



Research Article

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Lifelong Learning, Training and Development Employee's Perspective

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Abstract

In this paper authors are aiming to explore the level of perception on the topic of trainings from employees' perspective, as well as learning and development of employees after they reached the labor market and their impact in human capital. To stay competitive and survive in job market it is suggested to acquire higher and broader skills and competencies. To achieve this, it is necessary to use training and development as a function of Human Resources Management. Therefore, the main purpose of this paper is to identify the impact of training and development and the concept of lifelong learning. For this research 450 questionnaires were used with the public and private institutions regarding the level of trainings they have participated. The importance of trainings increases with technological changes and information technology, globalization and a lot of other factors have their impact in importance of continuing adult education and lifelong learning. In this paper will be explored also what training practices represent as a key component in human resource management. Where from our findings we can say that most of the trainings in Kosovo are on job trainings, with highest level of participants in the age from 21- 35, this age group uses trainings for learning, age group of 36 -50 years use trainings mostly for sharing information's, while age group 51-65 years, use mostly trainings for learning and sharing information, they also have the highest level of using trainings for development. Most of the employees find trainings as compulsory for achieving better skills, compulsory trainings are positively correlated with on job training Pearson Correlation 0.83 which is significant .000 at the 0.01 level (2-tailed) from the descriptive data we can find that depending on the age group and education level Information technology trainings have different results. Employees with higher education have less interest in Information Technology trainings compared to employees with lower levels of education. So, in general, this research aims to give a clear description of employees' perspective regarding trainings as on job trainings, IT trainings, and their transfer of trainings to the job market some of employees use it for learning, some employees for sharing information and some for further professional development.

Keywords: Training, Employee, Development, Learning, Perspective

1. Introduction

As research has increasingly focused on studying training and development programs in larger corporations, relatively few efforts have been directed at understanding training and developments from employees' perspective .Investment in human capital is important in all professions and

countries, but it is especially important in the countries that are still in transition period, taking into account the lack of skills that employees might have. The fast change of technology is giving us the opportunity and access to a variety of information's and knowledge, that just in recent years it would be much difficult to find. For this reason many of us have accepted that is essential for the new technologies to be learned, and that we need to adapt with the changes that are happening.

The emphasis on constant learning and change brings with it some interesting workforce challenges Ball & Gotsill (2011). Lifelong Learning is important part of working life of employees as well it is important for employers, investing in improving working skills through formal and non-formal education helps in enhancing creativity, flexibility and productivity of employees, while for businesses investing in these skills helps them to face the challenges of competition in their field. The potential benefits of training may seem obvious, they will not necessarily follow that training analysis, and it will lead to improved performance. Organizations nowadays should have an appropriate and effective training culture. Therefore, continuous training is a key element of improving organizational performance and the need for a determined staff development process. Training is one of the tools management often uses to ensure effective workplace performance, which usually is the responsibility of the Human Resources department. On Job training program is implemented in the working environment where the person being trained will work. The trainee learns by observing the work of experienced employees and working with current work materials, personnel, and machinery under direct supervision. Chen, G., & Klimoski, R. J. (2007) argue that there is a gap in training and development theories and empirical research and that this field should be developed further, due to its importance and lack of research in macro level, as well as better understanding on how the training effects organizational outcome.

2. Literature Review

Employee training and development programs represent an important component of human resource management practice. The management of the companies should be acquainted with the level of trainings that are needed from its employees, and accordingly establish training programs that will help to optimally apply their skills in order to achieve companies objectives (Kennedy, 2009). In recent years there are changes in education systems, labor markets and the system of trainings and skills acquired. Lifelong learning according to ILO (2019), concerns also the future of the education systems and trainings, so they can be flexible and prepare employees for the labor market, globalization, and after they enter the labor market, to be in constant learning in order to be prepared for the situations as between jobs. Education and learning can be developed in formal settings as universities and by attending a training, but it might also happen in less formal settings as online training, but nevertheless it has limited value if it isn't put into practice (Cervero & Wilson, 2001). EC (2006) for the inclusion in European Union states emphasizes that the adult continuation of learning is very important in order to improve basic skills as well as digital skills. Which, than enables better economic benefits from the learners side and from employers with increased level of skills and gaining the acquired qualification needed for the job, and from employers side the more motivated and active workforce which have their impact in increased profitability for the business. According to Helms (2016) employers and individuals depend on continuing education, employers in order to have highly skilled workers, and from employees perspective they need continuation of the education to be able to move forward in their career. The method of continuing education should be determined by the content and learning interest. Trainings and lifelong learning can be developed at any age and at any time, not only during the working hours.

The primary target of the training is to develop and improve proficiencies, and better understanding related to job responsibilities. Traditional training methods are replaced with learning by situation in order to be able to improve generic skills and qualifications which can be transferred to work. Hence knowing that most of learning activities and trainings involve transfer of learned behavior and depending on the trainees on how much they do want to transfer their knowledge

(Cheng and Hampson, 2008). Rainbird (2000) has notified that we have to have in mind that workplace is not for the learning purposes but it's a place for productions of goods and services, hence employees may be indifferent to dedicate sufficient time and resources to learning and dedicate time to working. Whereas Bulut and Culha (2010) found that the support from managers to their employees to attend trainings is associated with higher commitment of the employees to the organization. Owoyemi et al (2011) also found that more trainings we give to employees' their commitment to organization is higher.

There have been various theories to explain the importance of training needs in any organization. In social learning theory, employees obtain new skills and learn how to do their job by perceiving their supervisors or other more experienced employees who they think that are more erudite (Bratton and Gold, 2007). Gogunskii et al, 2016 says that employees and specialists in their fields should be able to identify which skills and knowledge they are missing, and try to find a way as educational needs, or training needs under the terms of career growth and personal improvement and development. As the employees grow older their motivation to attend trainings and development will not weaken from their internal forces, but also from their supervisors' beliefs that it's not worth investing in them. Vianen, Dalhoeven, & De Pater, (2011).

From the Eurostat statistics explained non formal education and training is higher depending on the age group that they belong to "In 2016, the share of non-formal learning activities in the EU-28 that was job-related rose slightly as a function of age from 78.6 % for those aged 25-34 to a peak of 82.1 % among those aged 45-54, before falling to 72.0 % among those aged 55-64", from Eurostat (2016), the individuals with higher level of education had the higher percentage of educational attainment job related as trainings, seminars with the level of 80 percent compared with the ones with lower level of education levels in the range of 75 percent.

3. Research Methodology and Data Collection

Cox and Hassard (2010) explain descriptive survey as a technique that supports collection of the data without changing the focus of the study. Which than simplifies the presentations of statistical and econometric models and comparisons as frequencies and correlations that are used in this research. This study adopted simple random sampling techniques. Which is defined as a random sampling within a study population in order to give each member equal opportunity to be sampled. Data used in this paper is based on the independent research survey conducted by authors. The sample was randomly selected from the private businesses and public institutions, with 450 respondents. The sample covers all regions of Kosovo.

The main objective of this study is to explore the employees' perception of the trainings and development and thus lifelong learning, by raising some research questions as;

The main research questions are: Are the employees satisfied with the selection of trainings that organization offers? And the second research question is regarding equity, Are the different aging groups and females treated equally in training participation? And some other research questions related to trainings such as:

- Do they think that trainings should be compulsory in their organizations?
- Does they organization offer on job trainings, or out of the job trainings ,
- Do they need, and have they attended Information technology trainings?
- Is the attendance to the seminars and workshops helpful and job related?

3.1 Descriptive Analysis and Results

The study contains research objectives and questions that illustrate the constituent variables, not only theoretically obtained in literature, but also through the questionnaires. This methodology follows the both methods descriptive and statistical analysis. This fact allows for further discussion of

the results, relevant conclusions and recommendations related to the results obtained on the perception of trainings from the employees side.

We have developed the questionnaires with related questions of trainings to the employees. During the research the respondents were chosen randomly without relevance of their position in organization. Result from the questions that do you think that training should be compulsory for employees the results (figure 1) according to age, are ; the age group of from 51-65 years have the highest level of answers with yes, concluding that the trainings should be compulsory in the organizations.

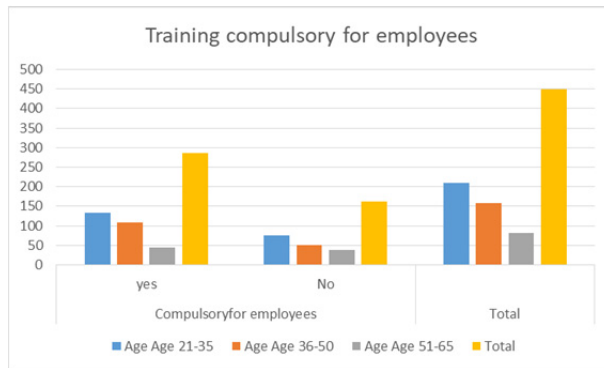


Figure 1: Compulsory Trainings
Source: Authors

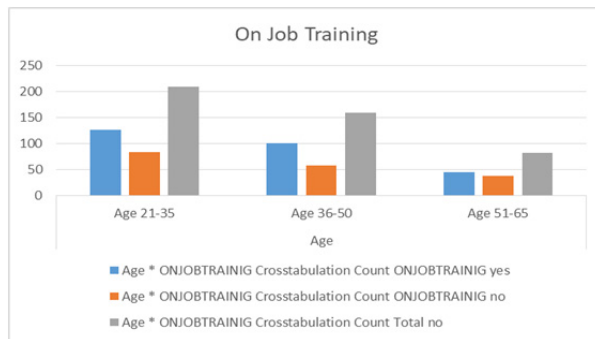


Figure 2: On Job Training
Source: Authors

What is the level of on job training for the employees? We see (figure 2) that the highest level that participate in on job trainings is for the age group 21-35 years, following the age group of 36 -50 years of age which is an expected result since, the employees with higher level of experience have less need for on job trainings. The important research question is how do employees understand trainings and how do they use it in their workplace? Results from figure 3 show that for age group 21-35 years trainings are mostly used for learning, for age group from 36 -50 years results show that they use trainings mostly for sharing information's, while age group 51-65 years use trainings for learning and for sharing information, they also have the highest level of using trainings offered for their own development. As expected highest levels of trainings for Information technology (figure 4), is attended for age group 21-35 years, following the age group of 36 -50 years and with the lowest participation of age group 51-65, which is similar with EU attainment of formal trainings in EU28 countries mentioned above.

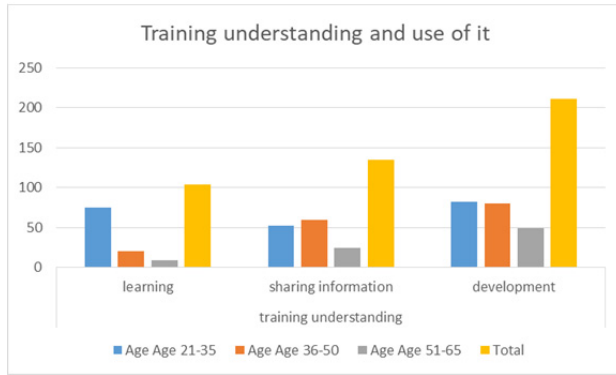


Figure 3: Training understanding and their use
Source: Authors

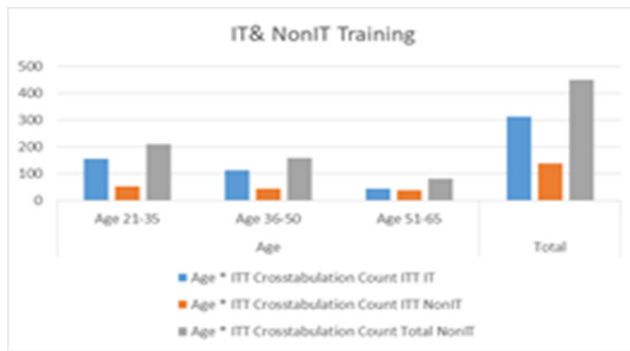


Figure 4: IT-NonIT Training
Source: Authors

While the participation on seminars(figure 5), and in soft skills development trainings (figure 6) according to the results there is no significant difference in participation of employees in trainings according to the different age groups, they have similar attendance in all age groups.

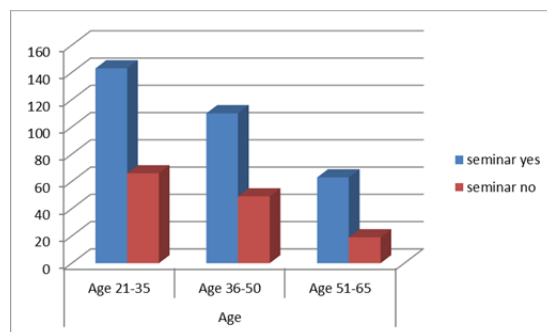


Figure 5: Seminar attendance
Source: Authors

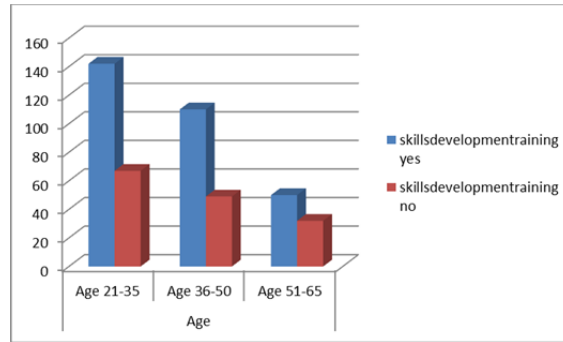


Figure 6: Soft Skills development trainings
Source: Authors

3.2 Correlations Matrix

In this research we have used the Pearson correlation matrix generated from SPSS, to find out to what extent the variables regarding different training methods are linearly linked to gender and age and how they affect each other. According to findings of Good, (2009) The Pearson correlation test is robust and it gives robust significance levels not relating to means and distribution levels from which statistics are taken.

Correlation analysis is done by means of the correlation coefficient, which gives us a value that determines the size between two categories or variables. This correlation can take values from -1 to 1.

Gender is positively correlated with compulsory training Pearson Correlation .096 which correlation is significant .041 at the 0.05 level (2-tailed), meaning that females opinions are that training should be compulsory. And the level of the satisfaction with the level of training where we see negative Pearson Correlation -0.238 which Correlation is significant .000 at the 0.01 level (2-tailed) meaning that females are less satisfied with selection of trainings from their supervisors .

Compulsory training is positively correlated with on job training Pearson Correlation 0.83 which is significant .000 at the 0.01 level (2-tailed) meaning that almost 83 percent of the compulsory trainings are conducted in their workplace and are on job training. Information Technology trainings are positively correlated with on job training Pearson Correlation 0.83 which Correlation is significant .000 at the 0.01 level (2-tailed) meaning that most of training conducted are on jobs trainings . Information Technology trainings are negatively correlated with education level, Pearson Correlation -0.197 which correlation is significant at the 0.01 level (2-tailed) which we can interpret as the employees with higher level of education have the needed knowledge to use information technology .Level of education is negatively correlated with training on job Pearson Correlation -0.139 which correlation is significant at the 0.03 level (2-tailed) and satisfaction of the training selection from their managers with negative correlations Pearson Correlation -0.238 at the level .000 (2-tailed) which we can interpret that individuals with higher levels of education are interested in enhancing their skills with more specific higher level trainings.

Table 1: Correlation Matrix

		Gender	Age	Compulsory Training	On Job Training	ITT training	Level of education	satisfaction with the selection of training
Gender	Pearson Correlation	1	-.146**	.096*	.083	-.039	.099*	-.238**
	Sig. (2-tailed)		.002	.041	.077	.406	.035	.000
	N	450	450	450	450	450	450	450
Age	Pearson Correlation	-.146**	1	.055	.026	.158**	-.069	-.027
	Sig. (2-tailed)	.002		.242	.589	.001	.143	.570
	N	450	450	450	450	450	450	450
Compulsory Training	Pearson Correlation	.096*	.055	1	.894**	.245**	-.152**	.075
	Sig. (2-tailed)	.041	.242		.000	.000	.001	.110
	N	450	450	450	450	450	450	450
On Job Training	Pearson Correlation	.083	.026	.894**	1	.225	-.139	.081
	Sig. (2-tailed)	.077	.589	.000		.000	.003	.085
	N	450	450	450	450	450	450	450
ITT training	Pearson Correlation	-.039	.158**	.245**	.225**	1	-.197**	.065
	Sig. (2-tailed)	.406	.001	.000	.000		.000	.172
	N	450	450	450	450	450	450	450
Level of education	Pearson Correlation	.099*	-.069	-.152**	-.139**	-.197**	1	-.223**
	Sig. (2-tailed)	.035	.143	.001	.003	.000		.000
	N	450	450	450	450	450	450	450
satisfaction with the selection of training	Pearson Correlation	-.238**	-.027	.075	.081	.065	-.223**	1
	Sig. (2-tailed)	.000	.570	.110	.085	.172	.000	
	N	450	450	450	450	450	450	450

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

Source: Authors

4. Conclusion and Discussion

The purpose of the training is to help people and organizations having better performance. Subsequently organizations have an ethical responsibility for developing training programs according to the labor market needs, and the competition constraints regarding their employees. Training in addition to affecting the training and professional development of the individual, they also affect the environment, because when developing the skills of the employee in the organization will consequently improve his work and productivity in the organization.

The labor market in Kosovo has high demand for employees who are skilled in their work, and today due to the globalization of the market, the growth and development of technology, they are becoming the reason that in some form different on job trainings are becoming mandatory in order for managers in their organizations to gain and maintain competitive advantage in the market through its main input: human resources. As mentioned earlier lifelong learning includes training

and other possibilities and learning opportunities varying from formal education, professional trainings, seminars, practical applications as on job training, and also informal learning as self-initiated learning through different online courses and informal knowledge sharing.

With regard to this study we explored the level and methods of trainings distributed to different age groups, taking in to account traditional methods as on job training and seminar trainings as well as more contemporary methods of Information technology and soft skills trainings. From the descriptive results we found that the highest level of employees which think that trainings should be compulsory are the older generations and the method of seminar trainings is not distinguished by any age we have a similar participation in all age groups. Alongside professional skills soft skills trainings are very important, there are a numerous of studies that show that there is a lack of soft skills in the job force including, people skills, problem solving skills and also problem solving skills, which are key to professional development. Some of the more contemporary trainings that are in line with labor market needs as soft skills training are attended more from the younger generations in the workforce.

From the Pearson correlation matrix we found that the higher level of education of employees is negatively correlated with the selection of trainings from the managers, they also have negative results with information technology trainings. Gender in our case females are also negatively correlated with the selections of trainings from their supervisors. Kosovo has the youngest population in Europe with approximately 70 percent of population under the age of 30. The younger age of employees is positively correlated with on job trainings, and Information technology trainings, which than is related with our results from descriptive results that they use training for learning. The middle age group of workers understand and use trainings for sharing information. And the older age group uses it for sharing information and development. We did not find any inequality in participation of trainings taking in consideration different age groups or older employees in our study. But we found that age group from 51 to 65 of years, have the lowest attainment of trainings in the skills that are needed in the labor market like information technology skills.

From this research we can also conclude that employees are not satisfied from the training selection from their supervisors, therefore training needs assessment is needed prior to delivering the training.

Limitation of the study, we can say that there are potential limitations to the study since the work force have different needs for trainings , professional development and lifelong learning in different kind of jobs and industries. We have explored just some main training methods and categories according to the different age groups and gender. The future research might be narrowed for different part of industry or business, and also it might have comparison of traditional with contemporary methods of trainings.

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