

Possible Directions In The Strategy Of Continuous Education Of Primary Teachers

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Summary:

To an average employee additional training means improving skills, job satisfaction and increased self-worth in the labor market. For the organization the best response to future challenges are highly trained and highly motivated workers. The concept of education development of individuals as members of the society, and also employees as members of the organization became one of the key factors for gaining competitive advantage in today's knowledge economy and the condition for the survival of organizations. In the paper we will present the results of research on the conditions provided by the organization and methods used in training and education of workers in Novi Sad.

Key words:

organization, employee training and education, human resources management

Rezime:

Za prosečnog zaposlenog dodatne obuke znače unapređenje veština, zadovoljstvo poslom i povećanje sopstvene vrednosti na tržištu rada. Za organizacije najbolji odgovor na buduće izazove predstavljaju visokoobučeni i motivisani radnici. Koncept razvoja obrazovanja kako pojedinaca kao pripadnika društva tako i zaposlenih kao pripadnika organizacije postaje jedan od ključnih faktora za sticanje konkurentске prednosti u današnjoj ekonomiji znanja i uslov za opstanak organizacija. U okviru rada biće predstavljeni rezultati istraživanja o uslovima koje organizacije pružaju i metodama koje koriste prilikom obuka i obrazovanja radnika na području Novog Sada.

Ključne reči:

organizacija, obuka i obrazovanje zaposlenih, menadžment ljudskih resursa.

1. INTRODUCTION

Current business environment is characterized by a number of changes (technological, demographical, social etc.), which affect mainly the nature of business, working place, and working life of individuals. Adapting to new circumstances and readiness to learn and acquire new knowledge and skills are more important than competences for doing a certain job. Workers must be ready to respond to problems and challenges that they face for the first time. Such environment affects the educational system and educational institutions, employees and employers, and represents the necessity for promoting and implementing concepts of training and education in working places.

To an average employee additional training means improving skills, job satisfaction and increased self-worth in the labor market. For the organization the best response to future challenges are highly trained and highly motivated workers. The concept of education development of individuals as members of the society, and also employees as members of the organization became one of the key factors for gaining competitive advantage in today's knowledge economy and the condition for the survival of organizations. The development of human resources in the organization, through workplace education and training, is the one way to attain this goal. All these data lead to the conclusion that organizations are becoming the most important educational institutions of today.

Today, the concept of continuous education at working place is becoming the most important element of human resources management and development. Modern organizations dedicate more and more of their resources to education and constant training of employees. The concept of education development of individuals as members of the society, and also employees as members of the organization became one of the key factors for gaining competitive advantage in today's knowledge economy and the condition for the survival of organizations. Investments and the changes in educational system, in order to match the needs of society and development strategy, are becoming markers of understanding of the happenings in the modern environment. Therefore, In the economy where the only certainty is uncertainty, the source of long- term competitive advantage is applied knowledge.

One of the main reasons American companies are losing and behind Japanese in trade involvement is insufficient investment in development and education of employees. It is recorded that American companies spend 2.600 dollars on employee education in one year, while Japanese spend 6.500 dollars. (Bogićević Milkić B.,2006.). In the last five years investment in

education and training has become an imperative for all countries and organizations. If people are not educated, the long- term damage is made, that is we are stealing from the future.

The rule in successful companies is that employees have to spend certain amount of time in a classroom. That time depends on the organizational needs and the individual ability. Many companies demand of their employees constant education through crisis trainings and programmes for improvement. Motorola Company asks that each of the employees spend 5% of a working day on education. It offers 40 hours of education a year to its employees and plans to triple that time in the next two years. It asks the engineers to spend 10% of their working time on increasing their knowledge, in order to stay on the level of graduated, that is from 20% to 25% if they want to keep the same value for the company and society. It is estimated that managers should spend 20% of annual working time on education in order to prevent obsolescence. (Colakoglu S., Lepak P.D., 2006)

These data lead to the conclusion that organizations are becoming the most important educational institutions of today. According to some estimations, today they invest money and effort in the education of their employees as much as school and universities together. (International Association of Corporate & Professional Recruitment)

So, organizations have become places where you learn , educate and develop yourself constantly, which means that the most important future investment of a country is education.

2. WHY INVEST IN EDUCATION OF EMPLOYEES?

1. Changes in technology (which cause great obsolescence of knowledge)
2. The increase of complexity, turbulences and uncertainty of business environment (which, again, ask for long- term knowledge and puts the people and their development into spot light)
3. Modern business (where modern work demands are becoming much greater)
4. The lack of skills needed i.e. the spreading of the gap between increasing working demands and existing knowledge in labour market put the employer in the position of a teacher.

The level of needed employee skills is constantly increasing. It is demanded of employees to know how to read and write business letters and reports, to follow magazines, to understand and use written instructions etc. The

existing gap between employees' skills and job demands represents limitations for organizational development and inability to accomplish competitive advantage. In one research of American companies the following problems are stated (Carrell, M.R., Elbert, N.F., Hatfield, R.D., 1993):

1. 40% emphasize the difficulties in improving production technologies because employees' lack of skills
2. 37% have serious problems in job reorganization because employees have difficulties in learning new skills
3. 25% cannot improve product quality because employees have difficulties in learning statistic control process
4. 16% have difficulties in opening new business line

According to the stated we can conclude that basic shortcomings of present and future employees are:

1. inability to adopt to modern working environment,
2. lack of basic reading and writing skills,
3. lack of basic calculating knowledge,
4. communications,
5. organizational effectiveness and leadership,
6. self-confidence, setting objectives and development of one's quality,
7. negotiating skills,
8. creativity and problem solving,
9. knowledge, how to learn?

3. TRAINING AND EDUCATION OF EMPLOYEES

All that has been mentioned above lead us towards systematic monitoring and developing of knowledge on organization level, and the following model of human resources development process can help. It contains the following elements (F.B.Šiber, 1999)

1. Establishing educational needs of the organization- the main task of this phase is to establish which knowledge, skills and abilities employees must have in order to do the job successfully and accomplish achieve

organizational objectives, which employees don't have or don't have enough knowledge and skills and will education solve these problems. In order to answer these questions it is necessary to do detailed analysis on three levels: organization analysis, job analysis and the analysis of operative i.e. individual.

- a. *organization analysis* ensures general frame, direction and needs for education. It is directed towards establishing educational needs from the perspective of organization, its objectives, business strategies, organizational units, culture, changes, resources and possibilities for education. In order to do a good analysis of organization's educational needs, it is necessary to involve human resources analysis, which consists of defining demands for human resources, skills and programmes needed to ensure them.
- b. *job analysis* can be defined as " process of gathering relevant information about jobs and specified knowledge, abilities, skills and other demands needed for doing a certain job" (Schuler, R.S., 1995). The results of job analysis are job descriptions and specification of workplaces whose task is to describe tasks that are included in jobs, determine relations between jobs and determine knowledge, skills and abilities that employee must possess in order to do the job successfully.
- c. *analysis of an operative* gives the answer to the question who needs education and what knowledge should be improved. The basis for establishing individual educational needs is the analysis of coordination of needed and existing knowledge, skills and abilities for doing certain job. Education of individuals is necessary because of changes in working demands, technology, standards etc. Information about who needs additional education we can gather from many sources: objective data (about results, work quality, rejects, interruptions in production, absenteeism, fluctuation, accidents etc.), evaluation of work achievements, annual development plans, opinions and suggestions of managers, opinions and suggestions of employees, career development plans, centers of individual potential assessment, output interviews etc.

2. *establishing educational objectives* – The objectives represent the starting point for making concept of educational programmes, but also the basis for establishing the criterion for evaluating their success. There are general and special educational objectives within the organization. General goals are (Katz, R.L.,1974):

- a) raising competitive ability of organization,

- b) improving workers' achievement,
- c) actualization of employees' knowledge and skills,
- d) avoiding obsolescence in management,
- e) solving organizational problems,
- f) directing newcomers,
- g) satisfying individual needs for growth.

Special educational objectives are directed towards the behavioral segment or area of work success which needs to change or improve. Common special goals of organizations are: improving the relationship with customers, changing attitudes, improving team work skills, efficient time management, improving workplace safety, decreasing work expenses, improving problem solving abilities etc. All special goals have to be adjusted to different educational needs, groups and programmes. They can be specified in terms of behaviour or results that should be achieved.

3. establishing educational subjects and programme— educational subjects and programmes are connected to the problems and goals that follow. There are many levels and types of educational needs which determine specific subjects of educational programmes. The first level of needs is directed towards training of employees to do current jobs and eliminating the gap between expected and real efficiency which occurs as a result of discord between work demands and operative's qualification. The second level of educational needs is related to improving knowledge of individuals, and thus improves one's ability to do different and more complicated jobs within one organizational level. The third level of organizational needs is related to individual career development, fulfilling succession plans etc., and training of employees to do more complicated and demanding jobs. The fourth level of educational plans is related to future. It involves educational and development programmes that are based on predicted picture of needed knowledge and skills in order to achieve a certain strategy. Each level of educational needs sets different requirements regarding educational programmes and subjects.

While the levels of educational needs show the intensity and the depth of the needed education, the types of educational needs indicate the subjects, that is which skills and knowledge we should concentrate on. According Katzove's categorization of skills and knowledge within the organization, we can distinguish four types of educational needs (Katz, R.L., 1974):

- a) basic knowledge and skills (contemporary jobs demand higher skill level which new employees usually lack, but also those who have worked longer, for example mathematics, fast reading, spelling etc. A number of companies noticed the need for improving

basic skills and according to this they implement programmes for improving employees' basic knowledge).

b) technical professional skills (they include special knowledge, techniques, methods, operations etc, which are needed to do a specific job successfully, These skills are related to the specific job or profession. Also, there is the need for constant development in order to actualize knowledge).

c) interpersonal skills (they include communication, human relations, leading, working relations etc.)

d) conceptual strategic skills (strategic and operational planning skills, shaping the organization, determining the policies, adapting to a new environment etc. These skills are usually educational demand for managers of middle and top level).

Different categories of educational needs demand special programmes and the decision how to satisfy those needs within and outside the organization, generally, there are two types of programmes: programmes for workplace education and programmes for education outside workplace, which we can divide into two categories: those which take place in the company and those taking place outside the company, in universities or educational centers. The type of educational programme will depend, as it was stated, on the level and the type of educational needs, that is to say the part of education related to conceptual, strategic and interpersonal skills, but also to specific, especially skills and knowledge for professional development demand educational programmes offered by universities and other educational institutions. The point of this phase is for organizations to determine, based on general rules and principles, their educational needs, objectives, programmes, as well as the targeted groups and the way how to realize them.

4. establishing educational methods and techniques- Different methods are related to specific objectives and educational and training programmes. Generally, all methods can be divided into two groups, which are workplace education methods and methods for education outside workplace.

a. workplace education methods- Large investments of companies in education only confirms the importance of workplace education. It is a necessity for newcomers, but also for more experienced worker when technology, certain job operations and standard are changed. Organizations that implement this type of education have to clearly define its policies, but also to specify the responsibilities for enforcing those policies. Methods of workplace education include: individual instructions, job rotation, professional experience, internship, mentoring, and student experience. The advantages of workplace education are close connection and applicability of the acquired knowledge at work, low expenses, work continuity etc., while drawbacks are low quality of work, equipment

damages, possible frustration of customers, trainers' problems etc. Very often it is forgotten that if one person can do the job well, that doesn't mean he can teach well, and that means that trainers should be chosen very carefully.

b. methods for education outside workplace- methods for education outside workplace include lectures, audiovisual techniques, learning programmes, learning with computers, interactive part, conferences and discussions, simulations, case methods, role play, business games etc.

The selection of methods depends on educational programme and its objectives. The key question is what should be learned. The most appropriate method must satisfy the following (Cascio,W.F.,op.cit.,375): attenders' motivation for work improvement, clear illustration of desired skills and knowledge, active participation, exercise possibilities, feed back information while learning, materials that are build up from easy to harder, adaptability to specific problems, knowledge transfer to different situations. Research shows (Carroll, S.J.,Paine,F.T.,Ivancevich,J.J.,1972) that some methods are more effective for acquiring knowledge, some for changing attitudes, and some for improving skills and solving problems etc.

5. evaluation of educational programme- is a final phase in the process of education and development of educational programmes, when we evaluate to what extent the educational goals are achieved. Evaluation of educational programmes has two purposes: to establish if the programme has achieved goals and if there has been a transfer of acquired knowledge to work i.e. a change in working behaviour and to establish the quality of organization, subjects and realization of programmes in order to improve them

4. RESEARCH RESULTS

The problem of the paper is to establish to what extent did business entities recognize the need for training and education of their employees, as an important strategic element of creating competitive advantage and most cost effective investment.

Hypothesis of the research is that

- According to the shape of the organization there is a difference regarding the education and training of employees

Work objectives:

- To determine if the organizations surveyed have Human Resources(HR) Department
- To establish the responsibility for human resources in organizations surveyed
- To research the activity presence of human resources managers in organizations surveyed
- To research if the organization and examinee recognized the need for permanent education and training
- To research the level of job satisfaction and the level of exploitation of examinees' potentials in the organizations surveyed

In the research, the questionnaire method was used, which is based on the analysis literature from the theoretical part of the paper. The questionnaire that was used to question employees in the Municipality of Novi Sad area was conceptualized with question related to demographic characteristics of examinees, as well as the group of variables and a battery of questions related to education and training problems from the organizational aspect. The statistic methods used were frequency analysis and cross tabs analysis. The results were published in statistic package SPSS 17. The instrument was conceptualized for the purposes of research in accordance with goals and hypothesis of the paper.

The questionnaire consists of 22 open and closed type of questions, questions which ,except circling, had the possibilities of writing the answers and scales where the examinees can express the level of acceptance or disagreement ,with the topic of the question, by circling one of the offered answers.

Overall number of examinees is 170 employees in 120 different business subjects in the area of Novi Sad. The selection of organizations was made by random sampling and according to geographical placement in the area of Novi Sad where the research was realized. The research was made in the period march-April 2011. in the area of Novi Sad. The questionnaires were given to the employees in written form. All examinees were granted anonymity, and only personal details they provided were: the name of the company, educational degree, age, and years of service overall number and the name of their current positions. The examinees had to fill in the questionnaires in 30 minutes.

It should be emphasized that the given results do not have to present objective parameters in all cases, but they are based on individual assessments of employees.

The examinees' answers from the questionnaire were processed, as needed and according to the dependable variable : gender, activity of the company (service, production, mixed), the form of the company (private, public and joint-stock companies), educational degree, age, years of service and existence of Human Resources department.

In this paper the results of the research will be presented according to form of the company in order to determine specification and differences in education and training of employees in public, private and joint-stock companies. For ease of clarity the table shows the questionnaire that was used in the research with a frequency analysis on the total sample:

Table 1. Questionnaire

r.b.	Question	Possible answers
1.	In your organization there is the Department of Human Resources	It does exist (70 examinees), it doesn't exist (76 examinees), I don't know (14 examinees)
2.	Responsibility for human resources in your organization has	general manager (66 examinees), the human resources department (60 examinees), legal services department (20 examinees), specialized agency for human resources (2 examinees), no one (11 examinees), someone else (10 examinees)
3.	Job descriptions are precisely defined in your organization	Yes (133 examinees), No (34), I don't know (3 examinees)
4.	Job descriptions fully correspond to jobs that employees actually work on	Yes (103 examinees), No (61), I do not know (4)
5.	Did you receive any training for the job you do when you were employed,	Yes (83 examinees), No (examinees), I don't know (0 examinees)
6.	How long did it take you to master the skills and knowledge you need to do your job	three months (79 examinees) six months (24 examinees), a year (25 examinees), I didn't need any training (26 examinees) or I needed more time (14 examinees),
7.	Does your organization provide any additional training and education	Yes (97 examinees), No (57 examinees), I don't know (15);
8.	When did you have the last training	in the last six months (41 examinees), in the past year (24 examinees), in the last three years (30 examinees) and have never had any training (72 examinees)
9.	Do you think that the work you do requires additional knowledge and skills	Yes (114 examinees), No (52 examinees), I don't know (1 examinee)
10.	All employees in the organization have the possibility of training and education	Yes (56 examinees), No (78 examinees), I don't know (5 examinees)
11.	Training and development are organized	to the previously determined plans (38 examinees), according the job requirements (62 examinees), market offers (11 examinees) or independently of anything else (45 examinees)
12.	Education affects the possibility of promotion	Yes (100 examinees), No (46 examinees), I don't know (21 examinees)
13.	Promotion depends on	Experience (26 examinees), years of service (17 examinees), performance (76 examinees), and something else (64 examinees)
14.	Are the employees motivated to attend training and development	Yes (58 examinees), No (63 examinees), I don't know (46 examinees)

15.	Would you have the support of your organization during your personal training and development	Yes (91 examinees), No (76 examinees), I don't know (5 examinees)
16.	Is the training and education relevant to the work you do	Yes (133 examinees), No (12 examinees), I don't know (21 examinees)
17.	Is permanent improvement of knowledge and skills important for the job you do	Yes (89 examinees), No (59 examinees), I don't know (19 examinees)
18.	What conveniences they have in their organization during their training (short working hours, possibilities of changing shifts, paid training fees, no conveniences, some other conveniences)	short working hours (31 examinees), possibilities of changing shifts (32 examinees), paid training fees (43 examinees), no conveniences (21 examinees), some other conveniences (14 examinees)
19.	Does your organization organize	Instructing (24 examinees), employee orientation (11 examinees), complement profile (7 examinees), apprenticeships (43 examinees), vocational and technical training (45 examinees), continuing education (25 examinees), rotation and removal (41 examinees)
20.	What is the percentage of utilization of your skills and abilities to the work you are doing	25% (25 examinees), 50% (62 examinees), 75% (55 examinees), 100% (23 examinees)
21.	Please indicate your satisfaction with the organization as a whole	Satisfied (51 examinees), Not satisfied (33 examinees), I don't know (84 examinees)
22.	If you believe that your expertise and skills are not fully and properly used please specify some basic reasons	inadequate work equipment (21 examinees), bad collective (13 examinees), bad organization of work (65 examinees), unskilled work load (39 examinees), lack of support staff (28 examinees), inadequate attention to the development of enterprises (48 examinees)

In order to check to what extent the need for human resources function is recognized in the systematization, we checked if the Human Resources (HR) department really exists. We got the following answers to that question: in private companies it exists (26,9%), it doesn't exist (65,4%) and (7,7%) of the examinees don't know the answer; in public companies they answered it exists (60,6%), it doesn't exist (29,6%) and (9,9%) doesn't know the answer; in joint-stock companies they answered it exists (84,2%) and it doesn't exist (15,8%). In the whole sample the examinees answered that the HR department exists (47,3%), it doesn't exist (45%) and 7,7% didn't know the answer to this question.

After that it was interesting to see whom the examinees hold responsible for human resources in their organizations. It was expected that if there is HR department it would be responsible for the same. In private companies, for human resources are responsible: chief executive officer (CEO) (48.1%, HR department (24.7%), legal service (3.9%), specialized agency for human resources (1.3%), no one (10.4%) and someone else (11.7%); in public companies those are CEO (35,2%), HR department (39,4%), legal services (19,7%), specialized agency for human resources (0%), no one (4,2%) and

someone else. (1,4%); and in joint-stock companies those are: CEO (21,1%), HR department (68,4%), legal services (10,5%), specialized agency for human resources (0%), no one (0%) and someone else (0%). In the whole sample 35,5% answered that it is HR department even though as a department it only exist in 47,3% of organizations.

The first task of the organization, from the aspect of human resources, which is a part of job analysis and whose results are clearly defined job descriptions has been done: in private companies (67,9%) and hasn't been done in (32,1%) of private companies; has been done in (85,9%) of public companies and hasn't been done in (11,3%) of public companies, and 2,8% of examinees didn't know the answer; in joint-stock companies the examinees answered that it has been done (94,7%) and that it hasn't been done (5,3%).

If there are disagreements between what has been defined in job descriptions and what the employees actually do, we found out by asking the following question: The job descriptions completely match what employees actually do, in private companies that is (61%), they don't match (36,4%), and (2,6%) of examinees didn't know the answer; in public companies they match (57,7%), they don't match (39,4%) and (2,8%) examinees didn't know the answer; in joint-stock companies the examinees answered that they match (73,7%) and they don't match (26,3%).

From the aspect of introducing the newcomers to their jobs, after they have joined the organization, through the question: Did you receive any training for the job you do when you were employed, we got these results: the examinees in private companies answered Yes (46,1%), and No (53,9%), in public companies they answered Yes (45,7%), No (54,3%); and in joint-stock companies they answered Yes (78,9%) and No (21,1%).

To what extent the selection was appropriate, that is if the companies chose the right persons for vacancies, we checked by asking How long did it take you to master the skills and knowledge you need to do your job: three months six months, a year, I didn't need any training or I needed more time, the examinees in private companies answered they needed three months (44,9%), six months (15,4%), a year (11,5%), didn't need any training (20,5%), needed more time (7,7%); in public companies they answered they needed three months (42,9%), six months (12,9%), a year (18,6%), didn't need any training (14,3%), needed more time (11,4%); the examinees in joint-stock companies answered they needed three months (68,4%), six months (15,8%), a year (15,8%), didn't need any training (0%), needed more time (0%).

To the question concerning development and additional training the examinees in private companies answered that they are organized (44,9%), they are not organized (48,7%) and 6,4% of examinees didn't know the answer; in public companies the examinees answered they are organized

(64,8%), they are not organized (22,5%) and 12.7% of examinees didn't know the answer; and in joint-stocks companies the examinees answered they are organized (78,9%), they are not organized (15.8%) and 5.3% of examinees didn't know the answer to this question.

To what extent the organization recognized the importance of permanent education of its employees, we checked through the training frequency: the examinees in private companies said that they receive training in the last six months (23,1%), in the last year (11,5%) and in the last three years (17,9%) and they didn't have any training (47,4%); the examinees in public companies said that they received training in the last six months (20,3%), in the last year (15,9%) and in the last three years (20,3%) and they didn't have any training (45,5%); and the examinees in the joint-stocks companies said that they received training in the last six months (47,4%), in the last year (21,1%), in the last three years (10,5%) they didn't have any training (21,1%). In the whole sample 42,6% of the examinees said they never had any training.

On the other hand, we checked if the employees recognized the need and the extent of the need for the new knowledge to do their jobs: in private companies (69,2%) of them answered Yes, (29,5%) answered No, 1.3% answered I don't know; in the public companies (63,4%) answered Yes, (36,6%) answered No, and no one answered I don't know; in the joint-stock companies (78,9%), (21,1%) and no one answered I don't know. In the whole sample 67,5% of the examinees recognized the need for additional knowledge and skills which they need to do their jobs, and that, in relation to the results of the previous answer, shows there is a big gap between the examinees' wishes and the existing situation that the organization itself is responsible for.

If all employees have the same right to training or that is only the privilege of a few, which shouldn't be the case, we got very interesting answers: examinees in private companies said that everybody has the same opportunity for training and development (38,5%), they don't have the same opportunities (39,7%) and 21,8% said they don't know; in public companies (27,5%) of examinees said that everybody has the same opportunity for training and development, 52,2% said they don't have the same opportunities and 20,3% said they don't know; and in the joint-stock companies (36,8%) of examinees said that everybody has the same opportunity for training and development, 57,9% said they don't have the same opportunities and 5,3% said they don't know.

The next thing we wanted to check was whether the training and education is organized according to the previously determined plans, according to the job requirements, market offers or independently of anything else and we came up with the following results: that in private companies of examinees said it is done according to the plans(18,6%), according to the job requirements (47,1%), according to the offer 10% and independently (24,3%); the examinees in public companies said it is done according to

the plans(27,3%), according to the job requirements (31,8%), according to the offer (4,5%) and independently(36,4%); and the examinees in the joint-stock companies said it is done according to the plans(36,8%), according to the job requirements (36,8%), according to the offer(5,3%) and independently (21,1%).

What are the benefits of training and development and how much the organization values investments in knowledge and if it makes it the basis of development, that is if training affects the promotion: the examinees in private companies said it does affect (63,6%), it doesn't affect (24,7%) and 11,7% of the examinees didn't know the answer; in public companies the examinees said it does affect (54,3%), it doesn't affect (34,3%) and 11,4% of the examinees didn't know the answer; in joint-stock companies the examinees said it does affect (63,2%), it doesn't affect (15,8%) and 21,1% of the examinees didn't know the answer.

What are the criteria for promotion: the examinees in private companies said experience (12,8%), years of service (5,1%), work results (56,4%) and something else (30,8%); the examinees in public companies said experience (18,8%), years of service (17,4%), work results (27,5%) and something else (52,2%); in joint-stock companies the examinees said experience (10,5%), years of service (5,3%), work results(68,4%) and something else (21,1%). In the last answer-something- the biggest percentage the examinees believed that it is political affirmation, friendship with nadredjeni and only 5,3% education.

Due to everything said before the answers to the question Are the employees motivated to attend training and development programmes, are clearer : the examinees in private companies said that they are (35,1%), they are not (39%) and 26% of examinees said they don't know; the examinees in public companies said they are (27,1%), they are not (41,4%) and 31,4% of examinees said they don't know; in the joint-stock companies the examinees said they are (63,2%), they are not 15,8% and 21.1% of examinees said they don't know.

Whether the development is concern of an individual or it is the coordinated activity with the organization, we checked by asking if they would have the company's support in development: the examinees in private companies said that they would have the support (54,1%) and that they would not have the support (45,9%); in public companies they answered that they would have the support (55,1%) and that they would not have the support (44,9%); and in the joint-stock companies they believed that they would have the support 63,2% and that they would not have the support (36,8%).

The examinees' need for additional knowledge and skills was checked through the question: Are the training and education important for the job you do, the examinees in private companies said Yes (78,2%), and No (7,7%) and 14,1% of them said they didn't know; in public companies the

examinees said the education and training are important (80%), and they are not important (7,1%) and 12,9% of them said they didn't know; and in the joint-stock companies (88,9%) of examinees said that education and training are important, 5,6% said they are not important and 5,6% of them said they didn't know.

To what extent the examinees are aware of the importance of permanent education, we will illustrate with the answers to this question Is permanent improvement of knowledge and skills important for the job you do, the examinees in private companies answered with Yes (53,2%), and No (37,7%) and 9,1% of them said they didn't know; in public companies they said Yes (53,3%), No (33,8%) and 9,9% of them said they didn't know; and in the joint-stock companies the examinees said Yes (42,1%), No (31,6%) and 26,3% of them said they didn't know.

What conveniences they have in their organization during their training (short working hours, possibilities of changing shifts, paid training fees, no conveniences, some other conveniences) the examinees in private companies answered: short working hours (25%), choosing shifts (29,4%), paid training fees (25%), no conveniences (13,2%) and some other conveniences 7,2%; in public companies they answered: short working hours(6,9%), choosing shifts (20,7%), paid training fees (41,4%), no conveniences (17,2%) and some other conveniences 13,8%; and in the joint-stock companies the examinees answered: short working hours (66,7%), choosing shifts (0%), paid training fees (13,3%), no conveniences (13,3%) and some other conveniences 6,7%

To the question Are training, orientation of employees, additional qualification, internship, professional and technical training, additional education, rotation and transfers organized in your organization , the examines in private companies answered: training (14,9%), orientation of employees (9%), additional qualification (4,5%), internship (13,4%), professional and technical training (35,8%), additional education (10,4%), rotation and transfers (28,4%); the examinees in public companies answered: training (13,8%), orientation of employees (3,1%), additional qualification (4,6%), internship (44,6%), professional and technical training (23,1%), additional education (10%), rotation and transfers (26,2%); and the examinees in the joint-stock companies answered: training (27,8%), orientation of employees (16,7%), additional qualification (5,6%), internship (27,8%), professional and technical training (33,3%), additional education (27,8%), rotation and transfers (22,2%).

The level of integration of employees with their knowledge and skills into the needs of organization, was checked with the question: What is the percentage of utilization of your knowledge and skills in your position, in private companies they believed it to be up to 25% (16,9%), up to 50% (32,5%), up to 75% (32,5%) and up to 100% (18,2%); in public companies they believed it to be up to 25% (11,6%), up to 50% (39,1%), up to 75% (36,2%) and up to 100% (13%); and in the joint-stock companies the

employees believed it to be up to 25% (21,1%), up to 50% (52,6%), up to 5% (26,3%) and up to 100% (0%).

General attitude of examinees towards organization they work for, we will illustrate with the answers to the question : Grade your overall satisfaction with the organization you work for : the examinees in private companies said that percentage is high (21,1%), low (30,3%), average (48,7%); the examinees in public companies said that percentage is high (12,9%), low (21,4%), average (65,1%); and in the joint-stock companies the examinees said that percentage is high (5,3%), low (21,1%), average (73,7%).

The reasons for discontent and unused employees' potentials, which point at very critical factors, are: the examinees in the private companies think that they are inadequate working equipment (15,2%), bad collectives (7,6%), bad working organization (45,5%), burden of unprofessional job (31,8%), insufficient support from co-workers (16,7%) and insufficient attention to development of the company (25,8%); the examinees in public companies said that they are inadequate working equipment (17,2%), bad collectives (9,4%), bad working organization (43,8%), , burden of unprofessional job (21,9%), insufficient support from co-workers (18,8%) and insufficient attention to development of the company (39,1%); and in the joint-stock companies the examinees said that they are inadequate working equipment 0%), bad collectives (14,3%), bad working organization (50%), burden of unprofessional job (28,6%), insufficient support from co-workers (35,7%), and insufficient attention to development of the company (35,7%).

5. CONCLUSION

According to the results presented in this research, as well as the determined differences we can distinguish some characteristics in training and education of employees in the organizations of different kinds and thus confirm the hypothesis that there are differences in training and education of employees in the organizations of different kinds:

Private companies are characterized by: absence of HR departments (65,5%), the responsibility of CEO for human resources (48,1%) and absence of responsibilities (10,4%), clearly defined descriptions of jobs (66,1%), but also the descriptions of jobs that don't match what the employees really do (36,4%), absence of training of newcomers (53,9%), employees that need three to six months to master the skills and knowledge they need to do the job (60,3%), absence of training and development programmes (55,1%), jobs that in the last year or two required additional knowledge and skills (69,2%), absence of the same opportunities for all

employees in training and education (39,7%), training organized according to job requirements (47,1%), the influence of training on advancement opportunities (63,6%), promotions that are based solely on work results (56,4%), but also on something else (30,8%), employees that are uninterested in education and training (39%), the support of the organization in employees' development (54,1%), high employees' awareness of the importance of training and education for doing a job (78,2%), the convenience of short working hours (25%) and choosing shifts (29,4%) while taking training course, educational methods that are commonly used are professional and technical training (35,8%) and rotation and temporary transfers (28,4%), maximal utilization of employees' knowledge up to 50% (32,5%), and the average satisfaction with the organization (48,7%).

Public companies are characterized by: existence of HR departments (60,6%), the responsibility of HR department for the care of employees (39,4%), but also the responsibility of CEO (35,2%), the defined descriptions of jobs (85,9%), but also the descriptions of jobs that don't match what the employees really do (39,4%), absence of training of newcomers (54,3%), employees that need three to six months to master the skills and knowledge they need to do the job (55,4%), organized training and development programmes (64,8%), but also training which they never had (45,5%), jobs that in the last year or two required additional knowledge and skills (63,4%), absence of the same opportunities for all employees in training and education (52,2%), training that is organized independently (36,4%), the influence of training on advancement opportunities (54,3%), the promotions that are based on something else (52,2%), employees that are uninterested in education and training (41,4%), the support of the organization in employees' development (55,1%), high employees' awareness of the importance of training and education for doing a job (80%), convenience of paid training fees (41,4%), educational methods that are commonly used are internship (44,6%) and rotation and temporary transfers (26,2%), maximal utilization of employees' knowledge up to 50% (39,1%), and the average satisfaction with the organization (65,1%).

The joint-stock companies are characterized by: existence of HR departments (84,2%), the responsibility of HR department for the care of employees (68,4%) but also the responsibility of CEO (21,1%), clearly defined descriptions of jobs (97,4%) and the descriptions that match what the employees really do (73,7%), training of newcomers (78,9%), employees that need three to six months to master the skills and knowledge they need to do the job (84,2%), organized training and development programmes (78,9%), jobs that in the last year or two required additional knowledge and skills (78,9%), absence of the same opportunities for all employees in training and education (57,9%), training organized according to plans (36,8%) and according to job requirements (36,8%), the influence of training on advancement opportunities (63,2%), promotions that are based solely on work results (68,4%), employees that are interested in education

and training (63,2%), the support of the organization in employees' development (63,2%), high employees' awareness of the importance of training and education for doing a job (88,9%), the convenience of short working hours (66,7%) while taking training courses, educational methods that are commonly used are professional and technical training (33,3%), additional education (27,8%) and internship (27,8%), maximal utilization of employees' knowledge up to 50% (52,6%), and the average satisfaction with the organization (73,7%).

All results shown point to the need for establishing human resources management function with clear responsibilities, which would also take up the duties of training and education of employees, in order to achieve the strategies of the organization. Because of that, the level of utilization of employees' potentials and their incorporation into the organization would be higher, personal goals and those of the organization would match, the level of motivation and the possibilities for managing employees' knowledge would also improve.

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