ÇANKAYA UNIVERSITY
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
ECONOMICS AND ADMINISTRATIVE SCIENCES

MASTER THESIS

THE EFFECT OF THE ASSESSEMENT OF TRAINING NEEDS IN THE IRAQI MINISTRY OF HIGHER EDUCATION

HUSSEIN ABDUL HUSSEIN SEGER ALBAEJAWE

JANUARY 2018

ÇANKAYA UNIVERSITY

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

ENGLISH LITERATURE AND CULTURAL STUDIES

MASTER THESIS

THE EFFECT OF THE ASSESSEMENT OF TRAINING NEEDS IN THE IRAQI MINISTRY OF HIGHER EDUCATION
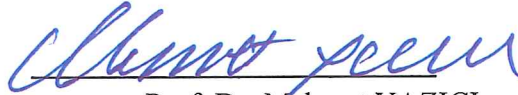
HUSSEIN ABDUL HUSSEIN SEGER ALBAEJAWE

JANUARY 2018

Title of the Thesis: **The Effect of the Assessment of Training Needs in the Iraqi Ministry of Higher Education**

Submitted by: **HUSSEIN ABDUL HUSSEIN SEGER ALBAEJAWE**

Approval of the Graduate School of Social Sciences Master's in Business Administration-MBA, Çankaya University

Prof. Dr. Mehmet YAZICI
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Business Administration.

Assoc. Prof. Dr. Ayşegül TAŞ
Head of Department

This is to certify that we have read this thesis and that, in our opinion, it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assist, Prof. Dr. Aytaç Gökmen
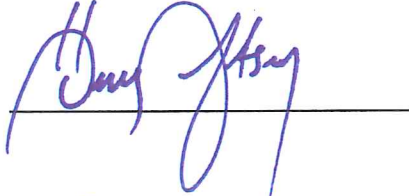Supervisor

Examination Date: 22/01/2018

Examining Committee Members

Assist, Prof. Dr. Aytaç Gökmen
(Çankaya University)

Assist. Prof. Dr. Ömer Yurtseven
(Çankaya University)

Assoc. Prof. Dr. Beyza Gültekin
(Hacettepe University)

STATEMENT OF NON-PLAGIARISM PAGE

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name : **HUSSEIN ALBAEJAWE**

Signature　　　　　:

Date　　　　　　　: 29.04.2018

ABSTRACT

THE EFFECT OF THE ASSESSMENT OF TRAINING NEEDS IN THE IRAQI MINISTRY OF HIGHER EDUCATION

Hussein ALBAEJAWE

Department of Business Administration

Supervisor: Assit, Prof. Dr. Aytaç GÖKMEN

January 2018, 152 pages

Iraqi Ministry of Higher Education seek to improve and develop all employees from different level and sector within its organizational structure for each educational and administrative staff by design and implementation training needs assessment program in order to achieve strategic objective and to gain competitive advantage. The objective from this study is to developed and enhances training programs and training needs assessment for Iraqi Ministry of Higher Education in Iraq. This study explanted all matter and issues concerned to training needs assessment programs, procedures and practices in term TNA. This study also investigated in all problems, issues and challenges that faced the Ministry of Higher Education in Iraq to applied and design the both training and training needs assessment on the workforce. This research also focused to knows how training needs assessment programs effect on all employees from different organizational levels associated center of Iraqi Ministry of Higher Education in order to know and study their responses, opinions, attitudes and viewpoints towards the research objective. The data base collected from a study of 170 Iraqi Higher Educational employees and analyzed by statistical program (SPSS) software. This study explored many common problems that faced and prevented to conducting training needs in the Iraqi Ministry of Higher Education at present time. Key factors were extracted through the principle components method (Eigen value). The results showed that there were eight main factors. These most important factors

affecting the training needs assessment programs as they provide real indicators of the most important factors that caused the problems and challenges in the implementation of the assessment of training needs at work.

ÖZET

IRAK YÜKSEK ÖĞRENİM BAKANLIĞI'NDA EĞİTİM İHTİYAÇLARININ DEĞERLENDİRİLMESİNİN ETKİSİ

Hüseyin ALBAEJAWE

İşletme Bölümü

Danışman: Yrd. Doç. Dr. Aytaç GÖKMEN

Ocak 2018, 152 sayfa

Irak Yüksek Öğrenim Bakanlığı, stratejik hedeflere ulaşmak ve rekabet üstünlüğü kazanmak için eğitim ihtiyaçları değerlendirme programı tasarımı ve uygulaması ile bütün eğitim ve idari personel için organizasyon yapısı içerisinde farklı seviye ve sektörlerdeki tüm çalışanları geliştirmek için çabalamaktadır. Bu çalışmanın amacı, Irak'ta Irak Yüksek Öğrenim Bakanlığı için eğitim ve eğitim ihtiyaçlarını değerlendirme programı geliştirmektir. Bu çalışma, EİD (Eğitim İhtiyaçları Değerlendirmesi) terimi kapsamında, eğitim ihtiyaçları değerlendirme programları, süreçleri ve uygulamalarına ilişkin bütün konu ve meseleleri açıklamıştır. Bu çalışma ayrıca eğitim ve eğitim ihtiyaçları değerlendirmesinin tasarlanması ve işgücüne uygulanması sırasında Irak Yüksek Öğrenim Bakanlığı tarafından karşılaşılan bütün problemleri, meseleleri ve zorlukları da araştırmaktadır. Araştırma aynı zamanda Irak Yüksek Öğrenim Bakanlığı'na bağlı farklı organizasyonel seviyelerdeki çalışanların araştırma hedeflerine yönelik yanıtlarını, görüşlerini, tutumlarını ve bakış açılarını incelemek için eğitim ihtiyaçlarının değerlendirilmesi programlarının çalışanların üzerindeki etkisine de odaklanmaktadır. 170 Iraklı Yüksek Öğrenim çalışanları ile yapılmış bir çalışmadan veri tabanı elde edilmiş ve istatistiksel program yazılımı (SPSS) ile analiz edilmiştir. Bu çalışma günümüzde Yüksek Öğrenim Bakanlığı'nda eğitim ihtiyaçları değerlendirmesi yürütülürken karşılaşılan ve önlenen birçok ortak problemi araştırmaktadır. Temel faktörler, ana bileşen yöntemiyle (eigen- özdeğer)

elde edilmiştir. Sonuçlar sekiz ana faktörün olduğunu göstermiştir. Eğitim ihtiyaçları değerlendirilmesi programlarını etkileyen bu faktörler işyerinde eğitim ihtiyaçlarının değerlendirilmesi uygulamaları sırasında problem ve zorluklara neden olan etkenlerin gerçek göstergelerini sağladığından dolayı önemlidir.

Anahtar Kelimeler: Eğitim İhtiyaçlarının Değerlendirilmesi, Irak Eğitim Bakanlığı

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER I

RESEARCH PERSPECTIVE

1.1. Introduction

One of the most important factors for the success of organizations is the identification of training needs. Organizations should evaluate training needs of all employees working in the organization and determine any training requirements in certain places where training can provide solutions to the many problems in the work environment. Organizations should assess the training needs of staff in order to identify the strengths and weaknesses of the organizational work environment (Miamian, 2013, pp: 7-8).

Many organizations do not give clear attention to the provision of training programs or the assessment of training needs of staff, which causes many cases of misunderstandings and problems in the work environment. The lack of attention to the evaluation of training needs has led to confusion in the implementation of the tasks of each employee in the organization. The main objective of this research study is to know the strength of the impact of training programs and training needs assessments on all employees of the Iraqi Ministry of Higher Education. Assessing the training needs of staff plays an active role in developing and improving the capabilities, experiences and skills of the workforce in an organized work environment that will ensure the success of the overall strategic plans of the organization and achieve organizational goals.

1.2. Purpose of the Study

1. Identify the strengths and weaknesses of the training needs assessment (TNA) at the Iraqi Ministry of Higher Education.

2. Study the role of the training needs assessment in enhancing and improving employee's abilities

3. Investigate the intentions of employees that enhance their skills and career through training needs assessment

4. Studying the role of the training needs assessment in influencing employees' intentions from their desire to leave work to their intention to stay in work

1.3. Background to the Problem

Training needs assessment of individuals and employees is always linked to improving staff performance, skills, experience and knowledge in all their current functions and positions. Two key training objectives specific to employees have been identified. The first objective is to develop employees' competencies and improve their performance. The second objective is to help people grow within the organization so that, to whatever extent possible, their future human resources needs are met from within organization. Many researchers seek to maintain high quality work and acquire a competitive advantage. This is achieved through provision and identification of effective training programs for employees and development of skills for and providing information to all staff members of the organization.

Organizations and companies should consider training as a way to invest, not for consumption, but as an important tool for organizations that help them to expand successful and effective work. Simultaneously, training needs assessment meets all the potential of organizations and companies to gain competitive advantage, profitability and to achieve goals and objectives. For a long time, the evaluation of

training needs has been defined as one of the most important reasons for the success and prosperity of organizations and companies in various fields of endeavor around the world. Training and needs assessment training play a fundamental role in creating a strong functional environment composed of employees with high abilities, skills and experiences in the work and duties that lead and contribute significantly to achieving all goals of organizations and companies that desire to maintain the strength of their working forces (Niazi,2011:45-48).

1.4. Statement of the Research Problem

Many Arab organizations and institutions face major challenges in identifying basic staff requirements. The organizations seek to eliminate the shortage of functional skills through the implementation of effective and advanced training programs at various levels of management within the organization. The lack of the design of strategic plans for training programs and assessment of training needs reduces the quality of job performance and the occurrence of problems and challenges in the work environment and the loss of the position of organizations in the local and global market (Hassan, M, 2011:23-25).

Many Iraqi universities did not carry out any training needs systematically. For modern technology and advanced programs in the training of manpower, these problems always occur in developing countries that lack modern technology and lack information concerning industry and the development of Iraqi education sector. This study is the researcher's attempt to determine the gap and the many mistakes in assessing training needs, skills, knowledge and abilities involved in the development of the Iraqi higher education sector, as well as how to promote the educational process and improve the environment. Effective education plays a major role in addressing the problems and difficulties faced by employees at the Iraqi Ministry of Education.

1.5. Significance of This Study

This study focuses on educating employees at the Ministry of Higher Education in Iraq about the importance of training needs assessment, which directly affects the improvement of efficiency of the Ministry as training is a long-term investment for the Ministry in order to develop the abilities of employees, increase their loyalty to the Ministry and improve the level of education in Iraq at the regional and global level. Results of this study will be of great importance to the Department, Directorate of Human Resources Development and the employees at the Ministry of Higher Education in Iraq by designing and developing future training needs assessment programs.

1.6. Objectives of the Research

1. Identify common barriers that prevent the performance of assessment of training needs at the Ministry of Higher Education in Iraq

2. To explore the nature of existing training needs assessment offered by Iraqi higher education by identifying the importance of levels of training practices at the Ministry of Higher Education in Iraq

3. Investigate actual knowledge and skills possessed by all employees of the Ministry of Higher Education in Iraq and the quality of skills and abilities required to meet the needs of the Ministry

1.7. Research Questions

1. To what extent does the Ministry of Higher Education in Iraq perceive the importance of a training needs assessment?

2. What are the specific barriers and indicators for conducting training needs assessments at the Ministry of Higher Education in Iraq?

3. How can levels of knowledge and skills-related deficiencies that exist in a workforce be determined effectively using a training needs assessment?

1.8. Research Hypothesis

H.1. There is statistically significant difference in the evaluation of Training Needs Assessment Tools in the Ministry of Higher Education in Iraq.

H.2. There is statistically significant variation in the evaluation of Training Needs Assessment according to demographic variables (age, work experience, and work position) for all employees in the Ministry of Higher Education in Iraq.

H.3. There is no significant difference in the evaluation of organizational variables (department size and frequency of Training Needs Assessment) for all employees in the Ministry of Higher Education in Iraq.

1.9. Search Design and Target Population

This study has collected data from employees through a sampling technique from a target population consisting of employees at the center of the Ministry of Higher Education in Iraq from various administrative and educational levels. The number of employees working at the Ministry's center is 1,400 employees.

1.10. Area of Study

This study was conducted at the center of Ministry of Higher Education in Iraq and all departments that are within the organizational structure of the Ministry in Baghdad.

1.11. Method of Data Collection – The Questionnaire

170 questionnaires were distributed to the various employees working at the Ministry's center and from various administrative and functional positions. This large number of questionnaires will provide us with good answers for this study. The data will be collected by the researcher.

1.12. Statistical Analysis

Many types of statistical **SPSS** programs were used to collect and analyze information from the various employees at this Ministry. In order to ensure completeness and logical consistency of responses, data editing was carried out each day by the researcher. In addition, the Analysis of Variance (ANOVA) test was used to identify the strengths and weaknesses of the relationship between all variables.

CHAPTER II

HUMAN RESOURCES MANAGEMENT AND ITS IMPORTANCE FOR ORGANIZATIONS

2.1. Human Resources Management

Human resources management plays a key role in the recruitment process and how successfully to manage organizations, institutions and companies. It works to cover all management practices, such as finance management, strategic management, operations management, corporate responsibility management, education program management, training and development, talent management and knowledge management. In addition, it covers many activities such as employee recruitment, how to select and manage skills and talents. In order to work to provide an environment conducive to careers in organizations, the procedures of human resources management are aimed at successful management strategic plans and capital development derived from the practices of the science of behavior, which is the basis for the success of human resources management activities (Armstrong, 2006, pp. 78-81).

Human resources management has been defined as the approach to how citizens are managed and how they are employed in organizations so that they can do business properly. Human resources management has its impact from the beginning of an employee's entry into the work of the organization and it covers all practices, activities and functions until the moment the employee leaves the organization (Riston, 2008, pp. 32-34).

One of the most important objectives of human resources management is to enable the workforce to use their skills, expertise and abilities in the appropriate place to contribute to the success of the organization's mission and the main objective of its existence. Contemporary organizations seek to attract modern human resource management departments in order to achieve a competitive advantage and gain a skilled workforce. The strength of organizations' performance is directly linked to the power of human resources management, so people always seek to find jobs in a given organization and consolidate a successful relationship with the workforce so as to gain staff loyalty to the organization. Effective human resources management impacts on reducing the challenges, risks, and crises that an organization's workforce can provide and it maintains its reputation in terms of work, production, performance and quality. The good management of human resources is concerned with the study of laws, legislation, decisions and instructions that affect the internal and external environment of the organization, such as the Occupational Health and Safety Act, social solidarity, child protection and sexual harassment (Rany E, 2008: 4-6).

2.2. Differences between Personnel Management and Human Resources Management

The main task of personnel management is to organize all the functional practices of the organization's workforce. It regulates all administrative, financial, and legal procedures for employees. The Department of Personnel has precedence in the organization of matters and administrative issues where its main function in the work. The senior management, supervisors, and officials are concerned about the organization and success of the career management department in the organizational work environment, where they have a significant role in providing the basic needs of the skilled workforce within the organization. The Department of Personnel plays a strategic role in strengthening public relations among the functional forces at all levels and centers in the career. The efficient management of personnel in the work environment leads to the success of the overall strategy of the organization. The Department of Personnel is keen to maintain the efficiency of the work of

8

administrative staff in carrying out the basic tasks entrusted to them in the job. Higher departments must create effective and successful approaches to the workforce that ensure more efficient staff at work (Greer, et.al, 2001,pp:40-42).

The difference between human resources management and personnel management is that the term human resources management is a new term rather than personnel management. Human resources management is a new way to develop the functionality of employees. In addition, human resource management is concerned with the organization of manpower within the organization. Human resources management is a new and modern approach to the management of functional affairs in a modern and effective organizational manner (Georgiou Aikaterini, 2014, pp. 5-8).

2.3. The Importance of Human Resource Management for an Organization

Human resources are always the foundation of the success of organizations, where the important factor for the work of organizations is correct according to strategies developed for this purpose. Many organizations, corporations, and institutions spend much money through the capital investment sector where human resources depend on the performance and strength of organizations as well as the strength and success of human resources management. Moreover, the efficiency of human resources plays a role in the success of the objectives and missions of the organizations that improve the relationship between senior departments and manpower. The successful and meticulous and careful design of the training programs should suit all the training needs of the staff. Organizations that seek to develop training to suit the training needs of the labor force consistently lead to satisfactory results of high efficiency, where it appears that the great interest in the design and implementation of successful training programs plays a very important role in improving the performance of the workforce and job performance within organizations (Dessler, G., 2012, pp. 22-25).

The importance of managing human resources in major organizations and international companies has been a growing interest in recent years of strong working relationships between experiences, skills with the production sector, where global companies are concerned with the management of human resources, which in turn leads to an increase in competition with the requirements and needs of the global environment and the current market as human resources contribute to giving full awareness to the improvement of productivity and earning the satisfaction of customers. The significant increase in the recruitment rate of HR managers in organizations is due to the effective role they play in eliminating the problems, challenges and difficulties facing organizational work (Rao, 2006, pp. 7-10).

Human resources management should be easier and more flexible because of the rapid shift in global markets through technology. Human resources management can provide this ease. The increasing problems, challenges and difficulties faced by human resources management and the large number of litigations are due to changes in the quality and quantity of manpower with the size of modern technology in the global market. Therefore, many labor forces in organizations are not prepared or equipped with the skills or capabilities to maintain their effective and successful functioning (Becker, 2001, pp. 8-9).

2.4. Strategic Human Resources Management

The HR strategy refers to how to recruit and use the labor force to gain competitive advantage with the importance of maintaining it permanently in organizations for all factors that have a direct impact on the performance of human resources management. HR strategy plays a major role in improving the skills of the workforce and increasing its efficiency in the work environment. It seeks to provide effective training programs for all staff in various positions in the organization. The Human Resource Management Strategy is dedicated to the identification of all training requirements for the workforce and for each individual within the organization. The Human Resources Management Strategy is responsible for formulating the organization's strategic plans and objectives. It is also important to

know about opportunities for the competitive advantages achieved by the workforce. Moreover, it is one of the main duties of managers to conduct comprehensive surveys in order to know the nature of the skills of the staff available to work compared to the available expertise and to determine the time required to adjust in times of shortage of skilled manpower. Finally, human resources management should be one of the most important participants in the design and planning of strategies that are influential on the organization's workforce (Ganesan, S. 2014, pp. 10-12).

The strategy of human resources is affected by forces on various centers and trends affecting the nature of the work, the objectives of the organization, policies, decisions, plans, and in general the organizational work. Moreover, there are forces within the organization that affect the nature of work, such as administrative methods, laws, culture, and work environment. At the same time, some forces are generated outside the general framework of the organization and are connected to the global economy and economic fluctuations that arise in the community environment. Where human resources strategies are directly affected by sudden changes, they change policies, the missions of organizations and their strategic plans (Amor, 2001, pp. 3-6).

2.4.1. Definition of strategy for human resources management

The definition of strategy has become the management of human resources at a broad level and a large scope in management science. The purpose of defining human resource management strategy is to know how to implement the human resources available to the needs of organizations. In interpreting the HRM strategy definition, specialists want to focus on design, planning and implementation, as these definitions are "…largely about integration and adaptation. Its concern is to ensure that, human resources (HR) management is fully integrated with the strategy and the strategic needs of the firm, HR policies cohere both across policy areas and across hierarchies, HR practices are adjusted, accepted, and used by line managers and employees as part of their everyday work" (Greer, C. R. 2001, pp. 27-28). Strategic Human Resource Management as defined as "the pattern of planned human resource

deployments and activities intended to enable the firm to achieve its goals"
(Peter Boxall, J. P. 2007, pp. 11-12).

Another definition for Strategic Human Resource Management "is an approach to making decisions on the intentions and plans of the organization in the shape of the policies, programs and practices concerning the employment relationship, resourcing, learning and development, performance management, reward, and employee relations, or is an approach to the strategic management of human resources in accordance with the intentions of the organization on the future direction it wants to take" (Raja Abdul Ghafoor Khan, F. A. 2011,pp. 8-9). Strategic Human Resource Management is also defined as that which "focuses on the alignment of the organization's human resource practices, policies, and programs with corporate and strategic business unit plans." Strategic Human Resource Management "refers to practices that are responsive to a strategic change in the environment" (Robert L. Mathis, J. H. 2006, pp. 51-52).

2.4.2. The importance of human resource policies

Before designing any policy related to the work of the human resources management department in an organization, all HR managers should identify many questions. The questions managers should know are how to improve plans and policies designed to manage human resources so as to work out radical solutions to all problems. Investment is one of the most important challenges facing human resource management in some organizations. Higher departments must provide a good environment to ensure the success of investment and the development of human resources management. This is very important for many of the personnel departments in organizations, where one of its main duties is to study and know immediately the conduct of human resources management policies, which is one of the central topics in many previous studies that are concerned with the development of human resources management policies that identify the strengths as well as weak organizational work. One of the reasons for the success of the work of organizations, companies and international institutions is the development of human resource

management policies that are compatible with the mission and objectives of organizations. HR policy covers the course of work, production, planning, training and development programs, performance and so on (Itika, 2011, pp. 43-45).

2.4.3. The scope and necessity of human resources management

The scope of human resources management plays a large role in all levels of life of the labor force from the employee's entry into to retirement from the organization, where all his duties in the organization are under the scope of human resources management, which includes planning, relationships, incentives, rewards, promotions, evaluation, training and development, employee performance monitoring, job satisfaction (Suthiphan, 2010, pp. 18-20). The scope of Human Resources Management extends to:

1. The scope of human resources management covers all activities, practices, events and programs directly related to the management of people, staff, the workforce and other matters, and it covers the strategic plans and staffing mechanisms of all organizations.

2. The scope of human resources management covers dimensions, axes, issues, manpower and people regarding relationships within organizations and their mechanisms.

3. The scope of human resource management includes work on all issues related to the organization of employees in the workplace, including training and development, wages and rewards, promotions, recruitment and retirement, selection of manpower, transport and placement, and design programs for salaries and wages for all functional levels in the organization.

2.4.4. Why is human resource management importance to all managers?

All the following administrative terms are related to the various HR managers to avoid the mistakes of the organization's workforce, to determine the causes of errors that contribute to avoiding mistakes, and to repeat mistakes in the future. Many managers, supervisors, officials, and stakeholders have succeeded in obtaining good results despite the lack of methodologies, plans, instructions and controls because they depend on the functional talents available to most employees who have good positions in the organization that will stimulate and improve their job performance (Buma, 2014, pp. 89-90).

Managers should pay attention to all the hubs associated with human resources management as all their plans are realized through employees' efforts at work. Moreover, managers should manage their duties effectively. Employers, administrators and supervisors are responsible for a wide range of activities in the HR department, including concept of design, analysis, planning, policy making, training and development, motivation, rewards, promotions, and relationships. Other functions of the Human Resources Management Department are to maintain the work of the staff with a high commitment of manpower within the organization in order to achieve functional justice, maintain production, resolve any conflicts, educate employees, achieve job satisfaction, achieve employee health and safety, social solidarity, and so on (Dessler, 1998, pp. 8-9).

2.5. Functions of Human Resources Management

Human resources management is concerned with and plays a key role in preparing organizations, companies, and institutions to meet the difficulties facing growth and increase the competitive advantage of organizations. In the workforce and the diversity of work taking into account the demographic changes, managers of HR departments are forced to rehabilitate human resources management in terms of size, type, and strength of changes that enter the working environment of organizations. Human resource management functions in organizations play a role in

developing plans, designing programs to attract good staff to work within the organization such that their actions are predetermined to achieve the strategic objectives of organizations that are directly involved with human resources management functions. HR functions have many goals. For example, the personal desires or goals of employees can be achieved through motivation, rewards, promotions, evaluation, etc. The common functions of human resources management in all organizations are identified in several phases or functions connected with each other in the work of organizations. Finally, the functions of human resource management in organizations are influenced by several external forces, such as economic, global, social, cultural, legal, geographic, political, technological, and environmental forces. The functions of human resources management can change and are designed in light of the influence of the above forces (Ray, T., 2007, pp, 11-12).

The function of human resources management is to design programs, policies, strategies, and all practices that improve labor productivity. The function of HRM works to strengthen the relationships between the labor force and the higher departments in the organizational work environment, reaching the stage of job satisfaction and loyalty to the organization as well as to accomplish its mission and work to provide a good and safe life for its people. It plays a key role in providing an environment that enables employees to work with their abilities, skills and experience in order to achieve their desired goals for themselves and the organization. The abundant life process is healthy and suitable for career work, which in turn leads to elevating the quality of production maintaining the competitive advantage and prestige of the organization in the global market (ARMSTRONG, 2010, pp. 40-42).

2.6. Human Resources Management and Environment

Human resources management changes and is influenced by many of the key factors related to them. These factors are an essential part of the external environment of organizations, companies, institutions and they sometimes affect the

internal environment. Sometimes there is no control by organizations regarding the effects of external environmental factors on human resources activities where the challenges are obvious difficulties in how to meet and solve these challenges, how to maintain high quality work, how to maintain the competitive advantage that is the basis for the success and continuity of organizations at work (Armstrong. 2009).

The nature of the human resources management environment is the basis for the continued development of organizations. There are internal and external environments for human resources management, which in turn makes matters more complex. Many authors have shown a great relationship between the activities and business of the organization and the environment. Publications, journals, and scientific research are linked to the work of human resources management with the organizational work environment. In addition, scientists have identified several other sources that can affect the organization, whether external or internal. The internal environment of human resources management functions can include visions, objectives, policies, plans, decisions, legislation, organizational structure, priorities of managers, training and development, education, research and articles, as well as key strategies for human resources management (Genç, 2014, pp. 102-105).

2.6.1. External environment

The external environment consists of a set of key factors that have a direct impact on the human resources of organizations, companies and institutions that come from outside the scope of the organization. Human resources are affected by several key factors that affect job performance and production processes. Among the most important factors that affect the organizational work is the external environment of the organization. This environment consists of several axes or major sections that have a major role in influencing the work process and production at the present time. Among these factors are political and legal considerations, labor market, Communities, traditions, national cultures, competition, technology, globalization, and economics. Organizations and institutions should work to create a general strategy aimed at controlling sudden changes that occur through external factors and

how to address the problems and challenges that occur within the functional work environment (Bacanu, 2001, pp:4-5).

2.6.1.1. The labor market

Organizations always seek to recruit skilled labor through the labor market from which many people also want to obtain employment. Indeed, the labor market is where the power of supply and demand competes. The labor market is always different in type with regard to how many employees are employed in the organization. Sometimes, organizations hire local workers to carry out tasks that require simple skills. The global labor market provides skilled and rare manpower at the same time, providing specialized staff at both the local and international levels. The global labor market cannot be limited to a specific place or time due to the sudden change in demand and supply rates on skilled labor. For example, the high standards for the performance of the HR department of the organization play a role in increasing competition and maintaining competitive advantage by employing an efficient workforce. There are several criteria that improve the performance of employees or job candidates in the organization in a job previously defined by employers. Good functionality is associated with the reputation, power, efficiency, laws, and privileges available in organizational work. (Timms, 2013, pp. 15-17).

2.6.1.2. Society

Society plays a major role in influencing human resources. Organizations must have the ability to achieve their goals and competitive advantages in a manner that suits circumstances and the social environment in order to remain strong and acceptable to people, primarily to protect and monitor the interests of the people and the labor force. Administrators of the organization are expected to have a strong sense of authority and responsibility towards the community environment in a comprehensive manner. Employees will inevitably expect more privileges, legal rights and freedoms as a member of the community and working environment

17

wherever there are major issues such as employment and retirement, health, safety, and social solidarity. For example, an organization should work in a balance between them, including the economic and social fields. Many employers and officials do not actually admit problems or challenges facing their employees. Many workforces currently have access to a large wealth of work, and there are very attractive offers at work to provide the required balance between difficulties and incentives at work as employees always seek a life of luxury and receive money to meet their personal needs. Individuals aspire to a life free of difficulties and complexity. Therefore, human resources management at the present time has many challenges, more difficulties than in previous times when the workforce in organizations was associated with the growth of the economic factor at work (Anna, 2015, pp. 162-164).

2.6.1.3. Unions

Labor unions are collectives of labor force, cadres, people who have joined together for the work of a team to deal with an official or employer. Labor unions are important groups for the entire labor force. They include many employees in the various fields of industry, trade, and agriculture. They join with one another in the form of groups to form one body and one voice in dealing with problems, issues, difficulties, conflicts between the labor force and senior departments. Labor unions aim to strengthen social ties, relations between employees and the organization, as well as other economic issues that improve the lives of all members within these unions, even in the presence of external challenges, internal to the work of the unions. Then have been known as a key factor in resolving conflicts where the parties are represented by employees and senior departments. In some cases, unions are the body that represents those people when they are looking for work or want to hire in an organization working to negotiate and set the conditions of work with the employer. This requires that the unions be officially recognized. Trade unions have little influence on the management of human resources, plans, policies, decisions that have relevance and impact on employees within an organization, including impact and relevance on incentives, salaries, social solidarity and health insurance. Some

organizations operating with unions have a significant impact on plans, decisions, and strategies of human resources in unrecognized institutions. These unions play an important role in providing people with assistance in work conditions and how to obtain suitable jobs in an organization (Becker, 2001, pp. 9-10).

2.6.1.4. National culture and traditions

The factor of culture and traditions has a direct impact on the activities of human resources management practices from the national characteristics related to the commercial environment and its functioning. The positions and procedures of human resources managers in organizations have a profound impact on the nature of national culture and traditions. Human resources on culture whether direct or indirect, as culture has a major role in influencing the work of organizations, especially in countries that are isolated from the world. Many organizations have activities, practices, and activities related to human resources management with the influence of national strategic plans, operations management, the type and size of the organization, the work environment and the manpower of those organizations. All countries, with huge commercial markets and high growth in their economies, must create strong relationships with companies and international organizations to learn about the culture and traditions of other companies because organizations and companies are likely to have a significant impact on the global level. This is one of the most important factors influencing the international and external market environment. Local culture and traditions can have an impact on the human resources of organizations from all aspects, including activities, practices, programs, and key events of organizational work. HR managers are always keen to address the sensitivities or misunderstandings that result from the intersection of cultures among an organization's workforce while working on how to deal with the management of cultural problems (Hassija, 2014, pp. 90-91).

2.6.1.5. Competition

For the success of organizations and maintaining competitive advantage, growth, prosperity, and creativity at work, it should recruit and employ the workforce that has the skills and abilities to succeed in business. Many organizations are interested in working to achieve their goals effectively and efficiently. Knowledge of power among competing organizations is a very important part of auditing practices by knowing their goals, opportunities, policies, objectives, missions, weaknesses, strengths, abilities, skills and experiences. Some scientists put out the following question as to whether one is in a weak position and not stronger. For the study of competitors' cases through the collection of data, information on competitive companies and work on their evaluation, which is one of the important factors for the success of the strategies of organizations in the work, it becomes necessary to know all the large competitive forces that have an impact on the work of organizations in various fields. For many organizations in which many conflicts occur, this leads to many divisions within that organization competing in the fields of industrial trade around the world. Therefore, most organizations do not provide real information about the units dealing with sales matters of the production of the organization and the nature of profits and revenues where it operates. It is essential to know the internal and external strengths of competitive organizations and to check all the information available about them. For example, some shops are always with each other in the same geographical area where competition is at the highest level between each other every day (Riston N. , 2017, pp. 38-39).

2.6.1.6. International business

The international business sector is one of the most important factors in the external environment of organizations that have an impact on achieving competitive advantage. Industrial organizations play a role in developing global industry because they have a stronger influence than the internal environment. Michael Porter, who considers the quality of an organization's performance a major factor in the development of industrial forces, also presented Porter's Five Forces to explain the

importance of analyzing external factors and industrial transformations as a factor to gain competitive advantage. Knowledge of highly competitive sites is one of the most important steps to achieving competitive advantage within industrial organizations.

Many companies seek to gain competitive advantage in modern industry, away from the poor or undesirable industries, in order to gain a full understanding of the main procedures of the external factors of these unique industries. All authors urge the importance of the factors of external industries that have strong competition as they affect the performance of organizations from internal challenges in the field of trade, marketing management, financing, etc. Industrial organizations are based on several determinants of industry, such as economic affairs, size, marketing barriers, expertise, technology, organizational structures, manpower, strategic plans and the competitive strength of the organization compared to skills. For example, the recent shift in the economic situation of the United States to the positive level of all large and small organizations, as well as the impact of weak and powerful organizations, stresses the importance of the credibility of the influence of external power factors on the performance of industrial organizations in achieving competitive advantage (David, 2015, pp. 229-231).

2.6.1.7. Technology

The great change in technology in recent years has had the effect of reducing the need to hire a skilled workforce. This in turn has departments work on the training and development of existing employees in the workplace and to take advantage of any changes in technology. The type of services provided by the organization affects the quantity and type of technology required for the job. Companies rely on the technological factor when they want to project products or create new products in the production line where the forces of technology affect goods and services and the marketing of the organization so that the organization can raise the productivity of work and maintain a competitive advantage (Righeimer, 2005).

The development is concentrated in advanced technologies such as computers and robots. Modern equipment leads to the consultation of the labor force and replacing them with these machines; for example, major automakers use modern robots in the assembly of cars thus dispensing with much skilled manpower. Simultaneously, there is a growing demand for staff with experience and skill in work on electronic machines to deal with new computers and how to maintain them. The use of modern technology in the workplace and the transformation from the old office work to a new computer hardware business has led to clear shifts in the work of the major international companies interested in technological transformation. As a result, many work forces have begun to decline with the development of global technology forces, unlike electronic jobs, which require modern management skills and working with them has increased significantly in recent times in addition to increasing demand for them. Technological forces have a significant impact on the work of organizations, which has led organizations to change plans, policies, procedures, practices, job postings, management restructuring, review training and development programs, employment policies, incentives, promotions, and the type of jobs that organizations will need at work (Fred R. David, 2015, pp. 238-240)

2.6.1.8. The economy

The economy represents the destiny of a whole nation, consisting of diverse segments and directly affecting the work of human resources management. The more the economy thrives, the more organizations and peoples thrive. The recruitment of skilled manpower with expertise affects the improvement and development of the economy and vice versa. Business workers are affected by the economic environment and human resource management, as economic factors have a clear impact on the level of supply and demand for each of the products, goods and services provided by organizations (Max, 2015).

All organizations are affected by the work environment and production of high and low economic factors. Whenever the economy becomes prosperous, work in organizations is successful and effective as organizations sometimes employ large

numbers of employees. By covering the demand by consumers and customers for products, unemployment rates among citizens are declining as demand for production increases, leading to the hiring of new people at work. In recent years, there has been strong competition between companies to attract skilled staff and train them and develop their capabilities to accomplish their tasks. In contrast to poor business in a recession, where organizations and manpower are affected, organizations reduce staff numbers, reduce wages and rewards. These conditions and problems occur when the economic environment deteriorates (Lesley Young, 2000, pp. 15-16).

2.6.1.9. Globalization

Many global companies are going to use globalization to expand their products and sales in various countries to ensure the arrival of their products and exports to all global markets. The rate of rate of this rising globalization in recent years to the highest grades has reached a very large percentage, for example A large proportion of the products of Canadian companies goes to the US market. Canada has more than 200 major companies in many European countries and the Middle East. Some scientists, specialists and authors note that the growing growth in the world economy has led to increased competition between global companies that have a place in the commercial market. Globalization has played a major role in promoting product access to the world's most remote countries, where major companies have promoted new industrial products in world markets. In addition, Canadian companies have invested millions of dollars in setting up plants outside the company's parent site in the United Kingdom, America and Australia in order to create large factories to meet the market demand on their products. Multinational companies are taking control of global markets through globalization, where many competitive companies have emerged to control a large portion of the commercial markets. Globalization has appeared in various companies such as chemical, the pharmaceutical, automotive, electrical appliance, airline, and aircraft industries. Their international sales have risen to a high level through competition and promotion through globalization. (José Emilio Navas López, 2013, pp. 67-68).

2.6.2. The internal environment

Internal environment factors are those factors that are within the boundaries of the organization and have a direct impact on the human resources of the organization. These factors are important for organizational work and affect the plans, policies, programs, and culture of organizations, and ways of dealing with them by the higher departments, supervisors, labor force and other departments and units operating within the organization (Sons, 2004).

2.6.2.1. Mission

Mission is defined as the main purpose of the organization's existence or the reason for its continuation and survival. Every administrative level in the organization must understand and clearly define the main task of its existence and the survival of organizations at work. At all organizational levels, management must clearly understand the key objectives that are in line with the organization's mission. All companies must carry out their operations and programs by means of a mission statement. The mission of companies is the general framework that covers all business activities with which the company must comply. Moreover, the mission of a company plays a key role in planning human resources management policies and practices. The company's mission is the main reason for establishing the company and its composition, which is the basis of the work in terms of plans, practices and vital business activities. Therefore, the company and its human resource management should take into account the importance of commitment to its mission. A consistent humanity has a high degree of coordination with the task of each company. Several authors have pointed out that the company's mission statement should contain basic values, general orientation, and a clear philosophy to facilitate the importance of both the workforce within the company and to sensitize the senior management to interpret the task flexibly for employees as well as to be able to understand the requirements or purpose of establishing the company at their present time. The company's mission is the basis or source that works to win the loyalty of employees and motivate them to produce in the company, which in turn leads to the social benefit for all people (David F. R., 2011, pp. 113-114).

2.6.2.2. Organizational strategy/objectives

Legislation, laws, practices and human resources management policies taken by organizations, companies, and institutions should support all key activities to implement organizational plans. On the other hand, the success of human resources procedures is sufficient to achieve good results in organizational work. For companies to develop their business strategies, they must adapt strategic plans for organizational work. One of the most important aims of the company is to achieve its strategic objectives as it should fit into the company's overall strategy as well as its strategy with human resources. Human resources programs generally and comprehensively are in line with the programs and policies of the organization (Babatunde, 2014).

All the strategic plans of the organization have a great impact on the strategic plans of human resources management functions, which is a clear indication of their importance in the organizational work environment. It is also essential that decision makers, managers, supervisors and specialists in the work of the organization take part in monitoring the functioning of human resources management policies with the general policy of the organization to ensure the success of the strategic plans and objectives of the organization. Encouraging employees and the workforce through rewards, promotions, incentives, and attractive salaries helps the organization achieve the success of innovation and innovation strategy, which leads to the importance of the organization employing a skilled workforce to maintain the production and position of the organization in the global market (Chen, 2005, pp. 292-294)

2.6.2.3. Corporate culture

Values are the organization of common, organizational work habits and beliefs which correspond to the administrative structure in order to produce successful behaviors and standards in the organization. Corporate culture can be explained by many competent companies that have legal advice on this subject, as

companies or consulting firms generate great profits through corporate culture, especially in North America. Many organizations are conducting comprehensive workforce surveys to determine the quality of the organization's staff. The data are sorted and distributed on several main axes, such as culture, behavior, and religion. The organization takes into account the development of these main axes of the workforce in designing the overall strategy of the organization to ensure the achievement of strategic goals and plans in the organizational work. Studying and defining the behaviors and cultures of employees leads to the solution of many issues and challenges that occur in the work environment and between staff and senior management (Devid, 2003, pp. 2-3).

The culture of the company varies from one work environment to another depending on geographical area, location, time and place. There may be a tangible culture or there may be a culture that is assumed and understood. The recruitment procedures, planning, design, rewards and incentives with the mechanism granted through which the companies promotions and rewards to the workforce are mainly considered are an integral part of the general culture of companies and management of human resources. The company culture represents a general image of the external environment that cares for and monitors the company regarding the quality of work, production, performance, and public relations. To analyze and study the data of each employee so as to draw an actual picture helps the company to determine the culture of the company so as to be able to create good relations with the workforce and achieve a state of harmony of staff over time with the company's main culture (Joanne Mowat, 2002, pp. 12-14,voi:4).

2.6.2.4. Organizational human resource management

Many studies conducted in previous years have not been able to be definitively applied in human resources management. Several explorations have shown the importance of the description of human resource management. The study of human resource management has been the result of organizational success through the development of human resource strategies. Humanity is the coverage of people's

issues and the development of successful solutions in their work. Human resources management is a set of businesses, activities and organizational practices that lead to the building of the individual in the middle of the regulatory environment because it includes all the work of the company's practices and business, including its plans, organization, designs, training and development, incentives and rewards, and promotions within the company so as to ensure the formation of strong relationships between the workforce and senior departments and achieve the heights of performance and competitive advantage. Human resources management is relatively different from managing people's affairs because of the difficulties of each human resource management team. There are many different reasons that arise from the company or individual. Moreover, the important functions of human resource management are achieving the general strategy of the company, where employees and the management of human resources in the company as well as managers and decision-makers are working to impress upon the workforce of the importance of education, training and development, and adherence to the core values of the work as motivation for employees, thereby causing high loyalty to the company and the establishment of distinguished relations between the workforce or senior departments in the business environment of the company (Dragnić, 2014, pp. 118-119).

2.6.2.5. Managerial vision

The vision of companies, organizations, and institutions provides the correct path to successful business practices. This helps senior management and managers know the procedures of the departments and the means of strategic decision-making at work. Vision is an essential part of how to run organizations and businesses in the future and this cannot be abandoned. Many organizations have indicated that there are many differences in the type of vision statement. There are easy and understandable vision statements and there are very difficult and complicated ones. The organization's vision should be very clear to the workforce, senior management, decision-makers, supervisors and HR managers who have a role in understanding the vision of people and employees so as to enable the organization to attract investors and suppliers. Great international organizations have many means by forming teams

of staff to work on updating and developing the vision by preparing clear methodologies and working in harmony with other factors (Robert, 1999, pp. 11-12).

The most important means to develop and improve the vision statement is through the factor of perception and intuition, although this perspective is not common and did not work widely in organizations, as many observers believe that most manufacturers of the statement of vision are among the decision makers and owners of the organization specifically where they have a great role in the success of the organization's overall vision, showing people that the unified team approach is the key to successful improvement and development of the vision statement. Working on a single team basis leads to effective results by studying the opinions, proposals, participation, and by listening to views to create a vision statement for the future of the organization. The strategic thinking of the team has a great deal of creativity and innovation that can draw and design a vision statement for organizations (Papulova, 2014, pp. 13-14)

CHAPTER III

HUMAN RESOURCES PLANNING

3.1. An Overview of Human Resources Planning

Human resources planning plays a major role in identifying the necessary human resources which are the most important needs of the organization's work in order to achieve high quality and gain competitive advantage. Moreover, HR planning works to achieve the main objectives of an organization. Planning of human resources management is very important in the success of the factors design plan of Strategic Human Resources Management In order to ensure that all human resources management requirements are met in the organizational environment. Strategic planning for human resources is based on the nature of the workforce available in the work environment. Human resources should be suitable for all business activities for the various organizational requirements required in a career. The basic function of HR planning is to identify and define the requirements of the organization. Quantitative and qualitative aspects of human resources Human resources planning works to solve the issues that take a broad cover by identifying the important and successful means by which the labor force and people are able to develop capabilities, skills, and experience in developing and improving all regulatory practices in the work environment (Rothwell, 2003, pp. 42-43).

Human resources planning is one of the key factors to ensure the success of business workers and the activities carried out by organizations as it plays a strategic role in ensuring the effective management of the human resources of the organization. Human resources planning is the cornerstone or the basis of a business plan design. Human resource planning officers should identify all sudden changes in

the quantity and quality of the organization's work as well as identify all the needs that are essential to the success of regulatory work from a workforce. Skilled, experienced, technical and professional staff ensures that the organization achieves its core business objectives. In many cases, there are many difficulties, challenges, and barriers at the start of human resources management by developing clear basic plans for organizational work where senior departments must take into consideration the key factors in the success of strategic planning and management of human resources in the organization (Armstrong, 2006, pp. 362-365).

3.2. Alignment of Human Resources Planning with Organizational Goals

The importance of aligning the strategic planning of human resources with the basic objectives of the organization has a clear role in the success of the activities and work of the organization, where the importance of organizational goals is to be concerned with and working on solutions to problems, issues and challenges facing organizations. Organizational work that the alignment of planning and human resources with organizational objectives works to cover the problems of shortage and surplus labor force work to find a final solution to the sudden changes in the size of the workforce. The human resources department of the organization should study the analysis of the supply and demand factor to reach the main objectives of the organization by identifying the numbers, categories, skills and experiences by designing time programs to determine the results. When studying each goal, the higher departments must work in harmony with strategic planning for human resources management with organizational objectives clearly to enable successful and continuous organizational work (Mathur, 2012, pp. 56-57).

Manpower has an impact on human resources management planning in terms of type, quantity, job skills and study speed, strength, workforce effectiveness with study of financial expenditure and effectiveness of organizational work, where the employment rate of each organization has a role in determining the type and quantity of work, taking into account the decline and rise of employment, which affects the elimination of problems facing human resources management. Senior management

30

and decision-makers in the Organization should develop strategic plans to avoid the sudden shortfall in the workforce and to design high-quality recruitment programs for people in the organization in the event of shortages and coverage for the organization. Finally, the strategic planning of human resources and its alignment with organizational goals are the most important factors for the success of the goals of the organization (Raymond, et al, 2011, pp. 128-130).

3.3. Human Resources Planning Process

The human resource management planning processes of the organization are strategic actions based on the interpretation and study of the human resource needs necessary to achieve the main mission of the organization, goals, strategic objectives and policies within a constantly changing work environment. Human resources planning processes are designed to achieve a real balance between all competent employees and to mix their skills through human resources management procedures in a comprehensive manner for all subjects, such as training and development, recruitment, design, implementation, policies, promotions, public relations, incentives and rewards, strengths and weaknesses, forecasting challenges and evaluation. Human resource management planning processes in organizations are a complex combination and a difficult combination in terms of identifying external and internal factors. Policy development for human resources planning assesses the current and future needs of human resources as the assessment determines the size of the gap in the demand for the organization with the amount of resources acquired within the human resources plan to reduce gaps in the work of organizations. The assessment has a legal and administrative basis, taking into account the expertise, capabilities, skills and competencies of the staff in general in the organization (Karla, 2007, pp. 3-4).

The assessment determines that the proportion of existing resources is sufficient in the organizational work environment with the preparation and implementation of the overall objectives of the organization. Strengths, weaknesses, opportunities and threats play a role in the human resources planning process. It

analyzes the internal environment of the organization comprehensively, broadly and accurately. The analysis starts from the lowest organizational levels up to the top of the organizational structure and examines values, practices, approaches, cultural foundations, and goals that are linked in the organizational work environment (Tracy Taylor, 2008, pp. 136-138).

3.3.1. Collecting information and analysis

Planning practices for human resources requirements occur through the analysis of information for all activities and practices necessary to achieve the main objectives of the organizations. These procedures are part of the organization's job analysis program where specialists and employers should adopt information analysis when undertaking job design and study in a particular sector of the work environment. The functional analysis factor in the organization is one of the most important factors that determine the duties, objectives, and main tasks of each specific job in the organization, taking into account the conducting of the functional analysis of the nature of the abilities, skills, competencies and experiences in order successfully to perform a job in a sector. Functionalism is a systematic policy that examines the characteristics of each particular function within the requirements of human resource planning processes, thereby ensuring that the right person is in the right place (Messner, 2010, pp. 60-61).

The analysis of functions or information is a periodic practice and performance based on the performance of human resources management in the organization, where the main factor lies in determining the tasks required in the success of human resources planning processes where all functions are studied on the basis of changes in modern technology that affect the external and internal environments of the organization. The analysis of the information provides organizations with a precise description of each specific job that matches the type of work. The required specifications are also provided. The general data of the organization concerning the performance evaluation is provided by the labor force which can help to know the employee's ability over time and compare the

performance of employees from the beginning of the recruitment to progress in organizational work. By analyzing this information, organizations can develop a system of wages, rewards, recruitment, promotion, and salaries. Information analysis plays a role in the overall strategy design for training and development programs at work where organizations have attached great importance to the results extracted from the information analysis which provides real data on the success of human resources planning (Dessler, 2013, pp. 140-142).

3.3.2. Balancing human resources demand and supply

The balance between the supply factor and the demand factor changes the strategic planning of human resources by identifying the gap in the surplus and the deficit in the labor force in the organization, which in turn is the first step to fill gaps in the proportion of the workforce for the demand for workers. The number of new people can be calculated by knowing the needs of each section of the workforce. They are distributed according to the actual need. An example could provide expectations that a large percentage of employees should be appointed in the coming year. They are distributed in the Customer Service Department, Marketing, Production, Planning, and Resources. They can be distributed according to the skills, abilities and knowledge of each employee (Dominic, 2005, pp. 22-23).

As it is necessary to manage the human resources to know the importance of the internal supply and the preparation of the workforce from the external environment and the number of labor forces transferred to work from the current job to another job through promotions, change in the structure of employment or retirement of one of the senior management staff that leads to work The organization can promote an employee from a lower position to work in this vacant position. The internal supply is also affected by the training and development within the organization as well as transportation, retirement programs, early retirement programs, and dismissal policies. Changes in the type of workforce through forecasting in the supply, use of available assessment data, and information on employees are working to lay off many poor employees who have many penalties

and work problems that lead to hiring new people to fill the need of dismissing or changing bad employees through a number of measures, including dismissal, early retirement, downsizing of staff, and relocation of employees to work in places suitable for the size of skills that are commensurate with the workload (Armstrong, 2009, pp. 650-652).

3.3.3. Planning for hard and soft human resource needs

Many organizations can distinguish between human resources, soft resources and solid resources to work on the implementation of strategic planning for the vital human resources involved in the regulatory environment and in business activities. The year-long planning of solid human resources depends on quantitative human resource analysis practices and procedures in order to obtain results of the required numbers of manpower available in the work within the organization of the functional needs available to meet the actual need in accordance with human resources planning. As described by the authors, human resources planning is a clear strategy that sets the general policy for the recruitment of manpower in the organization, and which aims to achieve a state of complete harmony in the workforce in terms of organizational objectives, and public relations to achieve success in the desired organizational work. Human resources planning is primarily concerned with the development and modernization of all administrative levels in the organization. It provides advanced technology plans to gain skilled manpower and ensure the success of overall strategic objectives (Dessler, 2011, pp. 138-140).

3.3.4. Determining labor surplus or shortage

Human resources management should determine the demand factor available to the labor force in the work of the organization by studying the number of figures and comparing them with the previous and current numbers of the demand for labor. This provides indications of the rate of increase or decrease of the labor force to know the surplus or shortage in many levels of the organization. The organization,

through these figures and rates, can know the nature of the decisions and actions to be taken in order fully to solve the problems that will be encountered in times of shortage or surplus of employment, such as when the developed state designs laws for health, social welfare, and welfare benefits that are beneficial for improving the living conditions of the employee. There are even laws in force in the United States that do not help employees cover their health issues, which keeps them looking for staff or doctors for the purpose of being examined and given appropriate treatment (Jackson, 2006, pp. 331-332).

The lack of health staff from various disciplines has led to an increase in the shortage of the US health workforce. Working to address expectations of a shortage or surplus in the workforce is the basis of successful strategic planning of human resources for organizations. Strict measures leading to the downsizing of the organization's workforce can be based on the new labor strategies, which were based on technological transformation or the deteriorating economic situation in the world. This forces organizations to address the surplus of employment quickly and abruptly, thereby leading to the deterioration of the lives of employees and the many problems caused by this surplus in the size of work, such that employees are always affected by the deterioration of the living and financial situation in terms of reduced salaries, wages, the cessation of incentives and rewards, which will have negative effects on the workforce resulting in many different diseases and psychological problems leading to death among employees excluded from work due to excess labor (Raymond Noe, 2015, pp. 205-207).

3.3.5. Evaluation of human resource planning

The fact that organizations are undertaking an assessment of human resources strategic planning processes is no less important than policy evaluation practices and overall strategies for the organization's working environment. The need to adapt the line of directors and the strength of their relations in the work leads to an understanding of all issues that fall within the functions and responsibility of management within the organization. On the short-term and long-term levels,

meetings are held between managers to develop programs and plans that work to train and develop the workforce in order to gain interest for many years in the workplace. Evaluation of Human resources planning helps to build strong and effective relationships between different departments in the organization with the decision-making and the senior departments playing a key role in the development of solutions to all issues, problems, difficulties and challenges that occur in the Human Resources Department. Higher departments and human resources should take into account the strengths of organizational objectives and compare them with the strategic planning of human resources with the issues associated with this axis. The evaluation of human resources planning stimulates the higher departments to study the options. A sector of human resources also identifies levels or sectors that need a radical change in the strategic planning by determining the strengths, weaknesses, opportunities and threats facing the organization's work environment where assessment will provide alternatives and many options for human resources planning within the organization's work environment (William et al, 2013, pp. 508-513).

CHAPTER IV

PERFORMANCE EVALUATION

4.1. Performance Evaluation

The evaluation of organizational performance is a continuous administrative procedure carried out by human resources managers and employers in the organization's environment. The organization conducts such procedures during the application of programs for the workforce from different levels of administrative positions in the organization, where the evaluation serves to track and modify mistakes, policies, goals and plans. The organization is keen to carry out and implement performance evaluation programs during the implementation of the work within the stages of product manufacturing at the right time and in the right place in order to ensure the provision of high quality products and have access to skilled staff at work. Performance assessment plays a key role in identifying the appropriate marks with each bad or good employee. It examines organizational performance with real indicators for each employee, which in turn will provide a large database for the entire workforce in the organization, which will contribute to providing real results for evaluations within the organization (Shahira, 2013, vol:5,PP:122-123).

Large organizations are always in need of comprehensive and advanced high-tech assessment programs that will enable the organization and decision-makers to know the strengths and weaknesses of each member of the staff and the process of production processes, while knowing the real indicators of the performance of staff tasks periodically over time and the successful assessment of manpower performance. The production processes are based on rigorous and effective

management monitoring practices by providing real data for each staff member operating within the organization (Davies, 1999) .

One of the most important reasons for the survival of organizations, institutions and companies around the world is the organization's ability to conduct performance evaluation programs on the entire workforce in the regulatory environment. This in turn strengthens the organization's ability to achieve objectives and gain competitive advantage with the development of strategic policies designed through data. The assessment is an effective force that provides continuous success to the human resources department and the remaining related departments. In the performance evaluation of the organization, strategy tools have a role in the design of functional evaluations for each component in the workplace, where many departmental managers and divisions rely on the evaluation programs because they provide strong motivation to reach the views of the workforce and obtain the information required from the evaluation practices where the assessment determines levels and quality of information. The evaluation determines several factors in the knowledge of employee loyalty in the organization, success of plans, relations between employees and senior departments, salaries and wages, bonuses and incentives, and promotion. The performance evaluation affects the various administrative decisions issued by employers and senior management, including employment decisions, downsizing, recruitment, training and development, transportation and placement. Job performance assessment consists of several models that differ from each other. Some organizations adopt performance evaluation programs in the form of standard documents that consist of many questions related to the work data within the organization. The data are collected and analyzed by specialized staff, and then the results are submitted to senior departments and officials for evaluation (Milan Fekete, 2014).

4.2. Performance Management

Performance management is organized and planned to increase the strength of the performance of employees in the form of individuals, teams, and groups working for the success of the production processes in the organization, such that performance

management works on the tasks to be done in order to support the organization in winning competitive advantage, business achievements and goals. Management is one of the main elements that receive the attention of the organization on a continuous basis because it has a central role in the success of each functional task in the organizational work. Here, the management of job performance determines how to understand the functional or individual teams in order to know the level of each of them in the work within the organization, thereby ensuring the best results for strategies, policies, and strategic objectives (Ferdous, 2012, pp. 11-12).

Managing performance aims to study the requirements and criteria that are important to achieving efficiency at work, where it shows what must be developed and what goals or objectives are to be achieved. Performance management of the workforce is controlled or managed in order to ensure the accrual of many positive results and the minimization of the negative results in the workplace. Performance management has a role to play in harmonizing and coordinating the organizational goals and objectives of the organization with the objectives of each individual working in the organization and in motivating the workforce to promote the organization's organizational policies and strategies. Performance management provides information and expected results in terms of each employee being responsible for tasks, objectives, and implementation. It provides real information about the strengths of the expertise, skills, information, and efficiency of each employee in the work environment. At times, performance management may not provide real information about the role of an employee in the workplace and the extent of his loyalty to achieving general strategies in the work. Strong relationships between senior departments and the workforce to gain the loyalty of staff to the organization and to provide a clear understanding of the objectives must be achieved in the production and trade processes of the organization (Aguinis, 2013).

4.3. The Importance of Performance Evaluation

Performance management is of great importance in the work of organizations as it works on creating the functional knowledge that must be known by the

workforce and individuals responsible for managing its affairs in order continuously to increase business through developing the skills, abilities and information of employees in the work environment. The main objective of the performance management is to know the extent of the ability of individuals and manpower to implement the real business by achieving organizational goals with high accuracy. Performance management is concerned continuously to maintain the consistency of the objectives of each employee with the overall objectives of the organization in order to be aware of the employee and the importance of the strategic values of the organizations, where performance management shows the knowledge and suitability of forecasts in terms of powers, capabilities, policies, and values of conduct. The importance of performance management through the development of manpower capabilities in the implementation of the forecasts in order to achieve success provides all possibilities for the workforce and organization. The management of performance is concerned with motivating and developing the workforce to improve their capabilities quickly and at a high quality level by designing a program of rewards and incentives to motivate them to work and to focus the attention of employees perform their tasks successfully and efficiently. The management of performance is also concerned with encouraging skilled employees to apply their expertise in all administrative functions in the organization as well as to senior management and manpower in the promotion of general objectives and organizational objectives. Other concerns of performance management include achieving the general objectives of the organization and promoting the necessary human resources that are consistent with the management of production processes. Performance management works to integrate organizational performance that enables the achievement of the organization's strategy and enhances the harmony of individual objectives with the objectives of the administrative teams in the organizational work environment. Additionally, performance management provides monitoring and continuous administrative tasks to ensure desired results, regular responses to regular and systematic responses, provision of continuous training and development programs to ensure organizational loyalty from all labor forces, and a clear strategic path for organizational and managerial performance programs in the organization, thereby ensure the achievement of administrative and personal goals in the work environment (Armstrong, 2006).

4.4. Why Performance Management is Needed

Performance Management plays a key role in the design of the overall strategies of organizations, institutions and large corporations. It is a planned methodology that transforms strategic plans into real conclusions. Performance management represents a wide range of approaches developing known business activities in technological work. The need for actual performance management with basic work plans where the integration of both functional information systems with general human resources and performance management should sometimes be broader than previous periods to include operations management, program management, performance metrics, programming methods, management systems, and evaluation tools. Performance management covers all the activities, events and procedures carried out by the organization at all levels and it monitors the operations and productivity as well as the overall performance of the workforce. The performance management process can be summarized as developing the relationships and partnerships among the workforce in the organizational work environment in order to avoid problems or challenges at work. Performance management contributes to improving the organizational strategy and knowledge of the work of this strategy in terms of positive and negative factors in the operational processes, so performance management monitors the general plans for many years in order to know and address any errors of function and to enable the organization to identify the strengths and weaknesses of the strategic plans implemented. Management cannot be limited to areas such as planning, public relations, training, development, and motivation as a comprehensive cover of all the organization's practices and processes (Zehra, 2014, pp. 3-4).

It consists of three main sections of work: information from the staff, translating the data into a real product, and then sending it to competent authorities to manage the performance. Large organizations have relied on performance management for decades and the development of programs, approaches, and the plans, through which performance management practices are implemented, achieve real results in the workplace. Performance management is often partially implemented in most organizations where they provide consistency with the

remaining performance management components. Finally, performance management plays a major role in the success of all the practices and events in the organization of planning, design, implementation, and general mechanisms that improve the production processes and gain a skilled workforce and ensure the achievement of the general objectives of the organization (Cokins, 2004).

4.5. Functions of Performance Evaluation

The basic functions of performance management define the main functions of all departments and manpower in the organization, where performance management functions are defined at the basic levels in various conclusions and requirements for earning efficiency. As the performance management functions to characterize predictions and events in the organization's working environment, and where the workforce and people should work to implement organizational strategies in order to achieve the goals, individuals must know the experience, performance and efficiency required to achieve the desired results through the development of Functional performance in the workplace, which shows many features and information on the labor force in terms of the type of individuals, their advantages, their benefits, and their relationships in the work environment. The workforce must work at all levels in order to elevate the degree of job performance, which is implemented by the senior departments of the organization and works to develop and train the personal skills of each individual in the organizational environment, thereby leading to raising their personal and functional efficiency and laying the foundations of the programs of career development and administrative development (John, 2005, pp. 61-62).

The work environment should take many necessary measures and decisions applicable to performance development practices and human development programs while ensuring that staff continues to perform their administrative functions and various other functional levels. One of the most important functions of performance management is to maintain the provision of nutrition and basic resources for performance. In order to improve the work of implementing organizational goals, performance management functions to seek the success of career evaluations when

all functional data over the years are made widely to include privileges, objectives, achievements, problems, challenges, and issues that are the basis of effective organizations' success. The performance management functions must be consistent with all key activities that are integrated and cover all levels associated with the organization (Suzan, 2014).

4.5.1. Performance Evaluation and Workplace Harmony

The organization continuously seeks to encourage people to perform successfully and efficiently in order to ensure the achievement of individual goals and their harmony with the general objectives of the organization. It is important to define a correct methodology that allows for knowledge of all important opinions on the process of evaluating the performance of the workforce and determining the degree of consistency between the basic evaluation procedures with the organization's functional centers and their impact on the work environment. Job evaluation reveals the importance of studying and reviewing the information and performance assessment monitors the amount of improvement in the staff and organization where the performance assessment determines the strengths and weaknesses, workloads, quantities of goods manufactured by the organization's production processes. The performance evaluation also includes several topics, including the strength of relations between employees and employers, the degree of success of training and development programs, knowledge of each employee's technical situation, and the evaluation of the success rate of the strategic plans in the workplace. The evaluation of performance shows the importance of monitoring the collection and analysis of general and main information about the employees and analyzing the results and delivering them to the specialists in the organization (Hill, 2008).

4.5.2. Training and Career Development

Training of the workforce in the organization leads to a major impact in achieving the basic objectives of the organization as it has a great role in organizing employees, taking into account the fact that it meets all their needs at work. The duration of the training programs by HR managers and employers in the organizational work environment as well as the time limits for manpower training programs to improve job efficiency and improve production lead to an increase in the percentage of employee loyalty in the organization. The increase in the effective performance of employees is based on many factors, mainly the job training factor. It is therefore necessary to develop the skills of the workforce as the administrative staff of different levels in the organization need to develop their performance continuously, successfully and efficiently in order to gain the skills, experiences, information and manpower capabilities that lead to improving the quality of performance and ensuring the success of the production processes in the organization. As a key type of effective investment that plays a role in the development of the quality of human resources available in the organization, training is the basis for developing and building a successful and effective working environment by working and affecting the performance of employees. On the other hand, training offers many opportunities for employees to obtain the various knowledge and administrative sciences that suit the functions at all levels of career and management where it allows the workforce to gain new experiences and skills if compared with previous years given the development of information technology in the world. Job training requires much effort and cost, but it reduces the percentage of lost and wasted work time within the organization (Raja, 2011).

Career development is very important in the core activities of a human resources department. When they have a situation, HR managers and their related departments within the organization should make suitable decisions, such as promotions, rewards, training and development. From relying on the study of the quality of the procedures for the performance of staff, some human resources departments have controversially shown that a certain proportion of employees who have been promoted to higher positions in the organizational management structure

have shown many indicators such as low job performance, frequent absence from work and low and negative grades in job evaluation, as opposed to those employed in lower positions who wish to continue their tasks in order to develop their skills in the current work conditions (Smither J. , 2008).

4.5.3. Performance Appraisal Criteria

The organizational performance evaluation criteria provide real indicators of the organization's organizational behavior. The criteria rely on the basic information provided by employers, supervisors, and human resource managers. Employers can direct staff to perform their tasks based on evaluation results. Performance and evaluation contexts strengths and weaknesses and knowledge of the basic needs of each employee in the workplace, human resources managers and those interested in performance evaluation are developing a classification table to work according to the results of the performance evaluation where the first class is an efficient employee who has a high degree of performance evaluation. Thus, the less efficient employee in the workplace and the distribution of the levels and centers of the organization always make job evaluation decisions seek to find data, information, and real opinions in order to obtain real results distinct from the achievement of successful performance contexts in the organizational work environment. Performance appraisal criteria describe the role of each employee in the organization based on experience, competence, and skill that will avoid misunderstanding or conflict between employees in order to gain effective roles in the workplace. Performance measures provide management with data on the work environment in the organization's infrastructure as well as problems and difficulties that will affect the market, including control, planning, financial matters, and strategic partnerships. (Raymond Noe, 2015). Each criterion will be explained as follows:

1. Strategic Compliance: is the approach by which performance management evaluation seeks to achieve a distinct outcome that is appropriate to the strategic direction of the general objectives of the organization and its policies, directions and general plans where organizations emphasize the development of manpower service,

assessing the strength of the development, efficiency and skill of all the work force in the organization. This strategic alignment always encourages the urgent need to develop the strategic systems to evaluate the administrative performance taking into consideration the orientation of the employees and encouraging them to participate effectively in the development of organizational performance.

2. Validity: is the method that determines the evaluation of the administrative performance of the various levels associated with general performance, sometimes called the validity of the level, in order to ensure that the performance standards are valid and effective and should not occur in a gap or lack to avoid deviation in the basis of performance evaluation. All areas are directly related to the success trends of effective performance that leads to the success of all functions in the work environment.

3. Reliability: This approach or criterion is designed to harmonize performance measurement actions. The most important method adopted is reliability, which shows the power of harmony between both employers and those responsible for assessing the performance of individuals. Performance measurement systems with consistent reliability show that the results are certified to different staff through successful performance assessments and foundations for performance evaluation. The main general indicators show that all the procedures and practices available to monitor the labor force show reliability with a number of procedures. Reliability shows the degree of fit between different levels within the organization (Sydor, 2010).

4. Acceptability: This standard indicates that staff may not be accepted in applying performance measurement standards. There are many new performance measurement systems and sophisticated methods that are highly efficient and have a real level of confidence. At the same time, however, administrators and HR managers sometimes do not like this standard of performance appraisal system.

5. Specificity: This criterion is the standard by which performance measures determine the predictions obtained from the results of these measures and the correct

methods or methodologies that these results implement. The general measures or other measures do not indicate the importance of the tasks that employees should perform to help the organization to ensure the achievement of basic goals (Joseph, 2014, Vol:4, pp:9-10).

4.6. Performance Evaluation Process

International organizations are interested in the success of performance evaluations that play a role in providing essential information on the nature of each employee's neglect, considering the identification of needs that contribute to the success of the functions. Performance evaluations are a system consisting of several measures to measure skills for the workforce. This provides specific results for each individual in the organizational work environment, as performance assessments contribute to highlighting the basic features of the professional cadres and people, where the performance evaluation processes must be clear and effectively consistent with the continuous development of the workforce to achieve the goals desired in an organization that seeks to offer outstanding salaries in organizational work. Performance evaluations are conducted for all individuals in the organization based on the functional information or databases available in human resources from the outputs of scientific research, such as patterns and behaviors during a specific period of work (Aguinis, 2005, pp. 151-152).

Managers and officials should also review the functionality of the performance appraisal for previous years in order to identify the percentage of development in the current job performance. Many studies and much previous research has shown that job evaluation processes are continuously occurring in the work environment where organizations should determine the degree of increase and decrease in job performance in order to know the staff members. In order to ensure the achievement of the overall objectives of the organization, the organization seeks to develop job evaluation processes that play a role in the design of training and career development programs and identify the training needs of the staff, which is one of the most important steps in the success of the training and development

programs as they are designed on the basis of outputs. The overall performance evaluations of the organization that will lead to a comprehensive change in the quality of the job performance taking into account the rapid technology in the global market can play a key role in improving and developing the functional evaluation of the organization (Tayeb, 2005, pp. pp:55-56).

4.7. Issues in Process Performance Evaluation Implementation

Some of the issues that have a direct correlation with the application of job performance assessment procedures as well as related key processes will be studied covering several aspects consisting of the application of the main procedures of the performance quality system, staff and self-assessment processes in the work environment. Supervising individuals before supervising functional teams, working on scheduling senior management meetings and human resource managers to develop appropriate and real solutions to all problems, difficulties, challenges, knowledge of the key role of strong and effective conduct of leadership, the evaluation of typical performance processes shows direction by identifying individual traits, behaviors, and features that are strongly related to performance assessment. Performance evaluation at all administrative and functional levels recommends the follow-up and organization of human resources performance, organizational performance, and financial performance applied by the organization to the workforce (Lan, 1999, pp. 15-152).

The performance evaluation department aims to improve and develop the importance of total quality management (TQM) in order to increase job satisfaction in the organization and to improve the satisfaction of customers, partners and suppliers through the development of performance evaluation processes and practices. The evaluation of performance management has increased in recent years despite the difficulties and challenges with the emergence of many employers' and senior departments' fears of loss of data available on the workforce in the Performance Metrics Database in the workplace. Performance measurement systems and practices help to improve the strength of performance measurement within the

organization where the workforce should periodically evaluate themselves in order to know the real ratio available to each individual of new skills and experience at work. Performance measurement systems have an impact on measuring the efficiency of co-workers within the organization (Ron Kenett, 1994).

4.8. Performance Evaluation Periods and Their Importance

Managers have a direct correlation to performance measurement practices with great attention to the time factor and duration of the implementation or conduct of performance measurement programs and currencies, which in turn leads to increased management of all assets belonging to the organization, improved ability to provide services to clients and provision of special knowledge practices. As most of the functional procedures directly affect the reputation and standing of the organization in the global market, the core value of a team with many other employees are promoted through advertising, marketing, operations and resources. In the work environment, managers in the organization are always striving to maintain strong organizational performance, especially in the organization's assets measures in terms of time and how they are used in business processes, organizational production and asset value preservation (Waldman, 1994, pp. 5-6).

Managers monitor all sections and levels in the work environment where the value of assets is part of their tasks. These functions include data, personnel, tools, machinery, human resources and finances. The various strategic decisions taken by employers and managers endeavor to improve performance measurement practices to achieve high scores by obtaining real and individual results for each employee. The time factor plays a key role in the performance measurement systems. These systems encourage organizations to develop the programs used in measuring performance to obtain a general and large database for each employee in the organization as well as to gain time at work and to ensure that the time allocated to the procedures of performance measurement will contribute to the conservation of funds allocated in the budget of the Organization for the implementation of programs performance measurement of the labor force (Smither J. W., 2009).

CHAPTER V

TRAINING, DEVELOPMENT and TRAINING NEEDS ASSESSMENT

5.1. Orientation

The importance of the orientation indicates that it is the practice of the managers and the human resources management department to work to help any new employees in their career work to integrate fully with the various issues, programs, policies and matters related to the work within the organization. The improvement of public relations within the workforce of the organization affects the faster completion of functional tasks for each individual in the job. Effective career guidance facilitates administrative and strategic decision-making procedures such as transfer, promotion, training and development, incentives and rewards, as well as public relations in the organization. Career guidance ensures that all activities and practices that affect the strength of production processes and the efficiency of the organization's strategic plans are organized (Vadivelu, 2014).

Guidance refers to many conclusions. The large and important task of both the workforce and the organization, which will achieve job satisfaction in the organizational work environment, respects and implements decisions and regulations, reduces the turnover rate among employees, and achieves a high rate of job performance. In critical functional practices, many organizations, companies and institutions provide various activities and programs that lead to the development and improvement of skills and talents of new employees. Many of these programs include the long history of the organization, the organization's culture, objectives, policies, strategies, vision and the basic tasks of the organizational work environment (Rymond, 2015).

5.1.1. Process in orientation

The direction of operations has an impact on the emergence and increase of functional knowledge economies, taking into account the importance of the substantial intrinsic value that will be provided to key customers by the production processes practiced in the regulatory environment and cannot be provided by the basic duties procedures that are not related to work or directing organizational processes. These practices have influenced the awareness of many pioneers and those interested in the development of total quality management. Many employers and senior managers seek to ensure that production processes are properly and effectively directed. The organization must provide a high quality value chain to all existing customers and consumers. Cognitive data have a role in providing strategic guidance towards increasing production processes of various types in the regulatory work environment. The organization's keenness to improve the value of permanent customers needs more strength and consistency between all activities in the organization. In addition to the need to provide high quality performance in order to run the process routing in full, the specialists in the direction of operations shows the strength of the interrelationships between the cognitive processes and directing processes (Denisi, 2003, pp. 156-157).

5.2. The Importance of Human Resources Training

The development of economic systems and the construction of societies in the world are based on knowledge and knowledge workers because they are among the basic necessities for improving the efficiency of job performance. The modernization and development of training programs contributes to increasing the effectiveness of educational and administrative staff and to increasing harmony and public relations in the organization. The objective of the training is to ensure that the human resources sector is strengthened and that all activities associated with this vital sector are more efficient in the work environment. Training and development of the workforce is from the impact of change. The environment of the global economy in terms of opportunities and threats that have occurred in the world in recent years

need to provide a skilled workforce with a knowledge of new technology that ensures full harmony with any sudden economic changes that occur in organizations and the global market (Zain, 2015, pp. 232-233).

Training programs and systematic development play a key role in improving the capabilities, information and experience of employees as it is a strategic factor that ensures full harmony of employees in the work environment in light of the economic changes taking place in the world. Increasing capacity, expertise and knowledge have a great role in increasing the demand for labor in international markets, while simultaneously it is a way to improve the proportion of the production processes, as training is one of the most important ways of successful investment in continuing education. The training programs aim to harmonize with the main needs of the market and the work environment based on the skilled workforce (Shamaila, 2011, vol:7, PP:1033-1034).

Human resources training programs are concerned with the development and training of the workforce and it encourages the workforce to increase its expertise, skills and abilities in order to ensure oversight. As the main objective is to develop the employee's abilities to work in terms of encouraging participation in training and development programs, it has a role in improving the understanding of the concept of training and continuous development. Moreover, this training provides the great impetus in acquiring knowledge and increasing the capacity of the individual and society. The importance of training human resources helps to fill the shortfall in the proportion of employees in the job and the acquisition of many technical skills in some positions in the organization. Continuing career training programs and education programs have a role in improving systems of sustainable development, which is a key factor in contributing effectively to the success of the organization's strategies (Blaga, 2010, pp. 195-196).

5.3. Factors Affecting Training and Development

Many of the topics within the organization have an effective impact on the conduct of training and career development programs. The most important of these are the effective human resources strategies available to design training and development. Many authors and those interested in training and development have drawn attention to the plans for these programs while ensuring their suitability for the tasks and functions for each individual in the work environment with the need to develop programs and plans for continuous education in human resources. This aims to improve the skills, abilities and experiences that lead to the development of behaviors and methods of work and production in order to achieve. There are many factors affecting the work within an organization, including internal or external. There are also many factors that affect the training and development programs, including the provision of support to managers and employers to participate in training as well as a good environment to apply the training and any new training technology. Additionally, support is provided for working on avoidance of or accounting of unintended accidents in the production processes and completion of tasks. This creates an efficient working environment that helps the employee to develop his abilities and skills. The main components of training programs with knowledge of the skills and experience possessed by the person of the trainer himself have a significant impact on the conduct of the training and the strength of any final conclusions and recommendations (Kant, 2013, pp. 79-80).

5.3.1. Support of the senior management

The support of organizations for training programs of the labor force is based on the basic issues in the development of employees. It determines the extent of the participants' desire for these training programs. The senior management and human resource managers in the organization seek to develop the abilities and expertise of the employees, including those consistent with the work environment and the general objectives of the organization in the light of the technological development in the global market, where organizations are interested in monitoring the implementation

of training programs and their integration with the levels of functional work and degree of compatibility of these programs with the organizational climate. The organization and supervisors always stimulate the performance of staff work and increase the strength of the interaction with this direct support. Employers and organizations are often keen to create a good training environment that leads to attracting and encouraging the workforce into harmony and willingness to participate in new training programs that will create a high sense of support of the upper management of the training programs, thereby leading to the employees' sense of the organization's desire to develop their abilities and efficiency in the work that gives the employees a strong interest in management and employers towards them. This increases the degree of loyalty to the organization and shows that direct support by organizations to provide appropriate training to the workforce has a role in improving positive behavior in the work environment. It also has a role in improving the strength of associations with the work environment, which ensures the success of strategic plans and achieving organizational goals (Roya, 2010, pp. 77-78).

5.3.2. Technological developments

The technological development factor, in addition to its role in the creation of many privileges in the global market environment, affects the improvement of the work environment through the provision of new expertise, modern technology, and innovative skills in the workplace, which is a key factor in improving the overall work environment and increase the competitive advantage and achieve the overall objectives of the organization. The technological developments and the modern work skills have created the advantages of the global market environment because they are different from one organization to another where they are all linked to the local technology developments and desiring to take advantage of opportunities from the developments of global technology, which are of the needs of developing the labor market of Third-World and Arab countries. The development of technology should cover several key issues, including work to ensure stability in the work environment, care of higher education departments, how the workforce continues to participate in training programs, the recruitment of people with high skills and abilities in carrying

out tasks, and urging departments to encourage researchers and those interested in training. To provide research with positive and effective recommendations in the improvement and development of training technology, and that technological developments in modern training programs lead to the emergence of many advantages are in the interest of the organization and society such that technological developments can be prepared to ensure the success of training needs assessment programs (Ridha, 1998, pp:14-15).

5.3.3. Work environment

The work environment has a significant impact on the success and efficiency of job training programs, where it is always important to continue actively to encourage the workforce to participate in training and development. To motivate peer-to-work staff, the organization must provide financial, technological and human resources within the work environment that will design and implement training and development programs, ensure the provision of modern technologies within the work environment, avoid falling into programs and practices that lead to errors and accidents in plans designed for training programs and career development. Where many of the previous and current studies that indicate the need to address all the problems that prevent the implementation of training and development programs at work and the increase in the lack of provision of basic training programs, which is often due to a lack of financial and moral support by employers and senior departments interested in the development of this sector, it becomes necessary to have a direct connection between manpower in terms of performance, skill, and tasks with training programs designed within the organization. Employers and HR managers should provide continuous encouragement and support by developing consistent and different plans from approval of staff participation in training programs as well as training programs by officials to see the strength and success of the impact of training programs and programs to identify the strengths and weaknesses in the work of these training programs (Vimala, 2011,pp:139-140).

5.3.4. Effect of the external environment

Training and development affect the strategic decision-making processes of the organization. These decisions are influenced by changes caused by the external environment. The organization must take into consideration key factors including opportunities, large threats, strengths and weaknesses. Among the most important factors of the environment are the political and legal systems and regulations which include the legislative regulations and political systems that cover all parts of the organization. This basic factor includes all laws, regulations, legislation, general regulatory policies, the strength of the public relations between the global market sector and the public authority sector of the regulatory policies, the technological development factor or technology force greatly affecting the strength of the implementation of production processes and technological change occurring through the provision of effective training programs with information technology. The strength of skills and experience leads to the success of production processes and the improvement of the position of the organization in the global market. Higher departments and employers must know how to deal with the changes that occur in the work environment and the global market, particularly through the external environment (Denisa, 2010, PP:11-12).

5.4. Benefits of Human Resources Training

Organizations seek to provide tools and technology to improve human resources training programs where employees understand all career development practices that will be extended from participation in training to gain experience and learning, including the development of the capacity and expertise required to accomplish the tasks of each employee in organizational work. Those successful will be considered as a great privilege for the workforce and for the people. There must be recognition by employees of the benefits of the training programs that create a high sense of satisfaction and lasting loyalty to the work in the organization. It is necessary to include the training and development workforce in the career biography of each employee that represents significant benefits in the near future, as many of

the workforce will have gained numerous benefits by participating in effective training programs that have helped employees update information technology, technical skills, and expertise. The most important of the benefits provided by human resources training is to reduce the phenomenon of unemployment to the lowest levels. Training human resources leads to the acquisition of financial resources that will encourage organizations and decision makers to increase organizational power. The technology tools ensure improved innovation in the design and implementation of regulatory policies as well as more efficient production processes (Nadeem, 2013, Vol:5, pp:245-247).

5.5 Training Needs Assessment

Many researchers have defined the term *training needs assessment* as a planned processes designed to reduce the obstacles that occur during the implementation of tasks of each employee in order to ensure that the shortfall in the implementation of the work is completed and implemented based on the priority in the organization to prepare and create the urgent need for training and deliberate disregard in meeting these essential needs in an organizational work environment (Kaufmann, 1994, pp: 14). The assessment of training needs is defined as the specific efforts to identify and understand the function and task of each employee in order to close the gap in the proper and effective implementation of tasks and to know whether some of the functions identified by senior management need final treatment to avoid a shortage of productive processes and their impact on work so as to ensure the achievement of the basic results sought by the organization (Goldstein, 1986, p. 82). The assessment of training needs is a continuous practice undertaken by the organization in order to know the most important functional requirements of the training which are the basis for the success of the work of each individual in the work environment and the importance of training requirements and their impact on improving production (Kaufman, 1994, p. 32). The training needs are defined as having different relationships with training needs analysis programs based on effective work (Zahid,2011, Vol:36,pp:446-447).

5.6. The Importance of the Training Needs Assessment

The importance of assessing training needs is essential in studying and determining the functional requirements of training. The objective of assessing the requirements that affect the completion of tasks easily is to know the basic objectives of the training programs. In previous years, there have been many discussions and seminars by those interested in the development of the training sector in addition to assessment of functional needs where there were differences on how to describe these processes and in what terms appropriate to those procedures. In some studies, there have been differences between the terms *needs assessment* and *needs analysis*, which some researchers describe as the basic practices of the organization to identify the lack of job performance. The procedures in general will lead to the desire to assess the needs of each individual in the work environment followed by a full performance evaluation survey of organizational structure. Here, the most important objectives of the core of these practices are to know the extent of the application of training programs and the degree of success. Moreover, what kinds of benefits are being provided by these programs cannot guarantee the success of training programs (Ferdous, 2012, Vol:5, pp: 64-65).

5.6.1. Determination of the training needs assessment

The determination of training needs in the organization is determined by taking information, data, and answers to questions by employees who have a desire and interest in participating in the training programs. The organization and the officials of the training sector are, without exception, always conducting comprehensive surveys covering all levels and positions. Regular dates and schedules for the survey identify the most important requirements of training in the current and future business environment, as well as the efficiency of the staff who will participate in the training programs. All these factors are involved in the design and preparation of the programs required to manage taking into account the study and evaluation of curricula, tools, and information technology that will be placed in the proposed assessment of the various workforce training needs programs. At times,

the process of meeting the requirements of training is almost impossible or difficult for specialists to provide or import from external sources. Therefore, those responsible for the implementation of programs should know the amount of information associated to be in the form of basic lines to draw the required programs. The survey should provide for quality training needs and a quantity of working groups and people (McClelland, 1994, vol:18, pp:27-31).

In order to have a strong and comprehensive database to meet the necessary training requirements, the research and inquiry process will provide results on the importance of common topics in training and the quality and efficiency of training to identify the categories that will be targeted in the training surveys and to know the basic objectives of the needs assessment. Here, the work must be carried out with justice and equality in the participation of all levels and centers taking into consideration the promotion of participation by all groups and both sexes in training (Sandy,2008, Vol:4,pp:13-14).

5.6.2. Organizational goal achievement

The assessment of training needs through knowledge and study of evaluation objectives have no connection with other aspects. The degree of coherence between these training practices and the organization's atmosphere is more advanced because the strength and clarity of functional assessment requirements as planned and systematic practices include identification and priorities in key issues directly related to training programs and how to maintain and improve them in line with the overall objectives of the organization. If plans succeed, effective contributions to the modernization of physical and human resources leads to the basic objectives of the organization, where there are occasionally clear paths to the professional plan. Training needs can be assessed by naming the necessary objectives that are an essential part of the organization's strategies (Max, 2016, vol: 66, pp: 444-446).

The organization should ensure that it avoids the application of unsatisfactory measures under the financial, economic and social conditions of the new phase,

resulting from many risk-taking training programs. For effective and successful training based on the objectives to be achieved from these programs, departments and managers are keen to obtain a real assessment by ensuring relevant actions in the methods of achieving and developing goals. Evaluation and training programs must be based on objectives that are designed on the basis of those programs that will lead to the achievement of the mission and strategy of the organization(Alkaby,2010, Vol:5, pp: 35-36).

5.6.3. Managing change

Changes in the general environment of work will generate the urgent need to implement training programs as they play a role in changing the pace of implementation and delivery of organizational and individual tasks. Environmental changes contribute to the introduction of new technologies, information systems and technological communications in the design and implementation of programs. Technologies available in the global markets will help in the preparation of a database and information about each individual in the organization, thereby shortening the time factor and effort in the work of training programs. Environmental change leads to the introduction of new methods, programs and mechanisms that contribute to the development of the information of managers and employees on the importance of the job training sector and its roles, such as the advice provided by the managers and supervisors of employees in the marketing and sales departments in how to deal with the wishes and requests of customers regarding products with different desires for each of them. The organization always needs basic requirements in various business and job duties. Senior departments and managers are keen to design effective training plans and programs and assess the training needs of the organization's workforce in order to meet the challenges and problems that occur in the work environment. The changing work environment contributes to the design and implementation of effective training programs that are appropriate to the mission and objectives of the organization (David, 2011, Vol: 9, pp: 102-104).

5.6.4. Employees' career development

The organization is keen to develop and modernize the various career and professions at all administrative levels through the formulation of policies and strategies for the training programs map. There is a genuine desire for job development and its main objective. The term *career* has been defined as regular training of skills that are associated with career work that will keep pace with the working life of each individual within the organization from the beginning of his entry to the end of his career or end of service and his retirement from work. On the other hand, the training needs assessment programs play a major role in many issues directly related to the training programs and strategies of employees and individuals. Previous studies have shown that training needs assessment programs provide strategic policies and development plans that lead to the development of the regulatory sector (Mertesacker, 2009, vol: 33, pp: 540-541).

Training programs improve and increase the effectiveness of training, which will feed the organization with a skilled and efficient workforce, even at the level of new appointments or the rearrangement of the organizational structure of the organization. The development of public functions requires the provision of advanced technologies and new tools as well as the modernization of the local and international trade sector. The strong correlation between training needs assessment and job training programs are key approaches to identifying the most important requirements for the training sector, which will assist the organization in the successful realization of plans and strategic objectives desired. Moreover, a lack of material and human resources will create problems and obstacles to the development of both the training sector and training needs assessment processes in the organization (Vadivelu, 2014, pp:89-90).

5.6.5. Motivation to learn

Most organizations seek to acquire a large amount of skills and knowledge where staff should be motivated with the need for learning and career development.

There is also an urgent need to encourage the increased strength of processes and practices on the educational activities of the labor force. Motivation for learning plays a key role in the desire of employees to develop their skills and their experience as motivation for learning has become a key issue in organizations to develop successful strategies that stimulate the workforce towards learning and development in different disciplines and levels in the organizational structure. The desire to learn and participate in training programs and training needs assessment programs contributes to the achievement of the strategic objectives prepared in advance for the training. The organization should ensure that training programs are aligned with training needs assessment in order to avoid mistakes and poor general results from training that will cause many problems in the work environment. Finally, organizations should encourage the workforce to desire to learn and develop their skills through active participation in needs assessment training in order to gain new skills and technologies that keep abreast of the size and strength of technological development in global markets and organizations (Gregory, 2016, pp: 22-23).

5.6.7. Training methods

There are many methods that streamline the process of all information and data from the basic workforce in organizational work, such as interviewing staff, training sessions, observations, making reports, conducting personal interviews with staff, and other axes related to methods of evaluating training requirements. Several of the important methods used to assess the needs have been identified, such as performance assessment, performance testing, and basic needs assessments, with all observations by both employees and other clients who have contact with the organization. Regarding factors such as the production processes, limiting the percentage of labor force scaling, knowing the reasons for the large number of absences and evasions that senior management can easily measure with local tools and capabilities have all showed signs of their effects on the efficiency and success of training. Methods of Assessing Requirements Training is one of the most effective strategies that will cover the workforce in the process of assessing the basic needs of training programs according to the necessary requirements where sometimes they

have not been formally acquired. Moreover, many workers need to develop themselves in terms of their technology skills, new knowledge, and sophisticated information that leads to the maintenance of the work environment and production processes, where human development plans and personnel development must be ensured by ensuring that individual evaluations are conducted by human resources management and the development of recent studies in the future of organizational work. The organization and those responsible for evaluating the training requirements will have to design new ways in this area that will provide and meet the needs of each individual training program (Anvari, 2010, Vol: 5, pp: 37-38).

CHAPTER VI

TRAINING NEEDS ASSESSMENT FOR THE IRAQI MINISTRY OF HIGHER EDUCATION

6.1 Structure and Duty of the Iraqi Ministry of Higher Education

The Ministry of Higher Education and Scientific Research aims to make qualitative and quantitative changes in the scientific, technical and cultural sectors in Iraq. It directs the scientific and research institutions to undertake the process of creating a new generation with knowledge. The Ministry of Higher Education also aims to develop scientific and cultural relations and expand friendly relations in these fields with other countries as well as scientific and academic organizations around the world in order to achieve harmony and integration in the fields of science and knowledge. The Ministry of Higher Education and Scientific Research was transformed into electronic governance in early 2014 through electronic systems in the workflow, and has since then achieved high efficiency in work and time. The center of the Iraqi Ministry of Higher Education consists of eight directorates working to develop and modernize all scientific and academic activities and practices. The Ministry itself seeks to provide modern workforce training technology to improve the skills and experience of various administrative levels. Moreover, it has designed strategic plans to develop training policies and programs and assess training needs and it has sought to increase the efficiency of teaching, which has suffered greatly in the previous stages through the adoption of development projects such as training and development, full-time scientific outside Iraq. This has contributed to an increase in the research movement through the project of the Iraqi Virtual Scientific Library and the site of Iraqi scientific journals and the

rehabilitation of university libraries. It also actively seeks to cooperate with its educational institutions and grant them full autonomy to manage strategic projects that contribute to increasing the efficiency of the higher education sector in Iraq.

6.2 Human Resources Policy of the Iraqi Ministry of Higher Education

Managers and decision-makers want to develop advanced policies for the human resources sector within the organizational structure of the labor force aimed at designing modern and effective plans and methods used in the design of training programs and development of employees taking into account the implementation of the assessment of training needs for all levels and positions of the administrative staff and educational staff. That the development of the human resources sector is one of the most important practices working to ensure their development properly through the practices of verification of the efficiency of the work of human resources, it is continuously monitoring staff and identifying the most important needs. The Ministry of Higher Education has been developing a work plan for a number of years, including work on the development and modernization of human resources policies and strategies in line with developments around the world, especially in the field of higher education and scientific research. All practices and policies are adopted and implemented in the development of the human resources sector through great attention to the development of skills, abilities, and experiences of each individual in the learning and knowledge environment. The Ministry of Higher Education has developed a special perspective to manage the strategic plans for the development and rehabilitation of the human resources sector at the Ministry's headquarters and the related departments directly, which will lead to high quality employees in implementing and completing the work and ensuring the achievement of the strategic objectives. One of the most important objectives when designing human resource development policies is to provide expertise, modern technologies, technology information and advanced skills in the work of the Iraqi higher education environment. Finally, the development of training programs and the assessment of training needs play a great role in developing the work environment and ensuring the success of a human resources policy (Alkabby, 2006, pp. 6-7).

6.3 Human Resources Allocation in the Iraqi Ministry of Education

The Iraqi Ministry of Higher Education in Iraq has the authority to development of the educational and scientific research sector throughout Iraq. It monitors all public and private education practices. Its activities cover approximately 95% of the educational processes in universities, institutions and research centers. It continuously provides university and educational services from advanced research centers and introduces new technologies in the training and development of the workforce. It also creates innovative programs that keep up with the global development in training needs assessment. There are more than 1400 employees of both sexes distributed among the administrative staff and the educational staff working in the Ministry's center at the present time. The provision of staff with high skills is one of the greatest challenges facing the human resources sector. Studies have identified a great lack of educational and administrative experience in the directorates associated with the organizational structure. The Ministry needs to accomplish the tasks that lead to achieving the strategic objectives of the work, and the human resources sector is one of the most important components of plans and policies. In 2003, there was a strongly urgent need to design and implement general strategies covering all human resources practices and activities while working on the participation of those who are experienced, competent and interested in developing this vital sector in the educational work environment. (Ahmed, 2009, pp. 4-5).

6.4 Determination of the Training Needs Assessment for the Iraqi Ministry of Education

Officials and senior management in the education sector are keen great efforts in order to know how to evaluate training needs in a successful and accurate manner for each of the training programs and their compatibility with the organizational objectives of the workforce, services, production, technical materials and many related issues in the educational environment. The role played by the evaluation of training needs shows the urgent need to design and implement effective and successful training and development programs that affect the performance of the

workforce leading to the achievement of strategic objectives. The correct image is to ensure the success of the design and implementation of job training programs. The assessment of training needs is determined through the knowledge of the performance of the employees and each individual in accomplishing tasks. Identifying any existing gaps, lack of skills, modern technologies, information technology and various types of knowledge are necessary for success of all administrative tasks in the work environment. The Iraqi Ministry of Higher Education has directed many challenges in assessing training needs and training programs. The most prominent of these challenges facing the labor force is the lack of advanced expertise and functional skills. The decision makers and the higher departments seek to eliminate the shortage of skilled manpower by providing suitable training programs.

CHAPTER VII

DATA PRESENTATION AND DESCRIPTIVE ANALYSIS

7.1. Introduction

The previous chapters of this scientific research dealt with many topics related to the problem of the study, research objectives, research hypotheses, research methodology, the general philosophy of research or study, and the methods adopted in the work of the research. In this chapter, we analyze all the data that were previously collected from the employees participating in the study sample by means of the questionnaire so that the researcher can reach many real results related to the research problem. In the process of deductive analysis, research data testing procedures were followed to identify a reliability force against the hypotheses by presenting graphs that would provide real general information, such as the number of responding employees, respondents' ages, number of years of work, positions, size of structure management, work experience, and size of the department or organization. Using the ANOVA analysis, the results of the respondents are compared using group tests. The data were analyzed to the greatest extent possible to identify or obtain the frequency, mean, variance, and standard deviation so as to study and compare the answers and opinions among all the participants .The hypotheses were examined in this study using independent statistical tests to identify the possibility of acceptance or rejection in the research under the following headings.

7.2. Reliability Statistics

7.2.1. Size of sample random

The sample size of the study was calculated using the equation mentioned below. The total number of employees at the Iraqi Ministry of Higher Education is 1400. The study sample was calculated to reach 170 participants of both sexes at different levels and positions.

$$n = \frac{(\frac{ts}{d})^2}{1+\frac{1}{N}(\frac{ts}{d})}$$

where:

d = The amount of error allowed

t = The tabular value of the t test is at the level of (0.05)

s = standard deviation

N = population size

7.2.2. Test of A cronbach alpha

There is a scientific agreement that the value 0.060 is acceptable to measure the validity and stability of a questionnaire. All results showed that the variables in the questionnaire were greater than 0.60 and thus the resolution was true and constant (Table 7.1).

Table 7.1: A Cronbach Alpha Test Results

Variables	Alpha Value
The problem of potential education management	0.602
Evaluation of training needs of staff	0.670
Obstacles to training needs in the department	0.774
Possible ways of identifying training needs	0.757
Criteria for determining training needs assessment	0.725
Evaluation based on operational level	0.741
Evaluation based on individual level	0.684
The importance of training needs analysis	0.758
The importance of skills in the department	0.821
The extent of possession of skills	0.854
Assessment of knowledge in the department	0.780
The extent of ownership of this knowledge	0.805

7.3 Descriptive Analysis

7.3.1 Respondents' ages

The highest proportion of respondents (42.4%) were 31 to 40, as shown in Table 7.3, 32.4% of the respondents were 41-50 years in the age group. Only 16.4% of the respondents were in the 51-60 age group, followed by the age groups of respondents aged 25-30 (8.8%). The responses to the question are shown in Table 7.2 below:

Table 7.2: The Frequency for Age groups

Ages groups	Frequency	Percentage	Relative Frequency
25-30	15	8.8	0.0882
31-40	72	42.4	0.4235
41-50	55	32.4	0.3235
51-60	28	16.4	0.1647
Total	170	100.0	100.0

7.3.2. Respondents' job experience

Participants in the higher education sector in Iraq are listed in Table 7.3 of the respondents. The results show that the highest proportion of participants in the study had 6-10 years of knowledge and experience with a frequency of 40.6 and that the lowest percentages of responses were for employees with 0-2 years of knowledge and experience with a frequency of 8.23. This shows that there is a great desire for participants ranging from 6-10 years for training and development programs in the field of employment. The Iraqi Ministry of Higher Education can take into consideration the responses of a large segment of employees with a clear interest in assessing training needs in the work.

Table 7.3: Work History

Experience (Years)	Frequency	Percentage
0-2	14	8.2
3-5	34	20
6-10	69	40.6
11-20	53	31.2
Total	170	100.0

7.3.3. Career position

The percentage of participants in the study sample, determined as the highest percentage of employees, was 105% with the highest percentage of frequencies (61.8%). The lowest percentage of responses to the supervisor's category was 29% with 17% frequency. This high percentage of the responses of the staff category in the sample of the study indicates the desire of the staff to develop their abilities at work through training programs and assessment of training needs in the Iraqi Ministry of Higher Education (Table 7.4).

Table 7.4: Respondents Employees Position

Positions	Frequency	Percentage
Subordinates	29	17
Supervisor	12	7.1
Manager	24	14.1
Employee	105	61.8
TOTAL	170	100.0

7.3.4 Respondents by organization size

The study showed that the higher education sector in Iraq consists of directorates and organizations with sizes (small, medium, large) in the research. In Table 7.6, the highest number of participants of small directorates reached 69% with a percentage of 40.6% and the second highest number of responses from the participating companies was 54% with a percentage of 31.8%. The lowest number of staff responses to the large districts was 47 with a percentage of 27.6%. There was no response from the large directorates, who withheld information by giving it complete confidentiality, thereby making access to data from these departments more difficult and complex in the study, as mentioned in the table below:

Table 7.5: Directorate Sizes

Directorate sizes	Frequency	Percentage
Large Directorate	47	27.6
Medium Directorate	54	**31.7647**
Small Directorate	69	40.5882
TOTAL	170	100.0

7.3.5. Frequency of conducting training needs assessment

Four types of responses have been identified by participants in the higher education sector if their departments had previously conducted a comprehensive analysis of all administrative and educational staff in the Ministry's center. All

results showed through surveys and analyses of data and factors that pertained to departments at the center of the ministry having a great interest in conducting an assessment of the need for training on all staff at regular and periodic times according to schedules. Based on an analysis of the data from departmental respondents, the annual percentage of staff responses per year was 10.6, the percentage of the employees' response rate per biennium was 35.9, and the response rate per employee per three years was 29.4. The percentage response rate for a specific time was 17. Finally, the percentage of the analysis of responses of the employees who have never been in their districts has never reached 7.1.

Table 7.6: Frequency of Department Conducting Training Needs Assessment

Number of times of assessment	Every Year	Every Two Years	Every Three Years	Specific Time	Never	Total
Number of participants	18	61	50	29	12	170
Percentage of responses	10.6	35.9	29.4	17	7.1	%100

7.4. Descriptive Analysis of Respondents' Responses to the Variable of Training Needs

Upon determining the main and sub-main variables, the responses were found to be more positive. The weighted mean was calculated for each question in addition to calculating the standard deviation, according to the percentage of positive responses.

7.4.1. Analysis of responses to the problem of potential education management

The most important descriptive statistics were included, such as the standard deviation, mean and the confidence interval of 0.95% according to each group separately from supervisors, subordinates, managers and employees. The total mean

of this variable is 3.59 with a total standard deviation of 1.115 and a positive response rate of 71.8%. The sample agreement of the study indicates the importance of this variable, and the following in Table 7.8, where the most important descriptive statistics are included, such as the standard deviation, mean and the confidence interval of 0.95% according to each group separately from supervisors, subordinates, managers, and employees. The total mean of this variable is 3.59 with a total standard deviation of 1.115 and a positive response rate of 71.8%. The sample agreement of the study indicates the importance of this variable and the following table shows this.

Table 7.7: Problem of Potential Education Management

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage
Technical Problems	8	31	43	64	42	3.38	1.083	76.6
Poor Communication	8	27	48	56	31	3.44	1.104	68.8
Management Problems	8	17	42	64	39	3.64	1.085	72.8
Shortage of skilled and knowledge workers	16	5	15	74	60	3.92	1.187	78.4
Problem of potential education management						3.59	1.115	71.8

Source (Alkinani, 2013)

Through the analysis of data respondents, the following table shows that the highest mean response rate was 3.92 for the fourth paragraph, which states a shortage of skilled and knowledgeable employees with a deviation of 1.187 and a positive response rate of 78.4%. The lowest mean response was 3.38, which is higher than the criterion of Test 3 of the first variable, which states technical problems with a deviation of 1.083 and a positive response rate of 76.6%.

7.4.2. Analysis of the responses to the assessment of training needs

The following table shows the analysis of the data of respondents from all employees for the following results:

1. The highest mean response rate was 4.05 for variable three, which states organizational problems with a standard deviation of 0.879 and a positive response rate of 81.0%.

2. The lowest mean response was 3.62, which is higher than the criterion of Test 3 of the first paragraph, which states "Meet new changes in work Environment" with a deviation of 1.044 and a positive response rate of 72.4%.

Table 7.8: Assessment of Training Needs of Employees

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage %
Development Employees Skills	8	16	23	79	44	3.79	1.076	75.8
To meet new changes in work environment	5	17	56	52	40	3.62	1.044	72.4
Organizational problems	2	8	25	79	56	4.05	0.879	81.0
Career Development	9	6	29	75	51	3.90	1.041	78.0
Assessment of training needs employees						3.84	1.010	76.8

Source (Alkinani, 2013)

In this dependent variable "Assessment of training needs of employees," the most common problem is organizational problems. The least common problem by frequency is meeting new changes in the work environment based on the frequencies and responses of all employees in the study sample. This is considered one of the main challenges career development mentions in the previous studies chapter, which

confirms that this problem is common in the development of the Iraqi higher education sector.

7.4.3. Descriptive Analysis of the common barriers for conducting training needs

The total of the mean of the responses is 3.68, and the total standard deviation of the responses is 1.043, with a total percentage of responses of 73.6. The highest mean response rate is 3.85 for variable four "Lack of support from top management" with a standard deviation of 1.077 and a positive response rate of 78.4%. The lowest mean response was 3.56, which states "Lack of new workers interested in skills development programs," with a standard deviation of 1.216 and a positive response rate of 71.2%. This is one of the main challenges and common barriers to meeting training needs. It indicates that the problem of the lack of support from the higher echelons is one of the most important and common problems in the development of Iraq's higher education sector.

Table 7.9: Common Barriers For Conducting Training Needs

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage %
Lack of funding resources;	6	23	36	73	32	3.60	1.051	72.0
Lack of job descriptions	5	20	39	72	34	3.65	1.023	73.0
Lack of adequate expertise	4	18	38	77	33	3.69	0.981	73.8
Unsystematic training approaches	3	19	37	75	36	3.72	0.980	74.4
Lack of support from top management	6	14	35	60	55	3.85	1.077	77.0
Lack of new workers interested in skills development programs	13	25	26	66	40	3.56	1.216	71.2
Wasting of time and money	9	5	40	85	31	3.73	0.971	74.6
Barriers for conducting training needs in your department	3.68			1.043			73.6	

Source (Alkinani, 2013)

7.4.4. Analysis the possible best methods used in determining training need assessment

Through the descriptive analysis in the identification, the collection of responses from the participants on the most important possible ways in determining the training needs were among the main questions of the research questionnaire form. The numbers and results were obtained for each dependent variable. The total mean of the responses is 3.71 and the total standard deviation of responses is 0.918 with a total percentage of responses of 74.2. The highest mean response rate was 3.94 for variable six (Performance Appraisal Forms) with a standard deviation of 0.833 and a positive response rate of 78.8%. The lowest response rate was 3.52, with a standard deviation of 1.083 and a positive response rate of 70.4%. It is clear from the above results that it is important to work to identify the most important ways possible in determining the training needs through the variable performance evaluation models (Table 7.10).

Table 7.10: Possible best methods used to determine Training Needs Assessment

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage%
On-site Observations	3	10	48	84	25	3.69	0.857	73.8
Questionnaires	3	11	55	80	21	3.62	0.850	72.4
Advisory Committee	3	32	46	52	37	3.52	1.083	70.4
Document Reviews/ Examinations	3	15	53	65	34	3.66	0.955	73.2
Focus Groups	6	7	34	87	36	3.82	0.932	76.4
Performance Appraisal Forms	1	7	37	81	44	3.94	0.833	78.8
Possible best methods used in determining TNA						3.71	0.918	74.2

Source (Alkinani, 2013)

7.4.5. Analysis possible best criteria for determining training need assessment

The numbers and results were obtained for each dependent variable. The total mean of the responses was 3.75 and the total standard deviation of the responses was 0.951. The highest response rate was 3.78 for cost-effectiveness with a standard deviation of 0.964 and a positive response rate of 75.6%. The lowest response rate was 3.37, with a standard deviation of 1.013 and a positive response rate of 74.6 %. The importance of the work is to know the opinions of the participants about the most important criteria for assessing the training needs through the variable efficiency of the calculation.

Table 7.11: Possible best criteria for determining Training Needs Assessment

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage%
Availabilities of HR expertise	6	12	44	68	40	3.37	1.013	74.6
Top management preference	3	9	53	67	68	3.75	0.922	75.0
Time required	4	9	47	77	33	3.74	0.912	74.8
Cost effectiveness	6	11	32	86	35	3.78	0.964	75.6
Availabilities of facilities	6	8	41	81	34	3.76	0.945	75.2
Possible best criteria for determining TNA						3.75	0.951	75.0

Source (Alkinani, 2013)

7.4.6. Analysis of training needs assessment based on operational level

The total of the mean of the responses was 3.85, and the total standard deviation of the responses was 0.874, with the total percentage of responses being 77.0. The highest mean response rate was 3.92 with a standard deviation of 0.866 and a positive response rate of 78.4%. Simultaneously, the lowest response rate was 3.81, with a standard deviation of 0.835 and a positive response rate of 76.2 %. The results revealed the role of assessing training needs to improve the performance of all

staff from different centers and levels of functionality in the regulatory work environment (Table 7.12).

Table 7.12: Training Needs Assessment Based on Operational Level

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage %
Job Analysis	5	7	38	80	40	3.84	0.932	76.8
Competency analysis	1	6	47	68	48	3.92	0.866	78.4
Managerial skills audit	1	9	45	81	34	3.81	0.835	76.2
Skills inventory	2	9	43	81	35	3.81	0.863	76.2
Training needs assessment based on operational level						3.85	0.874	77.0

Source (Alkinani, 2013)

7.4.7. Analysis of training needs assessment based on the individual level

The total of the mean of the responses was 3.78, and the total standard deviation of the responses was 0.928, with the total percentage of responses 75.6. The highest mean response rate was 3.89 (daily analysis) with a standard deviation of 0.942 and a positive response rate of 77.8%. The lowest response rate was 3.71, with a standard deviation of 0.989 and a positive response rate of 74.2%. The results indicate the importance of carrying out training needs assessment for all employees working in the center of the Iraqi Ministry of Higher Education.

Table 7.13: Training Needs Assessment Based on Individual Level.

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage%
Performance review	5	8	58	65	34	3.76	0.964	75.2
Repertory Grid Analysis	2	5	56	74	33	3.77	0.836	75.4
Versatility chart / analysis	5	10	55	60	40	3.71	0.989	74.2
Diary Analysis	5	7	34	79	45	3.89	0.942	77.8
Training needs assessment based on Individual level.						3.78	0.928	75.6

Source (Alkinani, 2013)

7.4.8. Descriptive analysis of "Importance of training needs"

The numbers and results were obtained for each dependent variable. The total of the mean average of the responses was 4.0, and the total standard deviation of the responses was 0.892, with the total percentage of responses at 80.0. The highest mean response rate was 4.14 with a standard deviation of 0.816 and a positive response rate of 82.8%. The lowest response mean was 3.88, with a standard deviation of 0.937 and rate of 77.6%.

These results indicate the importance of conducting procedures for all employees working at the ministry, which states that the assessment of the training needs plays an important role to ensure the improvement of the effectiveness of the training in the work environment (Table 7.14).

Table 7.14: Analysis of "Importance of Training Needs"

Variables	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average	Standard Deviation	Weight percentage %
TAN aim to improve workforces	6	5	35	82	42	3.88	0.937	77.6
Training help to achieve organizational 's goals if it is based on training needs assessment of construction employees	3	8	31	80	48	3.95	0.902	79.0
TNA helps to achieve training cost reduction effectiveness Training needs assessment help to manage change in your department	1	5	32	85	47	4.01	0.799	80.2
Training needs assessment play important role to ensure training effectiveness improvement	1	3	31	83	52	4.07	0.781	81.4
Development professional and personal development respectively	3	2	22	84	59	4.14	0.816	82.8
TNA used for improving the trainees level of knowledge, skills, and attitude	13	5	18	78	56	3.93	1.15	78.6
Analysis Importance of training needs						4.0	0.892	80.0

Source (Alkinani, 2013)

7.4.9. The importance of these skills in the work career

All of the following results on the dependent variable "the importance of skills in work career" for all staff are shown in Table 7.16. The total of mean of the responses was 3.67, and the total standard deviation was 1.047, with the total percentage 73.4. The highest mean response rate was 3.79 with standard deviation of 1.060 and a positive response rate of 75.8%. The lowest response mean was 3.60, with a standard deviation of 0.945 and a positive response rate of 72.0%.

These results indicate the importance of skills in the work of the job on all employees working in the Ministry of Higher Education through working to identify the most important needs that are directly linked with the employee during the performance of duties in his job career in the Iraqi higher education sector.

Table 7.15: Analysis of the Importance of These Skills in the Work Career

Variables	Not important	Somewhat important	Neutral	Important	Very Important	Average	Standard Deviation	Weight percentage %
Technical Skills	11	16	33	69	41	3.66	1.135	73.2
Project Management Skills	8	17	41	67	36	3.61	1.089	72.2
Conceptual skill	2	23	42	77	26	3.60	0.945	72.0
Enterprise skills	3	16	34	77	40	3.79	0.966	75.8
Business Skills	8	11	35	70	46	3.79	1.060	75.8
Interpersonal Skills	7	23	37	68	35	3.59	1.085	71.8
Analysis The importance of these skills in the work career						3.67	1.047	73.4

Source (Alkinani, 2013)

7.4.10. The extent of skills ownership

These results are for each dependent variable in terms of total mean of the responses being 3.64, the total standard deviation being 1.093, with the total

percentage 72.8. The highest mean response was 3.79 with a standard deviation of 1.061 and a response rate of 75.8%. The lowest response mean was 3.52, with a standard deviation of 1.147 and a positive response rate of 70.4%. The results listed in the table below are five points on the statistical resolution scale (poor, fair, medium, good, excellent). The participants' opinions on the analysis of the responses of the participants in the research are based on the analysis of the importance of skills in the functional work.

Table 7.16: Analysis to What Extent You Possessed These Skills.

Variables	Poor	Fair	Average	Good	Excellent	Average	Standard Deviation	Weight percentage %
Project Management	5	26	40	59	40	3.61	1.095	72.2
Interpersonal Skills	6	24	43	60	37	3.57	1.086	71.4
Enterprise skills	9	25	43	55	38	3.52	1.147	70.4
Technical skills	7	20	37	64	42	3.67	1.097	73.4
Business skills	6	13	42	59	50	3.79	1.061	75.8
Conceptual skill	5	20	43	59	43	3.67	1.069	73.4
Analysis of to what extent you possessed these skills.						3.64	1.093	72.8

Source (Alkinani, 2013)

7.4.11. Analysis of the importance of this knowledge in work career

These results came after the analysis data obtained the numbers and results for each variable followed by the total mean of responses at 3.64 and the total standard deviation of the responses at 1.060, with a total percentage of total responses of 72.8%. The highest mean response rate was 3.79 with a standard deviation of 1.048 and a response rate of 75.8%. The lowest response mean was 3.48, with a standard deviation of 1.111 and a response rate of 69.6%. In the table below are five points on the statistical resolution scale (not important – somewhat important – neutral – important – very important) in the work, which plays a role in influencing the performance of employees in the Iraqi education sector.

Table 7.17: Analysis the Important of This Knowledge in Work Career

Variables	Not Important	Somewhat Important	Neutral	Important	Very Important	Average	Standard Deviation	Weight percentage %
Management of administration sites	6	21	40	68	35	3.62	1.055	72.4
Knowledge process	10	13	40	69	38	3.66	1.088	73.2
Knowledge production on site	5	17	33	68	47	3.79	1.048	75.8
Construction technology	6	16	38	84	26	3.63	0.971	72.6
Quantity surveying	8	17	44	62	39	3.63	1.087	72.6
Design technology	11	20	45	64	30	3.48	1.111	69.6
Analysis the important of this knowledge in work career						3.64	1.060	72.8

Source (Alkinani, 2013)

7.4.12. Extent of knowledge ownership

The total mean of the responses was 3.45, and the total standard deviation was 1.110, with a total percentage of responses of 69.0. The highest mean response rate was 3.55, with a standard deviation of 1.71 and a positive response rate of 71.0%. The lowest response rate was 3.35, with a standard deviation of 1.158 and a positive response rate of 67.0%.

These results show that it is important for all employees working in the ministry and the related departments to have the necessary skills in the job on in order to obtain successful and real results in the development of the job sector for the implementation of the Training Needs Assessment programs.

Table 7.18: Analysis of the Extent of Knowledge Ownership

Variables	Poor	Fair	Average	Good	Excellent	Average	Standard Deviation	Weight percentage %
Management of administration sites	6	25	42	67	30	3.53	1.056	70.6
Knowledge educational process	6	25	41	70	28	3.52	1.044	70.4
Knowledge production on site	8	21	41	69	31	3.55	1.071	71.0
Educational technology	14	25	43	59	29	3.38	1.171	67.6
Quantity surveying	10	33	43	53	31	3.36	1.160	67.2
Design technology	11	32	42	56	29	3.35	1.158	67.0
Analysis to what Extend do you possessed these knowledge.						**3.45**	**1.110**	**69.0**

Source (Alkinani, 2013)

7.4.13. Statistical conclusions of the most common problem factors within dependent variables for training needs assessment

The method of descriptive statistics analysis focused on determining the results, frequencies, and ratios by analyzing and studying the responses of all participants in the study sample. Results were obtained from the entire labor force, as shown in Table 7.19. This table shows the most common problems that exist within each dependent variable in the questionnaire designed for the study problem. All of these factors for the most common problems are real results and evidence obtained from the study participants, all of whom are employed in the Ministry's Center. Therefore, these results and frequencies indicate that there are several common problems in the development of the education sector in Iraq.

Table 7.19: Most Common Problem Factors Within Dependent Variables For Training
Need Assessment.

	Dependent Variables	Common Problems	Average	Standard Deviation	Percentage%
1	Problem of potential education management	Shortage of skilled and knowledge workers	3.92	1.187	78.4
2	Assessment of training needs employees	Organizational problems	4.05	0.879	81.0
3	Common barriers for conducting training needs	Lack of support from top management	3.85	1.077	77.0
4	Possible best Methods used in determining TNA	Performance Appraisal Forms	3.94	0.833	78.8
5	Possible best criteria for determining TNA	Cost-effectiveness	3.78	0.964	75.6
6	Training needs assessment based on Operational level	Competency Analysis	3.92	0.866	78.4
7	Training needs assessment based on Individual level	Daily analysis	3.89	0.942	77.8
8	Importance of training needs	Training needs assessment play important role to ensure training effectiveness improvement	4.07	0.781	81.4
9	The importance of these skills in the work career	Business skills,	3.79	1.060	75.8
		Enterprise skills	3.79	0.966	75.8
10	Analysis to what extend you possessed these skills	Business skills	3.79	1.061	75.8
11	The important of this knowledge in work career	Knowledge production on site	3.79	1.048	75.8
12	Analysis to what Extend do you possessed these knowledge	Knowledge production on site	3.55	1.071	71.0

Source (Alkinani, 2013)

7.5. Factor Analysis of Employees' Responses

These results were obtained by analyzing the factors for the responses of the participants in the study from various staff of the Iraqi Ministry of Higher Education. The Principal Component Analysis method through the statistical analysis program aims to know the link to all the factors behind them. This study explains the importance of identifying the training requirements of the workforce at various levels of employment. All the main factors representing the main problems and obstacles with high statistical proportions were identified by the questionnaire (Appendix 1), thus:

1. The results of the analysis were obtained in the questionnaire (Appendix 1) through Principal Component Analysis. The results are shown in the attached tables in Appendix 2 showing eight factors of the main Eigenvalues greater than 1, according to Table 7.20.

Table 7.20: Principal Component Analysis of Employees' Responses (more than 1.00)

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	12.019	18.779	18.779
2	4.576	7.150	25.929
3	3.699	5.780	31.709
4	3.252	5.081	36.790
5	2.817	4.402	41.192
6	2.567	4.010	45.202
7	2.083	3.255	48.457
8	1.992	3.112	51.569

2. The analysis of the main components in Table 7.21 for all 16 factors showed that the factors containing a total greater than 0.05 of the total variance of the final results of the factors were obtained (Appendix 2).

Table 7.21: Factor Analysis (greater than 0.05)

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	0.985	1.539	73.470
2	0.930	1.453	74.924
3	0.902	1.409	76.332
4	0.863	2.911	54.480
5	0.819	1.279	77.612
6	0.797	1.245	78.857
7	0.744	1.163	80.020
8	0.727	1.136	81.156
9	0.668	1.044	82.200
10	0.637	0.995	83.196
11	0.617	0.965	84.161
12	0.597	0.933	85.093
13	0.592	0.925	86.018
14	0.566	0.884	86.902
15	0.509	2.358	56.838
16	0.505	0.788	87.690

7.5.1. Component for factor one

The results are presented in Table 7.22; all the final values were of all the dependent variables for the first factor, where the saturated values, which were 35 variables continuing in the first main factor and were considered within the first factor. The highest values within the single factor starting from the highest load, which was in factor number X46 (Interpersonal Skills), obtained the highest value of the final loading amount 0.607 down to the lowest value of the variable of 0.505. Therefore, all these variables within the first main factor are necessary and important in the design of the implementation of Training Needs Assessment programs for all employees at the Iraqi Ministry of Higher Education.

Table 7.22: Communalities of Variable More Than (0.05) in Factor One

Component	Variable Symbol Communalities	Name of Dependent Variable	Duties
1	X46	Interpersonal skills	0.607
2	X50	Technical skills	0.596
3	X49	Enterprise skills	0.594
4	X43	Conceptual skill	0.584
5	X22	Availabilities of HR expertise	0.584
6	X23	Top management preference	0.584
7	X55	Knowledge production on site	0.582
8	X29	Managerial skills audit	0.578
9	X56	Construction technology	0.578
10	X48	Interpersonal skills	0.578
11	X44	Enterprise skills	0.577
12	X59	Management, of administration sites	0.576
13	X51	Business skills	0.574
14	X58	Design technology	0.567
15	X53	Management of administration sites	0.561
16	X54	Knowledge process	0.558
17	X45	Business skills	0.554
18	X47	Project management	0.551
19	X52	Conceptual skill	0.550
20	X26	Availabilities of facilities	0.548
21	X27	Job analysis	0.548
22	X57	Quantity surveying	0.545
23	X42	Project management skills	0.542

Table 7.22 (Devam): Communalities of Variable More Than (0.05) in Factor One

Component	Variable Symbol Communalities	Name of Dependent Variable	Duties
24	X38	Training needs assessment play important role to ensure training effectiveness improvement	0.533
25	X60	Knowledge educational process	0.531
26	X18	Advisory committee	0.531
25	X24	Time required	0.529
27	X30	Skills inventory	0.529
28	X61	Knowledge educational process	0.526
29	X62	Educational technology	0.524
30	X41	Technical skills	0.519
31	X16	On-site Observations	0.516
32	X17	Questionnaires	0.516
33	X32	Repertory analysis	0.511
34	X63	Quantity surveying	0.565
35	X19	Document reviews/examinations	0.505

7.5.2. Component for factor two

The dependent variables in Factor Two were 19 variables and they continued in Factor Two. The highest loading value, which is represented by factor X12 (Unsystematic training approaches), obtained the highest value of the final loading value (0.579) down to lowest value of the variables in the same main factor (X9: Lack of funding resources) with the lowest loading value of 0.502. These values are among the most important ways that will address the problems that exist so far in the training development of employees and how to improve their work and have them perform their tasks with high efficiency (Table 7.23).

Table 7.23: Communalities of Variables (More Than 0.05) in Factor Two

Component	Variable Symbol Communalities	Name of Dependent Variable	Duties
1	X12	Unsystematic training approaches	0.579
2	X15	Wasting of time and money	0.578
3	X11	Lack of adequate expertise	0.572
4	X44	Enterprise skills	0.568
5	X41	Technical skills	0.562
5	X10	Lack job descriptions	0.550
6	X2	Poor communication	0.547
7	X42	Project management skills	0.539
7	X14	Lack of new workers interested in skills development programs	0.537
8	X19	Document reviews/examinations	0.537
9	X16	On-site Observations	0.530
10	X1	Technical problems	0.527
11	X40	TNA used for improving the trainees level of knowledge, skills, and attitude	0.527
11	X43	TNA used for improving the trainees level of knowledge, skills, and attitude	0.520
12	X20	Focus groups	0.519
13	X45	Business skills	0.516
14	X46	Interpersonal skills	0.512
15	X51	Business skills	0.511
16	X6	To meet new changes in work environment	0.510
17	X26	Availabilities of facilities	0.507
18	X23	Top management preference	0.503
19	X9	Lack of funding resources	0.502

7.5.3. Component for factor three

In Factor Three, saturated values were shown, which reached 11 variables .starting from the highest load with X63 (Quantity surveying). The highest value of the final loading value (0.598) down to the lowest value of the variables (X36: Training) help to achieve organizational goals (if it is based on training needs assessment of construction employees) by the lowest loading value of 0.502. These

results have a clear role and direct impact on the methodology and future plans of the Ministry of Higher Education and Scientific Research on the implementation and design of Training Needs Assessment programs (Table 7.24).

Table 7.24: Communalities of Variable (More Than 0.05) in Factor Three

Component	Variable Symbol Communalities	Name of Dependent Variable	Duties
1	X63	Quantity surveying	0.598
2	X35	TNA aim to improve workforces	0.590
3	X37	TNA helps to achieve training cost reduction effectiveness	0.589
4	X61	Knowledge production on site	0.582
5	X59	Management of administration sites	0.580
6	X60	Knowledge educational process	0.555
	X40	TNA used for improving the trainees level of knowledge, skills, and attitude	0.544
7	X62	Educational technology	0.530
8	X57	Quantity surveying	0.529
9	X34	Diary Analysis	0.525
	X44	Enterprise skills	0.525
10	X58	Design technology	0.508
11	X36	Training help to achieve organizational goals if it is based on training needs assessment of construction employees	0.502

7.5.4. Component for factor four

The fourth factor contains 12 components with saturated values with the highest value of 0.887 and the lowest value of 0.524 g. These values determined a significant relationship between all components of this factor. These values are also the most important ways to address the problems in the training and development of staff and how to improve their work and perform their functions efficiently (Table 7.25).

Table 7.25: Communalities of Variable More Than (0.05) in Factor Four

Component	Variable symbol communalities	Name of dependent variable	Duties
1	X10	Development employees skills	0.887
2	X49	Enterprise skills	0.599
3	X47	Project management	0.597
4	X50	Technical skills	0.564
5	X13	Lack of support from top management	0.557
6	X5	Development employees skills	0.557
7	X11	Lack of adequate expertise	0.548
8	X38	Training needs assessment play important role to ensure training effectiveness improvement	0.545
9	X21	Performance appraisal forms	0.539
10	X12	Unsystematic training approaches	0.535
11	X4	Shortage of skilled and knowledge workers	0.528
12	X37	TNA helps to achieve training cost reduction effectiveness	0.524

7.5.5. Component for factor five

This factor consists of 10 core components that represent high ratios and values determining the most important ways to address the assessment of training needs at work. The highest value was 0.570 and the lowest value of the components was 0.516. These indicators are important approaches that solved problems that have existed so far in the training and development of employees (Table 7.26).

Table 7.26: Communalities of Variable (More Than 0.05) in Factor Five

Component	Variable Symbol Communalities	Name of Dependent Variable	Duties
1	X31	Performance review/appraisal	0.570
2	X29	Managerial skills audit	0.566
3	X62	Educational technology	0.563
4	X32	Repertory Grid Analysis	0.550
5	X28	Competency analysis	0.548
6	X27	Job Analysis	0.547
7	X60	Knowledge educational process	0.547
8	X10	Lack job descriptions	0.541
9	X63	Quantity surveying	0.523
10	X11	Lack of adequate expertise	0.520
11	X57	Quantity surveying	0.519
12	X26	Availabilities of facilities	0.516

7.5.6. Component for factor six

Factor Six has seven basic components in the research and contain the highest values common within the same factor from Table 4.27. The maximum amount of the load (X4) obtained the highest value of the final loading value (0.632), down to the smallest value of the dependent variables (X39) by the lowest of the common value (0.501). Within the sixth main factor clearly shows the existence of indicators of a strong correlation between these variables within the same factor. We obtained these indicators through the method of factor analysis of the main components of the dependent variables where these values are among the most important ways that will address the problems in the training and development of employees (Table 7.27).

Table 7.27: Communalities of Variable More Than (0.05) in Factor Sex

Component	Variable symbol communalities	Name of dependent variable	Duties
1	X4	Shortage of skilled and knowledge workers	0.632
2	X5	Development employees skills	0.573
3	X3	Management problems	0.566
4	X7	Organizational problems	0.527
5	X6	To meet new changes in work environment	0.523
6	X35	TNA aims to improve workforces	0.515
7	X39	Development professional and personal development respectively	0.501

7.5.7. Component for Factor Seven

This includes the main factor which represents a percentage of the common problems in the work of assessing the training needs on eight components greater than 0.05. It obtained the highest value of the final loading value (0.560) down to the lowest value of the dependent variables in the same factor (X1: Technical problems) by the lowest load value of 0.510. This clearly shows a strong correlation between those variables. These factors are among the most important methods that will address the problems that exist at the Ministry of Higher Education (Table 7.28).

Table 7.28: Communalities of Variable (More Than 0.05) in Factor Seven

Component	Variable symbol communalities	Name of dependent variable	Duties
1	X12	Unsystematic training approaches	0.560
2	X31	Performance review/appraisal	0.542
3	X58	Design technology	0.536
4	X33	Versatility chart/analysis	0.533
5	X55	Knowledge production on site	0.524
6	X32	Repertory grid analysis	0.520
7	X15	Wasting of time and money	0.515
8	X1	Technical problems	0.510

7.5.8. Component for factor eight

In Factor Eight, the numbers for variables reached 8 variables. It has the highest values in common within the same factor starting from the highest load or common values and X42 (Project Management Skills), with a value of 0.576, down to the lowest value of the variables in the same factor (X 43: Conceptual skill) with a value of 0.509. These values are the most important ways to solve all the problems and challenges facing the implementation of the program of the Training Needs Assessment (Table 7.29). These indicators and values have a clear direct impact on the future plans of the Ministry of Higher Education on the implementation and design of Training Needs Assessment programs.

Table 7.29: Communalities of Variables (More Than 0.05) in Factor Eight

Component	Variable Symbol Communalities	Name of Dependent Variables	Duties
1	X42	Project Management Skills	0.576
2	X20	Focus Groups	0.538
3	X64	design technology	0.563
4	X41	Technical Skills	0.518
5	X19	Document Reviews/Examinations	0.510
6	X43	Conceptual Skill	0.509

7.6. Analysis of Variance ANOVA for Training Needs Indicators Between Groups

The following tables show all the results obtained by the statistical analysis (ANOVA) and the extent of the statistical differences in the results with clear and real signs between the groups where the level of significance of all dependent variables is limited between 0.00 into 0.42. All these results were less than 0.05, but the P-Value must be equal to or more than 0.05. Therefore, there are several statistical differences in the means related to each dependent variable (Appendix 4), which is an indicator of the training procedures between the groups. The tests were conducted among all groups in the form of pairs to determine the differences between all means and indicators.

7.6.1. ANOVA analysis for problem of potential education

The results of the analysis of the potential education management problem were that the P-Value was less than 0.05. There were more significant differences among these four groups within the same problem, such as technical problems, poor communication, administrative problems and employees lacking of skills and knowledge. Within this problem, this analysis shows that there are significant differences between all groups and that there is no relationship between any of them. All the results of the ANOVA analysis were 0.000, which is less than 0.05 (Table 7.30).

Table 7.30: ANOVA Analysis for Possible Education Management Problem

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	28.349	3	9.450	7.575	
Within Groups	843.245	676	1.247		0.000
Total	871.594	679			

7.6.2. ANOVA analysis for training needs assessment of employees

For groups "assess the training needs of employees," all the results were between the groups, developing staff skills, meeting the challenges in the work environment, organizational problems, and job development, where the P-value was 0.025, which is less than 0.05. Therefore, there were large differences among these four groups but no major relationship between those groups (Table 7.31).

Table 7.31: ANOVA Analysis For Training Needs Assessment of Employees

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	10.872	3	3.624	3.451	
Within Group	709.730	676	1.050		0.025
Total	720.602	679			

7.6.3. ANOVA analysis for barriers of training needs assessment

The results for "Training needs assessment barriers" are presented in Table 7.32. The results were between the groups at 0.031 which were less than 0.05. There was a significant difference between these groups in terms of lack of resources, lack of job descriptions, lack of experience, unplanned training curricula, lack of support by the higher administrations, a shortage of new workers interested in skills development programs and wasting time and money. The values of these groups were less than a factor P-Value = 0.05.

Table 7.32: Training Needs Assessment Barriers

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	8.981	6	2.797	2.557	
Within Groups	1294.216	1183	1.094		0.031
Total	1303.197	1189			

7.6.4. ANOVA Analysis for possible methods in determining training needs

All values between groups of possible methods in determining the training needs included workplace observations, the questionnaire, a committee of experts, tests, presentation of documents, focus groups, and performance evaluation models. This showed that there is a more significant difference for seven groups in terms of P-value equaling 0.000, which is less than 0.05 (Table 7.33).

Table 7.33: ANOVA Analysis for Possible Methods in Determining the Training Needs

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	20.806	5	4.161	4.897	
Within Groups	861.715	1014	0.850		0.000
Total	882.521	1019			

7.6.5. ANOVA analysis of criteria of training needs assessment

For the five groups of training needs assessment criteria, availability of human resource expertise, management preference, top cost effectiveness, and availability of facilities, there is a significant difference for these groups with a P-value equaling 0.038, which is less than 0.05 (Table 7.34).

Table 7.34: ANOVA for Possible Best Criteria for Determining Training Needs Assessment

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	9.944	4	2.486	2.750	
Within Groups	764.174	845	0.904		0.38
Total	774.118	849			

7.6.6. ANOVA analysis for assessment of operational and individual levels

The result for the operational group was 0.15. This included performance review, evaluation, reference analysis, graph, analysis ingenuity, analysis of diaries. The result for the individual group was 0.017, including work analysis, efficiency

analysis, management skills review and skills inventory. Therefore, there was a significant difference between these four groups with P-values equaling 0.015 and 0.017, respectively, which is below the level of 0.05 (Table 7.35).

Table 7.35: ANOVA Analysis for Training Needs Assessment Based on Operational and Individual Levels

Operational	Sum of Squares	df	Mean Square	F	Sig
Between Groups	7.932	3	2.644	3.456	
Within Groups	516.855	676	0.765		0.15
Total	523.787	679			
Individual	Sum of Squares	df	Mean Square	F	Sig
Between Groups	8.390	3	2.797	3.237	
Within Groups	584.016	676	0.864		0.017
Total	592.406	679			

7.6.7. ANOVA analysis for importance of training needs analysis

There is a significant difference between the four groups. Training helps to achieve organizational objectives. If it is based on evaluating the training needs of construction personnel, it helps to effectively reduce training costs. Analyzing the importance of training requirements affects the effectiveness and efficiency of job training programs. The result for this group was 0.000, which is less than the P-value equaling 0.05 (Table 7.36).

Table 7.36: ANOVA for Importance of Training Needs

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	13.355	5	2.671	3.306	
Within Groups	819.640	1014	0.808		0.000
Total	832.995	1019			

7.6.8. ANOVA Analysis for importance of skills and the extent of ownership of these skills

Significant differences were identified between the variables of the dependent variable and the importance of possessing skills and expertise, where the ratio was 0.031, including the six skills, such as technical skills, project management skills, conceptual skills, enterprise skills, work skills, competency and interpersonal skills. With the group "the extent of ownership of these skills" was 0.042, including project management, interpersonal skills, organizational skills, technical skills, work skills, and conceptual skill. The results for both were less than the p-value equaling 0.05 (Table 7.37).

Table 7.37: ANOVA Analysis of the Importance of Skills and "the Extent of Ownership of These Skills"

Importance of skills	Sum of squares	Df	Mean square	F	Sig
Between groups	15.340	5	3.068	2.725	
Within groups	1142.220	1014	1.126		0.031
Total	1157.756	1019			
Extent of ownership of these skills	Sum of squares	Df	Mean square	F	Sig
Between groups	15.370	5	3.074	2.575	
Within groups	1210.364	1014	1.194		0.042
Total	1225.734	1019			

7.6.9. ANOVA analysis of knowledge assessment and knowledge ownership

There were significant differences between the "knowledge assessment" group, which was 0.31, and the "knowledge ownership" group, which was 0.39. Therefore, the P-value equaled 0.031 and 0.039, which were less than 0.05 (Table 7.38).

Table 7.38: ANOVA Analysis of Knowledge Assessment and Knowledge Ownership

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	15.340	5	3.068	2.725	
Within Groups	1142.220	1014	1.126		0.031
Total	1157.756	1019			
	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	15.215	5	3.043	2.464	
Within Groups	1252.236	1014	1.235		0.039
Total	1267.451	1019			

7.7. Discussion of Findings Related to Research Objectives

The importance of the main objectives of this research study to identify and assess the training needs of knowledge, abilities, and skills in the higher education sector in Iraq was prepared and set three goals for research to achieve and reach them from various steps of the research. The results and objectives of this study were successfully and effectively achieved as follows:

7.7.1. Finding Related to Objective One

Identify the barriers that prevent the conduct of the assessment of training needs in the Iraqi Ministry of Higher Education

The activities of Training Needs Assessment programs based on supporting senior management, supervisors and decision-makers in the education sector developing systematic plans through which Training Needs Assessment wishes to achieve the benefits and objectives of these programs. The results were collected through questionnaires reaching into the departments associated with the ministry in order to reach the main purpose of the evaluation procedures the basic needs in training and development. Based on the importance of these results, the process of evaluating and implementing training needs in the higher education sector is not systematic. The results of this variable are summarized in Chapter 7 of the study and

in Table 4.9, in which all the responses of employees included lack of resources, lack of job description, lack of experience, unplanned training curricula, lack of interest of new employees in the development of functional skills, and loss of money and time, as these were the most common barriers to the implementation of Training Needs Assessment programs.

7.7.2. Findings Related to Objective Two

Exploring the nature of existing Training Needs Assessment offered by Iraqi higher education by identify the importance of levels of training practices

With regard to the role played by the size of the directorates in the Ministry of Higher Education in Iraq, a survey was conducted based on size factor and their administrative structure, the number of frequencies and percentage of responses. The size of the highest frequency ratio reached 69 with the highest percentage reaching 40.6 percent. These results indicate the high desire of participants in the study of the small directorates in the interest programs with Training and Development (Table 4.4). The urgent need is to perform a training needs assessment; however, many of the employees in the small directorates stress the need to develop and improve their skills and abilities to work within this important educational sector. The final results from the percentages and frequencies of respondents in the sample of the study in this demographic variable were based on the size of the job structure in the directorates affiliated with the Ministry of Higher Education. The survey was answered by the participants whose departments worked on implementing formal programs. More than half of the participants indicated that their directorates showed the highest frequency of participants (every two years) at a frequency of 61 with the highest percentage being 35.9 percent (Table 4.5). This indicates that the directorates of the Ministry of Education in Iraq need to assess their training needs regularly and systematically.

7.7.3. Findings related to objective three

Investigate actual knowledge and skills possessed by all employees of the Ministry of Higher Education in Iraq and the quality of skills and abilities required to meet needs

The gap between the knowledge group and skills group needed to be developed and used as one of the most important fundamentals to identify the training needs that suit employees in the higher education sector in Iraq. The ANOVA Analysis showed a pronounced distinction between the knowledge group and skills group such that the p-value for the skills group was 0.017 with F at 2.738 and 2.575 (Table 7.37) and the p-value for the knowledge group was 0.039 with F at 2.464 (Table 7.38). The results for both the knowledge group and skills group were less than the p-value of 0.05. The Iraqi Ministry of Higher Education must develop all skills and knowledge for each educational and administrative employee based these results in order to determine real training needs at different levels and in different positions to ensure the success of training programs and to eliminate skills gaps, increase knowledge and improve the quality of performance of the workforce at the Iraqi Ministry of Higher Education.

7.8. Hypothesis Testing and Homogeneity

The previous homogeneity test of the null hypothesis (heterogeneity of variance) against the alternative hypothesis (heterogeneity of variance) using the Levene statistic showed a mean value of 2.462 and a weak moral (P-value 0.095> 0.05). Therefore, the null hypothesis is accepted at a level of significance of 5% for the homogeneity of the variances of the variables studied in this study table 7-39.

Table 7.39: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
depend	Based on Mean	2.462	11	52	.095
	Based on Median	1.965	11	52	.072
	Based on Median and with adjusted df	1.965	11	27.798	.073
	Based on trimmed mean	2.437	11	52	.096

To verify the hypotheses of the study on the moral differences of the training needs assessment tools at the Iraqi Ministry of Higher Education, the t-test was used while the Kruskall-Wallis test was used to verify that there were statistically significant differences in the assessment of training needs by demographic variables (age, job experience, work position) for all employees at the Iraqi Ministry of Higher Education. The Mann-Whitney test was also performed to verify the existence or absence of statistically significant differences in the assessment of organizational variables (size of management, Frequencies of Conduct Training Needs Assessment) for a sample of employees at the Ministry of Education Higher Education; the following are the results of these tests:

7.8.1. Hypothesis One: There is a statistically significant difference in the evaluation of Training Needs Assessment Tools at the Ministry of Higher Education in Iraq.

The results of the *t*-test showed that there were significant statistical differences for all the tools of training needs assessment at the Iraqi Ministry of Higher Education. Table 7.40 illustrates these results:

Table 7.40: *T*-Test for Differences Between Training Needs Assessment Tools

Variable	Calculated *t*-value	Level of significance P
The problem of potential education management	62.260**	0.000
Evaluation of training needs of employees	74.826**	0.000
Obstacles to training needs in the department	70.535**	0.000
Possible ways of identifying training needs	78.038**	0.000
Criteria for determining training needs assessment	74.461**	0.000
Evaluation based on operational level	76.416**	0.000
Evaluation based on individual level	73.637**	0.000
The importance of training needs analysis	86.180**	0.000
The importance of skills in the department	62.936**	0.000
The extent of possession of skills	57.099**	0.000
Assessment of knowledge in the department	64.716**	0.000
The extent of ownership of this knowledge	56.845**	0.000

It is clear from the above table that the calculated value of the test and all the training needs assessment tools is greater than the scale of 1.645 at 0.05 and 3.326 at 0.01. This indicates that there are statistically significant differences which lead to acceptance and non-rejection of Hypothesis One

7.8.2. Hypothesis Two: There is a statistically significant variation in the evaluation of Training Needs Assessment according to demographic variables (age, work experience, and work position) for all employees at the Ministry of Higher Education in Iraq

The results of Hypothesis Two for demographic variables (age, work experience, work position) were obtained through the Kruskal-Wallis test of the demographic variables in the assessment of training needs at the Iraqi Ministry of Higher Education (Table 7.41).

Table 7.41: Kruskal-Wallis for Demographic Variables

Calculated value	Degrees of freedom	Level of significance P	Value
6.115*	2	0.044	5.991

It is clear from the table that the calculated value of the test is greater than the scale equation at the 0.05 level, thus rejecting the null hypothesis. There are no significant differences in the assessment of the training needs based on the demographic variables. This means achieving and accepting Hypothesis Two. There are statistically significant differences in the assessment of training needs based on demographic variables at the Iraqi Ministry of Higher Education.

7.8.3. Hypothesis Three: There is no significant difference in the evaluation of organizational variables (department size and frequency of Training Needs Assessment) for all employees in the Ministry of Higher Education in Iraq

The Mann-Whitney test for the organizational variables is used to verify that there are differences between two variables. This test was applied to the organizational variables of the study sample (Table 7.42).

Table 7.42: Mann-Whitney Test for Organizational Variables

Calculated value	Level of significance	Value of Mann-Whitney tested	
		$W_{1-\alpha/2}$	$W_{\alpha/2}$
4	0.294	2	12

The above Table shows that the calculated value of the test is 4, which is greater than the $W_\alpha/2$ and less than $W_{1-\alpha/2}$. We do not reject the null hypothesis (no differences between the organizational variables). Thus, we can accept the third hypothesis and state that there are no significant differences between the organizational variables of all employees in the Iraqi Ministry of Higher Education.

CHAPTER EIGHT

CONCLUSIONS AND RECOMMENDATIONS

8.1. Conclusions & Discussion

These results in this chapter were obtained through the work procedures on the method of statistical analysis of the data of the respondents using statistics and descriptive tests of data to reach the final results through which the problems and obstacles facing training and training needs assessment can be addressed as follows:

1. The percentage of participants in the study was determined by demographic factors (age, work experience, job position) and organizational factors (size of the directorate, frequency of conducting training needs assessment). The results showed a great desire and interest of staff to participate in both training and evaluation programs of training in order effectively and successfully to develop their skills and experience in the job.

2. This study identified the most common problems and barriers that hinder the design and implementation of training programs and the assessment of training needs that prevent staff from participating in training. Many of the following problems and obstacles identified the problem of potential management of education, assessment of training needs of staff, problems and training needs at work, possible ways of identifying training needs, criteria for identifying training needs, problem of individual assessment, importance of training needs analysis, the extent to which they possess skills, the assessment of knowledge in management and the extent to

which knowledge is acquired. Different numbers and values for each problem have emerged (percentage, standard deviation, mean).

3. The main factors were identified by analyzing the factors in order to determine the correlation or relationship between the problems or obstacles mentioned in the questionnaire. Key factors were extracted through the principle components method (Eigen value). The results showed that there were eight main factors with saturated ophthalmic values. These are the main factors that explain the most important factors affecting the training needs assessment programs as they provide real indicators of the most important factors that caused the problems and challenges in the implementation of the assessment of training needs at work.

4. Identifying the differences between the statistical differences between the groups obtained by ANOVA analysis of the main problems facing the Iraqi Ministry of Higher Education is the problem of the potential management of education, assessing the training needs of staff, problems and training needs at work, possible ways of identifying training needs, identification of training needs, assessment of knowledge in management and the extent of knowledge ownership. The significant differences between the groups obtained by the P-value were less than the value or the degree of acceptability (0.05) with a marked statistical significance between these groups.

5. The validity of the three study hypotheses was verified and confirmed. The first hypothesis provided for the existence of differences in training needs assessment tools. The one sample t-test was used for all dependent variables. The second hypothesis (Kruskall-Wallis test) was used to verify that there were statistically significant differences in the assessment of training needs by demographic variables (age, work experience, job position) for all employees. The third hypothesis (Mann-Whitney test) was calculated to verify that there were statistically significant differences in the assessment of organizational variables (size of management, frequency of assessment of training needs) for all employees.

8.2. Recommendations

1. The results of the research showed the importance of assessing the needs of training on modern information and technology and the necessity of the participation of the workforce in the category of new employees and identifying their needs from the training programs. Different staff should be involved in the work environment and encouraged to develop their abilities and skills.

2. Assessing training needs should be considered one of the most important challenges facing the career environment. The trainers, department managers, and job supervisors should ensure that the best training needs assessment programs are provided as they are fully responsible for the success and efficiency of the training, assessing the training needs and studying the views of all employees on the quality of the training needs assessment performance.

3. The senior management and decision-makers at the Iraqi Ministry of Higher Education should develop appropriate solutions to eliminate the main problems and obstacles mentioned in this chapter in order to ensure that the workforce is able to gain the skills and experience of training programs based on its assessment of training needs.

4. Training needs assessment and training program managers should develop a comprehensive plan to support all training activities and practices so as to maintain the quality of the training programs' performance with the need to develop a systematic strategic plan to identify future training requirements.

5. Emphasis should be placed on the treatment of the eight basic factors that were extracted through the method of analysis factors for dependent variables. Officials at the Iraqi Ministry of Higher Education should develop a systematic strategy to address these factors, which present many problems and challenges in implementing the training needs assessment of various employees.

6. To address the challenges and obstacles in assessing the training needs based on the significant statistical differences that were extracted from the correlation coefficient on all the dependent variables in the sample of the study, as they are real results for many of the respondents' responses in the study sample

7. Emphasis on the development of a systematic and comprehensive plan to eliminate the differences of statistical significance in the three hypotheses of the research (training needs assessment tools, demographic variables, organizational variables) that have been verified and not rejected in this chap

REFERENCES

Armstrong, M. (2006). *Human Resource Management Practies* . London: British Library Cataloguing in Publication,UK.

Rany, A. (2008). *Human Resource Management* . London: ATG Educational – London office,Uk.

Greer, C. R. (2001). *strategic of Human Resource Management* . Upper Saddle River, New Jersey: Pearson Custom Publishing,USA.

Georgiou Aikaterini, V. M. (2014). *Personal Management.vs. Human Resource Management.* Thessaloniki ,Intrnational Hellenic University, Greece .

DESSLER, G. (2012). *Human Resource Management* . Prentice Hall ,New jersy,USA.

Rao. (2006). *Human Resource Management and Environment.* Lebriry of Chicago University , Chicago:USA.

Becker. (2001). *Strategic Human Resource Management In A Changing Environment.* Harvard Business, Boston,UK.

Ganesan. (2014). *Introduction of Human Resource Management HRM. International Journal of Business and Administration Research,*Vol:4,pp:10-12, New York,USA.

Amor, M. B. (2001). *A Framework for Human Resource Management* . International Civil Service Commission, United Nations, USA.

Greer, C. R. (2001). *strategic of Human Resource Management* . Upper Saddle River, New Jersey: Pearson Custom Publishing,USA.

Peter Boxall, J. P. (2007). *Human Resource Management* . New York: Oxford University Press Inc., New York,USA.

Raja Abdul Ghafoor Khan, F. A. (2011). Impact of Training and Development on Organizational performance . *Global Journal of Management and Business Research* ,Vol:9,pp: 64-66,Pakistan.

Robert L. Mathis, J. H. (2006). *Human Resource Management.* Thomson South-Western: UK.

Itika, J. S. (2011). *Fundamentals of human management Emerging experiences from Africa.* African Studies Centre, Mzumbe.

Suthiphan, S. (2010). The Impact Of Strategic Human Resource Management. *Journal of European Industrial Training* ,Vol:8,pp: 18-20,European.

Burma, Z. A. (2014). Human Resource Management and Its Importance for Today's Organizations. *International Journal of Education and Social Science* ,Vol:7,pp: 89-90,USA.

Dessler. (1998). *Human Resources Management in Perspective* . CFT Training and Human Resources, NewYork: USA.

Ray, R. T. (2007). *Advanced Human Resource Management.*: Rai Technology University, Dhodballapur Nelmangala Road,INDIA.

Armstrong. (2010). *Armstrong'sessential Human Resource Management Practice.* United States: Kogan Page Limited,Uk.

Armstrong, M. (2009). *Human Resource Management Practies* . Library of Congress Cataloging-in-Publication Data, London.

Genç, K. Y. (2014). Environmental Factors Affecting Human Resources Management Activities of Turkish Large Firms . *International Journal of Business and Management* ,Vol;9.pp 102-105,Turkey.

Timms, P. (2013). *Human Resource Management in Future* . London Educational Library, London,UK .

Riston, N. (2008). *Strategic Management.* Ventus Publishing Library, New yurk,USA.

Anna Rakowska, K. B. (2015). *Human Resource Management and Environment* . Bangkok · Celje · Lublin: Bangkok · Celje · Lublin.

Becker. (2001). *Human Resource Management*, Harvard Business School Press, Boston,UK.

Hassija, T. (2014). Strategic Human Resource Management In Changing Environment. *International Journal Of Reviews, Surveys And Research (Ijrsr)* ,Vol:9,Pp: 90-91,India.

Riston, N. (2017). *Strategic Management,2nd Edition.* BookBoon,Library.com,Ohio, USA.

David, F. R. (2015). *Strategic Management,Concepts and Cases,Fifteen Edition.* Pearson Education, London,UK.

Fred R. David, F. R. (2015). *Strategic Management.* British Library, Kendallville,USA.

Lesley Young. (2000). *Human Resource Management and Perspective.* Canadian HR Reporter, Canada.

José Emilio Navas López, L. Á. (2013). *Fundamentals Of Strategic Management.* Thomson-Reuters Civitas, Madrid,Spain.

David, F. R. (2011). *Strategic Management CONCEPTS AND Cases,Thirteenth Edition.* Library of Congress, New Jersey,USA.

Chen, S. (2005). *Strategic Management of e-Business,Second edition.* John Wiley & Sons Ltd, Chichester,UK.

Joanne Mowat. (2002). The Influnces Corporate Culture in organization. *International Business Journal* , Vol:4,pp:12-14,Span.

Cui Yu, T. Z. (2010). Internal Factors Affecting the Organizational Internationalization. *International Business Journal* ,Vol:3,pp: 6-7,JAPAN.

Dragnić, D. (2014). Impact Internal & External Factors On The Performance Of Fast-Growing Small And Meduim Businesses. *Journal of Contemporary Management Issues* , Vol:9,pp:118-119,.

Papulova, Z. (2014). The Significance of Vision and Mission Development for Enterprises in Slovak Republic. *Journal of Economics, Business and Management* ,Vol:4,pp: 13-14.

111

Othwell. (2003). *Planning And Managing Human Resources,Second Edition.* Published by Human Resource Development Press, Inc Canada.

Armstrong, M. (2006). *A Handbook of Human Resource Management Practies,10 Th Edition* . London and Philadelphia: British Library Cataloguing,UK.

Surbhi Mathur, e. (2012). *Human Resources Planning.* Russia: Library of Biyani's Institute of Science and Management,Spain.

Raymond A. Noe, J. R. (2011). *fundamentals of Human Resource Management,Fourth Edition*, McGraw-Hill/Irwin,a business unit of The McGraw-Hill Companies, Inc, New York,America.

Karla Spence, e. (2007). Strategic Thinking. *Leadership and Management Journal* , Vol:26,pp:3-4,USA.

Tracy Taylor, A. D. (2008). *A Strategic Human Resource Management Perspective,Managing People in Sport Organization.* British Library Cataloguing, Oxford, UK.

Messner, A. (2010). The Impact Training Needs Assessment on the Orgnazation. *International Business Journal* , Vol:9,pp:60-61.

Dessler, G. (2013). *Human Resource Management Perspective ,Thirteenth Edition.* Prentice Hall, United States of America.

Armstrong, M. (2009). Philadelphia, Library of Congress Cataloging-in-Publication Data, USA.

Dessler, G. (2011). FLORIDA,USA: Library of Florida International University,Usa.

Jackson, e. (2006). *Human Resource Management.* USA: Library of Congress Control.

Raymond Noe, J. H. (2015). *Human Resource Management: Gaining a Competitive Advantage Global Edition,*Mc Graw Hill Education Ohio , USA.

Tracy Taylor, A. D. (2008). *A Strategic Human Resource Management Perspective,Managing People in Sport Organization*, British Library Cataloguing, Oxford, UK.

William. (2013). *Planning of Human Resource Management.* Human Resource Development Press, Canada.

Shahira.(2013), Employee Motivation in the Non-government Financing, European Journal of Business and Management,vol:5,pp:122-123, Bangladesh.

Avies, I. C. (1999). Evaluation and Performance Management in Government. *SAGE Publications,Thousand Oaks and New Delhi.*, Vol:5,150-152,*London,UK*.

Milan Fekete, I. R. (2014). The Practical Model Of Employee Performance Evaluation . *Management Knowledge and Learning Journal* , Vol:34,pp:14-142,Hilland.

Aguinis, H. (2013). Performance Management. *Edinburgh Business Schoo Journall , Heriot-Watt University* , Vol: 12,pp:6-9,Canada.

Armstrong, M. (2006). *Performance Management,Third Edition.* Library of Congress Cataloging-in-Publication Data, London,UK.

Cokins, G. (2004). *Performance Management,Fifth Edition.* Library of Congress Cataloging, New Jersey,USA.

Suzan.T. (2014). *Performance Management,Seven Edition.* British Library Cataloguing-in-Publication Data, London,UK.

Hill. (2008). *Development the High Performance* . Library of Congress Cataloging-in-Publication Data, London,UK.

Raja Abdul Ghafoor Khan, F. A. (2011). The Impact Training & Development on Organization Performance,University of Lahore, *Global Journal of Management and Business Research.* , Vol:11,pp:63-65, Islamabad Pakistan .

Smither, J. W. (2008). *Performance Management ,*Jossey-Bass , USA.

Raymond Noe, J. H. (2015). *Human Resource Management:Gaining Competitive Advantage,Global Edotion,* Mcgraw-Hill Education Product ,USA.

Tayeb, M. H. (2005). *International Human Resource Management,* British Library Cataloguing in Publication Data, USA.

Ron Kenett, D. W. (1994). Process performance appraisal systems: a working substitute to individual performance appraisal. *Total Quauty Management* , Vol:5,pp:272-275,Australia.

Smither, J. W. (2009). *Performance Management* , Jossey-Bass A Wiley Imprint, San Francisco,USA.

Adivelu. (2014). A Study on Evaluation of Training Effectiveness among Employees in Addison & Co, Ltd. *European Journal of Business and Management* , Vol:6,pp:23-24, India

Rymond, e. a. (2015). *Human Resource Management , Gaining Competitive Advantge* . McGraw-Hill Education London ,UK.

Mehedi, e. (2013). Employee Perception towards Effective Training Program: A Study on Some Selective Private Commercial Banks, *European Journal of Business and Management* , Vol:5,pp:61-62 ,Morocco.

Jason ,et.al. (1998). Conscientiousness, Goal Orientation, and Motivation to Learn During the Learning Process" A Longitudinal Study. *Journal of Applied Psychology* , Vol:83,655-656, San Francisco.

Denisi, et.al. (2003). *Managing Knowledge for Sustained Competitive Advantage.* , Jossey-Bass, USA.

Zain, J. (2015). Impact of Training and Development on Organizational performance, *Journal of Resources Development and Management* , Vol:6,pp:27-28, Pakistan.

Shamaila,(2013), The impact of training and development o employees'skills enhancement and their subsequent intention to quit, African Journal of Business Management,volP7,pp:1033-1034, Pakistan.

Kant, S. (2013). A Review Of Factors Affecting Training Effectiveness Vis-À-Vis Managerial Implications And Future Research Directions. *International Journal of Advanced Research in Management and Social Sciences* , Vol:2,pp:155-156.

Roya. (2010). Personal Needs Assessment Approach in Strategic Training and Affective Commitment. *International Journal of Business and Management* , Vol:5,pp:145-146.

Ridha. (1998). Training and development needs assessment:a practical model for partner institutes. *Journal of European Industrial Training* , vol:12,pp:14-15.

Vimala. (2011). A Study on Training Factors and Its Impact on Training Effectiveness in Kedah State Development Corporation*International Journal of Human Resource Studies* , vol:1,pp:139-140, , Malaysia.

Denisa. (2010). The impact of external environment on organizational development strategy. *Journal of Human Resource Management* , vol:3,pp:11-12.

Nadeem, e. a. (2013). Training and Development Program and its Benefits to Employee and Organization. *European Journal of Business and Management* , Vol:5,pp:245-247.

Zahid, R. (2011). The growing concept and uses of training needs assessment. *Journal of European Industrial Training* , Vol:36,pp:446-447.

Ferdous, R. (2012). Importance of Training Needs Assessment in the Banking Sector of Bangladesh. *International Journal of Business and Management* , Vol:5,pp: 64-65.

 McClelland, (1994) "Training Needs Assessment Data-gathering Methods:

Individual Interviews", Journal of European Industrial Training, Vol . 18Issue: 2, pp.27-31,Pakstin.

sandy, R. (2008). Manua of Training Needs Assessment. *Journal of Human Resource Management* , Vol:4,pp:13-14.

 Moullin, (2017) "Improving and evaluating performance with the Public Sector Scorecard", International Journal of Productivity and Performance Management, Vol 66 Issue: 4, pp.442-458, UK

Alkaby. (2010).   Training Needs Assessment for the Iraqi industry. *Library of Salford University,* Vol:8,pp:35-36, *UK* .

David, A. (2011). Does Giving Contingent Rewards Improve Training Effectiveness And Change Professional Social Networking Behaviors? *Library of California State University,* Vol:9,pp:102-104, *USA* .

Vadivelu. (2014). A Study on Evaluation of Training Effectiveness among Employees in M/S Addison & Co., Ltd., Chennai,India. *European Journal of*

Business and Management , Vol:6,pp:23-24.

Anvari, S. (2010). Personal Needs Assessment Approach in Strategic Training and Affective Commitment,Malaysia. *International Journal of Business and Management* , Vol:5,pp:37-38.

Mertesacker, (2009) "Intercultural training: six measures assessing training needs", Journal of European Industrial Training, Vol. 33 Issue: 6, pp.539-558, Germany

Gregory, E. (2016). Effect of Training on the Achievement of National Government Constituency Development Fund Projects,European Journal of Business and Management. *European Journal of Business and Management* , Vol:8,pp:22-23.

Ahmed. (2009) Impact of Human Resource Management Strategy in Ministry of Higher Education in Iraq after 2003, Journal of Babylon University,Vol:3,pp:4-5,Iraq.

Alkabby. (2006). The Importance Training and Development on the Employee Performanc Journal of Baghdad University, Vol:2,pp:6-7.,Iraq.

Miamian Muhammad, R. Y. (2013). The Impact Of Employee Training And Development On Employee Productivity. *global journal & commerce and management perspective*,Vol:6,pp:7-9,EYGPT .

Abdus Sattar Niazi. (2011). Training and Development Strategy and Its Role in Organizational Performance . *Journal of Public Administration and Governance*,Vol:4,pp : 45-48,Iraq.

Hassan, M. (2011). The Impact Of Training And Development On The Performance Of Administrative Staff In The Public Sector Organisation , *European Journal of Business and Management*,Vol:6,pp:23-25,Pakstan.

Mohammed A. Abu Rumman, N. E.-R. (2016). Training Strategy and Its Impact on the Performance of Employees. *European Journal of Business and Management, Vol:12,pp:*222-225,Syria.

Chidiebere, M. (2014). Impact of Training and Development on Organizational Effectiveness. *European Journal of Business and Management* ,Vol:3,pp: 24-27, Malaysia.

Quartey, S. H. (2012). Effect of Employee Training on the Perceived Organisational. *European Journal of Business and Management* ,Vol:5, pp:80-82,

Hussein (2013).Models of Training Needs Assessment for the Iraqi Construction Industry, Library of Salford University, UK.

APPENDIXES

Appendix-1: **Questionnaire form**

Thesis Survey:

1. What is your age group?
      25-30
      31-40
      41-50
      51-60

2. How many years have been working in this department?
      0-2 Yrs.
      3-5 Yrs.
      6-10 Yrs.
      11-20 Yrs.

3. What is your position in your department?
      Subordinates
      Supervisors
      Manager
      Employee

4. What is your department size?
      Small department
      Medium department
      Large department

5. How often your company conducting TNA?
      Never
      Every one year
      Every two years
      Every three years
      Ad- hoc

6. To what extent do you disagree and agree for the following most Possible education management problem?

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
Technical problems					
Poor communication					
Management problems					
Shortage of skilled and knowledge workers					

7. To what extent do you agree or disagree with the following possible indicators to assess the training needs?

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
development employees skills					
to meet new changes in work environment					
Organizational problems					
Career development					

8. What is the common barrier for conducting training needs in your department?

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
Lack of funding resources;					
lack job descriptions					
Lack of adequate expertise					
Unsystematic training approaches					
Lack of support from top management					
Lack of new workers interested in skills development programs;					
wasting of time and money					

9. To what extent do you agree or disagree with the following possible best Methods Used in determining TNA in your department

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
On-site Observations					
Questionnaires					
Advisory Committee					
Document Reviews / Examinations					
Focus Groups					
Performance Appraisal Forms					
Assessment Centers					

9. To what extent do you agree or disagree with the following possible best criteria for determining TNA in your department

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
availabilities of HR expertise					
Top management preference					
Time required					
Cost effectiveness					
availabilities of facilities					

11. Training needs assessment in your company based on Operational level

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
Job Analysis (Operational Level)					
competency analysis (Operational Level)					
managerial skills audit (Operational Level)					
skills inventory (Operational Level)					

12. Training needs assessment in your company based on Individual Level

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
performance review / appraisal (Individual Level)					
Repertory Grid Analysis (Individual Level)					
versatility chart / analysis (Individual Level)					
diary Analysis (Individual Level)					

13. Importance of training needs in your department

	Strongly Agree	Disagree	Neutral	Agree	Strongly Agree
Training needs assessment play important role to ensure training effectiveness improvement					
Training help to achieve organizational's goals if it is based on training needs assessment of construction employees					
TNA helps to achieve training cost reduction					

effectiveness					
Training needs assessment help to manage change in your department					
TAN aim to improve workforces					
development professional and personal development respectively					
Training needs assessment help to motivates constructions employees to learn in educational field					
TNA used for improving the trainees level of knowledge, skills, and attitude					

14: Can you rate the importance of these skills in your company (level of importance?)

	1-Not important	2- Somewhat important	3- Neutral	4- Important	5- Very important
Technical Skills					
Project Management Skills					
Conceptual skill					
Enterprise skills					
Business Skills					
Interpersonal Skills					

15: Can you rate to what extend you possessed these skills?

	1- Poor	2-Fair	3.Average	4- Good	5-Excelent
1-Project Management					
2-Interpersonal Skills					
3-Enterpsie skills					
4-Technical skills					
5-Business skills					
6-Conceptual skill					

16: Can you rate the important of this knowledge in your department?

	1- Not important	2- Somewhat important	3- Neutral	4- Important	5-Very important
1- Management, of administration sites					
2- knowledge process					
3-knowlage production on site					
4- Construction technology					
5-Quantity surveying					
6-desgine technology					

17: To what extend do you possessed these knowledge's in your department?

	1- Poor	2-Fair	3- Average	4- Good	5-Excelent
1- Management, of administration sites					
2- knowledge educational process					
3-knowlage production on site					
4- educational technology					
5-Quantity surveying					
6-desgine technology					

Appendix-2: Factor Analysis

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	12.019	18.779	18.779	12.019	18.779
2	4.576	7.150	25.929	4.576	7.150
3	3.699	5.780	31.709	3.699	5.780
4	3.252	5.081	36.790	3.252	5.081
5	2.817	4.402	41.192	2.817	4.402
6	2.567	4.010	45.202	2.567	4.010
7	2.083	3.255	48.457	2.083	3.255
8	1.992	3.112	51.569	1.992	3.112
9	.863	2.911	54.480	1.863	2.911
10	.509	2.358	56.838	1.509	2.358
11	.487	2.323	59.161	1.487	2.323
12	.387	2.168	61.329	1.387	2.168
13	.265	1.977	63.306	1.265	1.977
14	.192	1.862	65.169	1.192	1.862
15	.124	1.756	66.925	1.124	1.756
16	.113	1.739	68.663	1.113	1.739
17	.086	1.697	70.361	1.086	1.697
18	.005	1.571	71.932	1.005	1.571
19	.985	1.539	73.470		
20	.930	1.453	74.924		
21	.902	1.409	76.332		
22	.819	1.279	77.612		
23	.797	1.245	78.857		
24	.744	1.163	80.020		
25	.727	1.136	81.156		
26	.668	1.044	82.200		
27	.637	.995	83.196		
28	.617	.965	84.161		
29	.597	.933	85.093		
30	.592	.925	86.018		
31	.566	.884	86.902		
32	.505	.788	87.690		
33	.486	.760	88.450		
34	.474	.741	89.191		

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
35	.444	.693	89.884		
36	.421	.658	90.542		
37	.413	.645	91.186		
38	.395	.617	91.804		
39	.361	.563	92.367		
40	.353	.551	92.918		
41	.342	.535	93.453		
42	.307	.479	93.932		
43	.302	.471	94.403		
44	.293	.459	94.862		
45	.283	.443	95.305		
46	.256	.400	95.704		
47	.249	.389	96.093		
48	.235	.367	96.460		
49	.214	.334	96.793		
50	.203	.318	97.111		
51	.199	.311	97.422		
52	.187	.292	97.714		
53	.185	.289	98.003		
54	.161	.252	98.255		
55	.153	.239	98.493		
56	.151	.236	98.730		
57	.132	.207	98.937		
58	.126	.197	99.134		
59	.118	.184	99.318		
60	.108	.169	99.487		
61	.098	.154	99.641		
62	.089	.139	99.780		
63	.077	.120	99.900		
64	.064	.100	100.000		

Total Variance Explained

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component							
	1	2	3	4	5	6	7	8
x1	.294	.527	.226	-.158-	.127	.180	.510	.106
x2	.231	.547	.232	-.147-	.156	.253	.239	.067
x3	.076	.177	.161	-.232-	.235	.566	.265	.167
x4	.050	.191	.094	.528	.134	.632	-.015-	.095
x5	.167	.161	.106	.557	.036	.573	.138	.013
x6	.294	.510	.178	-.062-	.139	.523	.244	.012
x7	.118	.229	.255	.020	.269	.527	.115	.081
x8	.314	.063	.230	-.131-	.241	.085	-.028-	.077
x9	.363	.502	.111	.505	.119	-.111-	.049	-.156-
x10	.314	.550	.075	.887	.541	-.143-	-.012-	.008
x11	.254	.572	.013	.548	.520	-.063-	.010	.026
x12	.197	.579	.077	.535	.198	-.067-	.556	-.107-
x13	.331	.280	.168	.557	.159	.045	-.150-	-.142-
x14	.276	.537	-.227-	-.295-	.213	-.225-	-.192-	.025
x15	.269	.578	-.107-	.131	.086	.088	.515	-.091-
x16	.516	.530	-.139-	.080	-.138-	-.022-	-.076-	-.120-
x17	.516	.291	-.008-	-.096-	-.118-	-.188-	.079	.056
x18	.531	.284	-.190-	-.201-	-.174-	-.233-	.072	.272
x19	.505	.537	-.198-	-.128-	-.080-	-.239-	-.081-	.510
x20	.340	.519	-.178-	.057	-.026-	-.080-	-.226-	.538
x21	.335	.271	-.149-	.539	.144	.018	-.184-	.020
x22	.584	.230	-.033-	.138	-.162-	.072	-.157-	-.181-
x23	.584	.503	.049	.226	-.200-	.113	-.123-	-.080-
x24	.529	.256	-.058-	.051	-.081-	.009	-.158-	-.118-
x25	.363	.163	-.180-	.249	-.142-	.082	-.224-	.033
x26	.548	.507	-.073-	.135	.516	.048	-.059-	.014
x27	.548	.260	-.081-	.287	.547	.075	-.005-	-.178-
x28	.508	.248	-.201-	.174	.548	.055	-.106-	-.126-
x29	.578	.114	-.112-	.085	.566	.056	-.020-	-.098-
x30	.529	.158	-.029-	.068	-.297-	-.139-	.142	.206
x31	.503	.122	-.018-	-.048-	.570	-.116-	.542	.094
x32	.511	.090	-.069-	.052	.550	-.126-	.520	.277
x33	.524	.040	.080	.067	-.075-	-.171-	.533	.052
x34	.341	.013	.525	.203	.176	.591	.078	-.189-

129

Component Matrix[a]

	Component							
	1	2	3	4	5	6	7	8
x35	.277	-.103-	.590	.267	.113	.515	.068	-.211-
x36	.368	.017	.502	.261	.157	-.262-	.105	-.228-
x37	.367	.176	.589	.524	.183	-.173-	-.052-	-.015-
x38	.533	.101	.276	.545	.078	-.239-	.174	-.114-
x39	.390	.012	.219	.245	.184	.501	.172	-.068-
x40	.311	.520	.544	.032	.034	-.090-	-.079-	.271
x41	.519	.562	.276	.165	.063	-.073-	-.207-	.518
x42	.542	.539	.285	.056	-.086-	-.003-	-.182-	.576
x43	.584	.520	.206	.027	.173	.019	.007	.509
x44	.577	.568	.525	-.092-	.049	.090	-.140-	.172
x45	.554	.516	.206	-.077-	-.153-	.146	-.018-	.198
x46	.607	.512	.205	-.263-	-.166-	.104	.026	-.205-
x47	.551	-.235-	.231	.597	-.192-	.017	-.107-	-.154-
x48	.578	-.253-	.126	.552	-.178-	.097	-.099-	-.030-
x49	.594	-.254-	.125	.599	-.211-	.062	.059	-.175-
x50	.596	.547	-.043-	.564	-.202-	.220	-.024-	-.183-
x51	.574	.511	.004	-.121-	-.094-	.226	-.091-	-.117-
x52	.550	-.223-	-.038-	.042	.049	.129	-.070-	-.285-
x53	.561	-.293-	-.008-	.084	-.023-	.219	-.121-	-.198-
x54	.558	-.174-	-.011-	.166	.160	.104	-.246-	-.091-
x55	.582	-.145-	-.047-	.210	.222	.021	.524	.109
x56	.578	-.103-	-.156-	.029	.225	-.052-	-.190-	.273
x57	.545	-.067-	.529	.178	.519	.006	-.059-	.100
x58	.567	-.211-	.508	-.011-	.119	.056	.536	-.081-
x59	.576	-.300-	.580	.095	.187	-.023-	.273	-.043-
x60	.531	-.251-	.555	.042	.256	-.003-	.119	-.036-
x61	.526	-.258-	.582	.029	.547	-.105-	.049	-.046-
x62	.524	-.156-	.530	.034	.563	-.056-	.204	-.078-
x63	.506	-.172-	.598	.038	.523	-.030-	.208	-.190-
x64	.039	.187	.148	.174	.058	-.105-	-.070-	.536

Extraction Method: Principal Component Analysis.[a]

Appendix-3: ANOVA Analysis

1.Possible education management problem

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.349	3	9.450	7.575	.000
Within Groups	843.245	676	1.247		
Total	871.594	679			

ANOVA

2. Possible indicators to assess the training needs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.872	3	3.624	3.451	.025
Within Groups	709.730	676	1.050		
Total	720.602	679			

ANOVA

3. The common barrier for conducting training needs.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.981	6	2.797	2.557	.031
Within Groups	1294.216	1183	1.094		
Total	1303.197	1189			

ANOVA

4. following possible best Methods Used in determining TNA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.806	5	4.161	4.897	.000
Within Groups	861.715	1014	.850		
Total	882.521	1019			

ANOVA

5. Possible best criteria for determining TNA.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.944	4	2.486	2.750	.038
Within Groups	764.174	845	.904		
Total	774.118	849			

ANOVA

6. Training needs assessment based on Operational level.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.932	3	2.644	3.456	.015
Within Groups	516.855	676	.765		
Total	523.787	679			

ANOVA

7. Training needs assessment based on Individual level.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.390	3	2.797	3.237	.017
Within Groups	584.016	676	.864		
Total	592.406	679			

ANOVA

8. Importance of training need.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.355	5	2.671	3.306	.000
Within Groups	819.640	1014	.808		
Total	832.995	1019			

ANOVA

9. The importance of these skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.050	5	3.010	2.738	.017
Within Groups	1113.885	1014	1.099		
Total	1128.935	1019			

ANOVA

10. to what extend you possessed these skills.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.370	5	3.074	2.575	.042
Within Groups	1210.364	1014	1.194		
Total	1225.734	1019			

ANOVA

11. The important of this knowledge.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.340	5	3.068	2.725	.031
Within Groups	1142.220	1014	1.126		
Total	1157.756	1019			

ANOVA

12. To what extend do you possessed these knowledge .

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.215	5	3.043	2.464	.039
Within Groups	1252.236	1014	1.235		
Total	1267.451	1019			

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name	:	HUSSEIN ALBAEJAWE
Nationality	:	IRAQI
Date and Place of Birth	:	15 February 1984, Baghdad
Marital Status	:	Marred
Phone	:	0505367862263
Email	:	husseincankaya@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	Çankaya Univ. Business Administration	2012
BS	Al-Mustansiriya - Iraq	2007
High School	Al-Farabi High School	2003

WORK EXPERIENCE

Year	Place	Enrollment
2009-2010	Ministry of Health	Accountant Officer
2010- present	Center of IMHE-Baghdad	Assis.HR.Managers

FOREIGN LANGUAGES

Elementary English.

HOBBIES

Musical chorus, reading book, and sport.

ÇANKAYA UNIVERSITY
Graduate School of Social Sciences
Check List for Master and Doctorate Thesis

1. Fill in the Form 5A (Authorization Request to Schedule an MS. / Ph.D Thesis Jury Form, available at the web page of Graduate School Of Social Sciences (GSSS)) together with thesis supervisor in order to determine Thesis Committee Members and The Defense Date. The delivery responsibility of The Invitation Cards (prepared by GSSS) for the Thesis Committee Members outside Çankaya University belongs to the Student. The Invitation Cards for the committee members at Çankaya University are delivered by the GSSS.

2. Get your thesis checked out at GSSS for Similarity Report (via ithenticate software program) and Format. If your thesis is found to be eligible in terms of Similarity and Format, please deliver one copy of your thesis to each thesis committee member at least 15 days before the defense date of your thesis.

3. This form is arranged for viewing the students' thesis in terms of plagiarism, similarity pecentage and format.

<u>Section I, II and III to be filled by the student</u>
Section I.

Student ID Number	2 0 4 5 8 0 5 0 8	Students' Name	Hussein ALBAGJAWE	The date of previous defense if any
		Programs' Name	MBA	

Title of the Thesis	The effect of the Assessement of Training Need In the Iraqi Ministry of Higher Education

If The Thesis Defense Date is Determined					
Date		Time		Place		Room Number	

Section II

The Form 5A	
☑ Handed to GSSS	☐ Not Handed To GSSS

Section III

Invitation Cards for Thesis Committee Members outside Çankaya University	
☑ Delivered	☐ Not Delivered

Section IV

The application date by the student for getting the thesis checked out in terms of similarity index and format 26/01/2018

The thesis viewed in terms of similarity percentage

- The similarity percentage of iThenticate Software:

The date for similarity percentage result, which was sent to the supervisor and the secretary of the department via e-mail: _ / __ /__ 26/01/2018

- The thesis in terms of format   ☑ ELIGIBLE   ☐ NOT ELIGIBLE.

The thesis checked out by	Ar. Eda Ağascioğlu	Signature		Date	29.01.2018

Section V (To be filled by the Supervisor)

In the thesis, there is   ☐ PLAGIARISM   ☐ NO PLAGIARISM.

Supervisor	Yrd. Doç Dr. Ayaz Gölnen	Signature		Date	7.2.18

10.11.2014