



ISSN: 2230-9926

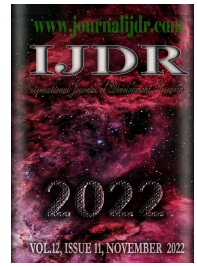
Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 12, Issue, 11, pp. 60310-60314, November, 2022

<https://doi.org/10.37118/ijdr.25816.11.2022>



RESEARCH ARTICLE

OPEN ACCESS

RHODES AIRPORT EMPLOYEES' VIEWS ON THE LEVEL OF EDUCATION AND TRAINING AND THEIR CONTRIBUTION TO THE ADHERENCE TO THE PROCEDURES

*¹Lolaki Maria and ²Dr. Moustakas Loukas

¹Postgraduate student in the MSc program "New forms of education and learning" of the University of the Aegean

²Lecturer at the University of the Aegean, Rhodes – 85104

ARTICLE INFO

Article History:

Received 17th August, 2022

Received in revised form

20th September, 2022

Accepted 29th October, 2022

Published online 30th November, 2022

Key Words:

Adult education,

Training, Airport Employees.

*Corresponding author:

Wenderson Costa da Silva

ABSTRACT

This study aims to investigate the possible connections between the vocational education and training of the employees of the Rhodes Airport "Diagoras" on a purely aviation subject and the degree of compliance or deviation from the corporate procedures. For the purposes of the research, the methodology of the quantitative approach was used, in order to measure the thoughts, opinions and feelings of the employees. The tool used in this research for the collection of the quantitative data was the use of questionnaires to measure the various variables (Shaughnessy, Zechmeister, & Zechmeister, 2018). The researchers hope that the conclusions will contribute to the optimization of the structure and content of the educational programs that are developed in the airport environment as well as to the review of corporate procedures regarding the possibility of their unorthodox observance or neglect. The results demonstrate that the vocational education and training of the employees is at a high level, the staff recognizes the importance of the training and its contribution to the observance of the procedures approved by the agencies. There are no tendencies to deviate from the procedures nor any intentions to cover up criminal behavior regardless of the hierarchical position of the principal/instigator. However, differences can be seen in both research axes regarding the connection between employment and the years in the current subject.

Copyright © 2022, Lolaki Maria and Dr Moustakas Loukas. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Lolaki Maria and Dr Moustakas Loukas. "Rhodes Airport employees' views on the level of education and training and their contribution to the adherence to the procedures", *International Journal of Development Research*, 12, (12), 60310-60314.

INTRODUCTION

The question arises whether and to what extent, the level of education that employees have and receive in the aviation sector, is a factor in pushing them to properly and strictly adhere to the corporate procedures of each organization, in which the individuals are professionally active. Specifically, the purpose of this paper is to investigate the contribution of vocational education and training of the employees to the adherence to the corporate procedures at Rhodes Airport. For this purpose, the opinions of public and private sector workers, permanent and seasonal, office workers and workers, will be studied on two main topics. Vocational education, training and a series of related components as well as their attitude towards compliance with corporate procedures. The importance of investigating this issue stems from the purpose and the necessary operating conditions of every airport. The purpose consists in the safe movement of passengers, cargo and mail, while the necessary conditions of the operation of the airport are the faithful application of the existing legislation and the relevant procedures by all the

employees involved, who are expected to operate in a properly organized and safe work environment. These two main pillars, the mission of the airport and the context of work, are surrounded by a series of corporate procedures, the correct observance of which leads to the correct operation of the organization under study. The deviation from the procedures or the manifestation of indiscipline, on the contrary, may lead to events, accidents or mishaps with material or physical damages or even losses. It is worth noting that the operating procedures of airports derive from the respective national legislation, which in turn derives from European and international airspace regulations. Legislation that is subject to constant changes, modifications and revisions according to the data presented each time and the evolving conditions. Undeniably, the corresponding educational process is, and should be, continuous in order to inform all those involved to the extent that it concerns them and in their field of employment. So, the importance of vocational education and training and their role in aviation becomes clear.

Vocational education and training: A need for training arises when the current level of knowledge, skills and attitudes is not consistent

with the equivalent resulting from the requirements of the job duties. Training is a response to a developing need and arises due to the existence or creation of gaps in knowledge or performance. When employee performance differs from the requirements of the respective job and must be changed to achieve the desired level, then training procedures are carried out as a short-term targeted solution (Quilty, 2003). The necessity of training results both from the aging of knowledge and from the rapid developments of the sciences and their respective professional applications. Globalization, among other things, creates intense competitive rivalries in production and markets resulting in increased demands on human resources, able to participate in the new economic and work environments (Goulão & Fombona, 2012). Vocational education and training increase the effectiveness of individuals, work groups and organizations as they improve the knowledge, skills and attitudes/behaviors (Aguinis & Kraiger, 2009). These results are diffused in the society in which the recipients of the education are active.

In regards to the interculturality in a work environment, studies at major airports in the United States, the United Kingdom, and Australia, where there are staff populations of various ethnicities, demonstrate the need to adapt training programs aimed at individuals performing driving duties in controlled airport areas. A number of incidents at these sites appear to be related to the ethnic diversity of the drivers and the training programs provided to them (Cokley & Rankin, 2009). In addition, language is a key component in promoting safety through communication in aviation. This importance is highlighted by the International Civil Aviation Organization which stipulates that in the context of radiotelephone communication, the English language should be used if the transmitter and the receiver do not share a common mother tongue (ICAO, 2010). Determining the respective language proficiency requirements of those involved, it points out the obligation of those whose English is their mother tongue as well as other experts in its use, to undertake and develop strategies to promote and improve intercultural communication. In addition, it is stated that both pilots and air traffic controllers who speak English as their first language play an important role in the development of international civil aviation communication security, implying that they have a moral obligation to develop language awareness and focus on processes that contribute to the understanding of the language and to linguistic clarity (ICAO, 2010).

In-house trainings: Adults may participate, in the context of the workplace, in a series of planned internal educational activities and programs, with the aim of specializing in a subject or field. The carriers of the educational programs are private or public and respectively the programs are intra-corporate or training programs. It should be noted that the mentioned carriers do not have an educational object of activity, but these educational activities are organized and carried out to improve the level of knowledge, abilities, skills, attitudes and perceptions of the employees. Thus, intra-corporate training is addressed to existing employees, who, through their frequent and systematic participation in professional training programs, increase their level of education and specialization (Krassadaki, Zopounidis, & Matsatsinis, 2020). In a constantly changing business environment, companies are evolving and adopting new processes to ensure they maintain a competitive edge in the market. Learning in the organization plays an important role regarding changes, processes, new systems and technology. The pace of learning must follow the pace of establishing/introducing new processes, so that the employees can assimilate them. It seems that the initial training programs of the organizations are never enough but need updating and regular readjustment to the current data (Ley, 2020). In private companies, the Personnel Management or Human Resources department deals with people and their life cycle within the Organization, from their selection and recruitment to their departure. One of the main areas of the department is staff training. The company treats employees, who consist of knowledge, abilities, skills and attitudes, as resources and capital. The rational management of human capital contributes to the creation of a competitive advantage for the company. Among the responsibilities of the Human Resources department is the assessment of training needs and the development

of corresponding training programs. Additionally, the evaluation of the programs as well as the dissemination of the corporate philosophy and organizational culture are also this department's responsibilities (Kefis, 2005; Drucker, 2013). The traditional practice of the Human Resources department relies heavily on the provision of knowledge and skills without always giving space and time for critical reflection and questioning (Franz, 2010). It helps employees accumulate knowledge rather than teaching them how to think. Transformative learning at work is constantly gaining ground. For its successful implementation and performance, employees need to experience psychological safety. Creating work and learning environments that allow employees to challenge traditional practices and ideas while at the same time being able to pursue alternative actions, contributes to increasing creativity, implementing innovation and ultimately strengthening the organization's competitive advantage (Kwon, Han, & Nicolaides, 2020). Vocational education and training, as well as the acquisition of skills consistent with job requirements, has also been studied in light of the intention for employee mobility (Ju & Li, 2019). Labor market mobility between firms, occupations, and positions (Abbasi & Hollman, 2000) can be a healthy element in an organization, but it may have harmful effects when it leads to the loss of firm-critical personnel and the reduction of the organization's stock of knowledge. Also, as mobility increases the requirements for training, the cost of training new employees increases accordingly. Thus, the intention for mobility is an important issue in the development of human resources (Shuck, Twyford, Reio, & Shuck, 2014).

The differences observed between the private and public sectors are approached, among other things, in terms of training, consulting and management practices. As executive commitment appears lower in public organizations than in the private sector, management is called upon to promote a positive organizational culture through executive training and development of relevant training programs. It is very important that emphasis is given on that, as the improvement of the horizontal commitment of the administrative executives is related to the improvement of the effectiveness and efficiency (Bourantas & Papalexandris, 1992). Regarding the conditions for learning at work in public sector environments, it appears that the social construct of gender contributes to or limits the conditions for work-based learning, according to Forssberg, Parding, and Vånje, (2020). Specifically, gender influences the conditions and contributes to the creation of a facilitating learning environment in a male-dominated workplace. On the contrary, it contributes to the creation of a restrictive learning environment in a workplace dominated by women. The differences can be found both in the organizational structure and the culture. Similarly, learning in private sector work environments is mediated by formal and informal gender distinctions (Gustavsson & Fogelberg Eriksson, 2010). Thus, men in managerial positions seem to enjoy more opportunities in learning and career development activities compared to women holding positions of the same responsibilities. Regarding the process of selecting and recruiting personnel for the public sector, the importance of identifying/locating and training those most suitable for a career in this sector is generally agreed on. There is a need for efficient, competent and enthusiastic public officers. For this purpose, an internal part of the training process must be the process of "learning to serve", that is, the development of skills and ideas related to the service of the public. These programs encourage political autonomy, promote the use of persuasion in the exercise of government services, contribute to overcoming the corruption that stems from power, and finally shape employees who are role models of citizens and effective leaders (Baroukh & Kleiner, 2002).

Airspace: The volume of passengers and aircraft that the staff of each airport is called to serve, creates multi-faceted demands on the level of knowledge, skills, abilities and perceptions that they are expected to possess. A level that must be updated and developed constantly as the airport is a living, ever-changing and evolving organization. Its operation requires a workforce with various specializations, from various technical and scientific disciplines, which are interconnected and interdependent. In addition, the administration and operation of

airports are complex and sophisticated tasks due to the continuous technological developments and the ever-increasing demands of the groups involved. Users, tenants of premises, customers, government agencies formulate and exercise requirements, the fulfillment of which requires exceptionally competent human resources in terms of skills, knowledge and attitudes (Quilty, 2003). The human resources involved must possess and maintain a high degree of productivity, quality service provision and flexibility; characteristics associated with continuous education and training (Cocheu, 1990; Gilbert & Parhizgari, 2000).

Occupational delinquency and education: The contribution of education as a factor in detecting, identifying, preventing and suppressing labor delinquency phenomena and more specifically delinquent behaviors in the form of fraud and corruption is often studied. Individuals, as components of the professional space, either as employees with an economic and accounting purpose, or as part of the control mechanism (Bierstaker, Hunton and Thibodeau, 2012), or finally as quasi-recipients or accomplices of the delinquent behavior (Hauk & Marti, 2002, Truex, 2011) are required to have and cultivate the knowledge, abilities and skills but also to undertake retraining, professional training and specialization, in matters related to the subject of the work, the concept of the manifestations of fraud and corruption, but also in the principles of ethics.

Education and the ability to shape the work ethic: The parameter of ethics is a key point in the analysis of labor delinquency. And while there is a dichotomy as to whether ethics can be taught (Leung & Cooper, 1994), as evidenced by Chen, Cumming, Hou, & Lee (2013), the training of internal auditors can contribute to strengthening the integrity of administrative officers. Specifically, the influence of auditors in mitigating corporate fraud is examined. Auditors act as external government mechanisms that discourage executives with low integrity from engaging in fraud.

Relevance of education and acceptance of work delinquency: One parameter of delinquency at work is the accomplice or recipient of the behavior. Thus, a research in a developing country regarding corruption, behavior and education by Truex (2011) deals with education in regards to the developing and cultivating attitudes that demonstrate less acceptance of corruption phenomena. More specifically, according to the study, there is a variation in attitudes towards various types of corruption. Cases of large-scale bribery are considered unacceptable, but disagreement occurs in cases of small-scale corruption, gift giving and favoritism. Education emerges as a determinant of these attitudes with more educated citizens showing less acceptance across the spectrum of corrupt behaviors. By developing access to education, developing countries can reduce the presence of corruption phenomena. Specifically, citizens with a high level of education are more committed to civil liberties and less tolerant towards corrupt behaviors. Education is viewed as a guide to moral perceptions and actions, it functions as a key to shaping social behaviors and specifically contributes to the development of a behavior that prevents the acceptance of corruption (Hauk & Marti, 2002; Truex, 2011). Research results in rich developed countries seem to be similar. Research in the United States (Glaeser & Saks, 2006) supports the view that the association between development and good political practices occurs as education improves political institutions. Thus, areas with high educational and income levels show lower levels of corruption as citizens are willing and able to exercise control over public officials and act accordingly if they perceive violations of laws. Conversely, low educational levels may encourage corruption.

RESEARCH

Research purpose and objectives: The purpose of the research is to establish to what extent the level of professional education and training of the employees is related to the observance of the procedures established by each institution at Rhodes International Airport. Individual objectives are the investigation of employees' opinions regarding the adequacy, scope and appropriateness of

professional education and training in relation to the subject of work as well as regarding the knowledge of the legislative framework that covers corporate procedures as well as the trend or alleged desire to deviate from proceedings. For this study, the quantitative research approach was chosen, which is an appropriate method for describing and explaining the relationship between two variables. The methodological approach chosen is that of a case study, where the term case may refer to an entity (person) but also a group, such as a company or organization (Shaughnessy, Zechmeister, & Zechmeister, 2018). By using appropriate data collection tools, questionnaires in this case, an attempt is made to collect as much information as possible about the entity under study, in order to create a framework for studying and explaining the research data (Cohen, Manion, & Morrison, 2008). The case study refers to the employees of the International Airport of Rhodes "Diagoras", with the objective of the purely aviation project, who make up the population of the specific research, numbering eight hundred people. The sample size is the same as the population size. The validity of the content of the questionnaires, at the stage of conducting the pilot survey, was ensured by examining the opinions and observations of five people with relevant experience in the aviation field as well as in employee training. Their comments were studied and led to the modification of the wording of some questions in order to address the ambiguities they contained and to avoid any confusion among the participants.

Also, in order to check the reliability of the tool (test-retest reliability), the questionnaires were pilot administered twice with a time gap of one week, to the same, small sample of people, whose answers are not included in the analysis (Shaughnessy, Zechmeister, & Zechmeister, 2018). Additionally, in the accompanying note that precedes the questionnaire, information is given regarding the purpose of the research, the details of the researchers and the context in which the relevant study is included. The commitment to ensure the anonymity of the participants contributes to the validity and reliability of the research. Also, the method of administering the questionnaires in electronic form helps to eliminate distractions during the process of completing them. The consistency with which a group of propositions measures the conceptual construct under study and measurement is expressed by the statistical index of internal consistency, Cronbach's alpha. The internal consistency index (Cronbach's alpha) obtained a value of 0.692 for the questions of group A, while for the questions of group B the value of the internal consistency index was 0.873; both values that indicate high levels of internal consistency reliability. The statistical program SPSS was chosen in the present research, since the variables were analyzed with the technique of descriptive and inductive statistics. In the context of the inductive analysis, and in order to check the correlation between two categorical variables, the statistical criterion χ^2 (chi-square) was applied, when the conditions for its application were met. Otherwise, the corrected value of the Fisher Exact test was used (Norris, Qureshi, Howitt, & Cramer, 2017). Accordingly, the Mann-Whitney U test was applied in the cases where the independent variable was two-category categorical and the dependent qualitative variables were on a graduated measurement scale, because their values do not follow a normal distribution (Kolmogorov-Smirnov sig. < .05). Also, in order to examine the correlation between a categorical variable that includes more than two categories and a qualitative variable, the Kruskal-Wallis test was applied for the same reason.

RESULTS

After examining the degree of agreement of the participants with the 15 statements of the first research axis, notable differences are identified based on the work relationship. Public sector employees appear to appreciate less the dynamics of their educational bases and the range of subjects it covers. Observations that agree with the results of previous studies, in which insufficient training of staff in the public sector as well as a lack of appropriate training and specialization in public administration had been identified (Vellis, 1996, Alexiadis & Peristeras, 2000, Passas & Tsekos, 2004, Antonakos, 2017). Possibly, despite the important institutional

interventions that have taken place towards the direction of the intensification, expansion and qualitative upgrade of the education of public officials (Passas & Tsekos, 2004), difficulties related to the lack of planning and appropriate targeting are still present (Antonakos, 2017). In contrast, private sector employees appear to believe that they have a stronger foundation in terms of training, which stems from the initial stage before taking up duties and extends to the area of retraining after a sufficient period of time. They largely agree that they have satisfactory education and minimal educational gaps, that the education they have received covers the scope of their subject and contributes to meeting the demands of their duties. In addition to these statements, they express a moderate desire for additional participation in professional training programs and recognize to a lesser extent the necessity of receiving additional education, while public sector employees express to a greater extent the desire to participate in further education (Antonakos, 2017). The greater desire to participate in educational programs is possibly justified by the facilities that public officials are entitled to use. Specifically, they are entitled to receive special leave for training programs, leave for educational or scientific reasons and leave for examinations (Ministry of Internal Affairs and Administrative Reconstruction, 2015).

Private sector employees tend to believe to a greater extent than public sector employees that additional training will add to their ability to violate procedures without being noticed by people higher up in the company hierarchy for which they work for. An observation that does not seem to agree with the results of existing studies and should perhaps be a trigger for future research. After examining the degree of agreement of the sample with the 24 placements of the second research axis, differences are recorded based on the years of work in the current subject as well as based on the employment relationship. By studying the parameter of seniority in the current subject, the people with the most seniority in it differ from the people with fewer years of work experience and tend to express themselves more positively regarding their attitude towards the possibility of covering up a colleague, due to a satisfactory collegial climate, in the case of the application of irregular procedures. Similarly, they tend to express a greater likelihood of applying, upon being approached by a friend or acquaintance, procedures that are inconsistent with the approved ones, due to knowledge of concealment. The concept of teamwork in the professional field has for the employees the characteristics of interaction, common goals, the tendency to maintain stability in their relationships as well as a sense of belonging. Thus, those who share several years in the current subject, tend to be influenced by this multidimensional concept of teamwork which is a parameter shaping work behavior and possibly the consent to cover up and apply irregular procedures is part of the manifestation of teamwork (Petrakis, 2018). Looking at the employment relationship component, public sector employees appear to have implemented informal procedures, unknowingly or unintentionally, more often than their private sector counterparts. They are also more likely to notice their superiors not following the prescribed corporate procedures; a finding that is consistent with the observed lower commitment of public sector executives (Bourantas & Papalexandris, 1992). Public officials seem to show less fear of sanctions, in the case of accepting the application of procedures that are not consistent with the established ones, after approaching people from their friendly environment. It is possible that the lack of fear stems from the belief that delinquent behaviors will remain in the dark and will not be reported. The dark number of criminal behaviors in the workplace is large, i.e. the number of those whose behavior, for various reasons, is not reported and so they do not find their way to the courts (Petrakis, 2018). Also, a detailed description of disciplinary offenses and penalties, as well as the procedure for dealing with them, is described in the Code of State for Public Political Administrative Officers and Public Law Corporation Employees (2015).

It is possible that public officials are possessed by less fear of the possible sanctions because of they know about them. The desire to retaliate for the repulsive behavior of superiors would motivate the application of unauthorized procedures to a greater extent for private

sector employees. An explanation for the last finding could be drawn from the fact of informal circumvention of shifts and hours in the private sector as well as the pressures exerted on employees to achieve company goals. The belief of injustice in the workplace constitutes an important parameter of the implementation of delinquent behaviors, under the consideration of law enforcement (Petrakis, 2018). In addition, the feeling of hatred has been linked throughout time to the manifestation of delinquent behaviors and constitutes a significant predisposition to work irregularities and even crimes (Vadera & Pratt, 2013). A tendency for the manifestation of delinquent behaviors of a vindictive nature is observed in companies with authoritarian leadership systems, strict rules and absolute control of the staff (Petrakis, 2018).

CONCLUSION

This research highlights the parameters of the working relationship and the years of experience in the subject as shapers of differences in the perception of professional education, training and, consequently, compliance with the procedures at the Diagoras Airport of Rhodes by the employees in the aviation sector. Specifically, in regards to professional education and training, private sector employees, in contrast to their counterparts in the public sector, consider their educational bases stronger and the educational gaps smaller. Consequently, they express a lesser desire to participate in professional training activities, in contrast to the greater corresponding desire of public officials. Additionally, private sector employees in this area tend to a greater extent than their public sector counterparts to believe that additional knowledge may contribute to the ability to violate procedures without the knowledge of superiors. In terms of following procedures, public sector employees have to a greater extent implemented informal procedures and have noticed their superiors to act accordingly. Also, the fear of sanctions due to the application of irregular procedures at the request of people from the friendly environment appears weaker among public officials. From the examination of the parameter of the number of years in the subject, it follows that long seniority creates a greater possibility of a collegial cover-up due to a good climate at work as well as a greater possibility, following the approach of a friend or acquaintance, of applying irregular procedures due to knowledge of concealment.

REFERENCES

- Abbasi, S.M., & Hollman, K.W. (2000). Turnover: the Real Bottom Line. *Public Personnel Management*, 29(3), 333-342. Retrieved on September 11, 2021 from <https://doi.org/10.1177/009102600002900303>
- Aguinis, H. & Kraiger, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations and Society. *Annual Review of Psychology*, 60, 451-474. Retrieved on September 11, 2021 from <https://doi.org/10.1146/annurev.psych.60.110707.163505>
- Alexiadis, A., & Peristeras, V. (2000). Efficiency-Efficacy in Public Administration. *Administrative Update*, 18, 25-38.
- Antonakos, G. (2017). *The importance of education - training as well as the evaluation of employees in the Public sector - Case study of employees of the National Center for Public Administration and Self-Government, Thesis, University of Piraeus, Piraeus.*
- Baroukh, N., & Kleiner, B. H. (2002). Recruitment and Training of Public Servants. *Management Research News*, 25(3), 28-42. Retrieved on September 11, 2021 from <https://doi.org/10.1108/01409170210783089>
- Velli, A. (1996). *Education and Training in the Public Sector. Information Report 23. Athens.*
- Bourantas, D., & Papalexandris, N. (1992). Variables Affecting Organizational Commitment. *Journal of Managerial Psychology*, 7(1), 3-10. Retrieved on September 11, 2021 from <http://dx.doi.org/10.1108/02683949210012977>
- Chen, J., Cumming, D., Hou, W., & Lee, E. (2013). Executive Integrity, Audit Opinion and Fraud in Chinese Listed Firms.

- Emerging Markets Review* 15, 72-91. Retrieved on October 18, 2021 from <https://doi.org/10.1016/j.ememar.2012.12.003>
- Cocheu, T. (1990, October). Training from the Start. *Training & Development Journal*, 44(10), 22-27.
- Cohen, L., Manion, L., & Morrison, K. (2008). *Educational Research Methodology*. Athens: Metaichmio.
- Cokley, J., & Rankin, W. (2009). Ethnic and Cultural Focus in Airport Driver Training. *International Journal of Training Research*, 7(1), 38-55. Retrieved on October 18, 2021 from <https://doi.org/10.5172/ijtr.7.1.38>
- Drucker, P. (2013). *People and Performance*. Available on https://books.google.gr/books?id=SDzDYfjp0_sC&lpq=PR1&ots=qV_Cz7gGEr&dq=drucker%20people%20and%20performance&lr&hl=el&pg=PP1#v=onepage&q=drucker%20people%20and%20performance&f=false
- Forssberg, K.S., Parding, K., & Vänje, A. (2020). Conditions for Workplace Learning: a Gender Divide? *Journal of Workplace Learning*, 33(4), 302-314. Retrieved on October 5, 2021 from <https://www.emerald.com/insight/content/doi/10.1108/JWL-08-2020-0134/full/pdf?title=conditions-for-workplace-learning-a-gender-divide>
- Franz, N. (2010). Catalyzing Employee Change with Transformative Learning. *Human Resource Development Quarterly*, 21(1), 113-118. Retrieved on October 18, 2021 from <https://doi.org/10.1002/hrdq.20033>
- Gilbert, G. R., & Parhizgari, A. M. (2000). Organizational Effectiveness Indicators to Support Service Quality. *Managing Service Quality* 10(1), 46-52. Retrieved on October 18, 2021 from <https://doi.org/10.1108/09604520010307030>
- Glaeser, E.L., & Saks, R.E. (2006). Corruption in America. *Journal of Public Economics*, 90(6-7), 1053-1072. Retrieved on October 18, 2021 from <https://doi.org/10.1016/j.jpubeco.2005.08.007>
- Goulão, M. de F., & Fombona, J. (2012). Digital Literacy and Adults Learners' Perception: The Case of a Second Chance to University. *Procedia - Social and Behavioral Sciences*, 46, 350-355. Retrieved on October 18, 2021 from <https://doi.org/10.1016/j.sbspro.2012.05.121>
- Gustavsson, M., & Fogelberg Eriksson, A. (2010). Gendered Learning Environments in Managerial Work. *Studies in the Education of Adults*, 42(2), 141-155. Retrieved on October 18, 2021 from <https://dx.doi.org/10.1080/02660830.2010.11661594>
- Hauk, E., & Saez-Marti, M. (2002). On the Cultural Transmission of Corruption. *Journal of Economic Theory* 107(2), 311-335. Retrieved on October 18, 2021 from <https://doi.org/10.1006/jeth.2001.2956>
- International Civil Aviation Organization (ICAO). (2010). *Manual on the implementation of ICAO language proficiency requirements*. Second Edition. Montreal: International Civil Aviation Organization.
- Ju, B., & Li, J. (2019). Exploring the Impact of Training, Job Tenure, and Education-job and Skills-job Matches on Employee Turnover Intention. *European Journal of Training and Development*, 43(3/4), 214-231. Retrieved on October 18, 2021 from <https://doi.org/10.1108/ejtd-05-2018-0045>
- Kefis, B. (2005). *Integrated Management. Basic Principles for modern financial units*. Athens: Kritiki Publications.
- Krassadaki, E., Zopounidis, C., & Matsatsinis, N. (October, 2020). Education and Adulthood. Available at https://www.researchgate.net/publication/344905854_Mathese_kai_Enelike_zoe
- Kwon, C., Han, S., & Nicolaidis, A. (2020). The Impact of Psychological Safety on Transformative Learning in the Workplace: a Quantitative Study. *Journal of Workplace Learning*, 32(7), 533-547. Retrieved on October 18, 2021 from <https://doi.org/10.1108/jwl-04-2020-0057>
- Leung, P., & Cooper, B.J. (1994). Ethics in Accountancy: A Classroom Experience. *Accounting Education*, 3(1), 19-33. Retrieved on October 18, 2021 from <https://doi.org/10.1080/09639289400000003>
- Ley, T. (2020). Knowledge Structures for Integrating Working and Learning: a Reflection on a Decade of Learning Technology Research for Workplace Learning. *British Journal of Educational Technology*, 51(2), 331-346. Available on <https://berajournals.onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.12835>
- Lloyd Bierstaker, J., Hunton, J. E., & Thibodeau, J. C. (2012). Does Fraud Training Help Auditors Identify Fraud Risk Factors? *Advances in Accounting Behavioral Research*, 85-100. [https://doi.org/10.1108/s1475-1488\(2012\)0](https://doi.org/10.1108/s1475-1488(2012)0)
- Norris, G., Qureshi, F., Howitt, D., & Cramer, D. (2017) Introduction to Statistics with SPSS for the Social Sciences. Athens: Klidarithmos.
- Passas, A., & Tsekos, Th. (2004). *The professional training of civil servants, European and Greek experience*. Athens: INE-Work Institute GSEE ADEDY.
- Petrakis, P. (2018). *Psychology of occupational delinquency. [University notes]*. National and Kapodistrian University of Athens, Complementary and Distance Education Program, Spring Semester 2018-2019, Athens.
- Quilty, S. (2003). Achieving Recognition as a World Class Airport through Education and Training. *Journal of Air Transportation*, 8(1), 3-14. Retrieved on October 23, 2021 from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.460.6162&rep=rep1&type=pdf>
- Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2018). *Ερευνητικές Μέθοδοι στην Ψυχολογία*. Αθήνα: Gutenberg.
- Shuck, B., Twyford, D., Reio, T.G. and Shuck, A. (2014). Human Resource Development Practices and Employee Engagement: Examining the Connection with Employee Turnover Intentions. *Human Resource Development Quarterly*, 25(2), 239-270. Retrieved on October 18, 2021 from <https://doi.org/10.1002/hrdq.21190>
- Truex, R. (2011). Corruption, Attitudes and Education: Survey Evidence from Nepal. *World Development* 39(7), 1133-1142. Retrieved on October 18, 2021 from <https://doi.org/10.1016/j.worlddev.2010.11.003>
- Vadera, A., & Pratt, M. (2013). Love, Hate, Ambivalence, or Indifference? A Conceptual Examination of Workplace Crimes and Organizational Identification. *Organization Science*, 24(1), 172-188. Retrieved on December 18, 2021 from <http://dx.doi.org/10.1287/orsc.1110.0714>
- Ministry of Internal Affairs and Administrative Reconstruction. (2015). *Code of status of public political administrators and public law corporation employees*. Athens. Retrieved on 19 December 2021 from https://www.ypes.gr/wp-content/uploads/2019/09/20150721_kodikas_katastasis_dimosion_ypallilon.pdf
