

# Gender Differences in Assessment of Corporate Training in the Context of the Economic Sectors

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## Abstract

*Implementation of the philosophy of innovation and innovative processes in organizations is one of the most substantial attributes of the effective impact and competitiveness of organizations in the conditions of knowledgeable society. Processes of innovative business strategies are determined by multifactors. The effective corporate training is one of the most significant factors that influence innovation process in this context. The aim of presented research, that was attended by 108 participants, was the identification and specification of gender differences in the assessment of corporate training in terms of the economy sectors. Dominantly, the main attention of this research was focused on the analysis of gender interaction context and the economy sector. Acquired findings, in the context of the already published findings, prove the meaningfulness of feedback in assessing of corporate training by employees. Subsequently, the methodology SBES was proved in assessing of corporate training as well as its suitability. Acquired results proved statistically significant interaction of gender and economy sector, in the context of the already published findings, in terms of all attributes – significance, expectations and satisfaction.*

## 1. Introduction

In knowledge society exists effective organizations that are based on creativity and information [1]. These are the significant components of innovative processes on which the corporate training is inevitably orientated to. The aim of corporate training is to equip an employees with an assumption through which they will be able to fulfill the tasks that are essential in terms of organization and ensure the full development, including their career.

The corporate training is one of the option to create assumptions for the effective solution of problems in the company, that prevent in fulfillment of its objectives [3].

An early stage for realization of corporate training is identification of gaps in skills and knowledge that influence on employees performance, but also analysis of perception

implemented processes of corporate training. This approach enables to answer questions what and how to educate.

In that context, several authors emphasize the concept of training needs analysis [4]. According to Goulda, Kelly, White [5] training needs analysis is the first step towards to educational strategies of organizations and it is crucial to meet professional development needs of employees. The listed analysis must therefore be carefully planned, managed and directed to clear results, to ensure that educational activities are effectively applied and lead towards meaningful changes. In this context, it is necessary to focus on to the importance of experiences that employees have with corporate training.

Education within the organizations focuses mainly on formation of working competencies and personal characteristics of the employees. The education is not only an important attribute of corporate culture, but also accentuate that company appreciate values of employees and their needs for the company. This approach is very closely associated with the issues of employees loyalty to the company. Even though the concept of employees loyalty is not clearly defined [6], it is obvious that corporate training affects on individual attributes of loyalty as they has been specified [7].

Armstrong [8] states that organization has to prepare conditions for employees training, to be motivated and ready to be educated. He draws attention to compliance with the following principles:

- The requirement of the firm and strong vision of an organization which is constantly emphasising to all employees in order to increase awareness of the needs of strategic thinking at all levels.
- The requirement to develop strategy that relates to the vision and employees to acquire new knowledge and skills.
- Within the vision and its goals to implement dialog, communication and conversation to facilitate their education.
- To create environment supporting learning and innovations.

An essential part of the concept of corporate training is regularly performed evaluation analysis. Evaluation of education defines Humblin [9], as any attempt to obtain information about the effect of corporate training and evaluation of training in the

light of this information. Evaluation resulted into management, i.e. decision whether the education has made sense or not (particularly in the terms of costs and acquisition), and what is necessary to improve for costs to be more effective.

Positioning of corporate training is intended by the fact that education is a tool, not a goal. To be effective, training must respect the requirements of the organization, but also the possibilities of employees [10]. The listed attributes of corporate training are reflected in concepts of this matter/issue by several authors [11], [12], [13].

From an assessment of corporate training, one of the significant discussed issues of methodology is to obtain feedback information about evaluation of corporate training by employees. Frankovský et al. [14], Birknerová et al. [15] proposed and verified a methodology labeled as SBES, which enables to identify mentioned feedback on the basis of four attributes - meaning, benefits, expectation and satisfaction in assessment of corporate training. The implementation of mentioned methodology in practice enabled to specify the links between consideration of the mentioned attributes evaluation of corporate training [14], and identification of differences between managers and efficient workers, between employees from both public and private sectors, as well as among employees from different sectors and economy sectors [15].

Subsequently, to the presented findings, it is possible to focus even on the gender context inquiry of this issues.

## 2. Gender

Oakley [16], as the first of all authors used the concept of gender, that is understood as the importance of differences between women and men in cultural, social and psychological context. Connell [17], states that gender theme has a significant place in the personal life, social relationship and culture, as well as theme of which are prejudice, ideology, myths and disinformation. Gender is from this point of view seen as a social and cultural construct. This is a set of ideas and beliefs on how to treat women and men, and what role should be submitted.

In terms of gender issue in the context of the organization, Rutherford [18], states that the organization needs so as men as women. According to Kanter [19], it must be noted that the basis of relationship in the organization are three factors: opportunity structure (mobility chances), power and proportional representation of social type to which individual belongs. Whether it is a woman or a man with low chances in a disadvantageous and unequal position of mobility and low power, their behaviour is very similar and is based on the initial rights of this position.

Stereotypes as the initial set of ideas about personal features, behavioural manners and habits of members of certain group can be according Renzettiho [20] related to age, ethnicity, social group or type of employment. Stereotypes related to the role both women and men tend to be known as mainly discussed. According to Badinter [21], is a restriction against developing individuality of women and men, when in due to gender differentiation men should be regarded as stronger, the ones that control, lead and are independent and rational. Women, on the other hand, perceived as softer, focusing on interpersonal relationships with the sense for education, care and love to other people.

Persisting gender stereotypes related to the choice of profession is binding for women and men in their career choice. One of the stereotypes that may have a particularly negative impact on women mainly, relates to different abilities of women and men. Even though the results of research are significantly inconclusive, it points out that women are considered as not skilled and qualified as men under certain circumstances, although they are assessed on the basis of identical information. Furthermore, there are certain types of skills, for example mathematical and mechanical, of which the people believe that it is the privilege of men [22].

The men through the socialization process believe that making decision and run the company belongs to their responsibilities only [23]. They overvalue their influence and dominance in their professional life. Their leadership is characteristic by driven of their objectives, determination, aggression, competitiveness and formal communication. Kanter [19] presents results of research by which the main cause of unequal position of women in the work is not initially considered the gender category, but the position in which is the employee at the present, as well as working area they work in. Positioning of employees in the organization structure is the basis for explanation of his behaviour and attitude more than his gender category. Yllö [24] notes that is necessary to link the concept of differences with another structural factors and stratification categories. This approach enables to perceive links between different social groups.

## 3. Research

Relations and differences in assessment of corporate training is possible, as already mentioned, to identify and specify relevant contexts from different perspectives. Differences in assessment of education among respondents from different sectors of the economy were published by [15]. The authors confirmed the existence of statistically significant differences in assessment of corporate training among the respondents from production on the one side and education and administration sectors on the other.

The aim of presented research, in response to presented findings is an identification and specification of gender differences in assessment of corporate training in the context of economy sector. Dominantly, the main attention is focused on the analysis of interaction context of gender and economy sector. The presented findings of the research are in the specific intention of corporate training as well as in the gender issue.

### 3.1. Research Sample

The research sample consisted of employees from economy sectors, administration and education. Addressed were 108 respondents out of which 63 were men (58,03%) and 45 women (41,70%) in the age from 21 to 60 years old (average year 40,65, standard deviation 10,487 years). The employees had an average length of service 16,89 years (standard deviation 10,646 years). The minimum length of service was 1 year and maximum 42 years.

### 3.2. Method

In presenting research data were obtained by SBES methodology (significance, benefits, expectations and satisfaction), [14], [15]. The methodology consists of 22 items on the basis of which the respondents assessed the various aspects of corporate training. The individual items were evaluated on a 5-point scale, where 1 = certainly no, 2 = rather no, 3 = neither no, nor yes, 4 = rather yes, 5 = certainly yes.

The corporate training was assessed by four attributes that explain 65,6 % of variations:

- F1 – Significance to perform work (Cronbach's alpha - 0,899);
- F2 – Benefits for employees (Cronbach's alpha - 0,844);
- F3 – Expectations of employees (Cronbach's alpha - 0,860);
- F4 – Satisfaction of employees (Cronbach's alpha - 0,871).

### 3.3. Results

The obtained data were analyzed in terms of gender and economic sectors. The attention was focused on the three sectors of economy (administration, production and education). Differences in assessment of corporate training from the economic viewpoint

Gender differences in assessment of corporate training in terms of economy sector were analyzed based on mathematically statistical method MANOVA (Multivariate Tests, Tests of Between-Subjects Effects) and Post Hoc comparison (Tukey

Tests). Presented statistically significant findings are presented in Tables and Graphs.

Multivariate analysis of variance confirmed statistically significant differences between respondents from various economic sector in order to assess the corporate training as well as statistically significant interaction of gender and economic sector from the assessment of corporate training in Table 1.

Table 1. Differences in assessment of corporate training in terms of gender and economy sector (Multivariate Tests)

Effect		F	Sig.
Gender	Pillai's Trace	1,140	,342
	Wilks' Lambda	1,140	,342
	Hotelling's Trace	1,140	,342
	Roy's Largest Root	1,140	,342
Economy sector	Pillai's Trace	<b>3,913</b>	<b>,000</b>
	Wilks' Lambda	<b>3,882</b>	<b>,000</b>
	Hotelling's Trace	<b>3,851</b>	<b>,000</b>
	Roy's Largest Root	<b>4,628</b>	<b>,002</b>
Gender * Economy sector	Pillai's Trace	<b>4,031</b>	<b>,000</b>
	Wilks' Lambda	<b>4,126</b>	<b>,000</b>
	Hotelling's Trace	<b>4,219</b>	<b>,000</b>
	Roy's Largest Root	<b>7,142</b>	<b>,000</b>

Table 2. Differences in assessment of corporate training in terms of gender and economy sector (Tests of Between-Subjects Effects)

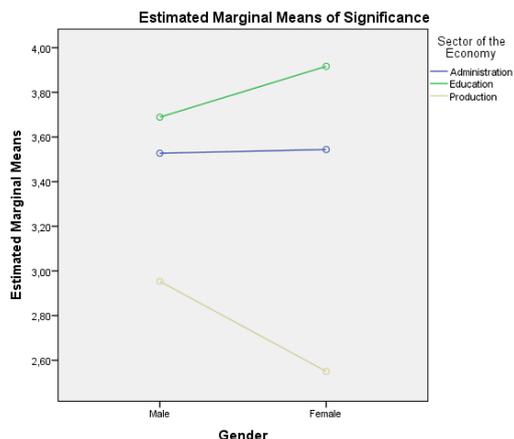
Source	Dependent Variable	F	Sig.
Gender	Significance	,053	,818
	Benefits	2,337	,129
	Expectations	,069	,793
	Satisfaction	,617	,434
Economy sector	<b>significance</b>	<b>7,455</b>	<b>,001</b>
	<b>benefits</b>	<b>7,438</b>	<b>,001</b>
	<b>expectations</b>	<b>5,092</b>	<b>,008</b>
	<b>satisfaction</b>	<b>7,135</b>	<b>,001</b>
Gender * Economy sector	significance	,632	,534
	<b>benefits</b>	<b>7,428</b>	<b>,001</b>
	<b>expectations</b>	<b>4,393</b>	<b>,015</b>
	<b>satisfaction</b>	<b>9,831</b>	<b>,000</b>

**sig. – statistical significance**

Presented mathematically statistical analysis (see Table 2) proved statistically significant differences in assessment of corporate training on the basis of all four attributes in the context of economy sector [15]. The mentioned differences were obtain between respondents from sector of production on the one side and respondents from sectors of education and administration on the other. On contrary, presented mathematically statistical analysis has not confirmed the mentioned differences in assessment of corporate training from any attributes in the gender context. At the same time were differences confirmed from the basis of three attributes in the context of interaction of gender and economy sector (benefits, expectations

and satisfaction) (see Table 2, Graph 1, Graph 2, Graph 3, Graph 4).

Graph 1. Differences in assessment of corporate training in terms of gender and economy sector in the context of significance



To evaluate attribute of significance in assessing of corporate training the interaction of gender in the context of the relevant sector of the economy did not show statistically significant.

Table 3. Comparison of assessment of significant attribute in terms of economy sector (Means, and Post Hoc Tukey Tests)

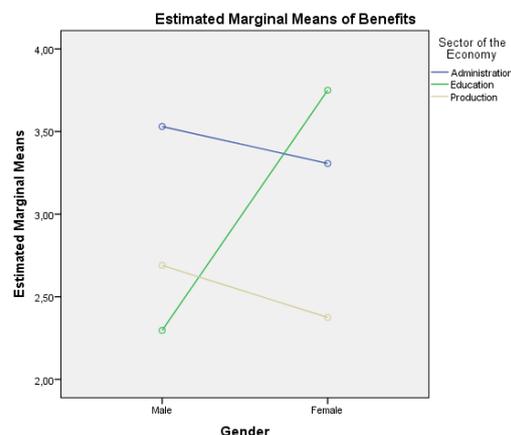
Attribute	Economy Sector	Mean	Economy Sector	Tukey Tests Sig.
Significance	Administration	3,539	Education	,566
	Education	3,819	Production	,002
	Production	2,890	Administration	,010

It can be described only as tendency that suggests that men working in the production achieved higher scores than women (men considered corporate training favorably than women), and conversely, men from education sector achieved lower scores than women (women assessed corporate training more favorably than men). However, it must be noted that respondents from sector of economy and administration assessed significant attribute of corporate training positively, in the contrast of respondents from sector of production that evaluated this attribute rather neutral. This attribute was evaluated by women from the sector of education as the most favourable (see Table 3, Graph 1).

In terms of benefits attribute of corporate training assessment was the interaction of gender and the economy sector statistically significant. Men from the education sector assessed this attribute less favourably than women. On the contrary, the opposite tendency was assessed in the administration sector. Men from the mentioned sectors above, assessed this attribute more favourably than women. The mentioned interaction is necessary to interpret on the background of existence statistically significant differences in

assessment of the attribute of benefits between respondents from production sector on the one side and respondents from the administration and education sectors on the other.

Graph 2. Differences in assessment of corporate training in terms of gender and economy sector in the context of attribute of benefits

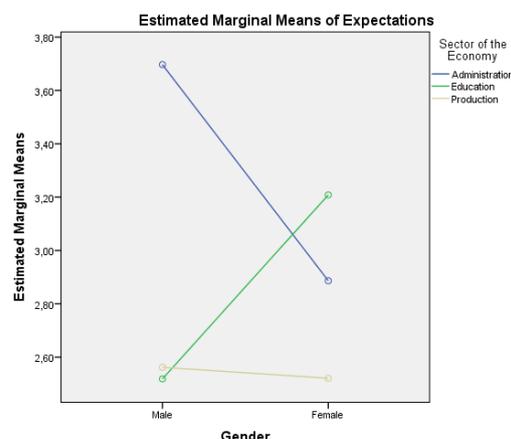


In this context, respondents from the production sector has not assessed benefits of the corporate training favourably. The mentioned attribute was assessed the most favourably by the women from education sector (see Table 4, Graph 2).

Table 4. Comparison of corporate training assessment of attribute of benefits in terms of the sector of economy (Means and post Tukey Tests)

Attribute	Economy Sector	Mean	Economy Sector	Tukey Tests Sig.
Benefits	Administration	3,375	Education	,554
	Education	3,127	Production	,049
	Production	2,641	Administration	,001

Graph 3. Differences of assessment of corporate training in terms of gender and the economy sector in the context of the expectation attribute

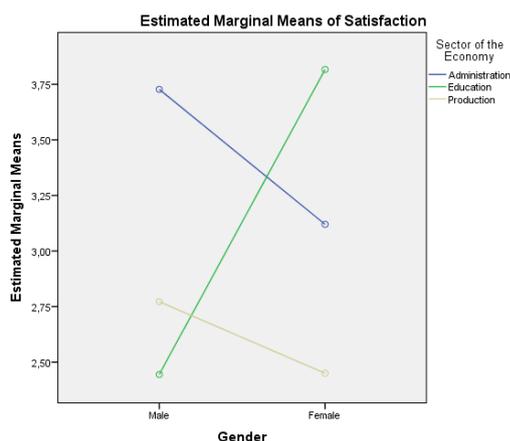


In terms of expectation attribute in assessing of corporate training, the interaction of gender and the economy sector, as in the previous analysis, was statistically significant. Men from the education sector assessed the attribute of expectation less favourably than women. On the contrary, the opposite tendency was assessed in the administration sector. Men from the mentioned sectors above, assessed this attribute more favourably than women. The mentioned interaction is necessary to interpret on the background of existence statistically significant differences in assessment of the expectation attribute between respondents from production sector on the one side and respondents from the administration sector on the other. In this context, respondents from the production sector has not assessed expectations of the corporate training favourably and respondents from education and administration assessed this attribute rather neutrally. The most favourably, the mentioned attribute above, was assessed by the men from administration sector (see Table 5, Graph 3).

Table 5. Comparison of corporate training assessment of the expectation attribute in terms of the economy sector (Means and Post Hoc Tukey Tests)

Attribute	Sector of the Economy	Mean	Sector of the Economy	Tukey Tests Sig.
Expectations	Administration	3,134	Education	,641
	Education	2,913	Production	,277

Graph 4. Differences of assessment of corporate training in terms of gender and the economy sector in the context of satisfaction attribute



In terms of satisfaction attribute in assessing of corporate training, the interaction of gender and the economy sector was again statistically significant. Men from the education sector assessed this attribute less favourably than women. On the contrary, the opposite tendency was assessed in the administration

sector. Men from the mentioned sectors above, assessed this satisfaction attribute more favourably than women. The mentioned interaction is necessary to interpret on the background of existence statistically significant differences in assessment of the attribute of satisfaction between respondents from production sector on the one side and respondents from the administration and education sectors on the other. In this context, men from the education sector and women from production sector has not assessed satisfaction attribute of the corporate training favourably. On the contrary, the most favourably the mentioned attribute above was assessed by men from the administration and the women from education sector (see Table 6, Graph 4).

Table 6. Comparison of corporate training assessment of attribute of satisfaction in terms of the economy sector (Mean and Post Hoc Tukey Tests)

Attribute	Economy Sector	Mean	Economy Sector	Tukey Tests Sig.
Expectations	Administration	3,306	Education	,938
	Education	3,229	Production	,049
	Production	2,722	Administration	,004

#### 4. Discussion and Conclusion

Innovative business strategies represents significant field of the implementation philosophy of innovation in society. The corporate training, in the context of multivariate determination of innovative processes, is one of the important attributes that influence the process of innovations.

Effective corporate training of employees, in the context of drawing attention to innovative strategies, enables better utilization of human capital and potential which are crucial elements of effectiveness and competitiveness of an organization. Savary, Luks [25] pointed to the connection between the increased resources invested in education and the increased productivity.

If an organization wants to make a progress, it is inevitable to focus on education of its employees. This education may have different nature, degree and intensity, methods of implementation of training, as already mentioned, in accordance with needs of organization including innovative strategies as well as opportunity of employees [8].

One of the most significant aspects of effectiveness of corporate training is the perception and evaluation of mentioned training by employees and thus the question of feedback information.

To obtain information and findings about the corporate training based on feedback from employees

is important from the modification of that training, also from the perspective of future motivation to be more educated. In this context, it is possible to assume that employees who are content with their corporate training will continue with their further education in the future as well. On the contrary, employees dissatisfied with the training will tend to avoid education as such and they will be increasingly less efficient and less important for the organization [15], [26]. For the implementation of innovation, is this deficit even more significant.

Findings of the presented research confirm the fact that evaluation of corporate training is the complete concept, in which it is possible to specify attributes related to the characteristics of the employees in terms of work position, the economy sector, gender, age, education and etc. [14], [15]. At the same time it is possible to specify certain structural attributes of corporate training (significance, benefits, expectations and satisfaction) [14]. Presented analysis of the results, as already published findings, [14], [15] prove that, it is inevitable to assume from what perspective (work position, sector, the economy sector) and in terms of which attribute (the extracted attributes of SBES methodology) is a corporate training assessed. The findings prove the fact that assessment of corporate training is associated with even more characteristics as sector, the economy sector, work position, as well as gender.

The results point to the fact that is necessary to focus on the forms and management of corporate training in the economic sector of production. The presented training was evaluated by employees slightly negatively.

From the methodological viewpoint are presented results represented for the support of suitability of the methodology SBES, Frankovský et al., [14], as the tool for assessment of corporate training and the feedback information about corporate training.

At the same time, the presented research results in terms of methodology contribute into discussion issues, focus on which level it generally makes sense to study the individual attributes in general, and also specifically in relation to corporate training. Gender, in presenting research has not confirmed statistically significant factor for assessing the general level of corporate training. From the interaction analysis, in the context of gender and the economy sector, was gender proved as significant factor in assessing of corporate training. Therefore, it is possible to expect analogous findings in more interaction.

Finally, it is essential to accentuate that effective education and development of employees enables not only the adaptation to changes in organizations, but also development of a workforce which would propose and carry out these changes in the context of mentioned innovations [13], [27].

The aim of presented research was the identification and specification of gender differences

in assessment of corporate training in terms of the economy sector. Dominantly, the main attention was focused on the analysis of interaction context of gender and the economy sector. The presented results of this research confirmed the meaningfulness of feedback of assessment of corporate training by employees.

At the same time it has been confirmed the suitability of methodology SBES in assessing of corporate training. The presented findings confirmed the statistically significant interaction of gender and the economy sector in assessing of corporate training. In this context, the mentioned interaction was proved in terms of attributes of benefits, expectations and satisfaction. The significance of interactive impact resulting from the difference as specified attributes for assessing corporate training were assessed by men and women from education on the one side, and on the other side, the attributes assessed by men and women from the sector of administration and economy.

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