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KARABUK UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF BUSINESS

THE EFFECT OF THE HUMAN RESOURCES DEVELOPMENT STRATEGY ON PERSONNEL PERFORMANCE AT THE LIBYAN UNIVERSITIES: A SAMPLE FROM THE LIBYAN HIGHER EDUCATIONAL INSTITUTIONS

DOCTORAL THESIS

Prepared By

Abdelhafid B. Khalifa KRIDAN

Thesis Supervisor

Assoc. Prof. Fatma Zehra TAN

Karabük

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THESIS APPROVAL PAGE

To Karabuk University Directorate of Institute of Social Sciences

This thesis entitled " **The effect of the human resources development strategy on personnel performance at the Libyan Universities: A sample from the Libyan Higher Educational Institutions**" submitted by **Abdelhafid B. Khalifa KRIDAN** was examined and accepted by the Thesis Board unanimously/by majority as a Ph.D. thesis.
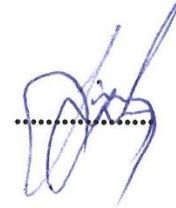
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*Karabuk University Social Sciences Institute Board of Directors approves the degree of Doctorate with this thesis.

Assoc. Prof. Dr. Sinan YILMAZ

Acting Director of Institute of Social Sciences

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: **Abdelhafid B. Khalifa KRIDAN**

Signature :

FOREWORD

Firstly, I would like to express my sincere gratitude to my advisor Prof. Fatma Zahra Tan, who has provided unfailing help, patience, motivation, and immense knowledge, advice and guidance not only in this research but throughout the whole PhD program. I could not have imagined having a better advisor and mentor for my Ph.D. study.

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ABSTRACT

This study aimed at identify the relationship between human resource development strategies (Training, organizational learning, and development strategies) as independent variables, and the personnel performance at universities as a dependent variable. For achieving the objectives of this study, two main hypotheses were adopted and derived from both a few sub-hypotheses. The methodology chosen in undertaken study is the analytical quantitative method, to study the case of professors and administrative staff in Nine Libyan Universities and colleges as a population of 8252 individuals. The questionnaire has adopted to collect data, where 600 questionnaires were administrated to respondents. Despite 462 questionnaires were recovered, only 403 forms were susceptive to analysis. The statistical package for social Sciences (SPSS V20) program was applied to analyzing data. In addition, some of statistical tool of analysis were used such as: Standard Deviation, Test of Normal Distribution, Pearson correlation coefficient, one Sample T-test, Independent Samples T- test and F- test (One Way ANOVA) were used.

The strategies of [Training Strategy, Organization Learning, development (organization, administrative and professional career development)] are important strategies for human resources development. It also, revealed some shortcomings in implementation of some of these strategies, which reduced their effectiveness

There was a strong correlation and statistical significance at 0.05 level of significance between Human Resources Development Strategies and personnel performance on the other hand.

Keywords: Strategy; Training; Orginzational Learning; Administrative Development; Performance; Human Resources Development.

ÖZ

Bu çalışma, insan kaynakları geliştirme stratejisini (eğitim, örgütsel öğrenme, ve geliştirme stratejileri) bağımsız değişken ve üniversitelerde bireysel performansı bağımlı değişken olarak ele alarak ikisi arasındaki ilişkiyi açıklamayı amaçlamıştır. Bu amaca ulaşmak için iki ana hipotez kabul edilmiş ve bu hipotezlerden türetilmiş alt hipotezler kullanılmıştır. Dokuz Libya üniversitesinde, profesör ve yönetici kadrodan oluşan 8252 bireyin çalışıldığı bu çalışmada metodoloji olarak analitik tanımlayıcı method seçilmiştir. Bilgi toplamak için 600 anket muhataplara ulaştırılmıştır. 462 ankete ulaşılmasına karşın sadece 403 anket analiz için kabul edilebilmiştir. Sosyal Bilimler İçin İstatistik Programı (SPSS V20) bu çalışmada veri analizi için kullanılmıştır. Buna ek olarak; standart sapma, normal dağılım testi, Pearson korelasyon katsayısı, tek örnekli T-testi, bağımsız değişkenli T-testi, ve F-testi (tek yönlü ANOVA) kullanılmıştır.

Bu stratejiler (eğitim stratejisi, örgütsel öğrenme, geliştirme (örgütsel, idari ve profesyonel kariyer geliştirmesi)) insan kaynakları geliştirme açısından önemli stratejilerdir. Bu çalışma, ayrıca bu stratejilerin, etkisini azaltan uygulama alanındaki eksikliklerini de göz önüne sermiştir. İnsan kaynakları geliştirme ve bireysel performans arasında, 0.05 anlamlılık derecesinde, güçlü bir korelasyon ve istatistiksel anlamlılık vardır.

Anahtar kelimeler: Strateji; Eğitim; Örgütsel Öğrenme; İdari Geliştirme; Performans; İnsan Kaynakları Geliştirme.

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ABBREVIATIONS

Human Resources	HR
Human Resources Develpoment	HRD
Organizational Development	OD
Strategic Human Resource Management	SHRM
Organizational Learning	OL
Learning Organization	LO
The statistical package for social Sciences	SPSS
Above Mentioned	a/m
Statistical package for social sciences	SPSS
Alpha Cronbach	α
Correlation coefficient (Pearson correlation)	R/r

SUBJECT OF THE RESEARCH

The effect of the human resources development strategy on personnel performance at the Libyan Universities: A sample from the Libyan Higher Educational Institutions. This study was meant to anlyze three strategies adopted by human resource departments in the Libyan universities. The research is focused on training, learning organization and administrative development; the study will also focus on their effects on personnel development.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The study draws its significant importance from the variables of the historic profiles of Institutions and Universities. The independent variable becomes to be; the human resources development strategy, which reflects the necessity to approach Universities to care about. The human capital is the strategic dimension of improvement as it forms its scientific source of intellectual property and the driving force towards the upgrading and Excellence. The dependent variable, on the other hand, becomes the Human Performance at universities. Thus, it attempts to determine the effectiveness of the strategies adopted by the Libyan Universities to improve its Human Resources and discover its impact on the employees. The points reflecting the significance of this study are as follows:

- This study generally; covers the critical stage in Libyan History, and in particular, the state of Higher Education as the result of occupations and its war machines that shook the country, recently with their negative impact on all aspects of life, particularly, the education.

- This study aims to shed light on the reality of the Libyan Universities at this stage, and the performance level of human resources.

- This study, also, attempts to focus the attention of the Administrators towards the Importance of Education and the Human Resources during this time and near future, in order to build a system to develop them.

- Furthermore, this Study shows its Importance of the Human Performance Quality at the existing time of those Universities and its direct impact, in general, and on the success of those Universities to achieve their goals in an effective manner and distinctive way.

- The Study shows the importance of strategies for Human Resource Development and its role to play in providing universities to update the current changes and challenges through development and refinement of skills, knowledge, and the competence of its human resources in achieving excellence and optimization in various aspects of operation.

- This study aims to reveal that there is a need for the Human Resources Development. In addition, gives examples of learning universities, which intertwined their employees' interests and their objectives. This of course, instills the feeling of being valued asset and an effective factor in their success of strategies and objectives.

METHOD OF THE RESEARCH

In this section, methodology, population, sample size, statistical and data collection tools are mentioned. Research Approach while preparing this study, the researcher used analytical quantitative approach, which fully covers its characteristics, confirms their extent of existence and the correlation between the variables.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The problem of the study is identified in the given answers to the following question: What is the effect of the Human Resources development strategies on the personnel performance at the Libyan Universities? This question will be divided into various related sub-questions in the research methodology chapter.

Hypotheses of the study

In an attempt to answer the questions of the study provided, the following hypotheses are encountered:

The first main hypothesis (HRD strategies – Performance level):

H_1 : There is statistically significant effect of HRD strategies (training, organizational learning, development) on performance of human resources in the surveyed universities. There is a statistical significant effect of Organizational Learning strategy on the performance of human resources at the universities.

H_2 : There is a statistical significant effect of Development strategies (organizational development, administrative development, and professional career development strategies) on the performance of human resources at the universities.

The second main Hypothesis 2:

There were statistically significant differences in the average responses of the study sample (respondents) according to the variables of gender, age, job title, educational qualification and experience.

POPULATION AND SAMPLE

Study society/population

Meaning of studied society: The sum of the statistical units and their characteristics, which have to be identified accurately and distinguished form other societies. In other words, the group of statistical units involved in the basic interest of the researcher in his study, which varies according to the problem or phenomenon under study. In this research, the studied community includes faculty members and administrators of higher education institutions located in Tripoli province, in order to identify and determine the effect of the HR development strategies on the performance of individuals.

The population size is 8252, 4532 of them are faculty members, and 3720 are administrators. The researcher used two different methods in determining the sample size in this study, their finding were 368 and 370 respondents. However, in the survey the sample was 403 respondents.

SCOPE AND LIMITATIONS / DIFFICULTIES

The scope of this study focuses on the effect of human resources development strategies on personnel performance. This involves time spent, cost involved, tools used, material and techniques. Finally yet importantly, number of personnel needed to complete this study.

Regarding time spent, the study took around 40 months to complete all research steps starting from the proposal going through literature review and research methodology and ending up with discussing the finding and handing over the study. Cost involved is another important factor as it varies from cost of traveling back and forth from Ankara to Tripoli, cost materials while conducting the study, other costs related to conducting the pilot study and the study itself. The software program known Statistical Package for Social Sciences (SPSS version 20) was used for data analyses as well as EndNote for citation.

The limitation of this study were not many but limited to the following points; human border, which is limited to faculty members at universities and colleges, Faculty members assistants, and administrative staff at universities and colleges. In addition to

this border, there is a spatial border where the study took place was in the following Libyan Universities:

- The Libyan Academy.
- Tripoli University.
- Azzeitona University.
- College of Engineering Technology.
- College of Applied Administrative & Financial Sciences.
- Higher Institute of Mechanical Technology.
- Higher Institute of Agricultural Techniques.
- Open University - Tripoli
- University of Tripoli Alahlia for Humanities and Applied sciences.

1. CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Talking about the challenges posed by the conditions of globalization, technological development, rapid changes and successive events is a talk about competitiveness, and the extent to which the Organization is able to achieve a competitive advantage achieved through the optimal utilization of the potential and resources of the Organization. Any organization is generally established in order to achieve specific goals and objectives, and its success depends on its ability to find and manage the appropriate combination of its material assets, both financial and human, on one hand, and good management on the other hand. Modern theories have proved the importance of the human element, and its unique role in achieving competitive advantage, with its intellectual and creative capabilities. Having seen the human element as a cost that should be minimized, and a constraint that hinders the organization's progress towards achieving its goals, it has become, over time a resource to be invested in and an opportunity that every institution must utilize. Competitiveness has become a competitive advantage in itself. This has led to the emergence of the competitive advantage of human resources, which can only be acquired and sustained by enterprises through good planning of their human resources needs and thus continuously work on their development and good investment through adopting and diversification of development strategies in line with achieving their objectives.

In order to optimize investment in human resources, organizations adopt several means and strategies. The most important means to achieve this is to rely on training and development programs and learning mechanisms to improve the scientific and behavioral capacities of human resources in a way that paves the way for the growth and prosperity of organizations and the response to changes, pressures and competition. In order to emphasize the role of training and development in improving the performance of human resources, increasing specialized knowledge and improving their skills, the administrations of these organizations have been keen to provide the funding necessary to complete the training and development processes.

Today, business organizations aim at training and developing human resources to provide them with various information, skills and innovative methods to improve their skills and abilities to try to change their behavior and attitudes positively and provide

them with the necessary flexibility to cope with work problems, which in turn reflects the Organization's ability to meet challenges.

And in view of the important and vital role played by the university, which is the culmination of its outputs in the development and advancement of societies. As the first organization entrusted with the task of producing, disseminating and exploiting knowledge, it had to develop its human resources and increase its capacity ,Skills and knowledge. Therefore, the highest goal that universities seek to achieve from their development of their human resources is to improve university performance and improve its standards, which are mainly dependent on the level of performance of human resources, especially in the changing environment and dynamic of the university. With the latest developments, to be considered a cognitive system that reflects the social and economic issues of societies, carrying among its most important tasks the advancement of society through the identification of its problems and the containment of its requirements and aspirations, and this will be only excellence in its performance, It is hesitant to look for methods, orientations and strategies for the development of human resources. Training, organizational learning, career development and management are important strategies for the development of human resources in the university and their adoption as methods of raising university performance.

Higher education institutions in Libya, as a developing country, are striving to realize the outstanding levels of performance to keep up with the established institutions of the developed countries. This raises the pressure and increases competition and workload.

 In view of the difficult and exceptional circumstances in Libya, during conducting this study, in the context of civil wars and armed conflicts for nearly a decade. This imposes more pressures and challenges on the Libyan state institutions in general and educational institutions in particular, with negative effects and problems that are difficult to predict its results.

Based on the researcher's knowledge of the nature of work in institutions of higher education in Libya, he chose the topic (The effect of the human resources development strategy on personnel performance at the Libyan Universities) as an attempt to show the relationship between human resource development strategies and the performance of individuals in these institutions, as well as the impact of these strategies on this performance at this extraordinary and difficult time in the history of the country. In order to find out some of the results that represent the reality of these educational institutions

in this era, which may also be used in the future for studies of comparison or planning for the post-war stage.

This study consists of five chapters: the first one is an introduction, while the second chapter dealt with the theoretical aspect of the study. The third chapter included the methodology adopted in this study. The fourth chapter reviewed the data analysis, and concluded with the fifth chapter, which revealed Conclusions, recommendations and suggestions.

1.2. The Research Problem:

The problem of the study is identified in the given answers to the following question:
What is the effect of the Human Resources development (HRD) strategies on the personnel performance at the Libyan Universities?

From the above main question, several related sub-questions emerge:

- What are the most important Human Resource development (HRD) strategies at those universities?
- What is the human performance (personnel performance), and what are the strategies that can be adopted by those Universities to enhance their competency level?
- Is there statistical significance in the relationship between the training strategy and the personnel performance at the surveyed universities?
- Is there statistical significance in the relationship between the Organizational learning strategy and the performance of human resources at the surveyed universities?
- Is there statistical significance in the relationship between (organizational, administrative, and professional career) Development strategies and performance of human resources at the surveyed universities?
- Are there statistic significant differences between respondents' answers, due to the variables of: gender, age, job, educational qualification and experience for all questionnaire axes?

1.3. Hypotheses

In an attempt to answer the questions of the study provided, two main hypotheses are encountered, from which, several related sub- hypotheses emerge as the following:

1.3.1. The First Main Hypothesis (HRD strategies – Performance):

There is statistically significant effect of HRD strategies (training, organizational learning, and development) on performance of human resources in the surveyed universities. From this hypothesis, several related sub-hypotheses emerge:

1. There is a statistically significant effect of training strategy on performance of human resources in the surveyed universities.
2. There is a statistical significant effect of organizational learning strategy on the performance of human resources at the universities.
3. There is a statistical significant effect of development (organizational development, administrative development, and professional career development) strategies on the performance of human resources at the universities.

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1.3.2. The Second Main Hypothesis:

There were statistically significant differences in the average responses of the respondents according to the variables of gender, age, job title, educational qualification and experience; for all axes of the study. Here the researcher split this hypothesis into its components' related hypotheses.

1. There were statistical significant differences between respondents' responses, due to the gender variable, for all axes of the study.
2. There were statistical significant differences between respondents' responses, due to the age variable, for all axes of the study.
3. There were statistical significant differences between respondents' responses, due to the job title, for all axes of the study.
4. There were statistical significant differences between respondents' responses, due to the educational qualification, for all axes of the study
5. There were statistical significant differences between respondents' responses, due to the experience variable, for all axes of the study.

1.4. Objectives of the Study

This study aims in accordance with its questions and hypotheses to try to confirm the following points:

- The human element originally considered strategic assets of the institution and the main driver for the rest of their resources and directed for her performance.
- Emphasize the importance of human resources, and the need for the strategic direction for its development in the universities, as one of the basic pillars to achieve excellence.
- Attempt to tailor human resources development strategy into three strategies: training, organizational learning, and development (organizational development, administrative development, and functional path development).
- Emphasize the need for the university to use administrative modern methods in the development of human resources.
- Disclose the reality of human resources in Libyan universities and the development strategies adopted.

1.5. The Importance of the Study

The study draws its significant importance from the variables of the historic profiles of Institutions and Universities. The independent variable becomes to be; the Human Resources Development Strategy, which reflects the necessity to approach Universities to care about it. The human capital is the Strategic Dimension of improvement as it forms its scientific source of Intellectual Property and the driving force towards the Upgrading and Excellence. The dependent variable, on the other hand, becomes the Human Performance at Universities. Thus, it attempts to determine the effectiveness of the strategies adopted by the Libyan Universities to improve its Human Resources and discover its impact on the employees. The points reflecting the significance of this study are as follows:

- This study generally; covers the critical stage in Libyan History, and in particular, the state of Higher Education as the result of Occupations and its War Machines that shook the Country, Recently with their Negative impact on all aspects of life, particularly, the Education.

- This study aims to Shed light on the reality of the Libyan Universities at this stage, and the Performance Level of Human Resources.

- This study, also, attempts to focus the attention of the Administrators towards the Importance of Education and the Human Resources during this time and near future, in order to build a System to develop them.

- Furthermore, this Study shows its Importance of the Human Performance at the Existing Time of those Universities and its Direct Impact, in general, and on the Success of those Universities to achieve their goals in an effective manner and distinctive way.

- The Study shows the importance of strategies for Human Resource Development and its Role to play in Providing Universities to update the current changes and challenges through development and refinement of skills, knowledge, and the competence of its human resources in achieving excellence and optimization in various aspects of operation.

1.6. Reasons behind this Study

- The Researcher worked for the Higher Education sector for more than two decades for a penchant with keen and sensitive attention to all issues in the

development of this vital sector in its various aspects especially with regard to the Human Resources Development.

- The fact that Human Resources Development had become the focus of the institutions, mainly the Universities as a knowledge system in which Human Resource is a source of knowledge, information storage and performance oriented towards excellence and achievement of goals.

- The country needs, in the post-war period, is to conduct studies and researches in various vital sectors particularly, in education, in order to assess the current situation and to stand in reality of such situation to identify Deficiencies and Weaknesses in all Institutions, their Systems and Strategies.

- The important role being played by the Human Resource is to overcome the consequences of current stage, which is being the active element and must be emphasized with the necessity of adopting a Serious System Features of a Strategic Radius in their own development and investment.

- The Roll being occupied by the Universities in the society and its Enormous Contribution to the overall development and advancement of the National Economy, which is mainly from generating and disseminating knowledge. In addition, updating and enriching the account of scientific papers related to the problems of this Society and its aspirations and the express distinction in its Performance, which is the source of Pride in the Human Excellence.

1.7. Research Limitations

While conducting this study, the researcher faced some of limitations that made hindered his study in several occasions:

1. Human Factor

The study was limited to faculty members, faculty members' assistants, and administrative staff at surveyed universities.

2. Sample Size

The population was represented by the sample of around four hundred respondents. This was large as compared to the capacity of the researcher while taking into consideration others factors the method of data collection. As it was manual

3. Data Collection Process

The way in data was collected was manual, this it was a strong limitation. The researcher has to wait for some respondents for a relatively long time and some other careless respondents. Others handed over uncompleted questionnaire.

4. Time

Of course, if the researcher had longer time, he could have avoided several key obstacles. However, given the limited period, he had to act accordingly.

5. Financial Resources

Travel expenses played an important factor in this study as well as printing and collecting as far as cost is considered.

6. Access to Literature

In the majority of cases, the researcher was limited to very a few published papers when looking for studies about Libyan Universities and their use of Learning Organization. In addition, access to related literature was a limitation.

1.8. Related Studies

Study 1, by Suthinee Atthakorn, "Factors affecting Human Resources Development of Rajabhat university lecturers in the North-East region of Thailand" Ph. D thesis, National Institute of Development Administration, Thailand, 2013.

This study was conducted on three universities in the North-East region of Thailand, it aimed to measure the level of university lecturer development and factors affecting the levels of development for academic staff. In this study a mixed methods research strategy was employed. The results of the study revealed low levels of university lecturer development in the Northeast of Thailand. Factors affecting university lecturer development were; 1) Policy support from external organizations, 2) Communications within organizations, 3) Support from executives, 4) Cooperation with external agencies and 5) Positive incentives.

Study 2, by Daniel Ryan Singleton, "The Influence of Human Resource Development on Systemic Practices, Utility, and Organizational Results among Contracting Professionals" Ph. D thesis, Columbia Southern University Orange Beach, Alabama, USA, 2014.

This study examined the influence of human resources development on systemic practices, utility, and organizational results among contracting professionals within the public and private sectors. The study was based on two theories – Kirkpatrick's hierarchy and contingency theory. The study concluded that, 1) HRD climate had

moderate to strong correlational relationships with systemic practices, utility, and organizational results within both sectors. 2) Organizations should focus intently on creating the most effective HRD climate possible in order to achieve organizational goals.

Study 3, by Aidah Nassazi "Effects of training on Employee performance. Evidence from Uganda", Vaasan University of Applied Sciences, Uganda, 2013.

The study was based on three case studies of the biggest telecommunication companies operating in Uganda. The study aim based on, four goals, which developed and focused particularly on; 1) identifying the training programs' existing in the industry, 2) the objective of the training offered, 3) the methods employed, 4) and finally the effects of training and development on employee performance. The results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy and decision makers. Furthermore government and academic institutions.

Study 4, by Manaa Sebrina, "The impact of human resources development strategy on the performance of individuals" Ph. D thesis, Mohamed Khider University, 2015.

This study was conducted on three universities in Algeria, and aimed to determining the impact of human resources development strategy on the performance of individuals: teachers as well as administrative workers in universities. The most important underlying results within this study were the presence of strong correlation and statistically significant at level of significance 0.05 between Human Resources Development Strategies and the performance of human resources in universities under study. 2) The study found the adopted strategies are important for human resources development. 3) Although these strategies were important, besides, the creativity for developing and improving human resources in universities under study, there are some shortcomings in the practices of these strategies, which reduce their effectiveness.

Study 5, by Gerrit Walters "The Effectiveness of a Human Resources Function within a public unity" Master Thesis, University of South Africa, South Africa, 2006.

This study aimed to evaluate the effectiveness of Human resources function operating in a public utility, against current trends in human resources transition. The thesis results confirmed that, 1) the HR function is not effective in its role as strategic partner, 2) highlights significant differences in perception between stakeholders and the HR function regarding its effectiveness.

Study 6, by Anastasia A. Katou, "The Impact of Human Resources Development on Organizational Performance: Test of Causal Model" Published Paper, University of Macedonia, Greece, 2009.

This paper aimed to investigate the pathways leading from HRD to organizational performance by using structural equation modelling. The research was conducted manufacturing sector; results indicated that the impact of HRD on organizational performance is positive, and explained the mechanisms through which HRD improves organizational performance.

Study 7, by Brian Becker and Barry Gerhart, "The Impact of Human Resource Management on Organizational Performance: Progress and Prospects" The Academy of Management Journal, Vol. 39, No. 4 (Aug., 1996).

This study describes why human resource management (HRM) decisions are likely to have an important and unique influence on organizational performance. Researchers hope was that this research forum would help advance research on the link between HRM and organizational performance. This paper identify key unresolved questions in need of future study and make several suggestions intended to help researchers studying these questions build a more cumulative body of knowledge that will have key implications for both theory and practice.

Study 8, by P. VC Okoye and Raymond A Ezejiofor, "The Effect of Human resource Development on organizational productivity." International Journal of Academic Research in Business and Social Sciences, Vol. 3, No. 10, October 2013.

The study aimed to determine: 1) the extent at which effective human resource development can enhance productivity in order to reduce poor performance in organization. 2) The efficiency of human resource training and development in organization growth, to ascertain if human resource development has any significant impact on organizational profitability. 3) If human resource development have any significant impact on organizational profitability. 4) The factors affecting human resource development and organizational productivity.

Based on the statistical analysis, the study found that: 1) human resource development is very vital to any organizations ranging from small to large scare enterprise since it is well known that no business can exist entirely without human being. 2) That one of the major functions of human resource development is the engagement of people to work in order to achieve sales growth and profitability. 3)another finding is that the method of

training and development as gathered from interview contracted by the researcher are just by reason of the problems the company has due to lack of fund.

2. CHAPTER TWO: LITERATURE REVIEW

2.1. Training:

The organizational strategy and training are very essential to show the benefits of using strategic view and perception of training, since by linking this strategy with human resource actively, particularly on training and development, it will contribute to the success and enrichment of the organizations. Training and development are also considered as continuous improving process that should be up to date to face the dynamic changes in workplace and to adopt training as a competitive advantage of the organization (Milhem W. et al, 2014, p 12).

2.1.1. Brief History

Training and development is a vital department to the organization. Organizational challenges today appear unparalleled in history (Tracey, 1974). According to Tracey, the oldest form of training in industry was the apprenticeship system, which developed in the Middle Ages by the trade guilds and during the Elizabethan period apprenticeship began to decline. The industrial revolution speeded the decline of the apprenticeship tradition. In the 1970s, organization development became more popular and most talked about training technique or practice. Introduction to competency based learning came into popular use in the last half of the 1970s (Miller, 1987). Training became more popular by the 1980s through behavior modeling which was used in the early 1970s and its greatest use was for management training, and skills training. There was renewed emphasis on career development in the first half of the 1980s (Miller, 1987). (Somasundaram & Egan, 2004, 851)

Now days the demands of industry and commerce are continually changing and are reflected in the activities of the training department and the training and development programs. New approaches, skills, competencies, operations and procedures require either new training term or modifications of existing ones as the term "training" is very complex (Rae, 1997). These changes indicate the importance of renewing and/or clarifying the focus not only of specific training efforts, but also of training and development overall. One way to reinvigorate dialogue regarding HRD related area such as training and development is to explore related definitions (Swanson, 2001, 302-303).

2.1.2. Concepts of Training and Development

By following the concept of training and development in many of the literature, it could be noted that researchers and interested in this area provide a variety of definitions, these definitions provided according to their views, competencies and fields of work of each, their definitions are generally based on the pillars of the training and development process.

As cited in (Durra A, 2003, pp 108-110), the American Society for Training and Development-ASTD defines training as: "Training and Development is a sub-specialization of human resource disciplines in the organizations. It is concerned with identifying, assessing and developing the main competencies such as knowledge, skills and attitudes. This occurs through planned learning, to help individuals to perform their current and future functions effectively and efficiently.

According to Armstrong (2000), strategic human resource management (SHRM) emphasizes longer-term issues of people and consequently long-term training strategies. SHRM should provide appropriate support mechanisms and address personal attitudes and motivation within organizations to ensure participation and support. However, organizations can also achieve immediate improvements in performance by using short-term management approaches for effective training programs (Thomas, 2000).

Beardwell and Holden (2001), as cited in Milhem (2014, 18) stated that training is a planned process that is used to change attitudes, knowledge, skills and behavior through the learning experience in order to achieve effective performance in a specific activity or range of activities. This definition links training and planning process with training as a planned operation aimed at modifying skills through the application of experience and education. Training is an ongoing planned process that replicates many of the stages involved in the task in order to achieve the intended benefit. The following table summarizes training and development definitions:

Referring to the following table 2.1, the major categories developed from the area of focus and dependent variables (outcomes) are:

A.   Develop or gain knowledge.

B.   Develop or gain skills.

C.   Improve performance.

D.   Improve organizational efficiency.

Table 2. 1: Training and Development- Definitions, Areas Focus, and Dependent Variable or outcomes

Year	Author	Definition	Area of focus	Outcomes
1964	King	Training is a process that provides conditions in which individuals gain knowledge, skills or ability.	Knowledge& Skills	gain knowledge, skills/ability
1967	Lynton & Pareek	Training is a well-organized opportunity for participants to acquire the necessary understanding and skills.	Knowledge &Skills	acquire necessary understanding and skills
1970	Campbell Dunnette, Lawler, & Weick	Training is defined as a planned learning experience designed to bring about permanent changes in an individual's knowledge, attitudes or skills.	Learning, Knowledge , Skills & Attitudes	permanent changes in knowledge, attitudes & skills
1978	Laird	Training may be defined as an experience, a discipline, or a regimen, which causes people to acquire new, predetermined behaviors.	Skills, Performance	Acquire predetermined behaviors
1983	Ribler	Training is defined as the process of preparation for a specific job or set of tasks and activities relating to work.	Skills	Process of preparation
1985	Holden	Training is defined as a process of learning to improve job performance immediately and is directly related to the job	Learning, Performance	Improve job performance
1989	Nadler & Nadler	Training is learning provided by employers to employees related to their present jobs.	Learning	Learning related to present jobs
1991	Goldstein Braverman & Goldstei	The training process is defined as the systematic acquisition of skills, rules, concepts or attitude that will improve performance.	Skills& Attitudes Performance	Improve performance
1998	Davis & Davis	Training is a process through which skills are developed, information is provided and attributes are nurtured in order to help individuals who work in organizations to become more effective	skills	Help Individuals to become more effective
2000	Kleiman	Training and development are planned learning experiences that teach workers how to perform their current or future jobs effectively.	Learning & Performance	Perform current or future jobs effectively
2001	Armstrong	Training is the formal and systematic modification of behavior through learning, which occurs because of education, instruction, development and planned experience. Development is improving individual performance in their present Roles and preparing them for greater responsibilities in the future	Learning, & Performance	Modification of behavior, Improving individual Improved performance.
2001	Gomez-Mejia Balkin & Cardy	Training is the process of providing employees with specific skills or helping them correct deficiencies in their performance and development is an effort to provide employees with the abilities the organization will need in future	Skills & Performance	Providing employees with specific skills
2002	Goldstein & Ford	Training is defined as the systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment.	Skills, performance	Improved performance.

Source: Adopted from (Somasundaram U., Egan T. Training and Development, 2004, 852)

In general, it could be said that; Training is essentially a meaningful process of changing the behavior of human resources by making them use different methods and ways in performing their tasks, which makes them different after training than they did prior to training. This means that the university needs to train its human resources in order to

qualify them and increase their ability to adapt to the work required of them. Thus, training aims at bridging the shortage of old skills and providing human resources with new skills, by development of a range of human resources aspects, which can be highlighted through the table 2.2

Table 2. 2 Areas developed by training in trainees

Areas developed by training	The aspects that training develops in these areas
Developing the knowledge and information of the trainee	- Knowing the institution's organization, policies and objectives. - Information on the organization's work procedures and systems. - Information about the organization's plans and implementation problems. - Technical knowledge of working methods and tools. - Knowledge of basic administrative functions and methods of leadership and supervision. - Information on the work environment.
Develop the skills and abilities of the trainee	- Skills required to performing various technical processes. - Leadership skills. - Ability to analyze and solve problems. - Ability to make decisions. - Skills in expression, discussion, and management of seminars and meetings. - Ability to organize work and time.
Develop trends for the trainee	-The tendency to prefer work in the organization. - The trend to support the policies and objectives of the institution. - Develop desire and motivation to work. - Develop a trend towards cooperation with managers and colleagues. - Developing the collective spirit of work. - Develop a sense of responsibility. - Develop a sense of the importance of excellence in work. - Develop a sense of mutual benefits between the institution and the workers.

Source: Adopted from (Abdel Baqi, 2001, Scientific and applied aspects of human resource management in organizations, p 185)

Based on the above definitions and the areas covered, it is noted that training strategy has the following characteristics (Meghribi, 2009, 142-143):

- Planned Activity.
- Organized activity.
- Purposeful activity.
- Continuous activity.
- Comprehensive integrated activity.
- An activity that accommodates technological progress.

Thus, training is an important activity in the institutions that aims for improvement and upgrading of the functional levels of its human resources. This requires setup the institution's programs, based on a good identification of the training needs of its staff.

Therefore, training is a planned, purposeful, continuous, comprehensive, integrated activity, which encompasses all aspects of activities, and is linked to all functional levels. Finally, it must take into account the scientific progress and technological developments that make its programs more effective.

2.1.3. Importance of Training & Development

In this highly competitive world, everything is steadily changing, and every day there are innovations on the market. This allows organizations to keep their vitality in business processes and constantly change to make them competitive on the market.

The growing trend towards specialization in business performance, the need to adapt to new technologies and changing, and evolving business conditions have increased the need for staff training. And to the emergence of training to be one of the most important functions that contribute to providing advanced levels of effective capability for performance, to meet the needs of institutions in achieving their goals (Rachid, 2001, 688). In the same context, (Aqeeli, 2005, 173) pointed out that the importance of training and development in the field of business stems from the interest of many specialists in this area. Both academicians in universities and training institutes, or managers and decision-makers in organizations; considering that training and development are effective means that these organizations can use to renew their vitality continuously and to be able to meet the challenges of the future (Abbas, 2003, 106) had summarized the importance of training and development as follows:

1. Developing social interaction methods among employees.
2. Develop the possibilities of individuals to accept adaptation to changes in the organization.
3. Strengthening the relationship between management and staff members.
4. Contribute to the development of the process of self-direction to serve the Organization and achieve its objectives.

Furthermore, is that technical training is no longer sufficient because of the need for the organization to adapt to rapid and successive technological changes, increasing interest in improving product quality levels and increasing productivity to meet competition challenges. In addition, and because increasing the degree of competition requires improvement of the level of service, employees need to train in the field of consumer service on the most important methods and capabilities to provide the best service to

customers. There is no doubt that such challenges increase the importance of the organization in providing several training programs for its employees.

In light of the above, we can say that training is one of the main ways to raise productivity, as well as it is a very important vital component. In the sense, training is one of the main axes to improve the human resources so that it becomes more knowledgeable, ready and able to perform the tasks required of it appropriately (Abu-Nasr, 2008, 58 - 60).

To conclude, the researcher believes that training and development is an important option for any enterprise looking to prepare employees able to meet the needs of work and keep pace with the developments and rapid changes that occur in the areas of work. In addition, training is of great importance because it gives the employees new knowledge and skills required by the work, enabling them for better utilization of their skills and avoid mistakes as much as possible.

2.1.4. Training and Development objectives

The main objective of training and development is to increase the efficiency of the employees by providing them with the latest methods, procedures and information for efficient performance of their tasks commensurate with the general organizational objectives (Al-Qadi, 1998, 18). He adds the first step in the preparation of a training program is to define its objectives accurately and clearly, because these objectives are helping to prepare the plan that leads to achieve them. From his view (Salem, 1998, 14) pointed that; each training strategy has a certain goals, which planned to be achieved by training. Prior to the start of the training process, its objectives must be defined according to the training needs of the trainees. After the completion of the training, the objective that the organization wishes to obtain is change and development in performance. The training goals are summarized in (Yaghi, 2003, 146) as follows:

1. Ensuring the performance of work efficiently, and filling the gaps between the performance standards and the actual performance of employees.

2. Encouraging the employee to work by developing his loyalty and belonging to the organization, that the increase in productivity depends on his desire and diligence in the performance of work.

3. To provide the employee with self-motivation to increase his efficiency and improve his productivity in quality and quantity through his awareness of the

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objectives and policies of the organization and the importance of his work and his contribution to achieving these goals.

4. Increasing the skills and abilities of the employee, and convince him of the elements that qualify him to upgrade to higher positions.

Yaghi (1989) divided training objectives into three levels according to hierarchical organization:

Level 1: Regular training objectives that do not need to be creative because they focus on realistic indicators from the history of the organization and reflect the actual reality of the category of individuals required to be trained.

Level 2: Training objectives that aimed at finding appropriate solutions to problems facing the human resources, and hindering performance.

Level 3: Creative training objectives that tend to increase the level of performance in the organization, and achieve higher levels of efficiency and effectiveness away from the general patterns.

The following diagram (2.1) shows the hierarchical levels of training objectives:
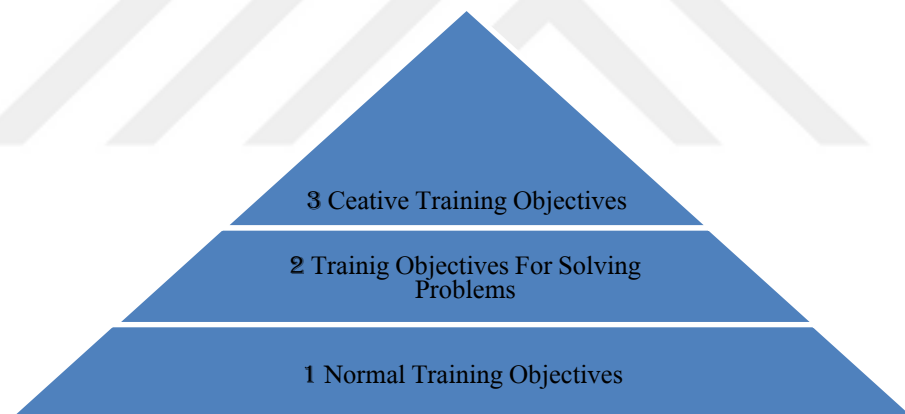
Source: Adopted from (Yaghi, M. 1989, 18)

Figure 2. 1: Levels of Training Objectives

In the opinion of the researcher, that any organization in the preparation of its training program to take into account the administrative objectives that serves the management at all levels to work more efficiently and achieve the plans and policies of growth and progress desired for the organization or establishment.

The following are some of the administrative objectives that any training program must achieve in general (Maher, 1999, 337):

1. Minimize the burden on supervisors, so that the supervisor needs less time to correct the mistakes of trained personnel.

2. Provide leaders and managers with appropriate skills for their work and help them perform optimally. In addition, change the behavior of the individuals through a change in their knowledge, skills and trends.

3. Help management discover talent to apply the right man in the right place.

4. Provide employees with all information related to the objectives of the project and its policies and stages of implementation of the work, so that they do their tasks according this information.

5. Prepare leaders at all levels and develop their leadership capacities to suit working conditions.

6. Change directions: This indicates to the desire to change what trainees think. It may also mean a change in the attitudes of the trainees and their opinions; and means preparing the trainees to accept new opinions or new working conditions.

The following figure illustrates the training objectives:
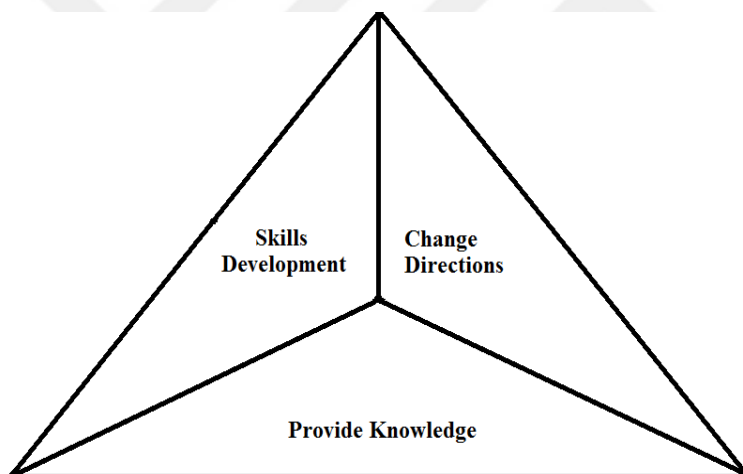
Figure 2. 2 Training Objectives

Source: Maher, A. (1999), Human Resource Management, Alexandria: The University House For Printing & Publishing, p 336.

7. Provide knowledge: The aging of knowledge, the forgetting of this knowledge, and the emergence of a new knowledge and science, justify the need for training programs designed to provide the latest advances in science.

8. Skills Development: Trainees may need specific skills that the knowledge can be used in an applied manner to practice the work to solve its problems, or to develop it.

The researcher emphasizes the importance of defining training objectives and their clarity for all parties involved in the training activity, as well as the necessity of

understanding these goals, because of their importance for the success of the training activity.

2.1.5. Types of Training

The divisions that dealt with the types of training vary due to different views, however, many writers and those interested in this field, agreed to divide the training types into three parts as follows: (Al-Salem, 2009, Abbas, 2003)

2.1.5.1. Training by Stage of Employment

The training according to the employment stage is divided into the following:

- Directing the new employee.

- On-the-job training.

- Training to renew knowledge and skills.

- Training for promotion and transportation.

2.1.5.2. Training by Type of Jobs

The training is divided by type of jobs into:

- Vocational and technical training.

- Specialized training.

- Management training.

2.1.5.3. Training by Location

The organization selects the entity responsible for the training process. The selection may take place on the inside of the organization (On-site training) and/or may be outside the organization (Off-site Training).

On-site training:

It considered as one of the most common types where the employee is placed in the actual work site, and the direct supervisor carry out the task of training and guidance according to planned steps, through which the trainee has the opportunity to apply what he has learned (Hassouna, 2008, 141). The disadvantage of this type is the decrease in the productivity of the trainee during the training period, and the trainer allocates part of his time to the process, while the most important advantages of this type are the employee's familiarity with working conditions as well as low costs (Abbas, 2003, 193).

Off-site Training:

Sometimes the enterprise sends its employees to train in places outside, where some work requires high levels of skill that cannot be provided within the institution, either for lack of time or because of the lack of an efficient training facility. The advantage of

this type is that it does not entail any disruption to the jobs in the institution, but it is expensive, needs a high degree of skill and efficiency, and sometimes needs special equipment. This type of training is characterized by: (Al-Salem, 2009, 151).

2.1.6. Stages of the Training Process:

According to (Al-Kaladah, 2008, 52), the training process should be based on a scientific plan and should be devoid of randomization. Training plans should be developed on the basis that they reach explicit goals within a specified period of time or in successive periods. It should be noted that the training process begins with a number of stages, as follows:

1. **Identification of Training Needs.**

   The training activity depends on the accuracy and objectivity of identifying the appropriate training needs to develop the different knowledge, skills and attitudes of individuals and translating these needs into training programs and policies that work towards achieving the objectives of the institution.

2. **Design of the Training Program.**

   At this stage, the overall objectives of the training are defined. These objectives must be based entirely on the identification of training needs, and then on the overall outline of each training program in detail, taking into consideration that the training program designers take into account the relevant organizational environment, objectives and values of the organization (Nyubay, Translated by S. Zaki, 2003, p 25).

3. **Implement the Training Plan.**

   The selection of appropriate ways to implement the training program is one of the pressing problems to be taken into consideration in developing the training plan in the context of training needs. Human resources management should not ignore the process of choosing the optimal method for implementing the program, whether in terms of the adequacy of the training plan to achieve the goal or On the one hand, the selection of qualified trainers as this will reduce the benefit of training.

4. **Evaluation of Training and Development Plan.**

Evaluation is an important and fundamental part that is not separate from other training activities. It is a continuous activity to which special attention should be payed, to ensure that the targeted effectiveness of the training.

The following figure illustrates the Stages of the training process:
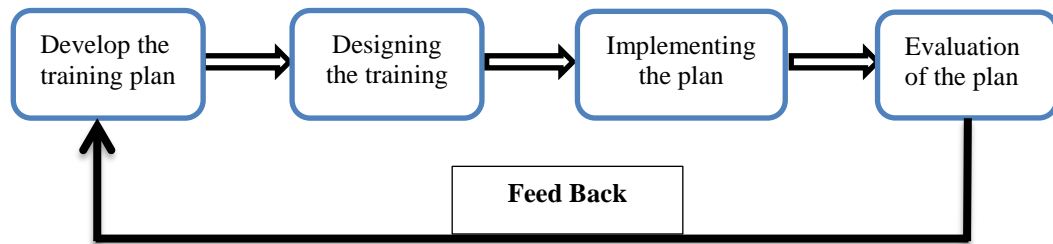
Figure 2. 3 Training stages
Source: prepared by the researcher based on a/m stages.

Training and its Process

Training and development are related to the process of acquiring or transferring the knowledge, skills and competencies required to carry out a particular activity or task; therefore, the benefits of training and development for employers and employees are strategic and therefore broader. Faced with current and future business challenges, training and development undertake a wide range of learning initiatives, from employee training to current tasks and even knowledge exchange to improve vision business and customer service. It also focuses on career development, thereby expanding the effectiveness of individuals, groups and organizations. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and to create competitive advantage (Peteraf 1993). In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous 2004). To ensure that our employees have the right skills, knowledge and skills to perform specific tasks, training and development play a vital role in the development and success of our business. By choosing the appropriate training, the institutions ensure that their employees' skills meet the business need. Consequently, they need to update themselves to pursue the best and most up-to-date HR practices. (Niazi, 2011, 43-45)

The Effect of Training on Employee Performance

Facts have proven that improving the ability, knowledge and skills of talents is the main source of competitive advantage on the world market (McKinsey, 2006). An effective training program is needed to develop the knowledge, skills and competencies that employees need in order for effective performance, these programs can influence

employee motivation and involvement (Meyer and Allen, 1991). To prepare the workforce for their tasks, the organization provides training to optimize the potential of employees. Most organizations use long-term planning to invest in new skills through teams of employees so that they can cope with the uncertainties they may encounter in the future, thereby improving employee performance through superior motivation and dedication. Apospori et al. (2008) had deduced that training has a significant impact on employee and organizational performance. (Elnaga & Imran, 2013, 140-141)

The role of training in improving the performance of human resources

Training is an activity of great interest to the organization, which aims to develop the human resource capacity at work and through it, the individual is provided with the new information and skills needed to achieve the organization's strategy. The nature of the changes currently being made by organizations, both technological and organizational, is that the human resource resources must be brought into line with these developments in order to achieve the aspirations of the organizations, and they must search for appropriate training programs for human resources in the focus Different training. The function of training is also seen as the complementary function of recruitment, so it is not enough for organizations to select and recruit staff, but also to prepare and develop their capacity to perform the tasks assigned to them, help them acquire new information and knowledge, equip them with new methods of doing business, and refining their skills. Training has multiple impacts on the performance of human resources such as: (Mia et al, 2009, 6-7)

1. Rising performance levels, and improves its quantity and quality.

2. Strengthening human relations among individuals and developing their attitudes.

3. To develop workers' sense of satisfaction and loyalty to the organization.

4. Reducing rates of absenteeism and turnover.

5. Help to meet employee's need for continued growth. (https://husys.com)

2.2. Organizational Learning (OL)

Organizational learning is rooted primarily in individual learning theories, and therefore the understanding of mechanisms and the dimensions of individual learning is a necessary gateway to the theory of organizational learning.

Before we address the concept of organizational learning, we have to know learning first, since learning has a great role in modifying and changing the components of the behavioral system process, many of these modifications and changes are made through the components of the learning process from the observations, evidence and cognitive processes that face the individual during his life. Learning is one of the things organizations must practice to become learning organizations.

2.2.1. Learning:

The scientific development of learning can be traced through several approaches, but the most significant contribution returns to the fields of psychology over a long period. In this context, a growing number of definitions can be observed which attempt to interpret the concept of learning and its behavioral, cognitive or social nature. However, mostly these definitions focused on the concept of change in behavior or performance. This is clarified by Senge, who define learning as a "change in behavior or modification of performance". In addition skinner who referred it as "shaping or modifying human behavior". Moreover Guilford, who defined learning as "a change in behavior resulting from arousal", and Thorndike, who interpreted it as "a change in performance or modification of behavior gained by experience". (Al-Jeghaiman and Mahmoud, 2011, 11)

However, what distinguishes training and education from learning?

The training carries an automatic dimension in the transfer of skill, which is the group of movements in dealing with the machine for production. The same is true of education in a school-based way of imparting information. In both cases, a static state is transferred from the expert to the trainee or the student with all that means a pyramid and a one-way communication mostly. However, with learning, the transfer of knowledge, experience or skill is done in a way of exchange, interaction and participation between the two parties in a relationship that goes beyond the official to the non-formal, from automatic transfer to human interaction. (Najm, 2005, 244)

2.2.2. Organizational learning concept and definition

The literature of organizational thought has recently dealt with many terms, the most important of which are the views on science, learning and knowledge, this is due to the scientific and informational revolutions and the spread of electronic culture, one of the most important of these terms was the term organizational learning.

Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior (Mabey and Salaman, 1995, p 506). Since Argyris and Schön (1978) in their book Organizational Learning, where they asked the question "Should Organizations Learn?", and since that exploratory question, many efforts have been made to define learning in organizations and to explore its various dimensions (L. Hakim et al, 2009, 98).

Despite the recent subject of organizational learning and the lack of studies related to it, compared to intellectual production in other fields, but it has varied definitions and concepts, the following are some of these definitions:

Simon is one of the first researchers to address the term organizational learning (1969) and defined it as "the growing awareness of organizational problems and the success in identifying and treating these problems by individuals working in institutions, reflected in the elements and the outputs of the institution itself (Shanshouna M. 2014, 109).

Argyris 1978 as cited in (Al-Hunaiti M. 2001, 74) thought that organizational learning as the process by which individuals and the organization can detect and correct errors within an organization.

While Senge believes that, the organizational learning process is a continuously test and review of experiences, and turns them into knowledge so that the organization can obtain and use this knowledge for its main purposes (Al-Ahmad T. et al. 2010, 75).

Probst and Bushel (1997) went even further as they defined organizational learning as "the ability of the institution as a whole to detect and correct errors and to change the knowledge base and values in the organization with the aim of developing new skills and issues to solve problems and act" (Saadi, 2013, 87)

The process through which institutions seek to improve their overall capabilities, develop themselves, activate their relations with the environment and adapt to internal and external conditions and changes, as well as to prepare the staff to be agents to follow up and acquire knowledge and employ it for the purposes of development and excellence (Al-Kubaisi, 2005, 90).

The process that leading to the development of knowledge about the relationship between business and the results, and the impact of the environment on those relationships (Ibrahim, 2007, 145).

Olivier Serrat defined Organizational learning as, "the ability of an organization to gain insight and understanding from experience through experimentation, observation,

analysis, and a willingness to examine successes and failures". There are two key notions: organizations learn through individuals who act as agents for them; at the same time, individual learning in organizations is facilitated or constrained by its learning system, (Serrat, 2009).

From the previous definitions, it can be noted that organizational learning is the tool through which the institution can increase its capabilities, develop itself, improve its practitioners and activate its relationship with its internal and external environment. Where it works to mobilize its human resources to follow up learning, acquire knowledge, and employ them for gaining continuous development and achieving efficiency and effectiveness, which reflects the importance and objectives of learning in contemporary institutions.

2.2.3. Levels of Learning in Organizations

Many researchers identified three levels of learning in organizations. This trend has been supported by: (Argyris, 1978-1981), (Argot, 1993), (Simon, 1978-1995), (Shon, 1978). These levels were considered as units of learning process analysis, they are Individual level, Team/Group level, and Organizational level. (Saadi, 2013, 103-104),

Individual learning is related to personal experience, individual vision and self-reflection. It is related to the individual's desires, needs, values and interests. The individual learns through training, self-reading and personal experiences. While, organizational learning is collective and relates to the needs and objectives of the organization. Organizations are learned through the collective interaction of individuals and through the experiences of the organization. Group learning is the "process by which the ability of the team is organized, consolidated and developed to reach the results that its members wish to achieve" (Senge, 1990, 239)

2.2.3.1. Individual/Personal learning

This level of learning is based on the possibility of access to learning opportunities for personal development, and is linked to the Senge's system for self-control according to its five principles of organizational learning. This principle refers to the development of the person's ability to clarify what is the most important for him, to choose and achieve later. From his point of view (Agrawal, 1999) added; the personal learning is mandatory for an individual to be qualified to perform business and get jobs. Once an individual joined the field of work, he will begin to learn more to acquire social and organizational influences, to share his knowledge to others, and acquire new skills and

trends because of acquiring new knowledge, that contributes positively to the development of the behavior of the group. The learning of the personal level has gained great importance, because of the implicit knowledge that employees possess. If the employees do not participate in the organization, there will be no organizational learning or organizational memory, and so personal knowledge controls the formation of the knowledge base of the organization (Al-Salem, 2010, p. 56).

2.2.3.2. Collective/Team Learning

Agrawal (1999) explained that learning at this level should take into account the creation and dissemination of knowledge to a variety of levels: teams, departments and organizations, this is what happens in the learning teams and special groups that acquire knowledge, then share and transfer it correctly to all its members first and then to the organization. Referring to senge's five principles, we note that personal and collective learning has not been separated, to the extent that these principles constituted a logical sequence of the impact of personal learning on collective learning that contributes to the formulation of system thinking. (Saadi, 2013, p. 114)

2.2.3.3. Organizational level

The importance of this level is that it is a comprehensive and integrated approach to learning, which is the learning of the individual, the team and the organization alike. It aims at changes in the intellectual models common to the members of the organization, it also extends to markets and competitors. Learning in this level depends on the management's cognitive and analytical ability to assess the environment around it. Team learning is the key to learning at the organization level. The process of access to learning at the organizational level requires the transformation of personal learning into collective learning, then to organizational learning. This type aims at helping the organization to recognize the appropriate learning mechanism, which represents the full frame of learning in the organization. (Al-Kubaisi, 2005, 104-105)

2.2.4. Reasons for organizational learning

Organizational learning has gained great prominence in administrative literature, as it is associated with a series of major changes in the business environment, such as in the economy, knowledge-based companies, and organizations which looking towards globalization. Organizational change is therefore the most important justification for organizational learning. (Buchel & Probst) presented some justifications below: (Saadi, 2013, pp. 90-91).

- The increasing pressure on organizations due to the inability to cope with the complex environment, therefore they need adaptation and flexibility to keep pace with environmental changes.
- The need to build competencies that are more appropriate with the ability to deal with new practices and attitudes.
- The ability of other organizations to imitate competitive advantages, which requires non-traditional capabilities, through which organizations can learn faster than competitors can.
- To prepare the organization to face the future and prepare for its changes, where organizational learning is an opportunity for development.
- Avoiding the repercussions of labor turnover and lack of experience because of the movement of workers and changes in human resources.
- The desire to improve the Organization's internal capacity to solve production problems related to quality, cost, quantity and delivery.
- Empowering employees of performance in complex and difficult circumstances.
- The distinctive role of organizational learning in increasing competitive advantage, improving creativity and achieving success and excellence.

2.2.5. Types of organizational Learning:

The literature refers to the many types of organizational learning that organizations can adopt to become educated organizations, but the majority of researchers agree that there are five types of organizational learning: (Kubaisi, 2004, pp. 95-98)

2.2.5.1. Adaptive Learning

Adaptive learning means how the organization corrects itself in accordance with environmental variables to adapt to it, so adaptive learning is based on feedback, evaluation of results and adjustments to achieve and match objectives.

2.2.5.2. Predictive/ Anticipatory learning

Predictive learning means learning based on the acquisition of knowledge resulting from the perception of the future and readiness through planned organizational changes. This type of organizational learning works to develop the skills of thinking, creativity and innovation, and to try to avoid negative results and experiences. (Al-Kasasbeh, 2009, 128).

2.2.5.3. Interactive Learning

Interactive learning means learning through work, and that each work produces a degree of learning, so the interactive learning theorists see that duties and functional tasks as an effective means of learning, and that the individual learns from all social attitudes and treat and interact with others, (Najm, 2005, 145)

In addition, that working groups, periodic meetings, and collective discussion of organizational issues by leaders and employees support the interactive learning process.

2.2.5.4. Collective learning

Collective learning requires a number of abilities such as problem solving, experimentation with new approaches, learning through good practice, and efficient knowledge transfer across the organization, which leading to greater discovery and utilization of learning.

2.2.5.5. Generative Learning

This kind of learning allows employees to shape the future image of the organization and through it, they seek to challenge and develop existing reality. Generative learning does not stop at acquire knowledge and deliver it to others, but is aimed at generating knowledge, producing new knowledge and innovative competition. (Al-Kasasbeh, 2009, 129)

2.2.6. Organizational Learning Mechanisms

Organizational learning is conducted through five mechanisms, expressed by Senge, 1990 and includes the following: (Al-Meleiji, 2010, p. 222)

2.2.6.1. Building mental models:

Mental models emphasize the factors influencing a particular phenomenon that explain to the individual the movement of this phenomenon and its effect,

2.2.6.2. Common Vision

Helps to form common concepts and perspectives, and helps in organizational learning by forming plans that are agreed upon by individuals.

2.2.6.3. Personal ingenuity/ mastery

Learning for this category of individuals is achieved through the development of individual abilities to acquire and deepen knowledge in the field of specialization, to contribute to the modification of the systems and organizational structures to which they belong, and to improve their personal abilities in a way that helps to achieve the desired results. (Shanshounah, 2014, 109).

2.2.6.4. Team Learning

Team learning is the process of developing and mobilizing team members' energies to reach desired goals. Through interaction and interdependence among team members, they increase their motivation to work and perform their tasks, and achieve common goals. Teams are committed and cooperative to achieve their goals.

2.2.6.5. System Thinking

Determining the relationships between a particular phenomenon and its constituent elements can only be achieved by seeing it locally, and identifying the role of its small parts in its overall performance.

2.2.7. Importance of organizational learning

The importance of organizational learning and its application in the organizations in general is the connection and self-development of the workers, the high level of performance and adherence to the total quality, where studies revealed that organizations that are seriously committed to the principles of total quality, is characterized by their willingness to become an educated organizations. Organizations that excel in their ability to learn will be more competitive as they gain the ability to innovate in new ways of production, marketing and customer satisfaction. (Shanshounah, 2014, 110)

An educated organization will provide an opportunity for staff and executive heads to show shortcomings and not be embarrassed to admit their mistakes. Through its organizational learning, the Organization will be more able to reshape its organizational culture and participate in its renewed and changing environment rather than merely responding to it.

The importance of organizational learning can be determined through three benefits (Aziz al-Ubaidi, op. Cit., P. 155).

- Provides new ideas and perspectives on the organization's performance through commitment to knowledge.
- Adaptation through the renewal process and thus the organization will not remain rigid.
- Encourages openness to the outside world, and thus organizations will be able to respond to events.

2.2.8. Learning Organizations (LO)

2.2.8.1. Concept of the learning organization

The concept of a learning organization refers to organizations that encourage and seek learning. There is more than one term used by researchers to denote a learning organization, such as "Knowing Organization ", "Qualified Organization", "Thinking Organization" and "Organizations seeking to learn". In the knowledge-based economies that emerged in the mid to late 1990s, the organizations with the best chance to succeed and thrive are learning organizations that generate, communicate, and leverage their intellectual assets (Olivier Serrat, 2009). The American scholar Peter Senge is the first to establish the principles of a learning organization through his book "The Fifth Discipline (1990)". The most important definitions presented by researchers in this field are as follows: (Al-Salem & Al-Hayani, 2007, 36 - 38).

Peter Senge labels them as "organization in which people work independently and cooperatively to constantly develop their abilities to achieve the desired results. They seek to develop new patterns of thinking. Build a number of collective goals, and aspirations. In addition, where individuals shown how to learn collectively (Senge, 2004, 8).

Huilien, (2006) describes the learning organization as an organization that facilitates learning for all its members and is constantly changing to achieve its strategic objectives. Garvin (1993) define it as, a skilled organization in the creation, acquisition, formation and transfer of knowledge to administrative levels, and is skilled in adapting its behavior to reflect new technological requirements. (Laith, et al, 2009, 98).

From the previous definitions we conclude that the learning organization has, a new philosophy in the field of administrative work confirms the need to create and acquire knowledge and transfer it to all levels of management. It also has organizational objectives ,which necessitate the participation of all workers in their knowledge base, and the promotion of their own stock experiences gained over time. The advantage of this organization is its ability to learn continuously, and transfer itself from a certain level to a better level of performance, growth and excellence.

2.2.8.2. The importance and objectives of the learning organization

Many researchers identified the importance and objectives of the learning organization, the most important of which are highlighted below: (Sayed, 2006, 6 - 7).

- Achieve outstanding performance and competitive advantage.

- Build relationships with customers

- Continuous improvement in quality.

- Avoid shortages and deficiencies in various areas of work at the institution.

- Achieve higher levels of creativity and innovation.

- increased capacity to cope with change.

- Increase the degree of satisfaction among employees.

- Providing the environment for generating and developing creative idea.

2.2.9. The stages of applying the OL strategy in the university to become a learning organization:

Because of the sensitivity of the role of the university institution and the impact of its outputs on all aspects of life, adoption and implementation of organizational learning strategy is necessary, and thus review these stages as contained in many researches and studies: (Al-Arabi & Al-Geshlan, 2009, 97)

Stage 1: Develop leadership awareness of the importance of the need to adopt the concept of organizational learning to become an educated organization (a smart institution).

Stage 2 : The cultural and organizational preparation in implementing the concept in the university and then reformulate its vision to highlight its interest in becoming a learning organization.

Stage 3 : Developing and improving the university institution's organizational learning capabilities.

Stage 4: Creating positive attitudes towards the job, leading to the development of loyalty of employees.

Stage 5: Improve the mental impression and reputation of the institution in the public and increase its ability to creativity and learning,

2.2.10. The relationship between organizational learning and learning organization:

Marquardt explains the relationship between a learning organization and organizational learning with a containment relationship. A learning organization focuses on the structure of the learning process and continually increases the ability of its members to achieve flexibility and freedom of thinking, which leads to create new models and ways of thinking. Organizational learning focuses on how learning takes place and members

acquire the information, skills and attitudes that lead to the organization's improvement and adaptation to changing variables in a changing environment. Organizational learning is an essential component of building a learning organization. (Marquardt, 2002, p. 19). Hence, it can be said that organizational learning is the foundation for building a learning organization. By which it acquires a new culture based on the constant desire to learn and the great ability to cope with changes and adapting to developments. The values of this institution, its structure, administrative systems and organizational culture encourage learning for all its employees, resulting in continuous improvement in their practices and in achieving their goals and objectives. This will only be possible if the institution adopts organizational learning as an idea and application alike.

2.3. Human resources development strategy in the university institution

As part of the development of its human resources, the university institution adopts a developmental concept for these resources, where it works to diversify its programs and development directions, such as **organizational** development, **administrative** development and **career path** development. Such elements lies within the development function of the institution, although these elements differ in their concept, they share one of the most important contents and objectives, which is the human element and the issue of its development.

Therefore, its success requires increased attention to the development of human resources, and the availability of a successful organizational climate, which increases the satisfaction of human resources and consequently increase loyalty. Thus, the university has acquired the three keys to its success and continuity in light of the surrounding environmental changes.

The development strategy is defined as the "comprehensive and planned effort to change and develop human resources by influencing their values, skills and behavior; as well as to change their beliefs and attitudes in a way that creates a sound regulatory environment" (Al-Sakarna, 2009, 22).

2.3.1. Organizational Development (OD)

2.3.1.1. The concept of organizational development

Organizational development is one of the most important concepts that have an impact on the life of different institutions. The researchers defined it in different definitions, which vary according to their views. As our focus is on developing human resources,

we will be working on the most important definitions that focus more on this aspect. Where Organizational development OD is defined as:

"The efforts done that aimed at increasing the Foundation's programs and developing its employees; and encouraging the efforts of the human element within the institution. In addition, it is a strategy aimed at changing the beliefs, attitudes and values of individuals so that they can adapt to changing circumstances in terms of technology and social and economic changes in society". (Abu El-Nasr, 2007, 111).

"Creating an ideal environment in which human resources can develop themselves, achieve their objectives and affect their functions, institutions and environment." (Al-Sakarna, 2009, 27).

"The various planned efforts and programmed approaches to change, which aim to increase the effectiveness of the organization and develop the capabilities of its human resources, or it is a process that involves a series of activities carried out in cooperation with the human resources to help them find ways to improve work and achieve the Foundation's objectives." (Al-Ghalbi & Saleh, 2010, 37).

Some emphasize that the organizational development of university education is:

"A comprehensive integrated process of all its aspects (human resources, working groups, organization itself). So that the university can gradually move from the current situation to the targeted situation over a given period of time, through the available human and material resources, the organizational climate and the surrounding environment; and enable it to face all kinds of changes, such as: cultural, social, economic, technological and information changes." (Mohamed & Foley, N. d, 4)

 Through the previous definitions, it is clear that; organizational development is one of the most important factors in the advancement of institutions, especially the human resources aspect; it is a set of methods used to plan organizational change to improve the development of human resources and developing their creativity and innovation, thereby increasing the efficiency of the institution. The organization's commitment to the organizational development program opens up a wide range of human resources development, moreover it allows for the promotion of its behavior and supports the ability to creativity and innovation through the potential of excellence and motivate the talents. (Al-Serifi, 2003, 451)

2.3.1.2. The importance of organizational development:

In the life of different institutions, organizational development is gaining its importance from the changing and volatile nature of the internal and external environment, which is highly influential in its activities, practices and even its goals, forcing it to search for adaptation to the environment. This importance can therefore be expressed through four basic considerations of organizational development: (Al-Sakarna, 2009, 34)

- **Organizational development as an educational approach:**

  It is an educational curriculum because it is planned and intended. It provides managers with the necessary techniques and skills to deal with the rapid challenges imposed on institutions and enable them to control the situation with the appropriate efficiency. Today, the institutions face a number of revolutionary trends and must deal with them in a professional manner that requires expert management skills in the use of change techniques and strategies.

- **Organizational development as a preventive approach:**

  This meaning depends on the physical term "inertia phenomenon" which means that the static body tends to remain static, and the moving body tends to continue moving at its original speed. The phenomenon of inertia in business management means that institutions cannot change their strategies and structures in order to adapt to changing competitive conditions. The phenomenon is attributed to the adoption by managers of these institutions of criteria that once helped to achieve success in the past to achieve future successes. Organizational development through its multiple technologies plays the role in the balance between the two cases, i.e. to moving the static, or stopping the continuous movement when the situation requires it. (Al-Ghalbi & Saleh, 2010, 41)

- **Organizational development as a health approach:**

  Organizational development enhances organizational wellness and the sustainability of the institution through the maintenance of its life cycle, using its integrated program that promotes basic wellness (adaptation, survival, growth), while addressing organizational weaknesses of (regression, debility, and death).

- **Organizational development as a proactive approach:**

Organizational development is one of the methods of the future industry, which is based on the principle of building the vision and moving from theory to application, through the present objectives, and to the future image.

2.3.1.3. Objectives of Organizational Development:

Organizational development aims to achieve the following objectives: (Al-Serifi, 2003, 457)

- Organizational development supports organizational efficiency and effectiveness, and therefore OD supports performance.

- Human resources development is the primary objective of organizational development efforts;

- Organizational development is a long-term effort to raise the capacity of institutions to address the external changes that affect them, and to improve their ability to address internal problems as well.

- Organizational development is an effort to create a kind of integration between the objectives of individuals and the objectives and needs of the institution.

- Organizational development creates the appropriate environment in which human resources can develop, realize their ambitions, and positively affect their functions, institution and environment.

- Organizational development aims to change the prevailing culture in institutions, so that the values of cooperation and power sharing prevail between presidents and subordinates, rather than competition and the domination of one party.

- Organizational development efforts focus on working groups; they form reference groups from which individuals derive their values and standards.

We note that all of the above objectives are based on the idea that organizational development aims to, improve the skills and competencies of human resources, preparing them for new qualifications that may occur on the institution, and this consequently leads to increase the efficiency of the institution and improve its productivity.

2.3.1.4. Areas of Organizational Development:

As shown in Figure (2.4), four areas of organizational development have been identified: (Abu El-Nasr, 2007, 114)

- Organizational Structure.
- Technology: i.e. tools, techniques and methods of work.

- Tasks or work performed by the individual.
- Individuals in the organization.
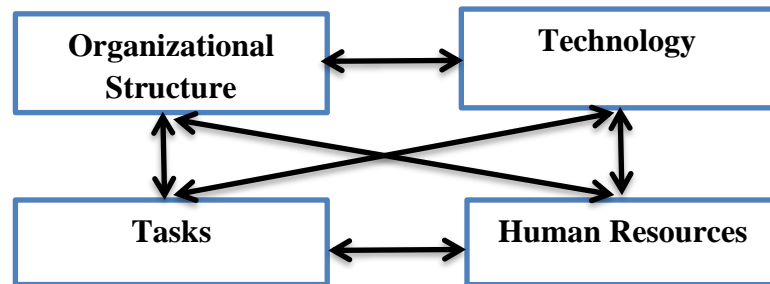
Figure 2. 4 Areas of organizational development
Source: M. Abu al-Nasr, 2007, Op. Cit, p. 114

2.3.1.5. The stages of organizational development:

Most researchers agree that there are four basic stages of organizational development. We address these stages as follows: (Al-Serifi, 2003, 459-460)

- Diagnostic stage: Members and groups of the institution are informed of the need for development, by drawing their attention to the problems hindering their progress at work, in which they are motivated to seek innovative solutions to solve their problems by collecting, analyzing data and setting goals.

- Change phase: This stage begins by identifying things to change. Where systems are developed, working methods, organizational procedures, and individual and collective behavior in the institution, and acquire new patterns of behavior, help in coping with problems and change to the best.

- Stabilization stage: After acquiring the desired results. The change that has been achieved must be saved, as well as the gains and benefits achieved from OD, and creating a new balance, to ensure that the organization will not revert to old practices.

- Feedback stage: It investigates the views on the development, the effectiveness of the results and the obstacles encountered. This is done through questionnaires distributed to all members of the institution, or through direct interviews where the development issues and the problems in this process are discussed, in order to avoid and address them in the future.

2.3.2. Administrative Development:

Administrative development is one of the most important strategies in enhancing the skills and abilities of the administrators in the institution, which makes the institution able to adapt to changes in the environment, especially external ones.

2.3.2.1. Concept of administrative development

Administrative development is an important function of managers at all levels. The researchers dealt with administrative development under several headings such as administrative development, development management, organizational development, administrative modernization. As a result, multiple definitions of administrative development have emerged, in contrast to the interest of the researcher in the aspect he has focused on. (Al-Lozi, 2009, 17-18)

- It was defined by Al-Omyyan as a relatively specific type of planned change aimed at helping organization members perform their tasks better (Al-Omyyan, 2005, 343).

- The various efforts and possibilities provided by the Foundation for continuous operations to prepare the manager to manage his subordinates, to contribute to the achievement of its strategic objectives effectively, by raising his ability to face the complex tasks in the present and future (Armstrong, 2004, 116). It is defined as a deliberate and planned effort, which arises automatically because of the interaction of objective conditions, which is inclusive of all components and interactions of the administrative development process (Abu Sheikha, 2011, 79-80).

The process of providing managers with the skills and information that helps them to improve their performance at work and raise their level of efficiency in the face of administrative problems. (Mashhour, 2009, 47)

2.3.2.2. The importance of administrative development:

Most institutions that seek to develop and cope with the various changes try to develop and design programs for administrative development. Where the importance can be determined by the following points**:** (Abbas & Ali, 2007, 132)

- Management development contributes to the development of management decision-making skills, allowing managers to choose the best alternatives and reduce risk and uncertainty.

- Develop the skills of human relations, which are required by administrative work, because of the interaction between managers and employees at all levels, and the importance of this interaction reflected in the development and implementation of plans and organizational goals.

- Administrative development helps to acquire knowledge and information about work and the enterprise in general.
- Developing the general capabilities of managers, which enable them to cope with changes and reduce the phenomenon of administrative limitation;
- Some management development programs contribute to providing managers with some special skills and according to the need for these skills.

2.3.2.3. Objectives of Administrative Development:

The objectives of administrative development vary depending on the size and type of problems in organizations. The most important objectives of administrative development can be summarized as follows: (Sirafi, 2007, 447-488), (Matar, 2008, 14)

- Spread the confidence among individuals that working at different levels.
- Finding compatibility and congruence between individual goals and organizational objectives.
- Help managers and supervisors adopt democratic management practices in supervision such as management by goals,
- The training of individuals to exercise self-censorship and the desire to control themselves,
- Develop incentives and rewards systems that are linked to the organization and the development of individuals.
- Creating a healthy and effective organizational climate, and increasing the organization's ability to adapt to the various environmental variables.
- Increase understanding of communication processes, conflicts and leadership styles by increasing awareness of community dynamics.

2.3.2.4. The need for administrative development

There are several factors addressed by researchers justify the existence or application of administrative development, including: (Saran, 2002, 37-39) (Qariuti, 2009, 342)

- **Administrative backwardness factor:** Most of the developing countries suffer from administrative backwardness; even in developed countries, institutions have their administrative problems that require new administrative styles.
- **Administrative Corruption Factor:** It represents the activities carried out within an institution by organized group or individually, which actually directing the institution from its official goal in favor of special goals.

- **The challenge factor:** The administrative challenges are many, especially in developing countries that want to catch up with the developed countries. Therefore, they need a laborious effort to develop human resources and administrative structures.
- **The change factor:** Internal and external environments often change around business organizations as well as events, actions, procedures, and people. The change factor is therefore necessary for organizations to adapt to their environment in order to survive.

2.3.2.5. Elements or areas of administrative development

The process of administrative development seeks to make changes in organizational structures, communication patterns, and development of positive values. The elements of administrative development are:

- Human resources.
- Organizational Structure.
- Procedures and Methods of Work.

2.3.2.6. Stages of building the Administrative development strategy

To achieve its development objectives, the Foundation seeks to translate and direct its efforts towards the effective construction and management of the Administrative development strategy, which includes the following stages: (Berber, 2008, 274-275)

- Stage of defining or knowledge of the objectives of the institution.
- The stage of determining the stock of managers in the institution.
- Screening stage.
- The stage of identifying the needs of administrative development.
- The stage of Designing administrative development programs.
- Evaluation stage.

2.3.3. Career path development strategy

The development of the career path is one of the most important aspects of the human resource development function in the institutions. Through it, the visions are determined and the features of the positions that the employee will employ from the time he joins the job until he is referred to retirement.

2.3.3.1. The concept of career development

Before giving a definition of the term career path development it is necessary to first identify the term career path, which is defined as:

- A series of career positions that held by the individual in a particular career (El-Maghrabi, 2009, 115)

- The diverse and consecutive career positions that the individual achieves horizontally and vertically throughout his career and until his retirement, the career path of the individual may also include more than one job in one or several institutions.(Diri, 2011 , 141)

While the career path development can be defined as:

- It is an organizational process through which the human resources management outlines the general frameworks on which the career future of individuals is determined, and to know the possibilities of their vertical and horizontal career movement. (Aqili, 2005, 548)

- A continuous process through which the individual progresses and develops through a series of stages in which each stage characterized by a distinctive set of characteristics, issues, problems and tasks. (Raweyah, 2002, 309)

Therefore, through the above definitions, it is clear that developing the career path of the employee is a way of creating a professional experience in a particular field, interpreter in all the jobs he has filled and the tasks he has performed. The career path is a motivational tool that is used to achieve the aspirations of human resources in the organization in general, and gain new skills and continually improve their knowledge, In order to get job upgrades and attain higher career positions.

2.3.3.2. Types of career paths:

There are three types of organizational career paths as following:

- **Traditional Career Path**

It represents the vertical shift of the employee from the lower to higher positions within the organizational hierarchy, whenever the opportunity is available. The disadvantage of this approach is that it lacks flexibility and makes the promotion alternatives very limited. (Aqili, 2005, 550)

- **Network Career Path**

    This path represents a shift in the organizational structure vertically and horizontally, and this helps him to acquire and diversify his career skills to occupy several positions at the same administrative level over time interval. The Career Path network has the flexibility that provides a variety of opportunities and alternatives for promotion, enabling the human resource to achieve its ambitions.

- **Achievement Career Path**

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A new concept of the organizational career path has emerged. That the employee is not required to stay for a specified period to rise to another level, depending on the successes and achievements in his work regardless of the length of time spent in the job, which gives an incentive for effective achievement. This is known as the network career path. (El-Maghrabi, 2009, 119)

2.3.3.3. The importance of career path development

The importance of the career path development varies according to the different benefits obtained, due to different positions and administrative levels. This is illustrated in the following points:

- **Importance for managers and supervisors:**

The importance and benefits of career development for managers and supervisors are highlighted in the following points: (El-Maghrabi, 2009, 116)

- Increasing their skills in managing their careers;
- Improved communication among managers and subordinates;
- Develop the planning capabilities of managers.
- Discuss the performance of human resources;
- Raising awareness of regulatory actions and matters;
- Ability to retain the appropriate skill stock for future projects;
- Being able to motivate staff to accept new responsibilities;
- Ability to achieve adaptation and compatibility between organizational goals and individual goals.

- **Importance for the employee**

The importance and benefits of career path development for the human resource in the organization are highlighted in the following points: (Raweyah, 2002, 351-352)

- Understanding the strengths and weaknesses, as well as the desire and need for integration between the profession of the human resource in the institution and his personal life.
- Knowledge of information that provides a better understanding of future opportunities within the institution.
- Focus on clear and multiple objectives for the future and development methods that meet these objectives.
- Sense of commitment to organizational goals.

- Learn new skills that help the individual to perform its current tasks and make more choices for the future.
- Building open lines of communication with supervisors regarding growth prospects, personal performance and organizational opportunities.
- Developing self-esteem resulting from growth and learning.
- Increasing and strengthening the promotion of higher positions within the institution.
- Recognize the possibility of achieving career growth in the current functionality of the human resource, by increasing the challenge and enjoyment without having to move to upper levels.

2.3.3.4. The importance of the career path for the institution:

The importance and benefits of career path development for the enterprise are highlighted in the following points: (Aqili, 2005, 550)

- Optimal use of staff skills and capabilities;
- Increase loyalty and loyalty to the institution;
- Dissemination of accurate information on career progression at all organizational levels;
- Improve the level of communications at the enterprise-wide level;
- The organization's retention and development of high competencies.
- Building the correct mental image of the institution among the masses;
- Increasing efficiency in the human resources system and simplifying procedures;
- Ability to build clear goals and objectives.

Thus, the development of the career path accurately determines the individual differences between the human resources in the institution. In addition, enables of the precise identification of their talents and motivation within the work. Allowing the diagnosis of the needs and capabilities of the distinctive human resource, making it easier for the organization to discover and direct the individual to a true destination. Which satisfies his needs, develops his skills and motivates his ambitions, where at the same time meet the organizational needs efficiently.

2.3.3.5. Career path development strategy
- **Definition of career path development strategy:**

The career path development strategy is defined as:

A set of activities, processes and procedures that constitute an effective program for planning and developing the career path to reconcile the organization's long-term needs with the needs of employees in the short and medium term, while addressing rapid and predictable changes.(Amer, 2011, 167)

- **Dimensions of career path development strategy:**

The career development strategy has two main dimensions

- Career path planning
- Career path management

We present them in the following Fig (2.5)
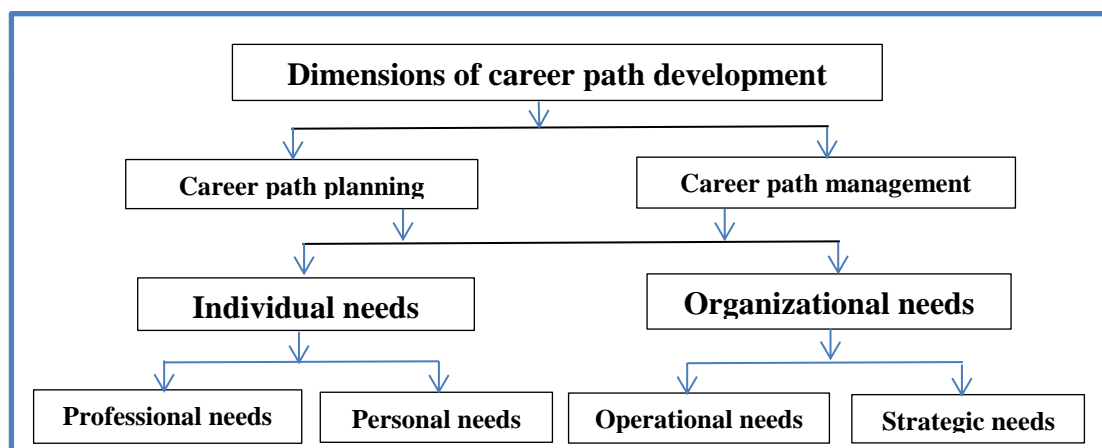
Figure 2. 5 Dimensions of professional career development strategy

Source: Sameh A. Amer, 2011, Human Resource Management Strategies, Dar Al Fikr Publishers & Distributors, Amman, p 173.

2.4. Human Resources Performance

The issue performance is one of the concepts that have received a considerable share of attention and research in administrative studies in general and human resources studies in particular, which reflect the importance of the performance concept for both individuals and organizations. To study of performance, it is necessary to distinguish between behavior and achievement. Behavior is the work or activities done by individuals in an organization; and achievement is the effect of results after individuals stop working, while performance is the interaction between behavior and achievement. It is the sum of behavior and results achieved together (Shawqi, 2012).

2.4.1. Evolution of the concept of performance:

Due to the ongoing developments and changes in the environment, the organizations are constantly under pressure to adapt to these changes for their survival, so the idea of

performance has evolved with those changes and developments at the local and global levels. In order to know how the concept of performance evolved upon time, one must look at the old and new concept of performance.

2.4.1.1. The old perception of performance:

The historical development of performance and interest in it, and the development of indicators of measurement are as old as human civilization. The evidence was that the Babylonians, pharaohs and ancient Chinese were interested in estimating the quantities of agricultural products of their land, according to considerations of soil quality, abundance of water, and the enthusiasm of farmers and their experience in work, and achievement. They started from simple calculations compared to current standards. However, they were useful in assessing things and follow-up achievement and achieve goals. With the Industrial Renaissance, the interest in performance increased. Taylor was credited with accurate study of the motion and time the worker performs in order to reach the ideal time required to accomplish his tasks (Idris and Ghalbi, 2009, 22)

We note from the above that the perception of performance was limited only to the time taken for individuals and equipment to determine performance rates, but soon that perception evolved according to developments in the environment.

2.4.1.2. Modern outlook of performance

The progress in performance and its management came in successive stages. Both in the industrial world as business organizations or state organizations. It is noted that this development focused in the applied field and conducted on the financial indicators. Through accounting practices that, tend to link government activities to its costs, in order to rationalize government spending and make it more beneficial, however relying on the financial field only in the process of measurement, and evaluation of performance does not give a full-dimensional vision of the organization. Therefore, it is important to adopt other fields besides the financial field to build an effective performance system in the organization (Macmenamin ,1999 ,323).

Thereafter knowledge accumulated in this area, including the idea of developing job performance, so that the activities and processes as well as the outputs linked to their own costs. Pre-performance ideas and lectures have helped managers to understand the nature, location and importance of work, to contribute to effort, performance and overall achievement, There was also the idea that lower-level organizations were comparing their performance to the performance of the most successful and well-organized

organizations, in order to obtain better performance and gain competitive advantage. (Idris and Ghalbi, 2009, 22)

2.4.2. Performance, concepts and definitions

The term performance has been particularly important in administrative literature, especially in strategic literature, for two reasons: The first is that it is a key element in predicting success or fail of organizations when implementing their strategic decisions and plans. The second is that performance and its measurement faces many challenges, the most important of which are the different objectives of the organizations and therefore the difference in the measurement indicators. (Jubouri, 2000, 45)

Despite the numerous studies conducted on the subject of performance, however, the writers in this area did not reach a consensus on a specific concept because of the multiple trends and different objectives of their studies; the following is a set of performance definitions that reflect the views of writers and researchers in this field:

Kubaisi(2010, 15) defines performance as behavioral responses that reflect what he/she has learned or trained, which is the result of mental, psychological and motor abilities, and is usually measured by quantitative and qualitative indicators. Performance improvement is almost the direct and intermediate task of training in general.

Abu Sheikha (2000, 87) believes that performance is an interaction of the employee's behavior; this behavior is determined by the interaction of the employee's effort and abilities in the organization,

Nicholas as cited in (Durra, 2003, 15) defined the performance of human resources as "the product of behavior." Behavior is the activity of individuals, which makes the environment or the result different from what it was before.

The level achieved by the worker in the performance of his work, in terms of quantity and quality of work provided by him (Hamdawi, 2004, 12).

Mustafa 2005, define performance as "The degree to which an individual or team has reached the planned goals efficiently and effectively". Where efficiency is the ability to reduce the consumption of resources to the appropriate extent according to specific criteria for scheduling quality and cost, In addition, effectiveness is the ability to achieve the organization's goals by improving the performance of appropriate activities. (Mustafa, 2005, 147)

Human performance is also seen as "the ability to achieve results and the achievement of results is based on the interaction of three fundamental elements (Elias & Bernie, 2012, 5):

- Skills are resource of human performance and one of its basic components, where its acquisition, development and management contribute for achieving the best levels.
- Motivation.
- Organization of the work expressed in the appropriate framework for the embodiment of tasks and the various relationships of cooperation and values shared by human resources.

It is clear from the definitions of performance, some researchers believes that performance is closely related to the nature of the work done by the individual, and some of them believe that it is a behavior; while others see it as an effort and some see it as an achievement. This resulted from the multiple studies and researches conducted in this area, whatever it is, applied or theoretical. In this, regard (Tomas Gilbert) as cited in durra 2003 points out that, it is necessary to distinguish between behavior, achievement and performance. Because behavior is what individuals do in their organization, while achievement is the impact or results that remains after the cessation of work, i.e. the output or results; and performance is the interaction between behavior and achievement, i.e. the summation of behavior and results obtained together and these results should be measurable. (Durra, 2003, 25)

In the opinion of (Abbas) that there are some concepts related to performance, and among these concepts efficiency and effectiveness; as efficiency refers to the ratio between inputs and outputs, the higher the output of the inputs the higher the efficiency. The effectiveness refers to the objectives achieved by the Organization regardless of the costs incurred on these goals (Abbas, 2006, 138).

The relationship between efficiency and effectiveness is very important. Although the organization may be effective, not efficient, or vice versa; but the administration is always seeking for a consensus and harmonization between these two concepts. The organization is required to be efficient and effective at the same time, in this case success is an ally of that organization. However, if the organization is effective and inefficient, it means achieving the goals but at a high cost and wasting many resources, while if the organization is efficient and ineffective, it means the efficient use of its resources but

without achieving the goals. Worse still, Organizations that are inefficient and ineffective will absolutely fail. (Thompson, 1994, 160-161) The relationship between efficiency and effectiveness is illustrated in the following diagram:
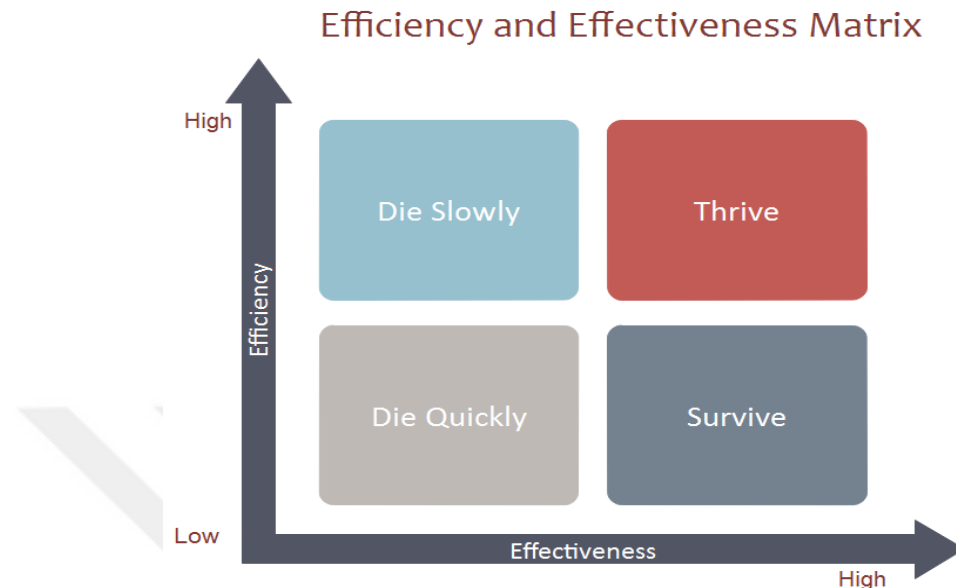
Figure 2. 6 Efficiency – Effectiveness Matrix

Source: adopted from, Thompson, John L .Strategic management .awareness and change, 2nd ED, 1994, prentice hall publishing p: 160.

2.4.3. The importance of performance

Job performance is a managerial issue of particular interest within any organization. It is the final outcome of all activities, which aimed at achieving a clear understanding of the basic work duties that the employee is expected to perform, moreover how the employee's work contributes to the achievement of the organization's objectives And how supervisor and subordinates will work together to maintain and develop the employee's current performance. (Bakal, 1999, 26).

The importance of the concept of performance is related to the life cycle of the organization in its different stages, namely the stage of emergence, survival, continuity, stability, reputation, pride, excellence and leadership. Thus, the organization's ability to move beyond a stage of growth and enter a more useful phase depends on its performance levels.

The performance of the human resource at different levels is a reflection of the performance of the department or the organization itself, and the degree of competence of the human resources to their performance is an expression of the effectiveness of the

organization in which they operate, this is illustrated in the following: (Mia et al., 2009, 5)

- Performance is a measure of the individual's ability to perform his work in the present time. The individual performance becomes one of the fundamental factors upon which many administrative decisions are based, which related to some important issues in the professional life of the individual. Such as transportation, promotion and licensing for study and secondment for work abroad. In this sense, a particular attention of individual should be payed to his work performance, as it relates to his future career.

- Every individual must pay particular attention to the performance of his duties and activities, because it is related to the incentives, wages and salaries he obtained against this performance, if the necessary elements are available to find the positive relationship between incentives and performance.

- Performance is related from the point of view of the individual to one of his basic needs, namely the need to be stable in his work, and to prove his competence and abilities.

From the foregoing, we conclude that the individual's interest in improving and development of his performance will enable him to achieve a number of related goals, namely economic, psychological and social goals.

2.4.4. Factors affecting the performance of human resources:

The individual's performance affected by a multitude of different and interrelated factors. Those are practically difficult to identify or distinguish between them. In addition to their multiplicity and difference, these factors vary according to the time, place and stage of the individual's career life. The difference is noticeable in the intensity of the impact on performance, some of these factors lead to higher performance while others reduce it, and some of them have a direct impact on performance while others have an indirect impact on it. In order to simplify, these factors can divided into two types: (Elias & Bernie, 2012, 5, 6)

2.4.4.1. External factors:

External performance determinants related to the organization's internal work environment and the external environment with its political, economic, and social variables in general, but the most important factors are:

1. Physical working conditions: They represent the work environment of the institution such as lighting, ventilation, noise, humidity, heat, hygiene, machine arrangement, meals, etc. They have a significant impact on the physical and psychological health of the individual and his job performance, because of their role in providing a safe and comfortable work environment.

2. Technical factors: they represented in the quality of the machines, equipment and methods of work used, as they have a role in the performance of individuals, thus even a perfect staff with good training and high ability, will not be able to do their tasks perfectly unless they provided with suitable resources.

3. Social factors: that is represented in social working conditions. The experiments of Hawthorne in the 1930s proved that they have a significant impact on individuals' performance, notably the hierarchical organization of labor groups, leadership style and supervision, and formal relationships within the working group.

2.4.4.2. Self-factors:

These types of factors related to the behavior of the individual or his performance, which results from the interaction of the ability and motivation to work for the individual in the environment or the circumstances in which he practices, it explained as follows: (Elias & Bernie, 2012, 5-6)

1. Ability to work: Ability to work represents in the personnel capabilities of individual, these capabilities determine the degree of efficiency and effectiveness of the efforts that he shows in workplace, these capabilities can be divided to:

   - Innate or inherited abilities: They are abilities that the individual already possesses; they are physical, such as health, fitness, hearing and sight, or personality such as restraint, initiative, good character, etc.
   - Capacity gained: which acquired through practice, training and learning. It represented by scientific qualifications, practical experience, and knowledge of the individual as to how he should exercise his role in the institution.

2. Motivation to work: The motivation refers to "the inherent energy within the individual driven and directed to act in a particular way, as well as the strength

of the individual's enthusiasm for performing the tasks of work" It expresses the desire to work. In other words, motivation determines the extent to which an individual uses his abilities at work.

From their point of view (Mathis and Jackson) thought, that there are three factors that significantly affect performance: (Mathis & Jackson, 2003, 75)

- Individuals themselves through the capabilities they enjoy and the incentives they receive as well as their support by the management of the organization.
- Job satisfaction or dissatisfaction, which has direct effects on job performance.
- Organizational commitment means the degree to which employees believe and accept the organizational objectives. In addition, their commitment to the local policies for achieving the objectives.

Figure 2. 7 Factors affecting individual performance
Source: Mathis, Robert L. & Jackson H, *Human Resource Management,* 2003, 10TH Ed, Thomson: Southwestern College Publishing, p 161.

Either Assaf, believes that the most important factors that positively affect performance are: (Assaf, 2003, 73)

- Ensure that all employees provided with all the important information necessary to carry out the work. Such as the nature of the task assigned, the date of

completion of this task, the location of the materials required to perform this task, and the quality of the work standards.

- Commitment to the principle of reward and punishment, where glory rewarded, and the defaulter directed and advised.
- To study the factors and obstacles that prevents the employees from performing the tasks, and finding solutions to reduce or eliminate them.
- The interaction between supervisors and employees; allow employees to discuss professional and functional perceptions, and participate in expectations and plans.

The factors, which discussed previously, interact with each other; high performance is a result of such interaction. These determinants have different weights of their effect on performance, as well as their effect on each other. High ability, for example, may increase the motivation or desire to work, while motivation may make the individual seek to improve and develop his abilities, and this requires us to look at these determinants comprehensively. Despite the importance of motivation and desire to accomplish the tasks, their impact on performance remains inadequate if it does not have the commitment or perseverance at work.

2.4.5. Elements of human resources performance

The researchers differed in determining the elements of performance and the areas of their application. Some of them resorted to assigning a set of elements and criteria to each organizational or administrative level, while others presented a set of elements and believed that they could applied to all works. These include: Knowledge of work, leadership, initiative, creativity, quality of performance, work size, cooperation, ability to make decisions, ability to solve problems, , delegation of powers. Whatever the multiplicity of these elements, it must emphasize two basic aspects: (Al-Salem, 2009, 242)

The first: Objective or (quantitative); expresses the basic components required by the nature of work, such as the amount of production, quality, speed, skill, or the extent of achievement of goals, as well as the use of working time.

The second: subjective or behavioral (qualitative), and reveals the personal qualities of the individual as: the ability to learn, the use of training, supervisory capacity, the extent of acceptance of criticism, the possibility of reliance on him, cooperation, relationship with managers and subordinates.

A group of management scientists tried to prepare a model for the elements and determinants of performance, where (Lawler & Porter) presented a model based on three main factors (the outcome of the employee's effort, the personal characteristics, and the employee's perception of his / her career). They explained that the performance is not determined by the availability or lack of certain determinants. However, the result of the interaction between the three main determinants, which are as follows: (Lawler & porter, 1989, 123)

- Individual motivation: It expresses the desire of the individual to work, which can be shown through his enthusiasm and his willingness to work.

- The work environment: expresses the satisfaction provided by the internal work environment of the individual and his sense of satisfaction with his work after he has achieved his desires and goals.

- Ability of the individual to perform the work: This ability, which can be obtained by the individual through education, training and the acquisition of specialized expertise and skills, related to work.

Al-Shamma agrees with the above, where he believes that achieving high job performance requires three factors, as follows : (Al-Shamaa, 2007, 45)

- Ability or capability of performance: Individual ownership of attributes such as intelligence and public health, and thus the individual's ability to perform can be improved through training and development programs.

- Desire to work: It can be improved by motivation, and motivation is meant to induce the individual to take appropriate behavior and to provide reasonable conduct that would achieve a goal set by the management of the organization.

- Provide an opportunity for the individual to perform his tasks. By the analysis of a range of factors, affect the individual. Such as, the type of technology used, planning systems, decision-making and how to delegate the powers.

From his point of view, Al-Salami believes that there are three main elements of job performance: the work itself, the worker, and the organizational framework that connects the individual and the work. He added; the ability and desire to work interact together in determining the level of performance. In other words, the effect of the ability to work on the level of performance depends on the degree of the person's desire to work. Conversely, the effect of the desire to work on the level of performance depends on doing the work; this derived by the following equation: (Al-Salmi, 2001, 171)

Performance level = Ability to work × Desire to work.

In this regard (Gharbi and others), thought that; The individual's performance is correlates with the effort he makes, whether it relates to productivity, desire, competitiveness, or achievement of the tasks required, and the performance of the individual can be evaluated through three different elements: Harmonization, effectiveness and efficiency. (Gharbi et. al, 2007, 132)

Due to their opinion some researchers like Haines and Grote argue that performance is consists of partial elements, which usually considered as a basis for evaluating performance. These elements clarified as follows:

Results:

Results are usually the outcome of the performance, and are often the first objective of the evaluation. It is often easy to measure the results, and in most jobs, the results are short figures such as quantities of production, total sales or gross income. In some jobs, especially those that provide services and may not require commodity production, it may require the use of personal judgment to evaluate results (Haines, 1988, 170-171).

The results show what the individual is doing and focus on one of the following components:

- Current work outputs;

- Countable results;

- Measurable outputs and achievements;

- Completed goals;

- Quantity, quality, cost, and Timeliness (QQCT).

The behavior:

Behavior shows how an individual performs his work, and can focus on one of the following elements: (Dick Grote, 2002, 28)

- Adherence to organizational values;

- Efficiency or performance factors;

- Features, characteristics, and capabilities;

- The personal method or method;

- Knowledge, Attitudes, skills, and habits (KASH)

In a study by (Wikstrom & Lazer), and another by (Holly & Field), as cited in (Al-Salmi, 2001, 182-184), both of studies were conducted on a number of business organizations in the United States of America. Referring to their results, 8 Eight common elements

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were found to be the most widely used in defining and measuring human resources performance: (Knowledge of work requirements, leadership and influence, initiative, quality of work, quantity of work done, cooperation, disposition, Dependence on the employee, and the evaluation). Wikstrom & Lazer, added two other elements (creativity, and development of subordinates), while Holly & Field added four different elements (Human Relations, Organization & Planning, Work Habits, Attendance)

2.4.6. Performance types

The classification of performance as other classifications of economic phenomena raises the problem of choosing the exact and practical criterion at the same time, which can be relied upon to identify different species. Since performance in concept is closely related to objectives, the criteria adopted in the classification of targets can be transferred and used in the classification of performance as standards of inclusiveness and nature, as follows: (Mazhouda, 2001, 89)

1. **According to the criterion of nature:**

According to this criterion, which divides objectives into economic, social, technical and organizational objectives' performance can be classified into economic, social, organizational, technical, etc.

Within this classification, it is not possible for the institution to rely entirely on one component without the others, to achieve performance at the required level, but it makes sense to give a certain aspect greater relative importance than other aspects. It is also important to note that this relative importance is subject to change with the development of the institution and the introduction of new stages in its life. This makes performance an evolving concept, as the performance components evolve over time, because the internal and external evaluation criteria on which the performance is based are variable. The factors that control the success of an enterprise at the stage of market entry may become inappropriate for measuring performance based on an institution in the process of growth or maturity. A combination of social, technical, financial and organizational factors is effective in a particular situation, but not in other situations. The combinations are multiple and change over time. (Abdel-Fattah, 2002, 126)

2. **According to the criterion of inclusiveness:**

Depending on this criterion, performance can be divided into overall performance and partial performance:

- **Overall performance:**

This kind of performance is reflected in the achievements that all the elements, functions and sub-systems of the organization have contributed to achieve, and cannot be attributed to any element without the contribution of the rest of the elements. In this type of performance, it is possible to talk about the extent to which, and how the institution achieves its comprehensive goals such as continuity, inclusiveness, profits, the growth... etc.

- **Partial performance:**

This is achieved at the level of the subsidiary systems of the institution; it is divided into several types, which can be divided by functional criterion into: financial function performance, human resource function performance, supply function performance, production function performance and marketing function performance. (Aqla & Jaradat, 2001, pp 42 - 45)

2.4.7. Dimensions of human resource performance

We can distinguish between three partial dimensions that can be measured by human resource performance. These dimensions are: (Sultan, 2003, 220)

2.4.7.1. Quantity of effort:

It expresses the amount of physical or mental energy that an individual performs at work over a period; it is considered as one of the measures that measure the speed of performance or its quantity in a given period, and expresses the quantitative dimension of energy.

2.4.7.2. Quality of Effort:

It means the level of accuracy and quality, and the degree of matching the effort to specific qualitative specifications, that in some cases the speed or quantity of the performance is not as important as the quality of the effort. Under the qualitative criterion for the effort, some measures included such as those, which measure:

- Degree of matching products to the specifications.
- Error-free performance.
- The degree of creativity and innovation in performance.

2.4.7.3. Performance Mode:

What is meant by the method or manner in which work is done, i.e. the way in which work activities are carried out. For example, the order in which an individual performs certain movements or activities, access to a decision or solution to a particular problem or the manner in which a research or study is conducted.

2.4.8. Performance levels

In terms of the criterion of inclusiveness, Robinson and Robinson assert that there are three levels of performance: (D. Robinson and J. Robinson, 2008, 227)

2.4.8.1. The level of the organization:

Danny called it, the level of the business units, which is the highest level that achieves the conformity of performance with the external environment standards. Then decides what internal performance is required. This level can be highlighted in the following points:

- The performance level corresponds to the internal and external work environment.
- The Executive Manager determines and manages this level of performance and ensures that the other performance levels are consistent with performance level of the business units.
- This level includes key administrative processes, such as planning, organization, policy development and process identification.
- This level is the link between customers and their needs, and the employees of the organization who are required to achieve these needs.
- All performance definitions at other levels are based on performance definition at this level. In addition, without this definition there will be problems with performance of other levels.

2.4.8.2. Process level:

This level is defined as the "essence of operations", which contributes to the implementation of the business needs and requirements set by the organization level, thus producing outputs in the form and the specified specifications. This level provides the way in which the work is carried out, outputs are produced and the operational framework of performance. It also manages the interrelations between the other levels of performance and the systems in which they work. It focuses on ensuring that the following elements exist: (Aqla & Jaradat, 2001, p 43)

- Operations: the extent of their necessity and importance to achieve the strategy of the institution;
- The objectives of the operations: where the compatibility of these objectives with the objectives of the institution is ensured;

- Process design or structuring: designed to serve operational objectives and requirements;

- Measurement of processes: Here, it ensured that the operating management system (OMS) is efficient and effective, and enables analysis of work and correction of deviations.

2.4.8.3. Function level:

It is common that the outputs of any organization come through processes, those processes managed and performed by individuals at various levels, disciplines and areas of work. Performance at this level defined as the functional performance of human resources, either as a result the performance of one individual or teamwork. Therefore, the functional performance of human resources is the primary determinant of performance at the operational level and then at the organizational level. (Sultan, 2003, 224)

An institution that aims to achieve good performance should not neglect these interrelated levels, since the reference of individual level based on the level of processes that primarily based on the organization level.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introductory Background

Understanding the background to the research and the context of fieldwork is very important. This chapter gives a general introduction and background of Libya followed by an overview of higher education institutions located in Libya. Moreover, methodology of this field study and its applied procedures ended with a survey sample/pilot study and its statistical analysis.

3.2. The Geography of Libya

In the center of North Africa, Libya possesses a distinctive geographical position and has a Mediterranean coastline of approximately 2000 km. It is a huge territory, which extends from Tunisia and Algeria in the West to Egypt in the East, and stretching from Mediterranean to Niger, Chad and Sudan in the south. The area of Libya is 1.8 million square kilometers (700,000 sq. mi), 90% of which is desert. Libya is the fourth largest country in Africa with respect to its area, and the 17th largest country in the world. (Al-Barghothy A. nil, p 7) Figure 4.1 shows the map of Libya and its location:

Figure 3. 1 The geographical location of Libya
Source: www.britannica.com.

This vast area that stretches up to 2000 kilometers EW and over 1,500 kilometers NS, which made it impossible to open educational institutions in the entire country. In this study, especially with a background of civil wars and armed conflicts that erupt in many regions and cities of the country, the researcher limited the scope of this study to higher education institutions located in Tripoli Province.

3.3. Higher education in Libya

In this section, a brief overview of higher education in Libya will presented; some statistics and indicators show the reality of higher education institutions. Table 3.1 summarizes the reality behind Libyan higher education system.

Table 3. 1 Basic data on higher education in Libya

No	Description	Items or %
1	Number of Universities	13
2	Number of Faculties	198
3	Number of Departments	1256
4	Tot. Number of students	342795
5	Percentage of university students to population (6 million)	5.7 %
6	Number of national faculty members	9525
7	Number of foreign faculty members	1727
8	Total number of faculty members	11252
9	Number of Employees	18627
10	Number of delegates for postgraduate studies abroad	15665
11	Percentage of teaching staff to students	1:31

Source: Al-Akkari F, et al, report introduced to ministry of higher education, 2014.

3.4. History of higher education in Libya

The first Libyan University was established in 1955 right after the independence. It started with providing education of Arts, Commerce & Economics in Benghazi city and the science subjects in Tripoli in 1957. Between 1962 and 1967, faculties of Engineering, Agriculture, Law, and Education were successively added. In the early 1970s, the university extended its functions by imparting education in Medicine, Arabic & Islamic studies, Petroleum Engineering, and Mineralogy. Later, the university split apart in two universities: The University of Tripoli, and The University of Benghazi (El-Hawat A., et al, 2005, pp 112-114). Later, some other universities were opened in different parts of the country, to meet the ever-increasing demands and providing help to deal with challenges, which the country was undergoing, and to accommodate more

students on university level. In 2000s, there were fourteen universities and ninety faculties. They were operating in the country's administrative districts and more so, sixty-five higher technical and vocational centers are operating in the country (Assghaier, H., 2012, p 67). Nowadays, there are thirteen universities operating in Libya; two of them are private including Al-Asmarya University and the Open University (Al-Akkari F, et al, 2014).

Table 3. 2 Libyan Universities

No	University	place	Foundation date
1	The Libyan Academy	Tripoli	1988
2	University of Tripoli	Tripoli	1957
3	Al Zawiya University	Al Zawiya	1988
4	University of Aljabel Algherbi	Ghreian	2004
5	Al Asmarya University for Islamic Sciences	Zliten	1993
6	Azzeitona University	Tarhona	2001
7	University of Misurata	Misurata	2010
8	University of Sirte	Sirte	1991
9	University of Sebha	Sebha	1983
10	University of Benghazi	Benghazi	1955
11	Arab Medical University	Benghazi	1984
12	University of Omar Al - Mukhtar	Al - Bayda	1984
13	The Open University	Tripoli	1987

Source: prepared by researcher according Universities' websites

3.5. Organizational Structure of Higher Education

Higher education was governed by the General Peoples' Committee for Education & Scientific Research (GPCESR). In 2011, it turned to Ministry Of Higher Education. The Libyan higher education sector has both public and private universities, technical colleges, higher vocational & technical institutions and academies.

Within the Ministry of Higher Education, three bodies are responsible for the supervision and the coordination among the higher education institutions, as shown in figure 3.3 below: (http://eacea.ec.europa.eu/tempus)

- The National Committee for Universities.
- The National Committee for Technical & Vocational Education.
- The National Committee for Private Education.
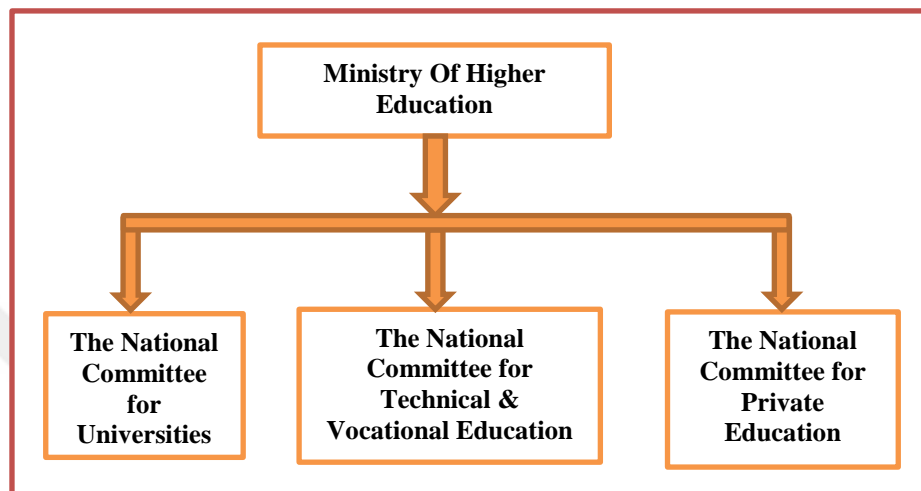
Figure 3. 2 Organizational Structure of Higher Education
Source: prepared by the researcher

3.6. Types of Higher Education Institutions, Programs and qualifications

There are three types of higher institutions in Libya:

1- Universities

Universities offer three types of qualifications: Bachelor's degree (4 to 6 years of study after High School Certificate). Universities also offer programs leading to Master's degree in most specializations, which requires on average two to three years after getting the bachelor's degree. Obtaining a Ph.D. degree in selected specializations and at certain universities requires 3 to 4 years of studies and research (El-Hawat, A. 2009, 83).

2- Technical Colleges

In November 2009, 16 high vocational centers and institutions were converted into high technical colleges. These colleges offer "technical bachelor degrees" in certain specialties, and they require students to study four years after finishing their secondary school.(http://eacea.ec.europa.eu/tempus, 12/03/2017, 13:25)

3- Higher Vocational Institutions

Libya has 65 higher vocational institutions, which are operational. These

institutions offer programs in various vocational specialties and students have to study for three years after finishing their secondary school. Their graduates are awarded higher vocational/technical diplomas.

After providing an overview of the existing higher education infrastructure in Libya. It is obvious that it is an enormous sector with a large number of institutions. Which make it difficult to understanding its full details. Therefore, the researcher selected a sample out of state-owned and private sector universities, colleges, and technical (vocational) institutes depending on their response and willingness to contribute to this study. Table 3.3 shows the selected institutions.

Table 3. 3The selected population sample

No.	Type	Institution Name
1	State – Owned Institutions	The Libyan Academy
2		Tripoli University
3		Azzeitona University
4		College of Engineering Technology
5		College of applied administrative & financial sciences
6		Higher Institute of Mechanical Technology
7		Higher Institute of Agricultural Techniques
8	private-sector	The Open University
9		University of Tripoli Alahlia for Humanities and Applied sciences

Source: prepared by researcher

3.7. Methodology of the field study and its procedures

In this section, methodology, conceptual framework, study society/population,

sample, and data collection tools are mentioned. Figure 3.3 illustrates how the conduction process of the thesis is undertaken.

3.7.1. The study model:

Achieving the objectives of the study requires the construction of a model that illustrates the nature of the relationship between all variables of the study, where the model shows the relationship between human resources development strategies (Training, Organizational learning, and Develment strategies) and the personnel performance at the surveyed universities. Figure 3.3 shows this moodel:
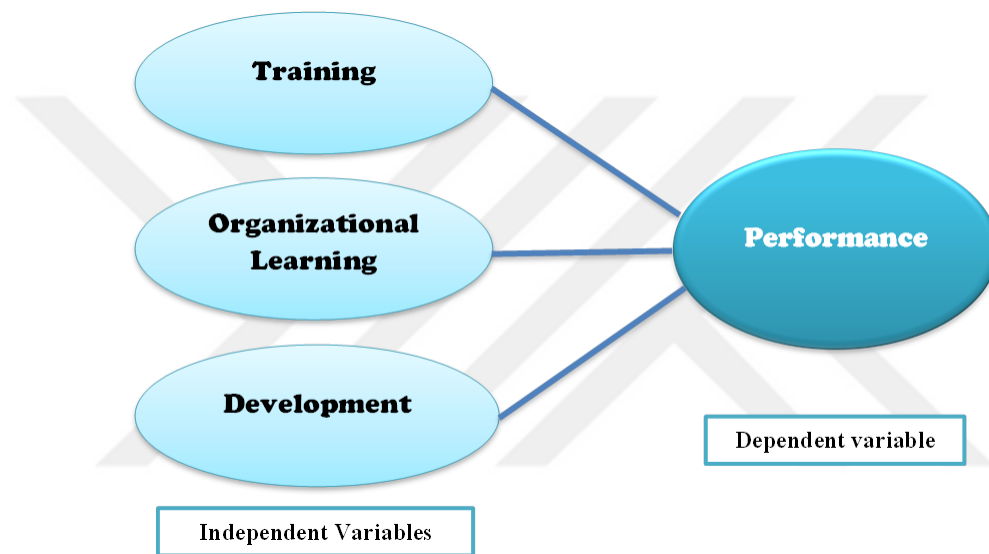
Figure 3. 3 The Study Model

3.7.2. Research Approach

While preparing this study, the researcher used analytical and descriptive approach, which fully covers its characteristics, confirms their extent of existence and the correlation between the variables.

3.7.3. Studied society/population

Meaning of studied society: The sum of the statistical units and their characteristics, to be identified accurately form other societies. In other words, the group of statistical units involved in the basic interest of the researcher in his study, which varies according to the problem or phenomenon under study. In this research, the studied community includes faculty members and administrators of higher education institutions located in Tripoli province. In order to identify and determine the effect of the HR

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development strategies on the performance of individuals, the table 3.4 describes the studied population.

Table 3. 4 Population of the study

No	Institution	Teachers	administrators	Total
1	The Libyan Academy	528	425	953
2	Tripoli University	2874	2553	5427
3	Azzeitona University	190	164	354
4	College of Engineering Technology	282	105	387
5	College of applied administrative & financial sciences	107	46	153
6	Higher Institute of Mechanical Technology	127	155	282
7	Higher Institute of Agricultural Techniques	182	150	332
8	The Open University	102	37	139
9	University of Tripoli Alahlia for Humanities and Applied sciences	140	85	225
	Summation	**4532**	**3720**	**8252**

Source: prepared by researcher according to institutions' records.

From table 3.4, it is obvious that, the population size is 8252 persons. 4532 of them are faculty members, and 3720 are administrators.

3.7.4. The sample

Some scholars such as De Vaus (2001) recommended a particular percentage as the most appropriate sample size, and besides, it is widely recognized that quantitative methods with a larger sample size should be preferred over qualitative methods. In the descriptive, analytical and quantitative literatures, great attention has been paid to large random samples to show the overall sample/population characteristics (Collis and Hussey, 2003).

Statisticians and researchers pointed out that large sample also reduces the probability of error in results and their generalizations; however, when a large numbers of people are identified as research subjects, as is the case in our study, the sample should be random one to maintain clear focus on research questions, assumptions, and the data needed for the research.

To determine the appropriate sample size out of a population of 8252, and maintaining 95% level of significance or degree of confidence, and possibility of the error (5%), we

adopted two methods: First: the sample size is obtained from tables. According to these tables the appropriate sample size = 370. (Saunders M. et al, 2009,).

The second method: Using the sample size calculator, through which, the calculated sample size was = 368 (https://www.surveysystem.com/sscalc.htm).

3.7.5. Sources of data collection

To achieve the aims and get answers to the research questions for the thesis 'The effect of the HR development strategy on personnel performance in the Libyan Universities' data was collected using two types of resources:

Primary resources: In order to address the analytical aspects of the subject of the study, the researcher worked on the questionnaire, which was specifically designed for this purpose. It is considered as the most reliable tool for study, compared to the study society and the sample size. Therefore, researcher cannot get access to all the people in the desired population through the direct interview; so, survey questionnaires were the core tool for ascertaining respondents' opinions.

Secondary resources: In order to fulfill the theoretical demands of this study, the researcher relied on the collection of data from a variety of sources including most relevant books published in English and Arabic languages in addition to doctoral dissertations, scientific journals, seminars, scientific conferences and some websites, Higher Education departments' policy documents and records.

3.7.6. Data Collection

A survey questionnaire was used as a method to collect data. Questionnaires are particularly suitable for collecting large volumes of data from a big sample, a characteristic that makes the questionnaires the most important source of data collection in most of the disciplines of research. "Questionnaires are among one of the most used and valuable means of data collection" (Lancaster, 2005, p.137).

A well-constructed questionnaire can minimize the researcher's bias and help keeping respondents' answers focused on the research topic (Brace, I. 2008). Researchers frequently use questionnaires for data collection through surveys because of their particular strengths.

The advantages of using a survey questionnaire are summarized by Brace, I. (2008) as: Inexpensive (especially when administered by email), greater likelihood of participants' anonymity, ease-of-access to participants, and reduced probability of researcher's bias,

with possibility to access larger samples/populations.

Questionnaires are administered in a variety of ways; via internet, by post, or by-hand delivery and collection. Therefore, the researcher employed by-hand delivery and collection of questionnaires to maximize response levels and minimize the risk of questionnaire loss or incomplete questionnaires, and besides, the researcher sent some questionnaires through email, where the physical access was not possible.

Design of our questionnaire was greatly facilitated by the work of previous researchers, notably: Leonard Nadler (1986), who classified HR Development, training, learning and development, and many other researchers.

Responses were mostly designed using Likert scale; according to which, responses of individual questions could be selected out of a scale from strongly disagree to strongly agree, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 =strongly agree.

3.7.7. Questionnaire design

The questionnaire was divided into two parts arranged in logical order, including a detailed translation of the questions. Study hypotheses clearly reflect what was needed to be collected. The questionnaire administrated in Arabic language, since the respondents are Arabic natives.

The first part included demographic profile, personal data of respondents such as gender, occupation, age group, academic qualifications, work experience etc.

The second part included four main axis or pivots, which are as follows:

- The first axis (pivot) is concerned with "Training as a strategy for HR development" and that included eleven terms/statements.

- The second pivot: Organizational learning as a strategy for HR development in the university, including ten terms specific to the practice of organizational learning at the university.

- The third pivot: Development as a strategy for HR development in the university including fourteen terms. Five of them were relevant to organizational development practice. Four statements were relevant to administrative development and practice as a target-focused strategy for HR development. Finally, five statements were finalized for the Universities to make them adopt career development as a strategy for developing their human resources.

- The fourth pivot: The performance of human resources can be analyzed through

sixteen measures, which reflect their performance levels. Overall, the questionnaire was designed to test whether HR development strategies actually influence the personnel performance in the surveyed universities or not.

Thus, the study tool included four axis/pivots, each divided into a group of phrases/statements numbered from (1 to 51). They are given in table 3.5 below with their symbols:

Table 3.5 Study axes and phrase numbers in each axis

No.	Pivot/Axis	statement' numbers	Phrases' symbols
1	Training as a strategy for the development of human resources in the University	(1 - 11)	$X_1 - X_{11}$
2	Organizational learning as a strategy for the development of human resources in the university	(12 - 21)	$X_{12} - X_{21}$
3	Development as a strategy for the development of human resources in the university	(22 - 35)	$X_{22} - X_{35}$
4	The level of human resources' performance in the university	(36 - 51)	$Y_{36} - Y_{51}$

Source: prepared by researcher.

The five-dimensional Likert scale was used, which is one of the methods for estimation of single-dimension grades, it offers five possibilities to answer the questions (strongly agree, agree, neutral, disagree, and strongly disagree). The respondents mark ($\times$) in front of the appropriate answer. The "strongly agree" option means 5, agree means 4, neutral means 3, disagree means 2, and strongly disagree means 1.

3.8. Pilot Study

Essentially, a pilot study is conducted to minimize risk. This includes testing the validity and reliability of questionnaires. In short, it includes checking almost every aspect of the planned fieldwork to assure smooth work. Any problems with data collection instruments should be detected and corrected before the fieldwork.

The pilot phase consisted of administration of questionnaires for a random sample of 30 respondents, who did not participate in the final study, so it was important to understand their views on questionnaire, and to assess whether the questionnaire was clear and simple for them or not.

3.8.1. Benefits of the pilot study

- Determines the degree of response of respondents to the questionnaire.

- Helps detect and identify ambiguities in questionnaire expressions.
- Facilitates initial hypothesis testing.
- Illustrates some design and methodological problems.

3.9. Validation of study tool (questionnaire)

The validity of the questionnaire can be assessed in several ways including internal and external validity. External validity means the extent, to which, the results of a study are generalizable to other populations, while internal validity measures whether or not a tool assessed what it is meant to assess; and it includes face validity, content validity and criterion-related validity.

For creating a valid questionnaire, the first step is to ensure its face validity, which is a basic test of a questionnaire. Face validity can be determined by the experts in the field. However, face validity is a very basic test of validity and should be followed with an assessment of content validity.

Content validity measures the extent to which the questionnaire tests the required skill. (Walker Ann, 2012, p12) (Bland JM, Altman DG, 2002, p 324)

A thorough review of literature and meeting with experts create good content validity. Our questionnaire (the Arabic copy) was reviewed and tested by arbitration committee, as listed in table 3.6 below. Six of faculty members and specialists from different Universities were asked to comment on the layout, structure, clarity and validity. Some questions were modified, some corrections were suggested but the experts believed that the questions were clear and easy-to-understand. Minor changes were made to the layout to improve the ease of reading and answering.

Table 3. 6 Arbitration Committee

No.	Name	Institute
1	Prof. Alhoshe, Abobaker	Tripoli University
2	Prof. Azzoughbi, Neser-Eddeen	Tripoli University
3	Prof. Mhaireig, Mabrouka	The Libyan Academy
4	Associ. Prof. Alhamili, Taher	The Libyan Academy
5	Associ. Prof. Bezan, Hanan	The Libyan Academy
6	Associ. Prof. Saeed, Mohamed	College Of Engineering Technology

Source: prepared by researcher

3.10. Reliability

In general, reliability assesses the repeatability and internal consistency of the questionnaire making sure that all the items in the questionnaire are focused on the aim of the research. Measures of reliability include: a) Coefficients of stability, b) Coefficients of equivalence, c) Internal consistency, and d) Split-half tests. This study focused on internal consistency.

a) A coefficient of stability measures the ability of a questionnaire to produce similar results over time and it is evaluated by test-retest repetition (Rattray J, Jones MC).

b) The coefficient of equivalence is found by administering a similar tool to the one being tested, and then the correlation is calculated between the two.

c) Internal consistency finds out how well items of the test relate with each other and how well different items measure the same skill. If items are not similar enough, they will not be consistent in measuring the objective; however, if they are too similar, questions may be redundant. The most common way to assess internal consistency is Cronbach's alpha coefficient, which measures the relation between average inter-item covariance and average variance of items. If the value of Cronbach's coefficient is above 0.70, it is considered as acceptable (Kline P, 2000, 29).

d) Finally, a split-half test measures correlation between two theoretically identical halves of the test. Some researchers measured this by calculating Spearman's correlation between the two similar halves of the questionnaire.

3.10.1. Alpha Cronbach

Cronbach's alpha (α) has an important use as a measure of the reliability. It was originally derived by Kuder & Richardson (1937) and it is abbreviated as KR-20, and later generalized and named as Cronbach's alpha (1951).

Cronbach's alpha increases when the correlation between the items increases, which shows internal consistency. A useful coefficient for assessing internal consistency is Cronbach's alpha. (Bland J M, Altman D G, BMJ, 1997, p 572)

The formula is:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum S_i^2}{S_T^2}\right)$$

Where:

K is the number of items.

S_i^2 is the variance of the ith item.

S_T^2 is the total variance of overall scores, formed by summing all the items.

The value of Cronbach's alpha ranges from 0 to 1, which shows the correlation between respondents' answers, when it is zero, it indicates absence of correlation between answers, If the value of the alpha coefficient is equal to 1, it indicates complete correlation between the answers. The value of alpha is usually acceptable if it is greater than or equal to 0.7, high in range between 0.7 and 0.8, and considered to be very high if greater than 0.8 (Wells C. & Wollack J, 2003).

3.10.2. Data Analysis of the Pilot study

3.10.2.1. Reliability of Questionnaire statements (Internal Consistency)

To verify the internal consistency of the questionnaire statements, the researcher finds out four questionnaire pivots/axes. A survey sample of 30 respondents was chosen, which include teachers and administrators, then correlation coefficient of each statement was calculated together with its axis' degree, then with total degree of the scale (all statements of the Questionnaire), was found out by using SPSS program, whereas R value from tables equal 0.361 at 0.05 level of significance and its degree of freedom is 28.

Internal consistency of the first axis/pivot statements, (training is strategy of HR development in the university), with total Pivot/axis degree & Total scale degree.

Table 3. 7 Correlation coefficients – First pivot (Training axis)

No.	Statement Symbol	Statement (Question)	Consistency with Axis degree	Consistency with total scale degree
1	X_1	University pays attention, greatly of employees training and development of skills.	**0.880	**0.740
2	X_2	The University has regular training plans and programs.	**0.909	**0.816
3	X_3	University identifies its training needs through observation, tests and performance assessment.	**0.843	**0.737
4	X_4	University setup training programs are helping its employees to use the modern technologies.	**0.823	**0.660
5	X_5	Training is imparted by using modern methods, improved skills and vocational knowledge.	**0.776	**0.607
6	X_6	Training programs were renewed according to university environment changes.	**0.833	**0.727
7	X_7	University seeks to achieve the compatibility between employees' skills and work requirements.	**0.746	**0.607
8	X_8	There is equality to distribute training opportunities between the employees.	**0.798	**0.739

No	Statement Symbol	Statement (Question)		
9	X_9	University compares performance of trained employees before and after training, carries out assessment to identify the range of training programs' effectiveness.	**0.854	**0.856
10	X_{10}	Training is an incentive for the employees due to acquired skills and qualifications.	0.178	0.353
11	X_{11}	Training programs narrow the gap between employees' culture and university culture; create mutual objectives and views.	0.344	**0.488

** function at level 0.01   * Correlation is significant at the 0.05 level

Source: Data Analysis

Table 3.7 shows the coefficient of correlation of each question/statement with its axes degree, then with total scale degree, the Coefficient for statements from 1 to 9 was between 0.746 - 0.909 which is a function at 0.05, but for statements 10 and 11, coefficients of correlation are weak, so these terms were redrafted. Moreover, coefficient of correlation between statements 1 – 11 with total scale degree, was between 0.488-0.856, which is a statistical function at 0.05, except for statement 10, which will be redrafted.

Internal Consistency of second axis expressions, (organizational learning is a strategy to develop Human resources in the university) with total Pivot degree and Total scale degree.

Table 3. 8 Correlation coefficients – second pivot (OL axis)

No	Statement Symbol	Statement (Question)	Consistency with Axis degree	Consistency with total scale degree
12	X_{12}	University encourages its employees to develop their skills, experiences and knowledge, by providing a supporting environment for continuous learning.	0.913**	0.823**
13	X_{13}	University attempts to focus on experiences and skills quality and knowledge acquired by the employees, as a final objective of the training	0.766**	0.753**
14	X_{14}	University works on enhancing use of team work techniques among its employees as a motivating technique.	0.0925**	0.838**
15	X_{15}	University creates linkages between its employees, invites them to communicate, exchange knowledge and experiences by using modern communication means such as Internet.	0.825**	0.649**
16	X_{16}	University develops research workshops, and brainstorming sessions to find solutions to work problems to achieve an advanced level of learning.	0.911**	0.816**
17	X_{17}	University provides full information and knowledge about what staff should know.	0.861**	0.807**
18	X_{18}	University promotes open communication and transparency in dialogue and accepts complaints and proposals between leaders and employees.	0.878**	0.854**
19	X_{19}	University creates common vision and culture among its employees based on common goals, ambitions, tasks, responsibilities and messages.	0.889**	0.851**

| 20 | X_{20} | University encourages discussing faults, failures to identify its reasons and learn the manner to avoid them in the future. | 0.903* | 0.931** |
| 21 | X_{21} | Organizational learning programs in the university help employees acquire multiple skills in their fields of specialties. | 0.668** | 0.0625** |

** function at level 0.01   * function at level 0.05   R = 0.361

Source: Data Analysis

Table 3.8 shows the correlation coefficients for each statement with its pivot degree then with the total degree of the scale (all the questionnaire statements), the correlation coefficients with their pivot degree were between 0.668 – 0.925, and the correlation coefficients with the total degree of the scale were between 0.625 - 0.931, which are statistically significant at 0.05. The calculated R value is greater than the tabular R value, which is equal to 0.361 at level of significance 0.05 and the degree of freedom was 28.

Internal consistency of the third pivot expressions, (Developing is a strategy for the development of human resources in the university) with total Pivot degree and Total scale degree.

Table 3. 9 Correlation coefficients – third pivot (Administrative development axis)

No	Statement (Question)	Consistency with Axis degree	Consistency with total scale degree
	Organizational development statements		
X_{22}	The university's development of its staff is the main objective of the organizational development efforts.	0.691**	0.717**
X_{23}	The university is working to spread the culture that encourages cooperation and sharing of power between superiors and subordinates.	0.803**	0.762**
X_{24}	The university is working to create a suitable environment and shared culture that helps employees to develop and grow with self-realization to influence positively on their jobs and their institutions.	0.814**	0.816**
X_{25}	The university strives to upgrade employees' skills and knowledge and prepares them for new challenges.	0.918	0.896**
X_{26}	The university adopts a wide variety of physical and moral motivations to help employees demonstrate their abilities and qualifications.	0.875**	0.865**
	Administrative Development statements		
X_{27}	The university involves its employees in some essential decisions especially in their areas of specialization.	0.754**	0.668**
X_{28}	The university develops the public relations to promote interaction between superiors and subordinates at all organizational levels.	0.866**	0.817**
X_{29}	The university is working on activating the administrative methods of communication and diversity among its employees to facilitate the exchange of information between them.	0.871**	0.878**

	X30	The university strives to develop skills, experiences and knowledge of employees, which enables them to cope with the changes and technological developments related to their fields of specialization.	0.863**	0.851**
	Statements for development of professional career			
	X31	The University respects the employees' wishes and their professional qualifications through proper planning of their careers.	0.837**	0.831**
	X32	The University works to prepare qualified staff and develop their skills and abilities to take up higher positions in the institution.	0.926**	0.904**
	X33	Learning new skills enables the employees to acquire skills, which help them to perform his current tasks and provide more choices for the future.	0.652**	0.617**
	X34	The promotions for employees within their career depend on their size of achievements and type of skills they possess.	0.557**	0.490**
	X35	Upgrading in the career ladder is a goal that motivates employees to acquire new qualifications and increases their job skills.	0.487**	0.470**

** function at level 0.01   * function at level 0.05   R = 0.361

Table 3.9 shows the correlation coefficients for each statement with its pivot degree then with the total degree of the scale, the correlation coefficients for the statements with their pivot degree were between 0.487 – 0.926, and the correlation coefficients with the total degree of the scale were between 0.470 - 0.904, which are statistically significant at moral level 0.05, while the calculated R value is greater than the tabular R value, which equals 0.361, at 0.05 level of significance and degree of freedom 28.

Internal consistency of the fourth pivot expressions (The level of human resources performance) with the total degree of the pivot and the total degree of the scale.

Table 3.10 Correlation coefficients – fourth pivot

No.	Statement Symbol	statements	Consistency with pivot degree	Consistency with total scale degree
36	Y1	I am satisfied with my work at the university and do not think about looking for work anywhere else.	0.461**	0.654**
37	Y2	I am doing my work carefully and my commitment to laws and instructions are very rewarding.	0.617**	0.466**
38	Y3	I am always keen to make good relations with my colleagues, which helps me make use of their knowledge and exchange views and ideas with them.	0.635**	0.405*
39	Y4	Be sure to discuss labor issues with my colleagues especially experienced ones, which has contributed to increasing the level of my experience and my knowledge and developed my performance as well	0.496**	0.312
40	Y5	The University provides information and communication system that help employees perform their tasks and improve their performance	0593**	0.737**

41	Y$_6$	I am always looking to raise the level of my qualifications by increasing the skills of using modern technology.	0.625**	**0.292**
42	Y$_7$	Exploiting the available means of communication at the university helped me to share the knowledge and experiences with my colleagues and improve my career.	0.776**	0.643**
43	Y$_8$	Challenge and renewal in my work motivates me for continuing search for new things.	0.776**	0.563**
44	Y$_9$	Most of the university's working conditions are stimulating and helping to perform well.	0.562**	0.727**
45	Y$_{10}$	Adoption by the University for accurate evaluation criteria has a positive impact on performance.	0.773**	0.571**
46	Y$_{11}$	The university's continuous development of its programs and strategies improves performance and makes it compatible with the requirements of its environment.	0.692**	0.497**
47	Y$_{12}$	Justice in rights and duties among university staff raises levels of satisfaction and performance.	0.815**	0.580**
48	Y$_{13}$	The University urged its staff to continuously improve their knowledge, skills, and performance.	0.804**	0.606**
49	Y$_{14}$	Vision, goals and culture compatibility between the university and its employees are motivated to improve performance.	0.838**	0.518**
50	Y$_{15}$	Seminars, scientific conferences and debates have an impact on the development of knowledge, skills and performance.	0.659**	0.393**
51	Y$_{16}$	Diversity of incentives at the University are strong motivation for performance excellence.	0.590**	**0.228**

** function at level 0.01   * function at level 0.05   R = 0.361
Source: Data Analysis

Table 3.10 shows the correlation coefficients for each statement with its pivot degree then with the total degree of the scale, the correlation coefficients for the statements with their pivot degree were between 0.461 – 0.838, which is statistically significant at moral level 0.05, and the correlation coefficients of each statement with the total degree of the scale was between 0.393 - 0.737, which is statistically significant at 0.05 for all axis statements except statements 39, 41, and 51, which had weak correlations 0.312, 0.292, and 0.228 respectively, which probably refers to the lack of clarity of these statements for some respondents and led to their misunderstanding, so, these statements should be redrafted to remove confusion.

3.10.3. Structural reliability

To verify structural reliability of the questionnaire, coefficient of correlation between pivots was computed.

Table 3.11 Structure reliability

pivots	Training	Organizational learning	Development	Performance	Total scale degree

Training		**0.942****	**0.858****	**0.512****	**0.914****
Organizational learning			**0.888****	**0.541****	**0.933****
Development				**0.722****	**0.969****
Performance					**0.778****

** function at level 0.01　　　　* function at level 0.05　　　　r = 0.361

We notice from the table 3.11, which set forth the coefficients of correlation of questionnaire pivots as well as coefficients of each pivot with total scale. All coefficients appeared in the table ranged between 0.512 - 0.969, which are statistically significant at level 0.05; whereas computed value R is greater than the tabular R value which is equal to 0.361 at 0.05 level of significance and 28 degree of freedom.

3.10.4. Reliability – Alpha Cronbach

To measure reliability for each pivot of the questionnaire, "statistical package for social sciences (SPSS)," which are used to compute Alpha Cronbach coefficient for each pivot and for the total degree of the questionnaire. Alpha Cronbach is considered as one of the important statistical tests to analyze respondents' answers; it proves the range of internal consistency of questionnaire statements (Byati M, 2005, p 49). Table 3.12 shows values of Cronbach's α. for the questionnaire pivots.

Table 3.12 Values of Cronbach's α - all pivots.

Pivot no.	Pivots	No. of statements	Alpha Cronbach coefficient
1	Training is a strategy to develop human resources in the university	**11**	**0.917**
2	Organizational learning is a strategy to develop human resources in the university	**10**	**0.959**
3	Development is strategy to develop human resources in the university	**14**	**0.951**
4	human resources performance level	**16**	**0.914**
	Total	**51**	**0.976**

Source: Data analysis

From the previous table 3.12, it is obvious that reliability coefficient (Cronbach's alpha) of questionnaire pivots ranges between 0.914 - 0.951, and the total stability/reliability coefficient for the scale was 0.976, which means that the stability coefficient of the axis is high. This confirms that the tool has a high degree of stability and it is suitable for

measuring what it is designed to measure, and therefore meets the objectives of the study.

4. CHAPTER FOUR: Data Analysis

4.1. Preface

In the previous section methodology of the field study and its applied procedures was discussed, and since the questionnaire was prepared and checked, a pilot study had been conducted to measure the validity and reliability of study tool, and then the sample size of the study was determined. In this section the data generated by respondents' responses to questionnaires will be analyzed.

4.2. Distribution and retrieval of the questionnaires

Once the questionnaire was prepared and tested, 600 questionnaires were administrated to respondents. A total of 462 questionnaires were retrieved and checked; 59 of them were rejected, (25 were not filled out while 34 were not completed). The following table 4.1 shows details.

Table 4. 1 Distributed and retrieved questionnaires

Description	Distributed questionnaires	Lost	Retrieved	Rejected	Suitable for Analyze
Quantity	600	138	462	59	403
Percentage	100%	23%	77%	9.83%	67.17%

Source: prepared by researcher

From the previous table 4.1, it is clear that the percentage of returned questionnaires was 77% while the percentage of losses was 23%. In addition 9.83 % of questionnaires were rejected. Therefore, the percentage of questionnaires remaining and suitable for analysis was 67.17%; their distribution according to respondents' workplace is shown in table 4.2 in numbers and percentages.

Table 4. 2 Distribution of fit questionnaires by workplace

No	Institution	No. of questionnaires	Percentage %
1	The Libyan Academy	41	10.17
2	Tripoli University	253	62.78
3	Azzeitona University	18	4.47
4	College of Engineering Technology	16	3.97

5	College of applied administrative & financial sciences	10	2.48
6	Higher Institute of Mechanical Technology	14	3.47
7	Higher Institute of Agricultural Techniques	18	4.47
8	The Open University	13	3.23
9	University of Tripoli Alahlia for Humanities and Applied sciences	20	4.96
	Total	**403**	**100**

Source: prepared by researcher

4.3. Descriptive statistics on demographics

This section presents the results of the demographic study of the sample by age, gender distribution, job title, educational qualifications, and years of experience.

Gender:

Table 4. 3 Frequency distribution of respondents by gender

Gender	Number	Percentage %
Male	252	62.5 %
Female	151	37.5 %
Total	**403**	**100 %**

From table 4.3 it is clear that the sample of the study by gender variable is distributed as follows: The number of males reached 252 or (62.5%), which is the predominant percentage compared with the female percentage (37.5%), however males whether professors or administrative staff, have the largest role in terms of the representation of the universities under study within the limits of what the selected sample showed. This is illustrated by the histogram shown in Fig. 4.1
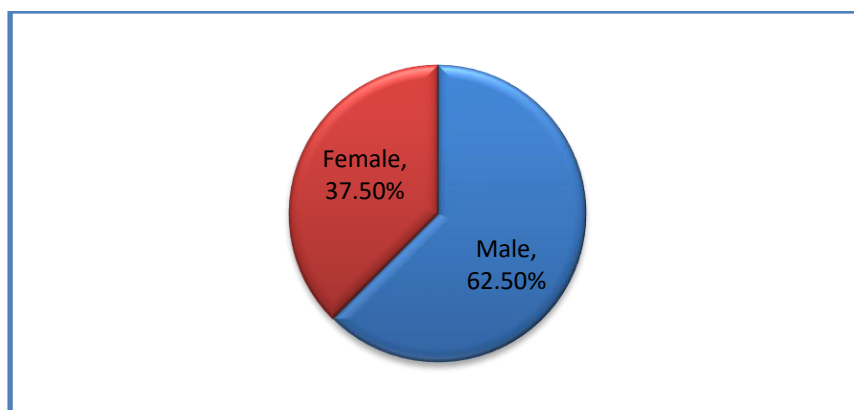
Figure 4. 1 Gender ratios of the study

Age : Distribution of respondents by age

Table 4. 4 Frequency distribution and age ratios of respondents

Years	Number	Percentage
30 years or less	59	14.6 %
31 – 40 Years	122	30.3 %
41 – 50 Years	110	27.3 %
More than 50	112	27.8 %
Tot.	**403**	**100 %**
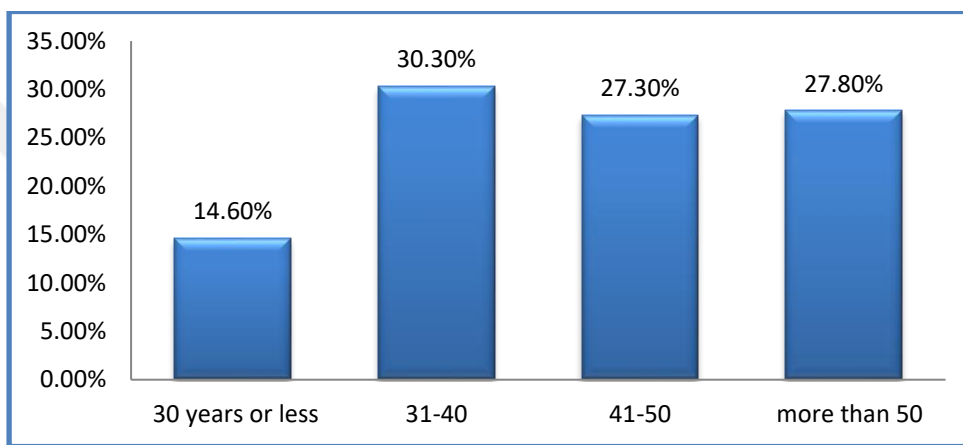
Figure 4. 2 Distribution of respondents by age

From the above table 4.4 and figure 4.2, it can be seen that: The highest percentage of respondents aged 31-40 with 30.30%, followed directly by those aged more than 50 years who accounted for 27.8%, while the lowest percentage of those aged less than 30 years was 14.60%. Moreover, the percentage of the age group of forty years or less reached about 45%, which represents the youth group in the sample, who the future of university education depend on them, while the percentage of those aged over 40 years reached 55% of the study sample, who represent the scientific and practical experience.

Job title:

The job titles of the respondents were as shown in table 4.5

Table 4. 5 Distribution of respondents by job title

Job Title	Number	Percentage %
Faculty members	228	56.6 %
Administrator	175	43.4 %

Total	**403**	**100 %**

Table 4.5 shows that the sample is distributed according to the variable of the job. The number of professors (Faculty members) reached (228) professors, i.e (56.6%). This is the predominant ratio compared to the number of administrative staff (175) Represented by (43.4%), as illustrated in figure (4.3) below. This can be explained by the fact that both professors and administrative staff constitute the human capital responsible for the advancement of the university.
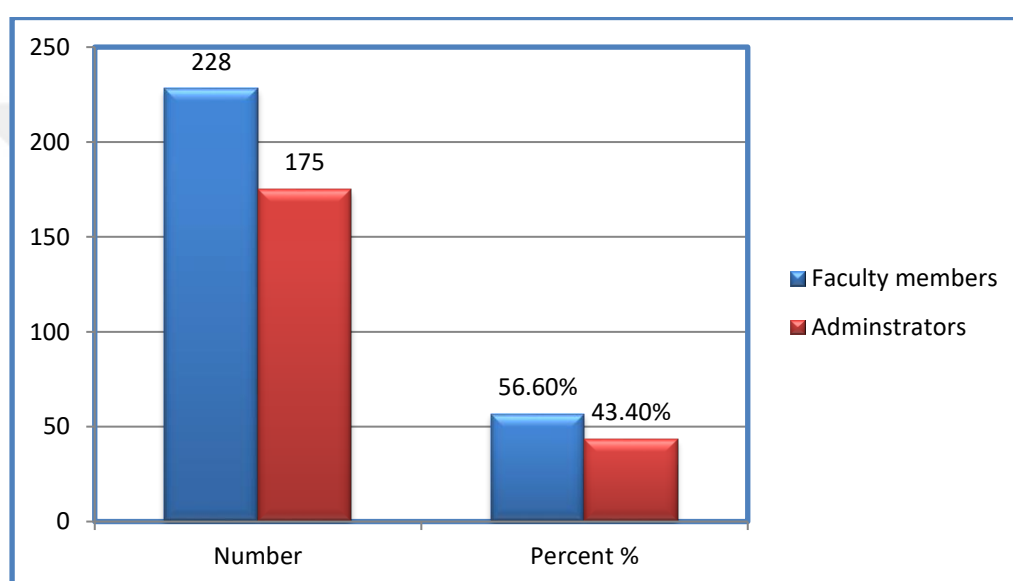
Figure 4. 3 Sample distribution by job title

Educational Qualification

Table 4. 6 Distribution by Educational qualification

Educational Qualification	Number	Percentage
Doctorate (Ph.D.)	103	25.6 %
Master	158	39.2 %
Bachelor (B.Sc.)	88	21.8 %
Diploma	40	9.9 %
Other	14	3.5 %
Total	**403**	**100 %**

From table 4.6, it is clear that the largest distribution in terms of academic qualification was for the study sample members who hold a master's degree, where the number of 158

members (39.2%), and the second largest distribution was the doctorate holders with 103 members (25.6%), followed by the bachelor holders ranked third in terms of the largest distribution, whose number was 88 (21.8%), finally, the smallest distribution of the sample was for the diploma and the other qualifications with 9.9% , 3.5% respectively. Figure 4.4) bellow illustrates academic qualifications in percentages.
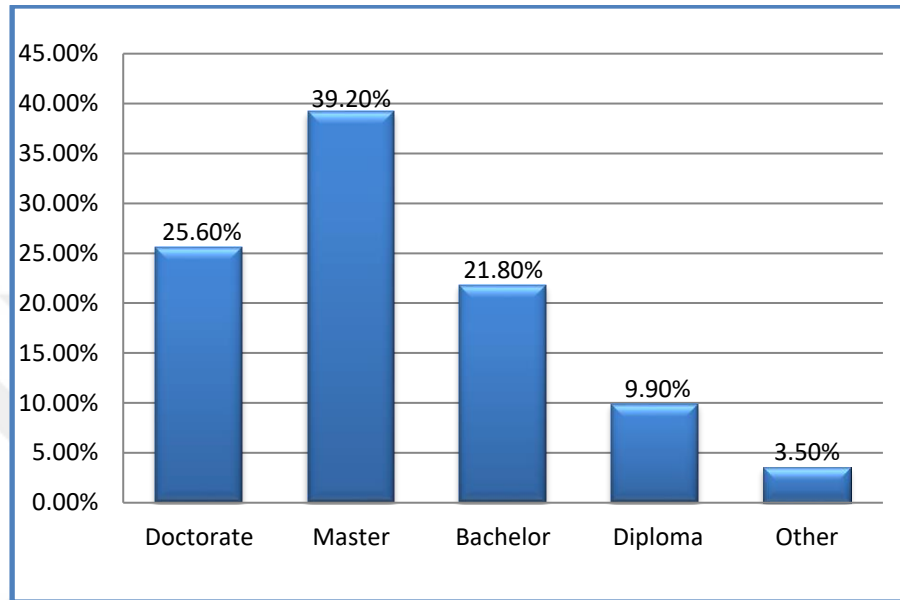
Figure 4. 4 Distribution by Educational qualification

Experience

Table 4. 7 Distribution of respondents by years of experience

Years of Experience	Number	Percentage
10 years or less	146	36.2 %
11 – 20 Years	123	30.5 %
21 – 30 Years	62	15.4 %
31 and over	72	17.9 %
Total	403	100 %

Source: data analysis

From table (4. 7) and figure (4. 5), it is clear that the largest distribution in terms of work experience was for those experienced (10 years or fewer) with 36.2%, and the smallest distribution was for the group with experience range of (21 – 30) years with 15.4%. Furthermore, just under two thirds of the selected sample

99

(63.8%) was over 10 years of work experience and one third (33.3%) gained experience over 20 years.
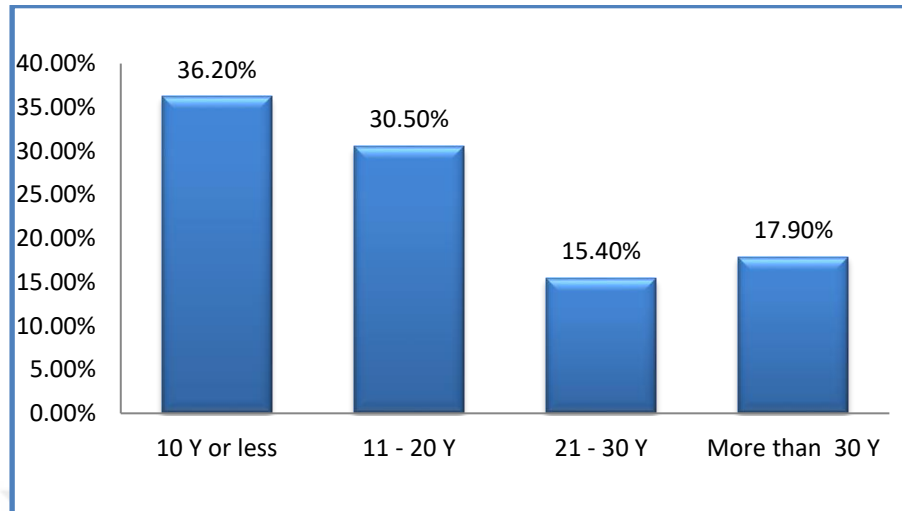
Figure 4. 5 Work Experience (Years)

4.4. Data analysis of Questionnaire axes

To analyze the collected data, many appropriate statistical methods were used, by aid of statistical packages for social sciences (SPSS). Once data had been collected, the researcher used the digital method to encode the collected data. Referring to the questionnaire design, it was noted that responses were divided into five grades on the Likert scale; each grade was given a certain weight according to the following table (4.8),

Table 4. 8 responses according Likert scale

Response	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Degree/weight	1	2	3	4	5

To measure the degree of approval by the respondents on the statements of the questionnaire, the arithmetic mean and then the relative weight were determined as follows:

- Referring to the above table (4.8) the range had been calculated by subtracting the least value/weight (strongly disagree) which equal 1 from the highest value (Strongly agree), 5: $5 - 1 = 4$. (or: four intervals between the five grades)
- Then this result divided by the highest value 5 : $4 / 5 = 0.8$

100

- The value 0.8 added to each degree of Likert scale to define approval range for each degree as in table (4.9) below:

Table 4. 9 Weighted average

Response	Weighted average range
Strongly disagree	1.00 - 1.80
Disagree	1.81 – 2.60
Neutral	2.61 – 3.40
Agree	3.41 – 4.20
Strongly agree	4.21 – 5.00

From table (4.9) the upper limit of Neutral weight is 3.40, it will be considered as the standard arithmetic mean and then the relative weight is 68% (3.40/5*100).

- Respondents will be considered as agree for any statement if it's mean was greater than 3.40, and/or its Relative weight was greater than 68%.
- While it considered neutral if it's mean and weight were between (2.6 - 3.40) and (52 – 68)%.
- Or disagree if the mean equal to 2.60 or less, (52% weight or less).

4.4.1. Natural distribution test (Kolmogorov -Smirnov test)

To ensure that the data follow natural distribution, the researcher used the Kolmogorov-Smirnov test, which is necessary in the case of hypotheses testing. Where the data corresponds the natural distribution according to this test, if the level of significance of all questionnaire axes is greater than 0.05 (the significance level adopted in this study). Table below shows the results:

Table 4. 10 Natural distribution test

Axis no.	Pivots title	No. of phrases	Z - value	Sig. (P-Value)
1	Training is a strategy	11	0.162	0.064
2	Organizational learning strategy	10	0.146	0.103
3	Development strategy	14	0.220	0.071
4	Human resources performance	16	0.134	0.181
	All axes	**51**	**0.125**	**0.076**

Source: Data analysis (SPSS)

From the table (4.10) it is clear that the significance level (P - value) for all axes is greater than > 0.05. It means that the data corresponds to the natural distribution, thus the parametric tests could be conducted.

4.4.2. Analysis of The first axis:

"Training is strategy for the development of human resources in the university"
Analysis of the results obtained and the explanation of frequencies, ratios, arithmetic mean, standard deviation and relative weight, for each statement and its trend towards the degree of approval, as shown in table 4.11:

Table 4. 11 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the first axis statements

St. No.	Statement Symbol	Freq.	Degree of approval					Mean	Std. Dev.	Relative weight%	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
1	X1	F	128	91	69	86	29	3.50	1.226	70.07 %	Agree	4
		%	31.8	22.6	17.1	21.3	7.2					
2	X2	F	118	83	73	102	27	3.41	1.319	68.17 %	Agree	5
		%	29.3	20.6	18.1	25.3	6.7					
3	X3	F	51	155	73	97	27	3.26	1.356	65.26 %	Neut.	9
		%	12.7	38.5	18.1	24.1	6.7					
4	X4	F	45	175	79	86	18	3.35	1.072	67.10 %	Neut.	6
		%	11.2	43.4	19.6	21.3	4.5					
5	X5	F	154	60	73	91	25	3.56	1.356	71.27 %	Agree	3
		%	38.2	14.9	18.1	22.6	6.2					
6	X6	F	36	175	82	89	21	3.29	1.068	65.76 %	Neut.	8
		%	8.9	43.4	20.3	22.1	5.1					
7	X7	F	38	170	77	92	26	3.25	1.106	65.06 %	Neut.	10
		%	9.4	42.2	19.1	22.8	6.5					
8	X8	F	41	175	78	81	28	3.30	1.111	65.96 %	Neut.	7
		%	10.2	43.4	19.4	20.1	6.9					
9	X9	F	28	161	67	116	31	3.10	1.125	61.94 %	Nut.	11
		%	6.9	40	16.6	28.8	7.7					
10	X10	F	145	103	60	76	19	3.69	1.264	73.85 %	Agree	2
		%	36	25.6	14.9	18.9	4.7					
11	X11	F	157	85	86	65	10	3.78	1.194		Agree	1

		%	39	21.1	21.3	16.1	2.5			75.58 %		
Total								**3.41**	**0.962**	**68.17 %**	**Agree**	

Referring to table (4.11), which shows the opinions of the respondents on the terms of the first axis of the questionnaire by descending order according to the relative weight of each statement as follows:

- Statement no. 11 or (X_{11}) came in the first order with mean of 3.78 which is > 3.40, and relative weight of 75.58% > 68%, which means that the phrase/statement is positive, thus the respondents agree that "Training programs narrow the gap between employees' culture and university culture; and create mutual objectives and point of views".

- Statement no. 10 or (X_{10}) came in the 2nd order with mean of 3.69 which is > 3.40, and relative weight of 73.85% > 68%, this means positive phrase/statement, so the respondents agree that "Training is an incentive for the employees due to acquired skills and qualifications".

- Statement no. 5 or (X_5) came in the 3rd order with mean of 3.56 > 3.40, and relative weight of 71.27% > 68%, which means that statement is positive, so the respondents agree that Training took place by using modern methods improve skills and vocational knowledge.

- Statement no. 1 or (X_1) came in the 4th order with mean of 3.50 which is > 3.40, and relative weight of 70.70% > 68%, which means that statement is positive, so the respondents agree that University pays attention, greatly of employees training and development of skills.

- Statement no. X_2 came 5th with mean of 3.41 > 3.40, and relative weight of 68.17% > 68%, this means a positive statement, so the respondents agree that The University has regular training plans and programs.

- Statement no. X_4 came 6th with mean of 3.35 < 3.40, and relative weight of 67.10% < 68%, which means that the statement "University setup training programs are helping its employees to use the modern technologies" is neutral.

- Statement no. X_8 came 7th with mean of 3.30 < 3.40, and relative weight of 65.96% < 68%, which means that the statement "There is equality to distribute training opportunities between the employees" is neutral.

- Statement no. X_6 came 8th with mean of 3.29 < 3.40, and relative weight of 65.76% < 68%, which means that the statement "Training programs were renewed according to university environment changes." is neutral.
- Statement no. X_3 came 9th with mean of 3.26 < 3.40, and relative weight of 65.26% < 68%, which means that the statement "University identifies its training needs through observation, tests and performance assessment" is neutral.
- Statement no. X_7 came 10th with mean of 3.25 < 3.40, and relative weight of 65.26% < 68%, which means that the statement "University seeks to achieve the compatibility between employees' skills and work requirements" is neutral.
- Statement no. X_9 came 11th with mean of 3.10 < 3.40, and relative weight of 61.94% < 68%, which means that the statement "University compares performance of trained employees before and after training, carries out assessment to identify the range of training programs' effectiveness" is neutral.

In general, individuals in the study sample tend to agree to the terms of the first axis, where the relative weight is 68.17% (arithmetic mean 3.41), which is greater than the standard relative weight 68%, which means that the axis is positive and therefore the respondents emphasize that training is an important strategy for the development of human resources at the university.

4.4.3. Analysis of the second axis:

Organizational learning is strategy for the development of human resources in the university.

Table 4. 12 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the second axis statements

St. No.	Stat. Sym.	Freq.	Degree of approval					Mean	Std. Dev.	relative weight	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
12	X_{12}	F	144	72	75	93	19	3.57	1.307	71.36 %	Agree	5
		%	35.2	17.9	18.6	23.1	4.7					
13	X_{13}	F	142	80	83	79	19	3.61	1.273	72.26 %	Agree	4
		%	35.2	19.9	20.6	19.6	4.7					
14	X_{14}	F	21	208	85	71	18	3.35	0.978	67.10 %	Neut.	9
		%	5.2	51.6	21.1	17.6	4.5					
15	X_{15}	F	120	100	79	83	21	3.53	1.254	%70.6	Agree	7

		%	29.8	24.8	19.6	20.6	5.1					
16	X_{16}	F	148	84	78	71	22	3.66	1.282	73.15 %	Agree	3
		%	36.7	20.8	19.4	17.6	5.5					
17	X_{17}	F	123	97	87	73	23	3.56	1.251	71.12 %	Agree	6
		%	30.5	24.1	21.6	18.1	5.1					
18	X_{18}	F	45	171	77	95	15	3.34	1.070	66.75 %	Neut.	10
		%	11.2	42.4	19.1	23.6	3.7					
19	X_{19}	F	52	186	75	66	24	3.44	1.092	68.73 %	Agree	8
		%	12.9	46.2	18.6	16.4	6					
20	X_{20}	F	172	54	81	80	16	3.71	1.303	74.19 %	Agree	2
		%	42.7	13.4	20.1	19.9	4					
21	X_{21}	F	151	97	75	55	25	3.73	1.263	74.59 %	Agree	1
		%	37.5	24.1	18.6	13.6	6.2					
Total								3.54	0.994	70.9 %	Agree	

Referring to table (4.12) which clarify the opinions of the respondents on the terms of the second axis of the questionnaire by descending order according to the relative weight of each statement as follows:

- Statement no. 21 or (X_{21}) came in the 1st order with mean of 3.73 which is > 3.40, and relative weight of 74.59% > 68%, this means positive statement, so the respondents agree that "Organizational learning programs in the university help employees acquire multiple skills in their fields of specialties".

- Statement no. (X_{20}) came in the 2nd order with mean of 3.71 > 3.40, and relative weight of 74.19% > 68%, which means that statement is positive, thus the respondents agree that "University encourages discussing faults, failures to identify its reasons and learn the manner to avoid them in the future".

- Statement no. (X_{16}) came in the 3rd order with mean of 3.66 > 3.40, and relative weight of 73.15% > 68%, which means that statement is positive, so the respondents agree that "University develops research workshops, and brainstorming sessions to find solutions to work problems to achieve an advanced level of learning".

- Statement no. (X_{15}) came in the 4th order with mean of 3.61, which is > 3.40, and relative weight of 72.26% > 68%, which means that statement, is positive, so the respondents agree that "the university creates linkages between its employees,

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invites them to communicate, exchange knowledge and experiences by using modern communication means such as Internet".

- Statement no. X_{12} came 5th with mean of 3.57 > 3.40, and relative weight of 71.36% > 68%, this means a positive statement, so the respondents agree that "University encourages its employees to develop their skills, experiences and knowledge, by providing a supporting environment for continuous learning".

- Statement no. X_{17} came 6th with mean of 3.56 > 3.40, and relative weight of 71.12% > 68%, which means that the statement is positive, thus the respondents agree that "University provides full information and knowledge about what staff should know".

- Statement no. X_{15} came 7th with mean of 3.53 < 3.40, and relative weight of 70.60% < 68%, which means that the statement "University creates linkages between its employees, invites them to communicate, exchange knowledge and experiences by using modern communication means such as Internet" is positive and respondents agree about it.

- Statement no. X_{19} came 8th with mean of 3.44 > 3.40, and relative weight of 68.73% > 68%, which means that the statement "University creates common vision and culture among its employees based on common goals, ambitions, tasks, responsibilities and messages" is neutral.

- Statement no. X_{14} came 9th with mean of 3.35 < 3.40, and relative weight of 67.10% < 68%, which means that the statement "University works on enhancing use of team work techniques among its employees as a motivating technique" is neutral.

- Statement no. X_{18} came 10th with mean of 3.34 < 3.40, and relative weight of 66.75% < 68%, which means that the statement "University promotes open communication and transparency in dialogue and accepts complaints and proposals between leaders and employees" is neutral.

Generally, respondents in the study sample tend to agree to the terms of the second axis, where the relative weight is 70.90% (arithmetic mean 3.54), which is greater than the standard relative weight 68%, which means that the axis is positive and therefore the respondents emphasize that organizational learning is an important strategy for the development of human resources at the university.

4.4.4. Analysis of the third axis:

Development (Organizational development, Administrative development, and Career path development) is Strategy for the development of human resources in the university

4.4.4.1. Organizational development

Table 4. 13 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the third axis – first section's statements

St. No.	Stat. Sym.	Freq.	Degree of approval					Mean	Std. Dev.	relative weight	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
22	X22	F	143	80	98	65	17	3.66	1.230	73.25 %	Agree	1
		%	35.5	19.9	24.3	16.1	4.2					
23	X23	F	124	101	78	70	30	3.54	1.289	70.87 %	Agree	2
		%	30.8	25.1	19.4	17.4	7.4					
24	X24	F	49	178	74	74	28	3.36	1.123	67.25 %	Neut.	4
		%	12.2	44.2	18.4	18.4	6.9					
25	X25	F	61	159	75	81	27	3.36	1.158	67.25 %	Neut.	3
		%	15.1	39.5	18.6	20.1	6.7					
26	X26	F	58	156	76	83	30	3.32	1.060	66.40 %	Neut.	5
		%	14.4	38.7	18.9	20.6	7.4					
TOTAL								3.45	1.01	69.01 %	Agree	

Table (4.13) above clarifies the respondents' opinions on the phrases of the third axis - first section (Organizational development) by descending order according to the relative weight of each statement as follows:

- Statement no. X_{22} came in the 1st order with mean of 3.66 > 3.40, and relative weight of 73.25% > 68%, this means that statement is positive, so the respondents agree that "The University's development of its staff is the main objective of the organizational development efforts".

- Statement no. (X_{23}) came in the 2nd order with mean of 3.54 > 3.40, and relative weight of 70.87% > 68%, which means that statement, is positive, thus, the respondents agree that "The University is working to spread the culture that encourages cooperation and sharing of power between superiors and subordinates".

- Statement no. (X_{25}) came in the 3rd order with mean of 3.36 < 3.40, and relative weight of 67.25% < 68%, which means that the statement "The university strives to upgrade employees' skills and knowledge and prepares them for new challenges" is neutral.

- Statement no. (X_{24}) came in the 4th order with mean of 3.36, which is < 3.40, and relative weight of 67.25% < 68%, which means that statement "The University is working to create a suitable environment and shared culture that helps employees to develop and grow with self-realization to influence positively on their jobs and their institutions", is neutral.

- Statement no. X_{26} came 5th with mean of 3.57 > 3.40, and relative weight of 71.36% > 68%, which means that the statement "The University adopts a wide variety of physical and moral motivations to help employees demonstrate their abilities and qualifications" is neutral.

Generally, respondents tend to agree to the phrases of the third axis – first section, where the relative weight is 69%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that Organizational development is an important strategy for the development of human resources at the university.

4.4.4.2. Administrative development

Table 4. 14 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the third axis – second section's statements

St. No.	Stat. Sym.	Frequency	Degree of approval					Mean	Std. Dev.	relative weight	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
27	X27	F	37	190	84	67	25	3.36	1.060	67.30 %	Neut.	4
		%	9.2	47.1	20.8	16.6	6.2					
28	X28	F	42	186	81	68	26	3.37	1.081	67.44 %	Neut.	3
		%	10.4	46.2	20.1	16.9	6.5					
29	X29	F	138	89	77	75	24	3.60	1.288	72.01 %	Agree	1
		%	34.2	22.1	10.1	18.6	6					
30	X30	F	140	64	97	78	27	3.53	1.318	70.52 %	Agree	2
		%	34.7	15.9	23.3	19.4	6.7					
Total								**3.46**	**1.027**	**69.32 %**	**Agree**	

Table (4.14) above clarifies the respondents' opinions on the phrases of the third axis - second section (Administrative development) by descending order according to the relative weight of each statement as follows:

- Statement no. (X_{29}) came in the 1st order with mean of 3.60, which is > 3.40, and relative weight of 72.01% > 68%, this means positive statement, thus the respondents agree that "University is working on activating the administrative methods of communication and diversity among its employees to facilitate the exchange of information between them".

- Statement no. (X_{30}) came in the 2nd order with mean of 3.53 > 3.40, and relative weight of 70.52% > 68%, which means that statement is positive, thus the respondents agree that "university strives to develop skills, experiences and knowledge of employees, which enables them to cope with the changes and technological developments related to their fields of specialization".

- Statement no. (X_{28}) came in the 3rd order with mean of 3.37 < 3.40, and relative weight of 67.44% < 68%, which means that the statement "University develops the public relations to promote interaction between superiors and subordinates at all organizational levels" is neutral.

- Statement no. (X_{27}) came in the 4th order with mean of 3.36, which is < 3.40, and relative weight of 67.30% < 68%, which means that statement "University involves its employees in some essential decisions especially in their areas of specialization", is neutral.

In general, respondents tend to agree to the phrases of the third axis – second section, where the relative weight is 69.32%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that administrative development is an important strategy for the development of human resources at the university.

4.4.4.3. Professional Career development

Table 4. 15 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the third axis – third section's statements

St. No.	Stat. Sym.	Freq.	Degree of approval					Mean	Std. Dev.	relative weight	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
31	X31	F	140	85	80	65	33	3.58	1.325	71.61 %	Agree	5
		%	34.7	21.1	19.1	16.1	8.2					

								Mean	Std	Relative weight	Level	Rank
32	X32	F	162	55	89	73	24	3.64	1.326	72.80 %	Agree	4
		%	40.2	13.6	22.1	18.1	6					
33	X33	F	169	69	84	62	19	3.76	1.271	75.24 %	Agree	1
		%	41.9	17.1	20.8	15.4	4.7					
34	X34	F	161	71	79	67	25	3.68	1.313	73.70 %	Agree	3
		%	40	17.6	19.6	16.6	6.2					
35	X35	F	152	94	78	53	26	3.73	1.268	74.54 %	Agree	2
		%	37.7	23.3	19.4	13.2	6.5					
TOTAL								3.67	1.108	73.4 %	Agree	

Table (4.15) above clarifies the respondents' opinions on the phrases of the third axis - third section (Career path) by descending order according to the relative weight of each statement as follows:

- Statement no. (X_{33}) came in the 1st order with mean of 3.76 > 3.40, and relative weight of 75.24% > 68%, this means positive statement, so the respondents agree that "Organizational learning programs in the university help employees acquire multiple skills in their fields of specialties".

- Statement no. (X_{35}) came in the 2nd order with mean of 3.73 > 3.40, and relative weight of 74.54% > 68%, which means that statement is positive, thus the respondents agree that "University encourages discussing faults, failures to identify its reasons and learn the manner to avoid them in the future".

- Statement no. (X_{34}) came in the 3rd order with mean of 3.68 > 3.40, and relative weight of 73.70% > 68%, which means that statement is positive, so the respondents agree that "University develops research workshops, and brainstorming sessions to find solutions to work problems to achieve an advanced level of learning".

- Statement no. X_{32} came in the 4th order with mean of 3.64, which is > 3.40, and relative weight of 72.80 % > 68%, which means that statement, is positive, so the respondents agree that "the university creates linkages between its employees, invites them to communicate, exchange knowledge and experiences by using modern communication means such as Internet".

- Statement no. X_{31} came 5th with mean of 3.58 > 3.40, and relative weight of 71.61% > 68%, this means a positive statement, so the respondents agree that

"University encourages its employees to develop their skills, experiences and knowledge, by providing a supporting environment for continuous learning".

Generally, respondents tend to agree to the phrases of the third axis – third section, where the relative weight is 73.40%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that development of Career path is an important strategy for the development of human resources at the university.

4.4.5. Analysis of the fourth axis:

The level of human resources performance

Table 4. 16 Relative weight, percentages, arithmetic mean, and standard deviation, for each of the fourth axis's statements (human resources performance level)

St. No.	Stat. Sym.	Freq.	Degree of approval					Mean	Std. Dev.	relative weight	Trend	Sequence
			Strong. Agree	Agree	Neutral	Disagree	Strong. Disagree					
36	Y1	F	53	166	89	68	27	3.37	1.113	67.44 %	Neut.	14
		%	13.2	41.2	22.1	16.9	6.7					
37	Y2	F	182	66	64	64	27	3.77	1.342	75.48 %	Agree	1
		%	45.2	16.4	15.9	15.9	6.7					
38	Y3	F	166	80	75	60	22	3.76	1.278	75.29 %	Agree	2
		%	41.2	19.9	18.6	14.9	5.5					
39	Y4	F	164	81	71	65	22	3.74	1.288	74.89 %	Agree	5
		%	40.7	20.4	17.6	16.1	5.5					
40	Y5	F	35	179	73	79	37	3.24	1.141	64.76 %	Neut.	15
		%	8.7	44.4	18.1	19.6	9.2					
41	Y6	F	154	69	86	72	22	3.65	1.254	72.95 %	Agree	8
		%	38.2	17.1	21.3	17.9	5.5					
42	Y7	F	123	92	93	71	24	3.54	1.254	70.87 %	Agree	12
		%	30.5	22.8	23.1	17.6	6					
43	Y8	F	174	67	75	65	22	3.76	1.304	75.29 %	Agree	3
		%	43.2	16.6	18.6	16.1	5.5					
44	Y9	F	22	188	72	77	44	3.17	1.135	63.33 %	Neut.	16
		%	5.5	46.7	17.9	10.1	10.9					
45	Y10	F	129	92	75	84	23	3.55	1.288	70.92 %	Agree	11
		%	32	22.8	18.6	20.8	5.7					
46	Y11	F	140	93	83	58	29	3.64	1.282		Agree	9

									Mean	Std	%		
		%	34.7	23.1	20.6	14.4	7.2				72.75 %		
47	Y12	F	163	68	82	60	30		3.68	1.332	73.60 %	Agree	7
		%	40.4	16.9	20.3	14.9	7.4						
48	Y13	F	166	74	77	69	17		3.75	1.261	75.04 %	Agree	4
		%	41.2	18.4	19.1	17.1	4.2						
49	Y14	F	48	183	79	71	22		3.41	1.076	68.14 %	Agree	13
		%	11.9	45.4	19.6	17.6	5.5						
50	Y15	F	158	78	75	70	22		3.69	1.291	73.90 %	Agree	6
		%	39.2	19.4	18.6	17.4	5.5						
51	Y16	F	153	68	89	68	25		3.64	1.302	72.70 %	Agree	10
		%	38	16.9	22.1	16.9	6.2						
TOTAL									**3.58**	**0.945**	**71.6 %**	**Agree**	

Table (4.16) above clarifies the respondents' opinions on the phrases of the fourth axis (the level of human resources performance) by descending order according to the relative weight of each statement as follows:

- Statement no. 37 or (Y_2) came in the first order with mean of 3.77 which is > 3.40, and relative weight of 75.48% > 68%, which means that the phrase/statement is positive, thus the respondents agree that 'they are doing their work carefully and their commitment to laws and instructions are very rewarding'.

- Statement no. 38 or (Y_3) came in the 2nd order with mean of 3.76 which is > 3.40, and relative weight of 75.29% > 68%, this means positive phrase/statement, so the respondents agree that "they are always keen to make good relations with their colleagues, which helps them make use of their knowledge and exchange views and ideas".

- Statement no. 43 or (Y_8) came in the 3rd order with mean of 3.76 > 3.40, and relative weight of 75.29% > 68%, which means that statement "Challenge and renewal in my work motivates me for continuing search for new things" is positive, and respondents are agree about it .

- Statement no. 48 or (Y_{13}) came in the 4th order with mean of 3.75 which is > 3.40, and relative weight of 75.04% > 68%, which means that statement is positive, so the respondents agree that "The University urged its staff to continuously improve their knowledge, skills, and performance".

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- Statement no.39 or Y_4 came 5th with mean of 3.74 > 3.40, and relative weight of 74.89% > 68%, this means that the statement "Be sure to discuss labor issues with my colleagues especially experienced ones, which has contributed to increasing the level of my experience and my knowledge and developed my performance as well" is positive, and respondents agree about it.
- Statement no. 50 or Y_{15} came 6th with mean of 3.69 > 3.40, and relative weight of 73.90% > 68%, which means that the phrase/statement is positive, thus the respondents agree that "Seminars, scientific conferences and debates have an impact on the development of knowledge, skills and performances".
- Statement no. 47 or Y_{12} came 7th with mean of 3.68 > 3.40, and relative weight of 73.60% > 68%, which means that the phrase/statement is positive, and the respondents agree that "Justice in rights and duties among university staff raises levels of satisfaction and performance.".
- Statement no. 41 or Y_6 came 8th with mean of 3.65 > 3.40, and relative weight of 72.95% > 68%, which means that the phrase/statement "I am always looking to raise the level of my qualifications by increasing the skills of using modern technology" is positive, and the respondents agree about it.
- Statement no. 46 Y_{11} came 9th with mean of 3.64 > 3.40, and relative weight of 72.75% < 68%, which means that the phrase/statement is positive, thus the respondents agree that "The university's continuous development of its programs and strategies improves performance and makes it compatible with the requirements of its environment".
- Statement no. 51 or Y_{16} came 10th with mean of 3.64 > 3.40, and relative weight of 72.70% > 68%, which means that the phrase/statement is positive, thus the respondents agree that "Diversity of incentives at the University are strong motivation for performance excellence".
- Statement no. 45 or Y_{10} came 11th with mean of 3.55 > 3.40, and relative weight of 70.92% > 68%, which means that the phrase/statement is positive, thus the respondents agree that "The university's continuous development of its programs and strategies improves performance and makes it compatible with the requirements of its environment".
- Statement no. 42 or (Y_7) came 12th in order with mean of 3.54 which is > 3.40, and relative weight of 70.87% > 68%, which means that the phrase/statement is

positive, thus the respondents agree that "Exploiting the available means of communication at the university helped them to share the knowledge and experiences with their colleagues and improve their career.

- Statement no. 49 or (Y_{14}) came 13th in order with mean of 3.41 which is > 3.40, and relative weight of 68.14% $> 68\%$, which means that the phrase/statement is positive, thus the respondents agree that "Vision, goals and culture compatibility between the university and its employees are motivated to improve performance".

- Statement no. 36 or Y_1 came 14th with mean of $3.37 < 3.40$, and relative weight of 67.44% $< 68\%$, which means that the statement "I am satisfied with my work at the university and do not think about looking for work anywhere else." is neutral.

- Statement no. 40 or Y_5 came 15th with mean of $3.24 < 3.40$, and relative weight of 64.76% $< 68\%$, which means that the statement "University provides information and communication system that helps employees perform their tasks and improve their performance" is neutral.

- Statement no. 44 or Y_9 came 16th with mean of $3.17 < 3.40$, and relative weight of 63.33% $< 68\%$, which means that the statement "Most of the university's working conditions are stimulating and helping to perform well" is neutral.

Generally, respondents tend to agree to the phrases of the fourth axis, where the relative weight is 71.60%, (greater than the standard relative weight 68%), which means that the axis is positive, so the respondents agree and confirm that their performance levels in the university affected by development strategies.

Through analyzing the data and reviewing the results from previous tables, the respondents' opinions on the statements for each axis of the questionnaire can be summarized as in the following table.

Table 4. 17 Summary of respondents' opinions (arithmetic mean, standard deviation, and Relative weight)

No.	Description	Mean	St. Deviation	R. weight %
1st Axis	Training strategy	3.41	0.962	68.17
2nd Axis	Organizational learning strategy	3.54	0.994	70.90

		Organizational development	3.67	1.108	73.40
3rd Axis	Development strategy	Administrative development	3.46	1.027	69.32
		Career path development	3.45	1.01	69.10
4th Axis	performance levels		3.58	0.946	71.60

Source: data analysis

Relative weights for the four axes ranged between 68.17% and 73.40%, which all were greater than 68% that means respondents tend to agree about axes' phrases.

4.5. Testing of hypotheses

To evaluate the hypotheses of the study, and since the values of both the independent and dependent variables are quantitative, so linear regression analysis, Pearson correlation coefficient, variance analysis, and coefficient of determination were used along this section.

4.5.1. The first main hypothesis (HRD strategies – Performance level):

'There is statistically significant effect of HRD strategies (training, organizational learning, development) on performance of human resources in the surveyed universities'.

To test the statistical significant relation between two variables, the following two hypotheses were assumed;

H_0: there is no significant effect of HRD strategies (training, organizational learning, development) on Personnel performance.

H_1: there is significant effect of HRD strategies (training, organizational learning, development) on Personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 18 Relationship between variables (HRD strategies & Personnel performance)
Pearson's Correlation Coefficient

Pearson's Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.816[*]	0.665	0.664	0.547	0.000

 * Significant level at 0.05

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The above table 4.18 shows that Pearson's correlation coefficient (r) between human resources development strategies (independent variables) and personnel performance (dependent variable) is 0.861; this higher value indicates a very strong relationship between the two variables, while the positive sign of r means; strategies are positively related to the personnel performance. Moreover (r^2) is 0.665 which indicates that 66.5% of variation in performance levels being explained by the effect of human resources development strategies adopted, keeping other factors constant.

Table 4. 19 Analysis of variance ANOVA Between strategies and human resource performance

Model	Sum of Squares	D f	Mean Squares	F	Sig.
Regression	238.611	2	238.611		
Residual	120.112	401	.3000	796.614	0.000
Total	358.723	403			

Table 4. 20 Effect of HRD strategies on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		
Constant	0.108	0.645		5.992	0.000
strategies	0.030	.8400	.816	28.224	0.000

a = 0.645; b = 0.840

Since the calculated F value is 796.614 as shown in table (4.19), which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05, 401), as well as the level of significance is 0.000, which is less than 0.05 (the level of significance adopted in this study), therefore the null hypothesis H_0 is rejected and accept the alternative hypothesis H_1 that 'there is significant effect of HRD strategies (training, organizational learning, development) on performance of human resources (Personnel performance)'.

The previous table 4.20 indicates the linear regression equation between human resources development strategies and the performance level of human resources as follows:

$$y = a + b\,x$$

$$y = 0.645 + 0.840\,x$$

Where; y: the dependent variable (Performance),

x: the independent variable (Strategies),

4.5.2. Hypothesis (Training - Performance)

'There is a statistically significant effect of Training strategy on Performance of human resources in the surveyed universities'

The statistical significance of the relationship between two variables could be tested. The hypotheses are:

H_0: there is no significant effect of Training strategy on Personnel Performance.

H_1: there is significant effect of Training strategy on Personnel Performance.

Through analyzing data the results are presented in the following tables;

Table 4. 21 The relationship between training strategy and the Personnel performance

Pearson's Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.730	0.533	0.531	0.647	0.000

The above table 4.21 shows that the correlation coefficient (r) between training strategy (independent variable) and personnel performance (dependent variable) is 0.730; this higher value indicates a strong relationship between the two variables, while the positive sign of (r) means training strategy is positively related to the personnel performance. Moreover (r^2) is 0.533 which signifies that 53.3% of variation in performance levels being explained by the effect of training, keeping other factors constant.

Table 4. 22 Analysis of variance ANOVA Between training strategy and the HR performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	191.056	2	191.056		
Residual	167.667	401	.4180	456.938	0.000
Total	358.723	403			

Table 4. 23 Effect of Training strategy on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		

Constant	0.119	1.143		9.628	0.000
Training	0.034	.7160	.730	21.376	0.000

From table (4.22), it is evident that the calculated F value is 456.938, which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05, 401), moreover the level of significance is 0.000, which is less than 0.05 (the level of significance adopted in this study), therefore the null hypothesis H_0 is rejected, and accept the alternative hypothesis H_1 that; 'there is significant effect of Training strategy on Personnel Performance'.

Table (4.23) indicates the linear regression equation between Training strategy and the performance level of human resources as follows:

$$y = 1.143 + 0.716\, x$$

Where; y: the dependent variable (Performance),

      x: the independent variable (Training strategy).

4.5.3. Hypothesis (Organizational learning - Performance)

'There is a statistical significant effect of Organizational Learning strategy on the performance of human resources at the universities'.

The statistical significance of the relationship between two variables; organizational learning and personnel performance could be tested. The hypotheses are:

H_0: there is no significant effect of organizational learning strategy on personnel performance.

H_1: there is significant effect of organizational learning strategy and personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 24 The relationship between Organizational Learning strategy and the HR performance

Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
.0762	0.581	0.580	0.612	0.000

The above table 4.24 clarifies that Pearson's correlation coefficient (r) between Organizational Learning strategy (independent variable) and personnel performance (dependent variable) is .0762; this higher value indicates a strong relationship between

the two variables, this along with the positive sign of (r) means organizational learning strategy is positively related to the personnel performance. Furthermore (r^2) is 0.581 which signifies that 58% of variation in performance levels being explained by the effect of organizational learning, keeping other factors constant.

Table 4. 25 Analysis of variance ANOVA between Organizational Learning strategy and the personnel performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	208.500	2	208.500		
Residual	150.223	401	.3750	556.561	0.000
Total	358.723	403			

Table 4. 26 Effect of Organizational Learning strategy on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		
Constant	0.113	1.015		8.971	0.000
Org. Learning	0.031	.7240	.762	23.592	0.000

From table (4.25), it is evident that the calculated F value is 556.561, which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05, 401), and the level of significance is 0.000, which is less than 0.05 (the level of significance adopted in this study), therefore the null hypothesis H_0 is rejected, and accept the alternative hypothesis H_1 that; 'There is a statistical significant effect of the organizational learning strategy on performance of human resources'.

Table (4.26) indicates the linear regression equation between organizational learning strategy and the performance level of human resources as follows:

$$y = a + b\,x$$
$$y = 1.015 + 0.724\,x$$

Where; y: the dependent variable (Performance),

x: the independent variable (organizational learning strategy).

4.5.4. Hypothesis (Development - Performance)

'There is a statistical significant effect of Development strategies (organizational development, administrative development, and professional career development strategies) on the performance of human resources at the universities'.

The statistical significance of the relationship between two variables Development strategies and personnel performance could be tested. The hypotheses are:

H_0: there is no significant effect of Development strategies on Personnel performance.

H_1: there is significant effect of Development strategies on Personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 27 The relationship between Development strategies and the personnel performance

Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.793	0.629	0.628	0.576	0.000

The above table 4.27 clarifies that Pearson's correlation coefficient (r) between Development strategies (independent variable) and personnel performance (dependent variable) is .0793; this higher value indicates a strong relationship between the two variables, this along with the positive sign of (r) means Development strategies are positively related to the personnel performance. Furthermore (r^2) is 0.629 that means 62.9% of variation in performance levels being explained by the effect of Development, keeping other factors constant.

Table 4. 28 Analysis of variance between Development Strategies and the personnel performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	225.633	1	225.633		
Residual	133.090	401	0.332	679.835	0.000
Total	358.723	402			

Table (4.28) clarifies that the calculated F value is 679.835, which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05, 401), and since the level of significance is 0.000, which is less than 0.05, therefore the null hypothesis H_0 is

rejected, and accept the alternative hypothesis H_1 that; 'There is statistical significant effect of the development strategies on performance of human resources'.

Table 4. 29 Effect of development strategies on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		
Constant	0.108	0.880		8.175	0.000
Development	0.039	.7650	.793	26.074	0.000

Table (4.29) indicates the linear regression equation between Development Strategies and the performance level of human resources as follows:

$$y = 0.880 + 0.765\,x$$

Where; y: the dependent variable (Performance),

   x: the independent variable (Development Strategies).

4.5.4.1 Hypothesis (Organizational Development - Performance)

'There is a statistical significant effect of Organizational Development strategy and the performance of human resources at the universities'.

The statistical significance of the relationship between two variables Organizational Development and HR performance could be tested. The hypotheses are:

H_0: there is no significant effect of Organizational Development strategy on Personnel performance.

H_1: there is significant effect of Organizational Development strategy on Personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 30 The relationship between Organizational Development strategy and the personnel performance

Correlation coeff. (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.665	0.443	0.441	0.706	0.000

The above table 4.30 clarifies that Pearson's correlation coefficient (r) between organizational development strategy and personnel performance is .0665; this higher value of (r) indicates a strong relationship between the two variables, this along with the positive sign of (r) means organizational development strategy is positively related to

the personnel performance. Moreover (r^2) is 0.443 which means that 44.3% of variation in performance levels being explained by the effect of Development strategies, keeping other factors constant.

Table 4. 31 Analysis of variance ANOVA between Organizational Development strategy and the HR performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	158.788	3	158.788	318.472	0.000
Residual	199.935	401	0.499		
Total	358.723	403			

Since the calculated F value is 318.472 as shown in table (4.31), which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05; 401), and since the level of significance is 0.000, which is less than 0.05, therefore the null hypothesis H_0 is rejected and accept the alternative hypothesis H_1 that 'There is significant effect of organizational development strategy on performance of human resources'.

Table 4. 32 Effect of organizational development strategy on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		
Constant	0.125	1.446		11.580	0.000
Organizational Development	0.035	.6200	.665	17.846	0.000

Table (4.32) indicates the linear regression equation between organizational development strategy and the performance level of human resources as follows:

$$y = 1.446 + 0.620x$$

Where; y: the dependent variable (Performance),

x: the independent variable (Organizational development strategy).

4.5.4.2 Hypothesis (Administrative Development - Performance)

'There is a statistical significant effect of administrative development strategy on the personnel performance at the universities'.

The statistical significance of the relationship between two variables administrative development and HR performance could be tested. The hypotheses are:

H_0: there is no significant effect of administrative development strategy on Personnel performance.

H[1]: there is significant effect of administrative development strategy on Personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 33 The relationship between administrative development strategy and the Personnel performance

Pearson's Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.705	0.497	0.496	0.671	0.000

The above table 4.33 illustrates that correlation coefficient (r) between administrative development strategy and personnel performance is .0705; this higher value of (r) indicates a strong relationship between the two variables, this along with the positive sign of (r) means organizational development strategy is positively related to the personnel performance. Moreover (r^2) is 0.497 which means that just under 50% of variation in performance levels being explained by the effect of administrative development, keeping other factors constant.

Table 4. 34 Analysis of variance ANOVA between Administrative Development strategy and the HR performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	178.381	2	178.381		
Residual	180.342	401	0.450	396.639	0.000
Total	358.723	403			

From table (4.34), it is evident that the calculated F value is 396.639, which is greater than the critical value of 3.84 obtained from the F distribution table at (0.05; 401), and since the level of significance is 0.000, which is less than 0.05, therefore the null hypothesis H[0] is rejected and accept the alternative hypothesis H[1] that 'There is a statistical significant effect of the administrative development strategy on performance of human resources'.

Table 4. 35 Effect of administrative development strategy on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		

Constant	0.118	1.337		11.362	0.000
Administrative Development	0.033	.6490	.705	19.916	0.000

The table 4.35 above indicates the linear regression equation between administrative development strategy and the performance level of human resources as follows:

$$y = 1.337 + 0.649x$$

Where; y: the dependent variable (Performance),

x: the independent variable (Administrative development strategy).

4.5.4.3 Hypothesis (Professional career Development - Performance)

'There is a statistical significant effect of professional career development strategy on the personnel performance at the universities'.

The statistical significance of the relationship between two variables professional career development and personnel performance could be tested. The hypotheses are:

H_0: there is no significant effect of professional career development strategy on Personnel performance.

H_1: there is significant effect of professional career development strategy and Personnel performance.

Through analyzing data the results are presented in the following tables;

Table 4. 36 the relationship between Professional career Development strategy and the HR performance

Pearson's Correlation coefficient (r)	R square (r^2)	Adjusted R square	Std. of Error	Significance
0.831	0.690	0.689	0.526	0.000

The above 4.36 table illustrates that correlation coefficient (r) between professional career development strategy and personnel performance is .0831; this higher value of (r) indicates a very strong relationship between the two variables, this along with, the positive sign of (r) means professional career development strategy is positively related to the personnel performance. In addition (r^2) is 0.690 that means 69% of variation in performance levels being explained by the effect of professional career development, keeping other factors constant.

Table 4. 37 Analysis of variance ANOVA between Professional career Development strategy and the HR performance

Model	Sum of Squares	D f	Mean Squares	F	Sig
Regression	247.530	2	247.530		
Residual	111.193	401	0.277	892.678	0.000
Total	358.723	403			

Table (4.37), clarifies that the calculated F value is 892.678, which is greater than the critical value of 3.00 obtained from the F distribution table at (0.05; 401), moreover the level of significance is 0.000, which is less than 0.05, therefore the null hypothesis H_0 is rejected and accept the alternative hypothesis H_1 that 'There is a statistical significant effect of the professional career development strategy on performance of human resources'.

Table 4. 38 Effect professional career development strategy on Personnel performance

model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	Stand. Error	B	Beta		
Constant	0.091	0.981		10.781	0.000
Career development	0.024	.7080	.831	28.224	0.000

Table (4.38) indicates the linear regression equation between professional career development strategy and the performance level of human resources as follows:

$$y = 0.981 + 0.708x$$

Where;   y: the dependent variable (Performance),

          x: the independent variable (professional career development strategy).

4.5.5. The Second Main Hypothesis :

This hypothesis and its sub hypotheses went to clarify whether there were statistically significant differences in the average responses of the study sample (respondents) according to the variables of: **gender, age, job title, educational qualification and experience**; for all axes of the study: (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career

development strategy, and Personnel performance level). Its sub hypotheses are as follows:

1. **Sub-Hypothesis 1:**

'There were statistical significant differences between respondents' responses, due to the gender variable, for all axes of the study'

Since the independent variable consists of only two groups (male - female), then the Independent Sample T-test was used. To test whether there were statistically significant differences in the average respondents' response according to the gender variable for all axes of the study: (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level), the following hypotheses were assumed:

H_0: There were no statistical significant differences between respondents' responses, due to the gender variable.

H_1: There were statistical significant differences between respondents' responses, due to the gender variable.

Through analyzed data the results are presented in the following table;

Table 4. 39 Independent sample T-test according to gender

Axes	Gender	No.	Mean	St. Dev.	D F	T	Sig. (P-value)
HRD strategies	M	251	3.509	0.916	401	0.246	0.705
	F	151	3.486	0.922			
Training strategy	M	251	3.422	0.953	401	0.368	0.876
	F	151	3.386	0.981			
Organizational learning strategy	M	251	3.546	0.994	401	0.083	0.668
	F	151	3.555	0.999			
Development strategies	M	251	3.550	0.980	401	0.351	0.891
	F	151	3.514	0.982			
Organizational development	M	251	3.451	1.026	401	0.017	0.562
	F	151	3.449	0.996			
Administrative development	M	251	3.470	1.019	401	0.110	0.820
	F	151	3.459	1.043			
Career path development strategy	M	251	3.712	1.102	401	0.771	0.818
	F	151	3.624	1.122			
Performance levels	M	251	3.611	0.950	401	0.712	0.340
	F	151	3.542	0.937			

Table (4.39) shows that the calculated T value for all study axes (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level) is equal respectively; (0.246 - 0.368 - 0.083 - 0.351 - 0.017 - 0.110 - 0.771 - 0.712), which all are less than (1.96) the critical value obtained from the T distribution table at (0.05; 401). Moreover the level of significance (P-value) for all axes equals respectively; (0.705 - 0.876 - 0.668 - 0.891 - 0.562 - 0.820 - 0.818 - 0.340), all these values are greater than 0.05 (the level of significance adopted in this study). Therefore the alternative hypothesis H_1 is rejected and accept the null hypothesis H_0 that; 'There were no statistical significant differences between respondents' responses, due to the gender variable, for all axes of the study'

2. **Sub-Hypothesis 2:**

'There were statistical significant differences between respondents' responses, due to the age variable, for all axes of the study'

Since the independent variable consists of several categories, the One Way ANOVA test was used. To experiment whether there were statistically significant differences in the average respondents' responses according to the age variable, for all axes of the study; (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level), the following null and alternative hypotheses were assumed:

H_0: There were no statistical significant differences between respondents' responses, due to the age variable.

H_1: There were statistical significant differences between respondents' responses, due to the age variable.

Through analyzed data, the results are presented in the following table;

Table 4. 40 Analysis of variance one way ANOVA according to Age

Axes	Source of variance	Sum of Squares	D F	Mean Square	F	Sig. (P-value)
HRD strategies	Between Groups	1.421	3	0.474	0.561	0.641
	Within Groups	336.754	400	0.844		
	Total	338.175	403			

Training strategy	Between Groups	0.723	3	0.241	0.259	0.855
	Within Groups	371.465	400	0.931		
	Total	372.188	403			
Organizational learning strategy	Between Groups	2.209	3	0.736	0.743	0.527
	Within Groups	395.459	400	0.991		
	Total	397.667	403			
Development strategies	Between Groups	2.516	3	0.839	0.873	0.455
	Within Groups	383.080	400	0.960		
	Total	385.596	403			
Organizational development	Between Groups	0.704	3	0.235	0.227	0.878
	Within Groups	412.483	400	1.034		
	Total	413.187	403			
Administrative development	Between Groups	2.744	3	0.915	0.866	0.459
	Within Groups	421.350	400	1.056		
	Total	424.093	403			
Career path development strategy	Between Groups	5.660	3	1.887	1.541	0.203
	Within Groups	488.431	400	1.224		
	Total	494.091	403			
Performance levels	Between Groups	4.013	3	1.338	1.505	0.213
	Within Groups	354.711	400	0.889		
	Total	358.723	403			

Table (4.40) shows that the value of (F) calculated for the study axes (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level) is equal respectively (0.561 - 0.259 - 0.743 - 0.873 - 0.227 - 1.541 - 1.505), which are less than the critical value of (2.60) obtained from the F distribution table at (0.05; 400,3), and since the levels of significance(P-value) are equal, respectively (0.641 - 0.855 - 0.527 - 0.455 - 0.459 - 0.203 - 0.213) which are greater than (0.05) the level of significance adopted in the study, therefore the alternative hypothesis H_1 is rejected and accept the null hypothesis H_0 that; 'There were no statistical significant differences between respondents' responses, due to the age variable, for all axes of the study'

3. **Sub-Hypothesis 3:**

'There were statistical significant differences between respondents' responses, due to the job title, for all axes of the study'

Since the independent variable consists of several categories, the One Way ANOVA test was used. To test whether there were statistically significant differences in the average respondents' responses according to the job title variable, for all axes of the study; (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level), the

H_0: There were no statistical significant differences between respondents' responses, due to the job title variable.

H_1: There were statistical significant differences between respondents' responses, due to the job title variable.

Through analyzed data, the results are presented in the following table;

Table 4. 41 Analysis of variance (one way ANOVA) Job title

Axes	Source of variance	Sum of Squares	D F	Mean Square	F	Sig. P-value
HRD strategies	Between Groups	6.978	2	3.489	4.214	0.015
	Within Groups	331.197	401	0.828		
	Total	338.175	403			
Training strategy	Between Groups	6.654	2	3.327	3.641	0.027
	Within Groups	365.534	401	0.914		
	Total	372.188	403			
Organizational learning strategy	Between Groups	5.014	2	2.507	2.554	0.079
	Within Groups	392.653	401	0.982		
	Total	397.667	403			
Development strategies	Between Groups	9.014	2	4.507	4.787	0.009
	Within Groups	376.581	401	0.941		
	Total	385.596	403			
Organizational development	Between Groups	8.768	2	4.384	4.336	0.014
	Within Groups	404.419	401	1.011		
	Total	413.187	403			
Administrative development	Between Groups	10.682	2	5.341	5.168	0.006
	Within Groups	413.411	401	1.034		

	Total	424.093	403			
Career path development strategy	Between Groups	8.061	2	4.030	3.317	0.037
	Within Groups	486.030	401	1.215		
	Total	494.091	403			
Performance levels	Between Groups	3.920	2	1.960	2.210	0.111
	Within Groups	354.803	401	0.887		
	Total	358.723	403			

Table (4.41) shows that the calculated values of (F) for the study axes: (HRD strategies, Training strategy, Development strategies: Organizational development strategy, Administrative development strategy, and Professional Career development strategy) are respectively equal to (4.214 - 3.641 - 4.787 - 4.336 - 5.168 - 3.317), which are greater than the critical value of (3) obtained from the F distribution tables at (0.05; 401,2), and since the calculated levels of significance are equal, respectively (0.015 - 0.027 - 0.009 - 0.014 - 0.006 -0.037) which are less than (0.05) the level of significance adopted in the study, therefore the null hypothesis H_0 is rejected and accept the alternative hypothesis H_1 that; 'There were statistical significant differences between respondents' responses, due to the job title variable, for the axes (HRD strategies, Training strategy, Development strategies: Organizational development strategy, Administrative development strategy, and Professional Career development strategy)'.

Table (4.41) also shows that the axes (Organizational learning strategy and Personnel performance level) had F values of (2.554 – 2.210) respectively which are less than (3) critical value obtained from the F distribution tables at (0.05, 401), and since the calculated levels of significance are equal, respectively (0.079 - 0.111) which are greater than (0.05), therefore the alternative hypothesis H_1 is rejected and accept the null hypothesis H_0 that; 'There were no statistical significant differences between respondents' responses, due to the job title variable, for the axes (Organizational learning strategy and Personnel performance level).

4. **Sub-Hypothesis 4:**

'There were statistical significant differences between respondents' responses, due to the educational qualification, for all axes of the study'

Since the independent variable consists of several categories, the One Way ANOVA test was used. To experiment whether there were statistically significant differences in

the average respondents' responses according to the educational qualification variable, for all axes of the study; (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level), the following null and alternative hypotheses were assumed:

H_0: There were no statistical significant differences between respondents' responses, due to the educational qualification variable.

H_1: There were statistical significant differences between respondents' responses, due to the educational qualification variable.

Through analyzed data, the results are presented in the following table;

Table 4. 42 Analysis of variance (one way ANOVA) educational qualification

Axes	Source of variance	Sum of Squares	D F	Mean Squares	F	Sig. P-value
HRD strategies	Between Groups	5.271	4	1.318	1.575	0.180
	Within Groups	332.905	399	0.836		
	Total	338.175	403			
Training strategy	Between Groups	3.923	4	0.981	1.060	0.376
	Within Groups	368.265	399	0.925		
	Total	372.188	403			
Organizational learning strategy	Between Groups	7.608	4	1.902	1.941	0.103
	Within Groups	390.059	399	0.980		
	Total	397.667	403			
Development strategies	Between Groups	6.695	4	1.674	1.758	0.136
	Within Groups	378.900	399	0.952		
	Total	385.596	403			
Organizational development	Between Groups	10.438	4	2.610	2.579	0.037
	Within Groups	402.749	399	1.012		
	Total	413.187	403			
Administrative development	Between Groups	4.979	4	1.245	1.182	0.318
	Within Groups	419.115	399	1.053		
	Total	424.093	403			
Career path development strategy	Between Groups	5.986	4	1.496	1.220	0.302
	Within Groups	488.105	399	1.226		
	Total	494.091	403			
Performance levels	Between Groups	3.905	4	0.976	1.095	0.359
	Within Groups	354.818	399	0.892		

	Total	358.723	403			

Table (4.42) shows that the calculated values of (F) for the study axes: (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Administrative development strategy, Professional Career development strategy, and Personnel performance level), are respectively equal to (1.575 – 1.060 - 1.914 – 1.758 – 1.182 – 1.220 – 1.095), which are less than the critical value of (2.37) obtained from the F distribution tables at (0.05; 399,4), moreover the calculated levels of significance are equal, respectively (0.180 - 0.376 - 0.103 - 0.136 - 0.318 - 0.302 – 0.359) which are greater than (0.05) the level of significance adopted in this study. Therefore the alternative hypothesis H_1 is rejected and accepts the null hypothesis H_0 that; 'There were no statistical significant differences between respondents' responses, due to the educational qualification variable, for the axes (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Administrative development strategy, Professional Career development strategy, and Personnel performance level). Table (4.42) also shows that the axis (Organizational development strategy) had F value of (2.570) which is greater than (2.37) critical value obtained from the F distribution tables at (0.05; 399). This along with the calculated level of significance is equal, (0.037) which is less than (0.05). Therefore the null hypothesis H_0 is rejected and accept the alternative hypothesis H_1 that; 'There were statistical significant differences between respondents' responses, due to educational qualification variable, for the axis (Organizational development strategy).

5. **Sub-Hypothesis 5:**

'There were statistical significant differences between respondents' responses, due to the experience variable, for all axes of the study'

Since the independent variable consists of several categories, the One Way ANOVA test was used. To test whether there were statistically significant differences in the average respondents' responses according to the experience variable, for all axes of the study: (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level), so the following null and alternative hypotheses were assumed:

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H₀: There were no statistical significant differences between respondents' responses, due to the experience variable.

H₁: There were statistical significant differences between respondents' responses, due to the experience variable.

Through analyzed data, the results are presented in the following table;

Table 4. 43 Analysis of variance one way ANOVA according to experience

Axes	Source of variance	Sum of Squares	D F	Mean Squares	F	Sig. P-value
HRD strategies	Between Groups	0.506	2	0.169	0.199	0.897
	Within Groups	337.669	401	0.846		
	Total	338.175	403			
Training strategy	Between Groups	0.537	2	0.179	0.192	0.902
	Within Groups	371.651	401	0.931		
	Total	372.188	403			
Organizational learning strategy	Between Groups	0.902	2	0.301	0.302	0.824
	Within Groups	396.765	401	0.994		
	Total	397.667	403			
Development strategies	Between Groups	1.237	2	0.412	0.428	0.733
	Within Groups	384.358	401	0.963		
	Total	385.596	403			
Organizational development	Between Groups	0.347	2	0.116	0.112	0.953
	Within Groups	412.840	401	1.035		
	Total	413.187	403			
Administrative development	Between Groups	1.461	2	0.487	0.460	0.711
	Within Groups	422.632	401	1.059		
	Total	424.093	403			
Career path development strategy	Between Groups	3.063	2	1.021	0.830	0.478
	Within Groups	491.027	401	1.231		
	Total	494.091	403			
Performance levels	Between Groups	1.873	2	0.624	0.698	0.554
	Within Groups	356.850	401	0.894		
	Total	358.723	403			

Table (4.43) shows that the value of (F) calculated for the study axes: (HRD strategies, Training strategy, Organizational learning strategy, Development strategies: Organizational development strategy, Administrative development strategy, Professional Career development strategy, and Personnel performance level) are equal

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respectively (0.199 - 0.192 - 0.302 - 0.428 - 0.112 - 0.460 - 0.830 - 0.698), which are less than the critical value of (3.00) obtained from the F distribution tables with degrees of freedom (2 , 401) at a significant level (0.05), and since the levels of significance are equal, respectively (0.897 - 0.902 - 0.824 - 0.733 - 0.953 - 0.711 - 0.478 - 0.554) which are greater than (0.05) the level of significance adopted in the study. Therefore the alternative hypothesis H_1 is rejected and accept the null hypothesis H_0 that; 'There were no statistical significant differences between respondents' responses, due to the experience variable, for all axes of the study'.

4.5.6. Summary of the main findings

The following tables summariez: correlation cofficient between independent variables and performanse of human resources (table 4.44), as well as the overall regression between variabls (table 4.45).

Table 4. 44 Varibles overall Pearson Correlation Table

Source	Pearson's Correlation coefficient (r)	R square (r2)	Adjusted R square	Std. of Error	Significance
Hypo. 1 (Training variable)	0.730	0.533	0.531	0.647	0.000
Hypo. 2 (O L variable)	0.762	0.581	0.580	0.612	0.000
Hypo. 3 (Development vari.)	0.793	0.629	0.628	0.576	0.000
Sub-Hypo. 3-1 (Org. Devel.)	0.665	0.443	0.441	0.706	0.000
Sub-Hypo. 3-2 (Adm. Dev.)	0.705	0.497	0.496	0.671	0.000
Sub-Hypo. 3-3 (Prf. Care. Dev.)	0.831	0.690	0.689	0.526	0.000

Table 4. 45 Variables overall Regression Table

Source	Description (Variable)	B	$SE\ B$	β	t	p
Hypo. 1	Training	0.034	.7160	.730	21.376	0.000

Hypo. 2	Organizational Learning	0.031	.7240	.762	23.592	0.000
Hypo. 3	Development Strategies	0.039	.7650	.793	26.074	0.000
Sub-Hypo. 3-1	Organizational Development	0.035	.6200	.665	17.846	0.000
Sub-Hypo. 3-2	Administrative Development	0.033	.6490	.705	19.916	0.000
Sub-Hypo. 3-3	Professional Career Development	0.024	.7080	.831	28.224	0.000

Study hypotheses Regression table:

- The unstandardized beta (B),
- The standard error for the unstandardized beta (SE B),
- The standardized beta (β),
- The T test statistic (t)
- The probability value (p) (significance).

CONCLUSION

Personnel performance at surveyed Higher Educational Institutions in Libya is highly affected by relevant Human Resource Strategies among which, providing proper training, implementing organizational learning strategy and adopting development strategy. The last strategy includes: organizational development, administrative development and professional career development.

This study was conducted with purpose in mind that, it will shed light on the importance of training, implementing organizational learning practices and adopting administrative development program and their effect on personnel performance. Thus, this will surely increase the general performance of those institutions.

The study concluded that there was a positive significant relationship between all the independent variables in the current study and personnel performance.

Analysis of the first axis - Training

In general, individuals in the study sample tend to agree to the terms of the first axis, where the relative weight is 68.17% (arithmetic mean 3.41), which is greater than the standard relative weight 68%, which means that the axis is positive and therefore the respondents emphasize that training is an important strategy for the development of human resources at the university. This confirmed by (Maaly Mefleh et. al, 2015) in their study "Training and its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees" where they found that there was a relationship between effective training and employees' job performance, (D. Eric, 2012) Also get similar results when he concluded that training and development had positive impact on employees' performance. In the same way (A. Alsamawi, 2014) proved that there is statistically significant effect of the training and development with all their dimensions on employee's performance at 0.05 levels.

Awareness of the surveyed universities of the importance of the training strategy in raising the skills, expertise and knowledge of human resources. However, the study confirmed that there is some imbalance in the practices of this strategy that is reflected in the low interest in comparing the performance of the trainees before and after the training process. This means the absence of feedback makes it more difficult to determine the actual training needs. In the same context goes (Gerrit Waltres, 2006) whe he concluded that the HRD function is not effect in its role as stratigic partner.

Analysis of the second axis: Organizational learning

Generally, respondents in the study sample tend to agree to the terms of the second axis, where the relative weight is 70.90% (arithmetic mean 3.54), which is greater than the standard relative weight 68%, which means that the axis is positive and therefore the respondents emphasize that organizational learning is an important strategy for the development of human resources at the university. (Che Rose, N. Kumar, and Ong Gua Pak, 2009) concluded in their paper that Organizational learning was found positively related to work performance in many other variables.

The awareness of the universities concerned about the importance of the organizational learning strategy in improving the skills and knowledge of the staff. However, there are shortcomings in encouraging open communication and transparency in dialogue. Moreover, accepting complaints and suggestions between managers and employees. This may be a barrier to the learning process of employees in the context of adopting the idea of continuous learning and turning into a learning organization. Similar result obtined by (E. Hroum, 2008) where he concluded that Insufficient attention is paid by the bosses in the institution to practices that develop relationships with subordinates.

Analysis of the third axis: Organizational development

This axis was divided into three categories, they are as per discussed below

Firstly regarding organizational development, respondents tend to agree to the phrases of the third axis – first section, where the relative weight is 69%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that Organizational development is an important strategy for the development of human resources at the university.

Secondly respondents tend to agree to the phrases of the third axis – second section, where the relative weight is 69.32%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that administrative development is an important strategy for the development of human resources at the university.

Thirdly respondents tend to agree to the phrases of the third axis – third section, where the relative weight is 73.40%, (greater than the standard relative weight 68%), which means this section is positive and therefore the respondents emphasize that development of Career path is an important strategy for the development of human resources at the university.

Organizational, administrative, and professional career development are important strategies for increasing the functional capacities of individuals in the universities; however, the lack of diversification in the material and moral motivations has somewhat reduced the effectiveness of these strategies. (S. Manaa, 2016) confirm this result where she concluded that there were shortcomingsin the practices of these stratiegies, which reduces their effectivenss.

Analysis of the independent axis: personnel performance

Generally, respondents tend to agree to the phrases of the fourth axis, where the relative weight is 71.60%, (greater than the standard relative weight 68%), which means that the axis is positive, so the respondents agree and confirm that their performance levels in the university affected by human resource development strategies.

The performance of the surveyed universities' staff indicated good levels. This does not exclude the presence of uncomfortable circumstances at work environment which hindering achieving of goals, the folowing ponts reflect what make respondents worried:

- Some individuals feel uncomfortable in their work at the university with the existence of desire to leave the job.
- The lack of an integrated information and communication system that helps university employees perform their tasks and improve their performance.
- Respondents are less satisfied with the working conditions of universities. They do not see them as motivations or help for good performance.

This is what (Daniel Singleton, 2014) warned about it when he stated " organizations should focus intently on creating the most effective human resources development climate possible in order to achieve organizational goals".

The researcher believes that the sources of these strsses in work and obstacles are refering to the political and economic instability of the country, and its negative impact on the higher education sector.

Results of the study hypotheses test:

In order to develop preliminary answers to the questions of this study, the researcher constructed a set of hypotheses, which he later tested using appropriate statistical tools and tests. The Pearson correlation coefficient was used to determine whether there was a relationship between the variables of study and the performance of individuals. As well as the nature of these relationships, if they are positive or negative. Then the T-test

and the F-test (One Way ANOVA) were used, and the results of the hypotheses tests were as follows:

The first main Hypothesis

- − Training, organizational learning, and development are important strategies adopted by universities as a mechanism for raising the skills, expertise and knowledge of their human resources, which positively affects their performance.

- − There is a statistically significant effect at 0.05 level of Training strategy on Performance of human resources in the surveyed universities.

- − There is a statistically significant effect at 0.05 level of organizational learning strategy on personnel performance in the surveyed universities.

- − There is a statistical significant effect at 0.05 levels of Development strategies (organizational development, administrative development, and professional career development strategies) on the performance of human resources at the universities.

The second main Hypothesis

- − The test of this hypothesis and its sub hypotheses clarified that there were no statistically significant differences at 0.05 levels in the average responses of the respondents according to the variables of: gender, age, job title, educational qualification and experience; for most of the strategies adopted in this study: The exceptions were as follows:

- − There were statistical significant differences between respondents' responses due to the job title variable, for the strategies (HRD strategies, Training strategy, Development strategies: Organizational, Administrative, and Professional Career development).

- − There were statistical significant differences between respondents' responses, due to educational qualification variable, for the Organizational development strategy.

RECOMMONDATION

The results of the study indicate that there are some deficiencies and imbalances in the practices of the surveyed universities in the implementation of human resources development strategies in order to raise and improve the performance of its staff. Therefore, the researcher suggests some recommendations that may be useful in activating the practices of the strategies mentioned above, including:

- Raising awareness among university administrators of the importance of feedback for improving training programs. In addition, adapting these programs to suit the university's training needs.

- A need of the university to encourage open communication and transparency in dialogue and accept complaints and proposals between superiors and subordinates. Because of its positive impact on the morale of individuals and consequently performance.

- Support and encourage the use of teamwork methods. In addition, push the process of continuous learning. In order to convert the university into a learning organization.

- The need to increase and diversify of the material and moral motivations, in order to increase the effectiveness of the development strategy.

- Providing suitable working conditions for university employees. In addition, working to solve their problems and overcome the obstacles in front of them, to raise performance levels, and ensure the stability of employment turnover.

- The need to modify an integrated information and communication system that helps university employees perform their tasks and improve their performance.

- Based on the university's pioneering role in producing and dissemination knowledge, and on its highly efficient human resources, thus the university is responsible for spreading and consolidating the concept of organizational learning, especially as it is one of the new topics in Libya.

Prospects of study

Human resources development is an important issue that concerns researchers, writers, managers and business leaders. Each one is fully aware of the role that the human resource plays in the success of the institution's policies and strategies. The complexity of the subject and the multitude of its fields open up a wide scope for research in its folds. In this context, the researcher can present some topics that may be directed to some researchers - especially the local - in their choices, including:

- Organizational learning strategy with an eye on training practices at Higher Education Institutions.

- The importance of administrative development programs and their role on improving the overall performance at Higher education institutions.

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QESTIONNAIRE

Preparing the draft PhD thesis

The effect of the Human Resources development strategy on personnel performance at the Libyan Universities
A sample from the Libyan Higher Educational Institutions

Questionnaire

Section one: Demographic Profile

Institute name:

University   ………………………………………………………..

Faculty/ College ……………………………………………………….

Gender:

☐ Male   ☐ Female

Age: (years**)**

☐ (30 or less) ☐ (31 – 40) ☐ (41 – 50) ☐ (51 or more)

Job Title :

☐ Faculty member ☐ assistant faculty member ☐ administrative

Educational Qualification:

☐ Diploma ☐ Bachelor ☐ Master ☐ Doctorate ☐ Other

Experience: (years**)**

☐ (10 or less) ☐ (11 – 20) ☐ (21 – 30) ☐ (31 – Over)

Section two: Questionnaire Axes/Pivots

Axis One: training is a strategy for human resource development in the university.

A number of statements intended to identify the reality of adopting training strategy in human resource development.

No	Statement (Question)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	University pays attention, greatly of employees training and development of skills.					
2	The University has regular training plans and programs.					
3	University identifies its training needs through observation, tests and performance assessment.					
4	University setup training programs are helping its employees to use the modern technologies.					
5	Training is imparted by using modern methods, improved skills and vocational knowledge.					
6	Training programs were renewed according to university environment changes.					
7	University seeks to achieve the compatibility between employees' skills and work requirements.					
8	There is equality to distribute training opportunities between the employees.					
9	University compares performance of trained employees before and after training, carries out assessment to identify the range of training programs' effectiveness.					
10	Training is an incentive for the employees due to acquired skills and qualifications.					
11	Training programs narrow the gap between employees' culture and university culture; create mutual objectives and views.					

Axis two: organizational learning is a strategy for human resource development in the university.

A number of statements intended to identify the reality of adopting the university to organizational learning in human resource development

No	Statement (Question)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12	University encourages its employees to develop their skills, experiences and knowledge, by providing a supporting environment for continuous learning.					
13	University attempts to focus on experiences and skills quality and knowledge acquired by the employees, as a final objective of the training					
14	University works on enhancing use of team work techniques among its employees as a motivating technique.					
15	University creates linkages between its employees, invites them to communicate, exchange knowledge and experiences by using modern communication means such as Internet.					
16	University develops research workshops, and brainstorming sessions to find solutions to work problems to achieve an advanced level of learning.					
17	University provides full information and knowledge about what staff should know.					
18	University promotes open communication and transparency in dialogue and accepts complaints and proposals between leaders and employees.					
19	University creates common vision and culture among its employees based on common goals, ambitions, tasks, responsibilities and messages.					
20	University encourages discussing faults, failures to identify its reasons and learn the manner to avoid them in the future.					
21	Organizational learning programs in the university help employees acquire multiple skills in their fields of specialties.					

Axis three: Developing, is a strategy of human resource development in the university

Several statements intending to identify the reality of adopting development strategies in human resource development

No	Statement (Question)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Organizational development statements					
22	The university's development of its staff is the main objective of the organizational development efforts.					
23	The university is working to spread the culture that encourages cooperation and sharing of power between superiors and subordinates.					
24	The university is working to create a suitable environment and shared culture that helps employees to develop and grow with self-realization to influence positively on their jobs and their institutions.					
25	The university strives to upgrade employees' skills and knowledge and prepares them for new challenges.					
26	The university adopts a wide variety of physical and moral motivations to help employees demonstrate their abilities and qualifications.					
	Administrative development statements					
27	The university involves its employees in some essential decisions especially in their areas of specialization.					
28	The university develops the public relations to promote interaction between superiors and subordinates at all organizational levels.					
29	The university is working on activating the administrative methods of communication and diversity among its employees to facilitate the exchange of information between them.					
30	The university strives to develop skills, experiences and knowledge of employees, which enables them to cope with the changes and technological developments related to their fields of specialization.					
	Statements for development of professional career					
31	The University respects the employees' wishes and their professional qualifications through proper planning of their careers.					
31	The University works to prepare qualified staff and develop their skills and abilities to take up higher positions in the institution.					
33	Learning new skills enables the employees to acquire skills, which help them to perform his current tasks and provide more choices for the future.					
34	The promotions for employees within their career depend on their size of achievements and type of skills they possess.					
35	Upgrading in the career ladder is a goal that motivates employees to acquire new qualifications and increases their job skills.					

Axis four: human resources performance level:

Several statements intended to identify human resources performance level.

No	Statement (Question)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
36	I am satisfied with my work at the university and do not think about looking for work anywhere else.					
37	I am doing my work carefully and my commitment to laws and instructions are very rewarding.					
38	I am always keen to make good relations with my colleagues, which helps me make use of their knowledge and exchange views and ideas with them.					
39	Be sure to discuss labor issues with my colleagues especially experienced ones, which has contributed to increasing the level of my experience and my knowledge and developed my performance as well					
40	The University provides information and communication system that help employees perform their tasks and improve their performance					
41	I am always looking to raise the level of my qualifications by increasing the skills of using modern technology.					
42	Exploiting the available means of communication at the university helped me to share the knowledge and experiences with my colleagues and improve my career.					
43	Challenge and renewal in my work motivates me for continuing search for new things.					
44	Most of the university's working conditions are stimulating and helping to perform well.					
45	Adoption by the University for accurate evaluation criteria has a positive impact on performance.					
46	The university's continuous development of its programs and strategies improves performance and makes it compatible with the requirements of its environment.					
47	Justice in rights and duties among university staff raises levels of satisfaction and performance.					
48	The University urged its staff to continuously improve their knowledge, skills, and performance.					
49	Vision, goals and culture compatibility between the university and its employees are motivated to improve performance.					
50	Seminars, scientific conferences and debates have an impact on the development of knowledge, skills and performance.					
51	Diversity of incentives at the University are strong motivation for performance excellence.					

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Master	The Libyan Academy Information systems	09/2004 – 12/2007

Experience:

Employer	Department	Years
Military Industries Organization - Tripoli	Quality control	03/1987 – 06/1990
	Research Center	06/1990 – 11/1995
Higher Institute of Mechanical Professions - Janzour	Mechanical Eng. Dept.	12/1995 – 11/2009
College of Engineering Technology – Janzour	General Dept.	11/2009 – Till date