The population for this study consists of employees from various departments within a multinational corporation, including both management and non-management staff. A total of 100 employees, ranging from entry-level to senior positions, were selected as the sample. Half of the participants underwent a traditional training program, while the other half participated in a program designed with andragogical principles such as self-directed learning, relevance, and practical application. Stratified random sampling was used to ensure diversity across departments, job levels, and years of experience.

The instruments used for data collection include a structured survey, interview guides, and performance assessments. The survey includes questions on engagement, relevance of the training content, and perceived job impact, measured using a Likert scale (Astriani dkk., 2021). Interview guides were developed to explore participants' experiences with the training programs, focusing on how andragogical elements affected their learning and application of skills (Parker & Williamson-Leadley, 2023). Additionally, performance assessments were used to evaluate the practical application of newly acquired skills in the workplace, providing objective data on training effectiveness. The procedure began with a pre-training survey to assess participants' expectations and baseline engagement levels. Employees were then divided into two groups, with one group participating in a traditional training program and the other in an andragogy-based program. Both programs were conducted over a four-week period. After the training, a post-training survey was administered to measure changes in engagement, skill retention, and job satisfaction. In-depth interviews were conducted with 20 participants from each group to gain further insights into their experiences. Finally, performance assessments were conducted by supervisors to evaluate how well participants applied their newly acquired skills in their job roles. Data from the surveys, interviews, and assessments were analyzed to compare the effectiveness of the two training approaches.

## RESULT AND DISCUSSION

The study collected quantitative data from pre- and post-training surveys as well as performance assessments. Table 1 summarizes the average engagement, skill retention, and job satisfaction scores from both the traditional and andragogy-based training groups. Participants in the andragogy-based training reported significantly higher engagement and job satisfaction compared to those in the traditional training group. The average skill retention rate, measured one month after training, was also higher in the andragogy group.

Category	Traditional Training	Andragogy-Based Training
Engagement (1-5 scale)	3.2	4.4
Skill Retention (%)	62%	78%
Job Satisfaction (1-5 scale)	3.5	4.6

The performance assessments, conducted by supervisors, showed that employees who underwent the andragogy-based training demonstrated higher application of new skills in their daily tasks. These results indicate that training programs designed with andragogical principles yielded better overall outcomes in engagement, retention, and job performance compared to traditional approaches.

The data suggest that the integration of andragogy principles, such as self-directed learning and practical relevance, resulted in more effective training outcomes. Participants in the andragogy-based training were more engaged, with higher levels of motivation reported during the post-training surveys. The relevance of the training content to their job roles likely contributed to this increased engagement, as employees were able to immediately see the practical applications of what they were learning. This contrasts with the traditional training, which participants described as less tailored to their individual needs and job functions. Skill retention was another area where the andragogy group outperformed the traditional group. The data show that employees who had more control over their learning process retained new skills more effectively. This can be attributed to the active involvement encouraged in the andragogy-based training, where participants were tasked with setting their own learning goals and reflecting on their progress. The traditional training, which followed a more rigid structure, did not foster the same level of personal investment in the learning process.

In terms of job satisfaction, the andragogy-based group reported higher levels of satisfaction with both the training experience and their overall professional development. Participants noted that the training felt more relevant to their career growth and that they appreciated having a say in how they approached learning. This increased sense of autonomy likely contributed to greater job satisfaction, as employees felt that the training was aligned with their personal goals and helped them perform better in their roles. The performance assessments reinforce the survey data, showing that employees in the andragogy group applied their newly acquired skills more effectively in their work. Supervisors reported that these employees demonstrated a higher level of competency in tasks directly related to the training content, further supporting the conclusion that andragogical approaches lead to better outcomes in corporate training environments.

In addition to the quantitative data, qualitative insights from interviews provided a deeper understanding of the participants' experiences in both training programs. Employees in the andragogy-based training frequently mentioned the value of self-directed learning, stating that it allowed them to tailor the program to their specific needs. This flexibility helped them focus on the skills most relevant to their roles, which in turn increased their motivation and engagement with the material. Participants in the traditional program expressed frustration with the rigid curriculum, noting that some content felt irrelevant to their work.

Several participants in the andragogy-based program highlighted the importance of practical application throughout the training. Many described how the use of real-world case studies and scenarios helped them immediately apply new knowledge to their job tasks, reinforcing their



learning. This hands-on approach appeared to be a key factor in the higher skill retention rates observed in the andragogy group. In contrast, participants in the traditional program stated that much of the training content felt theoretical, with fewer opportunities for immediate application.

Interviews also revealed that participants in the traditional program struggled with engagement due to the one-size-fits-all approach. Employees reported feeling disconnected from the training content, as it was not customized to their individual needs or career goals. The andragogy-based group, on the other hand, noted that they appreciated the autonomy to set their own learning objectives, which made the training feel more personal and relevant to their professional development.

The performance assessments aligned with these qualitative findings, with supervisors reporting that employees who completed the andragogy-based training showed better integration of new skills into their daily work routines. This further supports the conclusion that self-directed learning, coupled with practical application, enhances the effectiveness of corporate training programs.

To test the significance of the differences in outcomes between the two groups, a t-test was conducted on the post-training engagement and skill retention scores. The results showed a statistically significant difference between the andragogy-based training group and the traditional training group ( $p < 0.01$ ) for both engagement and skill retention. Figure 1 illustrates the comparative improvement in engagement scores for both groups, highlighting the larger gains made by the andragogy-based group.

The data indicate that the use of andragogy principles had a significant positive effect on participant engagement, with the andragogy group showing an average score of 4.4 compared to 3.2 in the traditional group. The skill retention rates followed a similar pattern, with the andragogy group outperforming the traditional group by 16 percentage points. These findings confirm the hypothesis that corporate training programs incorporating andragogy principles lead to better outcomes in terms of both engagement and skill retention.

Job satisfaction was another area where the t-test revealed significant differences between the two groups. Employees in the andragogy-based training reported significantly higher satisfaction ( $p < 0.05$ ), reinforcing the idea that andragogical approaches contribute not only to learning outcomes but also to overall employee morale and development. These statistical results suggest that andragogy-based training is more effective in fostering employee engagement and skill retention, supporting the overall conclusion that incorporating adult learning principles into corporate training programs leads to superior professional development outcomes.

The relationship between engagement, skill retention, and job satisfaction is evident in the data. Participants who reported higher engagement in the andragogy-based training were also more likely to retain new skills and express satisfaction with the training experience. This suggests that the active involvement promoted by andragogy not only increases motivation during the training process but also contributes to long-term skill retention and job satisfaction. The relevance of the training content and the ability to apply new knowledge directly to work tasks further strengthened this relationship.

The interviews revealed that employees who found the training highly relevant to their job roles were more likely to stay engaged and motivated throughout the program. This, in turn, led to better retention of new skills, as participants could immediately see the practical benefits of what they were learning. The traditional training, which lacked this level of personalization, resulted in lower engagement and skill retention, highlighting the importance of aligning training content with the specific needs of adult learners.

The performance assessments provided further evidence of this relationship. Employees who were more engaged in the andragogy-based training were more likely to demonstrate the application of new skills in their daily tasks. Supervisors noted that these employees showed a noticeable improvement in their work performance, particularly in areas directly related to the training content. This connection between engagement, skill retention, and job performance underscores the effectiveness of andragogy-based approaches in corporate training. The overall data reveal a clear correlation between the andragogy principles of self-directed learning, practical application, and improved professional development outcomes. Employees who were able to take ownership of their learning process and apply new skills in a meaningful way were more likely to retain those skills and feel satisfied with their professional growth.

A case study of one participant from the andragogy-based training group provides deeper insight into how these principles influence professional development. The participant, a mid-level manager in the marketing department, reported that the flexibility of the training allowed them to focus on developing specific skills that were directly applicable to their role. The ability to set their own learning goals and access relevant content significantly enhanced their engagement with the program. This personalized approach led to a noticeable improvement in their ability to apply new marketing strategies, as confirmed by their post-training performance assessment.

The manager highlighted the practical aspects of the training as particularly valuable. They mentioned that case studies and real-world scenarios helped bridge the gap between theory and practice, allowing them to implement new strategies almost immediately after the training. This hands-on approach not only improved their skill retention but also made the training feel more relevant and rewarding. The participant noted that the traditional training they had previously attended lacked this level of applicability, leading to lower engagement and less enthusiasm for professional development.

The case study also revealed the long-term impact of andragogy-based training on job satisfaction. The manager expressed a greater sense of confidence in their role and felt more equipped to tackle complex projects after completing the program. This boost in confidence translated to improved job performance and higher overall satisfaction with their career progression. The manager's supervisor confirmed that the employee had become more proactive in applying new skills and was taking on more leadership responsibilities within the team.

This case study highlights the broader findings of the research, demonstrating how the principles of andragogy can lead to meaningful improvements in professional development, skill application, and job satisfaction. The participant's experience reinforces the importance of self-directed learning and practical application in corporate training programs. The case study findings are consistent with the broader trends observed in the study. Employees who participated in the andragogy-based training reported higher engagement and satisfaction due to the program's focus

on self-directed learning and practical relevance. This approach allowed them to tailor the training to their specific needs, resulting in greater motivation and a more personalized learning experience. The hands-on elements of the training further enhanced skill retention, as participants were able to immediately apply new knowledge to real-world tasks.

The interviews revealed that participants in the traditional program struggled with the one-size-fits-all approach, which limited their ability to focus on the skills most relevant to their roles. This lack of personalization resulted in lower engagement and less enthusiasm for the training. In contrast, the andragogy-based group appreciated the autonomy they were given, which contributed to higher levels of job satisfaction and a greater sense of accomplishment.

The performance assessments provided objective data to support the qualitative findings. Employees who participated in the andragogy-based training demonstrated higher levels of skill application in their daily tasks, as confirmed by their supervisors. This connection between engagement, skill retention, and job performance underscores the value of andragogy in corporate training, highlighting its potential to foster more effective professional development. Overall, the data suggest that andragogy-based training programs lead to better outcomes by engaging employees in the learning process and providing them with the tools to apply new skills in meaningful ways. The focus on self-directed learning and practical application appears to be key to the success of these programs.

The results of this study demonstrate that applying andragogy principles to corporate training programs significantly enhances professional development outcomes. Employees who participated in andragogy-based training reported higher levels of engagement, skill retention, and job satisfaction compared to those in traditional training programs. The ability to personalize the learning experience and immediately apply new knowledge to their job roles contributed to these improved outcomes. The study confirms that self-directed learning and practical relevance are critical factors in the effectiveness of corporate training.

The quantitative data, supported by qualitative insights from interviews and performance assessments, suggest that andragogy-based training not only improves short-term engagement but also leads to long-term skill retention and job satisfaction (Yuebo dkk., 2022). Employees who were more engaged during the training were more likely to retain new skills and apply them in their daily work, leading to better job performance (Yuebo dkk., 2022). This relationship between engagement, retention, and performance underscores the value of incorporating andragogy principles into corporate training programs.

The performance assessments and case study provide further evidence of the practical benefits of andragogy-based training (Mataruca, 2021). Employees who were able to take ownership of their learning process and apply new skills in real-world situations demonstrated higher competency in their roles. The study highlights the importance of creating flexible, relevant, and hands-on training programs to foster meaningful professional development and support long-term employee growth. These findings suggest that organizations looking to improve the effectiveness of their training programs should consider incorporating andragogy principles (Parker & Williamson-Leadley, 2023). By focusing on self-directed learning, relevance, and practical application, companies can enhance employee engagement, skill retention, and overall job satisfaction, leading to better organizational outcomes.



The study's results demonstrate that applying andragogy principles in corporate training significantly improves engagement, skill retention, and job satisfaction. Participants in the andragogy-based training group showed higher levels of involvement during the learning process and retained skills better compared to those in traditional training programs (Wang & Torrisi-Steele, 2023). The relevance of the content to their specific job roles and the inclusion of self-directed learning elements contributed to these positive outcomes. Performance assessments confirmed that employees in the andragogy group applied newly acquired skills more effectively in their daily tasks, further supporting the effectiveness of this approach (St. Clair, 2023).

The qualitative data from interviews reinforced these findings, revealing that participants appreciated the autonomy and practical focus of the andragogy-based program. They reported feeling more motivated to engage with the material, as it was directly applicable to their professional roles (Scheckel, 2023). The traditional training group, in contrast, expressed frustration with the lack of personalization and perceived the training as less relevant. These differences in engagement and motivation between the two groups highlight the importance of tailoring corporate training programs to meet the unique needs of adult learners.

The statistical analysis confirmed that the differences in outcomes between the two groups were statistically significant, particularly in terms of engagement and skill retention. Employees in the andragogy-based group were more likely to report higher job satisfaction as a result of the training, suggesting that the application of andragogy principles has a long-lasting impact on employees' professional development. This research offers clear evidence that integrating adult learning theories into corporate training programs can lead to better learning outcomes and enhanced job performance.

The findings provide a strong rationale for adopting andragogical approaches in corporate training. The positive relationship between self-directed learning, practical application, and improved professional outcomes suggests that organizations should move away from traditional, content-heavy models of training and instead focus on more learner-centered methods that align with adult learning principles.

The results of this study align with existing research on adult learning, which emphasizes the importance of self-directed learning and relevance to real-world applications. Studies in adult education have long highlighted the benefits of allowing learners to take control of their own learning process and tailoring content to their specific needs. This study confirms that these principles are equally effective in corporate training environments. Similar to findings in the education sector, the use of real-world scenarios and immediate application of skills helped participants in the andragogy-based training retain knowledge more effectively.

Unlike some previous research that focused solely on engagement or satisfaction, this study also measured skill retention and job performance, offering a more comprehensive view of the impact of andragogy on professional development. While past studies have shown that andragogical approaches increase engagement, this research demonstrates that these approaches also lead to tangible improvements in skill application. The combination of quantitative and qualitative data provides strong evidence that the benefits of andragogy extend beyond short-term motivation and can have a lasting impact on employee performance.

However, this study diverges from research that suggests traditional methods are equally effective for certain types of training, such as technical or compliance-based learning. The findings here indicate that even in these contexts, employees benefit from self-directed learning and content that feels relevant to their specific job roles. The emphasis on real-world application was a key factor in the success of the andragogy-based training, whereas the traditional model, which focused on information delivery, was less effective in promoting skill retention and practical application.

The study's emphasis on cognitive engagement and skill application offers a fresh perspective on the role of adult learning principles in corporate settings. While many training programs still rely on pedagogical approaches, this research suggests that andragogy offers a more effective framework for achieving both immediate and long-term professional development outcomes. By moving beyond engagement as the sole metric of success, this study contributes to a deeper understanding of how and why andragogy works in corporate environments.

The results of this research signal a shift in how corporate training should be designed to meet the needs of adult learners. The success of andragogy-based training programs suggests that traditional, lecture-based models are no longer sufficient for promoting meaningful learning in the workplace. Employees are increasingly seeking training that is directly relevant to their roles and allows them to engage actively in the learning process. This study highlights the importance of designing corporate training programs that prioritize learner autonomy, practical relevance, and immediate skill application.

The findings also reflect the growing emphasis on personalized learning experiences in professional development. As employees take on more diverse and complex roles, they need training that can be adapted to their specific needs and career goals. The success of the self-directed learning elements in the andragogy-based program indicates that allowing employees to shape their learning journey leads to better outcomes. This aligns with broader trends in adult education, where learner-centered approaches are becoming increasingly popular and effective.

The research further suggests that organizations need to rethink how they measure the success of training programs. Traditional metrics, such as completion rates or immediate satisfaction, may not capture the full impact of training on long-term performance and development. This study emphasizes the importance of measuring skill retention, practical application, and job satisfaction as key indicators of training effectiveness. By focusing on these metrics, organizations can ensure that their training programs are truly contributing to employee growth and organizational success. The broader implication is that corporate training programs must evolve to incorporate adult learning principles if they are to remain relevant and effective. The results of this study underscore the need for a more flexible, learner-centered approach that acknowledges the unique characteristics of adult learners and their professional development needs.

The implications of this study for corporate training programs are significant. Organizations looking to improve employee engagement, skill retention, and job satisfaction should consider integrating andragogical principles into their training initiatives. The focus on self-directed learning and practical relevance not only enhances the learning experience but also leads to better long-term outcomes in terms of skill application and job performance. This means that companies can expect higher returns on their investment in training by adopting andragogy-based approaches.

For HR professionals and learning and development teams, the results suggest that training programs should be designed with a greater emphasis on learner autonomy and customization. Providing employees with opportunities to tailor their learning experiences to their specific needs and career goals increases motivation and engagement. Additionally, incorporating real-world scenarios and immediate application of skills into the training content ensures that employees can translate what they learn into their daily work, leading to greater job satisfaction and improved performance.

The study also has broader implications for organizational culture. By adopting a more learner-centered approach to training, companies can foster a culture of continuous learning and professional development. Employees who feel that their training is relevant and aligned with their career goals are more likely to engage in lifelong learning, contributing to a more adaptable and skilled workforce. This can help organizations stay competitive in an ever-changing business environment, as employees are better equipped to handle new challenges and responsibilities. From a strategic perspective, the findings suggest that organizations should view training not just as a means of delivering information but as a key tool for employee retention and job satisfaction. By investing in andragogy-based training programs, companies can create a more motivated and engaged workforce, leading to better overall organizational performance.

The success of andragogy-based training programs can be attributed to the alignment of adult learning principles with the needs of professional learners. Adults tend to be self-directed learners who are motivated by content that is immediately relevant to their personal and professional lives. The autonomy provided in andragogy-based programs allowed participants to take control of their learning, which increased engagement and made the training more meaningful. This aligns with Knowles' theory of adult learning, which emphasizes the importance of allowing adults to direct their own learning process.

The focus on practical application also explains the higher skill retention and job satisfaction observed in the andragogy group. Adults learn best when they can apply new knowledge in real-world contexts, which reinforces learning and makes it more likely that they will retain and use the skills over time. The use of case studies, simulations, and other hands-on activities in the andragogy-based training helped participants see the direct relevance of what they were learning to their daily work, which increased both motivation and retention.

The lower engagement and retention rates in the traditional training group can be attributed to the lack of personalization and immediate application. Traditional training methods, which often rely on lectures and content delivery, do not engage adult learners in the same way because they do not address the learner's need for relevance and control. Without the opportunity to actively engage with the material or see how it applies to their specific job roles, participants in the traditional group were less motivated to retain the information or apply it in their work. The study's findings reflect the broader trend in education and professional development toward more learner-centered approaches. As the workforce becomes more diverse and complex, one-size-fits-all training programs are increasingly ineffective. The success of andragogy-based training in this study suggests that organizations need to rethink their approach to professional development to better align with the learning needs of adults in the workplace.

The next step for organizations is to begin integrating andragogy principles into their corporate training programs. This involves moving away from rigid, content-driven models and instead focusing on creating flexible learning environments where employees can take ownership of their professional development. HR professionals and learning and development teams should explore ways to incorporate self-directed learning, practical relevance, and real-world application into their training programs to enhance engagement and retention.

Further research is needed to explore the long-term impact of andragogy-based training on employee performance and organizational success. While this study focused on immediate outcomes such as engagement and skill retention, longitudinal studies could provide insights into how these programs affect career progression, job satisfaction, and overall organizational performance over time. Additionally, research could investigate whether certain types of training, such as leadership development or technical skills training, benefit more from andragogical approaches than others. Organizations should also invest in training their trainers. Facilitators need to understand how to apply andragogy principles effectively to create learner-centered environments that foster engagement and skill development. Providing facilitators with the tools and knowledge to design and implement andragogy-based programs will ensure that employees receive training that is relevant, engaging, and impactful.

As the business environment continues to evolve, the need for adaptable and skilled employees will only grow. By adopting andragogical approaches to training, organizations can create a workforce that is not only more engaged and motivated but also better equipped to meet the demands of the future. This shift in training strategy will not only benefit individual employees but also contribute to the overall success and competitiveness of the organization.

## CONCLUSION

The most significant finding of this study is that corporate training programs incorporating andragogical principles, such as self-directed learning, practical relevance, and immediate skill application, lead to higher engagement, skill retention, and job satisfaction among employees compared to traditional training methods. Participants in the andragogy-based training group not only reported greater motivation during the learning process but also demonstrated higher levels of practical skill application in their daily work. These results highlight the effectiveness of learner-centered approaches in professional development, particularly in enhancing both immediate and long-term outcomes. Additionally, the study confirms that adult learners thrive when they have control over their learning journey and can directly apply what they learn in real-world contexts. The inclusion of self-directed learning opportunities allowed employees to tailor the training to their specific needs, leading to better job performance and overall satisfaction. This shift from traditional, content-heavy training programs to more flexible and relevant learning experiences underscores the value of applying adult learning theories, specifically andragogy, in corporate environments.

The primary contribution of this research lies in its application of andragogical principles to corporate training, providing clear evidence that these methods can enhance professional development outcomes. By integrating both quantitative and qualitative data, the study offers a comprehensive view of how self-directed learning, practical relevance, and learner autonomy can lead to more effective training programs. This research adds to the growing body of knowledge on

adult learning by demonstrating how andragogical approaches can be successfully implemented in the corporate sector.

However, the study has limitations, including its relatively small sample size and short duration. The research was conducted with a limited group of employees within a single organization, which may affect the generalizability of the findings to other industries or larger populations. Additionally, the focus on immediate post-training outcomes means that the study does not capture the long-term effects of andragogy-based training on employee performance and career progression. Further research is recommended to explore the long-term impact of andragogy-based training across different sectors and with larger, more diverse populations. Future studies should also investigate how various elements of andragogy, such as learner autonomy and practical application, contribute to sustained professional growth and organizational success over time. This research would provide valuable insights into how organizations can further refine their training strategies to meet the evolving needs of the workforce.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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