

## A Study of Corporate Training Evaluation Using Andragogy Principles

Mehdi. Fallahi<sup>1\*</sup>, Ali. Mohammad Rezaei<sup>2</sup>, Mohammad. Agha Delavarpour<sup>2</sup>

<sup>1</sup> PhD student, Department of Educational Psychology, Semnan Branch, Islamic Azad University, Semnan, Iran

<sup>2</sup> Associate Professor, Department of Educational Psychology, Semnan University, Semnan, Iran

\* Corresponding author email address: MehdiFallahi@yahoo.com

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### ABSTRACT

**Purpose:** This study aimed to explore how applying andragogical principles can enhance the post-training evaluation process in corporate settings.

**Methods and Materials:** The study employed a qualitative approach using the Grounded Theory method to investigate employee engagement in training evaluation at Pardis Petrochemical Company in Asaluyeh, Iran. Fifteen middle managers and experts were selected through purposive sampling, with data collection conducted via semi-structured, in-depth interviews. Interview questions were developed based on Knowles' six principles of andragogy and categorized using sensitizing, theoretical, procedural, and guiding types. Interviews were transcribed and coded through open, axial, and selective coding using MAXQDA 18. Seven axial codes related to post-training evaluation were identified and used to construct a relational model incorporating causal, core, contextual, conditional, and strategic categories.

**Findings:** A total of 224 open codes were identified, leading to seven key axial codes: awareness of training effects, learner input in effectiveness, organizational feedback, motivation, participatory assessment, timing of evaluation, and participatory culture. The core category, motivation to assess effectiveness in work and life, was linked causally to learner awareness and involvement. Contextual and strategic elements such as feedback and participatory culture were critical for effective evaluation. The analysis showed that mindfulness fosters motivation and active participation, suggesting that mindful learners are more engaged in reflective, unbiased evaluation.

**Conclusion:** Incorporating andragogical principles—especially mindfulness and intrinsic motivation—into post-training evaluation creates a more learner-centered, reflective, and effective process. A participatory organizational culture and strategic timing of evaluations further support meaningful engagement. This approach leads to more accurate feedback, enhanced learning outcomes, and increased employee involvement in future training initiatives.

**Keywords:** Andragogy, mindfulness, motivation, participation, training evaluation, corporate learning, adult education, grounded theory.

## 1. Introduction

The role of corporate education in shaping competent and self-directed employees has been acknowledged across different domains. Scholars like (Andriushchenko et al., 2022) emphasize the transformative power of corporate universities as business accelerators that serve not just organizational goals but also individual development pathways. Corporate education has evolved beyond skill development, encompassing a strategic function in knowledge transfer, innovation, and cultural alignment within organizations. The intersection of education and corporate needs is increasingly facilitated by tailored educational programs that reflect both the strategic vision of enterprises and the autonomy of adult learners (Kazantsev & Черных, 2021).

This evolution has led to the proliferation of diverse models for corporate training, many of which now rely on integrated educational environments that blend professional competency development with adult learning psychology. As highlighted by (Malygin, 2025), the concept of an "educational order"—an expression of institutional demand for specific skills—serves as a motive to stimulate professional initiative. When these orders are aligned with individual learning goals, they become powerful triggers for adult engagement and motivation, key tenets in the andragogical approach. Andragogy, distinct from pedagogy, emphasizes autonomy, self-direction, experience-based learning, and intrinsic motivation—all critical for adult learners operating in complex professional environments.

The modern organization's reliance on employee adaptability and innovation reinforces the need for training programs that are not merely effective in knowledge transmission but also designed to enhance performance across functional and cross-functional domains. This view is well supported by (Иноземцев et al., 2020), who developed models to evaluate corporate training effectiveness through cross-functional principles, advocating that training must support agile operations, role fluidity, and organizational resilience. These perspectives are particularly important when considering that adult learners are driven less by external rewards and more by internalized value and relevance of the training, which is the cornerstone of andragogical theory.

To foster such alignment, a redesign of evaluation strategies is essential. According to (Tarasova & Pyshkov, 2025), the analysis of foreign studies on corporate training design reveals a growing trend toward participatory

methods, reflective learning practices, and feedback systems that are congruent with adult learning psychology. This necessitates moving beyond conventional models such as Kirkpatrick's levels of evaluation, toward approaches that consider the subjective learning experience, social context, and transformative outcomes of training. Although models like the Kirkpatrick framework have been widely used, they often fail to fully account for self-directedness and contextual application, which are central to adult learners. The integration of andragogical frameworks fills this gap by placing learners at the center of both the learning and evaluative processes.

Moreover, the relevance of adult learners' experience—emphasized by (Біда et al., 2022)—serves as both content and context for learning, enabling learners to connect abstract knowledge with practical experience. Effective corporate training must tap into this experiential foundation, using real-life workplace challenges as learning platforms. In evaluating training effectiveness, it is vital that learners are asked to reflect on how training has impacted their performance and decision-making. (Ilyasova, 2022) argues that the development of mentoring systems within internal corporate training frameworks helps facilitate this reflective cycle and amplifies the learners' sense of ownership over their development.

Similarly, corporate training aimed at language acquisition or cross-cultural competence must be sensitive to learners' professional realities. (Zakharova et al., 2021) demonstrate how independent work in a blended learning environment supports the self-paced and contextualized learning processes required by professionals. The emphasis on blended and independent learning aligns with the andragogical principle that adults learn best when the learning is flexible, need-driven, and embedded in real-life applications.

As a response to the limitations of traditional educational paradigms in addressing adult learners' needs in professional environments, andragogical training evaluations shift the focus to learners' autonomy, motivation, and reflective practices. (Karakoç, 2021) found that adult learners place high value on training programs that recognize their learning autonomy and incorporate mechanisms for intrinsic motivation and feedback. The key to successful training lies in its ability to help learners see direct relevance and applicability in their roles, thereby motivating them to actively engage in the learning process and its evaluation.

Another critical dimension in corporate training is the psychological and pedagogical readiness of professionals to

engage in learning. (Terekhova & Mikhaylova, 2022) examined the professional education of managers and identified that psychological readiness to learn is a significant factor in the success of corporate education. In evaluating training programs, this psychological aspect must be factored in, ensuring that learners are not merely passive recipients but active co-designers of their learning journeys.

Active learning strategies, such as those used in foreign language acquisition for adults in professional contexts, provide another relevant example. (Lazareva, 2025) stresses the importance of applying active learning technologies tailored to the needs of adult learners in corporate environments. These methods, which rely on simulation, problem-solving, and discussion, promote critical thinking and encourage learners to evaluate their experiences—elements central to the andragogical paradigm. Training evaluations, therefore, should mirror these active principles, allowing learners to participate in the design and assessment of their programs.

Furthermore, the emergence of digital technologies in education has transformed the structure and delivery of corporate training. (Толок et al., 2020) discuss the implementation of dual-technology in remote teaching and how it addresses both accessibility and interactivity. In evaluating such training, adult learners must be asked about the technological effectiveness, their emotional engagement, and the application of learned knowledge—elements that cannot be captured through simple output metrics. The evaluation design must incorporate qualitative feedback, self-reflection, and a clear link between learning and work performance.

A participatory organizational culture, as proposed by (Baranov et al., 2021), reinforces the relevance of involving learners in shaping and assessing their learning environments. Corporate training programs must transcend transactional knowledge transfer and function as collaborative ecosystems where learners contribute to content design, evaluation mechanisms, and continuous improvement cycles. This culture of co-creation aligns with the andragogical emphasis on respect, experience, and self-directed growth.

Importantly, andragogy is not solely a Western conceptual framework. In fact, (Баніт, 2022) highlights that the development of andragogical competencies among faculty and training staff is a growing trend in post-Soviet corporate education systems. This adaptation underscores the universal applicability of adult learning principles and the global need for context-sensitive, learner-centered

evaluation methods. By training corporate educators in andragogical methods, organizations can ensure that both learning and evaluation become meaningful, impactful, and engaging.

Finally, historical perspectives on corporate education offer valuable insights into its philosophical and structural evolution. (Філатов, 2021) traces the development of corporate training in Poland from the second half of the 20th century to the early 21st century, illustrating how adult learning models have increasingly become embedded in institutional structures. These historical shifts underscore the need for corporate training evaluations to evolve accordingly, moving away from rigid, top-down assessments to dynamic, learner-inclusive feedback systems.

In conclusion, the integration of andragogical principles into corporate training evaluation reflects a paradigm shift from hierarchical, output-based models toward learner-centered, participatory frameworks. The literature reviewed affirms that evaluation strategies grounded in adult learning theories are better equipped to address the complex, experiential, and intrinsically motivated nature of professional learning. As organizations face the dual challenge of skill obsolescence and employee disengagement, applying andragogy in training evaluation serves not only to measure effectiveness but also to inspire commitment, foster engagement, and enhance the transfer of learning into practice. This study aimed to explore how applying andragogical principles can enhance the post-training evaluation process in corporate settings.

## 2. Methods and Materials

In this study, the researchers adopt the qualitative approach known as Grounded Theory, which is a systematic and qualitative method for theory development. According to Strauss and Corbin (1990), Grounded Theory, or contextual theory, involves directly extracting theories from regularly collected and analyzed data during the research process. This approach emphasizes the close relationship between data collection, analysis, and theory development. The researcher does not begin with preexisting theories (unless intending to expand upon an existing theory), but rather immerses themselves in the study's reality and allows the theory to emerge from the collected data (Strauss and Corbin, 1990). By relying on this approach, the researcher gains a deeper understanding of "reality" by integrating and organizing collected data into categories, which, in turn, contribute to the creation of concepts (Oktay, 2012).

In order to gather information, a semi-in-depth structured interview approach was utilized as the method for data collection. The research was conducted at the Pardis Petrochemical Company located in Asalouyeh, Bushehr province. The target population for this study was the employees working at the petrochemical company. The research sample consisted of fifteen middle managers and experts who were purposely selected based on their knowledge and involvement in the training process at the Pardis Petrochemical Company. This sampling process continued until theoretical saturation was reached, at which point no new codes or concepts were generated as the interviews progressed.

The interview questions were designed to include the three main parts of the training process, i.e. pre-training planning, training, and post-training evaluation. This paper deals only with the third part, i.e. post-training evaluation.

In this research, the principles of andragogy (as mentioned in Table 1) were used in formulating interview

questions to examine the interviewees' observations and understandings and the real experiences they have had during their training in the organization. The six principles as explained by Knowles (1984) are (1) Adults need to know why they need to learn; (2) Adults need to build on their experience; (3) Adults need to feel responsible for their learning; (4) Adults are ready to learn if training solves an immediate problem; (5) Adults want their training to be problem focused; (6) Adults learn best when motivation comes intrinsically.

Strauss and Corbin (1998) referred to four kinds of questions that can be used in interviews. While sensitizing questions can be used at the beginning of the interview, the other three categories i.e. theoretical, practical or procedural, and guiding questions are helpful to lead the researchers. The following table shows the designed questions and their classification according to the principles of andragogy.

**Table 1**

*Interview questions based on Andragogy Principles*

Six Principles of Andragogy		Questions (Acronyms used: T for theoretical, P for practical or procedural, G for guiding questions)
The learner's need to know	Adults need to know why they need to learn something.	Is the training evaluated at the end of the courses? Is your learning measured? If yes, how? (P) After the training, have you been asked if the training has satisfied your need to know? (G) Is training assessment used to identify further learning needs? (P)
The role of experience	Adults need to build on their experience.	Have you ever been asked if the training courses held are related to work or life? (G) If yes, how was it related? (P) Have you been able to benefit from them? Have they helped your experience? (P)
Self-directedness (Self-concept)	Adults need to feel responsible for their learning.	Do you participate in the evaluation of the training provided? (P) What about the design of education assessment? (P) Have group meetings been held to measure the given training? What do you think about these meetings? (T) and (G)
Readiness to learn	Adults are ready to learn if training solves an immediate problem.	Did the courses specifically address the issues of your day (the issue you are facing today and not the issues of the past or possible issues in the future)? If yes, explain. (P)
Problem Orientation	Adults want their training to be problem focused.	What do you think about measuring the effectiveness of education? (T) It has been said that effectiveness should be measured qualitatively and this effectiveness should be measured both in work and in life. What do you think about these phrases? (T) Have you ever been asked whether the training was effective in solving the problems? If yes, how? (G)
Intrinsic motivation	Adults learn best when motivation comes intrinsically.	Do you think that training evaluation will motivate you to participate in further training? (G)

The number of interview samples was determined using the principle of saturation. Once the researcher found that conducting more interviews did not yield new information and only repeated what was already known, data collection was stopped. In this study, fifteen interviews were carried out with middle managers in the target organization. After the thirteenth interview, it became apparent that the

information being shared was mostly repetitive. As a result, no further interviews were conducted after the fifteenth one.

In this research, the data collection tool was the interview, which was conducted in an exploratory (in-depth semi-structured) manner. To conduct each interview, first a phone call to the interviewee was done before the interview to check the right time for face-to-face meeting while the purpose of the interview was explained. Upon interviewee's



agreement, the time of the interview was fixed. 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 hour and a half, and the interview was recorded and after completion, its text was transcribed from the audio file. Then, the text of the interviews was entered into appropriate data analysis software (MAXQDA ver.18) and coded. Where necessary, focus group discussions were held too.

### 3. Findings and Results

In order to analyze the data, open, axial and selective coding was used. In the open coding stage, each interview was examined line by line and the text data was coded as separate pieces. A total of 224 codes were obtained in open coding. These codes were carefully categorized and the result was 7 phrases (axial codes) that were related to the post-training stage. According to the Grounded Theory, it was necessary that the open codes were carefully compared and reviewed so that similar ones could be recognized and they could be grouped into common categories.

Among the open codes, certain propositions mentioned the importance of evaluating the training course and especially measuring the effectiveness of the training. They have stated that in measuring the training effectiveness, it was necessary to determine that training had been effective in their work and life. From the participants' statements, it was found that the more the training is provided in a cooperative manner and the more the learners have an active and conscious participation in the evaluation, the more their motivation to participate in the training process will increase. A number of open codes indicated that in order for participation to occur, it is necessary for participation to be part of the organizational culture. When the open codes were categorized, the following seven axial codes were resulted for the post-training phase:

- (1) Awareness of learners regarding effects of training in work and life;
- (2) Incorporating learners' opinions about training effectiveness;
- (3) Company's feedback about the results of training and effective assessment;
- (4) Motivation to measure the effectiveness of training in work and life;
- (5) Participatory effectiveness measurement;
- (6) Effectiveness assessment with a reasonable time interval from the training;

#### (7) Participatory organizational culture.

To start selective coding, we have to determine which category is the core one and how other categories are related to it. To form a relationship model, causal, strategic and contextual categories as well as conditions and consequence were identified (Corbin and Strauss, 1990, p. 11). Among the above codes, there was one code that could be considered as the core category: the motivation to measure the effectiveness of training in work and life. This category connected the concepts of measuring effectiveness and motivation, and could be understood within the framework of the Expectancy Theory regarding motivation (Vroom, Porter & Lawler, 2015). This theory suggests that individuals are motivated when they believe that their efforts will lead to desired outcomes. In the context of adult learning, this means that learners are more likely to be motivated when they believe that their efforts will result in improved skills or knowledge that will be useful to them in their personal life or professional career. If the training leads to career advancement and this can be identified in the evaluation of the training, learners realize that the training has been enough useful that it has helped their career advancement, they will be motivated to participate in the next training sessions.

The causal category explains the cause of the formation or emergence of the core category. The first and second axial categories, i.e. the awareness of learners regarding effects of training in work and life, and incorporating learners' opinions about training effectiveness can be both considered as causal categories in the sense that if a learner knows that his or her opinions are taken into account, consciously participates in the process of measuring the effectiveness of training, it may be the reason for him or her to actively participate in the training process. These two categories are aligned with the Self-determination Theory of Motivation (Deci and Ryan, 2012). According to this theory, individuals are motivated when they feel a sense of autonomy, competence and relatedness. In the context of adult learning, this means that learners are more likely to be motivated when they have control over their learning, feel competent in their abilities, and have a sense of connection to others in the learning environment. These two causal categories show a clear connection between awareness and motivation in adult learning.

During a focus group discussion with the selected interviewees, it was found out how "awareness of learners" is a key factor in the process of training evaluation. Such awareness could be practiced and therefore, "mindfulness"

was emphasized as a practical tool for more awareness and attention.

In this context, mindfulness means that learners are aware of what they are doing, especially how their work and life has been affected by the training, and if no effect has been created, without wanting to make judgments about the trainer or the training contents, they may think about training or the trainer or the method of training. Mindfulness cultivates non-judgmental awareness and open-mindedness (Bishop et al., 2004). When participants evaluate a training program, they are more likely to approach the evaluation with objectivity, reducing biases and subjectivity in their assessments. This can lead to more accurate evaluations and actionable recommendations for improvement.

The contextual category indicates how strategies are realized by relying on this context. A participatory organizational culture is the context that seems to be necessary to exist since it facilitates the participation of learners in the process of learning (planning, implementation and evaluation). In other words, it should be important for

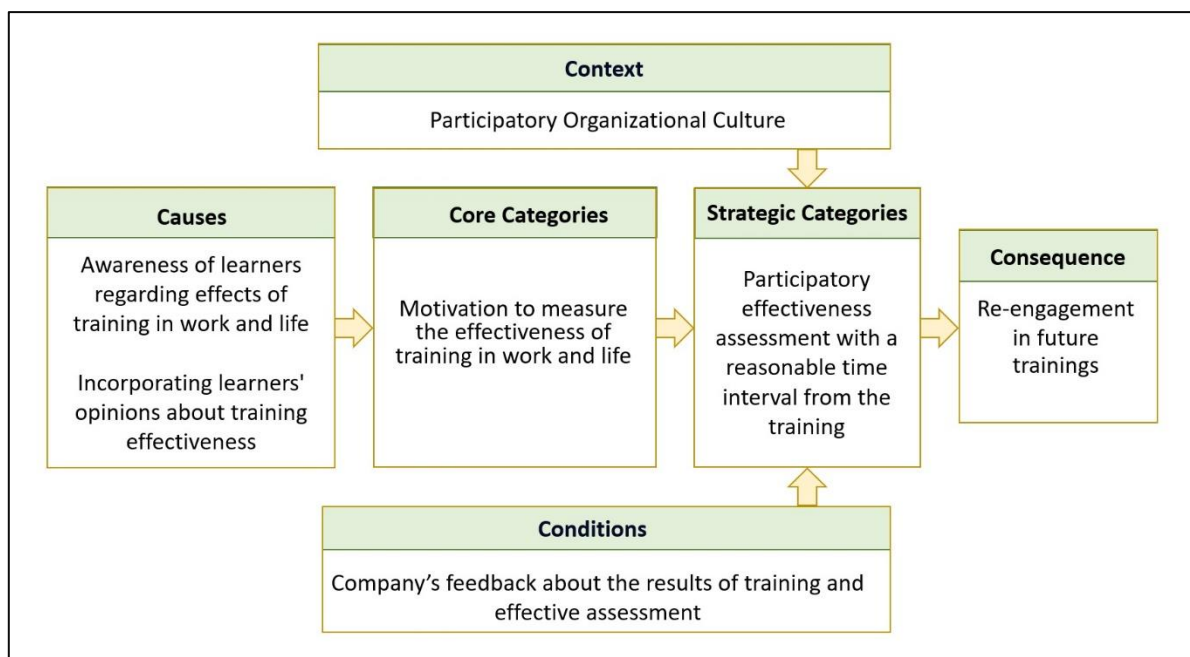
the organization to prioritize learners' participation in effective assessment, and for this participation to be realized, it is necessary that the participation be an integral part of the organizational culture.

Conditions are the categories that through them, the strategy or strategies are realized. The company's feedback about the results of training and effective assessment can be a major condition, which means that the company informs the learners of the effectiveness results. In fact, showing that the training was effective and beneficial in both work and life, can be accomplished by providing feedback to learners on their assessment results, in accordance with Bandura's Social Cognitive theory.

Participatory effectiveness measurement and performing effective assessment with a reasonable time interval from the training are both the strategic categories since they show how the assessment should be carried out, while the consequence of this process is the re-engagement of learners in future trainings.

**Figure 1**

*Relationship Model among categories*



The diagram above illustrates the relationship between categories, highlighting the interconnected concepts of mindfulness, motivation, and participation. While the two casual categories are referring to 'mindfulness', the core category is based on 'motivation' and the other categories

(context, conditions and strategy) are built on 'participation'. The following three concepts are basis of this relationship model:

1. Mindfulness: This concept refers to learners' awareness and understanding of the effects that training can have on

their work performance, personal lives. It emphasizes the importance of being mindful of the potential benefits that training can bring. Additionally, it suggests that involving mindful learners in the evaluation process can provide valuable insights and enhance their motivation to measure effectiveness.

2. Motivation: This is a crucial concept in the diagram as learners need to be motivated to assess the effectiveness of training in both their work and personal lives, as well as their career advancement. The core category represents the underlying drive or incentive for individuals to evaluate training programs. It suggests that individuals are motivated by their desire to understand how training impacts their work performance, personal lives, and career progression. Ultimately, this motivation stems from their aspiration to enhance professional growth through effective training evaluation.

3. Participation and participatory assessment are crucial strategies for evaluating activities. This implies that organizations should foster a culture of participation, not only among learners but also among managers and those involved in training.

The relationship model emphasizes the significance of mindfulness, motivation, and participation in assessing the effectiveness of training programs. It underscores the need for organizations to involve learners in the assessment process, provide feedback on training outcomes, and cultivate a participatory organizational culture that supports continuous learning and development. By effectively implementing these key concepts, organizations can enhance the impact of their training programs and encourage employee engagement and growth. Additionally, the diagram highlights the importance of mindfulness in increasing learner motivation and participation. This notion requires further discussion.

#### 4. Discussion and Conclusion

The present study aimed to explore employee participation and motivation in the corporate training evaluation process through the lens of andragogical principles, applying the Grounded Theory method in the context of a petrochemical organization. The findings confirmed that mindfulness, motivation, and participation are interrelated and essential for effective training evaluation in adult learning environments. Specifically, the study revealed seven core axial codes, including the learner's awareness of training effects in work and life, integration of

learner perspectives, organizational feedback, participatory assessment culture, and the timing of evaluations. These were structured into a causal-conceptual model that highlighted motivation as the central category connecting all others. Importantly, the study emphasized mindfulness as both a causal and procedural construct in facilitating meaningful evaluation engagement.

This study's findings are congruent with the emphasis placed by (Tarasova & Pyshkov, 2025) on designing training evaluations rooted in foreign andragogical frameworks, which prioritize the learner's role in assessment and reinforce internal motivation through reflective and self-directed learning. The prominence of motivation in this research supports the broader recognition of motivation as a linchpin in adult learning, especially when learners perceive the relevance and applicability of training outcomes to their real-world context. As such, adult learners' motivation is heightened when they recognize that their feedback on training evaluation leads to actionable improvements, a view supported by (Malygin, 2025), who argues that educational orders—when aligned with personal development needs—stimulate intrinsic motivation and initiative.

Mindfulness, identified in this study as a critical condition for effective participation in training evaluation, supports a growing body of literature emphasizing its cognitive and emotional benefits for adult learners. (Andriushchenko et al., 2022) argue that modern corporate education must foster environments that not only develop technical skills but also emotional awareness and critical reflection. Within this framework, mindfulness acts as a metacognitive tool that enables learners to assess the impact of training objectively and constructively. This complements (Ilyasova, 2022), who underscores that internal mentoring and reflective practices enhance the learner's ability to engage in constructive evaluation processes. When learners approach training evaluation with a heightened awareness of their learning trajectory and its application in professional and personal domains, they offer more thoughtful and actionable feedback.

Furthermore, the causal link between learner awareness and motivation aligns closely with the conceptualization of adult learning proposed by (Біда et al., 2022), who stresses that when learners see a direct correlation between training and their performance, they become more engaged and willing to participate in evaluative tasks. This notion is reinforced in (Karakoç, 2021), where academic staff reported that lifelong learning programs were more successful when they clearly addressed immediate, work-

related concerns. This is echoed in the current study's findings that adult learners favored training evaluations that focused on real-time workplace applicability over abstract or long-term outcomes. Evaluation practices, therefore, should center around problem-oriented and immediate feedback loops, which align well with andragogical principles.

Another critical finding of this research was the role of organizational culture in supporting participatory evaluation. The necessity for a participatory culture echoes (Baranov et al., 2021), who advocates for innovative public personnel policies that foster collaboration, feedback, and continuous learning. In this study, the presence of an organizational culture that embraces participation was found to be a pivotal context in enabling effective evaluation. Without this foundation, even the most well-designed evaluation frameworks risk being perceived as top-down, non-inclusive mechanisms, thereby alienating adult learners and reducing the validity of feedback. In fact, this supports the structural considerations presented by (Kazantsev & Черных, 2021), who recommend that corporate education models must be situated within systems that support autonomy and collective decision-making.

Similarly, the study's finding that organizational feedback mechanisms serve as conditions for successful evaluation aligns with (Zakharova et al., 2021), who demonstrated that when learners receive timely feedback on their performance, especially in technologically enriched environments, their sense of accountability and learning ownership improves. Feedback, in this view, is not merely a final step but an integral component of the learning cycle that promotes iterative self-assessment and alignment with organizational expectations. This is particularly significant in corporate settings where timely performance feedback affects both individual and team-level efficiency.

The strategic categories identified in this study—participatory effectiveness measurement and evaluation with a reasonable time interval—are also consistent with recent literature. (Lazareva, 2025) suggests that active learning technologies in adult education are most effective when integrated with ongoing, formative assessments rather than summative endpoints. This aligns with the idea that timing and processual evaluation, as found in this study, support adult learners in mapping training outcomes to workplace competencies. Evaluations delayed too long after training risk losing learner engagement and contextual relevance, while rushed assessments may not allow sufficient time for behavioral changes to manifest.

Moreover, the importance of building an evaluation model grounded in mindfulness and self-directed engagement is supported by (Terekhova & Mikhaylova, 2022), who describes psychological and pedagogical conditions necessary for professional development among managers. These include not only content mastery but also emotional readiness and a sense of autonomy, which are both amplified through participatory assessment. This also resonates with (Баїт, 2022), who found that building andragogical competencies among instructors led to improved corporate training outcomes, largely because adult learners responded more positively to instructors who viewed evaluation as a shared responsibility rather than a hierarchical task.

While much of the study reinforces widely accepted andragogical frameworks, it also contributes new insights, particularly in contextualizing mindfulness as a precursor to motivation and participation. This tripartite relationship mirrors the dynamic interplay between cognition, affect, and behavior often discussed in contemporary adult education theory. The notion that mindfulness precedes motivation—because it enables learners to accurately assess training impact—provides a nuanced understanding of how corporate evaluation models can be optimized. This is supported by (Иноземцев et al., 2020), who recommend that evaluation tools incorporate cross-functional principles, emphasizing multi-dimensional outcomes such as cognitive gains, behavioral changes, and emotional engagement.

The study also provides valuable empirical support for the application of the Grounded Theory method in educational evaluation research. By coding interview data into open, axial, and selective codes, the study was able to construct a robust model that reflects the realities and complexities of corporate training evaluation. This methodological approach aligns well with the qualitative insights emphasized in (Kravchenko, 2024), who explore the nuances of master's training programs in pedagogical sciences and argue for evaluation models that are iterative, contextual, and sensitive to learner diversity. Similarly, the need for dual technological approaches in training delivery and evaluation, discussed by (Толок et al., 2020), was partially mirrored in this study's focus on feedback mechanisms and their integration with post-training reflection.

Lastly, the findings affirm historical and comparative trends in corporate education. The observation by (Філатов, 2021) that corporate education in post-socialist nations has moved toward participatory and learner-centered models



underscores the global relevance of the proposed evaluation framework. This historical continuity illustrates how evolving economic, cultural, and organizational conditions have catalyzed the shift from directive to participatory models of training evaluation. The current study, therefore, situates itself not just in contemporary organizational contexts but within a broader trajectory of educational reform and innovation.

Despite its contributions, this study has limitations that should be acknowledged. First, the qualitative nature and specific case study context—Pardis Petrochemical Company in Iran—limit the generalizability of the findings. While the Grounded Theory method offers deep insights, it relies heavily on participant subjectivity and context-specific conditions. Moreover, the sample size of 15 participants, though justified by theoretical saturation, may not capture all the nuances present in diverse corporate environments. Finally, the study focused exclusively on post-training evaluations, omitting potentially valuable insights from pre-training planning and during-training feedback processes.

Future research should consider longitudinal studies that track the impact of mindfulness-based evaluation over time, examining how it affects both learning retention and organizational outcomes. Comparative studies between organizations that apply traditional evaluation models and those implementing andragogical, participatory approaches could also offer more definitive conclusions about effectiveness. Expanding the research to include various cultural and industrial contexts—such as tech, healthcare, or public sectors—would add depth and generalizability. Additionally, integrating quantitative methods, such as motivation and participation scales, can offer mixed-method triangulation to reinforce the qualitative findings.

To implement effective training evaluations grounded in andragogical principles, organizations should establish a culture of mindfulness and participation. This includes training facilitators and managers in the basics of adult learning theory and reflective practice. Regular and structured feedback mechanisms should be built into the learning cycle, ensuring that learners are given voice and autonomy in shaping the learning outcomes. Furthermore, evaluations should not be a one-time activity but an iterative process integrated into the organizational development strategy. Creating formal spaces for learner reflection—such as focus groups, digital forums, or mentorship debriefs—can enhance engagement, motivation, and long-term impact.

#### Authors' Contributions

Authors equally contributed to this article.

#### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

#### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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#### Declaration of Interest

The authors report no conflict of interest.

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#### Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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