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UNIVERSITY OF GAZIANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
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THE IMPACT OF TRAINING EFFECTIVENESS ON
HUMAN RESOURCES DEVELOPMENT

MASTER THESIS

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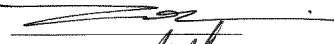

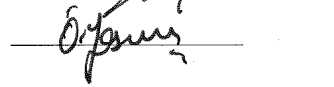
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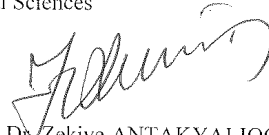
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The Impact of Training Effectiveness on Human Resources Development

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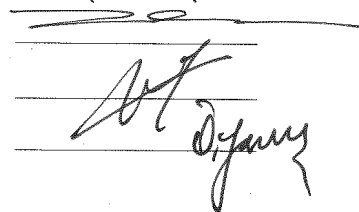
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Dedication

I dedicate this work to many people in my life. I would to express my special thanks to my parents and my family, who have always supported me unconditionally and in thick and thin, and taught me how to be persistent in my life.

I also dedicate this work to my best friend Mohammed AL-KBODAKH, who stood with me throughout the writing process, and I'm grateful to him for encouraging me to finish this study in correct figure.

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ÖZ

EĞİTİMİN ETKİLİLİĞİNİN İNSAN KAYNAKLARI GELİŞİMİNE ETKİSİ

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Bu çalışmanın amacı, Kirkpatrick'in dört seviyeli değerlendirme modelini kullanarak eğitim etkinliğinin insan kaynakları gelişimine olan etkisini araştırmaktır. Bu model tepki, öğrenme, davranış ve sonuç boyutlarından oluşmaktadır. Bu çalışma nicel olup, veriler Irak'ın Erbil ilindeki iki çok uluslu petrol şirketinin 130 çalışanı arasında anket yoluyla toplanmıştır. Veriler SPSS 19 versiyonu ile analiz edilmiş, regresyon analizi seviyeler arasındaki ilişkiyi saptamak için yapılmıştır. Sonuçlar, düzeyler arasında istatistiksel olarak anlamlı bir korelasyon olduğunu, katılımcıların eğitim için tepkilerinin pozitif olduğu ancak çoğunun eğitim materyallerinden, ders yapılarından ve eğitim yönetim sürecinden tatmin olmadığını göstermektedir. Ayrıca elde edilen bulgulara göre çalışanlar eğitimden kazanılan beceri ve bilginin uygulanması konusunda eğitmen tarafından geribildirim almamalarının dışında, eğitimin öğrenme seviyesinden memnun olduklarını belirtmişlerdir. Sonunda yapılan incelemede, diğer üç seviyenin de sonuçların olumlu yönde etkilediği ancak her iki şirketin çalışanlarının çoğunun, elde edilen becerileri ve bilgileri işlerine uygulamak için bonus, promosyon veya ücret artışı konusunda tatmin olmadığı ortaya çıkmıştır. Son olarak yapılan regresyon analizi ile tepki ve öğrenme boyutlarının davranış ve bireysel ve örgütsel sonuçlar üzerinde pozitif etkiye sahip olduğu saptanmıştır.

Anahtar kelimeler: Eğitim Etkinliği, Kirkpatrick Değerlendirme Modeli, , İnsan Kaynakları Gelişimi.

ABSTRACT

THE IMPACT OF TRAINING EFFECTIVENESS ON HUMAN RESOURCES DEVELOPMENT

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The purpose of this study is to investigate the impact of training effectiveness on human resources development by using Kirkpatrick's four levels model of evaluation; reaction, learning, behavior and result . This study is quantitative and the data was collected through questionnaire among 130 multinational employees of two oil companies in Erbil province of Iraq. The data was analyzed through SPSS version 19, regression analysis was conducted to determine the relationship between the levels. The results indicated that there was statistically significant correlation among the levels, also the reaction of the participants for training were positive except that most of them were not satisfied with the materials and course structure as well as the management process of training, the findings also showed that the employees have satisfied with learning level of training except that they were not received feedback from the instructor about applying the skills and knowledge gained through training. Finally the study revealed that all the other three levels were affecting the results positively but most of the trainees of both companies were not satisfied about not receiving bonus, promotion or wage increase for applying new obtained skills and knowledge to their jobs. Finally, regression analysis revealed that the dimensions of reaction and learning have positive effects on behavior and individual and organizational outcomes.

Key words: Training Effectiveness, Kirkpatrick's Evaluation Model, Human Resources Development.

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SECTION ONE INTRODUCTION

1.1. Introduction

The training implemented in the organizations has a very long history (Miller, 1996), due to not sufficient knowledge or skills available in the staff for certain duties within the organizations. The academic study of different types of training started a century ago when the researchers started to conduct researches about a type of training called “Vocational training” Salas and Cannon Bowers (2001). After the World War II there was a wide implementation of training programs in the organizations (Luo, 2000).

In the present time, we are seeing a number of researches in both descriptive and prescriptive traditions; these researches are focusing mainly on many characteristics of training for obtaining knowledge and skills needed in the market, and this in its turn developing the human resources by different types of training (Berge, 2001; Salas & Cannon Bowers, 2001).

Despite the importance of training, the expansion of training programs has been taken into consideration, some Human resources departments are seldom realizing the appropriate training for certain employees at specific period of time, there are hidden motives for why employees should have training. Mourdoukoutas (2012) found out that some organizations are not implementing training due to the costs of the training as well as the fear of leaving the organization.

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are required to perform work effectively (Gordon, 1992) 3. The organizations are conducting training for the purpose of

improving the skills, knowledge and attitudes of their employees in which increases the production and assist them in facing their daily work problems as well as implementing the duties and responsibilities faster and achieving the objectives of the organization.

Training Evaluation is the systematic set and analysis of descriptive and judgmental information required for taking effective training decisions related to the selection, modification, value and adoption of various instructional activities (Warner & Desimone, 2009). This process of evaluations is important for the organizations because it will able them to find out the satisfaction of trainees and the extent of applying skills and knowledge gained through training into their jobs as well as to determine the weakness points of training that should developed.

Training Effectiveness is determined with consideration to the implementation of training objectives and goals (Warner & Desimone, 2009). This effectiveness will have many benefits on the organization in terms of achieving the goals of training in developing the human capital and increasing the production.

Based on Kirkpatrick Model, this study defines the analysis of training effectiveness as following:

-Training Reaction Level indicates the assessment of trainees' feelings for desiring the training program, which measure the extent of that the trainees liked or satisfied with various component of training (Instructor, testing, course structure, materials and management of the program).

-Learning Level indicates the knowledge, skills and attitude obtained by trainees, evaluation on learning is designed for trainee's comprehension of knowledge, skills, ideas and principals from training.

-Behavior level defines the extent that the change happened because the trainees attended the program, which is measured in the work environment, also this level determined if the trainees who can apply the obtained skills or knowledge and to use them for implanting their jobs.

-Results indicate the final results that happened because the trainees participated in the program. These can include obtaining the organizational objectives and individual benefits.

Human resource management is the way organizations manage their employees and assist them to develop (McCourt & Eldridge, 2003)¹ in order to be able to execute organizations' missions and goals successfully, and it includes the process of recruitment and selection, compensation and benefits, labor and industrial relations, safety and health management.

Human resource development is a number of planned activities implemented in a specified time for the purpose of improving the skills and knowledge of employees (Pace, Smith & Mills 1991, p. 6) ². This process includes training and development, performance appraisals management, career planning and development and change management.(McGoldrick & Stewart, 1996).

To show the significance of the training, oil companies in Erbil had training programs from time to time but the Human resources departments in this field are facing real difficulties for evaluating training. In order to help these companies for developing employees training within this sector, the study has focused mainly on the impact of training effectiveness on human resources development and the relationship between them also to find out the most significant factor for the successfulness of the training evaluation in terms of application obtained skills and knowledge into work as well as the organizational and individual results.

Most of the studies done one private sector of Erbil were mainly focused the first level one of training (reaction) and level two (learning) because of the impossibility of obtaining information of the other third level (behavior) and forth (results). Therefore, in most cases the managers or directors are depending only on the first two level without taking into consideration the other levels from Kirkpatrick model which is essential for evaluating training. However, The significance of this study will be mainly concentrated on the following points;

√ This study will assist the higher management in implementing the evaluation of training for the development of employees and organization and aligning training to the goals of the organization.

√ By Evaluating Training through this model (Kirkpatrick model) we will expand our understanding of the progressive relationship between the levels of reaction, learning, behavior to individual and organizational results.

√ The employees of the companies that will be used as case study will recognize the significance of training to improve their skills, knowledge and attitudes.

√ This study will assist the HR department for proper planning and implementation of training evaluation.

√ Future researchers will take advantage from this study and will be useful for other studies.

The main aim of the study is to know the impact of the training effectiveness on the Human resources Development and the specific aims of the study are as follows;

First: This research aims to find out post and pre-training factors contributed to the successfulness of training by using Kirkpatrick's model.

Second: To find out the impact of training effectiveness on human resources development in the oil companies of Erbil City from the point of view of trainees.

Third: As well as presenting suggestions and recommendations for oil companies according to the results of the research.

The study concentrated on exploring the impact of Training effectiveness on Human Resources Development. This study is mainly implemented by using Kirkpatrick model for evaluating training in order to find out the its impact in terms of trainee's reaction , learning through training , application of skills and knowledge as well as organizational and individual results. The Geographical scope of study is Erbil Private companies at north of Iraq.

SECTION TWO

LITERATURE REVIEW

There has been a refusal in investing training in organizations until now due to general presumption that employees recruited by system of merit and prepared and trained for their career (Oktoni & Erero, 2005), It was further estimated that, if that was not the result, then their recruitment of employee would be faulty or wrong (Sthal, 1956). However, it is not available anymore as the necessity for training became clear in all the fields (Oktoni & Erero, 2005) It is Obvious that training became the main part to some organizations. There was an evidence of how organizations cares about their employees (Hamid, 2011) Training also provides developing skills , knowledge, and attitudes of the human resources which in turn will establish the sense of loyalty to the organization (<http://www.bls.gov.oco/ocos021.htm>).

The significance of training and human resources development become clear due to the growing development of job environment, the fast transfer in organizations and technology development which requires the training of staff and developing their skills, training assists the staff to obtain knowledge, skills and attitudes to perform their job in a better way as well as to handle new responsibilities and changes (Jones, George & Hill, 2000).

Companies that have best trained and developed employees will achieve their goals in mission and vision because the staff will implement the difficult duties and tasks of work as well as increasing the returns (Baines et al., 2005 p. 482-502) According to Armstrong (1992) the successful management responds to its employee in time as well as providing training for a group of employees based on their need.

2.1 Conceptual Framework of Training

Many authors have defined training in a different ways. “is the development of necessary knowledge , skills, and attitudes for staff for the purpose of implementing their duties and develop their performance in the job atmosphere (Tharenou, Saks & Moore, 2007 p. 252) another concept mentioned training as to coaching the organization staff on how to implement their duties and to obtain new skills and knowledge (Jones, George & Hill, 2000).

Another Scholar stated that “training is an organized process to change knowledge, skills or attitudes by learning experience to implement or perform any task or duties” (Beardwell & Holden, 2001, p. 324). Its objective is to increase the abilities of the employees and to fill the current and future need of the company.

The mentioned definitions did not regard the growing or changing nature of the company (Okanya, 2008), But it is considered that training will be interoperated into the organization performance and the knowledge of employees are always changing as well as developing their use of information and technology. The staff should connect their needs of training with the organization requirement and the Human Resources department must determine the current and future skills required for the career training (Holden, 2001).

Several Authors clarified the purpose of training as the process of developing the human resources by further investment in the human capital (Ulrich & Lake, 1990). The development and the knowledge of the staff through training and teaching are the basic reason of business return of the organization.

The human resources scholars think that the organization Excellency is based on the development of their employees in which it determines that training should be based on training needs (Noe, 2008). In the same perception way, Bratton Gold (2000) stated that company managers realize their position in the current market which is based on the ability of their employees and only some organizations know how to deal with their human resources in a good way, basically because the old management models are not suitable in the current dynamic work atmosphere.

Smith (2010) believe that training encourage and motivate the staff and make them more effective and productive. Smith also stated that the trained staff are more controlling their works and need less effort in supervising them, also the staffs will be able to response the customers in time, additionally the employees that have more information on their work will less complain about their job and more willing to develop the relationship between management and the staff. Heath field in the same understanding beliefs that the chance to going on developing the employees through training is the basic reason of the staff motivation.

2.1.1 The View of different Authors toward Training & HRD

Many Authors have defined and clarified training and Human resources in different ways that most of their views are focusing on the two topics as the main principal for the purpose of improving the skills, knowledge, and attitude of employees, also the authors connected training and HRD and stated that there is a strong relationship between them.

Oatey (1970): The training develops individual's skills at work and it assists the community and the mental improvement of the employee in way of increasing the productivity as well as developing the Human resources.

Yoder (1970): Training and Development together in present employment are much suitable to implement the training separately which result in exerting the total ability of the human resources when conducting these together.

Hesseling (1971): Training is a series of experiences determined to amend the attitude for the purpose of obtaining clarified objectives.

Kane (1986): Clarified the strategic approaches for the organization in the field of training and development and stated that selecting this approach will be based on the need or the gap in the organization, the administration or the attitudes of the employees, this strategic opinion should be evaluated for present and future planning. Perfect way and to reach the goals of the organization to further increase in the profit and income.

Tan, Hall and Boyce (2003): The Employers are handling higher investments on training programs to fill the upcoming requirements of the organization. The researchers

are for long time have been focused on training because its important role in developing the employees.

Bates and Davis (2010): The training will be useful for employees only when they can or they have the ability to practice into their practical work what they have learned or obtained from the training, they must focus on the contents of the program and attempt to implement them to their work atmosphere or to the problems they face while implementing their jobs and duties this will result in the development of the organization as well as to be successful in the market competition.

2.2. Types of training

The Most suitable training for every organization is depending on several factors. The gaps available in knowledge, skills or attitudes, and the qualification and job description of current staff as well as the difficulties of employees while performing their tasks , the types that can be used for training employees are classified as on-the job training and off- the job training and some techniques are used between them (Kempton, 1995).

2.2.1. On-the Job training

Adamu (2008) stated that this type of training is found to develop knowledge of work by working alongside with experienced employee. However, this type of experienced training by trainer or employee will train the inexperienced employee by using special ways and techniques of handling the work, sometimes the trainee is being taught only by looking at the master and the trainee is trained while working. This type is unsystematic in most of time and it is done by trial and fault. Additionally this type of training saves costs, time, and provide practical style of learning the job.

2.2.2. Off-The-Job training

This type of training provides obtaining knowledge, skills and attitudes at different locations of working place. It includes lessons, lectures, seminars, group teaching, courses, and workshops (Kempton, 1995). The benefits from this style of training are enormous; that it makes the employees focus and analyze previous

behaviors of what has done right or wrong (Okanya, 2008). This type of training develops the skills, knowledge, and attitudes in a practical and safe environment.

Kempton (1995) stated that training is achieved in an organized and systematic style and it must develop skills, knowledge, and attitudes that make the company more successful and leads to better productivity in order to make psychological environment integrates the works of employees for achieving the goals of the organization.

Table 2.1. Types of Training (Source: Researcher's Contribution)

On-The job training	Off-The Job training
Job Instructions	Simulation Exercise
Class room Lectures	Business Games
Job Rotation	Case Study Method
Committee Assignment	Role Playing
Internship training	Conference –Discussion
	Workshop-Seminar

2.3. Models of Training

The Knowledge and skills of employees that obtained through training is significant for the fast development of technology, products and systems of works (Thang, Quang & Buyens, 2010). Devanna, Formbrun and Tichy, (1984) stated that Michigan School Model which is known as “Soft” Human Resources Management focus on considering the employees as the tool for achieving the goal of the organization. There are several models of training and human resources development that importantly affecting the organizations. These models are Instructional System Design (ISD), Human Performance Technology (HPT), and Total Quality Management (TQM).

In the same way, Kozlowski and Klein (2000) showed a perfect analytical framework of using multi-level approach to training. This model gears to filling the gaps between theoretical models and training need assessment, design and evaluation. And the higher standard should training affect the organization efficiency. Thang, Quang and Buyens (2010) have indicated that, there are similarities between hard and soft models

of Human Resources Management and the training within this field has been put into policies and considered as a significant policy for developing knowledge, skills and attitudes.

ADDIE is another Model which can be used also for training, ADDIE is an Acronym which refers to the five phases; Analyze, Design, Development and Evaluation, this was developed by Florida State University (Branson et al., 1975).

2.4. The Important Factors Affecting Training Needs

Nielson (2010) Stated that training needs assessment is done through examination of what is trained in present and the kinds of knowledge, skills and attitudes to be taught in the future and this is rely on the issue and methods that could be different from one company to another depending on the objective, goals and financial budget of the company, the more used styles of needs assessment tool is a survey (Nielson, 2010). Also Job analysis is another way of identifying need assessment which is done by comparison between the current performed job with job description or supervisor descriptions or even anticipated output.

According to CommLab (2013) Indicated the significance of the training needs assessments as it discovers the ways of developing the ability and competency of the organization, also the organizations can gain better results by best use of human resources, it determines the requirement for training for each employees based on the obtained information of assessment, moreover this process connect the organization goals with training and it identifies the skills and knowledge or attitudes required by employee for implementing the organization goals.

Wognum (2001, p. 408), mentioned that training and human resources development can be determined in three levels of the organization ; the first level is the strategic level that the top management is connecting the training needs with organization goals, mission and issues, the second level is the tactical level that the middle management is deciding on the training needs for the purpose of developing the assistance and coordination between the unites of the organization , and the third level is the operational level that training needs determined with lower management and other

employees for taking into consideration the issues of operations and performance of the staff and department. Thus, the purpose of conducting a better training for the human resources in the organizations should take into consideration these three levels determining training needs.

The line manager have a very important role for document the training need, and to do the cost benefits analysis in order to find out the investment of this training , thus analyzing training needs and the instrument of measuring the effectiveness are important in order to be sure that, this training is aligned with the goals and objectives of the organization , the line manager or human resources department through training need analysis can measure the skills and knowledge that the employee have and the gaps in each one depending on the job requirement so we can say the line manager can make analysis in both pre-training and post-training stages. The training should be relevant and to be planned in a way that , the interest and value is created in order to be sure from the participation of the employees in the training programs (Cascio, 1991). The managers and supervisors should not send the employees to any course of training and if the employees have been sent to training forcibly will not take seriously. Therefore an excellent training need analysis will obtain its goals by selecting only those need training. So, in many cases the Line manager, supervisor or Human Resources department determine training need analysis ; when there is a gap between employee's skills and job description , also when there is new technologies or modern ways of working adopted as well as some new comers to the organization needs certain types of integration and training (Ezigbo, 2011).

Every Training should contains curriculum and programs of the course , but this content should be aligned with the objective of the training , so after the training need analysis achieved by the managers of trainers then they should determine the course programs which is suitable to fill the gaps of employees in skills, knowledge or behavior , otherwise the training program will not have value or advantage (Kempton, 1995).One of the most important material of the training is the program and the content of the course that should be relevant to the job needs or business objectives also the duration of the training course must be sufficient for trainers to deliver the course content to the

trainees ,Besides the evaluation at the end of each training program is important to be sure that the trainees obtained the information during the course will be transferred to the job properly .

The role of trainers has been widely appeared in today's business , as John Cone (2013) explained that trainers have gone from telling the trainees what they know to deliver initiatives aimed to the trainees and mainly focused on what the trainees want to know and learn. Besides the trainers must align their contents to the job need , another important role of trainers they should implement various delivery styles such as ; lecture , group discussions , role plays , small group exercises and feedback sessions etc... also the trainers must work as content resource person that the trainer must provide basic content for trainees that complete and up to date as well as guiding the group of discussions and answering the questions of trainees during the training programs(Baradous, 1997). Some companies tend to take advice from the trainers before deciding on the training in order to determine on the gaps of the employees in the skills and to select the most employee required for training based on the business objective and job analysis.

2.5. The Benefits of Training

According to Cole (2001), training must develop the skills and knowledge of employees as well as their attitudes for achieving or implementing the tasks required from them, also it includes current and future benefits for both the employee and employer, there are many advantages that obtained from training but can be summarized with the following:

Minimizing the level of turnover, training can provide a sense of job security and belonging to the workplace (Accenture & SAP, 2004).

Decreasing the costs of production, training will provide the employees with the suitable skills and knowledge for using the materials and equipment in a safe and economic way that can reduce the waste and losses (Accenture & SAP, 2004).

Training can play a significant role in change management process by providing the skills and abilities for employees as well as the coordination and involvement required for this process.

The Staff who participates in training programs will be more motivated at work as well as their confidence will be at higher level.

The training will improve and enhance the responsibility as well as increasing the salary or compensation and promotions of the employees. The organizations that conducting training will have a better qualified, skilled and ready for work employees (Davenport, 2003).

2.6. Training Effectiveness

Training will lead the organizations to increase their productivity from the knowledge and skills as well as higher innovations and market leadership. The globalization and social equity are along with market development. (ILO, 2008, p. 3). Training will become more productive if both direct and indirect variable goes together with social and economic factors (Berryman & Vaughan, 1988). Training must be considered as ongoing learning means and it should be started whenever there is a change in the company styles of work, system or leadership, also the administration should estimate the results from the training objectives. The outcomes of training are for the purpose of work satisfaction which the entire process is training effectiveness (Accenture & SAP, 2004).

2.7. Kirkpatrick's Evaluation model of Training Effectiveness

The Four Level of Kirkpatrick model was founded in 1959 by Donald Kirkpatrick, It became the most and popular approach for training evaluation in organizations for more than 50 years, definitely this model made a huge remark on the training. It has assisted to concentrate training evaluation practice on the results (Newstrom, 1995) and stated the significance of testing many measures of training effectiveness. Kirkpatrick's (1976-1994) training evaluation model determine four levels of training outcomes: reaction, learning, behavior, and results.

Reaction Level: includes evaluation of trainee's reaction to the training program, Kirkpatrick made clear the reaction of how the participants of training satisfied with training which we can say it is the feeling of desiring the training program by the trainees. This level is also concentrate on the effectiveness of training program. In this level the evaluation of training is concerned with assessing the response of trainees toward the quality such as the satisfaction with the trainers and the job-related contents of training. Positive reaction to training will motivate the employees to participate in future programs of training on the other hand if the employees do not liked the training program they will not attend future training also will discourage other for attending such training as well as not using the information obtained in their work to their job. The main limitation of this level is that this information cannot show if the information of the training is met the objective for providing the trainees satisfaction (Warner & Desimone, 2009).

Learning Level: defined as the extent of which the trainees alert their attitudes, improve knowledge or increase skills for participating in training programs. There will be no change in behavior till one or more than one of these training aims achieved (Kirkpatrick, 1994) Also this level make the trainees know about their understanding of knowledge, skill or attitude in the training course or program.

Behavior Level : Is the behavior or transfer , that is the skills or the knowledge that is transferred to the job by the trainees, this level will show whether the participants of training will transfer the knowledge and skills obtained during the training program to their employment when they return to their job or will not use by them . If the knowledge, skills or the attitudes that obtained in the training not transferred into the job then this program will not have an impact on the employee or the organization.

Result Level :The results is the final outcomes after the trainees attended the training (Kirkpatrick, 1995) this may include obtaining the organizational goals and objective such as decreasing the absenteeism and personnel turnover as well production increasing and decreasing cost.

2.7.1. The Assumptions of Kirkpatrick four Level Models:

Kirkpatrick stated that the information obtained by level four results is the most important information about training. This model becomes a tool for trainers to test the outcomes of what they do in business terms. And this is essential if the training become a business partner also become a part from the success of the organization (Bates, 2004).

Moreover, Alliger and Janak (1989) stated about Kirkpatrick's model in the three assumptions that is available in the mind of researchers and trainers, also for all appearances that not intended by Kirkpatrick when the model was established.

The first Assumption is that the steps are arranged in higher value of information compared to a measure of reaction, the term "Levels" is referred to the term of "steps" (Goldstein, 1986). The second assumption is that these levels or steps are connected, for instance training turns into reaction that lead to learning which in its turn lead to develop job behavior and organization (Hamblin, 1974). The third assumption is that these levels are positively related together which is a group of interrelationships and it is available among levels or steps of training evaluation (Newstorm, 1978) each of the three levels of Kirkpatrick's level is referred as hierarchical model of training evaluation of the results of the lowest level are seen essential for the outcomes to the next higher level (Clement, 1982).

2.7.2. The Popularity of Kirkpatrick four Level Models

The Kirkpatrick's model has served as the main design of training programs evaluations for profit organizations for over fifty years. The popularity of this model can be contributed to several factors. First, this model stated the necessity of training professional to realize training evaluation in a systematic way (Shelton & Alliger, 1993) it becomes a direct system for addressing the training results and the type of information that obtained to evaluate the extent which training courses achieved certain goals.

Second, the popularity of the four-level model is also a work for making the complex process easy for evaluation. This Model handle this in many ways, such as the model is a direct forward guide about the types of questions that must asked and the criteria that may be suitable. Also, the Model decreases the measurement requirements for training evaluation. The model concentrate on the evaluation process on four stages

of data results that are collected after the end of the program. Therefore there will be no need for pre-course measures of learning or job functioning measure are not important for deciding on the program effectiveness. Additionally, since the conclusions about the training effectiveness are depended only on the result measures, the model decreases the number of variables that the one who is responsible for evaluation need it for consideration, thus the model will decrease the need to take into consideration many complex factors that surrounded and interact with training (Shelton & Alliger, 1993).

Kirkpatrick's model has made a very important contribution toward training evaluation. It has assisted to concentrate training evaluation practice on the results (Newstorm, 1995), that one outcome cannot measure the training program in a perfect way but multiple measures can evaluate and assess the training effectiveness. The difference between learning (Level two) and behavior (level three) has maximized the attention to the significance of the learning process for making the training effective. Also this model has been practiced as a suitable training evaluation (Alliger & Janak, 1989) and has been the basic for a number of previous evaluation (E.g. Holton, 1996 Jackson & Kulp, 1978; Kaufman & Keller, 1994).

2.7.3. Limitations of the four level Model

The limitations of Kirkpatrick's model can be seen in three difficulties or implications for implementing the training evaluation in terms of benefits and the upcoming interests of organization. These implications are; incompleteness of the model, the lacks of the assumption of causality as well as increasing the significance of the information as the standards of the results elevated.

1) The Model is incomplete

The four levels model is presenting a very easy view of the effectiveness of training that does not take into consideration individual or context impact in the evaluation of training. The Studies of the past two decades have found in Kirkpatrick's four level model many factors of organizational, individual and delivery and design of training that have impact on the effectiveness of training before, during and after the end of the training (E.g Cannon-Bower et al., Yukl, 1992) The researchers have contributed into a new concept of training effectiveness which take into consideration

the characteristics of the individual trainee , the company and the job environment as main input factor.

2) The Assumption of Causal Linkages

The Kirkpatrick Model level is considered that, the levels of criteria have the hierarchy relationship of reaction, learning and job behavior as well to the results. Moreover, a positive reaction will result in better learning; this will make an outstanding transfer and more positive organizational outcomes. Also this model is not clear for the value nature of progressive causal connections between training results, this model may clarify that, there is a simple causal relationship between the levels (Holton, 1996) one important statement about this model is that without learning behavioral change may not happen. So, many researches have not succeeded to state the hierarchical relationship of reaction, learning and behavior on result due to the difficulty of training evaluation. Alliger and Janak's (1989) and Alliger et al.'s (1997), searched the relationship among training criteria through implementing the model of Kirkpatrick. They found that, evidence of substantial correlations between measures on different results levels or evidence of linear causality by Kirkpatrick.

3) Incremental importance of information

Kirkpatrick's model proposes that every level of evaluation gives information which is more informative than the other one (Alliger & Janak, 1989). This assumption has operated the idea among training evaluators that making level four of results will provide useful data on training effectiveness. The weak conceptual linkage happen inside the model and resulting information do not gives a sufficient basis for this assumption.

2.8. Human Resources Development

Human resources development is an ongoing process with a group of organized and planned duties that implemented to provide the organization members with the chance of obtaining required skills and to reach the current and future goals of the organization (Harris et al., 2006). Bhupendra (2009) indicated that human resources development is a systematic and organized process that focuses on training, Job planning and performance appraisal in the same way, Harris (2009) stated that is a good planned

activity to develop the organizational performance and employee development. human resources development is a topic playing an important role in the national level and is a very crucial issue that must take into consideration by both developed and developing countries towards developing the employees' skills (Michael, 1995).

According to Deb (2010) it is not enough to consider the employees as the strategic asset of the company but in reality they are the most important asset of the organization, thus the organizations must determine HRD strategies to develop the abilities of the employees in a good way in order to succeed in the competition. Similarly, Singh (2012) indicated that HRD the talents and abilities of employees is an important factor for creating the goals and visions of the organization as well as developing the knowledge and skills of the staff of these organizations, we can briefly say that human resources development is a process that people in different groups are assisted together for obtaining new or modern knowledge and skills and to be more self-confidence which in turn can benefit the organization in general for building the workforce and be successful in the competition.

Human resource development is regarded as the human capital that the company must keep the abilities by investing in training and human development because the organization is maintained and estimated by the skills and abilities of the staff (Sambasivasm & Kebede, 2013), HRD is implemented by a planned approach the work is upon human resources and capital to reach the goals of the company (Lepak & Snell, 1999) by this process the organization can give the ability to the organizations for bringing together various knowledge with different sources for the purpose of permanent advantage to the organization (Davenport, 2003).

2.8.1 Theories of Human Resources Development

The human resources development in the organizational side has taken from other fields like; economy theory, psychology theory as well as systems theory (Deb, 2010) A theory is a group of relative statements, the basic objective of mentioning these theories is that human resources development must be developed as a field for economy, psychology and systems and the integration of the three mentioned field will result in theoretical foundation of human resources development (Baradous, 1997).

Economy Theory of HRD:

Any organization is an organic establishment, that business is implemented for the purpose of reaching the goals or the objectives of the organization. Additionally the economy theory has the essential position in the evolution process of human resources theory. The economy is the theory of rare resources that used in proper way. It contains with the most efficient sources which cooperate in making the framework of community, therefore this theory is considered as a theory of Human Attitude (Deb, 2010).

Psychology theory of HRD:

This theory confirms that the attitude and mental of the staff affects significantly the human resources of the organization , for the purpose of maintaining the organization effective in the competition market it should keep the work atmosphere cohesive, this is happen when the working environment are filled with required skills and knowledge of the Human resources.

According to (Deb, 2010) this theory works at the personnel or group standard also the organization. It includes the behavior of the individual in effecting the technology the system , objective of the organization (Passmore, 1997) thus, recognizing this field is important for the organization that result in attracting the main skills as well as to keep the organization effectiveness program for resolving the issues of the organization.

Systems Theory of HRD:

This theory considers the worlds as systems that every system is contains others and the whole represent a large system (Deb, 2010) this theory is focusing on the inside relationships among ; processes, tasks implementations an how effecting the internal system of the organization that contribute to the mission of the whole system (Randall, 1987 & Torracco, 1999).

According to Lynham et al. (2004) the organization is react with the external atmosphere and keeps active among the inside affairs as well as the external one, it is concluded that, the company or a person have no ability to develop in nothing, because

the companies or the organizations must connect with the outside world for developing both the human resources and the organization.

2.9. The Role of Training for Developing the Human Resources

The Focus on HRD is for improving the more important workforce that assists the organizations in the process of development, all the staff should work together for the success in the competition of the market, this success can be reached by conducting the right training programs for the employees, the employees are permanently considered for developing their skills and knowledge which in turn can enhance job security and motivation of the staff also a skilled and trained employees will be a factor for achieving the duties and tasks . Training and human resources development are the main structural for developing the capacity of the employees these training programs are essential for directing the staff in various situations also for developing their skills, knowledge and attitude and the suitable implementation of these programs will result in different advantages such as increasing the income and profit as well as proper achieving of the organization objective. If the training implemented for developing the Human resources this in turn will have the following advantages (Davenport, 2003):

- These kinds of programs will develop the psychology and physical of the staff which make them less absent to their work.
- Through these programs employees will be more stable in the work life that can decrease the pressure in them.
- The program will motivate the employees, benefit the production and more working to achieve the goals of the organization.
- The programs will improve the personal and the work environment of the employees.
- This type of training will facilitate the communication among different standards of managers and employees in the organization.
- By implementing these training programs the employees will be able solve the issues of the work and the problem they face while implementing their duties as well as they will be capable to take the right decision.

2.10. The Difference between Training and Development

Most of the authors have defined training in the same way for development; however others have seen the training and development in different views. George and Hill (2000) indicated that training is mainly about teaching the staff how to implement their present jobs and assisting them in gaining skills, knowledge, and attitude, while in the other hand Development is concerned with building the knowledge and skills of the staff, so they will be prepared to new duties and tasks (Ezigbo, 2011).

According to Crawford in Adamu (2008), Training is the process of gaining skills and knowledge for the purpose of handling specific jobs or duties but development is a process that the people obtain more general capabilities and information but it is not always connected to the duties to be implemented.

2.11. Researches on the relationship between Training Effectiveness and Human Resources Development

Several previous studies investigated the training effectiveness on human resource development.

One such study conducted by Rafiq (2015) in Pakistan aimed to investigate the evaluation of training effectiveness on PIA by applying Kirkpatrick comprising of learning, results, reaction and behavior. This study was cross sectional and the data was collected via interviews among 20-30 employees who had finished their training recently. Findings revealed that the four Kirkpatrick levels have positive effect on training effectiveness.

A similar study conducted by Badu (2013) in Indonesia at State University of Gorontalo. This study aimed to describing the implementation of Kirkpatrick's evaluation model in the learning of Initial Value and Boundary Condition Problems among 58 students of Mathematics Department. A questionnaire was used as a scale in this study. The findings showed that Kirkpatrick's Evaluation Model has an effective way in learning program of initial Values and Boundary Condition Problems.

Another study conducted by Al-Mughairi (2015) in London at Brunel University. The aim of the study was to examine the influence of moderating variables on training

design and delivery factors and these factors' subsequent impact on Kirkpatrick's four training outcomes (reaction, learning, behavior, and results). The results revealed that those Kirkpatrick's factors have a positive effect on improving employee performance.

Another study conducted by Thabit, et al. (2016) Algerian companies with total participants 100 manager. A questionnaire was utilized as an instrument of this study including 100 questionnaires with 20 questions divided in five perspectives. The aim of the study was to evaluate the role of training strategy in enhancing the training effectiveness by using in analyzing the collected data Performance Leadership Assessment Tool (PLAT) to determine the influence of leadership in designing the good training programs in companies. The findings revealed that designing training program must submit to a rigorous process of performance assessment for the leadership, trainers, and trainees, as well as develop a well-defined plan for the training strategy in any company for creating an effective training program.

Another study conducted by Rehmat et al. (2015) at three call centers of a leading Telecom Company in Pakistan. A total number of participants in this study were 627 who trained in 34 different training programs by 18 different certified trainers at three locations. The study attempted to develop a framework to evaluate training programs in the context of call center industry using Kirkpatrick's learning and training evaluation model. The investigation of training programs utilizing the developed framework showed that training programs obtained very high scores at beginning level. Trainees are tended to rate trainings as excellent at level 1 (Reaction) of Kirkpatrick model but going deep with levels (Learning, Behavior) of model, it revealed that effectiveness of training programs declined subsequently. So, these findings suggest that reaction of trainees is not enough to measure in evaluating training programs and training programs should be evaluated at a deeper level to get a realistic picture of training effectiveness.

Another study conducted by Kennedy (2012) in Boise State University in USA. Total participants were 68 training professionals completed an online survey to assess their usage and understanding of Level 3 and Level 4 evaluations, referring to their success and non-success to utilize these evaluations and identifying the factors which

relate to their success and non-success. Twenty-two of the participants were subjected to interview survey to get deep information. Results showed that most of the participants conducted to level 3 (43.47%), also the interview findings revealed the same results of the online survey.

Another study conducted by Şahin (2006) in Turkey at The Department of Basic English (DBE) and the Department of Modern Languages (DML) of the School of Foreign Languages (SFL) at Middle East Technical University (METU) Kirkpatrick model was used as a scale in this study to evaluate the program. Total participants who enrolled in this study were 8 trainees. Results revealed that the CTE program was effective in terms of achieving its objectives.

Similar study conducted by Siti and Wu (2016) in Taiwan. This study was aimed to determine the use of Kirkpatrick evaluation method in the Eco Green Park (EGP) which focused on the four main levels: reaction, results, learning, and behavior. The number participants were all employees with 65 trainees. The study result showed that evaluation of the first level was well that seen from the perception of trainees who have reacted well to the training. Evaluation of the second level was excellent that showed by participants gained additional knowledge and skills in training. The third level of the evaluation showed very good behavior that obtained from the assessment conducted by the department heads of each employee.

Another, study conducted by Chang (2010) in Florida international university in USA. This study examined Kirkpatrick's training evaluation model. This study also assessed the employees' training results of knowledge and skills, job performance, and the impact of the training upon the organization. The participants who enrolled in this study were 69 reservations sales agents employed in this Global Reservations Center (GRC). Four hypotheses were tested through paired-samples t tests, correlation, and hierarchical regression analytic procedures. Results from the analyses supported the hypotheses in this study and the positive effect was existed.

Another conducted by Ganesh Anjali (2007), about identifying the training needs in the public sector and has found that the identification of training is very essential for

the resources and skills used at work, so if any organization has willing to implement training to orient goals and with less cost and time it should be implemented based on the training need assessment. The researcher highlighted that the effectiveness of training is based on the experience of the trainers, the methods used during training, training need analysis, and the policy and strategies of the organization, additionally the study indicated that the low motivation of employees toward training will affect the training outcomes.

Another Empirical study By Sundararajam (2007) on employees' attitude for training and development in private companies, the study clarified and concluded about the employees thoughts of training and development, This study indicated that these kinds of program is important for this sector, additionally motivating employees for participating in training programs by the management and developing their abilities plays an important role in every sector or company.

Pooja (2008) also conducted a study on the dimensions of HRD atmosphere that improve the obligation of the organization for different dimensions such as ; training , planning and performance appraisal , the study found that the Human resources development is available in the organization but the environment of HRD is different in any organization.

Another study conducted by Kebede and Sambasivam (2013) clarified the strategies and the awareness of the supervisors for the HRD and training and Ethiopia, the researcher attempted to focus on the data collected in the study area, the researcher found that the managers are taking into account the training as a part of Human Resources Development in the study suggest also it referred that Human Resources Development playing a key role in shaping the whole effectiveness program of the organization.

Finally, A study for Parrish (1986) on the identifying the training needs for managers that related to Conceptual, Humanitarian, and Technical skills and it aimed to provide key information about Human Development programs for the manager at the universities, the results showed that there is no statistical correlation between the

training needs for the managers on the previous skills and the variables of Age, Education and management level and the years of experience in the management. Also the results concluded that there is a need for the managers in the Humanitarian, Technical, and conceptual.



SECTION THREE

MATERIAL AND METHODOLOGY

The study of this research is quantitative natural method design adapted in the form of the questionnaire during analysis stages and data collection. It focuses on the Impact of training effectiveness on human resources development. Prior distributing training effectiveness and human resources development questionnaires, a letter of consent was delivered to the country managers of both companies (See Appendix I) to get permission for starting work this research. After the permission was given, employees of both companies were designated to participate in this study. Employees in each company were informed about the aim of this study and then they accepted to take part in it, and comprehending that their participation will not affect their positions and will remain anonymous. The researcher introduced himself and delivered a summary of the research as well as instructions on how to fill out the questionnaire. After introducing the study, the researcher delivered the directives and demonstrated how to take questionnaires. The employees had the right to ask any questions during the process of answering the questionnaire. The time of answering the questionnaire was limited, with 45 minutes allotted for each company.

3.1. Statement of the Problem

The Understanding and motivation of employees toward training has an essential impact on the development of the staff as well as the organization , some see that training is a waste of time and cost and it was better if that employed or used in increasing the production or presenting services to the customers which in turn result in obtaining more profit to the organization , sometimes the perception , the staff will leave the corporate results in making unplanned and unsystematic training for the employees.

Any organization willing to develop the Human resources has to implement specific training for any gaps in the skills or knowledge for their employees but some corporate running training programs without implementing proper evaluation which will not lead to obtain best results from training in the future.

It is found that previous thesis have focused mainly on the significance and advantages of training in the private sector companies in Erbil Province of Iraq and no study focused clearly on the measuring training effective through using Kirkpatrick model of training evaluation that should be applied for training in order to develop the Human resources.

3.2. The Aim of the Study

The main aim of the study is to know the impact of the training effectiveness on the human resources development and the specific aims of the study are as follows;

First: This research aims to find out post and pre-training factors contributed to the successfulness of training by using Kirkpatrick's model.

Second: To find out the impact of training effectiveness on human resources development in the oil companies of Erbil City from the point of view of trainees.

Third: As well as presenting suggestions and recommendations for oil companies according to the results of the research.

3.3. Research Model and Hypothesis

Through applying Kirkpatrick Model for training effectiveness most previous studies were mainly focused to find out the relation between reaction of trainees and learning on the behavior and result for instance a study conducted by Siti and Wu (2006) revealed that satisfaction of trainees and learning from training have a positive effect on applying the skills and knowledge obtained through training on their job which in turn will positively affect the organizational and individual results. However, the hypothesis of the research as following:-

H1: Training reaction has appositve effect on behavior.

H2: Learning Through training has a positive effect on behavior.

H3: Training reaction has a positive effect on organizational & individual results.

H4: Learning Through training has a positive effect on organizational & individual results.

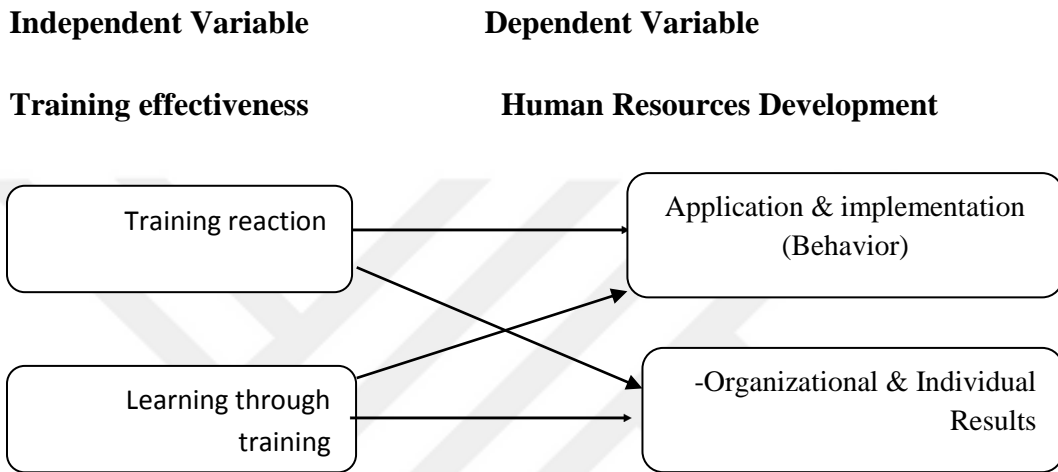


Figure 3.1. The Research Model

3.4. Significance of the study

Most of the studies done one private sector of Erbil were mainly focused the first level one of training (reaction) and level two (Learning) because of the impossibility of obtaining information of the other third level (behavior) and forth (results) therefore, in most cases the managers or directors are depending only on the first two level without taking into consideration the other levels from Kirkpatrick model which is essential for evaluating training however, The significance of this study will be mainly concentrated on the following points;

1. This study will assist the higher management in implementing the evaluation of training for the development of employees and organization and aligning training to the goals of the organization.

2. By Evaluating Training through this model (Kirkpatrick model) we will expand our understanding of the progressive relationship between the levels of reaction , learning , behavior to individual and organizational results.
3. The employees of the companies that will be used as case study will recognize the significance of training to improve their skills, knowledge and attitudes.
4. This study will assist the HR department for proper planning and implementation of training evaluation.
5. Future researchers will take advantage from this study and will be useful for other studies.

3.5. Scale

The scale that used in this study in order to address the research hypothesis is consisting of Kirkpatrick model four level model of training effectiveness evaluation questionnaire divided into two dimensions; one of them is about the effectiveness of training and the second one is for human resources development created by Homklin (2014). Survey in the form of a questionnaire is one of the most common methods of collecting data on attitudes and opinions from a large group of participants.

The scale of this part is a questionnaire, included 53-items to measure the impact of the effectiveness of training on human resources development. For these items, staffs were asked to rate their agreement on a 5-point Liker scale (1 very dissatisfied to 5 very satisfied) (see Appendix II). The 53 items as above mentioned are divided into two parts; 32 for the effectiveness of training programs and 21 numbers for development of human resources. For the training effectiveness questionnaire, it has two levels: First, "Reaction & satisfaction with training", second, "Learning Through Training". And for human resources development has two levels too such as; First, " application and implementation (Behavior)", Second, "Individual and Organizational Results", the responses are subjected to multiple linear regression analysis in order to capture the prominent features of employees' responses by using SPSS software (Version 19).

In such research hypothesis, the researcher distributed the questionnaire to the participants of both companies in order to capture the exact results. Then, their responses will be converted to percentage so as to get the precise mean of both companies and to determine the level that can significantly affect the effectiveness of training and human resources development.

3.5.1 Reliability and Validity of the scale

Reliability means the same consistency of scores obtained by the same participants through re-examining them with the same test but on different times or with different sets of equivalent items, and or under other variables examine conditions (Anastasi, 1976).

Prior to addressing the acquired data of the present study, the reliability and validity of the scale was estimated using Cronbach's Alpha. It is worth mentioning that if the reliability of the scale is equal or above 0.70, so the scale is considered reliable. The reliability of the four levels of the scale is indicated in the following table:

Table 3.1 Reliability of the scales

Scale	Number of Items	Cronbach's Alpha
Reaction	20 (1-20)	.72
Learning	32 (21-32)	.76
Behavior	7 (33-39)	.71
Result	14 (40-53)	.74

Table 3.1 shows that the reliability of the four levels of the scale are reliable to conduct.

For validity, the researcher had to do factor analysis in order to find out the exact percentage, but due to the lack number of participants, the researcher could not test the validity of this study. In other words, we must have at least 265 participants to do the test of factor analysis.

3.6. Scope of the Study

The study concentrated on exploring the impact of training effectiveness on human resources development. This study is mainly implemented by using Kirkpatrick model for evaluating training in order to find out the its impact in terms of trainee's reaction , learning through training , application of skills and knowledge as well as organizational and individual results.

The geographical scope of study is Erbil private companies at north of Iraq. Both oil companies that selected for this study are an independent oil and gas exploration and production company with operations in Erbil province of Iraq that contributed to the development of oil industry in this region.

A total of 130 staffs selected as the sample in this study. The participants are Multi-national employees and managers working in the mentioned companies. All participants comprehended that this study is mainly focused on training and its effectiveness by using Kirkpatrick model of evaluation.

SECTION FOUR

FINDINGS AND DISCUSSIONS

This chapter provides the results of the data analysis supported with illustrated tables to understand the hypotheses perfectly. In addition it will give detailed discussion about the findings of the questionnaire regarding training effectiveness and human resources development. The 130 Iraqi employees with managers of the two private sector oil companies agreed to participate in this study.

4.1. Demographic Distribution

Descriptive statistics deals with gender, age, scientific qualification, experience, employment level Training reaction with Application & implementation (Behavior), Learning through training with Application & implementation (Behavior), Training reaction with Organizational & Individual Results, and Learning through training with Organizational & Individual Results.

Firstly, Tables (4.1, 4.2, 4.3, and 4.4) gives information about gender, age, scientific qualification, and experience and employment level. Trainees who answered the questionnaire are described as in the following tables.

Table 4.1 Distribution of Respondents by Gender of both Companies

Gender	Frequency	Percentage
Males	82	63%
Females	48	36.9%
Missing	0	0
Total	130	100%

Table 4.1 Shows that male respondents are 82 which is weighted (63%) while in the other hand the females are 48 rated (36.9 %).

Table 4.2 Distribution of Respondents' Age

Age	Frequency	Percentage
≤ 25	19	15%
26-35	66	51%
36-45	33	25%
46-56	12	9%
Total	130	100%

Table 4.2. Shows information regarding respondents' age, this information illustrates that 15% of respondents are younger than 25 years old, 51% are between 26-35 years old and 25% are between 36-45 years old and 9% are between 46-56 years old.

Table 4.3 Distribution of respondents by scientific qualification

Scientific Qualification	Frequency	Percentage
High school	20	15%
Bachelor	91	70%
Master	16	12%
PhD	4	3%
Total	130	100%

Table 4.3 gives information about scientific qualification of respondents. 15% of respondents are high school graduates, 70% are university graduates, and 12% are master degree holders whereas 3% are PhD holders.

Table 4.4. Distribution of Respondents' employment level

Employment level	Frequency	Percentage
Employee	78	60%
Unit Manager	30	23%
Head of Department	22	17%
Total	130	100%

Table 4.4 showing respondents' employment level, 60% of respondents are employees, 23% are unit manager, 17% are heads of department.

Table 4.5 Descriptive Statistics of the four Levels of both Companies

		Behavior	Results	Learning	Reaction
N	Valid	130	130	130	130
	Missing	0	0	0	0
Mean		3.7165	3.7242	3.7263	3.8650
Median		3.8571	3.8241	3.7500	3.9750
Mode		3.68 ^a	3.93 ^a	3.83	4.25
Std. Deviation		.60713	.46272	.61292	.42484

The data tabulated in Table 4.5 indicated that Reaction level reported higher than others (Behavior, Results, and Learning levels) with mean 3.86.

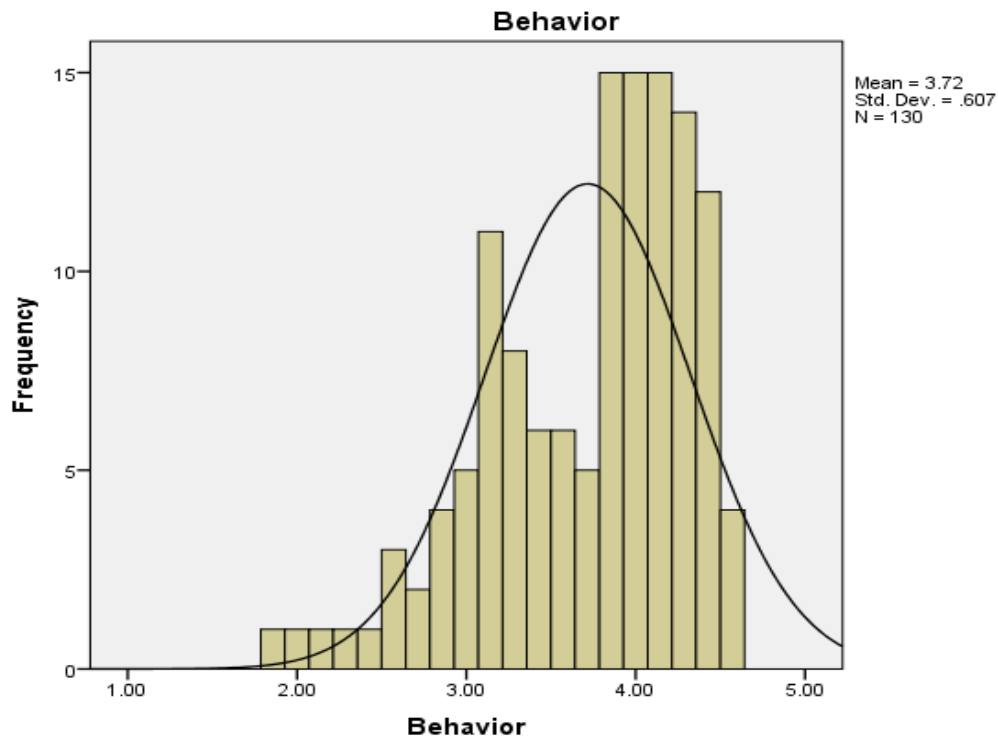


Figure 4.1 Histogram of Behavior Level of both Companies

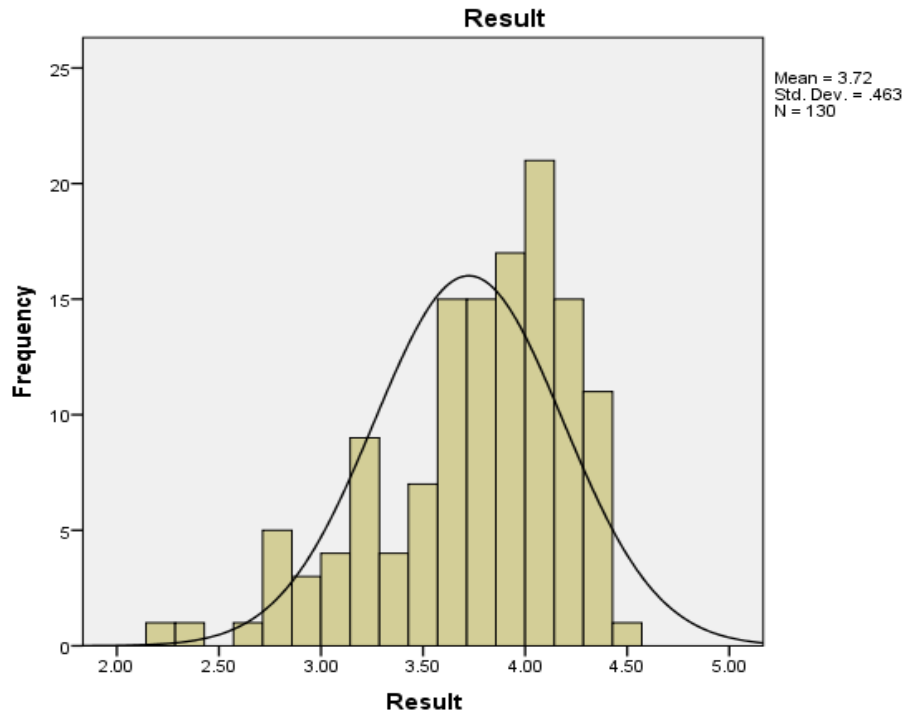


Figure 4.2 Histogram of Result level of both Companies

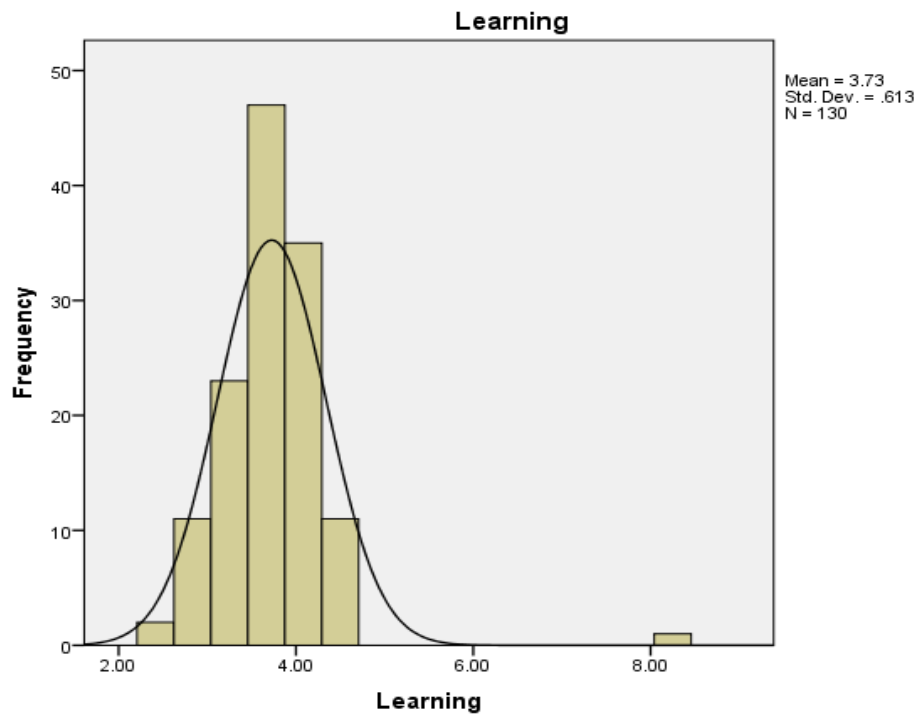


Figure 4.3 Histogram of Learning Level of both Companies

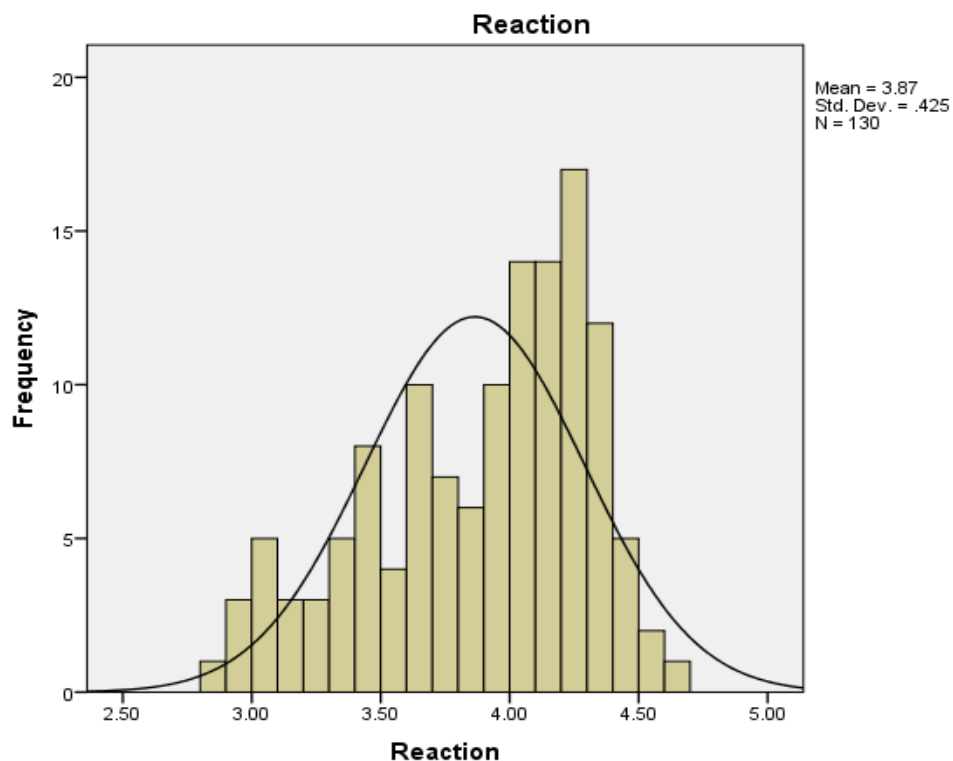


Figure 4.4 Histogram of Reaction Level of both Companies

Table 4.6. Correlations of the Four Levels

		Correlations			
		Behavior	Result	Learning	Reaction
Behavior	Pearson Correlation	1	.429**	.421**	.583**
	Sig. (2-tailed)		.000	.000	.000
	N	130	130	130	130
Result	Pearson Correlation	.429**	1	.381	.411**
	Sig. (2-tailed)	.000		.000	.000
	N	130	130	130	130
Learning	Pearson Correlation	.421**	.381**	1	.449**
	Sig. (2-tailed)	.000	.000		.000
	N	130	130	130	130
Reaction	Pearson Correlation	.583**	.411**	.449**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	130	130	130	130

** Correlation is significant at the 0.01 level (2-tailed)

There was statistically significant correlation between reaction and behavior, $r = .583$, $n = 130$, $p = .000$, and between reaction and results, $r = .411$, $n = 130$, $p = .000$. Again there was statistically significant correlation between learning and behavior, $r = .421$, $n = 130$, $p = .000$, and between learning and results, $r = .381$, $n = 130$, $p = .000$.

4.2. Regression Analysis

A multiple regression was conducted to see if training reaction level and learning level predicted the total value of behavior.

Table 4.7 Mean and Standard Deviation of the Four Levels

		Statistics			
		Behavior	Result	Learning	Reaction
N	Valid	130	130	130	130
	Missing	0	0	0	0
	Mean	3.7165	3.7242	3.7263	3.8650
	Std. Deviation	.60713	.46272	.61292	.42484

Table 4.8 Learning and Reaction variables entered to predict Behavior

Variables Entered/removed			
Model	Variables Entered	Variables Removed	Method
	Learning Reaction ^b		Enter

a. Dependent Variables: Behavior

b. All requested variables entered

Table 4.9 Model summary of the predictors

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.610 ^a	.372	.362	.48504

a. Predictors: (Constant), Learning, Reaction

Table 4.10 ANOVA of the dependent variable (Behavior)

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	17.672	2	8.836	37.557	.000 ^b
Residual	29.879	127	.235		
Total	47.550	129			

a. Dependent Variables: Behavior

A multiple linear regression was conducted to predict behavior based on learning and reaction. A significant regression equation was found ($F(2,127) = 37,557$, $p < .000$), with an R^2 .362.

Table 4.11 Coefficient of dependent variable (Behavior)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.255	.402		.634	.528
Reaction	.706	.113	.494	6.272	.000
Learning	.197	.078	.199	2.527	.013

a. Dependent Variable: Behavior

The analysis shows that reaction level did significantly predict value of behavior ($\beta = .49$, $t(19) = 6,27$, $p < .05$), and learning level did significantly predict value of behavior ($\beta = .19$, $t(19) = 2,52$, $p < .05$).

Again the same procedure have been used to see if training reaction level and learning level predicted the total value of results. So, According to Table 4.11 H1 and H2 are accepted.

Table 4.12 Learning and Reaction variables entered to predict Result

Variables Entered/removed			
Model	Variables Entered	Variables Removed	Method
	Learning Reaction ^b		Enter

a. Dependent Variables: Result
b. All requested variables entered

Table 4.13 Model summary of the predictors

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.467 ^a	.218	.205	.41247

a. Predictors: (Constant), Learning, Reaction

Table 4.14 ANOVA of the dependent variable (Result)

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.013	2	3.007	17.671	.000 ^b
Residual	21.607	127	.170		
Total	27.620	129			

a. Dependent Variables: result
b. Predictors: (Constant), Learning, Reaction

A multiple linear regression was conducted to predict results based on learning and reaction. A significant regression equation was found ($F(2,127) = 17,671, p < .000$), with an $R^2, 218$.

Table 4.15 Coefficient of dependent variable (Result)

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std.Error	Beta		
(Constant)	1.765	.342		5.159	.000
Reaction	.328	.096	.301	3.425	.001
Learning	.168	.066	.246	2.803	.006

a. Dependent Variable: Result

The analysis shows that reaction level did significantly predict value of result ($\beta = .30$, $t(129) = 3,42$, $p < .05$), and learning level did significantly predict value of result ($\beta = .24$, $t(129) = 2,80$, $p < .05$). According to the following Table 4.15 H3 and H4 are accepted.

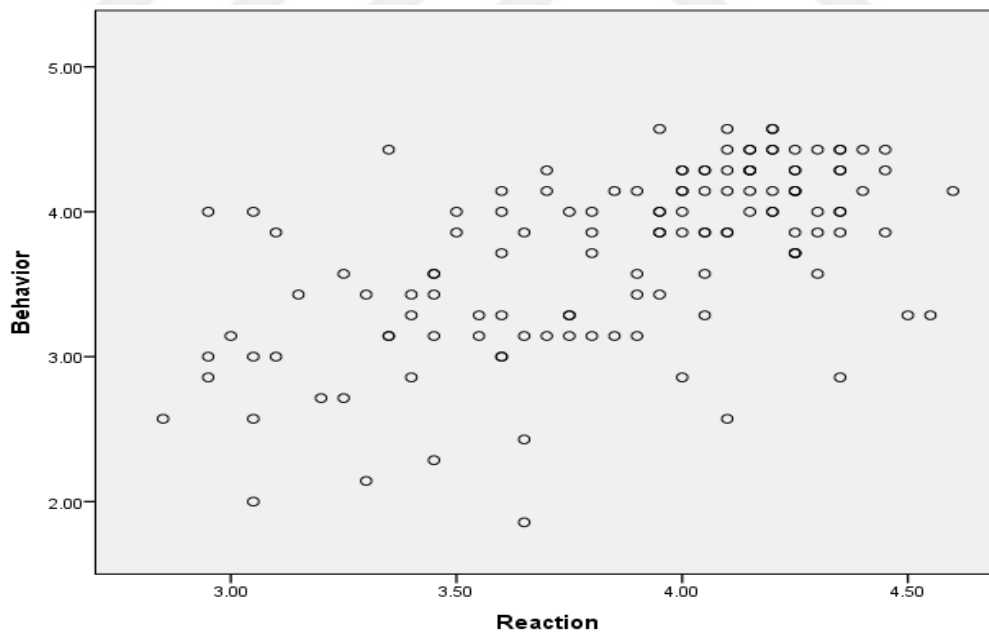


Figure 4.5 Scattered plots of the results for the correlation between reaction and behavior.

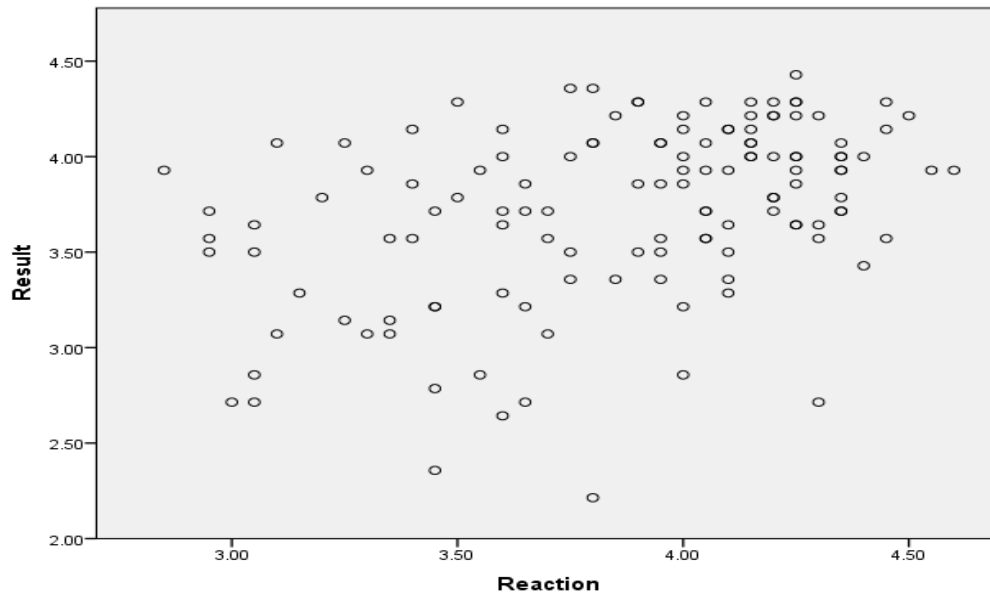


Figure 4.6 Scattered plots of the results for the correlation between reaction and results.

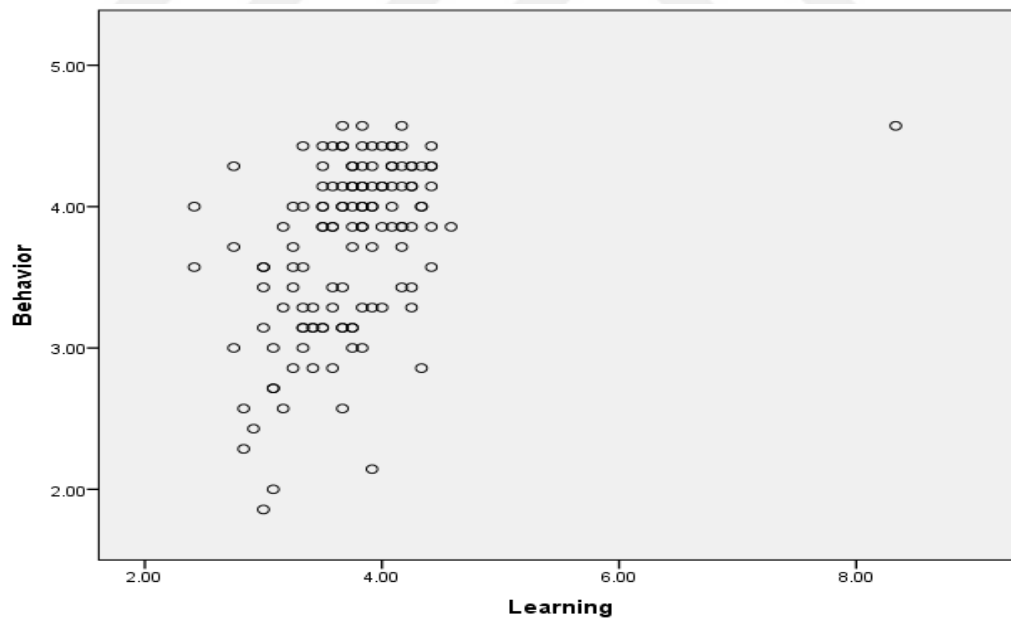


Figure 4.7 Scattered plots of the results for the correlation between learning and behavior.

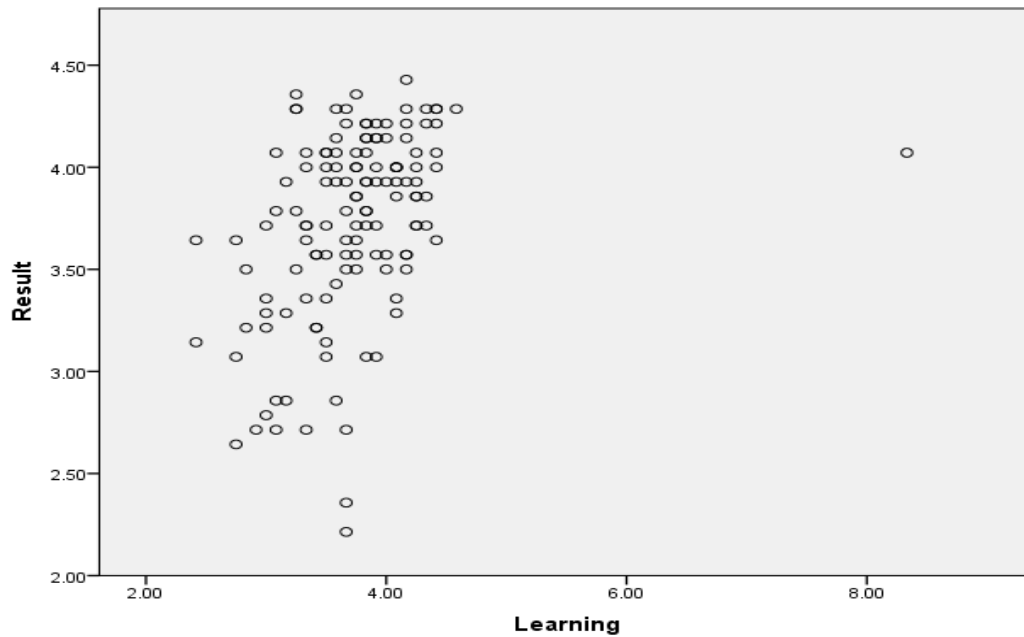


Figure 4.8 Scattered plots of the results for the correlation between learning and results.

4.3. Training Effectiveness and Human Resources Development

Regarding training effectiveness and human resources development, the results showed that there is a positive effect between training effectiveness and human resources development. Top notch, from the Five Xs of the reaction level, the employees of both companies rated three of them (X1,X3 and X4) higher than the rest of Xs as following :

X1 Reaction: Satisfaction with instructor dimension

- How satisfied are you with the instructor's knowledge of course material and subject Matter?
- How satisfied are you with the instructor's
- Ability to make you keep interest in course?
- How satisfied are you with instructor's ability to have good relationships to you individually?
- How satisfied are you with the instructor's responsiveness to trainee questions and problems?

X3 Reaction: Satisfaction with the testing process

- How satisfied are you with the fairness of the course exam?
- How satisfied are you with coverage and importance of material tested?
- How satisfied are you with feedback you received as result of course testing?

X4 Reaction : Utility of training

- How satisfied are you with match of course objectives with your idea of what would be taught?
- How satisfied are you with the relevance of the course content to your job?
- How satisfied are you with the extent to which the course prepared you to perform Current job tasks more effectively?
- How satisfied are you with communication of course objectives in clear, understandable Terms?
- How satisfied are you with the extent to which the course prepared you to perform New job tasks?

While the other two Xs of the following rated lower than others:

X5 Reaction: Materials & course structure

- How satisfied are you with the quality of Course materials?
- How satisfied are you with classrooms, furniture, learning environment, etc.?
- How satisfied are you with the length of training course?
- How satisfied are you with the pace of the course material presented?
- How satisfied are you with the audio and Visual aids used by the instructor?

X2 Reaction: Satisfaction with the training management administration process

- How satisfied are you with the availability of training courses for individuals in your job classification?
- How satisfied are you with the communication of training information to trainee in your organization?
- How satisfied are you with the quality of training services provided to trainee?

For the learning level, employees of both companies reported higher all the questions about the use of knowledge and skills to improve their jobs and to solve problems that they face in their jobs:

Level 2: Learning Skills, knowledge and attitude (SKA) through training

- My knowledge increased as a result of this course.
- I feel that newly learned knowledge can do my current job better
- I could improve my knowledge to find out problems in the daily job.
- I could improve my knowledge to solve problems which I found in the daily job.
- My skills increased as a result of this course.
- I feel that my newly learned skill can do current job better.
- I could improve my skill to find out problems in the daily job.
- I could improve my skill to solve problems which I found in the daily job.
- I could improve my leadership skill.
- I could improve my coaching skill.

But employees were ranged between disagree somewhat and disagree strongly for the question about receiving feedback from the instructor for applying the learnt skill and knowledge:

- After learning, I got feedback from instructor about how well I was applying the knowledge I learned.
- After training, I got feedback from instructor about how well I was applying the skill I learned.

Regarding human resources development, the application and implementation (behavior) level, almost all employees agreed that the skills and knowledge obtained from training assist them in making quick decisions, fewer mistakes, accomplish task faster and solving problems of their jobs.

Since the information that obtained from the other three levels was positively ranged between neutral and agree strongly, it has been seen that all the three levels have

a positive effect on the individual and the organizational results, and the employees ranged the following questions from Neutral to strongly agree:

- This training was a worthwhile investment in my career development.
- This course has helped prepare me for other job opportunities within the other company or industry.
- I am seeking for more chances to change job by using this training.
- I have been given verbal praise for applying new knowledge and skills.
- The training program improved my job involvement
- This training has made me feel more committed to my company.
- This training has given me a sense of loyalty to my company.
- This training has made me feel like I will stay with my company for many years.
- This training was worthwhile investment for my company.
- This training will have a significant impact on increasing productivity.

But the employees of both companies rated the following question lower than the above mentioned ones:

- I have received a bonus for improved performance by using new knowledge and skills.
- I got a wage increase for accomplishing tasks effectively with new knowledge and skills
- I received a promotion because I accomplished tasks with distinction..

4.4. Discussion

Although the analyses indicated positive effect on behavior, the results showed that did significantly predict value of behavior ($\beta = .49$, $t(19) = 6, 27$, $p < .05$). So, this finding is in parallel with Siti and Wu (2016) study, who found a significant effect of reaction on handcraft training with total mean 81.60. Along with learning level of skills, knowledge and attitude, the finding showed that learning level did significantly predict value of behavior ($\beta = .19$, $t(19) = 2, 52$, $p < .05$). Similarly, a study conducted by Homklin (2014) in Thailand revealed that learning through training has a positive effect

on behavior ($\beta = 0.244$, $p < .001$). So, both levels have a positive effect on the behavior in terms of application and implementation of their knowledge, skills, and attitude obtained through training into their job tasks. Returning to the findings of the reaction and result, the findings of the current study showed that there was a positive effect between them, ($\beta = .30$, $t(129) = 3.42$, $p < .05$). This finding is in parallel with Homklin (2014), the study found that learning from training had a positive relationship with training transfer. The finding of learning and result ($\beta = .24$, $t(129) = 2.80$, $p < .05$), this finding is in parallel with Ahmed et al. (2016), they found that learning level has a positive effect with self and employee once utilize well. Another results regarding relationship between Kirkpatrick models, correlation was used to determine that. The findings of the present study showed that there is a positive correlation between reaction and behavior, $r = .583$, $n = 130$, $p = .000$, reaction and results $r = .411$, $n = 130$, $p = .000$, learning and behavior, $r = .421$, $n = 130$, $p = .000$, and between learning and results, $r = .381$, $n = 130$, $p = .000$. In contradiction, a study conducted by KLOTZ (2013) showed a negative correlation between them ($p = .431$), reaction and results ($p = .343$), learning and behavior ($p = .532$), and learning and results ($p = .262$).

SECTION FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter casts light upon conclusion of the current study with the final results of the Training Effectiveness and Human Resources Development. In addition, limitation of the study will be given on the base of the findings. Finally, recommendations will be presented.

5.1. Conclusion

The current study investigated the relationship between Training Effectiveness and Human Resources Development among multi-national employees of two private sector oil companies in Iraq-Erbil. In order to determine and define the relationship between the two variables, regression analysis was conducted. Within regression analysis, Correlation, ANOVA, and Coefficients were conducted. The scale that used in this study was a questionnaire. This scale Homklin (2014) was used in order to determine and evaluate pre-training and post-training process by finding out the significance of each level from Kirkpatrick four levels and the relationship between levels. The results indicated that there is a positive effect between levels and also a significance relationship was existing between those variables. Pertaining the hypotheses of this study, the results showed that if the trainees reacted well to the training in terms of satisfaction with the instructor, testing process, and utility of the training, they will transfer or implement (behavior) the skills and knowledge obtained to commit fewer mistakes, quick decisions, and fulfilling their job tasks on time from training program into their jobs which effect the organizational and individual results positively. This study also reveals that learning skills, knowledge and attitude through training will affect positively in transferring and applying (behavior) into their jobs which also contribute to

the organizational and individual results. According to the results gained in this study, evaluation of the training effectiveness gave a remarkable consideration for the reaction and satisfaction of the employees toward training with total mean (3.8650), and the lower scored mean (3.7165) belong to the application and implementation (behavior).

5.2. Limitation of the study

The current study has several limitations. The clearest one could be much work that should be done, our work includes significant results in this field of training effectiveness and human resources development in oil companies Iraq- Erbil Province. However, some limitations can be confirmed in this study. The main limitations of this study as follows :- due to the decreasing of oil price ,the oil companies have decreased the number of its employees to almost of half number as before, so this factor became somehow difficult to find suitable number of participant and those participated previously in training programs for this study . Also many researches have been conducted before regarding training in Erbil oil private sector companies but all of them dealt with the pre-training processes and none of them focused on the post training processes so, a model of Kirkpatrick for evaluation training in both stages became something new that requires explanation for the participants of the study. The findings of this research are not representative of all oil companies in Iraq because the collected data will be different if participants selected from other different companies. This study is important in that no similar study about training effectiveness impact on Human resources by using four level of Kirkpatrick model has been conducted on private sector companies of Iraq, more studies should be conducted for better understanding of the relationship between training effectiveness and human resources development to help the companies in aligning their business objectives with training.

5.3. Recommendations

In terms of the findings of this study, the following recommendations must be considered:

In general, oil companies in Erbil use not focus more on the post training processes which tend to make the managers of the companies making sure on

transferring skills, knowledge, and attitude obtained through training to be fulfilled in their jobs, and the process requires evaluation of the training in correct way.

Oil companies should provide the training in parallel with promotion which plays an essential role in motivating the employees toward training that improve the performance of the employees. If any company wants to increase the benefits of evaluation practices with its training programs, it is recommended that certain types of training evaluation be implemented to the employees. The type of training may vary based on the employees' responsibilities. However, it is essential that the staff have a basic understanding of the significance of evaluation.

Additionally, the companies should take under consideration the satisfaction and reaction of the employees for the training, in terms of training administration process, instructor as well as the materials and course structure.

The Top management along with the human resources department should make training need analysis for each employee before recommending them for training in order to find out the gaps in skills, knowledge and attitudes and determine proper training for them.

Finally, in order to have best results of human resources development, the evaluation of training effectiveness must not be finished just to say it has been achieved. Instead, it should be completed with an eye on how the information will be of use to the company.

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APPENDECIES



Appendix I. Letter of Consent

The impact of training effectiveness on the Human Resources Development: the case study of private sector companies in Erbil province

Date:

Dear participant:

The researcher SHWAN OTHMAN HAMASADIQ, College of Social science/ Business Administration Department / University of Gaziantep in Turkey is conducting this research to find out the relationship of training strategies on the Human Resources Development: the case study of private sector companies in Erbil province.

You are kindly asked to complete the survey. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The results of the research study may be published, but your name will be kept secret.

If you have any question regarding the survey or the research project in general, please contact (SHWAN OTHMAN HAMASADIQ) at email: shwan.shwany@yahoo.com or on phone number: 009647504259789.

Return of the questionnaire will be considered your consent to participate. Thank you for taking your time.

Sincerely,

Name of participant _____ . Signature _____ .

Appendix II. Questionnaire of Training Effectiveness and Human Resources Development

The impact of training effectiveness on the Human Resources Development: the case study of private sector of oil companies in Erbil province

General Information:

1. Gender : Male Female
2. Age : 30 Years or less 31-40 41-55 56 or More
3. Scientific Qualification : High School Bachelor Master PHD
4. Experience : 5 years or less 6-10 years 11-15 Years +16 years
5. Employment Level : Employee Unit Manager
6. Head of Department

Items	Questions	Scales				
		1	2	3	4	5
		Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
	X1 Reaction: Satisfaction with instructor dimension					
1	How satisfied are you with the instructor's knowledge of course material and subject Matter?					
2	How satisfied are you with the instructor's ability to make you keep interest in course?					
3	How satisfied are you with instructor's ability to have good relationships to you individually?					
4	How satisfied are you with the instructor's responsiveness to trainee questions and problems?					
	X2 Reaction : Satisfaction with the training management administration process					
5	How satisfied are you with the availability of training courses for individuals in your job classification?					
6	How satisfied are you with the communication of training information to trainee in your organization?					
7	How satisfied are you with the quality of training services provided to trainee?					
	X3Reaction: Satisfaction with the testing process					
8	How satisfied are you with the fairness of the course exam?					
9	How satisfied are you with coverage and					

	importance of material tested?					
10	How satisfied are you with feedback you received as result of course testing?					
	X4 Reaction : Utility of training					
11	How satisfied are you with match of course objectives with your idea of what would be Taught?					
12	How satisfied are you with the relevance of the course content to your job?					
13	How satisfied are you with the extent to which the course prepared you to perform Current job tasks more effectively?					
14	How satisfied are you with communication of course objectives in clear, understandable Terms?					
15	How satisfied are you with the extent to which the course prepared you to perform New job tasks?					
Items	Questions	Scales				
		1	2	3	4	5
		Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
	X5 Reaction : Materials & course structure					
16	How satisfied are you with the quality of Course materials?					
17	How satisfied are you with class rooms, furniture, learning environment, etc.?					
18	How satisfied are you with the length of training course?					
19	How satisfied are you with the pace of the course material presented?					
20	How satisfied are you with the audio and Visual aids used by the instructor?					
Items	Questions	Scales				
		1	2	3	4	5
		Disagree Strongly	Disagree Somewhat	Neutral	Agree Somewhat	Agree Strongly
	Level 2 : Learning Skills, knowledge and attitude (SKA) through training					
1	My knowledge increased as a result of this course.					
2	I feel that newly learned knowledge can do my current job better					
3	I could improve my knowledge to find out problems in the daily job.					
4	I could improve my knowledge to solve problems which I found in the daily job.					
5	After learning, I got feedback from instructor about how well I was applying the knowledge I learned.					
6	My skills increased as a result of this course.					
7	I feel that my newly learned skill can do current job better.					

8	I could improve my skill to find out problems in the daily job.					
9	I could improve my skill to solve problems which I found in the daily job.					
10	Could improve my leadership skill.					
11	I could improve my coaching skill					
12	After training, I got feedback from instructor about how well I was applying the skill I learned					
Items	Questions	Scales				
		1	2	3	4	5
		Disagree Strongly	Disagree Somewhat	Neutral	Agree Somewhat	Agree Strongly
Level 3: Application & Implementation (Behavior)						
1	Using the new knowledge and skills has helped me improve my work.					
2	I can accomplish my job tasks faster than before training.					
3	I can accomplish job tasks better by using new knowledge and skills					
4	The quality of my work has improved after using new knowledge and skills					
5	I make fewer mistakes in production when using new knowledge and skills					
6	I can make quick decisions to solve problems on my job than before training.					
7	I remember the main topics learned in the training.					
Items	Questions	Scales				
		1	2	3	4	5
		Disagree Strongly	Disagree Somewhat	Neutral	Agree Somewhat	Agree Strongly
Level 4 : Individual & Organizational Results						
1	This training was a worthwhile investment in my career development.					
2	This course has helped prepare me for other job opportunities within the other company or industry.					
3	I am seeking for more chances to change job by using this training.					
4	I have been given verbal praise for applying new knowledge and skills.					
5	I have received a bonus for improved performance by using new knowledge and skills.					
6	I got a wage increase for accomplishing tasks effectively with new knowledge and skills.					
7	I received a promotion because I accomplished tasks with distinction.					
8	The training program improved my job involvement					

9	This training has made me feel more committed to my company.					
10	This training has given me a sense of loyalty to my company.					
11	This training has made me feel like I will stay with my company for many years.					
12	This training was worthwhile investment for my company.					
13	This training will have a significant impact on increasing productivity					
14	This training will have a significant impact on Increasing quality.					

VITAE

Degree: Bachelor degree in English language
College of Arts / Department of
English Language,
Salahaddin University
Iraq – Erbil

Date graduated: 2011

Other degree: Mini Master in Business Administration
Ain Shams University
Egypt – Cairo

Date graduated: 2014

Other Degree: Master degree in Business Administration
College of Faculty of Economic and Administrative
Sciences
Turkey- Gaziantep

Date Graduated 2017

Özgeçmiş

Derece:	İngilizce eğitimi alanında lisans derecesi Sanatlar Koleji / Bölüm Çeviri, Salahaddin Üniversitesi Irak-Erbil
Mezuniyet tarihi:	2011
Diğer derecesi:	Mini İşletme Yüksek Lisans Ain Shams Üniversitesi Mısır - Kahire
Mezuniyet tarihi:	2014
Diğer derecesi:	İşletme Yüksek Lisans İktisadi ve İdari Bilimler Fakültesi Koleji Türkiye- Gaziantep
Mezuniyet Tarihi:	2017