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**THE ROLE OF TRAINING ON THE EMPLOYEE  
PERFORMANCE**

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Master's Thesis

Thesis Supervisor

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**THE ROLE OF TRAINING ON THE EMPLOYEE PERFORMANCE**

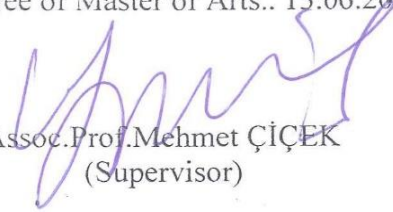
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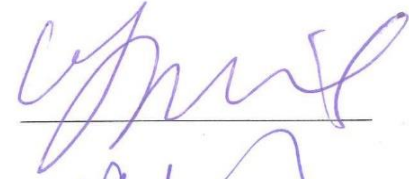
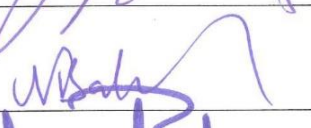

  
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**Mahmood Waleed Othman**



## **DEDICATION**

This thesis is dedicated to my parents who have borne the difficult crises and conflicts of my country in Iraq. Nevertheless, they supported and encouraged me throughout thesis period to complete the master's degree. I would like to thank them and appreciate their great efforts to achieve my ambitious in life. Also, I thank my brother Abdul Al-Rahman and sister Rahma who supported me at every step of the thesis.



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## ÖZET

### EĞİTİMİN ÇALIŞANLARIN PERFORMANSINI ÜZERİNDEKİ ROLÜ

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Bu araştırma, eğitimin çalışanların performansı üzerindeki rolünü belirlemeyi amaçlamıştır. Vaka çalışması 2018-2019 yıllarında Bağdat Bankası'nda (Irak) yürütülmüştür. Araştırmanın yapılmasındaki çıkış noktası, çalışanlar tarafından alınan eğitimin çıktılarından çalışanların tam olarak faydalanamaması ve çalışanların performansının değerlendirilmesinin modern değerlendirme yöntemlerine göre uygun bir şekilde yapılamaması ve bunun sonucunda da çalışanların performanslarının ve morallerinin olumsuz bir şekilde etkilenmesi olmuştur. Araştırma aşağıdaki hipotezleri test etmiştir: Bağdat Bankası'ndaki eğitim yöntemleri ile personel performansı arasında istatistiksel olarak önemli bir ilişki bulunmaktadır, Bağdat Bankası'ndaki eğitim programları ve personel performansı arasında istatistiksel olarak önemli bir ilişki bulunmaktadır ve Bağdat Bankası'ndaki eğitim ihtiyaçları ve personel performansı arasında istatistiksel olarak önemli bir ilişki bulunmaktadır. Araştırma örneği her iki şubedeki tüm banka çalışanları için kapsamlı olmuştur. Araştırmanın odaklandığı bu soruna dayanılarak aşağıdaki yöntemler kullanılmıştır: araştırmanın konusuna ilişkin olguları birleştiren ve konu hakkında daha önceden yapılan diğer çalışmaları sunan tarihsel yaklaşım, olgu ve değişkenleri tanımlayan betimleyici yaklaşım, verileri analiz etmek, sınıflandırmak ve yorumlamak için istatistiksel metodoloji ve istatistiksel yöntemler. Çalışmada elde edilen sonuçlarını analiz etmek için Sosyal Bilimler için İstatistiksel Paketler (SPSS) programı kullanılmıştır. Çalışmamızın sonuçları, eğitim yöntemleri ile çalışanların performansı arasında pozitif bir ilişki olduğunu ortaya koymuştur. Buna ek olarak, çalışanların performansı ile eğitim programları arasında istatistiksel olarak anlamlı bir ilişki olduğu ve son olarak eğitim programları ile Bağdat Bankası çalışanlarının performansı arasında istatistiksel olarak önemli bir ilişki bulunduğu ortaya konulmuştur. Araştırmamız sayesinde, iç eğitim ortamını ve çalışma alanını planlamaya dikkat ederek, eğitim fikrinin tamamlanmasını sağlamak için tüm eğitim yöntemlerinin personele tanıtılarak eğitim kültürünün yayılmasını da içeren çeşitli öneriler ortaya koyulmuştur.

**Anahtar Sözcükler:** Eğitim, Çalışan Performansı, Eğitim Yöntemleri, Eğitim İhtiyaçları ve Eğitim.





## ABSTRACT

### THE ROLE OF TRAINING ON THE EMPLOYEES PERFORMANCE

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This research intended to recognize the role of training on the performance of employees. The case study was at Baghdad Bank (Iraq) during the period 2018-2019. The research problem was that the training received by the employees did not fully benefit from its outputs and that the evaluation of the employees' performance is not done properly and is in line with the modern methods of evaluation, which negatively touches the performance and morale of the employees, the research has tested the following hypotheses : there is a statistically important relationship between training methods and the staff performance in Baghdad bank, there is a statistically important relationship between training programs and the staff performance in Baghdad Bank and there is a statistically significant relationship between training need and the staff performance in Baghdad Bank. The research sample was comprehensive for all bank employees in both branches. Based on this problem, the following syllabuses were used: the historical approach: to consolidate the phenomenon of the subject of the study and to present the previous studies, descriptive approach: to describe the phenomenon and its variants, statistical methodology and statistical methods to analyze, classify and interpret data. We have use the Statistical Packages for Social Science (SPSS) in order analyze the study results. Our study results clarified that there is a positive relationship between training methods and performance of employees. In addition, there is statistical significant relationship between performance of employees and training programs and finally, there is a statistically relationship between Training programs and performance of Baghdad Bank employees. Through our research, we reached into several recommendations including propagation the training culture by introducing staff to all training methods so that the idea of training is complete, taking into consideration the internal work environment and attention to planning the workspace.

**Keywords:** Training, Employees Performance, Training Methods, Training Needs and Training Programs.

## TERMS AND SYMBOLS OF THE STUDY

<b>AOAS</b>	: Arab Organization for Administrative Sciences
<b>CEO</b>	: Chief Executive Officer
<b>ED</b>	: Executive Directors
<b>HR</b>	: Human Resource
<b>HRD</b>	: Human Resource Development
<b>HRM</b>	: Human Resource Management
<b>PA</b>	: Performance Appraisal
<b>PAS</b>	: Performance Appraisal System
<b>PBAS</b>	: Program Budget Accounting System
<b>TQM</b>	: Total Quality Management
<b>A</b>	: Cronbach's alpha index of internal consistency
<b>B</b>	: Regression coefficient
<b>P</b>	: Level of Significance
<b>R</b>	: Coefficient of correlation
<b>R<sup>2</sup></b>	: Determining factor
<b>T</b>	: Value

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## 1. INTRODUCTION

Today, the world is becoming more and more institutionalized. This calls to develop the managerial theories to raise the skills of human being in any organization. A process aims mainly at obtaining the knowledge and information needed by human beings, obtaining the data and information, which are missing, in addition to the important and required ways to increase its performance effectiveness. It can also be defined as a continuous and systematic process in the life of individuals and is primarily designed to stimulate the capability of person in accomplishing a high degree of specialized development and performance through the provision of assistances and knowledge associated with their area of specialism or work.

For developing specific knowledge and skills, ability of employees and direct them to perform their responsibilities and duties, managers and officials of human resource design different programs of training (Lakra, 2016). These programs of training do not aim to enhance the employees' knowledge with their duties and responsibilities only but they help on motivating employees to develop greater commitment towards their functions. Huang & Jao (2016) clarified that organizations design training programs to prepare their employees on performing their jobs correctly in accordance with standards. Organizational staff design training sessions in order to confirm that they enhance the employees abilities. Khan & Baloch (2017) pronounced that most organizations desire in investing at various programs which create new knowledge by long-term plans. The reason of this is to allow them adapt to any existing and future worries. Thus, they ensure that they enhance the performance of employees through greater levels of obligations and encouragement.

Due to the rapid global and technological developments, companies face new changes in addition to the challenges. Technological developments configured the need to abilities and necessary efficiencies to perform specific tasks. Therefore, in order to face these challenges, there is a need to more efficient training programs by entire companies. Efficient training programs allow the construction of additional suitable educational environment for employees and training them on facing new challenges simply and in suitable time (Tai, 2006). Farooq. M, & Aslam. M. K (2011) stated that mangers try to

spend their best to develop the abilities of employees. This will lead at the end to create new work environment inside the company. For the volume sake, construction of directors participate in develop the programs of training for their employees and provide them with necessary information and required capabilities to accomplish the organizational objectives. This confliction by the senior management will not enhance the performance of employee only but it will create positive appearance for the company in all parts of the world (Lu, Tjosvold, and Kan, 2010).

Effective training programs allow on identifying the technological development in addition to gain the required ability on the capabilities and skills necessary to conduct at a specific job and to neglect the job errors and faults. Between the important jobs of human resource, one of the important functions is the development of employees through the important training programs. Employee growth points to the construction of abilities of the employee and therefore, as of entire organization, to meet the criteria performance level. When the developed employees are increased, their satisfaction about their functions are increased accordingly. So, the productivity of the company will be increased at the end (Champathes, 2006). Despite the high number of studies about the relationship between employee performance and training.

Training is a type of investment by human and an essential element of achieving efficiency and increasing productivity at work. For the training's positive impact on productivity to take place, those who are responsible on training must take into consideration several basic aspects, namely the interest in training the staff, so that they can do their jobs efficiently. Moreover, the training department should have a clear vision of how to consider the process of training the workers so as not to waste time and financial resources. Training should also rely on analyzing the role the worker will contribute to increasing productivity. Training sessions should start determining the objectives in terms of what the worker is expected to do after returning from the training course to increase its productivity (Colarelli, S. M., & Montei, M. S. 1996).

## 1.1 OBJECTIVES OF STUDY

Our research aims to accomplish the following goals:

1. Provides a systematic study aimed at measuring the real magnitude of the attention to the role of training in Baghdad Bank.
2. Identifies the general framework of training in terms of concept, importance, objectives, principles and obstacles to its application, methods, needs and programs, as well as to evaluate the performance of employees of Baghdad Bank.
3. Identifies the relationship between the training methods and the performance of employees of Baghdad Bank.
4. Identifies the relationship between the training programs and the performance of employees of Baghdad Bank.
5. To identify the relationship between the training needs and the performance of employees of Baghdad Bank.
6. To Identify and evaluate the use of modern methods in internal and external training, and thus determining their impact on the performance level of employees.
7. Provides a systematic study that measures the real magnitude of the interest in the role of training in the banking sector.

## 1.2 IMPORTANCE OF THE STUDY

The significance of our study can be referred to in two ways: scientific and practical aspects, as follows:

- **The Scientific Aspect:** The importance of training in the third millennium has increased in most countries worldwide, and this phenomenon deserves attention in a country like Iraq, but it has not been studied enough. Therefore, the research is an attempt to draw the attention of scholars to study and research the topic of training and its relationship to technology and modern training methods. It also provides data and information that would benefit decision-makers. It is also an attempt to be an addition to the university library to benefit future learners.

- **The Practical Aspect:** Lies to inform the practitioners of the training process to bring thoughts closer, in one way or another, towards the applied fields that are more practical. The technical and systematic development is rapid, which necessarily requires a particular care to gain new information and knowledge, so this research came as an attempt to inform the organizations of the factors affecting the training process. To highlight the most important technical methods used in determining the training needs and in the execution and assessment of training programs and trainees and compare that with the used techniques in the investigated banks, before drawing the most important findings and recommendations. Exploring the extent to which Iraq's Baghdad Bank is applying the training idea and assessing the performance of its employees and discourse corporate mistakes.

### **1.3 LITERATURE REVIEW**

Al-Mariani, (2014) studied the role of training in raising the efficiency of public sector employees' performance. A case study was conducted on the Ministry of Social Affairs in Al-Bahah Region in Saudi Arabia from 2013 to 2014. The study sample was a random sample of employees in the branches of social security offices in Al-Bahah at its various administrative levels. The study problem was that most of the government sectors face a significant shortage in the training process for their employees. The researcher used the descriptive analytical method to describe the phenomenon under study .

This study aimed to identify the magnitude of beneficence from the training courses that employees receive in the ministry and the role of training in developing and enhancing their performance. The study also tested the following hypotheses: There is a statistically significant relation between the training and the efficiency of the performance of the employees. There is a statistically significant relationship between the training period and its efficiency. There is a statistically significant relationship between the type of training and the improvement of the performance of the employees. The researcher most important results represented in the agreement of the study sample members on the role of training in growing the efficiency of performance and their need for it to improve their performance. The most important recommendations were: linking promotions, external

missions, some types of incentives and rewards with the training record "file" of the ministry's employees and studying granting financial incentives to pass some types of programs, besides supporting and increasing the interest in measuring the impact of training on the trainee and his relation to the development of his performance, work and practical skills. we have a comment on this study which is despite the similarity between the two studies, the difference lies in the dependent variable. This study is addressing the raising effectiveness of the performance of public sector employees, while the existing study is addressing the performance of the private sector. Al-Ghamdi's study focused on measuring the change in the performance of employees and its effect on production and work speed. The present study focuses on the ability of NGOs to fill the gap and address the problems of government institutions through the development of staff and involving them in training programs outside the country in order to achieve global experiences related to the fast technological development, here is another difference between the two studies as a researcher in the previous study did not address the concept of training in terms of methods and needs, with the difference in spatial and temporal boundaries as well as the quality of the research sample.

Bhat, (2013) studied the effect of training on employee performance. A case study for this article was retail-banking sector in India. This study includes one hypothesis and it is "training has an effect on employee performance. This study has been performed on bank employees in India.

The goals of this study was measuring the performance level in terms of imparting training. As well as, it estimates the training effect on employee performance on their job. The researcher assumed that training is positively effecting the job performance of employees. The number of participants at this research is 108 employees. The results analyzed by SPSS. The examined variables at this study are two variable one of them is the independent variable, which is training, and the other is the dependent variable, which is employee performance. The results of this study clarified that clarified that there is positive significant relationship between training and performance of employees. Therefore, the result of the study accepts the unique hypothesis for this study.

The study concluded that organization performance is highly effected by training of employees. In other words, training of employees is considered a significant originator depend on commitments of employees that in order rely on the rule of human resource of training and development. The researcher stated that studying the relationship between training and employee performance is a significant issue for current directors because today business trends demands more effective, accurate in less time and cost. This can be accomplished only by good design, development and deployment of perfect training programs for specific employees. Company offer more training to its employees contribute in getting knowledge about their jobs that ultimately allow them to get upgrades between their peer groups. As training positive effect work performance and commitment of employees, it is significant to strengthen and apply training as a part of organizational policy in order to achieve organizational objectives. Finally, the researcher mentioned that the role of managers and performance is unique significance and thus need to be studied because a good manager may increase or decrease the efficiency of training that effect positively or negatively on performance of employees.

Elnaga, & Imran (2013) introduced a study about the effect of training on employee performance. The study has been performed by providing an overview from, the literature about the effect of training practice on performance of employees and how it donates in improving the employee performance. The type of this study is an exploratory study based exclusively on insight drawn from analyzing the existing literature for many studies. The author mentioned that this research would serve as a mean in helping acquire useful knowledge and information about the subject area. The researcher has investigated many books, reports, studies and periodic in order to achieve the research objectives. The main objectives of this study was investigating the significance and meaning of training, recognize the importance of employees' performance, discover the relationship between training and employees' performance and finally to develop guideline to evaluate the performance of employees.

Through the analysis and results of reports, studies, books and periodic associated with this topic, the author discovered that directors do not recognize the significance of training and its impact on performance of employees. Besides, they believe that training will

increase the cost of the firm. The researcher developed guidelines for entire firms to evaluate the performance of employees. Those guidelines have been designed the true causes of the performance problem and in turn how best to correct it. The researcher has reached into many conclusions. First of all, training and development programs are necessary for any company in order to survive in today competition and add value to their employees. Various companies plan and conduct training programs for their staff without recognizing the goal and purpose of this training and without knowing what the knowledge, abilities and skills can be learned at the end of this development programs. Thus, the company must design development programs and training with clear objectives and keeping in mind specific needs for both individuals and company. The researcher concluded that training plays an important role in building competencies for new and current employees to conduct their job in efficient way. As well as, preparing the employees in holding future position in a company with full abilities and allow to overwhelmed the drawbacks in any job associated with area. Training programs is the restorative that workers need in enhancing their performance and abilities, which thus increase company efficiency. So, training should be designed on the basis of company precise needs and goals. Effective training is the considerate intervention designed at reaching the learning essential for promoted employee performance. The study confirmed the proposal that training effect positively on performance of employee.

Ramya, (2016) offered a study about the impact of training on the performance of employees and the proposal on how the company can improve the performance of its employees through effective training programs. The study was conducted at the Mangalore Pipe Factory in India in 2016. The study was entitled: "Ramya, The Effect of Training on Employee Performance". The researcher used the analytical descriptive approach in her study. Her study aimed at investigating the meaning and importance of training, recognizing the importance of staff performance and exploring the relationship between training and performance of employees. The paper discussed effective training and development programs aiming at improving staff performance, and that training indicates bridging the gap between current performance and desired benchmark performance. The scholar found that the main objective of each training course is to add value to the performance of the employees, and thus each type of company should design

the training and development programs according to its activity. The purpose of the training can be noticed in what the employees will achieve after the training program ends. Some organizations plan and implement the training program of their employees without specifying the purpose and objectives of those training programs.

The study concluded with recommendations, the most important of are: there is a need to raise the level of technology to reduce staff stress, the industry must take certain steps to improve staff performance and that the industry should provide scientific training facilities to the upper parties. The comment on this study is that both studies are similar regarding the independent and dependent variables. The researcher dealt with the concept of training in general, focusing on the role of technology and its support in facilitating the tasks of employees, which leads to the reduction of working hours and the completion of tasks with high efficiency. However, the researcher did not mention the details of the training's process, methods and type of training programs. The difference between the current research is represented in explaining the training needs and the provision of an application environment consistent with the recent changes in the science of contemporary management, which will strengthen skills and raise the productivity of employees in a manner consistent with the message and policies of business organizations in the private sector with a difference between researchers in spatial and temporal boundaries, as well as the quality of the research sample.

Tahir, (2014) provided a study regarding the impact of training and development on the performance and productivity of employees. The case study was the United Bank Limited in Peshawar, Pakistan. The sample consisted of eight banks. The researcher used the quantitative approach method to analyze and study the case. The main purpose of the research is to investigate the impact of training and development on staff performance and productivity at United Bank Limited.

The research aimed at identifying the perceptions of employees on how training and development is useful for them, to determine the levels of staff efficiency promoted by the training and development implemented in an effective work environment which contributes to raising the performance standard of employees, which would in turn increase the productivity of banks.



The researcher found the following results that show the importance of the role of human resource management in the management of the institution and the creation of new ways to upgrade the performance of the staff. He also found that training and development is an important aspect of human resources management. It is important for the organization to get skilled and capable staff to perform tasks better and that employees represent the organization's assets that should be maintained and developed.

The results of the study suggest that the staff at Opel University in Peshawar region regard training and development as a major factor in improving employee performance and productivity. The management of banks interested in its production and efficiency has been concerned with training programs and allocated budget for them. The commentary on this studies in spite of their similarity in terms of the dependent and independent variables of the methods, needs and training programs. The researcher tackled the concept of training in general and did not mention the details of the training process that show how to direct the employees towards complying with the organization's message and the rules followed by the employees within the limits of the powers and tasks entrusted to them, in addition to not explaining the type of systematic training that evaluates the performance of employees. The current study focuses on the impact of all training programs on performance improvement through a series of administrative procedures recommended by the study which follow the performance of employees according to a set of modern training standards with the differences between the two researches in the spatial and temporal boundaries as well as the quality of the research sample.

Hussain, (2013) has a study about the impact of training on the performance of employees. The case study was the commercial banks in India in the period 2012-2013. The study problem was to highlight the impact of training on the employees of commercial banks in India in light of technological progress. The researcher used the analytical descriptive approach in the case study to test the following hypothesis: There is a relationship between training and employee's performance in terms of quality, skill and organizational performance.

This study aimed to measure the performance level "standard" in terms of providing training. The researcher assumed that the training has a positive impact in terms of the

staff performance, and the researcher reached different conclusions, the most important of which state that performance of the organization depends on the employee as a key element in human resources in accordance with the training policies, and that training employees have given them institutional awareness that helps to quickly upgrade careers.

The researcher concluded with a number of recommendations, the most important of which is that the managers must follow the training process because today's time requires more accuracy and efficiency with less effort and cost; developing and disseminating excellent training programs for employees that helps in motivation; and that the post-training material element has an effective impact on the performance of the employee. the comment on this study Both studies look alike regarding the dependent and independent variables. The study deals with the concept of training from the American administration's point of view, which has transferred its experience India according to the process of scientific exchange and transfer of human expertise in training science, in addition to addressing the dimensions of training in terms of evaluating the performance of employees in the private commercial sector which contributes greatly to the movement of entrepreneurship and the recruitment of human resources that possess the skills and high experience. On the other hand, the current study discusses the importance of training as one of the most important elements of institutional excellence, which in turn creates a competitive advantage between commercial banks that operates commercially according to the global variables in the training market. In this case, the both researchers focus on the role of training in maintaining the performance of banks to be part of high-level training programs. There are differences between the research regarding spatial and temporal boundaries as well as the quality of the research sample.

Abdullah, (2015) offered a study is concerned with the importance of workers' training and raising their productivity for the benefit of the institutions and the national economy as a whole. This study was implemented in the Dal group of investment companies in Khartoum, Sudan in the period 2010-2014. The research community "sample" consisted of the heads of training and management departments at Dal companies. The problem of research was that the private institutions do not care about adequate training and the proper planning of training programs, which has negatively affected raising the

productivity of employees in different institutions. The researcher used the descriptive analytical method.

The study aimed at measuring the impact of training on productivity. It also tested several hypotheses, the most important of which are: the efforts exerted in training the employees in the company to improve the performance of the employees; the success of the training for the company's employees positively affects the productivity. The tests were conducted on the respondents using a questionnaire.

The study resulted in the following results: The company depends in appointing its employees on scientific qualifications represented by the master's and doctorate degrees, followed by the years of experience, as there is a relationship between the company's future plans and training programs, the acquisition of employee's skills to perform their work creates a high degree of self-confidence, and that internships Internal training alone does not help to raise efficiency.

The study concluded with the following important recommendations: The importance of appointing staff with higher educational qualifications to train managers of departments and to be as young as possible to keep up with the scientifically and technologically advanced countries, besides the importance of adopting plans to implement continuous and organized training programs. Despite the similarity between the two studies, the difference lies in the dependent variable. This study was concerned with raising the productivity of employees and developing their managerial abilities in order to increase the productivity of the institution, in addition to focusing on attracting human resources with scientific qualifications and certificates before moving to develop the cadres rapidly to catch up with the rapid modern technological advance. In the current study, the research focuses on the development of and reliance on experience without the absolute focus on the scientific certificates that would not be fully consistent with the job description but contribute to the productive compatibility of proposed and actual human resources. The researcher focuses on the follow-up and evaluation of the performance of employees before involving them in intensive training programs that will benefit from the experiences and skills needed by the institution in the future. The difference between the two studies lies in that the previous study did not address the concept of training methods

as the researcher dealt with the perspective of training methods in various aspects, ensuring the integration of the training process with the difference in spatial and temporal boundaries as well as the quality of the research sample.



## 2. TRAINING

In a world witnessing the spread of globalization or the so-called "economic totalitarianism", an increasing competition for goods, services and labor market and even investment opportunities between countries and institutions in light of the rising indicators of evolution and instability of the technological environment, and its association with each country's political and social conditions, all these factors raise the scale of challenges that businesses face in achieving their goals. To this end, the Human Resources Manager, in collaboration with the directors of the foundation, is supposed to take the necessary decisions so as to keep well-informed of the developments and alterations occurring at the level of the external environment, even those occurring in the internal environment (Stammers, 1975).

Through the last decade, many discussions have been performed about human resource and it is important for the whole company. It is considered the main element in achieving the competitiveness advantage for any company (Ferris et al, 1999). Therefore, education in human resource can be used as a main weapon to gain the competitive advantage. Many researches point that inadequate and ineffective administration of employees in small companies led to reduce the productivity and increase the average of failed of small companies (Mc Evoy, 1984).

The training can be image as a type of organized activity specialized to enhance the level of skill and knowledge necessary to conduct the required job (Gordon, 1992).

Due to rapid change in many innovative organizations, training has become essential for excellence and competition. That is, training course is the most important activity if not the main activity to achieve this task, by developing the experience, skills and knowledge in addition to the adjustment of human resources trends to serve the functional and organizational performance, and thus accomplish the objectives of the organization in a professional and integrated way (Shalaby, 2016).

It is proved that the enhancement of abilities, skills and knowledge of employees are the main source to accomplish the competitive advantage in global markets (McKinsey, 2006). In order to prepare employees in performing their job as required, many companies

and business organizations provide the training process in order to improve the potentials of their employees. Most companies apply long-term planning and invest in the construction of new skills for its employees. This allow dealing with unstable circumstances, which may face in future. Thus, company will enhance the performance of their employees by superior level of motivation and commitment. When the workforce realize the interest of their organization by providing training programs, they spend their maximum efforts to achieve organizational objectives in the job.

Attracting the interest of learners in training is associated with important issue and this configure the basic of success or training. This issue is the positon of trainers with practices and training results. The positive positions increase benefits gained by trainers (Nu'man, 2006). In fact, human resource is the main point for modern organizations, which make skills gained by employees' important factor in determining the current situation in addition to the future of the organization that effect by the performance of human resource. Method of training of the organization may effect the efficiency of employees (Iqbal et al, 2014, Padamanaban & Shakeel-Ul-Rehman, 2013; Elanga & Imran, 2013). Many practices of training can be used in order to enhance the performance of employees. This leads to enhance the performance of the organization as a whole and thus, training practices can be the main element to the success of any organization and this interpret its evaluation through the research. Practicing of human resource and training effect the organizational performance and this subject is hot topic for the new studies (Manning, 2015; Jayakumar & Sulthan, 2014).

As a result of the consideration of human resources as a competitive advantage, the growth of a new science has emerged from the strategic administration of human resource, which is defined as "connecting human resources management strategic goals targeted at improving performance levels and developing organizational culture in order to speed up Creativity and Flexibility" (Dessler, 2003).

## **2.1 TRAINING CONCEPT**

The training concept is no lengthier a traditional one incomplete to organizing conventional courses of training and yielding success documentations. It became a

strategic choice in the investment world and human resources development. Training nowadays is a system that provides the individual with information, refining his abilities and developing his skills, and changing his direction in order to develop his performance to achieve the objectives of the company (William, 1996).

Researchers have contested in different castigations to exploit "glorify" humans. Economists have called it human capital, accountants called it "human assets"; while administrators have called man "the intelligent capital, creative capital or knowledge capital."

Many researchers and practitioners of human resource have defined the training in different modes and forms. Training can be defined as planned operation to change the behavior by many events, activities and educational programs and may help the trainers on gaining knowledge, efficiencies, skills and abilities on performing their job professionally and effectively (Betcherman, 1992). According to Abiodun (1999), training may change thoughts, ideas, knowledge and behavioral sides for individuals in their relationships with work groups in the organization. Recently, many directors realized that the success of their companies highly depend on skills, efficiencies knowledge an ability of their employees. Therefore, they specialized resources of investment in training and development in order to make their organizations in better situation and deal with rapid changes in innovation and technology (Beardwell, et al., 2004).

The issue is much greater than the problem of patching up existing problems in the traditional training course; it is so complex that it needs scientific and objective treatment that is in line with the requirements of the stage in which we are preparing to enter on an equal footing with institutions that have taken the requirements of overall quality. This new methodology for TQM is based on the human element and its development on a continuous basis. Accordingly, the approach has evolved from the individual manager to the lead manager, and finally the highly efficient manager in influencing the elements of the environment he deals with. The administrative process was transformed from improvement to continuous and non-stop improvement and from regular management to preventive management (Trecy, 2004).

Hence, this talk leads us to define what training is:

Most specialists believe that "training and development contain entire learning involvements that deliver their workers in order to bring about a change in performance leads to the achievement of the purposes and objectives of the institution" (Rami, 2001). Notes in this definition that training is a process of learning. That is, the experience transfer at the human resources level for the purpose of harmonizing the real performance and the performance wanted by the organization in order to accomplish its goals, then training comprises the learning suitable behaviors process.

Training is also defined as "reflecting these activities which help employees increase their level of performance presently and future work by raising their knowledge and skills, or develop their knowledge" (Farabi, 2004). As for this definition, it shows that training activity in fact is a set of sub-activities. In addition, it has current and future objectives. It also highlights the close relationship between training and job performance of individuals, by focusing on the role of knowledge to improve the later, it seems that the performance of the term come to be synonymous with the term behavior in the previous definition for the term skills and knowledge, they agree learning experiences phrase.

To keep saying that training is limited to motor skills as well as manual and craft work only, while in fact it also means the intellectual side. Work requires in addition to manual and motor skills, theoretical information and creative ways of thinking. The latter must maintain their level and development. Thus, Training is a "deliberate activity intended at to provide individuals with a variety of information and knowledge that raise their performance at job area (Nour, 2007). The individual in the institution requires extra information and skills in order to perform his effieicntly.

## **2.2 TRAINING CONCEPT DEVELOPMENT**

The modern training concept is no lengthier a conventional concept that is limited to the organization of conventional training sequences and permitting of certificates of passageway these courses. It became an important strategic selection in the system of development and investment in human resources.



The concept of training underwent changes, especially after the industrial revolution in Europe, as it turned towards professional institutional work. It is developed as a systematic and planned educational activity by the organization. It aims to offer the workforce with multiple skills that improves their level of knowledge and capabilities and contributes to changing their behavior and attitudes towards adopting strategies that accomplish the objectives of the company (Griffin, 2001).

This includes development and training of employees and directors (Briscoe, 1995). Usually, training is used in order to fill the gap between the present performance and expected future performance. Development and training locates within a function of human resource development that described as an important function in management of human resource (Weil & Woodall 2005). Management of human resource plays a significant role in the success of each company especially small companies. Practicing of human resource is consider a basic part in promoting performance practicing. It is noticed that human resource management as a basic part in promotion the profitability of the company. It is recognized that human resource management may allow small organizations in promoting the organizational behavior in different fields such as responsibility of workforce, flexibility and efficiency. This leads in turn to provide superior performance of employees (Koch and McGrath, 1996). Between functional activities for this function is the determination of needs of training, development and selection of modes and evaluation of results at the end (McCourt & Eldridge, 2003). Guest (1997) stated that important policies is necessary to guarantee the performance of employees and this in turn guarantee the conduction of suitable development and training.

Successful companies, regardless of their size, are interested in the subject of training and take it to the highest priority. However, what differentiates a firm from other is not only the presence of training programs for the employees, but also the improvement of this training program as well. Also, the process of training makes the variance between one training manager and other, so training personnel must give the training development process a greater share of their attention (Banyasi, 2016).

Therefore, the researcher believes that developing institutions should attract highly qualified human resources to enhance the organization's reputation and promote its services in a modern manner based on flexible management technology and applications that measure training indicators and track actual and verified performance after the training period, leading them to enter the competitive market. Instead, the concept of training is no longer narrow to purely scientific theories, it has gone beyond this limit to comprehensive and integrated programs and methods, which requires strong institutions to balance their training plans and engage employees in professional courses that help develop their skills and abilities (Rafeil, 2015).

### **2.3 IMPORTANCE OF TRAINING**

According to these concepts of training, the significance of training for fresh and new employees is highlighted where the new assigned employee may not have necessary knowledge and skills to perform the duties of new jobs.

Management's sciences consider the training process to be an organized process of gaining capacity. Moreover, training has importance at society, organization and individual levels. It is an effective role to measure human activities according organizational excellence term. Also, human resources development is important in terms of reflection of these activities in the interest of society, organization and workers (Wilson, 1996).

According of increasing trend towards specialization in business performance, organizations need to adapt with new technologies. Furthermore, changing business conditions have led to train staff, as well as the emergence of training to be one of the most important functions that contribute to providing advanced levels of effective performance. This sheds light on the huge flow of information and linking individuals to the new competition market (Rashid, 2000). In addition, it is possible to deal with training on general skills as a motivation for commitment of employees instead of high wages or job security. For instance, employees may agree on receiving less what they agree in exchange of paying study fees (Cappelli, 2004). Whenever the security of job is decreased, the possibility of making training a part of psychological contact is increased,

the understood aptitudes of what employees and companies give at that company (Rousseau, 2003).

Training is a domineering issue for the company to face-lift the performance of whole the employees for organizational development and growth. If the organization works through the more up-to-date training plans, it will be able to raise the employee's performance, which will help enhance the efficiency of the company. This requires an understanding of the internal environment of the organization and analysis of the external environment especially in competition levels. It is possible to develop and enhance the type of employees by the provision of comprehensive training and development. Training is necessary not only to increase productivity but also to encourage and motivate employees by inform them the significance of their jobs and provide them with all information where they need to conduct those jobs (Anonymous, 1998).

On the other hand, training is needed so as to formulate employees to take on those professions with higher level of struggle and obligation, which requires higher levels of knowledge and capabilities, through the career or professional path. Hence, the importance of training in developing the capacity of employees to take up positions or posts with higher levels to be promoted in the near term (Rani, 2015).

## **2.4 TRAINING OBJECTIVES**

The organization is, in its nature, an entity seeking to profitability and excellence in a world where many organizations and the world became a very small village because of the development of technology and means of communications. The organizations we are talking about are private organizations, organizations of public interest and not subject to a government and private international institution. Training in such organizations has objectives that can be listed as follows:

- 1. Administrative objectives:** Reduce the burden on supervisors, where supervision, follow-up and correction of errors for trainees take less time compared with non-trainees, and the need for close supervision due to the confidence in the skills and abilities acquired by trainees. Also, it leads to enhance the flexibility and sustainability of the organization by increasing the specialized

knowledge and skills of individuals. Moreover, work on the right person in the right place by discovering competencies and flexibility in line with the job and the institution (Haddad, 2006).

2. **Procedural objectives:** they optimize resources by investing in acquired skills, in addition to permanent compatibility of staff skills and capabilities with ongoing environmental changes and job requirements and preparing individuals for higher career positions. Commitment to the budget is a sensitive point that should be considered in order to focus on the contract conditions and amount (Anfal, 2008).
3. **Economic objectives:** Increasing production efficiency, where training contributes by increasing the skill of the individual in raising production and reducing costs, increase production efficiency. Increase sales and maximize profits. Finding solutions to the problems of the institution and its continuous ability to restore balance and continue progress (Rous & Alquqa, 2011).
4. **Technical Objectives:** It involves minimizing the percentage of exhaust and damaged materials, because the component factor is better able to use the materials in the required quantity. Furthermore, the composition contributes to the treatment of the problems of work in the institution, such as cases of absenteeism or turnover of work or the large number of complaints and grievances. Training may change the perception of the working individual and improve his or her feeling as well as the institution in a way that makes them more connected to it, and more faithful in its behavior, policy and goals (Rustom 2010).

#### **2.4.1 Training Responsibility**

Training is a shared responsibility of all the parties involved - human resources management, business executives and trained trainees who will highlight the responsibilities of human resources management and executive directors.

##### **2.4.1.1 Human Resource Management (HRM)**

In order to operate successfully, each company must have resources, money, facilities, thought and equipment associate with the good or service to provide employees who use their outputs and finally persons who are the human resource to manage the company. Good management of individuals at work is the management of human resource. Human

resource management has developed to be an effective activity in each company. It focuses on wide deliberation associated with the nature of modern commerce. One of the main and most important elements in organizing and managing the job in the organization is the human resource management. Shen, (2004) pointed that human resource includes all activities of management and decision that effect on the relationship between the organization and its employees who are in human resource. McDowall et al., (2010) argues that identifying the importance of training in recent years effected by the competition and relative accomplishment of organizations. Investment in employees have been widely confirmed. As well as, many discussions conducted about invented enhancements and hierarchical change gradually pushed some organizations to realize that accomplishments depend on skills and knowledge of employees. This means high and continuous investment in training and development Beardwell & Holden, (1993) argued that human resource concept for instance, the duty towards the company and development of quality have motivated senior management to understand the increasing importance of training and development of employees and long-term education. The nature of this concept does not need just accurate planning but it needs more emphasis on development of employees.

#### **2.4.1.2 Executive Directors (ED)**

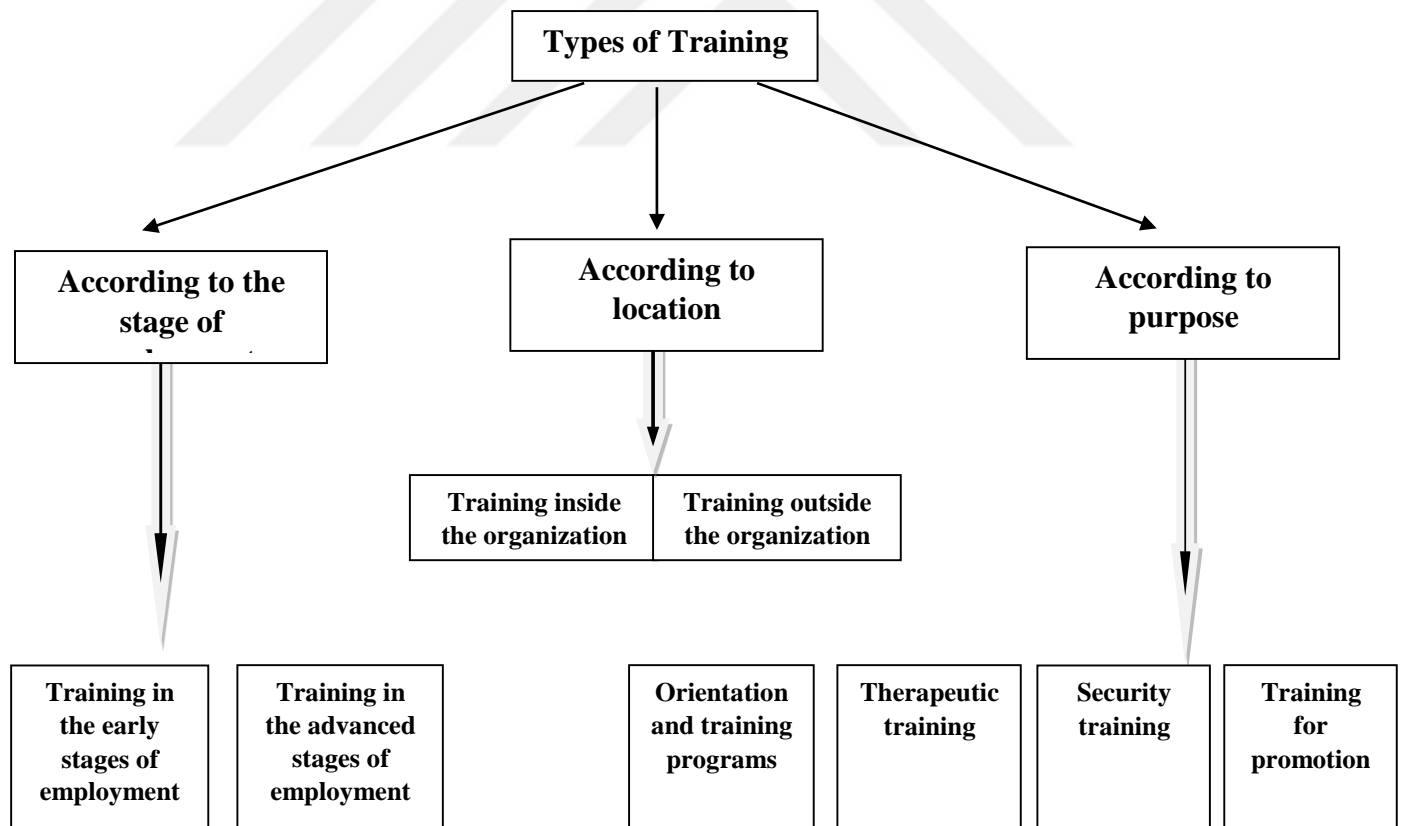
It is the duty of the senior management of the company to assume the largest responsibility for training as responsible for the development of the Organization as a whole and for achieving the general objectives by raising the level of performance. Furthermore, ED could provide skills and information to subordinates and provide technical knowledge for the design of internal programs. At same time, one the most important responsibility is following up Employees' behavior at all levels of career (Decouza, 1996).

It should be borne in mind that any individual within the organization is responsible for training and developing himself, that he or she must take a picture of himself, identify the points that need to be developed, and discuss them with the head of the direct, or the training and human resources manager, so as to know what can be done in this regard, as

well as the role of other parties in the training and development process (Al-Karkhi, 2014).

## 2.5 Types of Training

The researcher considers the training as a mean to accomplish the goal of any company by development of individuals with high levels of performance. It differs in accordance with the type of job and level of employment and it differs from one company to other. According to the nature of the process itself, financial abilities of the company, potentials, and number of work individuals. Thus, it can be said that many training types can be classified in accordance with their goals including categories classified according to level of function or its type and other classified with work place and employment level. Figure 1 illustrates the types of training.



**Figure1 :** Types of Training (Source: Prepared by the researcher 2019)

- 1. According to the stage of employment:** Training process is restricted on specific community of employees without others. Training includes all types and categories of employees of workers, supervisors and directors. Nevertheless, it is possible to be classified according to the stage of employment for two types training in first phases of employment and training in progressive phases of employment.
  - A. Training in the primary phases of employment:** It is the training where individual receives in the early time of linking the job, which is to prepare the individuals and present them to new the job that became dependent on each one of them and how they are performing and informing them about the organization's systems, objectives, policies, tasks and responsibilities in which they were appointed and how to advance them. In addition, until the involvement which you conduct in order to achieve the general goal for the company. Each individual is informed by the job necessities (Hanafi, 1997).
  - B. Training in the progressive phases of employment:** It is the train process for the old employees in the organization. This training type goals to provide the staff with new information, knowledge and skills needed to growth in the management disciplines and technology to help them enhance their abilities to accomplish the work and develop the information, knowledge and skills they have gained before and raise their capabilities and efficiency in work. The vocation level comprises vocational training, specialized training, administrative training and training the trainees. So, all these professional dimensions focus toward increasing employees' performance (Rathwan, 2013).
- 2. According to location:** Training types can be organized in accordance with the place where the training of workers to two types, either inside or outside the institution.
  - A. Raining Inside the Organization:** This type of training is more prevalent due to its lower costs if it is compared with external training. As well as the shortest duration of training, trainers belonging to conduct this type of training and from outside. So, the organization deals with them in order to perform training programs and supervise the employment. They are located in particular training accommodations or schoolrooms inside the institution or at the work area (Kamel, 1992).

**B. Training outside the Organization:** sometimes, the company desires to train workers outside its surroundings, due to the accessibility of training outfits much better away. This type of training may take place in training institutions or through government programs (Gazawe, 2006).

**3. According to purpose:** The types of training can be categorized in accordance with its goal to the following types:

**A. Orientation and training programs:** This type is dedicated to new employees. It is represented in providing the employee with knowledge by the environment where he works and other tasks and give idea about the way of work and role he performs through this job in achieving the general success. this type of training is significant in the life of new employees as it helps the employees to adopt with the new job, perform the job by good way and generally adopt with the international environment of the company (Hodgetts & Kroeck, 1992).

**B. Therapeutic training:** employees need remedial training programs if they failed in performing specific job, which they have undergone to previous training programs. Thus, the organization designs second training programs in order to manage the lack and know the reasons of this failure to allow the organization on removing the shortcomings, which was the reason behind the failure of the individual, and get benefit from the training programs (Ivancevich & Glueck, 1986).

**C. Security training:** The objective of this type of training is to alert the employee to the significance of security on preserving the safety of job area and also preserving the property of equipment, tools, buildings stock prices and others. Therefore, monitoring of production and its means in quality organizations where they train their employees top control the accidents and maintaining the machines (David, 1991).

**D. Training for promotion:** the promotion concept points to move from one positions to higher position with higher duties and responsibilities. This means that the new position needs knowledge and skills by the individual. The result of this is generating the desires for gaining more knowledge and skills to perform the required job as required (Maher, 2003).



## 2.6 THE SUCCESS CONDITIONS OF TRAINING

There are conditions that must be met in order to accomplish the success of the training process and to harvest the results and benefit from them. They are as follows:

- 1. The extent to which the establishment recognizes the training operations:** Many establishments do not recognize such training because they consider it to be only operations that have no real value or material benefit. This is not true as the company looks for the short term and does not take into account that the economy in the costs of preparing training programs for technical and administrative employment is not considered a saving but is one of the main causes that may expose the establishment to bear material and non-material losses due to the lack of acquisition of all types of employment and specialization it gives them knowledge and skill about the nature of their labor. (Neo, 2000).
- 2. The extent of the entity's financial ability to cover the costs of training programs:** The availability of matching between the costs of conducting training and the financial budget allowed within the scope of the department responsible for staff training and development is significant and the initial study of the financial capacity of the entity should be adjusted and the proportionality of each of these aspects should be ensured so that the entity must not incur material costs beyond their financial capabilities.(Madhoun, 2009).
- 3. The validity of the training program:** One of the factors on which the success of the training depends is the validity of the content and the composition of the training program, so as not to lose substantive training on the nature of the subject of the training or the training of the work on tasks that are not considered among their own responsibilities (Jawhara, 2015).
- 4. Availability of the appropriate climate for the training process:** All the above elements necessary for the success of the training process may already be available, but if there is any deficiency or inadequacy in providing the appropriate training environment, the training process may not be integrated due to the trainee's inability to cope with the nature of the job through the training process (Al-Omari, 2007).

## 2.7 TRAINING OBSTACLES

The researcher found that the most sensitive obstacles are those affecting negatively and may lead to the failure of the training process. Therefore, all organizations should avoid wasting effort, time and money by recognizing and treating training pools before they occur. There are various reasons for failure of training. These are as follows:

1. The course is very theoretical and is not associated with the work: Several courses are performed just to consume the training budget without interest by the selection of new suitable courses and study the needs of training. Moreover, sometimes the trainer maybe know the theoretical background for the training subject but he has not practical experience at this subject. So, he will fail to access the practical inforamtino which will work on developing the practical skills needs by trainees (Koukash, 2005).
2. Human Resource Policy: Haywood has explained this issue and according to designed policy by human resource of training programs. As well as, Haywood mentioned that there are high number of training programs which effect on the main goal of training that is the development of skills and make change (Haywood, 1992).
3. Trainees have been chosen according to the wishes of directors and not according to the actual need of job. Some people considers the training course as prize provided by manager to the person he likes. Thus, you will find a person who has noting with training attend the training course whereas the employees who needs this course does not attend (Duqan & Obedat, 2016).
4. The trainees have no desire to learn: Ensure from the ability of trainees is necessary because some managers do not change their administrative modes even if he participate in tens of training programs, as he does not think that management theories can be applied in his world (Sayrafi, 2008).

5. The training materials are bad: Several trainers attempt to use the training courses who they have and they do not try to change in accordance with trainees' quality. This will effect negatively where trainees need into close example from his reality. However, many trainers use the training courses that existed on interne. Thus, examples from other reality and different environment and training courses are not suitable for trainers and trainees (Goldsmith, 2006).
6. The trainer is unable to connect information or develop knowledge and skills: The reason of failure may be the lack of ability for trainer to explain subjects and use the professional training methods. Furthermore, trainer must keen on allow trainees on gaining skills they need which allow them to enhance their performance (Cavallari, 2007).
7. Organizational factors: Everything tends to be exaggerated with the surrounding environment and with training organizers. Birdi stated that lack of management support could reduce the effect of creative training. In-conducive environment distresses training efficiency. (Birdi, 2005).
8. The work environment does not allow trainees in order to apply what they learned: This is big scourge where trainees gain new skills and knowledge and when they return back to their work everybody refuse to allow them using these skills (Khoury, 2015).

### **3. TRAINING METHODS, TRAINING NEEDS AND TRAINING PROGRAMS**

#### **3.1 TRAINING METHODS**

This topic covers the concept of training methods, types of training methods, selection criteria for training methods training methods role in training process and Success factors of training methods.

##### **3.1.1 The concept of Training Methods**

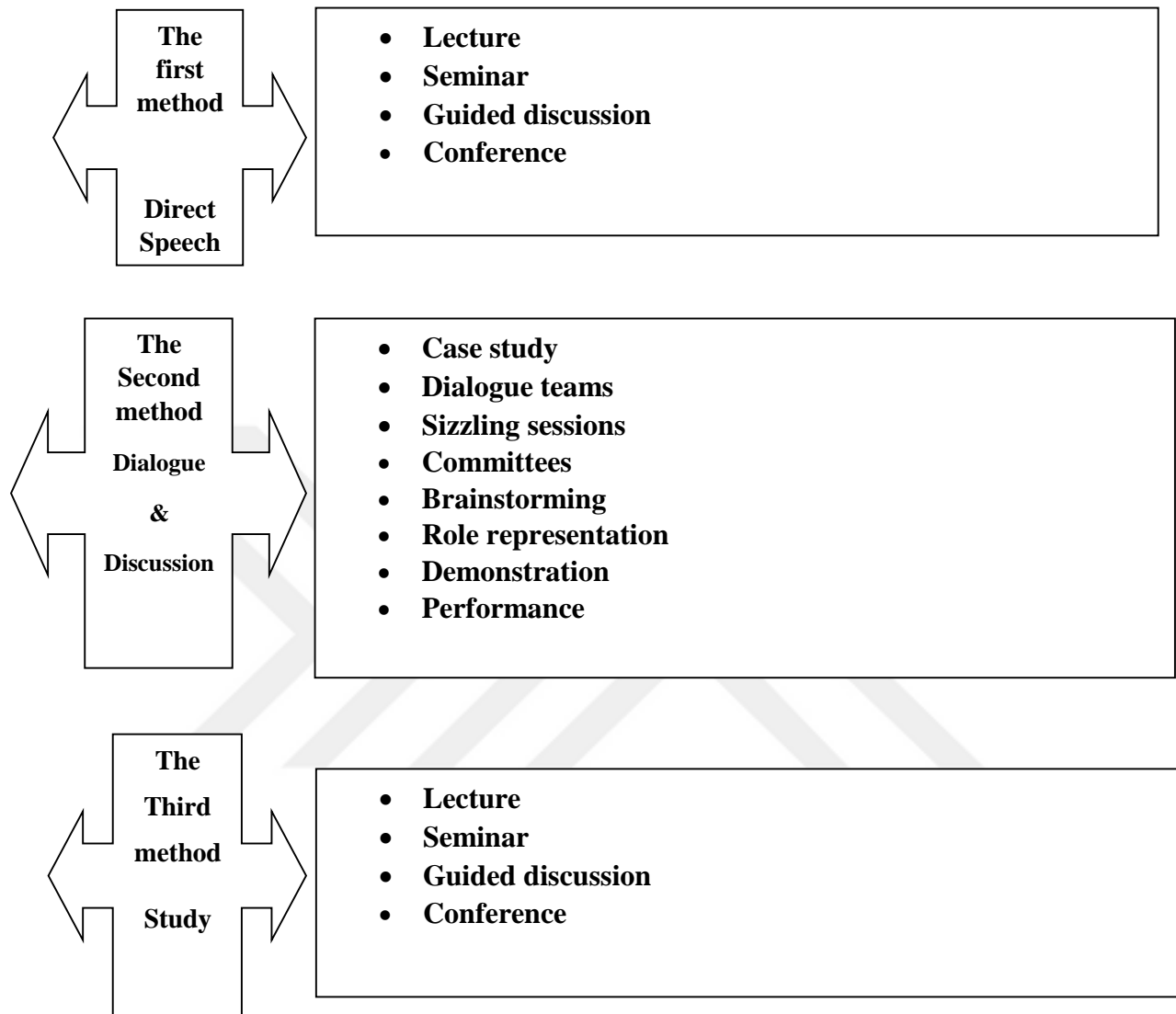
Training method is defined as “a systematic process or methods which through skills are developed in a person, employee of a company”. Combination of different methods of training donates to the efficiency of the training programmers. Training methods are considered as a kind of modern technology consistent with the external environment of the organization (Hemanalini, 2013).

The methods of training can be understood as the techniques that the organization brings to its employees in the form of information and expertise in order to transfer responsibilities to practical achievements by using the resources and resources available to accomplish the goals of the company and raise the performance of employees (Mizuno & Tanaka, 2006).

These newly discovered and developed training methods convey information and skills to trainees. Training methods could be an accurate description of all activities studied and then converted to information and skills to be used by staff during the implementation of the tasks entrusted to them (Linz & Huddleston, 2006).

##### **3.1.2 Types of Training Methods**

The development of training methods has undergone many changes depending on the changing concepts of training, why training and what benefits we want from this effort, time and money spent on training. In the past, the training was limited to the concept of lectures in the field of theoretical and technical training in the practical aspect, but with the change of concepts and the development of technologies and the emergence of centers specialized in the field of training, that has been extensive studies on training methods, and the total was summarized to fifteen training methods as shown in Figure 2:



**Figure2 :** Training methods (Source: Prepared by the researcher 2019)

**The first method:** Direct Speech includes the following:

- 1. The lecture:** It is a semi-formal speech, which through the trainer presents a series of truths, concepts, values discovering a problem and explaining relationships. It would be useful to use in an introducing trainee to the theoretical fundamentals and learning resources of the material. Also, it appropriate for clarifying rules, principles, concepts guidance and procedures When the number of listeners in available short time (Wills, 1993).

2. **The seminar:** it is a 30-50-minute dialogue between the expert and a group of trainees. A group of queries will be asked to discover several features of the subject. The personalities to be interviewed will be informed beforehand of the categories of questions to be enquired (Rabea, 2005).
3. **Guided discussion:** according this approach, the trainer prepare many questions directed to the service of the program. Then, he asks these questions in organized logical sequence to be answered, later he reaches them to answer and moves to another question. Thus, delivering trends and convictions in the style of directed question and discussion that is a corporate and exhilarating method, but it needs skill and efficiency to manage the discussion and leading it to assist the goal properly (Ritha, 2011).
4. **Conferences:** The conference method and collective discussion methods are used to access the training goals. These methods comprise a mix of queries, replies and comments by the trainer, replies, comments and queries from trainees. Many professional organizations lie on this training's method because It's an opportunity to develop innovative solutions to solve problems, Furthermore, the conference is leading to express a different opinion and to hear others opinions is encouraging for encouragement is often high in a discussion that is well prepared and competently managed (Jebran, 2009).

**The second method:** Dialogue and Discussions, which includes the following:

1. **Case study:** One of the most accurate methods used to know the vision of the organization and the ways to reach goals, as it needs a long time because it's contains many of the theoretical and practical dimensions associated with the policies of the Organization. It involves the contribution of trainees in the training process, where they are presented with a problem, a position or a convincing phenomenon and asks the group to analyze it and reach an appropriate solution, suggestions and recommendations. This method will be a good chance for participation by scholars and expert in order to develop capacity for in-depth discussion of weight-bearing factors. In addition, it can develop the ability to

judge things, think critically, and solve problems. In addition to increase the skills of human relations (Khateeb, 2014).

- 2. Dialogue teams:** Like this, many persons (3-10) in the guidance of the manager of dialogue team who should have an in-depth understanding of the subject of the argument must be able to covenant with the delivers, in addition to being able to discuss the group of trainees to join. Then, the participants present their views on particular set of procedures. This method uses to provide views on ethical and unresolved issues. It helps the participation degree with great groups which cannot be accomplished by the use of any of the other approaches. Moreover, this dialogue benefit in raising interest for a specific topic and problem (Wexley, 1986).
- 3. Sizzling sessions:** In this way, a large group of trainees is separated into small groups and each group consists of six members. Each group is given a problem and is allowed 6 minutes to discuss and prepare to report its outcomes to the large group. This approach allows participation of all attendees, offering feedback, sharing ideas and making the discussion more effective. On the other hand, it is a bit difficult because it's required a leader capable of organizing groups quickly, making them start working without losing time (Valle, 2000).
- 4. Committees:** It is given to a group of trainees ranging from (3-4) superior task in the procedure of a problem, and asks the group to study the problem, and to reach the results and planned answers or a set of executive steps. Committees will be used during survey a topic or problem. At the same time, organization need to create a new product and expend the experience of employees in field, Hence, this is a perfect way to allow the determined use of the talents and capabilities of the team members. Later, it's will be an appropriate method to evaluate activities and project (Ulrich & Von, 1991).
- 5. Brainstorming:** Brainstorming is creative idea generation technique. It is also a problem-solving method. This method delivers free environment to show thoughts of individual, without interesting criticism from any one. Each created thought is registered and considered as an answer to a problem in order to find the most appropriate decisions. (Kumbhar,2018).

- 6. Role representation:** It is a dynamic process of training that involves the involuntary illustration of a location by two or more persons under the direction of the instructor (Ganim, 2002).

**The third method: Study:** It consists of the following:

- 1. Assignments:** During assignments, the instructor instructs the trainees to read in books or journals, instructs them in preparing a research or project, or identifies problems for training in a specific skill. This method will be used when introducing the trainees to a particular topic before taking it in the classroom or in the laboratory. Moreover, this approach offers the trainees the chance to perform the necessary exercise to ensure that they are proficient in the skill of the training subject (Qasim, 2009).
- 2. References and books:** It's a significant conventional method. It is necessary to use books, references and journals, particularly the modern ones, as the trainee should learn and deal with similar references, as they will continue sources for the knowledge and science. Training may be stopped for each person, but these references will stay inside the reach of everyone. Nevertheless, the disadvantages of this approach are that various persons do not want to read, and some feel a bit of boredom when referring to these references (Valle and Dolan, 2000).
- 3. Techniques (audiovisual):** are among the common training methods in all organizations of training in the world, where the training material is collected in video or tape or placed on slides or transparencies, and then exposed to trainees, and should prepare films and tapes well prepared and interesting to increase the attention of trainees, else these approaches will be boring for trainees, because the trainee participation is limited (Venkatraman, and Ramanujam, 1986).

### **3.1.3 Selection Criteria for Training Methods**

The proper scientific of training methods is one of the basic standards that determine the efficiency of the training program. The rapid development that characterizes the nature of managerial functions and the remarkable complexity of the required expertise of the human element. In addition to the continuing challenges in the field of business have led



to a significant evolution in the contents of the training methods, which will affect the employee's efficiency of and therefore the achievements of the company (Hafeth, 2001).

This training process development in general and the training methods in particular, the process of choosing the training method is not an easy task, but it is dependent on multiple factors, variables and criteria, which must be linked to the strategies of the organization in the training of its employees. Also, there is an appropriate environment to determine the standards of training methods that closely interfere with the size of the trainees and their place of residence. In addition to the human capabilities and training personnel (Frye, 2000).

An important criterion to consider is the choice of training methods, which include the objective the training program seeks to achieve, the level of functionality and tasks assigned to the staff, the contents of the training material, the costs allocated to the training process, and how the trainer is consistent with the trainers (Allen, 1990).

#### **3.1.4 The Role of Training Methods in the Training Process**

Several studies and research have shown that the variety and sophistication of methods helps to raise the quality of training and increase productivity, which leads to the development of the performance of employees and requires the need to keep abreast of changes in technology in order to compete for investments in business. Furthermore, identification of training methods One of the most important steps that large organizations must follow in order to evaluate the training process is to raise the performance of staff in line with the strategies of the organization (Paat & Rumokoy, 2015).

Organizations that want to develop the skills of employees need to understand the importance of training methods that will attract the attention of trainees and raise the degree of readiness to develop their professional abilities, which leads to the activation of staff experiences and turn into creative activities. The role of training methods helps in conducting the training process by turning ideas into tasks then into professional projects (Evans, 1990).

Laila (2001) points out that the role of training methods is effective in promoting the practice of analytical and innovative thinking. It also ensures the effective participation

and harmony of collective performance, which contributes to unifying efforts and guiding them towards the goals of the organization.

### **3.1.5 Success Factors of Training Methods**

The field of business is part of an accelerated global competition that needs to be understood in a professional manner, considering changes in training. Therefore, organizations should look for competent trainers who can explain the training material effectively. It is very important that the trainers have an ability to communicate information for the trainees to develop their skills, knowledge and performance (Driskell, 2011).

Instead, it is worth analyzing the trainees' personality and background, and the experience they possess. As well as the classification of employee functions, measuring motivation for training and this requires careful study of the abilities of trainees. Moreover, encourage employees in participation intensively in training programs and comparing their performance after the training process to raise their skills, which leads to increased productivity of the organization (Falola, 2011)

Great organizations allocate annual funds for training purposes and provide an environment conducive to the use of modern methods of training. In addition to attracting professional training companies to study the conditions and policies of the organization to determine their training methods. The importance of analyzing the effectiveness of training methods is a transitional phase that contributes to the accomplishment of the company, which requires the provision of high-level training methods suitable for the acceleration of technology and information revolution (Mishra, 2015).

Weaknesses lacking in the organization and strengths of the organization define the indicators of the success of the training methods. Organizations need to understand their internal environment in a realistic way. They address problems; follow their causes and their negative impact on the employee's performance. At the same time, it is significant to strengthen the capabilities of the staff in order to activate the training methods and determine the direction of training towards the organization (Voegtlin & Bruch, 2015).

## **3.2 TRAINING NEEDS**

This topic covers the Concept of Training Needs, significance of identifying training needs, Classifications of training needs, modality of identifying training needs and determining the type of necessary needs of the trainee.

### **3.2.1 The Concept of Training**

The need defines linguistically as the lack, deficiency and need means a lack of reaching the required goal (Marumah, 2003). The need is what it takes to complete a deficiency or a deficiency in it (Mario, 1983).

The training needs are identified by Darwish and Tekla as: the set of changes needed to be made in the person regarding his knowledge, skills, experience, behavior, and trends to make him fit for a higher position or to conduct the functions and responsibilities of his existing job with high efficiency (Darwish and Takla, 1980).

It is necessary to perform this analysis in order to identify the training needs of employees or specific function. What are the practical needs for each employee? Why an employee needs the training process? Each training starts by analyzing the needs and create the analysis of needs and it must be always the first step in the training process (Infande, 2015).

The different concepts of training needs can be found in the following:

John Marshall and Sarah Caldwell noted that the participation of trainees in identifying their training needs leads them to eagerly attend training courses due to the compatibility between their actual training needs and their goals and content (J.c & Caldwell, 1984).

According to Edgar Dale, the adoption of trainees' training objectives and participation in identifying their training needs will contribute to eliminating the disadvantages that may be encountered. In addition, trainees who participate in identifying their training needs become more self-critical, knowledgeable about their professional abilities, and inquire about every job they do (Dale, 1985).

### 3.2.2 Importance of Identifying the Training Needs

The significant of training needs is the essential for the entire factors of the training process and the most important of them is the identification of training needs, design the training content and its activities and evaluation of the training program. In addition, it must include the emphasis on good performance and the basic goal of training. Training needs discovering points to persons who will be trained and the type of needed training and forecasted results (Dura, 1991).

### 3.2.3 Classifications of the Training Needs

There are many methods to categorize the needs of training, comprising the following:

1. **According to the goals:** Classified to improve the performance of individuals, such as courses of newly appointed teachers in teaching or pedagogical methods. Furthermore, operational needs to increase the effectiveness of job including courses on how to use a new management system or a new way of working. As a result, development needs to raise the effectiveness of the organization including the training of integrated cadres for the operation of a technical unit (Hasan, 1990).
2. **According to the time duration:** They are classified into Firstly, vital needs (immediate - unplanned). Secondly, short term needs (planned). In addition, to future Needs (Development / Long Term Plan) (Jubr & Joseph, 1989).
3. **According to the size of training,** classified into: Individual needs and shared needs.
4. **According to the place of training:** On-the-job training needs based on internal expertise, Also, Out-of-work training needs based on centers, training forms or related organizations (Al-Khateb ,1995).

### 3.2.4 Modality of Identifying Training Needs

- **Organization analysis:** From this aspect a professional firms and construction of the organizational structure, policies and regulations, their functional structure, their labor force characteristics. In addition to grades efficiency and effectiveness. Also, organization could recognize the most important training needs of the organization and all management separately (Sakarneh, 2005).

- **Job analysis:** It aims to identify the indicators, information and trends required to complete the work's criteria by degree of individual achievement of these requirements are measured. This model is analyzed through a set of elements which are: job descriptions, job descriptions and performance rates. Moreover, analysis consists of the changes and modifications that made on these elements (Sofia, 2012).
- **Employees analysis:** This perspective works through the study of functional employees' specifications (qualifications, experience and guidance). The personal characteristics will be under monitoring and evaluation plans in order to determine in order to know who needs training what kind of skills employees need. Later, recognize weaknesses that need to be addressed and developed (Fadi, 2007).

### **3.3 TRAINING PROGRAMS**

This course will cover the concept of training programs and their effectiveness. Effectiveness of goal setting for training programs, effective planning of training programs. Stages of designing training programs. Effective assessment of training programs and Training Programs and Job Satisfaction

#### **3.3.1 The concept of training programs**

Training programs are defined as "the tool that links the needs to the objectives to be achieved in training, and the scientific material by means and methods of training with each other in a relational way to develop human resource to accomplish the goals of the individual and the organization (Fareda, 2015). The training programs are "a set of planned and planned activities that aim at providing the human resources in the organization with specific knowledge, enhancing and developing their knowledge, skills and capabilities, and changing their attitudes and outlooks in a positive constructive manner" (Auluck, 2007). Mahiraq (2014) defines it as a plan that includes mainly a set of selected training objectives in the light of analysis of work and content, methods of training and assistive means through which these objectives are achieved, as well as the necessary assessment tools to ensure that the program achieves its objectives.

### **3.3.2 Effectiveness of training programs**

The purpose of those programs is to match the current reality of the training process (staff, function and organization) with future aspirations or challenges. The degree of effectiveness is thus measured by the extent to which the program can create a congruence between the present and the future to be reached within a given time period Specific (Lusato, 2013).

There are some professional results on the efficiency of the training programs, where it was considered that the process of transferring knowledge and skills becomes more effective whenever a variety of factors are available. There are clear objectives for the training program and clear objectives for the individual involved in the program. In addition to existence of a work environment that promotes independence in thinking and movement and supports processes of change (Najjar, 2011).

(Al-Enzi, 2013) agreed that there are many elements in determining the efficiency of training programs, and they see the most important and important elements in the efficiency of training programs are three factors: And design and execution of the training program, assessment of the training program or measuring its effectiveness.

### **3.3.3 Effectiveness of Goal Setting for Training Programs**

The effectiveness of the training program depends on defining its objectives in a clear, understandable and consistent manner with the objectives of the organization. It is linked to the specific objectives of the trainees. It should be prepared in a assessable behavior form. So as to determine the efficiency of the training program, it is difficult to achieve the effectiveness of the training program. Management training program, and makes it just a waste of time, effort and money (Karzan, 2008).

(Al-Tani, 2011) says the formulation and building of training objectives represents an important and fundamental stage in transforming training from the concept of expenditure to investment. That is, the success of the training relies on the benefit of the analysis of tasks and functional skills then determine the extent of deficiencies in the performance of the employee and then describe the appropriate training.

Achievement of any training objective is closely related to the extent to which the objectives of the above objectives are strictly followed, the extent to which the instructor can use the appropriate method to achieve that goal and also the desire and seriousness of the trainee in training (Joseph, 2010).

#### **3.3.4 Effective Planning of the Training Programs**

The success of the training process is measured by the extent of its ability to achieve its mission. The message cannot be achieved without proper and organized planning. The planning of the training programs is to predict the present and future needs in the field of developing the employees' performance and accomplishing the goals of the institution. For any training work, and to take the necessary decisions to define its objectives and the various resources necessary to achieve these objectives. Planning is a scientific method to reach specific goals for the purpose of achieving comprehensive development. Needs cannot be fully realized without continuous planning. This helps to draw solutions to the problems, difficulties and potential obstacles that occur in all steps of implementing the training program. Specific and least costly (Rofeda, 2004).

Define the objectives that are expected to be achieved on the impact of the training program. The goals are the results that are developed in light of the training needs and their approval in advance, in light of which the training resources is developed and the goal of the program is determined by translating the training needs into goals (Mousa, 2013).

Organization should reduce the total costs, because productivity costs cannot be achieved by eliminating workers, but by training human resources in streamlining processes and reducing waste of money, material and time (Hamala, 2015).

#### **3.3.5 Stages of Designing the Training Programs**

The presence of the appropriate place for the technical training program, which has all the necessary facilities and equipment, and qualified to implement these training programs, is a factor in the psychological comfort of the trainees, which reflects positively on the level of interaction with the training program and their collection. Timetable for training programs: It includes the duration of the program in the weeks, the number of

days of the week allocated to the program and the number of hours required for each subject or training unit theoretically and practically (Al-Rajhi, 2008).

Determines the functional tasks targeted by the program by limiting the number and addresses, and to identify the job description by virtue of the similarity between them Training budget is one of the most significant elements of the training process. The budget should consider the different training programs, local or external, with total or partial funding. (Hussein, 2013).

### **3.3.6 Effective Evaluation of Training Programs**

Suray (2003) list defines the training evaluation as "the measures used in order to measure the effectiveness of the training programs and the level of their success in accomplishing their objectives, the extent of change in the trainees, and the competence of the trainers." Measuring the effectiveness of training through the level to which the training program achieve the desired objectives, the suitability of training for the needs of individuals and the institution and measuring the knowledge and skills that were transferred to the work environment. Building an information base that can be used to assist management in making future decisions in order to distinguish the efficiency of the training approaches used to achieve the training goals. (Luqman, 2011).

Measuring tangible impacts in different organizational aspects, such as reducing costs, reducing leakage, and improving productivity. As these objectives are concrete, evaluation is done by comparing records before and after training. The change is a result of the employee's performance. Therefore, Nuhra (2009) believes that a serious and effective assessment of the training program.



## **4. PERFORMANCE OF EMPLOYEES**

This chapter discusses the concept of employee performance, importance of evaluating the performance of employees, objectives of employees' performance, performance evaluation components, performance classification, factors affecting performance process, relationship between the training and the employee's performance, stages of performance evaluation, performance assessment responsibilities and motivation and performance.

### **4.1 THE CONCEPT OF EMPLOYEE PERFORMANCE**

In ancient Mesopotamia, documents indicate that the ancient Sumerians practiced the arts of administration and used the bases and rules on which the administrative process was built, including the process of evaluating the performance of the workers. Ancient Egyptians also practiced this process extensively and adopted it as an activity of administrative control; China's ancient civilization used job-based selection systems, which were regarded as one of the requirements of the measurement and expectation procedure for the performance of the incumbent (Youndt, Snell, Dean & Lepak, 1996).

Herbert, John & Lee, (2000) defined performance of employees as a result of the contribution of employees to allow the firm to accomplish objectives whereas the performance can be used in order to identify achievements of the company in terms of operations, results, significance and success. Afshan et al. (2012) define the performance as accomplishment of determined tasks, which can be measured in accordance with predetermined standards or determined in terms of accuracy, speed, and cost. Performance of employees can be demonstrated in enhancement of production, ease of use the technology and highly encouraged employees.

According to Hawthorne studies, and various researches highlighted the productivity of employees the fact that if employees are satisfied with their job, they will achieve higher functional performance and therefore, they can keep higher position more than those who are not satisfied about their jobs (Landy, 1985). Furthermore, it is said that employees are more likely to turnover if they are not satisfied and therefore, their desire is decreased in showing good performance. Performance of happy employee is higher and management

find that easy to motivate employees with high performance to reach into specific goals (Kinicki and Kreitner, 2007).

Employee can be satisfied when he feels that he is qualified to perform his job. This can be achieved only by good training courses. Recognizing the training courses role, senior managers enable in the creation of better work environment that work at the end to enhance the level of motivation and the performance of workforce. Leonard-Barton, (1992) stated that organization that gives a value to knowledge as a source of gaining competitive advantage must construct a system which guarantee the continuous education in effective approach. Pfeffer (1994) highlighted that effectively trained employees are abler to achieve the performance goals and gain competitiveness advantage in the markets. Training is determined as a process dedicated to enable employees to finish the task in effective manner. Therefore, it is considered a vital element in managing the performance of human resource strategically.

#### **4.2 EVALUATION-RELATED INTERVENTIONS**

The process of assessing employees' performance is considered an organizational process which through weaknesses and strength factors of employees are evaluated in addition to modes that can be adopted in order to enhance employees' performance. Some studies say that evaluation of employees' performance aims to study and analyze performance of employees to judge their success and level of efficiency in current job. As well as, it includes judgment on potential growths of individual and progress in future and hold greater responsibilities or promotion in the job (Inasaf, 2006).

Also, that it's "the procedure which aims at assessing the achievements of individuals through an objective means of judging the extent to which each individual donates to the accomplishment of the tasks entrusted to him. In retrospect, most authors and researchers agree that the process of measuring and evaluating the performance of employees aims to answer the following questions (Ichniowski & Prensushi, 1997):

1. What is the individual's level of performance and behavior at work?
2. Is this behavior and performance considering a point of strength or weakness for the individual?

3. Is the same performance and behavior likely to recur in the future?
4. What are the suggestions of this behavior and performance on the efficiency of the organization?

#### **4.3 IMPORTANCE OF EVALUATING THE PERFORMANCE**

The process of evaluating employees' performance helps employees to identify their strengths and weaknesses in order to continuously enhance their performance, in addition to encouraging employees to learn and benefit from successful experiences in other organizations. Therefore, accomplish more employee commitment towards the company objectives which firms to develop their employees and work professionally to increase the performance (Huselid, 1995; & Ichniowski et al., 1997).

The evaluation of employees' performance has been of great importance in the framework of administrative efficiency in general, which will create a management atmosphere capable of following up on activities and verifying the extent to which employees are committed to fulfilling their responsibilities and duties. Enable employees to know their weaknesses and strength in their work and work to eliminate the shortcomings and weaknesses (Hana, 2004).

The significance of evaluation on the employee performance by quickening the process of learning is mentioned in various studies and researches (e.g. McGill & Slocum, 1993; Nonaka & Takeuchi, 1995; DiBella et al., 1996).

Kamoche and Mueller (1998) mentioned evaluating employees' performance as the most significant tool that leads employees to know the training needs in order to raise productivity and efficiency. In addition, learning promotion culture should lead to increase the performance of employee and achieve higher income in investment of the organization at the end.

#### **4.4 OBJECTIVES OF EMPLOYEES' PERFORMANCE EVALUATION**

It is clear from the above that the process of evaluating the performance of the employees of the significant activities conducted by the Human Resources Department at the

institution, and the institution in the evaluation process intend to achieve the following objectives:

- **Organizational Level:** Process of performance evaluation aims to integrate the organizational goals with the activities of employees and their suitable features to conduct the organizational strategy and they are predetermined outputs. Therefore, PBAS system must be flexible enough to reply on any change in the organizational strategy of the company (Farsi, 2003).
- **Director level:** Developing Managers' abilities in supervision, direction and making realistic decisions regarding the employees. Assisting the direct managers to recognize the employees under their management and improving communication with them that help to reinforce the relationships between the two parties and raise collaboration between them to increase production effectiveness on one hand, and develop the abilities of employees on other hand (Sultan, 2003).
- **Employee level:** A measure of their performance: This is the most justified purpose in many evaluation systems in various organizations, and "it is proposed to measure the level of performance of employees compared with general characteristics in the case of pure point assessment" (Al-Salim & Al-Saleh, 2002). The management and development of their capabilities and skills: The evaluation process helps to invest the skills and capabilities of the employees better in the future, especially that the skills concept currently became a problem of value creation in organizations, making the management of human resources increasingly directed its policy towards the management of the competencies and skills of its members (Bagi, 2007).

#### **4.5 PERFORMANCE PROCESS COMPONENTS**

1. **The amount of work:** This concept expresses the physical, mental and psychological energy performed by the individual in specific period of time. The measurements that measure the quickness of performance or quantity through specified period reflect the quantitative length of energy (Mohammed, 1998).
2. **Quality of work:** It refers to the level of accuracy and quality of spent effort with specifications in some types of jobs where speed of performance or quantity are not important. It is significant matter in terms of quality for various standards that

measure the degree of inspiration and improvement in performance (Delaney & Huselid, 1996).

- 3. The pattern of achievement of work:** It refers to the way where the individual can perform his job by some actions, modes and methods he performed in his work performance depending on the pattern of accomplishment can be measured by the order trained by the individual in the performance of various actions or activities and the mixture of these actions if the work is mainly physical (Zubaid, 2014).

#### **4.6 FACTORS AFFECTING PERFORMANCE PROCESS**

Management seeks to define objective criteria that measure the performance of working individuals to reflect real performance without bias or interference with personal factors that negatively affect the results of the evaluation.

- 1. Errors resulting from the process of tolerance or rigidity:** Each evaluator has his or her own direction of evaluation, as some evaluators place scores of workers on the same scale and others lower grades. The first type of assessment refers to passive leniency. The first type estimates individuals' performance more than they deserve; Estimates are less than they deserve. The problem of leniency or strictness does not appear if there is one resident of all sections of the organization, but the problem is obvious, because there is more than one resident, especially when the direct supervisor takes responsibility for evaluation (Feddock, Hoellein, Wilson, Caudill & Griffith, 2007).
- 2. Errors caused by personal effects (aura effect):** The effect of aura or personal effects is the tendency of the evaluator to determine the performance of the individual based on a single positive or negative aspect affecting the other characteristics of the working individuals, that is, the evaluator only takes this position. To be more influential in the outcome of the evaluation on other qualities, for example, if the individual working hard, and obeys the president in everything he says and asked him is likely to evaluate by the president on all other attributes positively. To address these errors, it is possible to ask the evaluator to assess all individuals on each item or attribute once before moving on to the next item (McVicar, 2003).

- 3. Similarity Mistakes:** In some cases, the evaluator evaluates the working individuals based on his own perceptions, where he falls on the characteristics of other individuals working, for example, if the resident aggressive, it is considered to others like him, these errors also do not appear significantly in the case of one resident where all the organization's members will be subject to the same direction of evaluation (Al-Kurdi, 2004).
- 4. Low motivation of the evaluator:** In practice, the evaluator does not have any controls to determine in his guidance about the evaluation process, since the evaluator is often subject to his or her own feelings, which leads him to evaluate the personnel involved. He feels that the result of the evaluation will have a positive or negative impact on individuals. First, it reflects the practical reality of working individuals. It is known that evaluation results are reflected in three important things in individuals: reward, punishment or promotion. The evaluator may not give the correct assessment because there is no motivation to reward him for his evaluations or negative punishments are pre-determined by management, and the evaluation is determined accordingly (Poissonnet & Veron, 2000).

#### **4.7 RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE'S PERFORMANCE**

Most of previous researches and studies offer evidences that there are significant positive relationship between practices of human resource and organizational performance (Purcell et al., 2003). Guest, (1997) stated in his study that the development and training programs are considered one of the vital practices of managing human resource and effect directly on knowledge, quality, skills and abilities of employees. Therefore, it leads to increase the performance of employees in the job. At eth end, this relationship contributes in the higher organizational performance.

As represented by the work of Harrison (2000), that learning through the training effect on the organizational performance by increasing the performance of employees. It is said to be a main factor in achieving the goal of company. Nevertheless, implementation of training programs as a solution to cover problem of performance such as filling the gap

between standard and actual performance. Finally, it is an effective mean to enhance the performance of employees (Swart et al., 2005). Conversely, performance of employees is effected by some environmental elements such as the culture of company, organizational structure, functions design, performance evaluation systems, power, and pioneered policy in the company. In case of the existing of above problems in the organization, the performance of employee does not decrease because of lack in knowledge, skills and attitudes but because of previously mentioned obstacles. in order to make the training of employee more effective and guarantee the positive effect on the performance of employees, these factors must be taken into account Wright and Geroy (2001). In addition, Eisenberger et al. (1986) mentioned that workers feel more dedicated to the company, when they feel organizational commitment towards them and therefore present higher performance.

#### **4.8 STAGES OF PERFORMANCE EVALUATION**

##### **Phase 1: Pre-discussion preparation Evaluation of employee performance:**

Choose the right time and place. Review the employee's performance and achievements during the past year and compare them with the previous year. Develop appropriate solutions and procedures to address the employee's weaknesses. Prepare a work plan to be conducted by the employee by the coming year and follow up. Ensure that the observations are objective and not based on personal opinions (Ryan & Sackett, 1987).

##### **Phase 2: Discuss Employee Performance Assessment:**

Mention the positive points before the negative. Put negative points as ones to be improved and mention ways to address them and what are the alternatives and why they will be positive. Upon mentioning the behavior, it is necessary to explain what happened, where and when and what was the impact on the course of work and colleagues. To agree on the employee's work plan to improve his performance and accomplish the goals of the department and the company in general and follow-up. End the discussion positively (Kamery, 2004; Ekerman, 2006).

### **Phase 3: Follow-up of the employee's performance:**

Follow up the implementation of the agreed work plan during the coming year and address any deviations that occur, and there may be difficult positions during the evaluation, it is worth expecting and face the employee fairly. It is important to ensure that the observations are objective, based on facts and not based on personal opinions. The employee then understands the fundamentals of the evaluation and ensures that the remarks are fair and relate to the work and its functions. Assess staff based on performance appraisal indicators and assess the performance of all staff every six months (Conway, 2008).

### **4.9 PERFORMANCE ASSESSMENT RESPONSIBILITIES**

It is the roles of the performance appraisal process, which are defined by three roles or responsibilities:

- **Human resources management' role:** Designing a Performance Appraisal System (PAS) that includes a set of rules and regulations on which the performance appraisal process will be conducted, which must be performed by all performance appraisal evaluators in particular, including: Determining the appropriate performance evaluation criteria. Determining the appropriate evaluation method. Determination of the evaluation's period and periodicity (the period between evaluation and another. Establishing the rules for handling complaints submitted by employees towards the results of their performance evaluation (Pfeffer, 1994).
- **Evaluator's role:** Evaluators include all heads and supervisors at all levels of management who are responsible for implementing the performance appraisal system. Its objective is to achieve justice and objectivity in the evaluation process, which is the backbone of the evaluation process. Its role can be summarized, listening to the evaluator's explanation of the evaluation criteria he is required to achieve. The actual and serious contribution with the evaluator in developing and improving his future performance. To convince himself that evaluation is a service provided by the organization, through which he ensures the development and improvement of his performance and achieve functional gains for himself (Al-Zaedi, 2002).



- **Employees' Role:** Employees must review their notes and files, and describe all projects worked before two weeks despite their success or failure. The best resort for employees in preparing the revision is the preparation of list by creative approaches which through they solve problems with limited resources. This looks good if they enable to show how their job contribute in the value of company. This information must be existed on the office of managers before a long time form revision. Remind the managers by information is necessary where they may miss to help in the development of more subjective evaluation (Charlene, 2010).



## 5. RESEARCH METHODOLOGY

### 5.1 RESEARCH QUESTIONS

The current study will seek to answer the following questions:

RQ1. The main question is, "Does training have an effective role in improving the performance of employees? "This main question is divided into the following sub-questions:

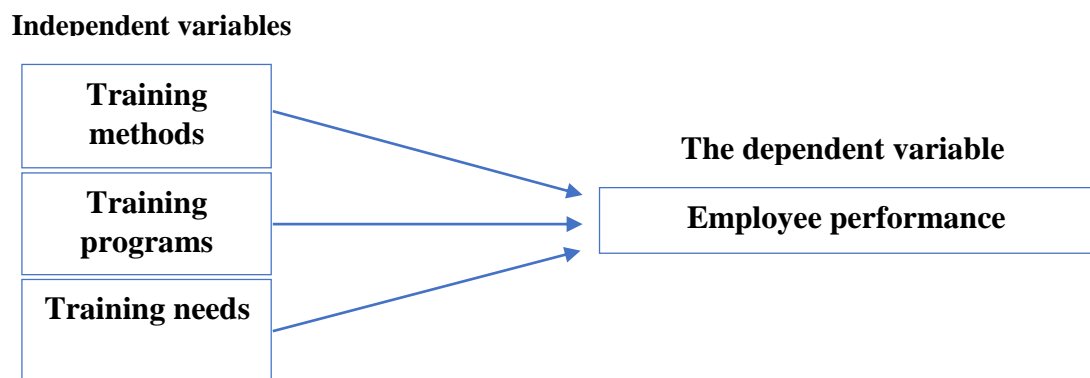
RQ2. Is there a relationship between the used training methods and the performance of employees at Baghdad Bank?

RQ3. Is there a relationship between training and performance of Baghdad Bank?

RQ4. Is there a relationship between the training needs and performance of the staff at Baghdad Bank?

### 5.2 RESEARCH MODEL

The model depicting the hypothesized role of training methods, training needs and training programs on employee performance.



**Figure3** : Research model

### **5.3 HYPOTHESES**

Depending on the research model, four hypotheses were developed in order to test the training methods, training needs and training programs on perceived employees' performance.

#### **First: The main hypothesis:**

There is a statistically significant relationship between training and employee performance.

#### **Second: Sub-assumptions:**

**H1.** Training methods have a positive effect on the performance of Baghdad Bank employees.

**H2.** Training programs have a positive effect on the performance of Baghdad Bank employees.

**H3.** Training needs have a positive effect on the performance of Baghdad Bank employees.

### **5.4 QUESTIONNAIRE**

The researcher used a quantitative method, which is the method used by researchers to obtain realistic and accurate data that depicts social reality and contributes to the analysis of its phenomena, to reach accurate knowledge about its problem and to achieve a better understanding of its phenomena because it is one of the most widely used methods in the study of social and human phenomena and because it is appropriate to the subject of the research. The society of the study consists of all the employees of Baghdad bank which has (600) person. The sample of the study chosen randomly (25%).The sample of the study nearly (150) person, but only 127 copies were received from them, that's why 23 copies were distributed again to make up for the lack, so the size of the sample was composed of 150 respondents from all sectors in Baghdad bank. In addition, the researcher planned to distribute about (20) questionnaires which distributed into 4 axes.

## **Field study – Questionnaire results**

The first chapter deals with the field study procedures, the statistical methods used in the research, the second topic analysis of the field study data, the personal data, the basic data, the third topic, the hypothesis of the research hypothesis.

### **The first topic: Field study procedures**

This course includes the procedures followed by the student in planning the field study, explaining the steps of designing the research form, description of the society and sample of the research, evaluating the measuring tools through the tests of honesty and internal consistency, as well as clarifying the statistical methods used in the analysis of the data as follows.

#### **First: Design the research form:**

In order to obtain preliminary information and data for this research, the researcher designed a questionnaire to measure the role of training on the employee performance of Baghdad Bank. The questionnaire is a well-known means of collecting field information. It is possible to collect information from multiple items of the research sample and is analyzed to reach specific results.

In the process of building the research tool, the student followed the following steps:

Refer to the previous literature related to the subject of research and access to what was written about training and its role in the employees' performance from previous studies.

The researcher presented the research tool in its preliminary form to the supervisor in charge of the research. The experience and experience of some specialists were also used as arbitrators. He asked them to express their opinions and issue their judgments on performance in terms of the consistency of the paragraphs with the research hypotheses and in the light of their observations.

The questions in questionnaire form was prepared by Mahdi (2016), 'The training role on the Employee performance', A supplementary research to obtain a master's degree in business administration, A Case Study of Faisal Islamic Bank of Sudan (Kosti and Rabak)

Branch. Also, the items of the In-role performance scale prepared by Williams and Anderson (1991).

**Section I:** The personal data of the sample includes gender, age, marital status, educational qualification, job specialization, work experience at the bank, and the training courses provided by the bank.

**Section II:** Contains the number of (20) words distributed as follows:

**Table1 :** Questionnaire sections

#	Section	Number of Phrases
1	Training methods	5
2	Training Programs	5
3	Training needs	5
4	Employee performance	5
	Total	20

The research sample individuals were asked to determine their responses to what each term describes as the Likert pentagonal scale, which consists of (5 levels) as follows: (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

The distribution of these terms is based on the hypotheses of the research, and the answers of the respondents were coded so that they can be easily entered into the computer for statistical analysis, as follows:

**Table2 :** Descriptive variables with numerical variables

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Number	5	4	3	2	1

The scale used in the search has been corrected as follows:

- The total score of the scale is the sum of the individual scores on the phrases = 3

And the weighted circles of these circles as shown in Table 3, which shows the weighted average and the weighted population to determine the answers to sample responses.

**Table3** : Weight and weighted mean of the research scale

Phrase	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Weight	5	4	3	2	1
Weighted average	5-4.20	4.19-3.4	3.39-2.6	2.59-108	1.79-1

## **Second: Evaluation of measuring instruments**

**(1) Tested the validity of the content of the scale:** The validity test of the content of the standard tests was performed During the evaluation of the validity of the concept and the validity of its questions in terms of wording and clarity, which may refer either to different meanings according to the culture of society or as a result of the translation of the standards from one language to another where the student By presenting the questionnaire to (4) academic arbitrators and specialists in the field of research, for analysis The contents of the standards and to determine the compatibility between each measurement and then accept and modify some after returning the questionnaire from the arbitrators and then making the amendments it assumed the other number of arbitrators pointed out that the questionnaire in its current form meets the search criteria.

**(2) Examine the consistency and internal consistency of the measures used (the degree of credibility of the data):** Stability Criteria the degree of error freeness is the degree of internal consistency between the various classes which measures a variable, and constancy means acquisition that obtaining the same values when re-using a tool

measurement and thus results in the same results or consistent results each time they are made Re-scale. The higher the degree of stability and the greater the reliability of the instrument. To test availability stability and internal consistency between the answers to the questions was calculated as the credibility factor (Cronbach's alpha) is the statistically acceptable value of the Cronbach's alpha 60% Test the credibility of respondents' responses to all axes of the questionnaire and the results of the estimate as is shown in the following table:

Tables of results of the stability analysis of the search criteria, indicating the values of the Cronbach's alpha coefficient of the research concepts are shown in Table 4.

**Table 4:** Results of Cronbach's alpha test for the first axis

#	Phrase	Cronbach's alpha
1	Audiovisual aids help focus on the material provided for training at the bank	0.81
2	The method of the lecture with the practical application of the best training methods adopted by the bank	0.81
3	Brainstorming contributes to the exchange of ideas and benefiting from the opinions of others	0.81
4	Role modeling helps to consolidate the training process and address errors in time	.0.80
5	The diversity of training methods in the country increases the outcome of the knowledge trainee	0.81
	The stability coefficient of the axle as a whole	0.81

In Table 4, the results of the stability test show that Alpha Cronbach's alpha values for all the (training) methods are greater (60%). These values mean that there is a high degree of internal stability for all employers for each statement on its own or at the level of all

the parameters of the scale, where the value of Cronbach's alpha of the scale kidneys (0.81), which is high stability and then it can be said that the measures used by the research to measure variable (training methods) has the internal stability of the game so that we can rely on these answers in achieving the research objectives and analyzing their results.

**Table 5:** Cronbach's alpha test results for the second axis (Source: Preparation of the student from the field study data 2019)

#	Phrase	Cronbach's alpha
1	The Bank's management is interested in developing appropriate training packages	0.60
2	The training packages are tailored to the Bank's needs	0.81
3	The Bank's previous training profile was effective	0.69
4	Seminars and conferences increase the employee's knowledge and performance	.0.84
5	The Bank is continuously developing training programs	0.72
	The stability coefficient of the axle as a whole	0.73

The results of the stability test show that Cronbach's alpha values for all classes (training courses) are greater than (60%). These values mean that there is a high degree of internal stability for all jobs, whether for each statement alone or at the level of all the parameters of the scale, where the value of Cronbach's alpha (0.73). This is a high level of stability. Therefore, it is possible to say that the measures used to measure the variable (training parameters) have the internal stability of the game, which enables us to rely on these answers to achieve the research objectives and analyze their results.



**Table 6:** Results of the Cronbach's alpha test for the third axis (Source: Preparation of the student from the field study data 2019)

#	Phrase	Cronbach's alpha
1	The Bank's management is concerned with induction training for new employees	0.75
2	The Bank aims to prioritize training needs	0.74
3	Training improves the knowledge of the duties stipulated in the regulations	0.67
4	Training sessions are conducted according to training standards	.0.68
5	The Bank is concerned with training needs that are subject to measurement and evaluation	0.67
	The stability coefficient of the axle as a whole	0.70

The results of the stability test show that Cronbach's alpha values for all classes (training needs) are greater than (60%). These values mean that there is a high degree of internal stability for all jobs, whether for each statement alone or The level of all the parameters of the scale is: Cronbach's alpha for the macro scale (0.70) which is high stability and therefore it can be said that the measures used to measure the variable (training needs) have the internal stability of the game so that we can rely on these answers in achieving Research objectives and analysis of results.

**Table 7:** Cronbach's alpha test results for the fourth axis (Source: Preparation by Williams and Anderson,1991)

#	Phrase	Cronbach's alpha
1	The employee adequately completes assigned duties	0.66
2	The employee fulfills responsibilities specified in job description	0.63
3	The employee performs tasks that are expected of him/her	0.71
4	The employee meets formal performance requirements of the job	.074
5	The employee engages in activities that will directly affect his/her performance	0.65
	The stability coefficient of the axle as a whole	0.68

The results of the stability test show that Cronbach's alpha values for all employees (employees performance evaluation) are greater than 60%. These values mean that there is a high degree of internal stability for all jobs, whether for each statement alone or (0.68), which is a high level of stability. Thus, it is possible to say that the measures used by the research to measure the variable (employees' performance evaluation) have internal stability of the game, which enables us to rely on these answers in achieving the research objectives and analyzing their results.

Curriculum: The student uses the descriptive approach. The descriptive approach is defined as a set of research actions that are integrated to describe the phenomenon or topic based on the collection and classification of facts and data Processing and analysis is sufficient and accurate analysis to derive its significance and reach the results or generalizations about Phenomenon or subject in question.

### **Community and Sample Search:**

A questionnaire was distributed (36) to an objective sample of accountants, administrators, systems technicians, and auditors Bankers and other incumbents of the Baghdad Bank, 100% recovered, which represents the sample of the research and reasonable for the dissemination of the results of the study.

The research community included the following personal data:

1. Sex
2. Age
3. Marital status
4. Educational qualification
5. Specialization
6. Practical experience at the bank
7. Training courses

### **Third: Statistical Methods Used in Research:**

The following statistical methods were used to analyze field research data:

1. Descriptive statistical methods:

Statistical descriptive methods were generally used to obtain general descriptions of characteristics and features of the composition and distribution of the research community. The methods included the tariff distribution of unit responses searched.

2. Arithmetic mean:

The mean scale was used to reflect the average responses of the research teams where weight was given 5 for the phrase strongly agree and the weight 4 for the word Agree and the weight 3 for the neutral phrase and 3 for the phrase Disagree with the weight 1 strongly disagree.

### 3. Standard deviation:

It was used to measure the homogeneity of the responses of the units investigated and to measure the relative importance of the parts of the questionnaire.

### 4. Regression analysis:

It was used to test the effect of each independent variable on the dependent variable of the hypothesis test. (T) Where the rule of decision was to accept the alternative hypothesis when the value of t is calculated to be greater than the tabular value of t, or the statistical significance value associated with the calculated value (t) is less than 0.05.

### 5. Cronbach's alpha test:

It is used to measure the internal consistency of the search results to verify the validity of the instrument. The measure is good and appropriate if the value of Cronbach's alpha is increased from (60%).

## **The second topic: Analysis of field data**

The student aims to analyze the basic data to be able to know the extent of their representation of the research community. The student summarized the data in tables showing the values of each variable to illustrate the main characteristics of the sample in the form of numbers and percentages of the research. As follows:

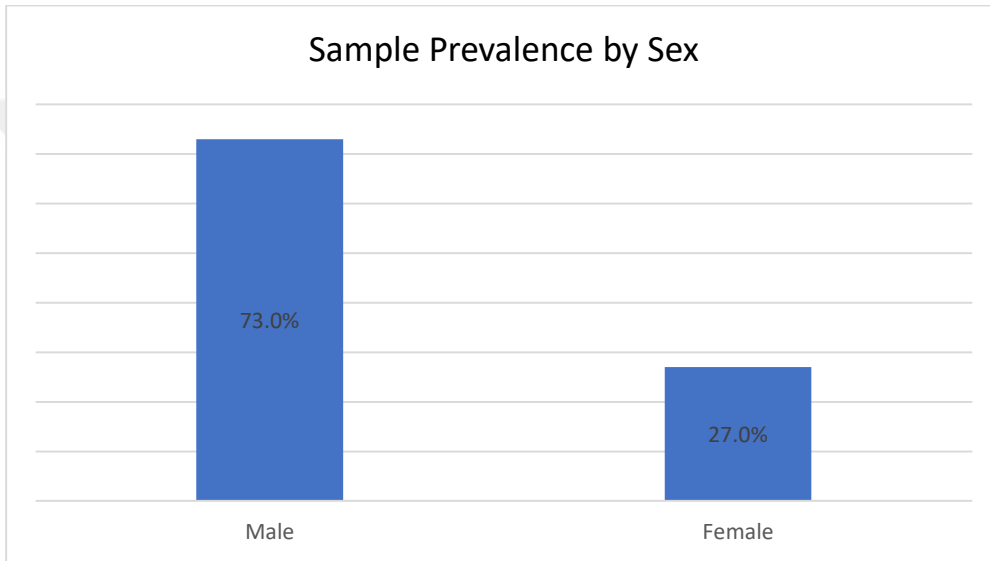
First: The frequency distribution of the responses of the units investigated, which reflects the characteristics of the sample.

### **1. Distribution of sample earnings by sex:**

**Table 8:** Distribution of sample earnings by sex (Source: Preparation of the student from the field study data 2019)

Sex	Frequency	Percentage
Male	110	73%
Female	40	27%
Total	150	100%

Figure 4 shows Sample Prevalence by Sex.



**Figure 4:** Sample Prevalence by Sex (The source of the table data 8)

Table (8) and Figure 4 show that all male sample rates were 100% due to the Bank's employment policy.

## 2. Distribution of sample by age:

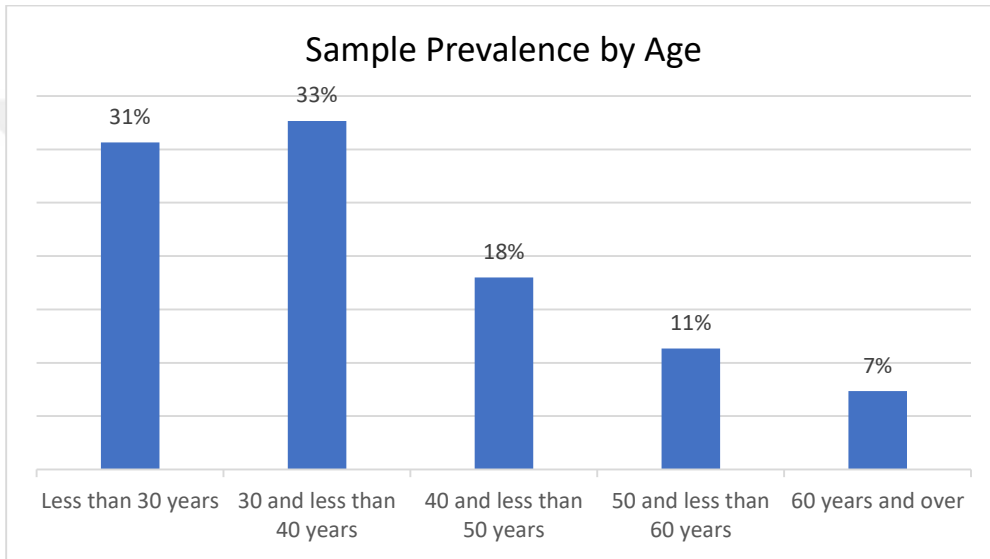
Respondents were asked about age, and answers were given for five years. Table 9 shows a distribution answers to this property.

**Table 9:** Distribution of the responses of the studied society according to age (Source: Preparation of the student from the field study data 2019)

Age	Frequency	Percentage
Less than 30 years	64	31%
30 and less than 40 years	49	33%

40 and less than 50 years	27	18%
50 and less than 60 years	17	11%
60 years and over	11	7%
Total	150	100%

Sample Prevalence by Age is shown in Figure 5



**Figure 5:** Sample Prevalence by Age (Source from table data 9)

Table 9 and Figure 5 show that 31% of the sample age is less than 30 years old, 33% are 30 years old and less than 40 years old, 18% are 40 years old and less than 50 years old, 11% are 50 and less than 60 years old, 7% are 60 years old and over.

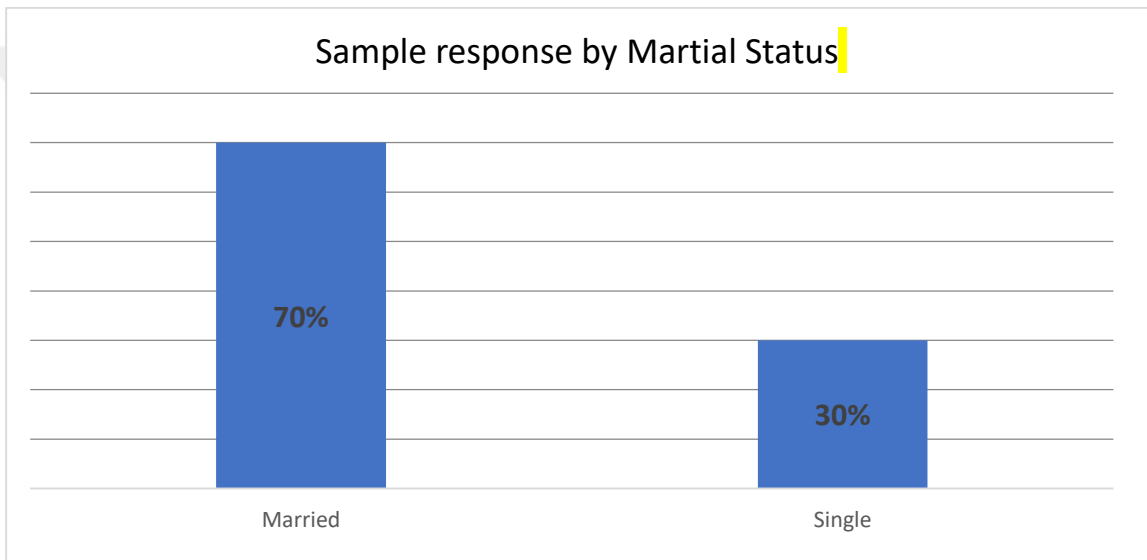
We find that the bank focuses on the ages between 30 - 40 because it is appropriate age. While the proportion of older people is simple because the Bank's approach focuses on young people having a lot of energy.

### **3. Distribution of sample responses by social status:**

Respondents were asked about the social situation, and answers were given to three hypotheses. Table 10 shows the distribution of responses to this characteristic.

**Table 10:** The Frequency distribution of the Sample of the Research Sample according to the Marital Status (Source: Preparation of the student from the field study data 2019)

Marital status	Frequency	Percentage
Married	105	70%
Single	45	30%
Total	150	100%



**Figure 6:** Sample response by martial (Source of table data 10)

As shown in Table 10, Figure 6 shows that 30% of the sample is single and 70% are married.

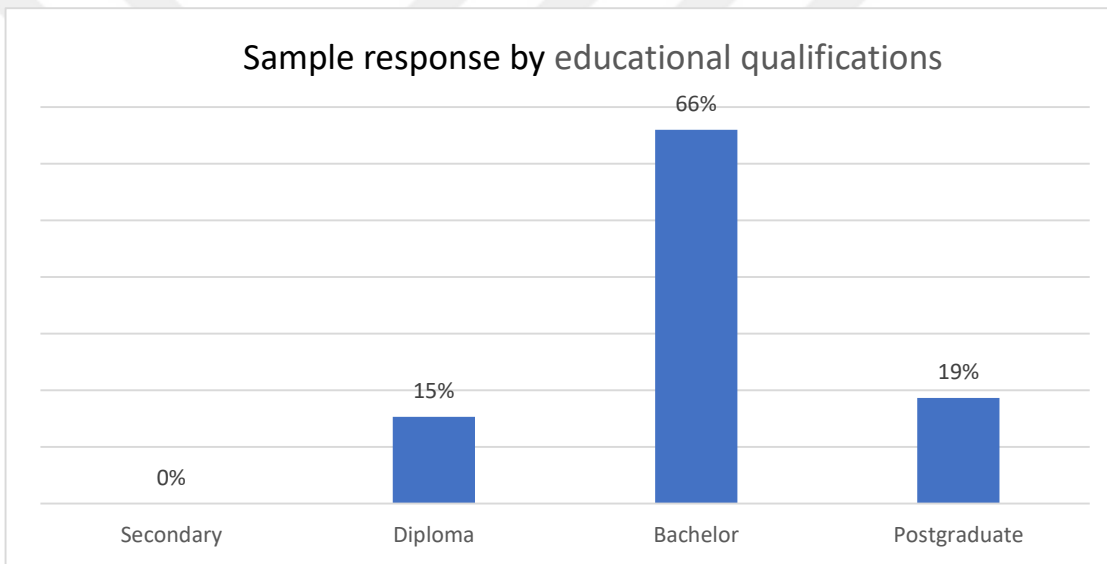
#### **4. Distribution of Sample by Educational Qualification:**

Respondents were asked about the educational qualification, and four answers were given. Table 11 shows the distribution of responses to this characteristic

Table (4/11): Distribution of the responses of the studied society according to educational qualifications

**Table 11:** Distribution of the responses of the studied society according to educational qualifications (Source: Preparation of the student from the field study data 2019)

Educational level	Frequency	Percentage
Secondary	0	0%
Diploma	15	10%
Bachelor	108	72%
Postgraduate	27	18%
Total	150	100%



**Figure 7:** Sample response by level

It is clear from Table 11, and Figure 7 that 15% of the sample of the school has a diploma, 66% BS, 19% has holds a high qualification.

#### **5. Distribution of sample revenue by functional specialization:**

Respondents were asked about the functional specialization, and answers were given to five subjects. Table 12 shows the distribution of responses to this characteristic.

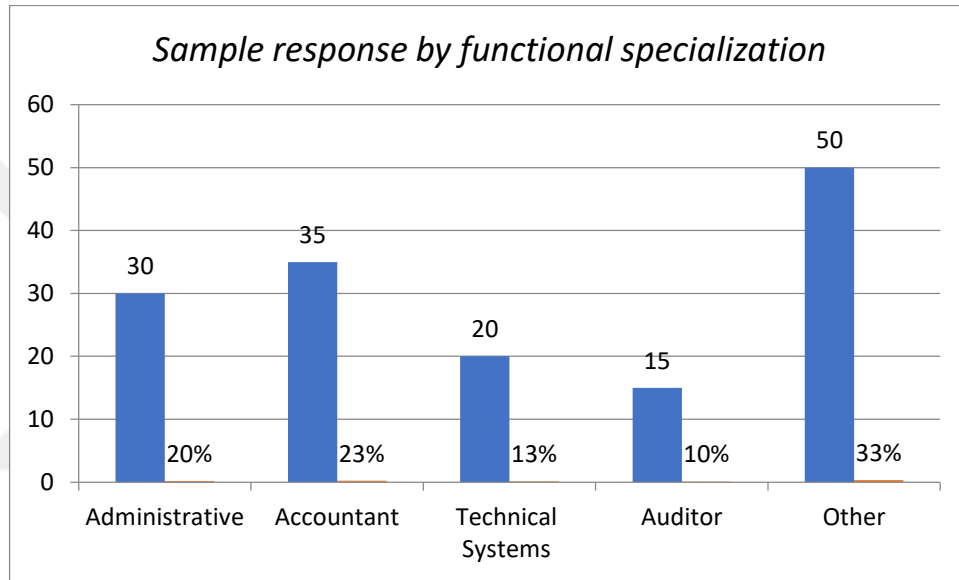
**Table 12:** Distribution of the studied society according to the functional specialization

Specialization	Frequency	Percentage
Administrative	30	20%
Accountant	35	23%



Technical Systems	20	13%
Auditor	15	10%
Other	50	33%
Total	150	100%

Figure 8 shows the sample response by functional specialization.



**Figure 8:** Sample response by functional specialization (Source from table data 12)

Table 12 and Figure 8 show that 20% of the sample is administrative, 23% is accountants, 20% is technical systems, 15% is auditor and 33% other functional specialization (bankers).

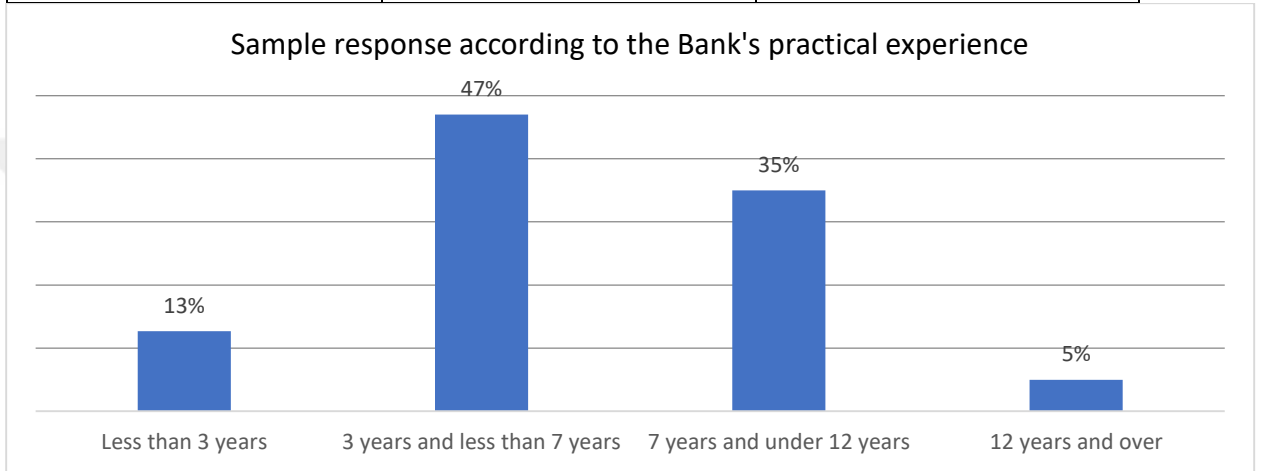
#### **6. Distribution of sample revenue according to the Bank's practical experience:**

Respondents were asked about the Bank's practical experience, and four answers were given. Table 13 shows the distribution of responses to this characteristic.

**Table 13:** The frequency distribution of the studied society according to the practical experience (Source: Preparation of the student from the field study data 2019)

Practical experience	Frequency	percentage%
Less than 3 years	19	13%

3 years and less than 7 years	70	47%
7 years and under 12 years	53	35%
12 years and over	8	5%
Total	150	100%



**Figure 9:** Sample response according to the Bank's practical experience (Source: Table 13)

Table 13 and Figure 9 show that 13% of the sample respondents have less than 3 years of experience in the bank, 47% have 3 years of experience and less than 7 years, 35% have 7 years of practical experience and less of 12 years, 5% experience 12 years and above, we find that the group with years of experience between 3 - 7 is the majority, due to the average age in the bank is 30-40 years.

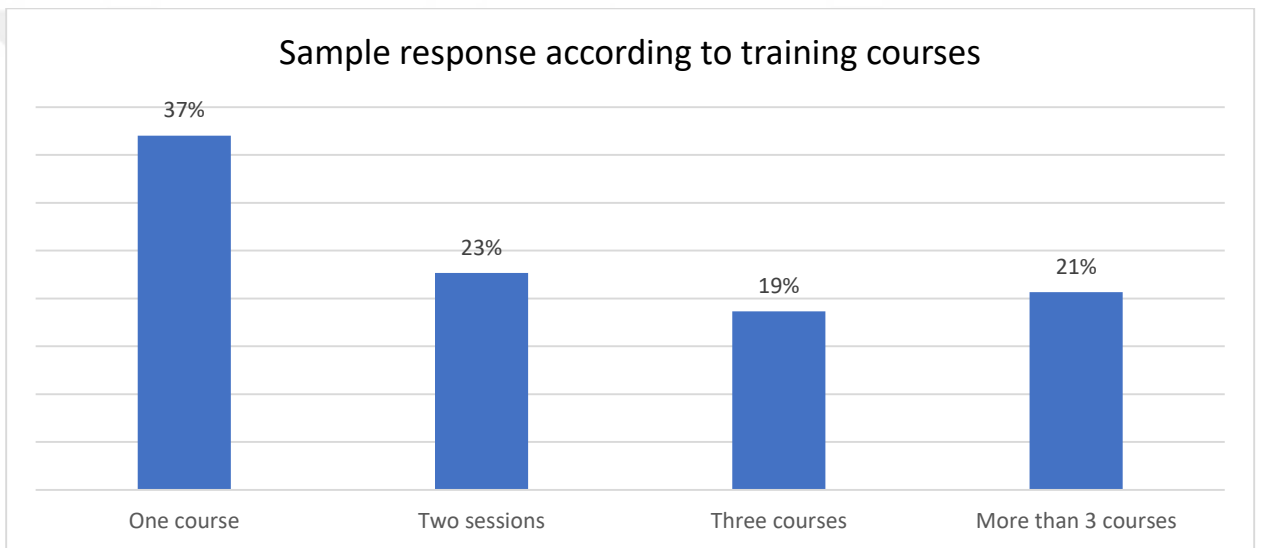
### **7. Distribution of sample responses according to the training courses they received at the Bank:**

Respondents were asked about receiving training courses at the Bank, giving answers to four exams and the table 14 shows the distribution of responses to this characteristic

**Table 14:** Distribution of the responses of the studied society according to the training rates in the Bank (Source: Preparation of the student from the field study data 2019)

The courses you received at the bank	Frequency	Percentage%
One course	57	37%
Two sessions	34	23%
Three courses	28	19%
More than 3 courses	31	21%
Total	150	100%

Sample response according to training courses is shown in Figure 10.



**Figure 10:** Sample response according to training courses (Source: Table 14)

Table 14 and Figure 10 show that 37% of the sample respondents received one training course during their work at the bank, 23% received two training courses, 19% received three training courses, 21 have received more than three training courses, indicating the Bank's interest in training.

## Second: Frequency and percentage distribution of research phrases

**Table 15:** The Frequency Distribution of Respondents' Responses on the First axis

(Source: Preparation of the student from the field study data 2019)

Phrase	Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.Audiovisual aids help focus on the material provided for training at the bank	Frequency				25	125
	Percentage %				16.7	83.3
2.The method of the lecture with the practical application of the best training methods adopted by the bank	Frequency				32	118
	Percentage %				21.3	87.7
3.Brainstorming contributes to the exchange of ideas and benefiting from the opinions of others	Frequency			12	55	83
	Percentage %			8	36.6	55.3
4.Role modeling helps to consolidate the training process and address errors in time	Frequency			15	45	91
	Percentage %			9.3	30	60.7
5. The diversity of training methods in the country increases the outcome of the knowledge trainee	Frequency			13	38	99
	Percentage %			8.7	25.3	66

Table 15 shows that:

1. The highest percentage of sample respondents agree that audiovisual aids help to focus on the material provided for training at the bank amounted to (100%).
2. The highest percentage of sample respondents agree that the lecture method with practical application is 2 the best training methods adopted by the Bank amounted to (100%).
3. The highest percentage of sample respondents agrees that brainstorming contributes to brainstorming (92%), while respondents who did not show specific responses lost (8%).
4. The highest percentage of sample respondents agree that the way role representation helps to solidify the process (90.7%), while the sample responses did not show any answers (9.3%).
5. The highest proportion of sample respondents agrees that the diversity of training methods in the country increases the outcome (91.3%). The responses of the sample that did not show specific answers were reached (8.7%).

**Table 16:** The Frequency Distribution of Respondents' Responses on the Second axis  
(Source: Preparation of the student from the field study data 2019)

Phrase	Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.The Bank's management is interested in developing appropriate training packages	Frequency				14	136
	Percentage %				9.3	90.7
2.The training packages are tailored to the Bank's needs	Frequency				22	128
	Percentage %				14.7	85.3
3.The Bank's previous training profile was effective	Frequency			10	63	76
	Percentage %			6.7	42	50.7
4.Seminars and conferences increase the employee's knowledge and performance	Frequency			16	55	79
	Percentage %			10.7	36.7	25.7

5.The Bank is continuously developing training programs	Frequency				59	91
	Percentage %				39.3	60.7

Table 16 shows that:

1. The highest percentage of sample respondents agree that the management of the Bank is interested in developing appropriate training packages (100%).
2. The highest percentage of sample respondents agrees that the training packages are in line with the needs In the Bank amounted to (100%).
3. The highest percentage of sample respondents agree that the previous training courses were effective (93.3%), while the sample respondents who did not show specific responses (6.7%).
4. The highest percentage of sample respondents agrees that seminars and conferences increase knowledge (89.3%), while sample responses that did not show specific responses decreased (10.7%).
5. The highest percentage of sample respondents agree that the Bank is working on developing training programs continuous (100%).

**Table 17:** The Frequency Distribution of Respondents' Responses to the third axis  
(Source: Preparation of the student from the field study data 2017)

Phrase	Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The Bank's management is concerned with induction training for new employees	Frequency				8	142
	Percentage %				5.3	94.7
2. The Bank aims to prioritize training needs	Frequency			4	61	83
	Percentage %			2.7	40.7	55.3
	Frequency			7	81	62

3. Training improves the knowledge of the duties stipulated in the regulations	Percentage %			4.7	54	41.3
4. Training sessions are conducted according to training standards	Frequency			10	92	84
	Percentage %			6.7	61.3	32
5. The Bank is concerned with training needs that are subject to measurement and evaluation	Frequency				97	53
	Percentage %				64.7	35.3

Table 17 shows that:

1. The highest percentage of sample respondents agree that the management of the Bank is interested in induction training for new employees (100%).
2. The highest percentage of sample respondents agree that the Bank is working on the objectives of the needs (97.3%), while sample responses that did not show specific responses decreased (2.7%).
3. The highest percentage of sample respondents agree that the training provided improves the knowledge of the duties stipulated in the regulations (95.3%). The sample responses, which did not show specific answers, (4.7%).
4. The highest percentage of sample respondents agree that the training rates used are according to the training standards (93.3%), while the sample responses that did not show specific answers (6.7%).
5. The highest percentage of sample respondents agree that the Bank is concerned with measurable training needs the assessment was (100%).

**Table 18:** The cumulative distribution of respondents' answers about the fourth axis  
(Source: Preparation Williams and Anderson (1991))

Phrase	Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The employee adequately completes assigned duties	Frequency			4	44	102
	Percentage %			2.7	29.3	68
2. The employee fulfills responsibilities specified in job description	Frequency				23	127
	Percentage %				15.3	83.7
3. The employee performs tasks that are expected of him/her	Frequency		4	5	74	67
	Percentage %		2.7	3.3	49.3	44.7
4. The employee meets formal performance requirements of the job	Frequency			5	88	57
	Percentage %			3.3	58.7	38
5. The employee engages in activities that will directly affect his/her performance	Frequency				103	47
	Percentage %				68.7	31.3

Table 18 shows that:

1. The highest percentage of sample respondents agree that the management of the Bank evaluates the employees' performance after the end of the training period (97.3%), while the sample respondents who did not show specific answers (2.7%).



2. The highest percentage of sample respondents agree that the performance assessment of the employees of the Bank has a positive impact on performance (100%).
3. The highest percentage of sample respondents agree that the bank's performance appraisal method needs to be developed (94.0%), while the percentage of those who disagree (2.7%), while the sample respondents who did not show specific answers (3.3%).
4. The highest percentage of sample respondents agree that 96.7% of the employees of the Bank participated in the evaluation process, while the sample respondents who did not show specific answers reached (3.3%).
5. The highest percentage of sample respondents agree that the bank's performance is high (100%).

### **Third: the arithmetical averages and the standard dimensions**

**Table 19:** The arithmetical averages and standard deviation of the first phrase (Source: Preparation of the student from the field study data 2019)

<b>Phrase</b>	<b>Arithmetical averages</b>	<b>Standard deviation</b>	<b>Ranking</b>	<b>Results</b>
1.Audiovisual aids help focus on the material provided for training at the bank	4.89	.32	1	Strongly agree
2.The method of the lecture with the practical application of the best training methods adopted by the bank	4.83	.38	2	Strongly agree
3.Brainstorming contributes to the exchange of ideas and benefiting from the opinions of others	4.78	.48	5	Strongly agree
4.Role modeling helps to consolidate the training process and address errors in time	4.64	.54	4	Strongly agree

5. The diversity of training methods in the country increases the outcome of the knowledge trainee	4.69	.52	3	Strongly agree
Average	4.77	0.45		Strongly agree

Table 19 shows that:

1. That all the expressions expressing the axis of the (training methods) are more average than the average (3) this result indicates the approval of the sample response to all the expressions that express the axis of the training methods.
2. The most important expression of the word "training aids" is the phrase (audio and video aids to focus on the material provided for training at the bank), where the average responses of sample responses to the period (4.89) and a standard deviation (0.32).
3. The lowest term in terms of approval is the phrase (the method of role representation helps to solidify the training process and correct errors in time) where the mean (4.64) is defined by a standard definition (0.54).
4. In addition to phrases (4.77). This indicates that the sample responses strongly agree with all the tests that measure the training course axis and with a standard score (0.45), indicating the concentration of the values around its arithmetic mean.

**Table 20:** The arithmetical averages and standard deviation of the second axis (Source: Preparation of the student from the field study data 2017)

Phrase	Arithmetical averages	Standard deviation	Ranking	Results
1.The Bank's management is interested in developing appropriate training packages	4.92	.28	1	Strongly agree

2.The training packages are tailored to the Bank's needs	4.81	.40	2	Strongly agree
3.The Bank's previous training profile was effective	4.47	.56	5	Strongly agree
4.Seminars and conferences increase the employee's knowledge and performance	4.56	.56	4	Strongly agree
5.The Bank is continuously developing training programs	4.61	.49	3	Strongly agree
Average	4.67	0.46		Strongly agree

Table 20 shows that:

1. That all the items that express the expressions of the center (training programs) are more than average (3). This result indicates the approval of the sample response on all the items that express the axis of the training programs.
2. The most important phrase of (training programs) axis is (the management of the Bank is concerned with the development of appropriate training programs). The average responses of the sample responses to (4.92) and the standard deviation (0.28).
3. The least of the items in terms of approval is the phrase (the previous training code in the bank was effective) where the average (4.47) was defined by a standard deviation (0.56).
4. The average of all the students was (4.67). This indicates that the sample responses strongly agree with all the items that measure the axis of the training syllabus and with a standard deviation (0.46) indicating the concentration of the values around the arithmetic mean.

**Table 21:** The arithmetical averages and standard deviation of the third axis (Source: Preparation of the student from the field study data 2019)

Phrase	Arithmetical averages	Standard deviation	Ranking	Results
1. The Bank's management is concerned with induction training for new employees	4.89	.32	1	Strongly agree
2. The Bank aims to prioritize training needs	4.50	.56	2	Strongly agree
3. Training improves the knowledge of the duties stipulated in the regulations	4.42	.55	3	Strongly agree
4. Training sessions are conducted according to training standards	4.22	.48	5	Strongly agree
5. The Bank is concerned with training needs that are subject to measurement and evaluation	4.33	.53	4	Strongly agree
Average	4.47	0.49		Strongly agree

Table 21 shows that:

1. All training courses that express (training needs) are more than average (3). This result indicates that the sample response was approved on all the crosses expressing the axis.
2. The most important phrase of the (training needs) is the phrase "bank management" is concerned with training. (Induction of new employees), where the responses of the sample responses were (4.89) and standard deviation (0.32).
3. The least phrase in of approval is the phrase "training sessions followed according to training standards" where the average mean (4.22) with standard deviation (0.48).
4. The average of all the students was (4.47). This indicates that the sample responses strongly agree with all the tests that measure the training needs and with a standard deviation (0.49), indicating that the values are centered on their arithmetic average.

**Table 22:** The arithmetical averages and standard deviation of the fourth axis (Source: Preparation of the student from the field study data 2019)

Phrase	Arithmetical averages	Standard deviation	Ranking	Results
1. The employee adequately completes assigned duties	4.83	.44	1	Strongly agree
2. The employee fulfills responsibilities specified in job description	4.81	.40	2	Strongly agree
3. The employee performs tasks that are expected of him/her	4.39	.69	3	Strongly agree
4. The employee meets formal performance requirements of the job	4.36	.54	4	Strongly agree

5. The employee engages in activities that will directly affect his/her performance	4.31	.47	5	Strongly agree
Average	4.54	0.51		Strongly agree

Table 22 shows that:

1. All the phrases express the axis (performance evaluation of employees) are more average than the average (3). This result indicates the approval of the sample response on all the phrases are expressing the axis.
2. The most important expression of the employees' performance appraisal is the phrase "Bank's management assesses employees' performance (After the end of the training period). The sample responses were (4.83) and the standard deviation (0.44).
3. The least phrase of approval is (it can be said that the performance of the bank is high), which the average of phrase is (4.31) and defined by a standard definition (0.47).
4. The average of all the responses were (4.54). This indicates that the sample responses strongly agree with all the statistics that measure the axis of the employees' performance evaluation and the standard deviation (0.51), indicating that the values are centered on the arithmetic average.

**The third topic: Testing the hypotheses of the research:**

In this topic, the student discussed and interpreted the results of the field research through information, which resulted in statistical data analysis tables, as well as the results of statistical analysis to test.

Assumptions. Main Hypothesis: There is a statistically significant positive effect of training on employee performance of Baghdad Bank and the following assumptions are derived:

**The first hypothesis:**

Training methods have a statistically significant positive effect on employee performance.

**Table 23:** A result of the analysis of the simple linear regression of the relationship between training methods and the employees' performance (Source: Preparation of the student from the field study data 2019)

<b>The first hypothesis</b>	<b>Coefficient of correlation (R)</b>	<b>Determining factor (R<sup>2</sup>)</b>	<b>Regression coefficient (B)</b>	<b>Value (T) of favoritism</b>	<b>level of significance</b>	<b>Relationship result</b>
Training methods have a statistically significant positive effect on training employee performance	0.66	0.44	0.596	5.169	0.000	Accepted

Table 23 shows that:

There is a strong correlation between the training methods and the employees' performance, the coefficient of correlation (R) is (0.66), which is an absolute value that does not determine the relationship between the dependent variable and the independent variable and by reference to the value of the regression coefficient (B) (0.596) indicating a positive effect of training methods on employee performance of Baghdad Bank

The value of Determining factor (R<sup>2</sup>) is (explanatory forces) is (44%) of the change in the dependent variable (performance) Caused by the independent variable) training methods (as evidenced by the results of the analysis having a related relationship statistical significance between the dependent variable (employee performance) and the independent variable (training methods) according to test (t) at a significant level (p) is (5%) where the value of (t) is calculated (5.169) at a level of significance (p) is (0.000),

which is less than the moral level of 5%. Therefore, the first hypothesis, which indicates that training methods have a statistically significant positive effect on employee performance, is accepted.

**The second hypothesis:**

Training programs have a statistically significant positive effect on employee performance.

**Table 24:** A result of the analysis of the simple linear regression of the relationship between the training programs and employee performance (Source: Preparation of the student from the field study data 2019)

The second hypothesis	Coefficient of correlation (R)	Determining factor (R <sup>2</sup> )	Regression coefficient (B)	Value (T) of favoritism	Level of significance	Relationship result
Training programs have a statistically significant positive effect on employee performance	0.54	0.29	0.572	3.759	0.001	Accepted

Table 24 shows that:

There is a coefficient of correlation (above explanatory power) between the training parameters and the employees' performance. This is illustrated by the correlation coefficient value (R) of (0.54), which is an absolute value that does not specify the relationship between the dependent variable and the regression coefficient value (B)



indicates a positive effect of training programs on employee performance. On the other hand, the value of Determining factor (R<sup>2</sup>) which is (explanatory forces) is (29%) of the change in the dependent variable (employees' performance).

The results of the analysis show that there is a statistically significant relation between the dependent variable (employees performance) and the independent variable (training programs) according to the "t" test at the level of significance (5%) where the value of (t) calculated (3.759) was at a level of significance (p) is (0.001), which is less than the (5%) level of significance, thus rejecting the imposition of nullity and accepting the alternate hypothesis which indicates Therefore, the second hypothesis, which indicates that training programs have a statistically significant positive effect on employee performance, is accepted.

**The third hypothesis:**

Training needs have a statistically significant positive effect on employee performance.

**Table 25:** A result of the analysis of the simple linear regression of the relationship between the training programs and employees' performance (Source: Preparation of the student from the field study data 2019)

<b>The third hypothesis</b>	<b>Coefficient of correlation (R)</b>	<b>Determining factor (R<sup>2</sup>)</b>	<b>Regression coefficient (B)</b>	<b>Value (T) of favoritism</b>	<b>Level of significance (p)</b>	<b>Relationship result</b>
Training needs have a statistically significant positive effect on employee performance.	0.57	0.32	0.517	4.025	0.000	Accepted

Table 25 shows that:

There is a correlation (above the middle) between the training needs and employees' performance coefficient of correlation (R) of (0.57), an absolute value that does not

specify the relationship between the dependent variable Regression coefficient (B) of (0.517), Therefore, the third hypothesis, which indicates that training needs have a statistically significant positive effect on employee performance, is accepted.

The value of the determining factor (R<sup>2</sup>) (explanatory forces) is (32%) of the change in the dependent variable (performance) (Caused by the independent variable) training needs (as evidenced by the results of the relationship analysis statistically significant between the dependent variable (employees' performance) and the independent variable (training needs) (T) at a significant level (5%) where the value (t) calculated (4.025) was (p) at (0.000), which is less than (5%).

And acceptance of the alternate hypothesis, which indicates a statistically significant positive effect of training needs on employee performance of Baghdad Bank.

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 CONCLUSIONS

The introduction contains the results and recommendations of the researcher in addition to the sources and references.

#### **First: The results of the study:**

The researcher was able to validate the following hypotheses:

- Training methods have a statistically significant positive effect on employee performance of Baghdad Bank.
- Training programs have a statistically significant positive effect on employee performance of Baghdad Bank.
- Training needs have a statistically significant positive effect on employee performance of Baghdad Bank.

#### **The research also found the following results:**

1. Training contributes to the development of workers' performance and productivity.
2. Induction training for new employees leads to enhanced self-confidence and spirit morality.
3. There is a positive relationship between the diversity of training methods and the performance of employees.
4. Selecting the method of training according to the nature of the nature of the work leads to satisfactory results.
5. The diversity of training modules contributes to performance enhancement.
6. The interest in developing and enhancing the quality of training courses leads to the achievement of training objectives.
7. There is a direct positive correlation between accuracy in determining training needs and employee performance.
8. The training contributes to knowledge of responsibilities and labor regulations.

9. Continuous motivation and encouragement after the evaluation process contributes to employee productivity.
10. The participation in the evaluation process improves the confidence of employee in his management.
11. Lack of interest in the internal work environment leads to low employee productivity.
12. The Bank shall train employees at least once a year.
13. All staff are academically qualified and have long experience.

## **6.2 RECOMMENDATIONS**

After analyzing the data and accessing the previous results, the researcher recommended the following recommendations:

1. Dissemination of the culture of training through the definition of employees in all training methods to complete the idea of training them.
2. Engaging staff in the process of recognizing training needs to benefit from their views and informing them of the significance of training.
3. Activating the role of the employee in the process of training enhances his confidence.
4. To take care of external training so that the exchange of experiences at the level of States.
5. Adopt new methods, keep pace with the performance evaluation, and conduct a questionnaire to recruit staff in a process evaluation.
6. Holding workshops and seminars to find out about the experience of the training that was conducted and the knowledge of the staff.
7. Granting staff scholarships to the addition of higher qualifications, which donates to the development of performance and the confidence of staff.
8. Sponsors the internal work environment and attention to planning the workspace.
9. The development of information technology in the staff because most of the services of the bank has been rationalized automatically to manage with the age of globalization.

- 10.** Conduct a questionnaire for customers on the performance of employees and the manner of providing services at the Bank.
- 11.** Assigning an illustrious award to the ideal employee.



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## APENDIX A

### QUESTIONNAIRE

(An Empirical Study in the Baghdad Bank)

**Greetings,**

Dear participant, I'm conducting the practical part of my study of my thesis in your bank (Baghdad Bank). This questionnaire is an important part of my thesis carried out at Altınbaş University, Turkey – Istanbul. Graduate program in Business Administration (MBA) as Master's degree. The data that obtained from this study will be used only for academic purpose and kept confidentially. We appreciate your concern in answering the questions and would like to thank you in advance for yours promote attention.

**Sincerely,**

**Researcher:**

**Mahmood Waleed Othman**

**Çiçek**

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**Supervisor:**

**Prof. Mehmet**

**Section-1: Kindly indicate the level of your agreement with below statements  
(Training methods)**

Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.Audiovisual aids help focus on the material provided for training at the bank					
2.The method of the lecture with the practical application of the best training methods adopted by the bank					
3.Brainstorming contributes to the exchange of ideas and benefiting from the opinions of others					
4.Role modeling helps to consolidate the training process and address errors in time					
5. The diversity of training methods in the country increases the outcome of the knowledge trainee					

**Section-2: Kindly indicate the level of your agreement with below statements  
(Training programs)**

<b>Phrase</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1.The Bank's management is interested in developing appropriate training packages					
2.The training packages are tailored to the Bank's needs					
3.The Bank's previous training profile was effective					
4.Seminars and conferences increase the employee's knowledge and performance					
5.The Bank is continuously developing training programs					



**Section-3: Kindly indicate the level of your agreement with below statements  
(training needs)**

Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The Bank's management is concerned with induction training for new employees					
2. The Bank aims to prioritize training needs					
3. Training improves the knowledge of the duties stipulated in the regulations					
4. Training sessions are conducted according to training standards					
5. The Bank is concerned with training needs that are subject to measurement and evaluation					

**Section-4: Kindly indicate the level of your agreement with below statements (employees' performance)**

Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The employee adequately completes assigned duties					
2. The employee fulfills responsibilities specified in job description					
3. The employee performs tasks that are expected of him/her					
4. The employee meets formal performance requirements of the job					
5. The employee engages in activities that will directly affect his/her performance					

**Section-4: Lastly, Kindly answer the questions below (Personal data)**

**First: personal data**

**1. Gender:**

Male  Female

**2. Age:**

Less than 30 years old  30 and less than 40 years old  40 and less than 50 years

old 50 and less than 60 years old  60 years old and more

**3. Social status:**

Married  Single

**4. Educational level:**

Secondary  Diploma   Bachelor  Postgraduate

**5. Specialization:**

Administrative  Accountant  Technical Systems officers

Auditor  Other

**6. Practical experience in the Bank:**

Less than 3 years  3 years and less than 7 years  7years and less than 12   
years

12 years and more

**7. Training courses to be received in the bank:**

One course  Two Courses  Three Courses  More than three courses

**The survey is over**

**Thanks for your participation**