

Print ISSN: 2233-4165 / Online ISSN 2233-5382
JIDB website: <http://www.jidb.or.kr>
doi:<http://dx.doi.org/10.13106/jidb.2023.vol14.no1.57>

The Role of the Lifelong Learning for Improving HRM Policy in a Company

Su-Hyang OH¹

Received: December 30, 2022. Revised: January 11, 2023. Accepted: January 25, 2023.

Abstract

Purpose: The purpose of this research paper, therefore, is to explore the role of lifelong learning in improving HRM policies in a company. This research begins with a literature review of existing research on the topic, followed by a discussion of the findings and their implications for practitioners. **Research design, data and methodology:** The present author of this research collected textual dataset based on the numerous literature which has been investigated thoroughly in terms of the HRM policy and lifelong learning. For this reason, the author could obtain adequate prior studies, checking their validity and reliability. **Results:** The present research figured out that demonstrating that physical activity and exercise can enhance life expectancy, improve physical and mental health, and improve functional ability, and Examining the broad topic of socialization and interaction's function in raising elderly adults' living standards is necessary. Also, this research found that the social change and social isolation of older individuals in relation to the impact of digital technology. **Conclusions:** This research suggests that companies should also ensure that their HRM policies are designed in such a way that they allow employees to pursue further learning and development opportunities without having to sacrifice their current job responsibilities.

Keywords : HRM Strategy, Lifelong Policy, Qualitative Literature Analysis

JEL Classification Code : J24, N30, O15

1. Introduction^a

In the modern business environment, Human Resource Management (HRM) policy plays a vital role in the success of an organization. It provides the structure and framework necessary for creating a productive and efficient work environment, setting goals and objectives, and fostering employee engagement. However, to be successful, HRM policies must be constantly updated and improved. This is where lifelong learning steps in, providing employees with the necessary skills and knowledge to stay current and competitive in their respective positions. Lifelong learning

is the continuous process of acquiring knowledge, skills, and competencies throughout one's life (Laal et al., 2014). It is an ongoing professional and personal growth journey that allows individuals to stay current and competitive in their respective fields.

Lifelong learning can include formal education, such as taking classes or workshops, or informal activities, such as reading books or attending seminars (Mocker, 1982). It also involves expanding one's knowledge base through self-study, research, and practice. By engaging in lifelong learning, individuals can stay on top of the latest trends and technologies in their field and develop the expertise needed to remain competitive. This can lead to better job

¹ First and Corresponding Author, Lecturer, Department of Lifelong Education and HRD, Graduate School of Baekseok University, Korea E-mail: kgajwq12@naver.com

© Copyright: The Author(s)
This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>) which permits unrestricted noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

performance, increased job satisfaction, and improved career opportunities (Burnett & Lisk, 2019). Additionally, lifelong learning can help organizations stay ahead of their competitors by ensuring their employees stay up-to-date and knowledgeable in their respective fields.

At the organizational level, HRM policies should include initiatives that promote and encourage lifelong learning. This can include establishing mentorship programs and providing access to educational resources. According to Halawi and Haydar (2018), companies should also provide employees with opportunities to attend seminars, workshops, and classes. In addition, organizations should consider offering incentives for employees actively engaged in lifelong learning. This can include providing additional pay, bonuses, or promotions for employees who demonstrate a commitment to learning and development.

According to Rusakova et al. (2020), learning on the job is an important part of the company's culture and not only a method of training employees. Rusakova adds that businesses utilize integrated training, focusing on developing traits essential to the organization's growth, such as teamwork, communication, problem-solving, and flexibility. Moreover, the degree to which specialists are prepared for this occurrence is the extent to which their flexibility capacities are formed—is a major factor in the success of in-company learning.

On the other hand, Stofkova and Sukalova (2020) mention that changes in society, technological progress, regulation, and economics are all hallmarks of today's globalized world. This places a premium on the worker's capacity to learn new skills and adjust to shifting circumstances. For instance, if an individual wants to be an asset in the workforce, they need to keep learning and developing. In today's world, learning and developing one's employability skills are ongoing processes hence the need for human resource sustainability which includes but is not limited to the following: a focus on the long term, concern for workers and the environment, a healthy bottom line, open communication and the encouragement of ideas, the promotion of growth and learning among staff among others.

In addition, human resource management practices should cater to workers and their families in ways that go beyond legal requirements. Stofkova and Sukalova's study mention that the growth of employees, career guidance, workplace democracy, and employee input are all essential. Moreover, a person's mental and financial well-being can benefit from an increase in their financial capital and human capital or expertise. The purpose of this research paper, therefore, is to explore the role of lifelong learning in improving HRM policies in a company. The paper will begin with a literature review of existing research on the topic, followed by a discussion of the findings and their implications for practitioners. It will then conclude with a

summary of the limitations of the research and the conclusions drawn.

2. Literature Review

2.1. Overview of the Definition and Scope of Lifelong Learning, and its Importance to HRM Policy.

According to Parisi et al. (2019), lifelong learning is continuously developing new skills, knowledge, and capacities throughout an individual's lifetime. Gigauri (2020) concurs that lifelong learning is an integral part of the company's HRM as it is essential for successfully implementing and maintaining an effective HRM policy. On the other hand, the scope of lifelong learning in HRM is wide and includes a variety of activities that can help HR professionals stay on top of their game.

One of the most important activities in lifelong learning in HRM is to stay informed of industry developments, trends and regulations. In order to do this, HR professionals must read industry journals, attend professional development and continuing education courses such as seminars or conferences and become involved in networking activities (Dachner et al., 2021). Additionally, they must also keep up to date with the latest technology and software used in HRM, as this can be a key factor in keeping the organization competitive. Professional qualifications, such as the Human Resources Professional (HRP) certification, are also important to lifelong learning in HRM. By obtaining such certification, Adeosun and Adegbite (2022) agree that HR professionals can demonstrate to employers that they have the necessary skills, knowledge, and experience to be successful in the field. Furthermore, according to Bayer and Lyons (2020), obtaining the certification can open up more career opportunities and help in the promotion process.

In addition to staying informed of industry developments and obtaining professional qualifications, lifelong learning in HRM also involves developing and maintaining effective interpersonal, communication, and leadership skills. HR professionals must be able to effectively communicate and collaborate with colleagues and lead and motivate them (Aini et al., 2021). This can be accomplished through activities such as team-building exercises, attending leadership and communication courses, and engaging in group discussions. Another component of lifelong learning is staying up to date on relevant laws, policies, and regulations changes. HR professionals must be aware of any changes to laws, regulations, and policies that may affect the organization, and be able to quickly and effectively implement the necessary changes (Stone et al., 2020). Additionally, they must be able to research and

analyze any potential changes and assess their impact on the organization.

Researching the latest HRM trends and practices is another essential aspect of lifelong learning. It helps HR professionals stay updated on the latest trends and practices that can help make the organization more effective and efficient (Abdeldayem & Aldulaimi, 2020). Additionally, this research can also help HR professionals identify potential areas for improvement and develop solutions that can be implemented across the organization.

The concept of lifelong learning has been studied extensively in the field of education and training. Several authors have argued that it is essential for employees to keep their skills and knowledge up to date in order to remain competitive and improve their performance. For example, Budhiraja (2021) found that lifelong or continuous learning greatly impacts employees' change efficacy, which mediates the connection between lifelong learning and contextualized performance. As a result, it is beneficial for employees in terms of job satisfaction and career development. Similarly, Poquet and De Laat, (2021) concur that lifelong learning helps employees to acquire new skills, increase their knowledge base, and stay current with industry trends.

In addition, lifelong learning is important to HRM policy since it helps to ensure that employees have the necessary skills and knowledge to perform their job effectively. By providing employees with access to opportunities for learning and development, companies can ensure that their employees are equipped with the skills and knowledge required to do their job efficiently (Anwar & Abdullah, 2021).

Moreover, lifelong learning can help create a supportive organizational culture, which is necessary for successfully implementing lifelong learning. By creating a supportive environment, companies can encourage employees to participate in lifelong learning activities and develop their skills and capabilities (Stofkova & Sukalova, 2020). Finally, lifelong learning can promote employee engagement, which is essential for successfully implementing and maintaining an effective HRM policy. By encouraging employees to engage in lifelong learning activities, companies can ensure that they are motivated and motivated to stay with the company long-term.

2.2. Models of Lifelong Learning and their Relevance to HRM Policy

2.2.1. Formal lifelong learning

Schuetze and Casey (2006) mention that formal lifelong learning is structured and organized in a formal educational setting. Examples of formal lifelong learning include attending a college or university and completing a degree program, enrolling in professional development

courses, and taking classes at a trade school (Zimmermann, 2020). The curriculum is usually organized according to subject areas and degree programs in these settings, and a formal syllabus guides the learning process.

2.2.2. Non-formal lifelong learning

According to Nygren et al. (2019), non-formal lifelong learning takes place outside of a formal educational setting. Examples of non-formal lifelong learning include attending workshops, seminars, and conferences; taking online courses; and engaging in self-study. Osborne et al. (2021) add that non-formal lifelong learning can be a cost-effective way to gain new skills and knowledge, and it can be a great way to learn new information in a more relaxed and informal environment.

2.2.3. Informal lifelong learning

Schuetze and Casey (2006) define informal lifelong learning as learning that takes place outside of a formal educational setting and is generally not structured or organized. Examples of informal lifelong learning include reading books and magazines, watching documentaries, interacting with peers and colleagues, and engaging in hobbies and activities. This model is the most flexible type of learning, as it does not require any financial investment or commitment of time.

In terms of relevance to HRM policy, all three types of lifelong learning can be beneficial. Formal lifelong learning can help to develop highly skilled and knowledgeable employees who are well-equipped to handle advanced and specialized roles. Non-formal lifelong learning can allow employees to gain new skills and knowledge in a more relaxed and informal setting. Finally, informal lifelong learning can help cultivate a workplace environment conducive to learning, as employees can engage in self-directed learning and knowledge-sharing activities. Ultimately, HRM policies should promote and encourage all three types of lifelong learning to ensure that employees have access to the knowledge and skills necessary to succeed in their roles.

2.3. Potential Barriers to the Successful Implementation of Lifelong Learning

2.3.1. Financial constraints

Financial constraints are a potential barrier to the successful implementation of HRM lifelong learning. Organizations may not have the financial resources to support formal, non-formal, and informal learning initiatives (Osam et al., 2017). For example, it may not be easy to fund tuition for employees to pursue formal learning in college or university or to cover the costs associated with attending workshops, seminars, and conferences.

Additionally, organizations may lack the resources to purchase books, magazines, and other materials to support informal learning.

2.3.2. Lack of resources

Another potential barrier to the successful implementation of HRM lifelong learning is the lack of resources to support the learning process (Crouse et al., 2011). Even if an organization can provide the necessary financial resources, it may not have the resources to provide guidance and support to learners. For example, an organization may not have the staff available to provide one-on-one coaching or to facilitate group discussions and learning activities. Additionally, organizations may lack the resources to create and maintain effective learning management systems and digital platforms.

2.3.3. Cultural barriers

According to Wiljer et al. (2018), cultural barriers can also be a potential barrier to the successful implementation of HRM lifelong learning. For example, some organizations may not encourage employees to pursue learning opportunities, or they may discourage employees from taking time off to attend workshops, seminars, and conferences.

Additionally, there may be a lack of understanding of the benefits of lifelong learning or a lack of awareness of the different types of learning. Sienkiewicz and Wojtczuk-Turek (2013) emphasize that organizations must be aware of the potential cultural barriers and address them to ensure that employees have access to the knowledge and skills necessary to succeed in their roles.

2.4. Research Gap

There has been a growing body of research on the role of lifelong learning in HRM. For example, Vithayaporn (2021) found that lifelong learning can help organizations develop and perform more effectively. Similarly, Thomas and Letchmiah (2017) found that lifelong learning can improve employee engagement and retention by providing employees with the necessary skills and knowledge to succeed in their roles.

However, there is still a lack of sufficient research into the specific roles of lifelong learning in improving HRM policies in a company. While research has demonstrated the importance of lifelong learning in improving employee engagement and retention, it is still necessary to explore how it can be used to improve HRM policies. This research gap provides the impetus for this research paper, which seeks to address the role of lifelong learning in improving HRM policies in a company.

Table 1: Results of Previous Textual Dataset from Literature

Sub-Title	Supporting source in the Literature
1. Overview of Lifelong Learning and its Importance to HRM Policy.	Parisi et al., 2019; Gigauri, 2020; Dachner et al., 2021; Adeosun & Adegbite, 2022; Aini et al., 2021; Stone et al., 2020; Abdeldayem & Abdulaimi, 2020; Budhiraja, 2021; Poquet & De Laat, 2021; Anwar & Abdullah, 2021; Stofkova & Sukalova, 2020
2. Models of Lifelong Learning and their Relevance to HRM Policy	Nygren et al., 2019; Osborne et al., 2021; Zimmermann, 2020; Schuetze and Casey, 2006
3. Potential Barriers to the Successful Implementation of Lifelong Learning	Osam et al., 2017; Crouse et al., 2011; Wiljer et al., 2018; Sienkiewicz & Wojtczuk-Turek, 2013

3. Research Design

This research is designed to advance the superiority of declaring methodical evaluations and meta-analyses. The checklist does not require exhaustive but rather provides a framework for reporting the most critical aspects of an examination. In addition to the checklist, the research comprises a flow diagram that should be used to report the review's progress (Kim & Kang, 2022; Nguyen et al., 2022).

The flow diagram should be used to inform the amount of investigations recognized, partitioned, comprised, and excluded from the review. This method is a valuable tool for research design because it helps to ensure that all essential aspects of a methodical evaluation or meta-analysis are reported. It also makes it easier for readers to understand and assess the quality of an examination. Methodical assessments and meta-analyses are crucial trappings for amalgamating suggestion and can be crucial in informing decision-making. By following the literature analysis guidelines, researchers can help to ensure that their studies are of high quality and can be easily understood and interpreted by others.

This kind of method has several advantages for researchers. First, it helps to ensure that all critical information is reported. This is important because it helps ensure that the review results can be interpreted and used by others. Second, it provides a standard reporting format, making it easier for readers to compare and contrast different studies (Hwang, 2022). This is important because it allows readers to more easily identify studies of higher

quality and those with methodological flaws. Third, it can help to advance the reproducibility of orderly reviews and meta-analyses. This is important because it helps to ensure that other researchers can replicate the results of an examination. Fourth, it can help reduce bias in reporting orderly examinations and meta-evaluations. This is important because biased reporting can lead to false conclusions about the effectiveness of interventions. Overall, it provides several advantages for researchers that can help to improve the superiority of organized evaluations and meta-analysis.

The data collection process for this research involved identifying and selecting studies that prospectively assess the effects of a given exposure on specified health outcomes (Woo & Kang, 2020). Studies are typically identified through searches of electronic databases, such as MEDLINE, EMBASE, and the Cochrane Central Register of Controlled Trials.

In accumulation, studies may be identified through the hand-searching of relevant journals and conference proceedings and contact with experts in the field. Once investigations are identified, they are screened for eligibility by two independent reviewers (Woo, 2020). Inclusion criteria for this method require that studies prospectively assess the effect of a given exposure on specified health outcomes and report data on at least one of the following: mortality, morbidity, quality of life, or resource use. Studies that do not meet these criteria are excluded from the review.

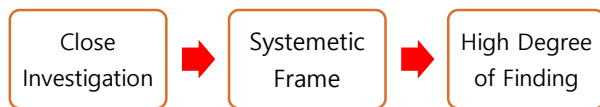


Figure 1: The Process of Dataset Collecting

4. Findings

4.1. Enhancing Employee Productivity

Studies have demonstrated that physical activity and exercise can enhance life expectancy, improve physical and mental health, and improve functional ability. It is generally known that these benefits can improve older folks' living standards. This section will go over four important ways that exercise, and physical activity may help seniors live better. The ability of physical activity and exercise to prolong life is the first important function it plays in the improvement of living conditions for seniors. According to Lee et al. (2017), being physically active has a favorable impact on life expectancy, with those who participate in it having a reduced

mortality risk than those who do not. Similar findings were made by Rhodes et al. (2017), who found that seniors' life expectancies are raised, and death rates are decreased when they engage in physical exercise. Additionally, McPhee et al. (2016) discovered that being physically active is linked to better survival among older persons and that those who are active are more likely to live longer than those who are sedentary.

Physical health improvement is the second important function that physical activity and exercise play in raising seniors' quality of life. According to Kadariya et al. (2019), physical exercise has a good impact on physical health since it lowers the risk of conditions including hypertension, diabetes, and cardiovascular disease. Hillsdon et al. (2005) also discovered that exercise can enhance physical function by enhancing balance and strength and lowering the chance of falling.

The third important role of physical activity and exercise in raising elderly citizens' quality of life is its capacity to enhance mental health. Physical exercise is linked to better mental health and psychological well-being among seniors, according to Kadariya et al. (2019). It lowers the possibility of developing depression, anxiety, and other mental health problems. Furthermore, McPhee et al. (2016) discovered that physical exercise, which might lower the incidence of dementia and Alzheimer's disease, is linked to better cognitive performance in seniors.

Enhancing functional capacity is the fourth important way that physical activity and exercise may help seniors live better. Physical activity can enhance functional capacity by lowering the risk of falls, enhancing balance, and increasing agility, according to Lee et al. (2017). Similarly, Rhodes et al. (2017) discovered that exercise can enhance physical functioning, strength, and flexibility. Additionally, Hillsdon et al. (2005) observed that physical activity can enhance bodily function by enhancing strength and balance, lowering the risk of falls, and increasing physical function.

Overall, these results indicate that physical activity and exercise are critical to raising the standard of living for seniors because they prolong life, enhance physical and mental health, and raise functional ability.

4.2. Creating a Positive Work Environment

Examining the broad topic of socialization and interaction's function in raising elderly adults' living standards is necessary. Socialization and engagement can affect seniors' physical and emotional health, as well as their cognitive performance, in both positive and negative ways, according to research.

4.3. Introduction of Effective Training and Development Programs

The social change and social isolation of older individuals were explored by Locsin et al. (2021) in relation to the impact of digital technology. They discovered that digital technologies could serve as socialization facilitators, giving seniors access to a wider selection of social activities including online courses, social media platforms, and virtual support groups. Furthermore, research by Tomioka et al. (2017) of community-dwelling seniors between the ages of 65 and 70 revealed that social engagement had a good impact on both their physical and mental health. Similar results were obtained by Bourassa et al. (2017) who discovered that social interaction has a favorable impact on cognitive performance in older persons.

4.4. Improving Employee Retention

However, Wister et al. (2021) discovered that utilizing technology solutions to combat loneliness and social isolation in older persons might have unfavorable outcomes, such as escalating such symptoms. Aroogh and Shahboulaghi (2020) also did a concept analysis and discovered that senior social involvement can also result in sentiments of exclusion and vulnerability.

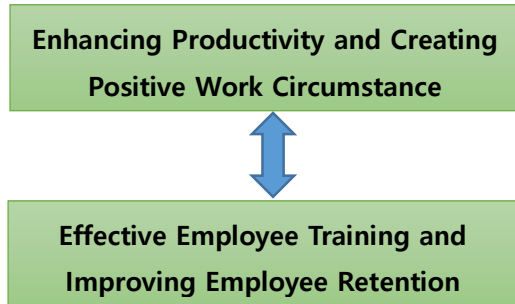


Figure 2: The Summary of the Research Result

5. Implications

Lifelong learning has become increasingly important in human resource management (HRM) policies as businesses strive to remain competitive in an ever-changing market. Lifelong learning can allow employees to stay abreast of the latest developments in their profession and gain new skills and knowledge, which can, in turn, improve their productivity and effectiveness in the workplace. As such, companies need to understand and embrace the role of lifelong learning in their HRM policies. The first implication of research into the roles of lifelong learning in improving HRM policies is that managers must be proactive in

developing and implementing comprehensive learning and development strategies. Companies should be mindful of providing employees with the skills and knowledge necessary to stay competitive. This can include providing employees with access to webinars, seminars, and other learning opportunities regularly to ensure that they are up-to-date with the latest developments in their field. Companies should also provide employees with the opportunity to participate in formal qualifications and certifications relevant to their profession. This will ensure that their employees are adequately prepared for their challenges and give them an edge over competitors.

The second implication of research into the roles of lifelong learning in improving HRM policies is that companies should establish a culture of learning and development within the workplace. This can involve providing employees with the opportunity to attend workshops, seminars, and other learning activities on a regular basis, as well as offering incentives for employees who choose to undertake further study. Managers should also strive to create an environment where employees feel comfortable and supported in their pursuit of learning and development. This can involve providing employees with the necessary resources and support to undertake further study and recognizing and rewarding employees who have completed formal qualifications or certifications.

The third implication of research into the roles of lifelong learning in improving HRM policies is that companies must ensure that their HRM policies reflect a commitment to lifelong learning. This can involve implementing policies that allow employees to undertake further study and access training and development opportunities. Companies should also ensure that their HRM policies support a culture of learning and development in the workplace by providing employees with the necessary resources and support for further study. This will ensure that employees are equipped with the necessary skills and knowledge to remain competitive.

Furthermore, the findings suggest that lifelong learning is an essential component of effective HRM policy; hence practitioners should ensure that their HRM policies are tailored to the needs of their employees and that they provide employees with the skills and knowledge necessary to stay competitive in their roles. Additionally, practitioners should consider offering employees opportunities for lifelong learning to improve employee satisfaction and loyalty.

It is also important for companies to ensure that their organizational culture is supportive in order to implement lifelong learning successfully. Companies should ensure that their employees are motivated and engaged and have access to appropriate resources and support. Besides, companies should ensure that their training and development programs

are effective and use appropriate information technology. They should also ensure that their employees have access to a range of learning resources to facilitate the successful implementation of lifelong learning.

Finally, research into the roles of lifelong learning in improving HRM policies should also consider the potential impact of such policies on employee retention. Companies should be aware that providing employees with the opportunity to undertake further study and training can be a powerful tool in reducing employee turnover and ensuring high job satisfaction. Additionally, companies should also ensure that their HRM policies are designed in such a way that they allow employees to pursue further learning and development opportunities without having to sacrifice their current job responsibilities.

6. Limitations and Conclusions

There The findings of this research should be considered in light of its limitations. First, the research was limited to the literature available on the topic; therefore, the findings may not be generalizable to other contexts. Secondly, although the use of secondary data in research is beneficial as it can provide a greater breadth of information from which to conclude, the use of secondary data limits the ability of the researcher to control the data's quality. When collecting primary data, the researcher can control the data's accuracy by ensuring that the questions asked, the way the data is collected, and the methods of analysis are all up to the research standards. However, when relying on secondary data, the researcher must accept the quality of the data as it is and not be able to adjust it or check its accuracy.

In addition, the research did not investigate the implementation of HRM policies in practice, so the findings may not apply to the actual implementation of HRM policies. the findings are also limited to the role of lifelong learning in improving HRM policy in a company setting and do not explore other areas. The data sources also limited the researcher's ability to collect data from diverse sources. This can be problematic in research related to HRM policies, as the opinions of those affected by the policies may differ from those of the data sources. When collecting primary data, the researcher can target diverse groups of people and collect data from them, thus ensuring that all perspectives are included in the research. When relying on only secondary data, the researcher cannot do this. Finally, the implications for practitioners are limited to those identified in this research paper and do not explore other implications.

Lifelong learning in companies is an important HRM strategy. It focuses on helping the company to develop its employees and keep them up to date with new skills and knowledge (Beqiri & Mazreku, 2020). Companies can use a variety of approaches to promote lifelong learning, such as

providing on-the-job training and offering seminars and workshops (Hamburg, 2020). This helps employees stay on top of the latest trends, technologies, and skills necessary to remain competitive. In addition, providing employees with educational opportunities can help them to retain and advance in their current roles or pursue new career opportunities (Davidescu et al., 2020). By investing in lifelong learning, companies can ensure that their employees have the necessary skills to contribute to their success.

The results of this dissertation have illustrated the importance of lifelong learning for improving HRM policy in a company. Lifelong learning has been demonstrated to positively impact employee morale, job satisfaction, and performance (Mone & London, 2018). Furthermore, it has been established that lifelong learning enables employee retention and technological expertise. Additionally, lifelong learning can also increase the productivity of a company, and can also reduce costs associated with employee turnover (Malek et al., 2018). In addition, lifelong learning can help to create a positive and productive workplace, reduce the risk of employee burnout, create an environment of open communication and collaboration, and create a culture of continuous improvement. All of these outcomes can lead to enhanced productivity and performance.

Moreover, the findings of this research have several implications for practitioners. It is essential for companies to be proactive in developing and implementing comprehensive learning and development strategies, as well as establishing a culture of learning and development in the workplace. Additionally, companies should ensure that their HRM policies are designed to reflect a commitment to lifelong learning and consider the potential impact of such policies on employee retention. By doing so, companies can ensure that their employees are adequately prepared to stay competitive in their field and that they remain satisfied and motivated in their work. Lastly, this research paper has several limitations, and further research is needed to explore other areas and implications.

References

- Abdeldayem, M. M., & Aldulaimi, S. H. (2020). Trends and opportunities of artificial intelligence in human resource management: Aspirations for the public sector in Bahrain. *International Journal of Scientific and Technology Research*, 9(1), 3867-3871.
- Adeosun, O. T., & Adegbite, W. M. (2022). Professional Certification and Career Development: A Comparative Analysis between Local and Foreign Certifications.
- Aini, S. E. N., Solihin, N. S., & Muda, I. (2021). Personnel Management to Human Resource Management (HRM) How does HRM function?. *Personnel Management*, 2(1).
- Anwar, G., & Abdullah, N. N. (2021). The impact of Human

- resource management practice on Organizational performance. *International Journal of Engineering, Business, and Management (IJEBM)*, 5.
- Bayer, J. E., & Lyons, B. D. (2020). Reexamining the demand for HR certification in the United States. *International Journal of Selection and Assessment*, 28(1), 85–97.
- Beqiri, T., & Mazreku, I. (2020). Lifelong learning, training, and development of employee's perspective. *Journal of Educational and Social Research*, 10(2), 94-94.
- Budhiraja, S. (2021). Can continuous learning amplify employees' change efficacy and contextual performance? Evidence from post-merger Indian organization. *International journal of manpower*.
- Burnett, J. R., & Lisk, T. C. (2019). The future of employee engagement: Real-time monitoring and digital tools for engaging a workforce. *International Studies of Management & Organization*, 49(1), 108–119.
- Crouse, P., Doyle, W., & Young, J. D. (2011). Workplace learning strategies, barriers, facilitators, and outcomes: A qualitative study among human resource management practitioners. *Human Resource Development International*, 14(1), 39–55.
- Dachner, A. M., Ellingson, J. E., Noe, R. A., & Saxton, B. M. (2021). The future of employee development. *Human Resource Management Review*, 31(2), 100732.
- Davidescu, A. A., Apostu, S. A., Paul, A., & Casuneanu, I. (2020). Work flexibility, job satisfaction, and job performance among Romanian employees—Implications for sustainable human resource management. *Sustainability*, 12(15), 6086.
- Gigauri, I. (2020). Effects of Covid-19 on Human Resource Management from the Perspective of Digitalization and Work-life-balance. *International Journal of Innovative Technologies in Economy*, (4 (31)).
- Halawi, A., & Haydar, N. (2018). Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib & Alami Companies. *International Humanities Studies*, 5(2).
- Hamburg, I. (2020). Facilitating lifelong learning in SMEs towards SDG4. *Adv. Soc. Sci. Res. J*, 7, 273-282.
- Hwang, J. H. (2022). A Blocking Distribution Channels to Prevent Illegal Leakage in Supply Chain using Digital Forensic. *Journal of Distribution Science*, 20(7), 107-117.
- Kim, J. H., & Kang, E. (2022). Qualitative Content Analysis: The Meaningful Association between the Extension of Sports Leisure Culture and the Spread of Wearable Devices. *East Asian Journal of Business Economics*, 10(4), 29-38.
- Kolding, M., Sundblad, M., Alexa, J., Stone, M., Aravopoulou, E., & Evans, G. (2018). Information management—a skills gap? The Bottom Line.
- Lin, C. Y., & Huang, C. K. (2020). Employee turnover intentions and job performance from a planned change: the effects of an organizational learning culture and job satisfaction. *International Journal of Manpower*.
- Malek, K., Kline, S. F., & DiPietro, R. (2018). The impact of manager training on employee turnover intentions. *Journal of Hospitality and Tourism Insights*.
- Masri, N. E., & Abubakr, S. U. L. I. M. A. N. (2019). Talent management, employee recognition, and performance in the research institutions. *Studies in Business & Economics*, 14(1).
- Mocker, D. W. (1982). Lifelong learning: Formal, non-formal, informal, and self-directed (Vol. 241). ERIC Clearinghouse on Adult, Career, and Vocational Education, National Center for Research in Vocational Education, Ohio State University.
- Mone, E. M., & London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.
- Nguyen, L. T., Nantharath, P., & Kang, E. (2022). The sustainable care model for an ageing population in Vietnam: Evidence from a systematic review. *Sustainability*, 14(5), 2518.
- Nygren, H., Nissinen, K., Hämäläinen, R., & De Wever, B. (2019). Lifelong learning: Formal, non-formal, and informal learning using problem-solving skills in technology-rich environments. *British Journal of Educational Technology*, 50(4), 1759-1770.
- Osam, E. K., Bergman, M., & Cumberland, D. M. (2017). An integrative literature review on the barriers impacting adult learners' return to college. *Adult Learning*, 28(2), 54-60.
- Osborne, M., Maitra, S., & Uflewski, A. (2021). Smart learning cities: Promoting lifelong learning through working lives. *The SAGE Handbook of Learning and Work*, London: SAGE Publishing, 376-389.
- Parisi, G. I., Kemker, R., Part, J. L., Kanan, C., & Wermter, S. (2019). Continual lifelong learning with neural networks: A review. *Neural Networks*, 113, 54-71.
- Poquet, O., & De Laat, M. (2021). Developing capabilities: Lifelong learning in the age of AI. *British Journal of Educational Technology*, 52(4), 1695-1708.
- Rusakova, T., Muss, G., Miroshnikova, D., & Kucheruk, D. (2020). *In-company training in lifelong learning*. In *ICERI2020 Proceedings* (pp. 3730-3739). IATED.
- Schuetz, H. G., & Casey, C. (2006). Models and meanings of lifelong learning: Progress and barriers to a learning society. *Compare*, 36(3), 279-287.
- Sienkiewicz, Ł., & Wojtczuk-Turek, A. (2013). Barriers to human capital development in Poland. *Edukacja Ekonomistów i Menedżerów*, 27(1), 115-130.
- Stofkova, Z., & Sukalova, V. (2020). Sustainable development of human resources in the globalization period. *Sustainability*, 12(18), 7681.
- Stone, R. J., Cox, A., & Gavin, M. (2020). *Human resource management*. John Wiley & Sons.
- Thomas, A., & Letchmiah, L. (2017). Retention of high-potential employees in a development finance company. *SA Journal of Human Resource Management*, 15(1), 1–9.
- Vithayaporn, S. (2021). Organizational Effectiveness Enhancement Through the Lens of Lifelong Learning. *ABAC ODI JOURNAL Vision. Action. The outcome*, 8(2), 98-115.
- Wiljer, D., Tavares, W., Mylopoulos, M., Campbell, C., Charow, R., Davis, D., ... & Sockalingam, S. (2018). Data and lifelong learning protocol: understanding cultural barriers and facilitators to using clinical performance data to support continuing professional development. *Journal of Continuing Education in the Health Professions*, 38(4), 293–298.
- Woo, E. J. (2020). Environmental Marketing Policy to Enhance Customers' Environmental Awareness. *Journal of Distribution Science*, 18(11), 23-30.
- Woo, E. J., & Kang, E. (2020). Environmental issues as an indispensable aspect of sustainable leadership. *Sustainability*, 12(17), 7014.
- Zimmermann, B. (2020). Employee voice and lifelong education capabilities in France and Germany: two models of

responsibility. *International Journal of Training and Development*, 24(3), 265-282.