

УНИВЕРЗИТЕТ У КРАГУЈЕВЦУ  
УЧИТЕЉСКИ ФАКУЛТЕТ У УЖИЦУ



# *Насићава и учење*

*- савремени приступи и перспективе -*

*Ужице, 2014.*



**НАСТАВА И УЧЕЊЕ**  
**– савремени приступи и перспективе –**



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## НАСТАВА И УЧЕЊЕ

– савремени приступи и перспективе –

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**UNIVERSITY OF KRAGUJEVAC  
TEACHER-TRAINING FACULTY OF UZICE**

# **TEACHING AND LEARNING**

**– Contemporary Approaches and Perspectives –**

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## **EMPLOYEES' SELF-EVALUATION OF EDUCATIONAL OPPORTUNITIES IN ORGANIZATIONS\***

**Abstract:** This paper explores the research findings of the effects of the employees' self-evaluation of educational opportunities in their organizations as a relevant element of the processes of educational planning and innovation. The research was inspired by pedagogically and andragogically relevant influences of multiple theoretical and empirical findings about the importance of inclusion of adult learners in the process of educational planning, and the importance of self-evaluation for implementation of Evaluation as Process of Learning Model. The main purpose of research was to explore and to describe employees' self-evaluation of educational opportunities.

In the empirical aspect of research we applied a quantitative, non-experimental, descriptive research method. Accordingly, the basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. The empirical data was collected from a random sample of 720 respondents. The respondent employees from different organizations in Serbia evaluated: availability, importance, and frequency of participation in a variety of educational and learning activities.

Based on the quantitative analysis of the findings, we gained insight into the data which imply modifications in further research orientations, and the broader and more intensive inclusion of employees in the field of planning of adult education.

**Key words:** *self-evaluation, adult education, educational planning, Evaluation as Process of Learning Model, quality of evaluation.*

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## EVALUATION OF EDUCATIONAL OPPORTUNITIES IN ORGANIZATIONS AS PROCESS OF IMPROVEMENT OF QUALITY OF EDUCATION

In this paper, we considered evaluation of educational opportunities is an integral part of the process of educational planning, while employees' self-evaluation of educational opportunities in their organization we considered as relevant element of this processes. Many research findings from analyzed relevant literature pointed to the importance of participation of employees in evaluation of organizational activities, especially in the field of education, learning and human resource development (HRD). Consequently, we also considered employees' self-evaluation of educational opportunities in their organization as integral part of process of improvement quality of education, as HRD opportunity, and as usage of existing and creation of new educational opportunities.

*Employees' Self—Evaluation and Quality of Education.* Concordance among authors who consider quality of education from a critical approach perspective, are evident (Moss & Pence, 1994, In: CECDE, 2004; Moss & Dahlberg, 2008). They consider quality of education as a socially constructed concept, that definitions of quality of education are in constant processes of change and improvement, and that it continuous, ongoing process. Accordingly, as Wangmann suggest, in the process of conceptualization of quality of education one should distinguish „components that contribute to quality“ and „components that determine quality“ (Wangmann, 1995, In: CECDE 2004: 20). Through such insights, we are able to understand that paradigms and research perspectives focused on the phenomena of quality of education are multiplying; they enable following up certain tendencies in the process of conceptualization of quality of education, too. Relevant tendencies in this process, according to Mitrović (2014), are:

- 1) emphasizing importance of quality of processes of education;
- 2) acceptance of importance of context for concept of quality (of education); and
- 3) increasing importance of self-evaluation and participation of learners in the evaluation processes.

Additionally, working/learning context, as well as subjective position of employees in the evaluative processes is emphasized. Concerning working/learning context different dynamic and structural characteristics are emphasized: changing context, employee's intentions, expectations and activities, their interactions, and overall local specificity. Immanent position of employees in the evaluative processes is extended to: self-evaluative activities, peer-evaluative activities, and to participation of evaluation in all phases of process of evaluation. Such position have potential to overcome ignoring personal meanings of educational activities for participants in learning processes, as one of the unacceptable assumptions in viewpoints of educational planning in 20th century. Advancement in the processes of evaluation is trigge-

red by changed perspectives about purposes of evaluation in education and by purposes of reflections about quality of education: from assumptions that obtained data are in function of external quality control of whole system, and in function of management (as a form of control), toward the request for self-reflection and self-development of employees.

*Employees' Self-Evaluation as Component of Learning and of Educational Planning Processes.* Possibilities of self-reflection and self-development of employees through self-evaluation processes become one of the most important purposes, and andragogical quality in actual educational processes.

In contemporary educational practice, model of evaluation as process of learning is established together with different models of evaluation in the fields of HRD and management in education. For our research, Evaluation as Process of Learning Model, developed by many authors (Cronbach et al., 1981; Ovesni et al., 2011; Owen, Lambert & Stringer, 1995; Preskill & Torres, 1999; Savićević, 2009; Song, 2004) is of special significance. Hence, it is continuing evaluation, which encompasses all individuals involved in the learning process, which enables changes i.e. learning at organizational/(sub)systems, group and individual level, because of integrated appliance for support of organizational development (Ovesni et al., 2011). The specific value of this model is in creation of fully contextualized knowledge during the process of evaluation. Developed through multiple experiential perspectives, such knowledge has qualities of uniqueness for an organization/(sub)system (Ovesni et al., 2011). An earlier research in which this model had been applied (Ovesni, 2011) showed that this model is appropriate for organizations in Serbia.

Self-evaluation of educational possibilities performed by employees nowadays represent important element in adult education planning, i.e. focus for continuing critical appraisal and redefinition of basic goals and operative actions in the process of educational planning. Effective professional development encompasses „cycle of self-evaluation“ (initial appraisal of offers and realization, improvement planning, identification of appropriate learning activities and evaluation of its impact). Through participation in such „cycle of self-evaluation“ employees have opportunity to become main contributors and participants in shaping focus and results of their own learning.

*Employees' Self-Evaluation Related to Educational Offer.* Findings of the empirical research about vocational adult training system quality, pointed out that results of evaluation of realized training activities are „very rare basis for improvement of quality for forthcoming training activities“ (Pejatović & Pekeč 2011: 173). Alongside with traditional and formal, there is „new constellation“ of contemporary educational/ HRD activities (e.g. discussion groups, different types of workshops, On-line programs, On-line forums, peer learning activities, etc.). Implementation of such activities in HRD request experience of employees, alongside with ability to recognize potential benefits from participation in such activities in satisfying their own



educational needs, which is enabled through process of self-evaluation. As frequently used activity, if andragogically designed, self-evaluation has potential to become source for authentic recognition and articulation of new educational/learning activities among employees. Self-evaluation have great importance for HRD in context of continuing changes in educational policies, which generates shifts in meanings of existing concepts or emergence of completely new concepts.

## METHOD

In this research we applied a quantitative, non-experimental, descriptive research method. The empirical data was collected from a random sample of 720 respondents, employees from different organizations in Serbia. The basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. By PHRD, IHRD, and FHRD scales respondents evaluated: availability, importance, and frequency of participation in a variety of educational and learning activities aimed to their vocational/professional development (team-discussion, discussion groups, workshops, lectures, conferences, symposiums, seminars, volunteering in other organizations, On-Line programs, self-informing, reading of trade journals, On-Line forums, On-the-Job trainings, Off-the-Job trainings, team-meetings, interaction with management, On-the-Job informal interaction with colleagues, Off-the-Job informal interaction with colleagues, surfing the Web at work, surfing the Intranet, reading of scientific journals). By EAEP 26 items instrument respondents evaluated potential of HRD activities in which they participated: convenience of activities, easiness of participation, job adequacy, overall quality of activities, efficiency, fulfillment of organizational goals, to increase opportunities for promotion, to increase motivation, to improve job-related development, to help in clarifying organizational vision, to increase opportunities for benefits, to increase overall job satisfaction.

The PHRD, IHRD, and FHRD scales were subjected to frequencies and One sample T-tests, while 26 items instrument (EAEP), was subjected to Discriminant Function Analysis. The findings about reliability of instruments were very high (*Table 1*).

Participation in human resource development activities, 22 items (PHRD)	Cronbach's alpha = 0.856
Importance of human resource development activities, 22 items (IHRD)	Cronbach's alpha = 0.914
Frequency of human resource development activities, 22 items (FHRD)	Cronbach's alpha = 0.856
Evaluation of Activities in which Employee Participated, 26 items (EAEP)	Cronbach's alpha = 0.931

**Graphics 1.** *Reliability of instruments*

## RESULTS

Applied One sample T-tests on data gathered by instrument PHRD showed that within group variations in participation in HRD activities are present for almost all of them (except for discussion groups, seminars, and for surfing the Intranet). Less than 20% of respondents volunteered in other organizations, less than 30% of them participated in symposiums, On-Line programs, and On-Line forums, while less than 40% of them participated at workshops, conferences, and at Off-the-Job trainings. Consequently, more than 60% of all respondents participated in lectures, reading trade journals, participated in On-the-Job trainings, and informed themselves by reading scientific journals; more than 70% of them participated in team-meetings, and had Off-the-Job informal interaction with colleagues; more than 80% of them participated in team-discussion, self-informed themselves, and surfed the Web at work (related to their job), while more than 90% of them had interaction with management, and had On-the-Job informal interaction with colleagues.

Applied One sample T-tests on data gathered by instrument IHRD showed that within group variations in perceived importance of HRD activities are present for all activities. Less than 20% of respondents consider as important: symposiums, volunteering in other organizations, participation in On-Line programs, and On-Line forums; less than 30% of them view workshops and conferences as important HRD activities, while less than 40% of them perceive participation in discussion groups as relevant HRD activities. Also, applied analysis showed that more than 60% of all respondents consider lectures and seminars as important HRD activities; more than 70% of them perceive importance of self-informing, along with participation at On-the-Job, and at Off-the-Job trainings, while more than 80% of them view team-meetings, interaction with management, On-the-Job informal interaction with colleagues, Off-the-Job informal interaction with colleagues, and surfing the Web at work as important HRD activities.

Performance of same statistical analysis on data gathered by instrument FHRD revealed that within group variations in frequency of HRD activities are present for all activities. More than 80% of respondents participate less than once in year at conferences, and in On-Line programs; more than 70% of them claim that participate less than once in year at workshops, while more than 60% participate less than once in year in discussion groups, lectures, and seminars. Also, more than 60% of respondents participate at least once in three months in team-discussion and in On-the-Job informal interaction with colleagues; more than 70% of them reported that they are self-informing themselves, and surfing the Web at work (related to their job) at least at monthly basis; while over 80% of respondents have interaction with management, and On-the-Job informal interaction with colleagues at least at monthly basis.

Applied Discriminant Function Analysis on data gathered by instrument EAEP (Table 2) revealed that employees:

- with 10–15 years of overall tenure, and employees at managerial work positions perceive HRD activities as convenient;
- at positions of consultants, and employees at higher managerial work positions notified easiness of participation in HRD activities which could help them in clarifying organizational vision;
- at managerial work positions perceived that participation in HRD activities is related to their job;
- over 60 years of age, and employees at worker positions perceived low quality and low efficiency of HRD activities, while employees who have three and more children, and top managers consider HRD activities high quality and rated them as very efficient;
- who have three and more children, and top managers view HRD activities as aimed to fulfillment of organizational goals;
- who have one child, employees with 1–2 years of organizational tenure, and employees at managerial work positions perceive that HRD activities could increase their opportunities for promotion;
- female employees, employees who are not married or in common law relationship, and employees at positions of consultants perceive that HRD activities could increase their motivation;
- male employees, employees at worker positions, and employees in manufacturing consider that HRD activities cannot improve their job-related development, and that they cannot increase their overall job satisfaction, while employees who are in common law relationship, employees who have three and more children, perceive that HRD activities could improve their job-related development;
- who are divorced, employees who have three and more children, who are at positions of technicians or line managers, and employees in public-services perceive that HRD activities could increase their opportunities for benefits.

DISCRIMINANT FUNCTION ANALYSIS SUMMARY						
	Wilks' Lambda	Partial Lambda	F-remove (4,703)	p-value	Toler.	1-Toler. (R-Sqr.)
N=719	No. of vars in model: 12; Grouping: <b>CONVENIENCE</b> (5 grps) Wilks' Lambda: .90171 approx. F(48,2710)=1.5370 p<.0106					
<b>Overall Tenure</b>	0.915	0.986	2.568	0.037	0.190	0.810
<b>Work Position</b>	0.922	0.978	3.918	0.004	0.586	0.414
<b>Total Number of Employees in Organization</b>	0.915	0.986	2.534	0.039	0.928	0.072
N=719	No. of vars in model: 12; Grouping: <b>EASINESS</b> (5 grps) Wilks' Lambda: .91268 approx. F(48,2710)=1.2557 p<.1126					
<b>Work Position</b>	0.932	0.986	2.534	0.039	0.588	0.412
N=719	No. of vars in model: 12; Grouping: <b>ADEQUACY</b> (5 grps) Wilks' Lambda: .91875 approx. F(48,2710)=1.3552 p<.0530					
<b>Work Position</b>	0.929	0.983	3.114	0.015	0.593	0.407
N=719	No. of vars in model: 12; Grouping: <b>QUALITY</b> (5 grps) Wilks' Lambda: .89818 approx. F(48,2710)=1.5960 p<.0059					
<b>Age</b>	0.913	0.984	2.917	0.021	0.270	0.730
<b>Parental Status</b>	0.914	0.983	3.118	0.015	0.535	0.465
<b>Work Position</b>	0.915	0.982	3.307	0.011	0.588	0.412
N=719	No. of vars in model: 12; Grouping: <b>SPEED</b> (5 grps) Wilks' Lambda: .89890 approx. F(48,2710)=1.5840 p<.0067					
<b>Age</b>	0.915	0.983	3.125	0.015	0.269	0.731
<b>Parental Status</b>	0.913	0.985	2.767	0.027	0.531	0.469
<b>Work Position</b>	0.915	0.982	3.226	0.012	0.591	0.409
N=719	No. of vars in model: 12; Grouping: <b>GOALS</b> (5 grps) Wilks' Lambda: .87373 approx. F(48,2710)=2.0135 p<.0001					
<b>Parental Status</b>	0.889	0.982	3.134	0.014	0.532	0.468
<b>Work Position</b>	0.904	0.966	6.143	0.000	0.593	0.407
N=719	No. of vars in model: 12; Grouping: <b>PROMOTION</b> (5 grps) Wilks' Lambda: .85128 approx. F(48,2710)=2.4135 p<.0000					
<b>Parental Status</b>	0.865	0.985	2.755	0.027	0.531	0.469
<b>Organizational Tenure</b>	0.867	0.982	3.190	0.013	0.353	0.647
<b>Work Position</b>	0.878	0.969	5.538	0.000	0.596	0.404
N=719	No. of vars in model: 12; Grouping: <b>MOTIVATION</b> (5 grps) Wilks' Lambda: .86849 approx. F(48,2710)=2.1049 p<.0000					
<b>Gender</b>	0.882	0.985	2.724	0.029	0.961	0.039
<b>Marital status</b>	0.884	0.982	3.155	0.014	0.671	0.329
<b>Work Position</b>	0.894	0.971	5.164	0.000	0.595	0.405
N=719	No. of vars in model: 12; Grouping: <b>DEVELOPMENT</b> (5 grps) Wilks' Lambda: .83793 approx. F(48,2710)=2.6521 p<.0000					
<b>Gender</b>	0.849	0.986	2.417	0.047	0.959	0.041
<b>Marital status</b>	0.852	0.983	3.019	0.017	0.671	0.329
<b>Parental Status</b>	0.852	0.983	2.998	0.018	0.529	0.471
<b>Work Position</b>	0.869	0.964	6.608	0.000	0.601	0.399
<b>Primary Industry or Line of Business</b>	0.853	0.983	3.060	0.016	0.940	0.060
N=719	No. of vars in model: 12; Grouping: <b>VISION</b> (5 grps) Wilks' Lambda: .90391 approx. F(48,2710)=1.5002 p<.0150					
<b>Work Position</b>	0.925	0.977	4.071	0.003	0.595	0.405
N=719	No. of vars in model: 12; Grouping: <b>BENEFITS</b> (5 grps) Wilks' Lambda: .86017 approx. F(48,2710)=2.2514 p<.0000					
<b>Marital status</b>	0.876	0.981	3.327	0.010	0.669	0.331
<b>Parental Status</b>	0.881	0.976	4.318	0.002	0.526	0.474
<b>Work Position</b>	0.878	0.979	3.728	0.005	0.593	0.407
<b>Primary Industry or Line of Business</b>	0.881	0.976	4.337	0.002	0.939	0.061
N=719	No. of vars in model: 12; Grouping: <b>SATISFACTION</b> (5 grps) Wilks' Lambda: .87531 approx. F(48,2710)=1.9861 p<.0001					
<b>Work Position</b>	0.908	0.964	6.579	0.000	0.594	0.406
<b>Primary Industry or Line of Business</b>	0.887	0.987	2.390	0.050	0.943	0.057

Graphics 2. Discriminant Function Analysis Summary

## CONCLUSION AND IMPLICATIONS

Performed analysis suggested that majority of HRD activities in Serbian organizations are unsystematic (interaction with management, On-the-Job informal interaction with colleagues), while most of them are performed on employees own initiative (self-informing, surfing the Web at work, related to their job). The findings may indicate that employees perceive necessity for their own vocational/professional development (probably because of awareness of changes in organizational context, or as a fear of unemployment). Moreover, findings indicated lack of adequate andragogically designed and performed HRD activities (only 27.1% of respondents reported that their organizations have HRD department, or andragogue).

Consequently, findings about importance of HRD activities suggest that respondents who never participated in some andragogically structured activities (e.g. in workshops, at conferences, symposiums, in On-Line programs, or On-Line forums) haven't recognized them as relevant, while they evaluated as important HRD activities in which they already participated (e.g. lectures, seminars, self-informing, team-meetings, interaction with management etc.) regardless frequency of their performance.

As predicted, Discriminant Function Analysis revealed that self-evaluation of educational possibilities performed by employees is a relevant factor in adult educational planning. Results suggest importance of participation in HRD activities for employees at higher managerial work positions and for employees at positions of consultants who reflect them as possibility for personal and organizational development. Participation in HRD activities could be considered as an important incentive among employees who have one child, employees with 1–2 years of organizational tenure, female employees, employees who are not married, who are divorced, at positions of technicians or line managers, and among employees in public-services, perhaps because most of them perceive HRD activities as necessary path in promotion or in obtaining benefits. However, performed analysis also revealed necessity for andragogical development and planning adult learning programs for disadvantaged employees (especially male employees, over 60 years of age, employees at worker positions, and employees in manufacturing) aimed not only to inform them, but to help them in development of different personal and organizational skills and competences.

It is important to note that research of self-evaluation of HRD activities showed significant potential to become a source for authentic recognition and andragogical articulation of new HRD activities among employees. Hence, a new set of policy actions aimed to professionalization of employees in HRD departments in Serbian organizations, with emphasis on andragogical preparation have to be required.

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## **EMPLOYEES' SELF-EVALUATION OF EDUCATIONAL OPPORTUNITIES IN ORGANIZATIONS**

### **Summary**

This paper explores the research findings of the effects of the employees' self-evaluation of educational opportunities in their organizations as a relevant element of the processes of educational planning and innovation. The research was inspired by pedagogically and andragogically relevant influences of multiple theoretical and empirical findings about the importance of inclusion of adult learners in the process of educational planning, and the importance of self-evaluation for implementation of Evaluation as Process of Learning Model. The main purpose of research was to explore and to describe employees' self-evaluation of educational opportunities.

In the empirical aspect of research we applied a quantitative, non-experimental, descriptive research method. Accordingly, the basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. The empirical data was collected from a random sample of 720 respondents. The respondent employees from different organizations in Serbia evaluated: availability, importance, and frequency of participation in a variety of educational and learning activities.

Based on the quantitative analysis of the findings, we gained insight into the data which imply modifications in further research orientations, and the broader and more intensive inclusion of employees in the field of planning of adult education.

**Key words:** *self-evaluation, adult education, educational planning, Evaluation as Process of Learning Model, quality of evaluation.*