

## **Tying Together Andragogy with Pedagogy to Enhance the Action/Reaction of Directing People inside the Organizations: A Two-Fold HR Impact Factor**

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**Abstract:** This research adopts an abstract view to the directing function of management. It considers this function by the end of the day as a process of teaching and learning. That occurs between the manager as instructor and his subordinators as learners. Thus, it differentiates and simultaneously links between two sorts of education which are separately appropriate to two different but definitely connected steps of directing. On the one hand, it suggests espousing the assumptions of pedagogy or teacher-centered education model to fit applying the directing function in its first step that's relevant to informing subordinates. On the other hand, it proposes using the assumptions of andragogy or learner-focused education model to fit the second step of directing that's related to getting subordinates committed with the received information. Theoretically, this research has been justified by reviewing the written work; to find too many studies in the pedagogy and andragogy as models of educating people. Also there have been too many studies in field of directing as a management main function. But there were no previous studies that interested in utilizing such models of education in the field of directing. Coping with this, there was a practical reason as well for conducting such a research. This cropped up by initially examining the reality of the city councils' workplaces in Menoufia governorate main cities. To find out that managers are suffering their employees' digression of directing. That's why the area of hypothesizing was focused on testifying to what extent this digression may return to the failure of the managers to apply the assumptions of pedagogy and andragogy in practicing the directing function two main steps. One that's focused on getting subordinators well informed and the other that's concerned with getting them well committed. Directing a valid and reliable questionnaire to around 500 of managers in different managerial levels in the targeted councils, it has statistically proved that the failure of managers in informing subordinates is return to their failure of applying pedagogy. While their failure in gaining the employees commitment is return to the inconsideration of andragogy assumptions. Therefore, it has been concluded that directing whether it is abstractly looked at as a process of teaching and learning has to utilize both pedagogy and andragogy assumptions. For that reason the recommendation was mainly hub-revolving around generating the managers' awareness of utilizing such a two-fold approach of education; that's recently has been known as anthropagogy, in improving the management function of directing people.

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**Key words:** pedagogy based-directing, andragogy-based directing, Anthropagogy-based directing, teacher-focused model, learner-focused model, getting people well informed, getting people well committed, causes in directing, effects in directing, HR strategic impact factor, HR executive impact factor.

### **Introduction:**

Directing has always been the highly eye-witnessed function of management in organizations (Burke *et al.* 2006, Avolio *et al.* 2009, and Parry 2013). This is because it used to be the executive everyday job of the manager (Avolio & Walumbwa 2006, Leithwood *et al.* 2008, and Morgeson *et al.* 2010). Despite of the big conspicuous part of the control function (Flamholtz 1996, Dekker 2004, and Jagd 2010), that's resulted from the given outlook to the managers' entrusted authority, it does not take the same room of the manager's time as directing (Heil, *et al.* 2000, Matzler & Renzl 2006, and Schraeder *et al.* 2014). Managers, as being seen by others, are lastingly involved in directing their subordinates all

the time (Kloot & Martin 2000, Cole 2004, and Murray 2011).

For the management non-specialist practitioners the functions of managers are most probably sum up in directing function (McGoldrick 1996, Mumford 1999 and Gosling & Mintzberg 2004). It is untrue to consider directing as more important than any one of the other management functions (Weick 1983, Stewart 1994, and Sadler-Smith 2006). But it is true to recognize directing as the management function through which those other functions are going to be brought to reality (Nutt 2000, Beugre & Offodile 2001, and ). It is the manager's word, deed, action, decision, and behavior to launch or switch on the work effort according to the structure established by organizing and the criteria developed by controlling

so as to get the goals resulted from planning (Mintzberg 1990, Grint 2005, and Huczynski, & Buchanan 2008 ). It is not an overstatement to argue that the real foundation of the other management functions is far away hanging on the actualization of the directing function (Boddy 2008, George 2009, and Certo & Certo 2012).

Going into details concerning the different phases usually done through the directing function, or in other words into the sub-functions collectively represent the structural components of such a function, it will easily come into consideration that the manager makes sort of launching to the required work effort in every single phase of directing (Dayal *et al.* 1996, Robbins, P. 2001, and Samson *et al.* 2011).

Some subordinates are, positively responding, performing the work as directed by the manager, as soon as they get orders (Robbins 2001, Raelin 2003, and Pedler *et al.* 2007). While some other subordinates may be in need to begin doing the work after being particularly contacted through the manager to explain clearly his view concerning what to be required in performing the work (Pirson & Lawrence 2010 and Mahajan *et al.* 2012). So the second phase of directing or communication will be a reason for some people to start doing the work (McDonald 2010 and Zeffane *et al.* 2011). Despite of being ordered and clearly communicated to start doing the work, some people may practice sort of delay or lagging. This usually occurs due to their need for making a comparison between the benefit they personally may get and the return on the whole organization (Yu 2009, and Knoll & Gill 2011). They evaluate their objectives within the context of the organization objectives (De Jong & Elfring 2010 and Daft & Marcic 2011). In this case, the manager is going to push them for launching the effort of work performance through motivation as the third sub-function of directing (Grey 2005 and Vanhala & Ahteela 2011). A considerable number of workers may reach the level of being completely motivated to start exerting the effort of work, but still waiting for someone to show them practically how they can do it; they are searching for a leader to take their hands in (Stoner *et al.* 2003 and Kozlowski, *et al.* 2009). Herein, leadership will be the fourth sub-function that's conditionally required for getting the work lunched (Howell & Costley 2006 and Caldwell *et al.* 2010). After all these directing sub-functions that may be efficiently fulfilled by the manager, informal organizations' individuals and groups are expected to do nothing but rejection, moving against the managers' orientation, then the latter will be highly responsible in terms of getting these protesters and opponents properly tamed (Baddeley & James 1990, Miles & Creed 1995, Devos *et al.* 2007, and

Spangenburg 2012), and making correction to their paths and/or predispositions.

In every single step or sub-function of directing including; ordering, communicating, motivating, leading, and taming opponents, the manager has to pass information or send a message to change the position of a segment of his subordinates.

Going more abstracting to view the managers' directing function, as a matter of just providing information and creating the subordinates' commitment with such received information; it could be considered that directing is a teaching/learning process. This could be more perceived when understanding the reference role done by the manager with regard to his subordinates, the role that's normally extended from giving orders to changing orientations.

Hence, the query to crop up here, how managers could teach subordinates through directing in a way that optimizes the latter's capability of learning and as a consequence makes a positive response. This will be more highlighted in the coming two portions of both literature review and conceptual framework.

#### **Literature review and conceptual framework:**

In this portion it is meant, for theoretically justifying the research conduction, to highlight the need for both pedagogy and andragogy. So as to enhance the cause, action, or mean; that are collectively represented in people informing, as well as the effect, reaction, response or objective; that are totally represented in people commitment, concerning the performance of directing function. As a consequence there were three axes to address.

#### **Pedagogy-based Directing:**

In the first step of directing that's normally focused on informing subordinates (Dachler & Georges 1989 and Humphrey *et al.* 2009), it is logically to consider that people when they are receiving information, used to look forward to a very simple way of providing it via their managers (Boyatzis 1993, Boyatzis, *et al.* 2002 and Dulewicz 2000). This occurs because they need to receive the message of directing, all the way through its included sub-functions, correctly as much as required by the boss (Hales 1986, Hassard & Parker 1994 and Mumford & Gold 2004). They expect their boss to practice the process of informing his subordinates in a way that efficiently facilitates the directing message to them (Kakabadse 1983, Barlett & Ghoshal 1990, Donnelly *et al.* 1998, and Rollinson 2002). Herein the manager has to consider himself as a teacher while looking at his subordinates as if they are young student or children, despite they are sufficiently adult (Alexander 2001, Beardwell 2004, and Altinyelken 2010b). He has to use pedagogy (Barrett 2007, Hardman *et al.* 2009 and Coffey 2012).

Pedagogy is derived from the Greek word "paid," that means child, plus the word "agogus," that means the leading-system of instructions for getting children educated (Alexander 2007, Hardman *et al.* 2008 and Sharma 2013). In the pedagogical model, the teacher has a full responsibility for making decisions about what will be taught, how it will be taught, when it will be taught, and even control the material to be actually delivered through teaching (Bernstein 2000, Dembélé & Lefoka 2007 and Carney 2008).

Pedagogy is referred to as didactic, traditional, or teacher-directed approach of education. It is a teaching and/or learning situation that actively promotes dependency on the instructor (Freire 1972, Knowles 1984, Ginsburg 2010). The pedagogical model does not account for such developmental changes on the part of adults that make them need to feel independent (Haiplik 2002, Horn 2009 and Kuchah & Smith 2011).

This model used to be called as child-leader learning method, authoritative learning-method, directive-learning method, child-focused model of teaching, and teacher-centered model of learning (Lavia 2007, Megahed *et al.*, 2008, and Marshall & Sorto 2012). It may be given that the great teachers of ancient times, from Confucius to Plato, didn't pursue such authoritarian techniques (Knowles 1990, Davenport 1993 and Knowles *et al.* 2014). Major differences exist between what we know of the great teachers' styles. Yet, they all have seen learning as a process of active inquiry, and not a passive reception to information (Jarvis 1987, Reichmann 2003, and Alfred 2013).

Considering this, it is surprising that teacher-focused teaching had later come to dominate formal education (Allman 1983, Henschke 2008b, and Batson 2008). Pedagogy is the instruction-based model of teaching upon which the wide world spread European and American schools were established (Burge 1988, Delahaye *et al.* 1994, Boudreaux *et al.* 2002, and Cox 2008).

Pedagogy, as theoretically noted, is based upon ten assumptions; (1) Preparing knowledge (Bates 2008 and Aslam & Kingdon 2011), (2) simplifying knowledge (Bernstein 1990, Arkorful 2012), (3) abstracting knowledge terms and concepts (Dembélé 2005 and Lall 2011), (4) wording and formulating knowledge to take a particular form. (Pontefract & Hardman 2005 and Dorner & Gorman 2011), (5) passing the pre-determined information to recipients (Emerson *et al.* 2010 and Saigal 2012), (6) making sure that it has been received by recipients (Singal 2008 and Jansen 2009), (7) being affirmed that information has been perceived as sourced (Lewin & Stuart 2003 and Vavrus & Bartlett 2012), (8) allowing

all circumstances for no deviation (Vavrus 2009 and Le Fanu 2013), (9) examining regularly the foundation of correct understanding to information (Little *et al.* 2008 and Abadzi 2012), (10) re-instructing due to the obsolescence either for reminding or adding (Mattson 2006 and Alexander 2009).

#### **Andragogy-based Directing:**

Andragogy is initially defined as the art and science of helping adults learn; it is also known as adult centered way of education, and adult-leader method of learning (Knowles 1950, 1989, Krajinc 1998 and Knowles *et al.* 2014). Andragogy is not a new word, it was used in Germany as early as 1833 (Tough 1979, Pratt *et al.* 1998, and Knowles 2003). The first known use of the term andragogy was by the German educator Alexander Kapp in his book titled "Plato's Educational Ideas" (Cross 1981, Darkenwald & Merriam 1982, and Merriam 2001), and then it has been used extensively during the last decade in Yugoslavia, France and Holland (Allman & Mackie 1983, O'Neil & Lamm 2000, and Smith 2002,). It is also worth noting that in 1927 Martha Anderson and Eduard Lindeman used the term in a volume titled education through Experience (Baden 1998, Ballard *et al.* 2002, and Baumgartner 2008).

Andragogy has helped to remedy the situation of being merely subjected to teachers' instructions (Billington 2000, Boucouvalas & Henschke 2002, and Bellamio 2006), it extended the method of learning to get out of just receiving information and knowledge to improve the adults education through the self-searching for gaining knowledge (Brookfield 1986, Cooke 1994, and Cassity 2005).

Andragogy model asserts that ten issues should be considered and addressed in learning people as adult (Suanmali 1981, Pratt 1984, 88, 93, and Weinstein & Young 2003). (1) Letting learners know why something is important to learn (Davenport 1987, Draper 1998 and Devenci 2007). They have to feel the need to learn. This may include arranging for a diagnosis of learner needs and interests and the formulation of learning objectives based on these diagnosed needs and interests (2) Showing learners how to direct themselves through information (Griffith 1991, Eittington 1996, Esposito 2005). They have some input into what, why, and how they learn. (3) Relating the topic to the learners' experiences (deBaessa *et al.* 2002, Cochran-Smith 2003, and Chanda 2008). What is to be learned should relate to the individual's current life situation and tasks. The learning's content and processes have a meaningful relationship to the learner's past experience, which has to be a learning resource. (4) Making people ready and motivated to learn, through taking into account their learning styles and creating a cooperative

learning climate (O'Sullivan 2004, Knowles *et al.* 2005, and Joong 2012). In this, collecting supportive data and information, establishing co-thinking and group discussion, and creating a convinced internal public opinion are going to serve in the same direction. (5) Helping people overcome inhibitions, negative behaviors, and incorrect beliefs about learning (Schön 1987, Sanyal 2009 and Schweisfurth 2011). The learning climate should minimize anxiety and encourages right and liberty to experiment. (6) Allowing a sufficient room for learners' autonomy as much as possible (Shulman 1987, Vavrus *et al.* 2011, and Robertson 2012). This comes through a collective view to objectives, which have to be based upon the diagnosed needs and interests. (7) Considering the need for the sequential activities and programs for achieving the objectives (O'Sullivan 2001a, b and 2002a, b). (8) Evolution, correction, change and development are the key tasks of learners to keep fitting the reality (Onderi & Croll 2009, Ono & Ferreira 2010 and Khan 2012). (9) Knowledge reconsideration in terms of the selection or modification is a largely applied core principle (Ainscow 2000, Charema 2010, Hamid & Honan 2012). (10) Generalizations to reach are important, but bases always have exceptions to utilize whether there is an irregular case (Lefoka & Sebatane 2003, Adeyemi 200, and Epstein & Yuthas 2012).

Andragogy has come to fit the gains of the information age; the implications of moving from teacher-centered to learner-centered education are staggering (Lindeman 1962, Rachal 1983, Mohring 1989, Yorks 2000, and Donaghy 2004). Postponing or suppressing this move will slow people's ability to learn the new, due to their waiting and dependency on others - or pedagogic teachers, rather than being qualified and motivated for self-mobility toward the new (Cooper & Henschke 2001b, Chesbro & Davis 2002, Aspel 2003, and Henschke 2008a).

How can we expect to analyze and synthesize so much information if we turn to others to determine what should be learned, how it will be learned, and when it will be learned?

#### **Anthropagogy based-directing:**

In 1960s Hungarian educators were frontiers in placing teaching and learning within an overall system called "anthropagogy" (Savicevic 1981, Peacock & Rawson 2001, and Gibbons & Wentworth 2001). This system is subdivided into pedagogy that's dealing with children and youth education (Sriprakash 2010 and Mizrachi *et al.* 2010 and Brown 2012) and andragogy which is concerned with adult education (Savicevic 2006a, and Brownlee *et al.* 2012).

Up until very recently, the pedagogy-based model has been applied equally to the teaching of adult and young people as well (Tabulawa 2003,

Altinyelken 2010b, Bimbola & Daniel 2010 and Nsibande & Modiba 2012), while andragogy-based model has been used with young people as well as adult ones (Nottingham 1983, Davenport & Davenport 1985, Merriam & Caffarella 1991, and Batson 2008). There was a wide range of emerging streams of authors that are insistently involved in calling for such a dual-orientation in educating people - regardless of their age - by the use of both teaching and learning (Monts, 2000, Gibbons & Wentworth 2001, Jarvis 2006, and Henschke & Cooper 2006, 2007).

The reason was that; on the one hand, while people are young, used to have a big deal of motivation for independency, this is could be more recognized when considering autonomy as a commonly accepted indicator of getting grown up, at that time they will be much eager for learning, particularly self-learning (Noorie 2004, Savicevic 2006b, O'Bannon & McFaden 2008), on the other hand, when people are actually grown up to be adult and even rational, they have no way to stay keeping too much of children need for understanding stuff through the way of teaching, for the most part, when the case is relevant to the very precise details and interests (Zmeyov 1994, 98, 2006, Carney 2008, and Renschke 2009). That's why the emerging orientations of educating people have gone to prefer using anthropagogy to either the case if using pedagogy or andragogy.

To cope with the latter stream of authors, directing when being abstractly viewed as a teaching/learning process has to utilize both pedagogy and andragogy. Pedagogy is going to be utilized when the managers have to get their subordinates well informed concerning the work concerns. Andragogy will be far useful when the managers have to get their subordinates well committed with the received information and/or directions.

It is a matter of must that managers should apply an integrated mix of pedagogy and andragogy in directing. In other words; they have to apply the anthropagogy based-directing.

#### **Conceptual framework:**

Whether directing function could be practically considered as a process of action and reaction, cause and effect, giving orders and responding, means and objectives, or even efficiency and effectiveness, it has to be more frankly recognized as a matter of two steps; one is informing and the other is committing. This abstractive view to the directing function gives a wide room to highlight precisely, via this research conceptual framework, four governing factors; the responsibility, the source, the assumptions or conditions, and the performance that are affecting each one of these two steps.



In terms of both responsibility and conditions, it is given to point out that they are no way belonging to the manager's function and/or role, while the case is going to be different when the talk goes to the source and performance. In the phase of the directing action, cause, mean, triggering or what is called herein "informing" the manager will be the main source and performer. While in the phase of the directing reaction, effect, response, objective or what is called herein "commitment" the source and performance will be mainly the function and/or role of the subordinates.

Due to the permanent responsibility of the manager concerning both the informing and commitment, regardless of the sourcing and performance of each, it is required by the manager to recognize the nature of the detailed technical aspects included in every single one of these two steps.

In informing phase, since the manager will be the responsible, the performer, the source, and the conditions' key governor, he will be fully heading for fulfilling the work concerns and interests. Accordingly, he has to use a very simple, strait, understandable, way to inform his subordinates about the work concerns, and show them simultaneously as well that there is no room for deviating from these concerns. Herein, it is highly recommended for the manager to use the previously mentioned ten pedagogic assumptions of teaching. He has to deal with the subordinates as young people or students, even if they are actually not, since the governing factors are the work concerns. They have to listen and follow, the deviation or digression are not allowed.

In commitment phase, since the responsibility of the manager will be, by the end of the day, a consequence of the subordinates' responsibility as they are originally the source and performers of commitment, he has to give them the room required for mentally processing and even discussing together the received information. They have to have a space for self and group learning in the order of the provided information. In such a phase of directing, the manager should be advised to use the previously mentioned ten assumptions of andragogic learning. He has to deal with his subordinates as adult people or learners. Otherwise; he will not be able to get their commitment to directions.

As long as the manager, on the one hand, is the source and performer of informing and the subordinator, on the other hand, is the source and performer of commitment, it should be considered that the output of the directing function will never be but at a balance point between teaching subordinate - dependently through the manager - what is required for the interest of the organization and work, and letting them - independently as individuals and groups - convincingly know through learning that these

provided teaches and directions are for the benefit of their organization and work.

In Figure (1) it is shown that directing as informing and committing function is basically based upon a mix of two processes which are teaching and learning. Through a conceptual framework, it is argued that the condition of informing efficiency is collectively latent in considering the teaching assumptions and the condition of committing effectiveness is totally hanged on taking into account the learning assumptions. It is argued as well that in directing function the more the room given for learning the more the commitment reaction to teaching. Or in other words, the more the opportunity allowed for commitment the more the success opportunity for informing.

To sum up, distributing the roles between the manager and his subordinates concerning the informing and commitment sourcing and performance, does not mean that the former is not responsible to keep the latter on course concerning the provided directions.

Accordingly the manager has to have such a suggested abstracting outlook to directing in order to be able to consider new horizons out of the very usual way of viewing this function, which have classically been adopted for long. This will allow a big room of utilizing the varied theories of teaching and learning which could be ontologically provided by the authors and majors who are interested in the area of education.

### **Research problem and hypothetical model**

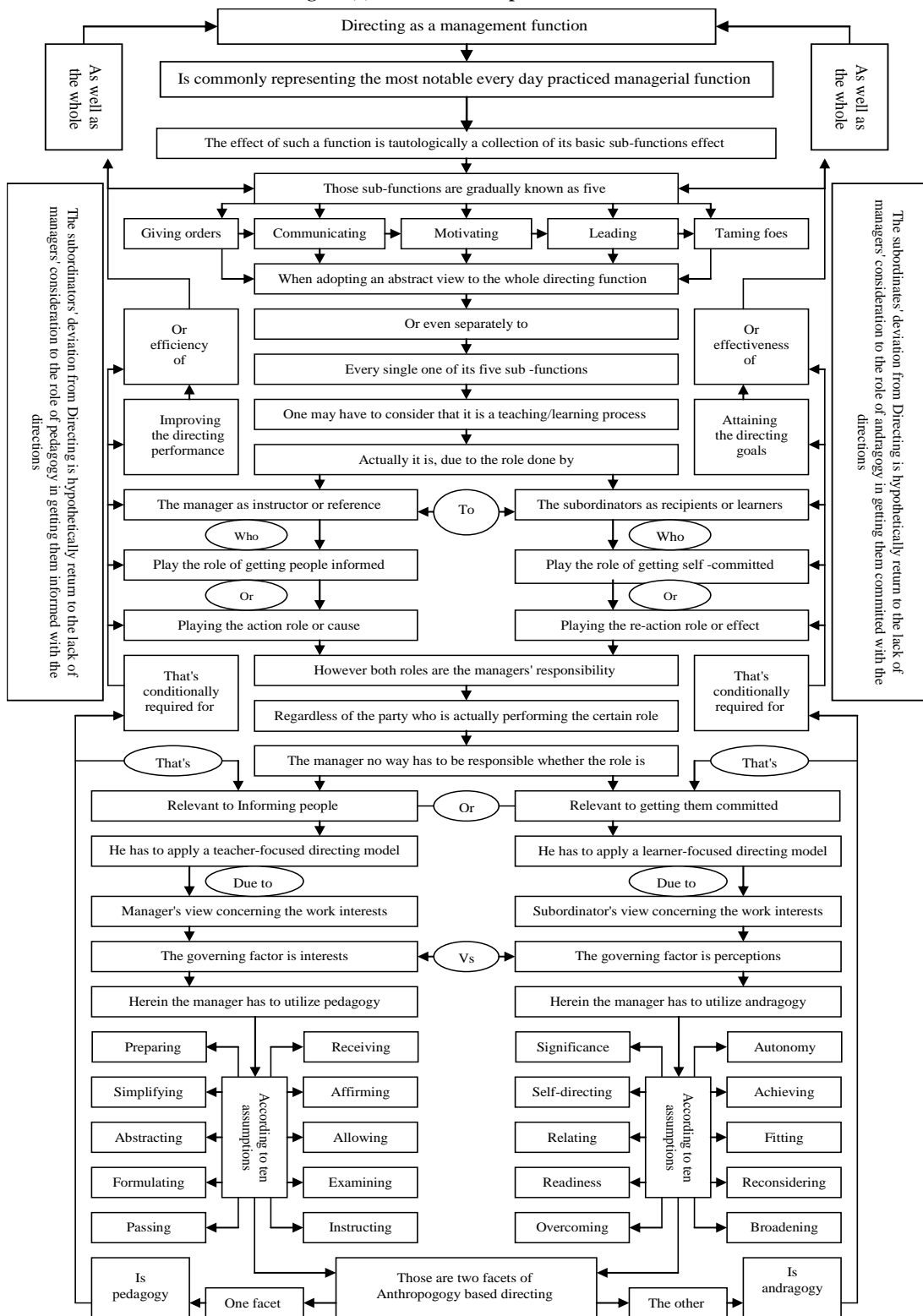
#### ▶ **Research problem:**

A piloting study that's targeted (50) managers who are positioned in dissimilar administrative levels and units in different **city councils** - which are located in the ten main geographical areas of Menoufia governorate, those are; Shebin El-Kom the East, Shebin El-Kom the West, El-Bagour, Menouf, Ashmoon, Kuwesna, Berket El-Sabeh, El-Shohada, Tala, and El-Sadat - was conducted through the use of a semi-structured individual interview technique, with (5) managers who are initially selected to represent the city council managers in every single one of the above mentioned cities.

The interview theme was mainly hub-revolving around the extent to which the interviewees - or managers - consider that their subordinates are positively/negatively responding to the permanent orientations and everyday work directions provided to them.

The structured part of the interview was two-fold; measuring the interviewees' opinions gradually by the use of a triple-rank scale and simultaneously going to consider the detailed sub-functions structurally included in the directing function.

**Figure (1): Research conceptual framework**



Source: firstly prepared for the purpose of this research

Table (1): The research problem existence/inexistence in the reality of the city councils' workplace

Cases and scale	Concerning the permanent orientations						W. Average	Concerning the everyday directions						W. Average	G.Average
	Positively responding to orientations		To some extent positively/negatively responding to orientations		negatively responding to orientations			Positively responding to directions		To some extent positively/negatively responding to directions		negatively responding to directions			
	F	%	F	%	F	%		F	%	F	%	F	%		
Directing .Sub -functions															
Instructing	5	10	3	6	42	84	2.74	3	6	1	2	46	92	2.86	2.80
Communicating	4	8	2	4	44	88	2.80	4	8	3	6	43	86	2.78	2.79
Motivating	4	8	1	2	45	90	2.82	5	10	2	4	43	86	2.76	2.79
Leading	7	14	2	4	41	82	2.68	6	12	2	4	42	84	2.72	2.70
Oppo. Taming	5	10	3	6	42	84	2.74	2	4	3	6	45	90	2.86	2.80
G.Avarage	5	10	2.2	4.4	42.8	85.6	2.756	4	8	2.2	4.4	43.8	87.6	2.756	2.776

Source: Based upon the conduction of exploratory study

On the one hand, as being shown above in Table (1), the frequencies represent the maximum numbers of interviewees who have gone with the positive responding to the work permanent orientations and every day directions were (7 and 6) in order, which have come equal to ( 14% and 12%) of the total number of targeted interviewees respectively. Adding the frequencies representing the maximum numbers of interviewees who are come in the neutral cells of scale concerning the two cases, to the previous two frequencies, the numbers of interviewees who pointed at the non-deviation from both the orientation and directions have increased to reach (10 and 9) which equal to (20% and 18%) according to the same order.

On the other hand, the frequencies characterize the minimum numbers of interviewees who have gone with the negative responding to the work permanent orientations and every day directions were (45 and 46) in sequence, which have come equal to ( 90% and 92%) of the same total number of targeted interviewees correspondingly. This indicating a higher level of existence of the subordinates deviation from the permanent orientations and every day work orders in the reality of Menoufia located city councils workplace, compared with the low level of commitment existence concerning the previously mentioned two cases. This does not only come about regarding the whole directing function in general but also it is withdrawn to occur in relation to its components or every single one of the included sub-functions in particular.

These results were additionally supported by calculating the weighted average that at the lowest value was (2.68 and 2.72) in case of orientations and directions in order.

These two values were exceeding the middle cell ranking value or (2) with (0.68 and 0.72) to be greatly closer to the highest cell ranking value or (3), that's expressing the interviewees' views with reference to the subordinates negative response.

Further to this, the grand mean - that was vertically calculated as an average of the weighted averages appeared in the case of each diversified directing sub-functions - was (2.756 and 2.796) in the case of orientations and directions respectively, to reflect a higher levels of difference from the middle cell ranking value or (2) and to be much closer to the highest cell ranking value or (3). Moreover, the horizontal grand mean of the weighted averages that are counted up concerning every single one of directing sub-functions was ( 2.70) at lowest limit while the total vertical and horizontal grand mean of weighted averages was (2.776).

As a consequence, it was initially confirmed that the research problem which could be statement expressed as "there is subordinates' deviation from the work permanent orientations as well as the work everyday directions in the reality of Menoufia governorate city-councils workplace " and the query to be cropped up by such a problem is to ask whether this return to the lack of using pedagogy in getting subordinated informed with orientations and directions, the lack of using andragogy in getting them committed with these orientations and directions, or the lack of using both pedagogy and andragogy in the different sub-functions contained by the management directing function? And what could be the moderating affecting factors in every case?

► **Research theo-hypothetical Model:**

This part focuses on highlighting the research governing variables. The dependent variable or the problem, the independent variables or the probable reasons of the problem, the moderating variables that may have an effect on independent and/or dependent variables and as a consequence the probable relationship between the former and latter. This has been fully explained through two steps. One is the articulation of the research theo-hypothetical model that's provided by the Figure (2). The other is the very pinpointing formulation of the probable link between variables or research hypotheses.

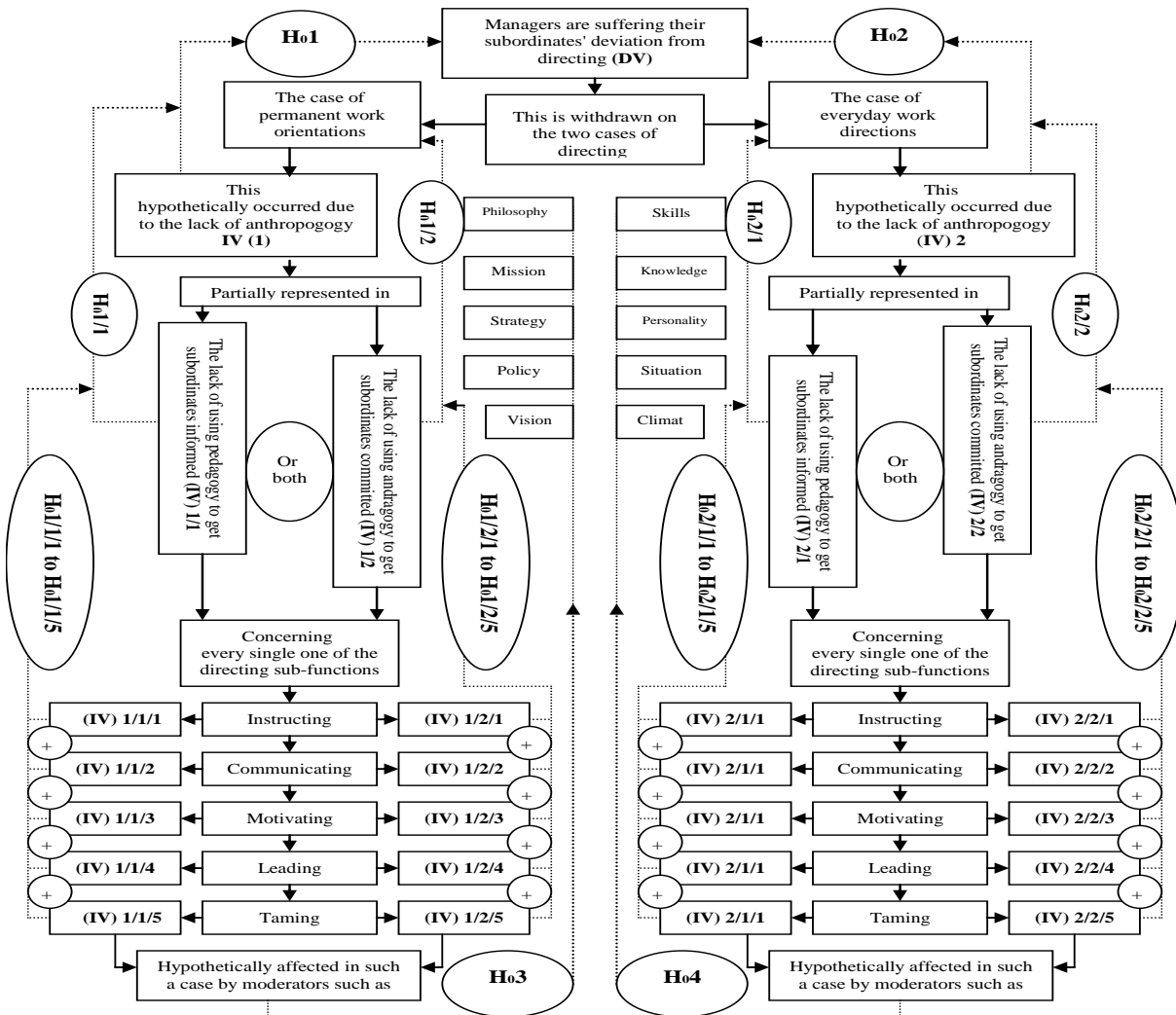


Figure (2): Articulating the research theo-hypothetical model  
 Source: firstly prepared for the purpose of this research

► **Research hypotheses:**

This research is **mainly** covering two main hypotheses; those are considering separately the relationship between the subordinates' deviation from both the permanent and the everyday directions and the managers' inconsideration to the usage of both pedagogy and andragogy in directing.

While it is **supplementary** covering another two hypotheses as well, those are considering two further relationships between the subordinates' deviation from both types of directions and two moderating-variables those indicating the strategic and executive HR impact factors, see Figure (3).

**Research Methodology:**

► **Population:**

The target population was precisely specified to contain the city-councils' managers in both the top and middle levels. Those totally were **340** managers who are working in the city councils distributed in nine cities within Menoufia governorate. Two city-councils are placed in Shebin El-Kom east and west sections and eight city-councils are located in the other govern rate's main cities. Owing to the small size of the research targeted population on the one hand, and the high accessibility of the addresses, places, positions, and names of both the city-councils as a components of the research field-study and the targeted managers as the individuals or investigated units of research population on the other hand, it was seen to be enumerated or census covered rather than being a sample represented.



- ▶ There is a statistically indicative significant relationship between; the subordinates' deviation from the permanent work orientations, and the managers' inconsideration to the role of anthropogogy (Pedagogy and andragogy) in performing the management directing function (informing and commitment). Ho (1)
  - ▶ There is a statistically indicative significant relationship between; the subordinates' deviation from the permanent work orientations, and the managers' inconsideration to the role of pedagogy - or the inconsideration of utilizing the teaching-focused approach - in getting people well informed of directions. Ho (1/1)
    - ▶ Concerning the sub-function of instructing. Ho (1/1/1)
    - ▶ Concerning the sub-function of communicating (Ho 1/1/2)
    - ▶ Concerning the sub-function of motivating (Ho 1/1/3)
    - ▶ Concerning the sub-function of leading (Ho 1/1/4)
    - ▶ Concerning the sub-function of taming opponents (Ho 1/1/5)
  - ▶ There is a statistically indicative significant relationship between; the subordinates' deviation from the permanent work orientations, and the managers' inconsideration to the role of andragogy- or the inconsideration of utilizing the learning-focused approach - in getting people well committed with directions. Ho (1/2)
    - ▶ Concerning the sub-function of instructing. Ho (1/2/1)
    - ▶ Concerning the sub-function of communicating. Ho (1/2/2)
    - ▶ Concerning the sub-function of motivating. Ho (1/2/3)
    - ▶ Concerning the sub-function of leading. Ho (1/2/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (1/2/5)
- ▶ There is a statistically indicative significant relationship between the subordinates' deviation from the everyday work directions, and the managers' inconsideration to the role of anthropogogy (Pedagogy and andragogy) in performing the management directing function (informing and commitment). Ho (2)
  - ▶ There is a statistically indicative significant relationship between; the subordinates' deviation from the everyday work directions, and the managers' inconsideration to the role of pedagogy - or the inconsideration of utilizing the teaching-focused approach - in getting people well informed of directions. Ho (2/1)
    - ▶ Concerning the sub-function of instructing. Ho (2/1/1)
    - ▶ Concerning the sub-function of communicating. Ho (2/1/1)
    - ▶ Concerning the sub-function of motivating. Ho (2/1/1)
    - ▶ Concerning the sub-function of leading. Ho (2/1/1)
    - ▶ Concerning the sub-function of taming opponents. Ho (2/1/1)
  - ▶ There is a statistically indicative significant relationship between; the subordinates' deviation from the everyday work directions, and the managers' inconsideration to the role of andragogy- or the inconsideration of utilizing the learning-focused approach - in getting people well committed with directions. Ho (2/2)
    - ▶ Concerning the sub-function of instructing. Ho (2/2/1)
    - ▶ Concerning the sub-function of communicating. Ho (2/2/2)
    - ▶ Concerning the sub-function of motivating. Ho (2/2/3)
    - ▶ Concerning the sub-function of leading. Ho (2/2/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (2/2/5)
- ▶ The managers' inconsideration to adopt anthropogogy (pedagogy and andragogy) in directing (informing and commitment) for reducing the subordinates' deviation from permanent orientations is conditionally affected by the existence of some strategic HR impact factors – those relevant to the latter's expulsion to the organization philosophy, mission, strategy, policies and vision. Ho (3)
  - ▶ The managers' inconsideration to pedagogy in informing to reduce the subordinates' deviation from permanent orientations is conditionally affected by the existence of some strategic HR impact factors – those relevant to the latter's expulsion to the organization's philosophy, mission, strategy, policy and vision. Ho (3/1)
    - ▶ Concerning the sub-function of instructing. Ho (3/1/1)
    - ▶ Concerning the sub-function of communicating. Ho (3/1/2)
    - ▶ Concerning the sub-function of motivating. Ho (3/1/3)
    - ▶ Concerning the sub-function of leading Ho (3/1/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (3/1/5)
  - ▶ The managers' inconsideration to andragogy in creating the commitment or reducing the subordinates' deviation from permanent orientations is conditionally affected by the existence of some strategic HR impact factors – those relevant to the latter's expulsion to the organization's philosophy, mission, strategy, policy and vision. Ho (3/2)
    - ▶ Concerning the sub-function of instructing. Ho (3/2/1)
    - ▶ Concerning the sub-function of communicating. Ho (3/2/2)
    - ▶ Concerning the sub-function of motivating. Ho (3/2/3)
    - ▶ Concerning the sub-function of leading. Ho (3/2/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (3/2/5)
- ▶ The managers' inconsideration to anthropogogy (pedagogy and andragogy) in directing (informing and commitment), for reducing the subordinates' deviation from everyday work directions is conditionally affected by the existence of some executive HR impact factors – those relevant to the latter's contribution in generating the required skills, climate, situations, personality, and knowledge. Ho (4)
  - ▶ The managers' inconsideration to adopt the pedagogy in informing to reduce the subordinates' deviation from everyday work directions is conditionally affected by existence of some executive HR impact factors – those relevant to the latter's contribution in generating the required skills, climate, situations, personality, and knowledge. Ho (4/1)
    - ▶ Concerning the sub-function of instructing. Ho (4/1/1)
    - ▶ Concerning the sub-function of communicating. Ho (4/1/2)
    - ▶ Concerning the sub-function of motivating. Ho (4/1/3)
    - ▶ Concerning the sub-function of leading. Ho (4/1/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (4/1/5)
  - ▶ The managers' inconsideration to adopt the andragogy in getting the commitment to reduce the subordinates' deviation from everyday work directions is conditionally affected by the existence of some executive HR impact factors – those relevant to the latter's contribution in generating the required skills, climate, situations, personality, and knowledge. Ho (4/2)
    - ▶ Concerning the sub-function of instructing. Ho (4/2/1)
    - ▶ Concerning the sub-function of communicating. Ho (4/2/2)
    - ▶ Concerning the sub-function of motivating. Ho (4/2/3)
    - ▶ Concerning the sub-function of leading. Ho (4/2/4)
    - ▶ Concerning the sub-function of taming opponents. Ho (4/2/5)

Figure (3): A detailed list of research hypotheses

Source: Prepared for the purpose of this research

► **Instrumentation:**

Due to the big number of hypotheses and as a consequence the bigger number of the included main and sub-variables to delve into, survey was the most fitting method to use in this research case. Accordingly, questionnaire was the data collection instrument to depend upon.

It was designed to cover basically; ten characteristics of pedagogy, ten characteristics of andragogy, five characteristics as strategic HR impact factors, and five characteristics as executive HR impact factors. The ten characteristics of pedagogy as well as the ten characteristics of andragogy were repeated in questionnaire for ten times each, so as to examine the adoption/non-adoption of these characteristics concerning every single one of directing five sub-functions. This could be easily considered by reviewing the research null hypotheses Ho (1) and Ho (2). The five characteristics expressed the strategic HR impact factors and the five characteristics represent the executive HR impact factors were repeated in questionnaire as well for ten times each, in order to examine their effect as moderators on the relationship tackled by hypotheses Ho (1) and Ho (2). This could be easily shown by returning to the research null hypotheses Ho (3) and Ho (4).

Worthy mentioning, to point out that the first two hypotheses of research were designed to examine the core relationship between the research problem as (DV) and the probable reasons as (IVs), while the second two hypotheses were just considering, within the context of justifying and exploration, the factors that may affect such a core relationship.

► **Reliability and validity:**

For establishing the **validity** about (18) individual-interviews have been held, each one was extended to stay for about 2 hours. Nine of these interviews were held with the managers in the city-councils work place so as to reflect the practical view, while the other nine interviews were held with academic staff to reflect the scholar view.

The objective was, on the one hand, to confirm the face validity through excluding word and form deficiency and irrelevancy, on the other hand, to verify the content validity as well through ensuring that item and non-item aspects are most suitable in terms of quantity and quality to measure the concepts for which they were existed in questionnaire. As a result, many rather than few extractions and adjustments in different portions of the questionnaire, concerning wording, formulation, logic, sequence, and layout have been occurred to give a prime indication of consistency.

Then the valid questionnaire was directed to the same (50) managers who were targeted before in

exploratory study to measure **reliability**. It was found that there is big deal homogeneity amongst the responses concerning the measure's included items. Item-subgroup and item-group correlations have been statistically testified to show a lowest limit of correlation coefficient equal (0.9648) and (0.9646) in order, to indicate a very high level of consistency. It has come out that the highest value of alpha if item excluded from the sub-groups is (0.9864). This was lower than the lowest value of alpha if all items included in the same sub-groups which was (0.9959). Moreover, the maximum values of alpha if item deleted from the groups (0.9845). This was lower than the minimum value of alpha if all items were not deleted from the same groups, which was (0.9978). As a consequence, the valid questionnaire was statistically accepted as reliable as well.

► **Administration:**

Valid and reliable questionnaire has been distributed to cover 340 managers, who are working in the top and middle levels of management in Menoufia geographically section-placed ten city-councils. Those are collectively representing the whole number of the research population. The task of distribution was occurred in about 7 days.

There was an equal quota of questionnaires which were allocated to every one of the ten city councils. The quota of each was 34 questionnaires, 10 for the top managers and 24 for the middle level managers.

The questionnaires were left with the target managers for about 7 days as well, so as to give a sufficient room for a positive response. Although distribution was taken place nearly by all the means like; air-mail, fax-mail, e-mail, and face to face, phone, e-mail, and even direct queries around the questionnaire were adequately permitted to the population units.

The time of collecting the questionnaires was extended to 7 days; this was proportionally time-processed according to the base of first out first in. Various reactions were gotten, in terms of the population sections' number of responses and/or correct responses. To sum up 300 correct responses were finally allowed to subject to a statistical treatment. This could be shown by the table (2).

► **Research limits:**

This research academic subject has mainly been focused on studying the directing function of management in terms of two phases informing and commitment. It has gone to highlight the role to be done by pedagogy or the teaching-focused approach in improving the informing phase of directing, it has also interested in using andragogy or learning-based approach in creating the commitment phase of directing.

This was considered concerning the five sub-functions of directing; orders, communication,

motivation, leadership and getting tamed the informal organizations.

Table (2): Distributed, Collected, and Correct Number of Questionnaires

Statement	Shebin west		Shebin east		Elbagour		Menouf		Ashmoon		B -Sabeh		Qwisna		El-Shohada		Tala		el-Sadat		
	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	T	M	
Distributed Q.	10	24	10	24	10	24	10	24	10	24	10	24	10	24	10	24	10	24	10	24	
Collected Q.	10	23	9	34	10	22	8	24	9	23	10	23	8	24	8	23	9	22	6	21	
Correct Q.	9	23	9	22	10	20	8	24	9	22	10	23	7	21	7	22	8	20	6	20	
Council No.	32		31		30		32		31		33		28		29		28		26		
Total	300																				

Source: Based upon the administration of questionnaire T: Top level managers M: middle-level Managers Q: questionnaire

Derivatively, there was an additional interest in some topics that complementary dealt with as HR strategic aspects like Philosophy, Mission, strategy, policy, and vision, on the one hand, and as HR executive impact factor which are personality, climate, knowledge, capabilities, and situations on the other hand.

Accordingly, any branched subjects out of these highlighted areas were considered as research theoretically immaterial.

The research field study has only been focused on Menoufia governorate ten city-councils. those particularly placed on Shebin Elkom west, Shebin Elkom east, Elbagour, Menouf, Ashmoon, Elshohada, Qwisna, Berket el-Sabeh, Tala, and El-Sadat. Any other city-councils are practically research irrelevant.

**Research Field Study:**

▶ **Diagnosing the reason behind the research problem:**

The focus of this part is to show statistically two aspects. On the one hand, to what extent the managers' inconsideration to the usage of pedagogy in performing the directing function informing facet is a reason of the subordinates' deviation from both the permanent orientations and the everyday work directions. On the other hand, to what extent the managers' inconsideration to the usage of andragogy in creating the commitment facet of directing function is a reason of the subordinates' deviation from permanent orientations and everyday directions as well.

▶ **Testing the null hypothesis coded Ho (1):**

This is particularly concerned with the deviation from the organizations' permanent orientations that's occurred due to the deficiency of using pedagogy and andragogy in performing the directing function at the two phases of informing and commitment in order.

▶ **Testing the sub-hypothesis (Ho 1/1):**

This hypothesis investigates the relationship between the subordinates' deviation from the

permanent work orientations, and the managers' inconsideration to the role of pedagogy in getting people well informed with such a type of orientations.

This occurred through covering five sub-sub-hypotheses which were coded (Ho 1/1/1 to Ho 1/1/5).

Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (deviated/not deviated from permanent orientations) while the independent variable (IV) was represented in questionnaire by ten statements which literary signify the ten characteristics to hub-revolve around when the talk goes to adopting/non-adopting the pedagogy in informing, as the first phase of directing function.

Accordingly, five ten-lined schedules were resulted to bring into being sort of intricacy due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) is represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (3).

At the level of significance, this relationship has significantly been proved, since the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (329.44) and (265.88) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

Table (3): The relationship between the subordinates' deviation from permanent orientation and the managers inconsideration to utilize using pedagogy in informing

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	$\chi^2$	<i>P</i>	$\chi^2$	<i>P</i>	$\chi^2$	<i>P</i>	$\beta$	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 1/1													
Ho 1/1/1	362.83	0.00	285.85	0.00	133.71	0.00	0.96	2051.82	0.00	46.33	0.00	0.98	0.96
Ho 1/1/2	329.44	0.00	291.69	0.00	127.58	0.00	1.14	1629.20	0.00	41.23	0.00	0.97	0.95
Ho 1/1/3	359.49	0.00	286.77	0.00	129.51	0.00	1.09	1330.80	0.00	35.17	0.00	0.96	0.92
Ho 1/1/4	452.05	0.00	331.50	0.00	134.97	0.00	0.98	3902.99	0.00	65.15	0.00	0.98	0.96
Ho 1/1/5	330.42	0.00	265.88	0.00	118.79	0.00	1.08	1095.98	0.00	33.95	0.00	0.93	0.86

Source: Based upon primary data collection via the field study

Note: Each line represents the least statistical values in a ten-lined schedule

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1095.98) and (33.95) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal to (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (118.79) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one, as the values of regression coefficient or ( $\beta$ ) - those previously confirmed by the fitness of the regression model or the significance of (*F*) and (*T*) – were ranging between (+0.96) and +1.14). Besides, this relationship was considered as strong in terms of both the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.93) and (0.86) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (3).

As a consequence the above mentioned null hypothesis (Ho 1/1) was statistically refused while inversely the alternative opposing hypothesis was proved and accepted. In other words there is a statistically indicative significant relationship between; the subordinates' deviation from the permanent work orientations, and the managers' inconsideration to the role of pedagogy in getting people well informed with such a type of orientations.

▶ **Testing the sub-hypothesis coded (Ho 1/2):**

This hypothesis investigates the relationship between the subordinates' deviation from the permanent work orientations, and the managers'

inconsideration to the role of andragogy in getting people well committed with such a type of orientations. This occurred through covering five sub-sub- hypotheses which were coded (Ho 1/2/1 to Ho 1/2/5).

Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (deviated/not deviated from permanent orientations) while the independent variable (IV) was represented in questionnaire by ten statements which literary signify the ten characteristics to hub-revolve around when the talk goes to adopting/non-adopting the andragogy in creating commitment, as the second phase of directing function.

Accordingly, five ten-lined schedules were resulted to bring into being sort of intricacy due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) is represented in just one line by the use of the least values of the employed different statistic techniques as being shown by the Table (4).

At the level of significance, this relationship has significantly been proved, since the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (384.53) and (286.57) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

Table (4): The relationship between subordinates' deviation from permanent orientation and the managers' inconsideration to utilize using andragogy in commitment

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>β</i>	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 1/2													
Ho 1/2/1	446.19	0.00	340.61	0.00	153.13	0.00	1.13	2054.81	0.00	54.38	0.00	0.95	0.90
Ho 1/2/2	390.65	0.00	337.98	0.00	150.69	0.00	1.24	1636.17	0.00	48.39	0.00	0.97	0.94
Ho 1/2/3	431.27	0.00	319.76	0.00	147.06	0.00	1.20	1429.38	0.00	42.08	0.00	0.93	0.86
Ho 1/2/4	530.46	0.00	383.80	0.00	158.36	0.00	1.13	3102.69	0.00	76.86	0.00	0.98	0.97
Ho 1/2/5	384.53	0.00	286.57	0.00	143.72	0.00	1.26	1095.98	0.00	37.87	0.00	0.91	0.82

Source: Based upon primary data collection via the field study

Note: Each line represents least statistical values in a ten-lined schedule

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1095.98) and (37.87) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (143.72) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or (*β*) - those previously confirmed by the fitness of the regression model or the significance of both (*F* and *T*) - were positive-signal ones, ranging between (+0.96) and (+1.14). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.93) and (0.86) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (3).

As a consequence the above mentioned null hypothesis (Ho 1/2) is statistically refused while the opposing hypothesis is proved and accepted. In other words there is a statistically indicative significant relationship between; the subordinates' deviation from the permanent work orientations, and the managers' inconsideration to the role of andragogy in getting people well committed with such a type of orientations.

► **Testing the sub-hypothesis coded (Ho 2/1):**

This hypothesis investigates the relationship between the subordinates' deviation from the everyday

work directions, and the managers' inconsideration to the role of pedagogy in getting people well informed with such a type of directions. This occurred through covering five sub-sub- hypotheses which were coded (Ho 2/1/1 to Ho 2/1/5).

Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (deviated/not deviated from everyday work directions) while the independent variable (IV) was represented in questionnaire by ten statements which literary signify the ten characteristics to hub-revolve around when the talk goes to adopting/non-adopting the pedagogy in informing, as the first phase of directing function.

Accordingly, five ten-lined schedules were resulted to bring into being sort of intricacy due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) is represented in just one line by the use of the least values of the employed different statistic techniques as being shown in the Table (5).

At the level of significance, this relationship has significantly been proved, since the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (304.66) and (289.01) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.



Table (5): The relationship between subordinates' deviation from everyday work directions and the managers' inconsideration to utilize using pedagogy in informing

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>β</i>	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 2/1													
Ho 2/1/1	402.11	0.00	351.52	0.00	155.17	0.00	1.08	3350.21	0.00	45.42	0.00	0.98	0.97
Ho 2/1/2	380.05	0.00	373.55	0.00	157.11	0.00	1.32	1888.34	0.00	40.33	0.00	0.96	0.92
Ho 2/1/3	435.22	0.00	366.17	0.00	137.99	0.00	1.17	1349.61	0.00	39.07	0.00	0.95	0.90
Ho 2/1/4	410.35	0.00	379.80	0.00	159.00	0.00	1.22	4342.79	0.00	64.05	0.00	0.94	0.88
Ho 2/1/5	304.66	0.00	289.01	0.00	113.26	0.00	1.05	1125.98	0.00	33.56	0.00	0.92	0.85

Note: Each line represents the least statistical values in a ten-lined schedule

Source: Based upon primary data collection via the field study

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1125.98) and (33.56) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal to (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (113.26) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one, as the values of regression coefficient or (*β*) - those previously confirmed by the fitness of the regression model or the significance of (*F*) and (*T*) - were ranging between (+1.05) and +1.32). Besides, this relationship was considered as strong in terms of both the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.92) and (0.85) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (5).

As a consequence the above mentioned null hypothesis (Ho 2/1) was statistically refused while inversely the opposing alternative hypothesis was proved and accepted. In other words there is a statistically indicative significant relationship between; the subordinates' deviation from the everyday work directions, and the managers' inconsideration to the role of pedagogy in getting people well informed with such a type of directions.

► **Testing the sub-hypothesis coded (Ho 2/2):**

This hypothesis investigates the relationship between the subordinates' deviation from the everyday work directions, and the managers' inconsideration to the role of andragogy in getting people well committed with such a type of directions. This occurred through covering five sub-sub- hypotheses which were coded (Ho 2/2/1 to Ho 2/2/5).

Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (deviated/not deviated from everyday directions) while the independent variable (IV) was represented in questionnaire by ten statements which literary signify the ten characteristics to hub-revolve around when the talk goes to adopting/non-adopting the andragogy in creating commitment, as the second phase of directing function.

Accordingly, five ten-lined schedules were resulted to bring into being sort of intricacy due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) is represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (6).

Table (6): The relationship between subordinates' deviation from everyday work directions and managers' inconsideration to utilize using andragogy in commitment

Subsides	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	<i>X</i> <sup>2</sup>	<i>P</i>	<i>X</i> <sup>2</sup>	<i>P</i>	<i>X</i> <sup>2</sup>	<i>P</i>	<i>β</i>	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 2/2													
Ho 2/2/1	409.01	0.00	312.21	0.00	140.37	0.00	1.02	2259.19	0.00	49.85	0.00	0.91	0.83
Ho 2/2/2	357.99	0.00	309.82	0.00	138.14	0.00	1.23	1721.14	0.00	44.36	0.00	0.96	0.92
Ho 2/2/3	395.33	0.00	265.77	0.00	126.65	0.00	1.15	1352.87	0.00	38.58	0.00	0.92	0.85
Ho 2/2/4	443.07	0.00	351.45	0.00	144.87	0.00	1.14	3173.71	0.00	54.16	0.00	0.98	0.97
Ho 2/2/5	352.48	0.00	262.68	0.00	120.62	0.00	1.25	1091.85	0.00	34.72	0.00	0.96	0.92

Source: Based upon primary data collection via the field study

Note: Each line represents the least statistical values in a ten-lined schedule

At the level of significance, this relationship has significantly been proved, as the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (352.48) and (262.68) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1091.85) and (34.92) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (120.62) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or (*β*) - those previously confirmed by the fitness of the regression model or the significance of both (*F* and (*T*) - were positive-signal ones, ranging between (+1.02) and (+1.25). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.91) and (0.83) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (6).

As a consequence the above mentioned null hypothesis (Ho 2/2) is statistically refused while inversely the opposing alternative hypothesis is proved and accepted. In other words there is a statistically indicative significant relationship between; the subordinates' deviation from the everyday work directions, and the managers'

inconsideration to the role of andragogy in getting people well committed with such a type of directions.

► **Justifying the reason of the research problem:**

The focal point of this part is to show to what extent the managers' inconsideration to the usage of pedagogy and andragogy in reducing the subordinates deviation from - or getting them properly informed and committed with - both the permanent orientation and the everyday directions could be really justified in terms of some HR relevant strategic and executive impact Factors which are affecting as governing moderators in such a case.

► **Testing the null hypothesis Ho (3):**

This is mainly concerned with examining whether the managers' inconsideration to the usage of pedagogy in informing and andragogy in creating commitment as the two facets of the management directing function, so as to reduce the subordinates' deviation from the permanent orientations, could be really justified in terms of five HR relevant strategic impact factors which are affecting as governing moderators.

► **Testing the sub-hypothesis (Ho 3/1):**

This is principally concerned with examining whether the managers' inconsideration to the usage of pedagogy in the informing facet of the management directing function, so as to reduce the subordinates' deviation from the permanent orientations, could be really justified in terms of five HR relevant strategic impact factors which are affecting herein as governing moderators. It investigates the above illustrated relationship only at the phase of **informing**.

This occurred through covering five sub-sub-hypotheses which were coded (Ho 3/1/1 to Ho 3/1/5). Such a relationship has to be examined at the level of every single one of the five sub-functions - scholarly included in the management directing function. Those are; giving orders, communicating properly these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (the managers consideration/inconsideration to use

pedagogy in informing so as to reduce the deviation from permanent orientations) while the independent variable (IV) was represented in questionnaire by five statements expressing what have literary been known as philosophy, mission, strategy, policy, and vision.

Accordingly, five five-lined schedules were resulted to bring into being sort of difficulty due to the big amount of numbers to show and the lack of the

allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) was represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (7).

Table (7): Relationship between the inconsideration of pedagogy in reducing deviation from permanent orientations and disintegration with strategic HR impact factors

Subhypothesis	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	$\chi^2$	P	$\chi^2$	P	$\chi^2$	P	$\beta$	F	P	T	P	R	R <sup>2</sup>
Ho 3/1													
Ho 3/1/1	369.42	0.00	281.68	0.00	137.13	0.00	1.10	1652.71	0.00	54.52	0.00	0.94	0.88
Ho 3/1/2	357.92	0.00	285.12	0.00	146.58	0.00	0.99	1709.95	0.00	46.59	0.00	0.91	0.83
Ho 3/1/3	297.32	0.00	235.88	0.00	129.57	0.00	10.5	1604.58	0.00	44.60	0.00	0.90	0.81
Ho 3/1/4	397.61	0.00	288.29	0.00	133.92	0.00	1.22	1438.89	0.00	38.53	0.00	0.91	0.83
Ho 3/1/5	442.18	0.00	310.48	0.00	141.04	0.00	0.98	2798.51	0.00	62.07	0.00	0.96	0.92

Source: Based upon primary data collection via the field study

Note: Each line represents the least statistical values in a five-lined schedule

At the level of significance, this relationship has significantly been proved, as the minimum calculated value of (Chi<sup>2</sup>) according to both person and likelihood ratio were (297.32) and (235.88) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of sig. (0.05) and (0.01) and (df) equal (16), While the (p) value was approximately (0) in all the times.

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (F) and (T) were (1438.89) and (38.53) in order > their parallel tabulated values, which were for (F) and (T) equal (3.92,) and (1.98) in order at the levels of sig. (0.05), with (df) equal (1,298) and (299) respectively. The highest (p) of both (F) and (T) was approximately (0) in all cases. Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (Chi<sup>2</sup>) was (129.57) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of sig. (0.05) and (0.01) respectively, with (df) equal (16) while (p) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or ( $\beta$ ) - those previously confirmed by the fitness of the regression model or the significance of both (F and T) - were positive-signal ones, ranging between (+0.98) and (+1.22). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (R) and (R<sup>2</sup>) were (0.90) and (0.81) respectively. Those were positive and > (0.8) in the case of (R), while they were > (0.5) in the case of (R<sup>2</sup>).

All these values could be shown in detail by the same Table (7).

As a consequence the above mentioned null hypothesis (Ho 3/1) is statistically refused while inversely the opposing alternative hypothesis is proved and accepted. In other words, the managers' inconsideration to the role of pedagogy in reducing the subordinates' deviation from the permanent work orientations is conditionally affected by the subordinates' inconsideration to five strategic HR relevant impact factors; philosophy, mission, strategy, policy, and vision.

► **Testing the sub-hypothesis coded (Ho 3/2):**

This is essentially concerned with examining whether the managers' inconsideration to the usage of andragogy in creating the commitment facet of the management directing function, so as to reduce the subordinates' deviation from the permanent orientations, could be really justified in terms of five HR relevant strategic impact factors, which are affecting herein as governing moderators. It investigates the above illustrated relationship only at the phase of **commitment**. This occurred through covering five sub-sub- hypotheses which were coded (Ho 3/2/1 to Ho 3/2/5). Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating properly these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (the managers consideration/ inconsideration to use andragogy in creating commitment so as to reduce the

deviation from permanent orientations) while the independent variables (IVs) were represented in questionnaire by five statements each, expressing what have literary been known as philosophy, mission, strategy, policy, and vision.

Accordingly, five five-lined schedules were resulted to bring into being sort of difficulty due to the big amount of numbers to show and the lack of the

allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) is represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (8).

Table (8): The relationship between the inconsideration of andragogy to create commitment with permanent orientations and expulsion to HR strategic impact factors

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>χ</i> <sup>2</sup>	<i>P</i>	<i>β</i>	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 3/2													
Ho 3/2/1	326.83	0.00	266.72	0.00	123.35	0.00	1.01	1553.41	0.00	44.25	0.00	0.97	0.95
Ho 3/2/2	481.88	0.00	427.12	0.00	138.07	0.00	0.97	4548.68	0.00	75.45	0.00	0.99	0.98
Ho 3/2/3	329.95	0.00	491.31	0.00	136.15	0.00	1.17	1781.83	0.00	41.45	0.00	0.96	0.92
Ho 3/2/4	380.09	0.00	275.09	0.00	129.49	0.00	1.20	1538.92	0.00	40.79	0.00	0.96	0.92
Ho 3/2/5	499.22	0.00	379.92	0.00	132.00	0.00	0.92	3910.01	0.00	60.01	0.00	0.98	0.96

Source: Based upon primary data collection via the field study

Every line represents the least statistical values in a five-lined schedule

At the level of significance, this relationship has significantly been proved, as the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (326.83) and (266.72) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1538.92) and (40.79) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (123.35) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or (*β*) - those previously confirmed by the fitness of the regression model or the significance of both (*F* and (*T*) - were positive-signal ones, ranging between (+0.92) and (+1.20). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.96) and (0.92) respectively. Those were

positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (8).

As a consequence the above mentioned null hypothesis (Ho 3/2) is statistically refused while inversely the opposing alternative hypothesis is proved and accepted. In other words, the managers' inconsideration to the role of andragogy in reducing the subordinates' deviation from the permanent work orientations is conditionally affected by the subordinates' inconsideration to five strategic HR relevant impact factors; philosophy, mission, strategy, policy, and vision.

▶ **Testing the null hypothesis Ho (4):**

This is mainly concerned with examining whether the managers' inconsideration to the usage of pedagogy in informing and andragogy in creating commitment so as to reduce the subordinates' deviation from everyday work directions, could be really justified in terms of five executive HR relevant impact factors which are affecting as governing moderators.

▶ **Testing the sub-hypothesis coded (Ho4/1):**

This is principally concerned with examining whether the managers' inconsideration to the usage of pedagogy in the informing facet of the management directing function, so as to reduce the subordinates' deviation from everyday work directions, could be really justified in terms of five executive HR relevant impact factors which are affecting herein as governing moderators.

It investigates the above illustrated relationship only at the phase of **informing**. This occurred through

covering five sub-sub- hypotheses which were coded (Ho 4/1/1 to Ho 4/1/5). Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating properly these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (the managers' consideration/ inconsideration to use pedagogy in informing so as to reduce the deviation from everyday work directions) while the independent variables (IVs) were represented in questionnaire by

five statements each, expressing what have literary been known as; personality, skills, knowledge, climate, situation.

Accordingly, five five-lined schedules were resulted to bring into being sort of difficulty due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) was represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (9).

Table (9): The relationship between using pedagogy in informing to reduce deviation from everyday directions and absence of interest of HR executive impact factors

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	<i>X</i> <sup>2</sup>	<i>P</i>	<i>X</i> <sup>2</sup>	<i>P</i>	<i>X</i> <sup>2</sup>	<i>P</i>	<i>β</i>	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 4/1													
Ho 4/1/1	425.49	0.00	319.43	0.00	141.80	0.00	1.02	2455.02	0.00	54.48	0.00	0.94	0.88
Ho 4/1/2	395.82	0.00	322.91	0.00	142.08	0.00	1.06	2214.10	0.00	49.63	0.00	0.95	0.90
Ho 4/1/3	487.90	0.00	360.26	0.00	148.12	0.00	0.95	4122.37	0.00	58.47	0.00	0.92	0.85
Ho 4/1/4	377.03	0.00	279.80	0.00	139.07	0.00	0.91	2236.02	0.00	50.86	0.00	0.96	0.92
Ho 4/1/5	504.27	0.00	351.74	0.00	142.18	0.00	1.08	3918.40	0.00	56.18	0.00	0.91	0.83

Source: Based upon primary data collection via the field study

Note: Every line represents the least statistical values in a five-lined schedule

At the level of significance, this relationship has significantly been proved, as the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (377.03) and (279.80) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (2214.10) and (49.63) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (139.07) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or (*β*) - those previously confirmed by the fitness of the regression model or the significance of both (*F* and (*T*) - were positive-signal ones, ranging between

(+0.91) and +1.08). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.91) and (0.83) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (8).

As a consequence the above mentioned null hypothesis (Ho 4/1) is statistically refused while inversely the opposing alternative hypothesis is proved and accepted. In other words, the managers' inconsideration to the role of pedagogy in reducing the subordinates' deviation from everyday work directions is conditionally affected by the subordinates' inconsideration to five executive HR relevant impact factors; personality, skills, knowledge, climate, situation.

► **Testing the sub-hypothesis (Ho 4/2):**

This is essentially concerned with examining whether the managers' inconsideration to the usage of andragogy in creating the commitment facet of the management directing function, so as to reduce the subordinates' deviation from the everyday work directions, could be really justified in terms of five HR relevant executive impact factors which are affecting herein as governing moderators.

It investigates the above illustrated relationship only at the phase of **commitment**. This occurred



through covering five sub-sub- hypotheses which were coded (Ho 4/2/1 to Ho 4/2/5). Such a relationship has to be examined at the level of every single one of the five sub-functions - literary included in the management directing function. Those are; giving orders, communicating properly these orders, motivating people, leading them, and taming opponents or informal organizations.

In every case, the dependent variable (DV) was represented in questionnaire by just one statement (the managers' consideration/ inconsideration to use andragogy in creating commitment so as to reduce the deviation from everyday work directions) while the independent variables (IVs) were represented in

questionnaire by five statements each, expressing what have literary been known as; personality, skills, knowledge, climate, situation.

Accordingly, five five-lined schedules were resulted to bring into being sort of difficulty due to the big amount of numbers to show and the lack of the allowed room in this research piece of paper. For this reason it was preferred to summarize these five schedules in just one five-lined schedule in which, the relationship between the (DV) and every single one of the detailed five (IVs) was represented in just one line by the use of the least values of the employed different statistic techniques as shown in Table (10).

Table (10): The relationship between considering andragogy to create commitment with everyday directions and the absence of interest of HR executive impact factors

Statistics	Testing Relationship (Least Values)						Testing its Denotation (Least Values)						
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		Type, Direction, Form and Degree						
	$\chi^2$	<i>P</i>	$\chi^2$	<i>P</i>	$\chi^2$	<i>P</i>	$\beta$	<i>F</i>	<i>P</i>	<i>T</i>	<i>P</i>	<i>R</i>	<i>R</i> <sup>2</sup>
Ho 4/2													
Ho 4/2/1	483.99	0.00	453.44	0.00	142.56	0.00	0.97	4558.76	0.00	66.14	0.00	0.97	0.98
Ho 4/2/2	367.54	0.00	385.33	0.00	137.19	0.00	1.03	2234.86	0.00	56.21	0.00	0.93	0.86
Ho 4/2/3	428.55	0.00	376.62	0.00	144.61	0.00	0.96	2187.41	0.00	55.57	0.00	0.90	0.81
Ho 4/2/4	381.21	0.00	392.14	0.00	138.16	0.00	1.04	2335.29	0.00	46.09	0.00	0.98	0.96
Ho 4/2/5	413.37	0.00	296.97	0.00	127.55	0.00	0.99	1940.85	0.00	43.22	0.00	0.95	0.90

Source: Based upon primary data collection via the field study

Every line represents the least statistical values in a five-lined schedule

At the level of significance, this relationship has significantly been proved, as the minimum calculated value of (*Chi*<sup>2</sup>) according to both person and likelihood ratio were (367.54) and (296.97) > the equivalent tabulated ones (26.3) and (32.00) respectively, at level of *sig.* (0.05) and (0.01) and (*df*) equal (16), While the (*p*) value was approximately (0) in all the times.

At the level of denotation, this relationship has been confirmed as statistically indicative one. In terms of the type it represents sort of causality, since the lowest values of both the calculated (*F*) and (*T*) were (1940.85) and (43.22) in order > their parallel tabulated values, which were for (*F*) and (*T*) equal (3.92,) and (1.98) in order at the levels of *sig.* (0.05), with (*df*) equal (1,298) and (299) respectively. The highest (*p*) of both (*F*) and (*T*) was approximately (0) in all cases.

Moreover, this relationship concerning the form was linear. Since the lowest value of linear by linear (*Chi*<sup>2</sup>) was (127.55) > tabulated one that's mentioned above as (26.3) and (32.00) at the same levels of *sig.* (0.05) and (0.01) respectively, with (*df*) equal (16) while (*p*) was approximately (0). The direction of this relationship has been proved as a directly proportional one as the values of regression coefficient or ( $\beta$ ) - those previously confirmed by the fitness of the regression model or the significance of both (*F* and (*T*) - were positive-signal ones, ranging between

(+0.96) and +1.04). Besides, this relationship was considered as strong in terms of the direction and form, since the lowest values of both (*R*) and (*R*<sup>2</sup>) were (0.93) and (0.86) respectively. Those were positive and > (0.9) in the case of (*R*), while they were > (0.5) in the case of (*R*<sup>2</sup>). All these values could be shown in detail by the same Table (10).

As a consequence the above mentioned null hypothesis (Ho 4/2) is statistically refused while inversely the opposing alternative hypothesis is proved and accepted. In other words, the managers' inconsideration to the role of andragogy in reducing the subordinates' deviation from everyday work directions is conditionally affected by the subordinates' inconsideration to five executive HR relevant impact factors; personality, skills, knowledge, climate, situation.

► **Overall discussion:**

It is given to consider that managers, when directing their subordinates, are not freely following their own wishes and desires with no limit. Positively, they have no way but to direct them according to the organizations' interests and requirements. Herein they have nothing to do but to commit with getting these organizational demands brought about in reality.

Doing such a task they have to have a pre-set reference framework to perform in. Strategic context is the outsized reference that provides managers with an extended opportunity to direct people inside the

organization, without getting out of the required course.

As so, when practicing the directing function, whatever the level of flexibility that managers may have in doing such a function; they cannot cross over or get breaking the organizations' strategic boundaries, particularly if the talk has gone to those overall permanent directions. However, despite the big effort in literature that adequately explained the organization's strategic aspects, so far the existence of an argumentation room concerning these aspects may justify our exertion to express the adopted view concerning each. First, the philosophy that's indicated by the type of the target profit, whether it is material that's aimed for by the businesses or what so called profit organizations or even the social return that's ended for by the non-profit ones. Second, the mission that identifies the role to be performed by the certain organization in order to get its philosophy in attaining profit being fulfilled and/or satisfied. Third, the strategy which represents not only the framework of the practical objectives which could be applicably carried out in reality, via the organization, but also it identifies; (1) which one of these objective could be considered as long-run objective and which one is classified as short-run one, (2) which objective is looked at as a main goal and which one is derivatively viewed as sub-goal, (3) which objective is going to be arranged as the first and which one to be dealt with as the second or later on, in other words the ordering of objectives, (4) which objective is the most important and which one is the least valued, in other words the importance or priority. Worthy mentioning to point out that not all the most important objective should come first, there is a difference between priority and arrangement. Forth, the policy that signifies the bases which govern and direct the work relevant behaviors toward the effective attainment of the organization's objectives. This policy could be extended to be known as principle or being narrow to cover certain details to be called rules. Fifth, the programs those are originally established so as to fulfill some exceptional or even emerging aspects of work which are hardly dealt with by applying the currently workable policy. This normally used to occur due to the inability to change the policy. Given to consider that, this does not prevent the foundation of programs in some normal junctures so as to allow an opportunity for further importance with particular works. Sixth, the tactics those represent the successive steps included in the particular program as chain of work implementation actions. Every single tactic used to contain number of executive procedures. Seventh, the techniques or the technical ways that are optionally allowed to be used for getting the work details carried out. Eighth, the vision that comes as the aimed hope,

which organization is looking forward to reach it. When this wish occurs without considering the previously mentioned steps the vision is most likely articulated as a dream that could happen or not. Sometimes people tend to be objective, they could not ignore the previous steps before looking forward to whatever the hope, and herein the vision is going to be more applicable and highly reachable.

These strategic axes are substantially representing the most extended limits of the area within which there is an opportunity to create a common understanding between the two parties of organization's HR. One is the managerial staff or managers who are pedagogically have to give orders and /or directions in accordance with the, above mentioned, the organization main strategic components. And who are most probably met with a big room of acceptance, to their directions, as long as there is a big span of employees' consideration to the strategic sourcing of these directions. The other is the non-managerial staff or employees who andragogically have to react and/or respond to the managers' directions. And who are positively reacting on the course as long as they have a sufficient amount of awareness of the same strategic components. The room of reacting although it comes self-sourced; it comes strategically self-justified by the employees as well. Yes reaction or commitment with orders or directions used to be inevitably self-sourced, which is the room of andragogy, since people have to think, understand, and being sufficiently convinced before reacting to orders. But the path of such a reaction could be rather controlled by their understanding to same governing strategic components. Maximization of the on course reaction is going to occur by the same or even common understanding to the organizations main strategic components.

In management directing function, it is important for the managers to be pedagogic; practicing sort of teaching-based informing, concerning the organizations' main interests. It is important for employees as well to be andragogic; practicing sort of learning-based commitment. Getting employees committed according to what managers' inform them, does too large extent a function in both HR parties - managers and employees - awareness and common understanding to the organization strategic issues.

Out of the very sub-functional components of the management directing function, it should be procedurally looked at as a dual facet task of informing and commitment, which should be lastingly practiced through teaching for the first part and learning for the second one, with consideration to conditions of pedagogy and andragogy, concerning both the two sections of the directing function in order. Even though, it is worth mentioning to consider

as well that both orders that occur by the pedagogically informing process and responses that come back through the andragogically committing process will never come together on the same course but through the HR two parties, managers and employees, awareness and understanding to the organization's strategic aspects.

Herein it could be argued that the common understanding of the diversely positioned HR parties to the nature of the organization's strategic aspects is a highly recommended factor in terms of the directing function.

Moreover, when the talk is heading for the everyday directions, other executive HR relevant factors have to be considered as equally affecting in conjunction with the above pointed out strategic HR related ones both in the pedagogic informing and in the andragogic responding. Since it could be argued that, the more the level of homogeneity and/or concurrence between the managers and their subordinates in terms of personality traits, the influence by organizational climate, the intellectual and physical capabilities and skills, the views in the work interacting situations, and the level and field of the knowledge background or specialization, the more the effective directing. The consensus of the organization's HR two parties, managers and employees, concerning these governing executive factors is not less important than the consensus of the HR two parties around the governing strategic factors. The two groups of factors are weighting each other in efficiently/deficiently using pedagogy to get people informed as well as using andragogy to get people positively respond and/or commit to what they have been informed about.

### Conclusions and recommendations:

To sum up, it could be **generally concluded** that managers, when practicing directing, are asked to be aware of this function as, somehow, a teaching-learning process. It is partially a teaching process as long as managers have to inform their assistants typically what is required by organization so as to be effectively able to attain its objectives. While it is partially considered as a learning process as long as employees will not be able to respond positively or get committed with what they have been informed before logically self-studying and self-convincing with this received information or directions.

However, the performance and output of the directing function as a two-side process that contains by-the-manager-informing and by-the-employee-commitment is conditionally hanged on the management using to pedagogy or teaching-based education in the first step and using andragogy or learning-based education in the second step.

Using both the pedagogy and andragogy in directing function is in turn conditionally based on the organization's HR two components or parties' consensus in terms of understanding two groups of factors. On the one hand, a group of five governing strategic factors; those are the organization's philosophy, mission, strategy, policy, and programs. On the other hand a group of five governing executive factors; those are the personality, capabilities and skills, knowledge or specialization, organizational climate effect, and interacting situation.

Managers and employees are representing together the organization's HR two parties. These two parties are essentially responsible concerning the two steps of directing function, which are informing and responding. They have to have a common understanding or consensus concerning two groups of governing factors; one is strategic and the other is executive. Accordingly, it could fairly considered that organizations' HR has a great two-fold impact factor in directing function' performance and output.

As a consequence, **there are four aspects to recommend** around. **First**, whether informing is a part of the directing function that normally should be performed in accordance with the organization's interests and objectives, it has to be done according to pedagogy assumptions those correctly actualize the teaching-based education. Herein it is required by organizations to have and apply an **informing pedagogy card (IPC)** that allows the capability of aligning, reviewing and adjusting the way of informing in terms of the previously pointed out ten assumptions of pedagogy. **Second**, whether commitment is a part of directing function that normally should be occurred in accordance with employees' recognitions convinces and satisfaction, it has to be taken place through allowing the employees a sufficient room for learning-based education. Herein it is required by organizations to have and apply a **responding andragogy card (RAC)** that allows the capability of aligning, reviewing and adjusting the people's way of responding and commitment to the provided instructions in line with the previously pointed out ten assumptions of pedagogy. **Third**, as long as the lack of managers' capability to espouse and apply the pedagogy and andragogy to reduce the deviation from the permanent is return to the short of consensus between the two HR parties, concerning the strategic issues. Organization have to have (**PASCC**) or **pedagogy/andragogy strategic consensus card** that's basically focused on measuring the level of managers/employees common understanding to the organizations five governing strategic issue. **Fourth**, the same talk is withdrawn to the managers' incapability to reduce the deviation of employees from everyday directions. But in this case the focus

should be on the two HR parties' common understanding to another five governing executive issues, those were previously mentioned. The instrument to be held by the organizations is the (PAECC) or **pedagogy/andragogy executive consensus card**.

In a word, in order for perfecting the cause and effect, the performance and output, or the efficiency and effectiveness of the directing function as an informing/responding HR based process, organizations have to espouse and practically apply four suggested cards; two for using pedagogy and andragogy which are **IPC** and **RAC**, and the other two is for testing the feasibility of properly applying them, which are **PASCC**, and **PAECC**.

#### Future research topics:

- ▶ Directing training by andragogy as well as pedagogy.
- ▶ Using pedagogy to fit the strategic consistency.
- ▶ The role of andragogy in improving the feedback of communications.
- ▶ Utilizing andragogy to get informal organizations tamed.

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