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Identifying the Components of Informal Education of Improve the Lifestyle of Employees

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Purpose: Today, lifestyle plays an important role in improving people's living conditions. As a result, this study was conducted with the aim of identifying the components of informal education of improve the lifestyle of employees.
Methodology: The current research in terms of purpose was applied and in terms of data was qualitative. The population of the current research was written sources related to the research field and organizational and universal experts in this field, and the sample of this study was 19 case of written sources and 20 people of experts who were selected by purposive and snowball sampling methods. Data were collected by taking notes from written sources and semi-structured interviews with experts and were analyzed by coding method according to the grounded theory in MAXQDA version 2020 software.
Findings: The findings showed that informal education of improve the lifestyle of employees had 136 concepts in 12 components; So that in the central phenomenon section including two components of nature and method, in the causal conditions section including two components of organizational culture and individual factors, in the contextual conditions section including two components of educational facilities and managers' support, in the intervening conditions section including two components of legal obstacles and infrastructural obstacles, in the strategies section including two components of internal organization and organizational knowledge and in the consequences section including two components of competency improvement and empowerment.
Conclusion: Considering the components of informal education of improve the lifestyle can be taken effective steps to improve the lifestyle of employees.

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1. Introduction

The concept of lifestyle, which originated in the West in the early 20th century, is among the notions in social sciences that have received considerable attention in recent decades. It can be simply defined as the individual's way and method of living in various personal and social life domains. In the Iranian academic society, the concept of lifestyle has been raised for about a decade and gained significant importance following the remarks of the Supreme Leader in a gathering of youth in North Khorasan (Heydarpour, Sadeghzadeh Ghamsari & Sajjadi, 2018). Lifestyle is a term with a long history, but in recent years, it has garnered more attention from specialists and refers to the way people live their lives. This style represents a life plan, dynamism in life, a strategy for life, and a roadmap for life (Khalafalla, Covarrubias, Fesperman, Eichmann, VanGarsse & Ofstad, 2020). The term implies the way people live and is a complete reflection of social values, behaviors, and activities, comprising a mix of behavioral patterns and individual habits throughout personal, social, economic, political, and cultural life (Uemura, Kamitani, Yamada & Okamoto, 2021). Lifestyle in any society defines individual and social identity and personality, such that cultural and civilizational distinctions between societies can be discerned based on their lifestyles. In other words, lifestyle encompasses the patterns of humans in actions, emotions, thoughts, and feelings that manifest in various aspects of their lives (Wills & Kelly, 2017). Nowadays, lifestyle is considered an important area in psychological, social, and cultural studies, studied and researched from both micro (everyday life) and macro (global) perspectives (Al-Awwad, Al-Sayyed, Abu Zeinah & Fayez Tayyem, 2021).

An individual's life path is determined by their beliefs, thoughts, needs, and behaviors, thus highlighting the importance of the lifestyle concept. Consequently, a person's lifestyle can lead them to either excellence or ruin. Therefore, understanding lifestyle concepts and choosing the best indicators are fundamental and necessary in every individual's personal and social life (Husseinaei, Ghoreishi & Nozhat, 2021). Everyone strives to have a lifestyle that provides suitable individual and social benefits, as lifestyle significantly influences the extent and nature of social interactions and the type of transactional meanings exchanged among society members (Bayraktar, Berhuni, Berhuni, Zeki, Sener & Sertbas, 2018). This construct is the systematic product of manners that are understood through a bilateral relationship with behavioral procedures and becomes a system of signs that are comprehensively evaluated by society (Binks, Vincent, Irwin, Heidke, Vandelanotte, Williams & Khalesi, 2021). Different lifestyles lead to the reproduction of tastes and distinct manners. A lifestyle is the space where actors learn how to live, what to prioritize, and what to consider beautiful (Searl, Dargin, Fritz & Kuza, 2022). Islamic lifestyle affects all aspects of individuals' lives, including language, communication, family, nutrition, thinking, school, interaction with others, motivation, future orientation, education, interaction, and philosophical mindset (Kasmaee, 2018). Lifestyle has three functions: understanding life, the possibility of prediction, and the possibility of control. Understanding life means that lifestyle is a guide to the life map, helping to understand and interact with life and creation, leading to feeling. The possibility of prediction implies that without a lifestyle, we would have to relearn things moment by moment and repeat past failures and mistakes, but having a plan and design allows us to reconstruct it for the future. The possibility of control means that lifestyle gives us control, and although no one can control life, we can have functional controls to achieve what we want, prevent certain events, and create situations to achieve our goals (Nasiri, 2022).

To improve lifestyle, informal education can be utilized. Education is one of the most critical, fundamental, and enduring cultural infrastructures for enhancing students' traffic knowledge and, in the long term, leads to the institutionalization of taught activities and the improvement of the current situation (Wiedner & Schaeffer, 2020). Education is the process of behavior change and a learning process in which a set of related knowledge is transferred along with habits and skills. Therefore, education is a regular and continuous process that contributes to the personal, physical, cognitive, psychological, moral, social, cultural, and political development (Gavrel, Lebon & Rebiere, 2016). Informal education includes any education provided outside the formal and approved curriculum framework. These educations are similar to formal education in content and presentation. In general, there are three types of education: formal, semi-formal, and informal. Formal

education is a formal, organized, and specific process with a predetermined time and place. Semi-formal education is any organized and systematic educational activity outside the formal educational system, aiming to provide education for specific population subgroups, such as toddlers. Informal education creates authentic and reliable opportunities beyond the control of educational and skills training program managers and outside the constraints of classrooms and formal educational environments (Safaei Fakhri & Haghi Takhtkesh, 2021). In another definition, formal education refers to events intentionally planned with a fixed and regular timetable, hierarchical structure, different levels, and entry requirements, conducted within educational institutions. In contrast, informal education refers to events intentionally planned in non-educational environments like organizations, lacking hierarchical structural features, entry requirements, and a regular timetable, including on-the-job training, off-the-job training, seminars, and educational workshops (Fakher, Azma, Shojaee & Mostaghimi, 2022). Additionally, informal education includes continuous adult education and short-term professional training that are not unplanned but not as structured as formal education programs. Moreover, these educations are typically short-term, and anyone interested can participate in them (Taskesen, Kanat, Cigir & Gor, 2012). Informal education is a lifelong process through which an individual increases their knowledge, skills, attitudes, and awareness from daily experiences in life and work, usually independent of a specific location and predetermined instructor (O'Brien, Freitas, Venzo & Francis, 2023). One of the most important sources of creating capabilities and professional skills is informal education, both structured and unstructured, and many people enhance their ability to perform tasks and professions through informal professional and skill training with an acceptable level of theoretical and practical knowledge (Cuc, 2014).

Research has been conducted on informal education and lifestyle, and the following reports the main results of the studies related to the components of informal education for lifestyle improvement. Saki and Golestani Far (2022), in their research on the components of Islamic lifestyle, concluded that it includes reliance on God, humility and submission to the Lord, modesty and fear of committing sins, hope for the acceptance of prayers, hope for God's help after repentance, rectifying intentions and godly piety, inner peace, maintaining human dignity and freedom, not seeking superiority over others, compassionate conversations, winning enemies' hearts with kindness, observing ethical principles of residence, love and mercy, adhering to the ethical principle of pardon, forgiving the criminal and the powerful's forgiveness of subordinates' errors. Gerdruang and Panwatanasakul (2022), in their research on the development of teachers associated with formal and informal education centers, found that both formal and informal education play an effective role in the development of teachers and managing their work life. Nazari, Jafari Nia, Gorgin, and Mahini (2020), in their research on the indices and components of family education curriculum based on lifestyle improvement, identified 14 components including the underlying logic, intended goals, proposed content headings, proposed learning materials, proposed teaching methods, barriers to curriculum implementation, suggested learning activities, proposed roles for the course instructor, proposed roles for parents, proposed locations for conducting family education courses, suggestions regarding the time element, suggestions around grouping participating parents, required resources and facilities, and proposed methods for evaluating participating parents. Ebrahimi and Behnoei Gadne (2010), in their research, identified the components of the lifestyle of young men and women as cultural consumption, leisure time activities, and body management. Lifestyle is a concept that has received attention from specialists in various fields in recent decades, and its importance and nature among individuals have led to increased focus on it. Organizations, having the capability to offer a diverse range of educational services, can effectively utilize informal education to improve the lifestyle of their employees. Through informal education, it is expected that employees will improve their life conditions and lifestyle, although sometimes these trainings are not aligned with lifestyle improvement. Therefore, it is necessary to identify the components of informal education for lifestyle improvement and design and develop informal education programs based on them. Nowadays, lifestyle plays a significant role in enhancing people's life conditions. Consequently, this study aimed to identify the components of informal education for improving the lifestyle of employees.

2. Methodology

The current research was practical in purpose and qualitative in terms of data. The research population included written sources related to the research domain and organizational and academic experts in this field, and the sample of this study comprised 19 written sources and 20 experts selected through purposive and snowball sampling methods.

In purposive sampling, samples are selected based on criteria, which in this study included academic experts who are faculty members with a Ph.D. in Educational Sciences, having the rank of assistant professor or higher, lived experience regarding informal education for lifestyle improvement, and authorship in this domain. Organizational experts were those holding managerial and deputy positions and educational planners, with a Ph.D. in Educational Sciences, lived experience regarding informal education for lifestyle improvement, and authorship in this domain. In the snowball sampling method, samples from the purposive sampling part are asked to introduce other experts to the researchers, and these experts are selected as samples if they meet the desired criteria. In this study, 8 academic experts and 12 organizational experts were selected as samples.

Data were collected through note-taking from written sources and semi-structured interviews with experts. For this purpose, to understand and develop the conceptual model of the research, existing texts in the field of informal education for improving lifestyle were reviewed, and based on them, questions were designed for interviews with organizational and academic experts. Interviews were conducted individually and, after interviewing 20 people, theoretical saturation was achieved, meaning new data did not differ from previously collected data, and interviews were stopped. To ensure the validity of the tool and the accuracy of the findings from the researcher's perspective, the opinions of professors familiar with the research area and university specialists knowledgeable about the field were used. Additionally, brainstorming and library methods, which involved reviewing documents, books, articles, and theses, were utilized. Moreover, internal consistency reliability was examined. The results indicated the tool's validity and reliability.

The research process was as follows: first, written sources related to the research field, namely the components of informal education for improving the lifestyle of employees, were reviewed, and based on that, components were extracted. With these components in mind, questions for interviews with experts were designed. Each interview with the experts lasted between 35 to 50 minutes and took place at a predetermined time and place individually. Besides note-taking from interviews, the interviews' audio was recorded with a recorder and reviewed several times after completion. Based on the noted texts and recorded interviews, the components of informal education for improving employees' lifestyle were implemented. It should be noted that in this study, the importance and necessity of the research were explained to the samples, and after mentioning the necessary points for participation in the research, including recording the interviews and obtaining their consent to participate in the interview, they were reassured about observing ethical points. After the interviews were completed, participants were appreciated. Finally, the data obtained from note-taking from written sources and semi-structured interviews with experts were analyzed using coding according to the grounded theory approach in MAXQDA software version 2020.

3. Findings

In this study, 20 experts (8 academic experts equivalent to 40%, and 12 organizational experts equivalent to 60%) and 19 cases of written sources were examined and researched. The authors and components of the written sources related to informal education for improving the lifestyle of employees were reported in Table 1.

Table 1. Authors and Components of Written Sources Related to Informal Training for Improving Employees' Lifestyle

Row	Authors	Components

1	Veblen and Simmel	Dietary habits, grooming, type of housing (decoration, architecture, and furnishings), mode of transportation, ways of spending leisure time, and manners (behaviors indicative of nobility or generosity, smoking in public gatherings, etc.)
2	Adler	Behavior, thoughts, emotions of the individual, and goal-directed movement
3	Chapin and Asul	Place of residence, type of house and living room furniture, other overt indicators of status and prestige
4	Kluckhohn	Personal consumption behaviors reflecting individual preferences such as the use of cultural, recreational, and sports industries, modes of play, and dress styles
5	Gorden	Consumption patterns, style of dress, manner of speech, attitudes, and patterns related to focal points of interest in cultural affairs such as sexuality, rationality, family, patriotism, education, arts, sports, and religion
6	Parsons	Aspects derived from modern technology, family car, refrigerator, washing machine, and television
7	Stone	Non-marriage, frequent change of residence, substance abuse, frequent joining and leaving various groups for experience
8	Warner	Ways of spending leisure time (recreational and sports tastes), religious differences, political values, family life patterns, marital relationships, and child-rearing methods
9	Roger Brown	Drinking habits and eating salads, choice of words, dress style and sitting habits, child-rearing methods, sexual, hygienic, religious, political behaviors, and the degree of being nervous or emotional
10	Abrin	Place of living, local participation, type of home (with a yard, garage, workshop, etc.), and the type of school where children are educated
11	Fern	Activities (such as work, hobbies, and recreation), interests (such as family and media), beliefs (such as social, political, and economic issues)
12	Van Vossen	Associations that individuals join for food, meeting, or marriage, choices between concerts or boxing matches, skiing, boating, etc., for leisure time
13	Bourdieu	Assets (luxury or cultural goods, such as houses, villas, pleasure boats, cars, furniture, paintings, books, beverages, cigarettes, perfumes, and clothes), distinctive activities (such as sports, games, recreations, dressing), care of one's physical appearance, language use, and budgeting
14	Berelson and Steiner	Leisure and aesthetic tastes, appropriate money spending habits (such as taking care of one's appearance and clothing), social etiquette, aesthetic taste, entertainments (both recreational and sports), foods (ranging from sweet stretchy chocolate to the soft and bitter types)
15	Pizza	Cohabitation before marriage, marijuana use, homosexuality, and living in communal environments
16	Segalen	Housing (interior space of the house and the division of private, public, and recreational spaces), socializing and kinship network relations and the impact of these relations on leisure time spending, attitudes and behavior towards women's employment and division of labor in marital life
17	J. A. Will	Consumption, values, attitudes, demographic issues, gender differences, economic status, occupation, social classification, and participation in leisure activities
18	Leslie and colleagues	Consumption patterns including clothing, body movements, conversational style, taste, and social manners
19	Van Houten	Furniture, art objects, various styles of dressing, reading materials, musical instruments, taste in food and beverages, cooking methods, conversation style at home, leisure time activities, budgeting, relationships with children, child-rearing norms and methods, population density in the home and locality, and type and characteristics of employment

In this study, data analysis was conducted using coding according to the grounded theory approach, which included six sections: central phenomenon, causal conditions, contextual conditions, intervening conditions, strategies, and consequences. The results of identifying the components of informal education for improving the lifestyle of employees comprised 136 concepts across 12 components. The results of the coding for identifying the components of informal education for improving the lifestyle of employees for the central phenomenon were reported in Table 2.

Table 2. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for the Central Phenomenon

Component	Indicator
Nature	Educational methods aimed at enhancing the quality of life
	Assessment methods for learners based on non-consumerism and lifestyle modification
	Selection of appropriate content for lifestyle change
	Behavioral change in response to consumerism observed in others
	Issues indirectly addressed through the training of learners via managerial behaviors
	Active interaction between educational stakeholders and urban planning employees
	Attention to immediate issues that influence lifestyle improvement and lead to desirable behavioral patterns
	Challenges addressed by educational programs related to management and employee issues
	Employees' participation in social activities such as religious and political engagements
	Social activities within the urban planning department to enhance the social and cultural capabilities of employees
	Employees' participation in various meetings and their job training
	Collective research conducted by employees on organizational life issues, focusing on current topics to balance work and life
Method	Employees attentively listen to their colleagues' statements to experience real lifestyle practices
	Employees learn through discussions with management, colleagues, and other organizational members
	Belief in learning from informal messages, hence the use of electronic systems for educational messages
	Learning through group projects with colleagues
	Learning and mental personality enhancement through participation in group activities
	Sharing information with colleagues to learn from experiences and shape social identity
	Participation in brainstorming sessions
	Emulating the positive behaviors of other colleagues
	Analyzing colleagues' behaviors and learning from them
	Being influenced by the commendable behaviors of other colleagues to modify one's lifestyle
	Urban planning employees being influenced by directive behaviors of management
	Consistently following scientific websites for educational topics and methods
	Learning educational topics through participation in social networks
	Utilizing modern equipment for interaction among each other

As seen in Table 2, the central phenomenon of informal education for improving the lifestyle of employees included two components: nature (with 12 indicators) and method (with 14 indicators). The results of the coding for identifying the components of informal education for improving the lifestyle of employees for causal conditions were reported in Table 3.

Table 3. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for Causal Conditions

Components	Indicator

	Employees feel a sense of belonging to their job and consider learning as part of it
	Employees exhibit organizational commitment
	Employees demonstrate their organizational loyalty through learning
	Employees have the autonomy to choose educational content
Organizational culture	The organizational system is open, allowing employees the freedom to choose their learning methods
	The organization has considered various methods for employees' learning
	Employees regard learning as one of the organization's superior values
	The organization teaches its employees the dominant values and beliefs through informal training
	Enhancing organizational values and etiquette depends on employees' understanding through learning
	Employees possess the characteristic of self-regulation
	Employees exhibit self-control
	Employees prioritize self-assessment in their work
	Employees focus on developing self-awareness
	Employees are committed to their learning
Individual facotrs	Employees are accountable for their profession
	Employees do not see themselves as separate from the organization and consider addressing organizational issues as their responsibility
	Employees feel obliged to consult on organizational matters
	Employees work and learn in team groups
	Employees are actively involved in their profession
	Employees seek to find answers to questions in collaboration with their colleagues

As observable in Table 3, the causal conditions of informal education for improving the lifestyle of employees consisted of two components: organizational culture (with 9 indicators) and individual factors (with 11 indicators). The results of the coding for identifying the components of informal education for improving the lifestyle of employees for contextual conditions were reported in Table 4.

Table 4. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for Contextual Conditions

Components	Indicator
	Availability of educational facilities
	Allocating educational budget for providing informal training
	Managerial support for informal training
	Focusing on learning during service in the organization
	Allocation of technological educational facilities
Educational facilities	The perceived need for skill training by the Deputy of Education at the Research Center for Roads, Housing, and Urban Development
	Commitment and accountability of employees to the provided training
	Diagnosing learning issues within the organization
	Providing logical responses in relation to learning and its environment in the organization
	Raising employees' awareness about the importance of learning
	Recognition of learning in contemporary organizations as a competitive factor
	Increasing budget for performance-based learning
Support	Reducing centralization in the urban planning organization
	The organization's request for diverse training programs

	Focusing on knowledge sharing by individuals in the organization
	Attention to knowledge produced within the organization
	Organizational manager's support for employee training
	Support from middle managers for training
	Focus of managers and supervisors on employee training
	Supporting the training needs among individuals
	Creating a culture of trainability among employees
	Encouraging hardworking employees who participate in training courses
	Collaborative educational interaction among employees

As indicated in Table 4, the contextual conditions of informal education for improving the lifestyle of employees included two components: educational facilities (with 12 indicators) and managerial support (with 11 indicators). The results of the coding for identifying the components of informal education for improving the lifestyle of employees for intervening conditions were reported in Table 5.

Table 5. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for Intervening Conditions

Components	Indicator
Legal obstacles	Lack of proper legislation regarding employee training in organizations.
	Failure to prioritize training for employees at the governmental level.
	Existence of cumbersome laws and barriers to training based on need.
	General lack of attention to training instructors for delivering informal educational programs in organizations.
	Lack of creativity in compelling organizations to implement informal training in service courses.
	Lack of attention to employee needs at the governmental macro level.
	Lack of job focus in government's proposed training programs.
	Lack of attention to teachings based on improving lifestyle.
	Absence of a coordinated policy for improving employees' lifestyle in the country.
	Narrower political competition and participation for members favoring administrative reforms based on education.
	Dominance of influential powers in organizations, preventing need-based activities by managers.
Infrastractural obstacles	Absence of necessary infrastructure for the use of blended learning in organizations.
	Technical support weaknesses from the IT unit.
	Lack of physical and hardware infrastructure for informal communication in organizations.
	Inadequacy of the information system and lack of access to up-to-date scientific resources.
	Existence of informational and regulatory barriers and constraints.
	Weakness in investment proportional to the relative advantages in the country's human resources.
	Weakness in managerial support for training programs.
	Failure of managers to provide necessary training facilities.
	Managers not allocating a sufficient budget for training in organizations.

As seen in Table 5, the intervening conditions of informal education for improving the lifestyle of employees comprised two components: legal barriers (with 11 indicators) and infrastructural barriers (with 9 indicators). The results of the coding for identifying the components of informal education for improving the lifestyle of employees for strategies were reported in Table 6.

Table 6. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for Strategies

Component	Indicator
Inter-organizational	Managerial support for the implementation of informal in-service training courses based on life skills.
	Allocation of necessary budget for conducting informal training courses.
	Provision of educational facilities by managers for informal training in the organization.
	Obtaining consensus from managers and key personnel for conducting in-service training courses aimed at improving lifestyle.
	The willingness of managers to offer informal educational programs in organizational training.
	Focusing on reducing centralization in decision-making regarding the implementation of informal education in the organization.
	Reducing formality in in-service training courses aimed at lifestyle improvement.
	Simplifying job complexity in providing need-based training.
	Attention to employee performance after the provision of informal training.
	Focusing on the strengths of the organization in the area of employee training.
	Paying attention to the weaknesses of the organization in the area of employee training.
	Focusing on the opportunities of the organization in the field of employee training.
	Considering the threats to the organization in the field of employee training.
Organizational knowledge	Employees' enthusiasm for learning informal skill-based education.
	Managers' eagerness to present a structured curriculum and learning based on lifestyle improvement.
	Individuals' attention to their educational needs.
	Employees expressing their training needs.
	Creating motivation for informal training.
	Efforts to implement effective training.
	Offering necessary training workshops to enhance the knowledge and academic level of learners.
	Allocating the necessary educational budget for enhancing learners' knowledge about work.
	Utilizing prominent academic lecturers in the organization for relevant trainings.
	Focusing on the learner as the primary agent in the educational process.
	Enhancing the quality of the educational content provided.
	Utilizing distinguished lecturers for outsourcing trainings.

As shown in Table 6, the strategies of informal education for improving the lifestyle of employees included two components: internal organizational (with 13 indicators) and organizational knowledge (with 12 indicators). The results of the coding for identifying the components of informal education for improving the lifestyle of employees for consequences were reported in Table 7.

Table 7. Results of Coding for Identifying Components of Informal Training for Improving Employees' Lifestyle for Outcomes

Components	Indicator
	Employees learn from various environments to gain acceptance and authority in their profession.
	Employees seek excellence and participate in cognitive competency in-service training.

Enhancing Competency	Employees believe in improving their ethical and attitudinal competencies and welcome interaction with ethically-minded colleagues.
	Employees believe in enhancing their capabilities and competencies through informal training.
	Through informal training, employees better understand their profession and establish professional methods.
	Using training aligned with social networks, employees learn the skills required for their job.
	Employees strengthen their professional competencies through informal training in the organization.
	Employees believe they can have a positive impact on their work environment and improve their work life.
	Employees are willing to be accountable and are receptive to change.
	Employees have a clear and focused strategy for enhancing their tastes and needs based on a forward-looking approach.
	Employees engage social values and norms in their profession.
Empowerment	Through the purposefulness of their work unit's programs, employees find their work highly significant.
	Participation programs for employees ensure their capabilities for successful work performance.
	The work unit gives individuals the opportunity to make socially-informed decisions about their work and improve their style.
	Management feedback makes employees feel they have a significant impact on what happens in the work unit.
	Employees feel that individual opinions are valued in the organization.
	Employees are encouraged and supported by management to learn in the organization through informal training.
	Inducing a new learning style based on habit change leads to personal life improvement.
	The way organizational leadership interacts and pays attention to employees' personal interests affects their training and learning.
	Employees are always willing to collaborate with their colleagues.
	They are not averse to collaborating with others in solving work-related issues.
	They view collaboration as an effort to improve themselves.

As observable in Table 7, the consequences of informal education for improving the lifestyle of employees consisted of two components: competency enhancement (with 11 indicators) and empowerment (with 11 indicators).

4. Conclusion

The present research aims to pragmatically examine the components of informal education for improving employees' lifestyle and propose solutions for its enhancement, thereby facilitating the improvement of employees' lifestyle. Consequently, this study was conducted with the objective of identifying the components of informal education for improving the lifestyle of employees.

The findings indicated that informal education for improving the lifestyle of employees comprised 136 concepts across 12 components; including two components in the central phenomenon section (nature and method), two components in causal conditions (organizational culture and individual factors), two components in contextual conditions (educational facilities and managerial support), two components in intervening conditions (legal barriers and infrastructural barriers), two components in strategies (internal organizational and organizational knowledge), and two components in outcomes (competency enhancement and empowerment).

These findings were consistent with the research of Saki and Golestani Far (2022), Gerdruang and Panwatanasakul (2022), Nazari et al. (2020), and Ebrahimi and Behnoei Gadne (2010). The current focus on employees' lifestyle reflects the importance attributed to it. Many organizational managers and employees are dissatisfied, seeking more meaningful work and careers. They request changes in the economic and non-

economic outcomes of their work, with non-economic rewards becoming increasingly important, especially among those with higher education. Part of the productivity stagnation and quality decline in some countries is due to deficiencies in life and changes in managers' interests and preferences. They seek greater supervision and involvement in their work. When managers and employees are treated with respect, feel secure, have the opportunity to express their thoughts, and are involved in decision-making, they show more favorable and desirable responses.

One of the significant problems of organizational employees is the neglect of improving their work lifestyle, which severely diminishes organizational effectiveness and efficiency. Due to a lack of recognition by organizational managers of the quality of work life and work lifestyle, this issue has lost its true proportion in organizations. Work lifestyle or improving the professional and vocational system is one of the most interesting methods for creating motivation and a significant path in designing and enriching employees' jobs, rooted in the attitude of employees and managers towards motivation. Organizational employees are a group for whom lifestyle enhancement is essential, and they should learn to improve their lifestyle, achievable only through the provision of effective training. With a focus on informal education for improving employees' lifestyle, attention can be paid to on-the-job training, though it seems insufficient. Since it did not lead to lifestyle improvement, it is necessary to turn to informal education. According to the findings of this research, more attention should be paid to the topic of informal education in improving employees' lifestyle. In fact, if an organization seeks to improve its employees' lifestyle, it should focus on informal education. For this purpose, the nature and method of education should first be determined, and employees should understand the purpose of undergoing such training. The maximum use of group discussions and dialogues should be promoted, and the individual and social nature of these trainings should be communicated to the employees. On the other hand, factors influencing these trainings should be considered, focusing on organizational culture and individual characteristics.

By providing informal education, learning occurs among employees, ultimately leading to empowerment. Therefore, it is advisable for organizational managers to adopt various strategies to take a significant step towards improving employees' lifestyle. Managerial support for implementing informal on-the-job training based on life skills, allocating necessary budget for informal training courses, offering educational facilities by managers for informal education in the organization, consensus of managers and key individuals for implementing on-the-job training based on lifestyle improvement, managerial will towards informal educational programming in the organization, focus on reducing decision-making concentration related to the implementation of informal education in the organization, reducing formality in on-the-job training courses based on lifestyle improvement, reducing job complexity in providing need-based education, focus on employee performance after providing informal education, focus on organizational strengths in employee training, focus on organizational weaknesses in employee training, focus on organizational opportunities in employee training, focus on organizational threats in employee training, employee enthusiasm for informal skill learning, managerial enthusiasm for providing a structured curriculum and learning based on lifestyle improvement, individuals paying attention to their educational needs, employees expressing their training needs, creating motivation for informal education, efforts to implement effective training, providing necessary educational workshops to enhance learners' knowledge and scientific level, allocating educational budget for enhancing learners' knowledge about work, using prominent academic professors in the organization for relevant trainings, focusing on the learner as the main factor in the educational process, enhancing the quality of provided educational content, and using prominent professors for trainings through outsourcing are among the practical suggestions.

Ethical Considerations

In this study, to observe ethical considerations, participants were informed of the objectives and importance of the research before the start of the interviews and participated in the research with informed consent.

Assurance about observing ethical points was given after obtaining their consent to participate in the interviews.

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Authors' Contributions

The authors had approximately equal participation and contribution.

Conflict of Interest

There was no conflict of interest among the researchers.

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