

NEW TRENDS IN EDUCATION OF EMPLOYEES OF STATE ORGANIZATIONS

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Abstract

In order for an organization to be competitive, it must respond to many various changes. Technological changes in organizations are mainly conditioned by their economic background. Incorporating these changes into business processes often requires the expansion of knowledge or the change of skills of individual employees. Employee turnover is not a good element for organizations, and so they must create the conditions for their employees to work on the organization – even if the changes created will result in other work tasks. Therefore, organizations should ensure the expansion of the knowledge and skills of their employees by supporting business education. The aim of the paper is to study the basic attributes of organization education based on the study of adequate materials on this topic and to find out how the employees themselves are building the further education. This is of economic importance – the organization can focus resources on the education of different groups of employees in order to ensure the development of the skills and knowledge of the employees in the areas it needs or, which it wants to focus on. The paper presents the results of the statistical analysis of the research questionnaire survey of state employees focused on the issue of corporate education. The research was carried out in 2017 and was attended by 930 respondents – employees of state organizations in the Czech Republic. The research results were processed in the statistical environment of Statistica v.10 using the appropriate mathematical and statistical methods implemented in this program.

Key words: corporate training, research, statistical analysis.

Classification JEL: M12 – Personnel Management.

1. Introduction

Business or corporate training is a learning process organized by an enterprise and creates a certain correlation between ‘what is’ and ‘what is desirable’ in the work environment. It encompasses both business education and non-business education or workplace education (*Bartoňková, 2010: 23*). It is a systematic process of changes in work behavior, knowledge and skills levels, including the motivation of employees of an organization to reduce the difference between their characteristics – the subjective qualification of the workers and the requirements imposed on them – the objective qualifications, i.e. the qualifications of the work. The educated person should first understand the acquired knowledge and skills, see the relationships between acquired knowledge, apply the new skills in practice in solving the tasks and use them for further self-education (*Skalková, 1999: 28*). The goal of corporate education is not only to transfer knowledge but also to create the conditions for self-realization as the most effective motivational tool. For the company, investment in employee training is an investment for the future (*Walker, 2003: 92*). In corporate education, there is a unification of personal and corporate goals.

In order to facilitate the complex development of the employees, corporate education is more about the orientation towards a man’s career than on his current work, on future needs and tasks, on forming a more flexible individual and on shaping the desired personality profile, value orientations and culture (*Koubek, 2000: 320*). This is why they belong to the most dynamic areas of adult education, which create the „personality of employees, their value orientation and is a necessary complement to educational qualifications” (*Šerák, 2009: 18*). It is a system adaptation of the learning behavior that occurs as a result of education, teaching, development and planned learning (*Armstrong, 2002: 491*).

The training of workers in an organization is a practically continuous process which is in the direction and scope of both the worker and the organization (*Mládková et al., 2009: 95*) and ensures consistency between the professional and qualification structure of the employees and the needs of the company (*Šigut, 2004: 70*). It is “an increase in performance or a change in the behavior of corporate employees in line with the company’s intentions” (*Urban, 2014: 125*). Therefore, the basic factors of company success include the ability to form and use human resources in a way that ensures the organization’s goals (*Kleibl, Dvořáková & Šubrt, 2001: 1*). Most young people participate in further education in companies. They are much more ambitious than their older colleagues, they want to succeed in their professional lives as soon as possible, to get higher in the organization, to have a natural interest in society, to fear job losses and above all to see further education as a necessary investment in themselves (*Koubek, 1992: 32–35*).

Business education is involved in shaping the social attributes of employees, thereby creating a working relationship within the enterprise. The importance of corporate education is to provide qualified, educated and capable employees who are needed for the future organization (*Armstrong & Taylor, 2015: 342–351*). At the same time, an enterprise encourages its employees to increase their competitiveness, giving them a sense of appreciation and importance¹. Qualified employees perform their work faster and more securely, which is also linked to the fact that they make fewer mistakes. Education and training can bring business profits in the form of increased productivity, a safer working environment and lower levels of absenteeism and employee turnover (*Konvalinková, 2013: 11*), and offering career growth and personal development can be a decisive factor in acquiring and retaining talent and key people (*Dvořáková et al., 2012: 286*), especially when the conditions for self-realization as the most effective motivational tool are created (*Palán, 1997: 86*). Acquiring and developing skills, skills, knowledge and competence is also a way to cope with the pressure of the environment to increase responsibility that is passed on to individuals. (*Průcha & Veteška, 2014: 60*).

Adult learning is a lifelong process that allows adults to ‘keep up with’ changes in different areas of life. These areas include mainly economic, social and cultural life (*Barták, 2008: 36*).

The aim of paper is to search the theme of training and development, both from the theoretical and investigating point of view. Based on presenting and comparing the opinions of especially Czech authors, the paper presents the results of the statistical analysis of the research questionnaire survey of state employees focused on the issue of corporate education.

2. Corporate training

The objectives of corporate education are based on the specific needs and requirements of each company. According to *Tureckiová (2006: 373)*, business education is closest to one of the adult education segments, to further vocational training. It is also one of the “most widespread forms of non-formal learning and adult learning” (*Průcha, 2014: 79*). Enterprise education can be understood as a general concept for adult education and encompasses all educational activities implemented as regular adult education or as further education and training of seniors (*Palán, 2002: 237*). *Mužik* emphasizes the need for education for all ages (*2004: 21*).

The general basic goals common to any form of organization can be considered especially as follows:

- Time optimization of new employee training.
- Achieving competencies and qualifications obtained by analyzing company needs.
- Forming key competencies.
- Planning and managing employees' careers and promoting their personal growth.

¹ According to the results of surveys published on *orlita.cz*, the reason for the termination of the employment at their own request represents about 1/3 (32%) of the limited opportunity for personal growth.

- Developing the skills and abilities of an individual for the performance of the work assigned to him.
- Improving the services provided to clients.
- Improving the image and attractiveness of the company for potential new employees.
- Increasing the company's competitiveness on the market.
- Increasing motivation, loyalty and overall identification of employees with the company.

If business education is to be effective, it must be a long-term systematic matter, repeated in regular cycles that take place at the given stages and respects the company's strategies and goals. Systematic employee training brings many benefits to employees and businesses, among them (*Vodák & Kucharčíková, 2007: 81–83, 193*).

- Constantly supplied by professionally trained staff
- It allows the continuous formation of employees' work capacity according to the specific needs of the company.
- Continuously improves the skills, knowledge and skills and staff personality.
- Contributes to improving work performance, productivity and quality of products and services more significantly than other forms of education.
- It allows the continuous improvement of learning processes by taking into account the experiences of the previous cycle in the following cycle.
- It makes it easier to find ways to improve the performance of individual employees.
- Improves the quality and thus the market price of an individual worker and his/her potential chances on the labor market in and outside the company.

To achieve the required effectiveness of the learning process, it is important to identify the training activities correctly and to bring it closer to the needs and strategies of the business (*Bartoňková, 2013: 78*). Identifying training needs should also show the gaps between the requirements for a particular job position and the current status of the workers concerned. The other quality of the results, the quality of the educational achievement (*Kalnický et al., 2012: 10*), should be another dominant feature of the efficiency of the educational process. Efficiency can also indicate the ability of employees to increase, improve their performance, and whether or not changes in work performance actually occur (*Pokorná, 2009: 67*).

Businesses use enterprise education to develop and educate, which is a learning process organized by an enterprise (*Palán, 2002: 157*). Business education needs may arise (*Vodák & Kucharčíková, 2007: 127*):

- The results of regular assessment of staff and their work capacity and work performance;
- When a new job function is created or a significant change in the employee qualification requirements defined in the job description;
- Changes brought about by technical developments, the introduction of new technologies, new devices and equipment, changing the range of products or services, changing the organization of work;
- Comparing the level of knowledge in the enterprise with the competition and monitoring the professional-qualification structure of labor resources and their developmental tendencies;
- Changing the business strategy, or changing the structure of the company;
- Standards, regulations and regulations.

Contemporary business education focuses mainly on the development of competencies – the ability to constantly develop new ideas, products and services through systematic use (*Probst, 2000: 13*). Competencies thus represent a set of human assumptions to perform a certain work activity, ability, knowledge and skills, attitudes, experiences, and an important

component is the motivation of man (*Kociánová, 2010: 56*). Some authors (such as *Pejatović, 2012*) understand competencies such as ability to perform in a specific, special, defining and, in particular, changing context. Competencies can also be seen as observable ways by which we achieve effective performance (*Hroník, 2006: 61*).

Emphasis on competences emerged after the publication of the *Competent Manager* by R. Boyatzis in 1982, which presented a general competency model of 12 competencies in its model of effective performance, which can be applied in organizations with different focus (*Komárek, 2016: 9*).

The needs of corporate/corporate education can be divided into several types:

1. **Soft skills**² are also known as interpersonal skills and are becoming more and more important part of professional competence. If we simplify this term, we can say that it is about how to deal with each other and others so that we reach the desired goal. Communication skills are among the most common among soft skills, including soft skills include negotiation and conflict resolution, personal effectiveness, assertive behavior, strategic or conceptual thinking, creative or team-based problem solving, qualification enhancement, and willingness to learn new things and other important skills that can be improved and learned. Soft skills have become a highly desirable skill in the current labor market. These are heavily measurable but highly prized features that add many plus points to the employee portfolio.

Types of soft skills:

- Empathy – the ability to empathize with other people's feelings and how they can react to different situations.
 - Analytical thinking – the ability to recognize and solve problems.
 - Complex thinking – the ability to see problems in context, viewing the problem from different points of view.
 - Communicativeness – not only communication with the customer and clients but also communication within the company.
 - Creativity – is required not only in creative industries. Creativity makes it possible to find new solutions.
 - Working – the ability to actively approach problems and try to concentrate all of your energy on a good result.
 - Performance – perform good performance, show no signs of fatigue, and do not suffer stress in stressful situations.
 - Conflict resolution – not an effort to promote your opinion, but to arrive at a solution that is beneficial to all.
 - Increasing qualifications – many disciplines require almost constant learning.
 - Organizational skills – in particular, they mean time and work planning. Ability to prioritize work assignments and schedule workflows.
 - Team work – it is necessary to work with all the team members, to realize the roles that individual workers hold and to adapt to the distribution of team strengths and abilities.
2. **Hard training** needs such as process optimization, waste prevention, 5S, TPM, TSM, etc. Unlike soft skills, they are designed to a lesser extent for management and are focused, for example, on the position of operators and the position of the quality staff where they are due to the development of technologies, there are increasingly higher professional requirements for both the operator and adjustment work, but also the operations carried out by mechanical and electrical maintenance personnel.

² www.billancpartners.cz/co-jsou-soft-skills-a-jaky-maji-vyznam

3. ***Educational training needs***, such as professional education including accredited (and college combined) and certified.
4. ***Educational reconciliation needs***, such as topics and tools that solve the work-life balance of employees, age management, ethics, loyalty, and even gender issues.

3. Methods

For enterprise education to be successful, we need to find out how employees are learning, how they are perceived, what their attitudes are. For this purpose, research methods based on a questionnaire survey are appropriate. The outputs from the research are presented below. The research was based on the research carried out in 2016, it was implemented in the beginning of 2017 and the respondents were students of combined study of bachelor and master study programs of the Police Academy of the CR in Prague working as state employees in the Ministry of the Interior. A qualitative and quantitative description presents the views/attitudes of the respondents to the issue. The survey was attended by 930 respondents. The questionnaire was administered in printed (paper) form (1 sheet A4, double-sided). The questionnaire was composed in three parts.

The first part contained the respondent's identification (gender, job classification, years of practice, senior management). The second part of the questionnaire form was made up of a table showing how to fill in the questionnaire: (4-point scale: 1 – disagree; 2 – partially disagree; 3 – partially agree; 4 – agree). The respondent is asked to express the degree of consent or disagreement with various statements that relate to a position).

The third part of the questionnaire form was the survey part of the questionnaire survey. The inquiry section consisted of five questions:

1. The organization I work in provides training and further training for staff.
2. I count the number of training I have completed in connection with my current job as sufficient.
3. I need further training to help with my job.
4. I have the opportunity to acquire and develop my skills at the workplace.
5. The content (focus) of company training for my further development can be chosen.

The questionnaire was administered to 1,100 respondents, 930 completed questionnaires (the rest were incomplete questionnaires) were received for next statistical processing. The return of the questionnaires was 84.5%, the research method used: questionnaire survey, followed by mathematical and statistical processing.

For statistical processing, the data obtained from the questionnaire survey was entered in numerical form into MS Excel 2016 and basic descriptive statistical indicators were created, including the relevant graphs. Basic demographic data was analyzed using standard descriptive statistics tools. The data was subsequently imported into the software environment of Statistics v.10, and subsequently extracted using selected statistical methods. An adequate mathematical-statistical procedure, which is the content of this software environment, has been used to process the data.

3.1. Respondents

The questionnaire survey was attended by a total of 930 respondents. In terms of *gender*, it consisted of 614 men (about 66% of respondents) and 316 women (about 34% of respondents). In terms of *employment*, 180 respondents (19% of respondents) participated in the survey, 750 respondents declared their work in non-employment positions (about 81% of respondents).

In terms of *living*, 671 respondents (about 72% of the respondents) consisted of a group of respondents living in the city, 259 respondents (about 28% of respondents) lived in villages. In terms of *age*, respondents aged 19 to 56 participated in the survey, the average age of

respondents was approximately 34 years, the median age was 34 years. The most frequent respondents in terms of age were respondents aged 37 years (modus value).

From the point of view of the total *length of the practice*, the average value of the number of years worked for the respondents was approximately 13 years, the median value of the number of years worked was 13 years, the most frequent group in the survey were officials with two year experience (modus value), minimum practice for respondents was 1 year, the maximum length of practice was 36 years.

The overview of the descriptive characteristics of respondents in terms of age and length of practice is shown in Table 1.

Table 1. Descriptive characteristics of respondents in terms of age (own study)

Characteristics	Age (years):	Practice (years)
Minimum	19	1
Maximum	56	36
Average	33.50	12.92
Standard deviation	7.94	8.02
Median	34	13
Modus	37	2

3.2. Obtained results

The attitude of all respondents, as well as the attitudes of the groups of respondents considered, to the statement: *The organization I am working in provides for the training and further education of the workers* is interpreted in the following Figure 1.

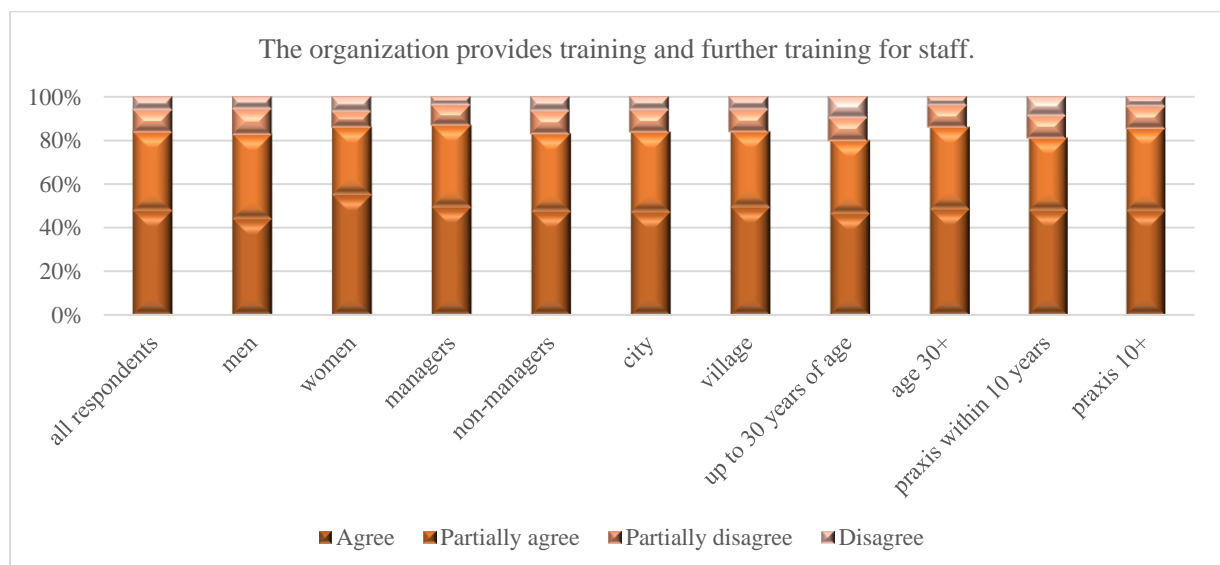


Figure 1. Proportion of the results obtained for each group of respondents (own study)

Most respondents (83.7%) agreed that their organization provides training and further training of their employees. Among the respondents, the lowest opinion was reached by respondents aged 30 years or over (79.9%) – the highest positive opinion was reported by respondents working in management positions (86.7%). The group of respondents living in cities (0.05% deviation) is closest to the overall position of all respondents, with their attitudes the respondents from the age group up to 30 years of age (3.8% variation) have furthest from the overall attitude.

The attitude of all respondents, as well as the attitudes of the groups of respondents considered: *The number of the training I have completed in connection with my current job is considered to be sufficient* by the following Figure 2. The majority of respondents (61.3%) consider the number of courses they have completed in the course of their job as sufficient. The respondents – men (58.96%) – reached the highest positive opinion among the respondents – women (65.8%). The group of respondents aged 30+ (0.35% deviation) is the closest to the overall attitude of all respondents, with their attitudes being the most distant from the female respondent's overall attitude (4.5% deviation).

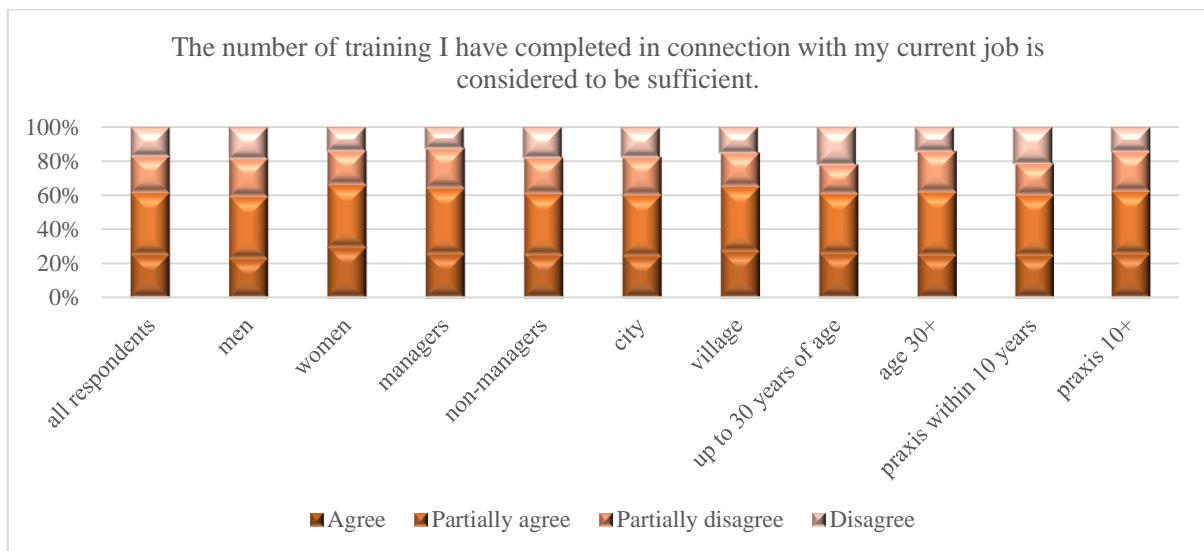


Figure 2. The relative proportion of results obtained for each group of respondents (own study)

The attitude of all respondents, as well as the attitudes of the respondent groups, to the statement: *For the good handling of my job duties I need further training* is interpreted by the Figure 3.

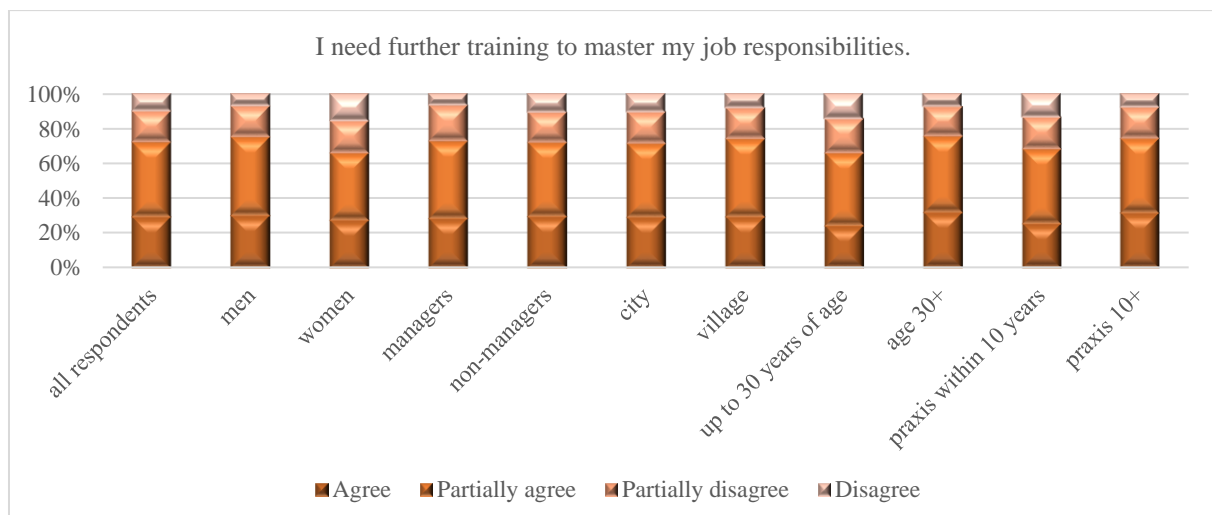


Figure 3. Proportional representation of results obtained for each respondent group (own study)

Most respondents (72.2%) declare the need for further education in connection with the performance of their work. The respondents – men (58.96%) – reached the highest positive

opinion among the respondents – women (65.8%). Of the individual groups of respondents, the group of respondents who work in non-managerial positions (deviation of 0.15%) is the closest to the overall position of all respondents. By their attitudes the respondents from the age group up to the age of 30 (deviation of 6.1%) and respondents – women (6.0% deviation).

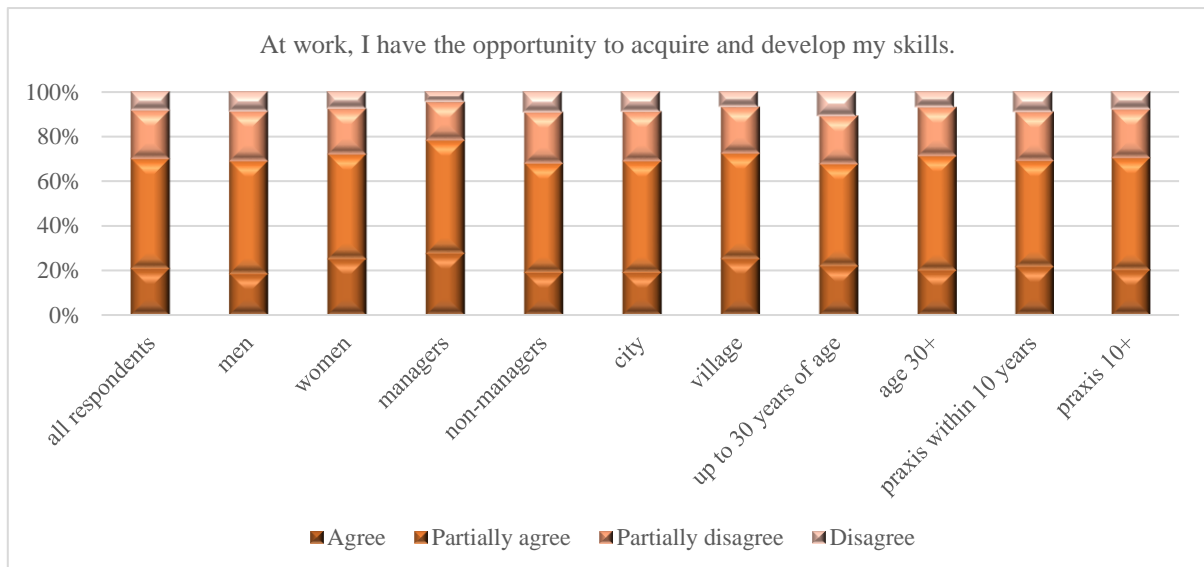


Figure 4. Proportion of the results obtained for each group of respondents (own study)

The attitude of all respondents, as well as the attitudes of the respondent groups, to the statement: *I have the opportunity to acquire and develop my skills in the workplace*, as shown in Figure 4. Most respondents (70.1%) state that their workplace provides them with sufficient opportunity to acquire and develop their skills. Of the respondents, the lowest opinion was reached by the respondents from the age group of up to 30 years (67.9%) – the highest positive opinion was reported by respondents working in management positions (78.3%). Among respondents, the group of respondents with the 10-year and longer-term experience (0.5% deviation) is closest to the overall attitude of all respondents, with their attitudes being the most distant from the overall attitude of respondents performing their work on managerial positions (8.2% deviation).

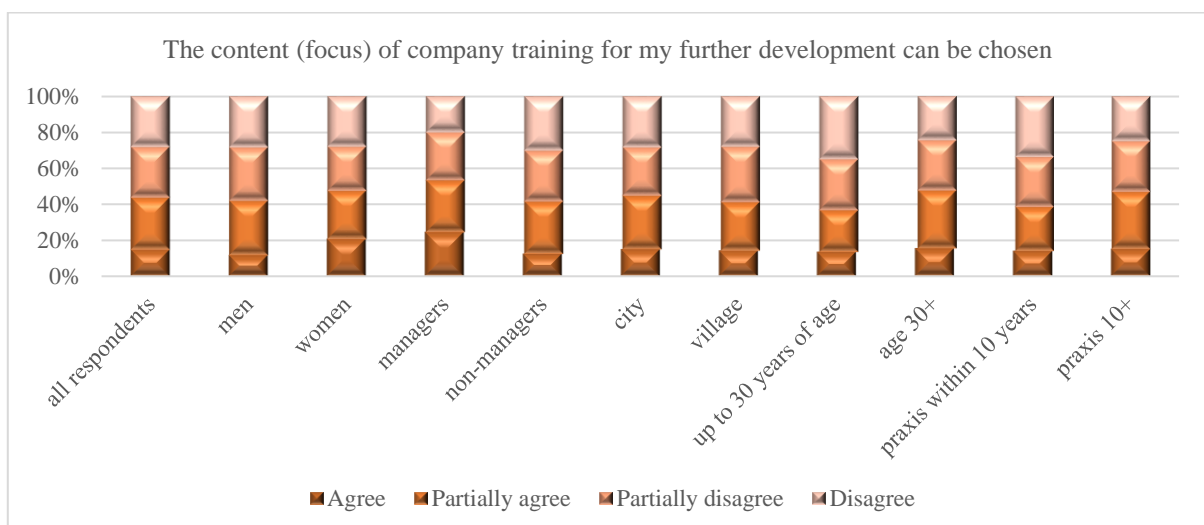


Figure 5. The proportionate representation of results for each respondent group (own study)

The attitude of all respondents and the attitudes of the respondent groups to the statement: *The content (focus) of company training for my further development can be chosen*. Interprets the Figure 5.

Most respondents (70.1%) state that their workplace provides them with sufficient opportunity to acquire and develop their skills. Of the respondents, the lowest opinion was reached by the respondents from the age group of up to 30 years (67.9%) – the highest positive opinion was reported by respondents working in management positions (78.3%). Among respondents, the group of respondents with the 10-year and longer-term experience (0.5% deviation) is closest to the overall attitude of all respondents, with their attitudes being the most distant from the overall attitude of respondents performing their work on managerial positions (8.2% deviation).

The overall attitude of respondents to *gender-based further education* is illustrated in Figure 6. It can be seen that women (boxplot on the right) better assess the possibilities of continuing education than men (boxplot on the left).

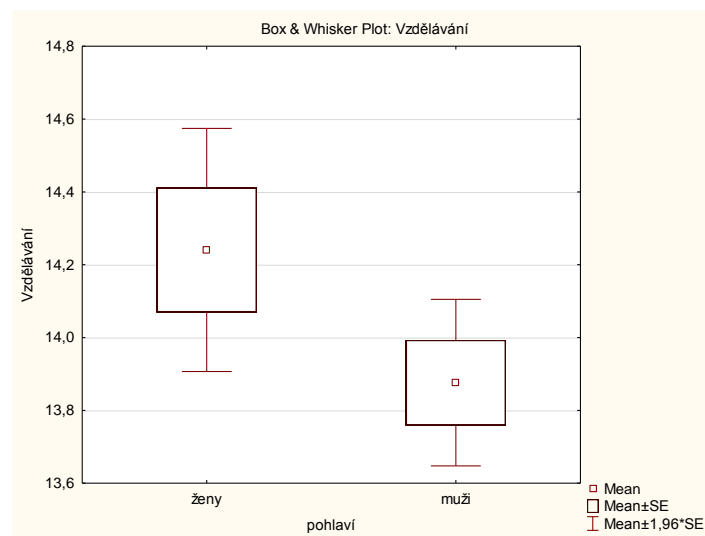


Figure 6. Comparison of respondents' attitudes from gender perspective (own study)

To verify the statistical significance of this difference, assumptions of statistical testing (Table 2), normality (using Shapiro-Wilkow W test), and homoskedasticity (match scattering) were tested using the F-test. Based on the results obtained, the non-parametric Mann-Whitney U-test was chosen for further testing (Table 5).

Table 2. Verification of basic assumptions for statistical testing (own study)

Verification of basic assumptions for statistical testing (gender-based differences)					
Normality			W = 0.9824	p = 0.000	Rejected
Homoscedasticity	Standard deviation (men) 3.028	Standard deviation (women) 2.891	F = 1.097	p = 0.338	Accepted

Table 3. Test of statistical differences by gender (own study)

Attitudes to further education statistical differences – gender			
Average values equality	U = 89020	p = 0.0394	Rejected

The results of the statistical test showed that perceptions of attitudes to further education by gender, are different in the groups studied, this difference is at a 5% level and this difference is statistically significant. Women tend to be more educated than men.

The overall position of respondents to further education, depending on the job position, is shown in Figure 7. It shows that respondents working in managerial positions (boxplot on the left) are better evaluating opportunities for further education than respondents who do not work in the control positions (boxplot on the right).

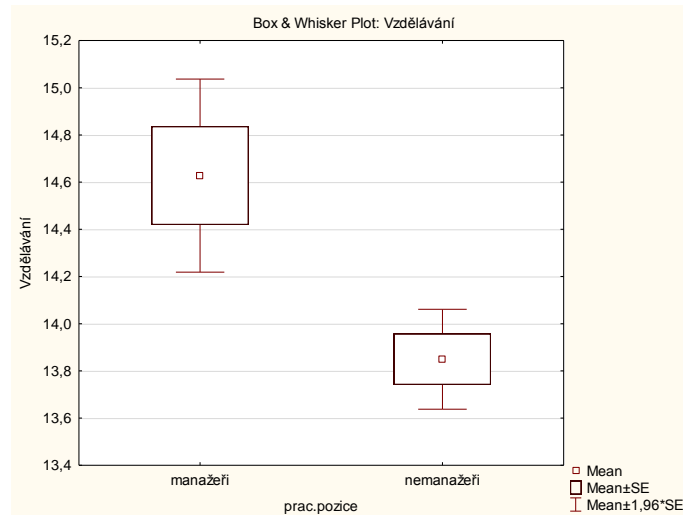


Figure 7. Comparison of the attitudes of respondents in terms of employment (own study)

To verify the statistical significance of this difference, assumptions of statistical testing were tested (Table 4). Based on the results obtained, the non-parametric Mann-Whitney U-test was chosen for further testing (Table 5).

Table 4. Verification of basic assumptions for statistical testing (own study)

Verification of basic assumptions for statistical testing (statistical differences – job classification)					
Normality			W = 0.9824	p = 0.000	Rejected
Homoscedasticity	Standard deviation (managers) 2.801	Standard deviation (non-managers) 2.956	F = 1.114	p = 0.377	Accepted

Table 5. Test of statistical differences depending on the job classification (own study)

Attitudes to further education (statistical differences – job classification)			
Average values equality	U = 57568	p = 0.02	Rejected

The results of the statistical test showed that the perceptions of attitudes towards further education depending on the job classification are different in the monitored groups, this difference is at the 5% level; the difference is statistically significant. Managers show a higher tendency to further education than respondents who do not work in managerial positions.

The overall position of respondents to further education depending on the place of residence is shown in Figure 8. This one shows that respondents living in villages (boxplot on the right) are better assessing the possibilities for further education than respondents who live in the cities (boxplot on the left).

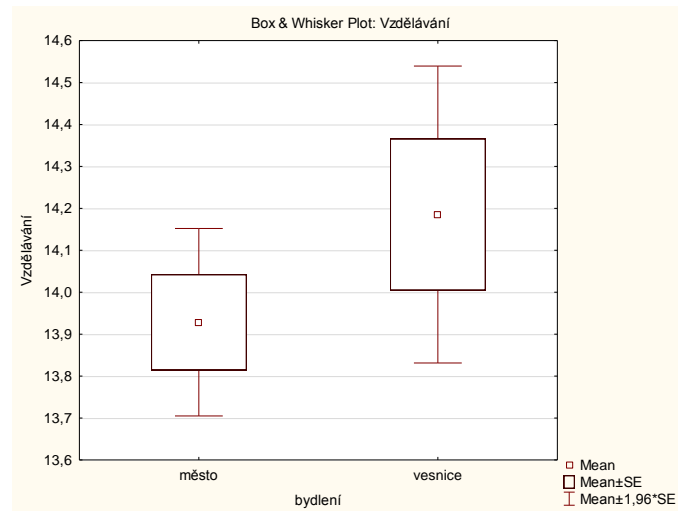


Figure 8. Comparison of respondents' attitudes towards living (own study)

To verify the statistical significance of this difference, assumptions of statistical testing were tested (Table 6). Based on the results obtained, the non-parametric Mann-Whitney U-test was chosen for further testing (Table 7).

Table 6. Verification of basic assumptions for statistical testing (own study)

Verification of basic assumptions for statistical testing (statistical differences – place of living)					
Normality			W = 0.9824	p = 0.000	Rejected
Homoscedasticity	Standard deviation (city) 2.9535	Standard deviation (village) 2.9076	F = 1.032	p = 0.774	Accepted

Table 7. Test of statistical differences depending on the place of living (own study)

Attitudes to further education (statistical differences – place of living)			
Average values equality	U = 82295	p = 0.210	Accepted

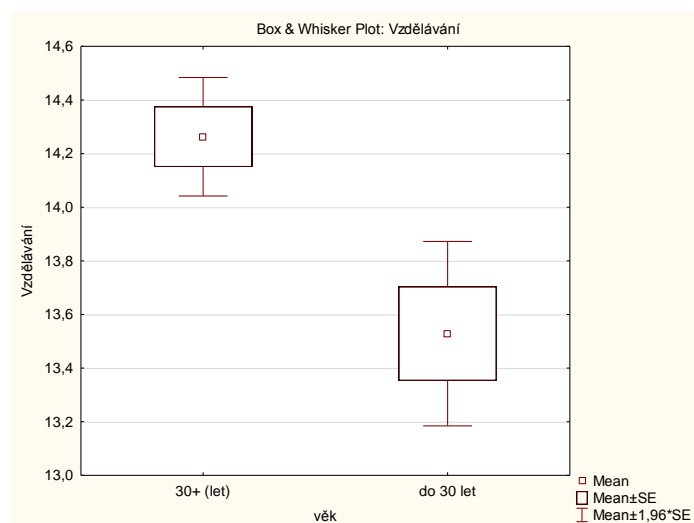


Figure 9. Comparison of respondents' attitudes in terms of respondents' age (own study)

The results of the statistical test showed that the perceptions of attitudes towards further education depending on the place of residence are different in the groups studied, this difference being at the 5% level, this difference is statistically insignificant. Respondents living in villages declare more positive attitudes to further education than respondents living in cities – but this difference is not critical.

The overall position of respondents on further education according to the age of respondents is shown in Figure 9. It shows that younger respondents (under 30) do not feel the need for further education (boxplot on the right) as a group of older respondents (boxplot on the left).

To verify the statistical significance of this difference, assumptions of statistical testing were tested (Table 8). Based on the results obtained, the non-parametric Mann-Whitney U-test was chosen for further testing (Table 9).

Table 8. Verification of basic assumptions for statistical testing (own study)

Verification of basic assumptions for statistical testing (differences depending on respondents' age)					
Normality			W = 0.9824	p = 0.000	Rejected
Homoscedasticity	Standard deviation (city) 2.854	Standard deviation (village) 3.202	F = 1.352	p = 0.002	Rejected

Table 9. Test of statistical differences depending on age of respondents (own study)

Attitudes to further education (statistical differences – age of respondents)			
Average values equality	U = 87179	p = 0.002	Rejected

The results of the statistical test showed that perception of attitudes towards further education depending on the age of the respondents is different in the groups studied, this difference is at 5% level; this difference is statistically significant. Younger respondents (under the age of 30) do not feel the need for further education as a group of older respondents who have more positive attitudes towards further education.

The overall position of respondents on further education, depending on the length of the overall experience of respondents, is shown in Figure 10. Figure shows that respondents with a lower total length of practice (up to 10 years) do not feel the need for further education (boxplot on the right) as a group of respondents with a higher length of their overall practice (boxplot on the left).

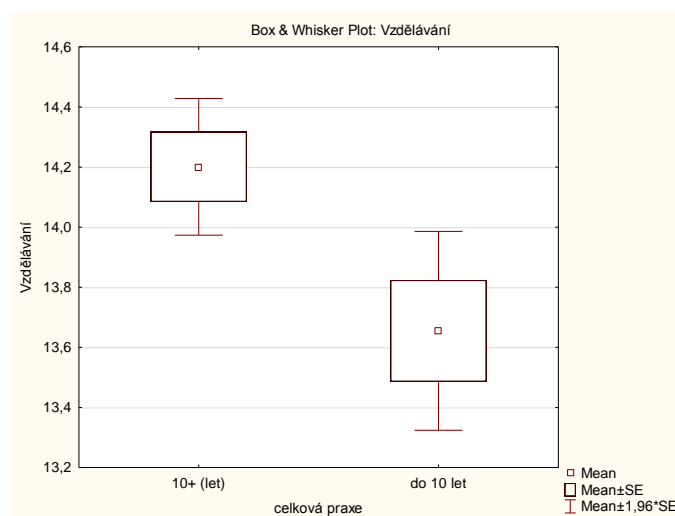


Figure 10. Comparison of respondents' attitudes in terms of length of practice (own study)

To verify the statistical significance of this difference, assumptions of statistical testing were tested (Table 10). Based on the results obtained, the non-parametric Mann-Whitney U-test was chosen for further testing (Table 11).

Table 10. Verification of basic assumptions for statistical testing (own study)

Verification of basic assumptions for statistical testing (differences depending on respondents' practice)					
Normality			W = 0.9824	p = 0.000	Rejected
Homoscedasticity	Standard deviation (city) 2.814	Standard deviation (village) 3.123	F = 1.231	p = 0.029	Rejected

Table 11. Test of statistical differences depending on overall practice of respondents (own study)

Attitudes to further education (statistical differences – total length of practice of respondents)			
Average values equality	U = 92239	p = 0.034	Rejected

The results of the statistical test showed that perceptions of attitudes towards further education, depending on the length of the overall practice of the respondents, are different in the monitored groups, this difference being at a 5% level is statistically significant. Respondents with a lower total length of practice (up to 10 years) do not feel the need for further education (boxplot on the right), as a group of respondents with a higher length of their overall practice (boxplot on the left).

4. Conclusion

There is always talk of the importance of education. The overall success of an organization and its prosperity depends directly on the quality of its own employees, their efforts to participate in the development and activities of the organization, which is mainly related to the quality of work performance.

In organizations, less attention is paid to these issues than the needs of employees require. Abroad, lifelong learning has become an integral part of the lives of citizens. Continuous updating of knowledge, skills and knowledge is a necessity of today's time. People are educated to survive in their professional and private lives.

The aim of the paper was to describe the basic systemic starting points of corporate education with emphasis on identification of educational needs, planning and design of educational activities, providing an overview of the possibilities of realization of educational activities and indicating possibilities of evaluation of education in this sphere. During the processing of the paper, information obtained from the study of professional literature and from informal interviews with the staff of various organizations were used.

On the theoretical level, the paper presents a description of the basic concepts of lifelong learning and learning, the determination of the specifics of education and adult learning and the classification of approaches to lifelong learning and education. This issue is given in context with the area of management and development of human resources. Subsequently, the area of enterprise education – its objectives, its individual phases, the area of identifying the education needs and the means for planning and creation of educational activities, including the evaluation process.

The practical part presents the results of own research, which was administered in 2017 by the state employees of the Ministry of the Interior of the Czech Republic, and the results obtained are compared among the respondent groups according to the established criteria. Statistical analysis has found that perceptions of attitudes towards further education by gender are different, this difference is at a 5% level; this difference is statistically significant. Women

tend to be more educated than men. It was also found that the perception of attitudes towards further education depending on the job classification differs in the monitored groups, this difference is at 5% level, and is statistically significant. Managers show a higher tendency to further education than respondents who do not work in managerial positions.

In perceptions of attitudes towards further education depending on the place of housing, a difference was found – this difference being at the 5% level, and is statistically insignificant. Respondents living in villages declare more positive attitudes to further education than respondents living in cities – but this difference is not critical. In the perception of attitudes towards further education depending on the respondents' age, the differences were found, these differences being statistically significant at the 5% level. Younger respondents (under the age of 30) do not feel the need for further education as a group of older respondents who have more positive attitudes towards further education. The perception of attitudes towards further education depending on the length of the overall practice of the respondents is different for the groups studied, this difference is at 5% of the level being statistically significant.

Based on mentioned above summarization, it is possible to believe that the current trend of organizations to keep up with their employees will continue and businesses/companies will successfully manage the movement in the market environment at both national and international level.

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