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Abstract

The purpose of the research has been to investigate the views of adult education trainers with regards to the qualifications which form part of the 'effective adult trainer profile.' Trainers in Adult Education were asked to express their views on the specific qualifications (e.g. work experience, studies, etc.) which increase (and to what extent) their effectiveness, while they perform their training duties. Moreover, since these trainers have participated in several selection processes when they seek work, they have been asked to express their views regarding the extent to which the specific selection tools they have encountered, have measured their competences in a reliable and valid manner. The question was whether they trust the tools (such as gleaned qualifications from application forms and transcripts, interviews, references, etc.) that Adult Education organisations employ during their selection processes. The research has followed an interdisciplinary approach, combining the Adult Education and Human Resource Management fields. This is an original approach, given that these issues have not been addressed to any significant extent by the academic community in Greece. The

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research has followed a quantitative approach (questionnaires administered to a sample of 271 adult trainers), deriving its data from an EU subsidised programme called 'Adult Education in basic information technology skills, Heron-2.' This programme took place in Greece nationwide and was effective from November 2008 to November 2011. The research showed that the qualification that adult trainers value the most is their teaching experience within the groups of adult trainees. It also showed that among all tools of personnel selection, they consider that the process of gleaning qualifications from application forms and transcripts is the most reliable and valid way to measure their ability to teach. (HRK / Abstract übernommen)