

Determining the Self-Development Dimensions of University Employees and Their Relationship to Learning Efficacy (Case: University of Tehran)

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Extended Abstract

Aim

The purpose of the present study was to identify the dimensions of self-development of university employees and their relationship with the learning agility of Tehran University employees on the campus of social and behavioral sciences. Self-development is a new approach to development and enhancement that fosters employees' continuous self-directed and self-made growth. On the other hand, the rate of change in knowledge has accelerated to the point where learning agility is now a necessity.

Methodology

This research utilizes an exploratory mixed method design. In the qualitative part, meta-composition was used, and with the aid of Sandelowski and Barroso's (2007) model, 60 related scientific research documents were analyzed from among 410 titles, and more than 410 open codes were identified. Meta-synthesis is a method of meta-study in which texts are analyzed qualitatively and new findings are derived. In 2021–2022, the quantitative research community consisted of 197 Social and Behavioral Sciences Campus employees at Tehran University. 127 individuals from seven faculties were selected by straightforward random sampling. In the qualitative part, the meta-composite form was used, whereas in the quantitative part, the self-development questionnaire of employees and the learning agility questionnaire were utilized, and the validity and reliability of these two questionnaires were confirmed.

Findings

The findings indicate the existence of four dimensions, namely psychological, behavioral, affective, and moral self-development. Using Lisrel 8.8 software, a self-developed measurement model was created with the aid of structural modeling, demonstrating the model's excellent fit with the data. This model has identified the various facets of a human being that require self-development, and has integrated and considered all aspects of self-development holistically. Learning agility has a correlation coefficient of 0.72 with self-development. Employee learning agility was significantly correlated with psychological self-development (0.72 coefficient), affective self-development (0.63 coefficient), behavioral self-development (0.67 coefficient), and moral self-development (0.59 coefficient).

Conclusion

In general, it is possible to assert that self-development consists of four important dimensions, and that each of these dimensions has a positive and significant relationship with the learning agility of employees. Therefore, it can be asserted that as employees' self-development increases, their learning agility will likely increase as well. Self-development is an approach and a set of skills that creates the individual's responsibility for continuous learning, which can influence this learning exercise and learning agility, and individuals who have self-development will also have learning agility.

Keywords: Learning Agility, Self-Development, Staff, University of Tehran.