

**T.C.
ISTANBUL GEDİK UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**IMPACT OF TRAINING PROVIDED BY HUMAN RESOURCES
DEPARTMENT ON EMPLOYEES PERFORMANCE IN ALIRAQIA
UNIVERSITY**

MASTER'S THESIS

Mustafa Saad Mohammed ALAZAWI

**Business Administration Department
Business Administration in English Program**

NOVEMBER 2021

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Thesis Supervisor: Assit. Porf. Dr. Ahmet ERKASAP

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T.C.
İSTANBUL GEDİK ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ
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Enstitümüz, Business Management Department İngilizce Tezli Yüksek Lisans Programı (191285068) numaralı öğrencisi Mustafa Saad Mohammed ALAZAWI'nin "Impact of Training Provided by Human Resources Department on Employees Performance in Aliraqia University" adlı tez çalışması Enstitümüz Yönetim Kurulunun 25.11.2021 tarihinde oluşturulan jüri tarafından *Oy Birliği* ile Yüksek Lisans tezi olarak *Kabul* edilmiştir.

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DECLARATION

I, Mustafa Saad Mohammed ALAZAWI, as a result of this declare that this thesis titled “Impact of Training Provided by Human Resources Department on Employees Performance in Aliraqia University” is original work I did for the award of the master's degree in the faculty of Business Management. I also declare that this thesis or any part of it has not been submitted and presented for any other degree or research paper in any other university or institution. (25/11/2021)

Mustafa Saad Mohammed ALAZAWI



DEDICATION

It is in my pleasure to dedicate my thesis work to the soul of my beloved father, who was my first teacher in this life. He taught me many lessons that become the guide of my life. His words and advices still encourage me to work hard and achieve my goals. I also dedicate my thesis work to my dear, lovely mother. She always stands for me and gives support. I dedicate my thesis work to my amazing brothers and sisters. I feel so greatly privileged to have them in my life. I dedicate my thesis work to my amazing family (My wife and Kids). Without them, I could not make and progress in my life.



PREFACE

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November 2021

Mustafa Saad Mohammed ALAZAWI



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ABBREVIATIONS

HR : Human Resources
TR : Training Program
APP : Appendix



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ABSTRACT

The fast changes in the work environment and market conditions have put most organizations under great pressure. That has led most organizations to start new strategies to develop their employees' performance. Enhancing the employees' performance become one of the goals that the organizations seek to achieve in response to these changes. That is because developing the employees' performance is important for both the employees and organizations. Providing training programs for employees is an important way that helps the employees develop their personal and organizational skills. Al Iraqia University has started applying different training programs to improve its employees' performance. However, there is the lack of evaluating these programs. This study evaluates the effectiveness of training programs in AL Iraqia University. It tests the effect of training programs on its employees' performance. This study provides evidences about the effectiveness of the training programs in this university. That can help better improving these programs. It also provides statistical analysis to test the effects of training programs of employees' performance in Iraq. The study hypothesis is that the training programs have positive and significant impact on employees' performance in AL Iraqia University. A random sample of 400 employees was the sample population, and 215 sample sizes is used.. The questionnaire method was used to get information about both training and employees' performance of Al-Iraqia University. The SSPS 17.0 software was used to do all necessary statistical tests and analyses. The results indicated that the training programs have positive and significant effects on employees' performance, which supports the study hypothesis. The training programs applied in Al Iraqia University could enhance its employees' performance. The study suggests that the university should keep applying training programs and may add other methods to improve its employees' performance.

Keywords: *Training, Performance, Al Iraqia University*

İNSAN KAYNAKLARI TARAFINDAN VERİLEN EĞİTİMLERİN ÇALIŞAN PERFORMANSINA ETKİSİ AL IRAQIA ÜNİVERSİTESİ

ÖZET

Çalışma ortamındaki ve piyasa koşullarındaki hızlı değişiklikler, çoğu kuruluşu büyük baskı altına aldı. Bu, çoğu kuruluşun çalışanlarının performansını geliştirmek için yeni stratejiler başlatmasına neden oldu. Çalışanların performansını artırmak, kuruluşların bu değişikliklere yanıt olarak ulaşmaya çalıştıkları hedeflerden biri haline geliyor. Çünkü çalışanların performansının geliştirilmesi hem çalışanlar hem de örgütler için önemlidir. Çalışanlara yönelik eğitim programları sunmak, çalışanların kişisel ve organizasyonel becerilerini geliştirmelerine yardımcı olan önemli bir yoldur. Al Irak Üniversitesi, çalışanlarının performansını artırmak için farklı eğitim programları uygulamaya başladı. Ancak bu programların değerlendirilmesinde eksiklikler bulunmaktadır. Bu çalışma, AL Irak Üniversitesi'ndeki eğitim programlarının etkinliğini değerlendirmektedir. Eğitim programlarının çalışanlarının performansı üzerindeki etkisini test eder. Bu çalışma, bu üniversitedeki eğitim programlarının etkinliği hakkında kanıtlar sunmaktadır. Bu, bu programları daha iyi geliştirmeye yardımcı olabilir. Ayrıca, Irak'ta çalışanların performans eğitim programlarının etkilerini test etmek için istatistiksel analiz sağlar. Çalışma hipotezi, eğitim programlarının Al Irak Üniversitesi'ndeki çalışanların performansı üzerinde olumlu ve önemli bir etkiye sahip olduğudur. Örneklem evreni 400 çalışandan oluşan rastgele bir örnektir ve 215 örneklem büyüklüğü kullanılmıştır. Al-Irak Üniversitesi'nin hem eğitimi hem de çalışanların performansı hakkında bilgi almak için anket yöntemi kullanılmıştır. Gerekli tüm istatistiksel test ve analizleri yapmak için SSPS 17.0 yazılımı kullanıldı. Sonuçlar, eğitim programlarının çalışanların performansı üzerinde olumlu ve önemli etkileri olduğunu göstermiştir ve bu da çalışma hipotezini destekler niteliktedir. Al Irak Üniversitesi'nde uygulanan eğitim programları, çalışanlarının performansını artırabilir. Çalışma, üniversitenin eğitim programlarını uygulamaya devam etmesi gerektiğini ve çalışanlarının performansını artırmak için başka yöntemler ekleyebileceğini öne sürüyor.

Anahtar Kelimeler: *Eğitim, Performans, El-Irak Üniverstesi*

1. INTRODUCTION

1.1 An Overview

The recent administrative systems is strongly focus on the employees' performance within an organization. That is because good employees' performance can lead to increase the efficiency and effectiveness of the organizations. In addition, it can lead to achieve their goals, and success (Osabiya 2015).

The rapid changes and developments, which occur over time, in the work environment has put the organizations under great pressure. Therefore, most organizations started new strategies to develop their employees' performance to work efficiently under the new environment. The employees' performance is become the goals that the organizations seek to achieve (Idris & Mohezar 2019).

In general, the employees' performance is defined as the work and tasks performed by the workers in the organization. In addition, it is the actual results that they achieve in their field of work. Furthermore, it is their contribution to achieve the goals of the organization efficiently and effectively according to the available resources (Sonntag & Frese 2002).

It is important to indicate that the employees' performance is not a goal itself, but rather it is a means to achieve good outcomes. Therefore, the employees' performance is seen as the practical translation of all planning stages in the organization. Thus, it occupies the second degree in importance among the basic functions of management. It comes after the function of organization. For example, any organization can plan and organize, but it may not be able to achieve any results unless. It needs to apply its plans and policies correctly and that depends strongly on its employees' performance.

Developing the employees' performance is important for both the employees and their organization. It is important for employees because it is one of the main factors of building good career path. In addition, it is a way of getting more wages and incentives related to the employees' work (Smith & Sharma 2002).

It is important for the organization because it represents one of the factors that are used in evaluating the organizations' performance. In other words, it reflects the performance, effectiveness and efficiency of the organization. The importance of employees' performance for the organization is also due to its connection with all its various stages starting from the emergence, to the stage of leadership.

One of the most common ways to develop the employees' performance is the human resource development. The human resources department at any organization usually provides special training programs for its employees. The time, design, type, and other requirements of training programs depend on the type of the organization and the work it does (Werner & DeSimone 2011).

Human resource development is the way in which the organization helps its employees to develop their personal and organizational skills. In addition, it develops their knowledge and capabilities. Developing employees' skills can motivates them to improve their work performance.

The human resource development includes opportunities such as employee training, career development, performance management, mentoring, and successful planning. Training employees can be formal using training courses in specialized colleges. It can also be informal training, which can done internally by more experienced and efficient employees.

Most organizations today pay more attention to human resource development. Even doing that increase profits, but its impact may exceed that. For example, the process of training on the business skills is carried out through the departments of the organization. That helps in improving production, and gives a feeling to employees that the organization invests in them. In addition, the organization will achieves more loyal and productive workforce (Swart et al. 2012).

When the employees are exposed to development activities with various forms, they will accept change. In addition, they consider it as more improvement than feeling anxious and threatening their jobs. As a result, the team spirit, work atmosphere, pride in the organization, and a sense of positive opportunity will be improved.

In short, the large companies have increased significantly in recent times, and the competition between them has become so intense.

Every company seeks to occupy the forefront in its field of specialization. One of the most important elements that it has given great attention is the employment training. Human development is the way to reach the top position in the market.

1.2 The Study Topic

After 2003, Iraq started new economic reform, which opened the Iraqi economy to the entire world. The Iraqi universities were part of that new reform since they started connecting with international universities. They also started transferring the experiences of the top world universities and making partnerships with them. This new trend have led the Iraqi universities to improve their operating and management systems to be in line with their partners. For example, they started using different training programs to improve their employees' performance. This study aims to investigate and evaluate these improvements in one the Iraqi universities management system.

1.3 The Study Problem

The important problems that facing the Iraqi universities when improving their operation systems is that they want to do improvements in fast way. In addition, there is lack of evaluating to these improvements. They may think that it was done correctly, but they do not have any evidences to prove that.

1.4 The Purpose, the Importance, and contribution of the Study

The purpose of the study is to evaluate the improvements in one of the Iraqi universities management system. It evaluates the effectiveness of training programs in AL Iraqia University. More specifically, it test the effect of training programs on the employees' performance in AL Iraqia University.

The importance of this study is to provide evidences about the effectiveness of the training programs in this university. That can help the university's management better understand the results of their training programs. In addition, it can help them improve these programs or apply new ones. The other importance of this study is that it can help other Iraqi universities evaluating their training programs.

The contribution of this study is that it provides statistical analysis to test the effects of training programs on employees' performance in Iraqi universities.

1.5 The Study Hypothesis

H0: The training has No impact on employees' performance

H1: The training has positive and significant impact on employees' performance

1.6 Literature Review

Many past studies provided evidences that there is a strong positive relationship between human resource training and employee performance. This section reviews some of past studies that are related to this issue.

The study conducted by Elnaga and Imran (2013) showed that improving the employees' skills is one of the organizations' competitive advantage. It showed that developing the employees' skills could lead to good job performance. the study indicated that to make employees do their tasks as required, the organizations should apply different training programs (Elnaga & Imran 2013).

The study showed that the employees are the important asset of companies since they can affect its operation and success. Therefore, they have to be trained on doing their tasks efficiently within the organization. That can lead the organization to achieve its goals and stay in the market. The study defined the employee training as the information and new skills that provided to them to enhance their performance.

The study tested the impact of training on employees' performance. The methodology of this study depended on the analysis of different past studies, books, and reports that are related to the topic. The results of the study showed that training has a positive effect on employees' performance. The results indicate that training can improve the employees' skills, which can increase the productivity of their organization. The study suggested that training programs should be designed based on the organization's objectives and needs.

The study conducted by Brown and Sitzmann (2011) focused on the effect of training in influencing the organizational and the employees' performance. The study indicated that the training could change the skills and knowledge of the employees. In addition, it can change their attitudes and work motivation.

The study focused also on reviewing the factors that affect training such as the training programs' designers and the trainers. According to the study, these factors can affect the outcomes of training especially employees' performance. The study provided information about the processes of training within an organization including training needs and training evaluation. The results of the study showed that training could positively influence the organizational and the employees' performance (Brown & Sitzmann 2011).

The study by Githinji (2014) explored the impact of training on employees' performance. The study defined training as the way that provide the employees within an organization with what they need of information and skills. The study indicated that training programs could be applied inside or outside the organization. The study indicated the continuous changes in the work environments requires continuous developing in employees' skills to improve their performance (Githinji 2014).

The study was applied in the office of United Nations in Somalia. The study used questionnaire instrument with the population of 144 employees. The study's random sample was 45 employee who are registered at the UN office. The results of the study showed that training could enhance the employees' involvement in the processes. The results showed that training could lead the management committing to help other employees. The study results also showed that training improved employees' performance, motivation, and job satisfaction.

The study by Rowell (2013) evaluated the training on food safety in retail stores of the USA. The study showed that food safety training was designed to train the food stores' managers about how to avoid food illnesses. In addition, to help them knowing the requirements of the food safety policies and regulations. The study indicated that this type of training is very important and must be evaluated to avoid any health risks.

The study was tested the effectiveness of food safety training and its impact on the stores' performance (Rowell et al. 2013).

The study was applied on three chains of grocery store. The study data was collected using the questionnaire that was sent to the trained managers. The results showed that the training had no significant impact on managers' performance. The study

suggested that the policies of food safety must be changed to include effective employees' training, but not only getting employees' certification.

The study conducted by Naqvi and Khan (2013) showed that the organization could improve its efficiency and performance when having skilled employees. The study showed that the employees' training is considered as an important element of human resource

Management. That is because training can affect the success of the organization, and add advantage to the performance of employees (Naqvi & Khan 2013).

The study investigated the effect of training for school teachers' performance. It analyzed the relation between training and teachers' performance of the public schools in Kotli city of Azad Kashmir, in Pakistan. The study tested also the impact of training on organizational performance. In addition, it tested the mediating role of employees' performance between employees' training and the organization performance.

The study used the questionnaire method to collect data. A random sample of 220 schools teachers were participating in this study. The SPSS statistical software was used to analyze data. The correlation and regression analysis were used to get the results. The results of this study showed that training had positive and significant impact on employees' performance. The results indicated that the employees' performance played a mediating role between employees' training and the organization performance.

The study by Boothby (2010) investigated the relation between these training on new technology and employees' productivity and performance. The study showed that the new technology became an important part of most businesses' operation systems. Therefore, businesses had been investing more in these new and advanced technologies. The study indicated that adopting new technologies itself is not sufficient. That is because benefiting from new technologies occurred when the organizations employees could use them efficiently after good training (Boothby et al. 2010).

The study showed that new technologies are always associated with skills. Therefore, the businesses that use advanced technologies must improve their employees' skills by training.

The study tested the impact of both technologies and training on employees and the organization performance. This study estimated the relations between technology and training combinations and performance. The results showed that technology and training have positive and significant impact on performance.

The paper by Wolor (2020) focused on the relation between the COVID-19 pandemic and its effect on employees and organizations performance. More specifically, the study investigated the effectiveness of e-training (electronic or online training) on employees' performance during the COVID-19 pandemic time (Wolor et al. 2020).

The study showed that the spread of COVID-19 around the world has made people work mostly online. They do that to keep their productive and performance. Since there is high global competition between businesses, employees are required to perform very well. That imposes them to keep training and work online.

The study population were the employees of one of Honda cars dealers in Jakarta, Indonesia. A sample of 200 employee was collected. The probability method was used to determine the study sampling. The questionnaire was used as a research method to collect data. The study used LISREL 8.5 software to do the statistical analysis.

The results indicated that the e training had positive and significant impact on employees' performance. The study suggested that businesses must pay more attention to the e training to keep or improve their employees' performance during the COVID-19 pandemic.

The study by Sharma (2016) focused on the impact of using e-training on employees' performance. The study investigated the relation between using the information and communications technology (ICT) and the employees' performance.

The study defined the information and communications technology (ICT) as the devices and applications that used to communicate the employees within the organization. Examples of these devices and applications are TVs, cell phones, networks, and satellite systems. In addition, they include different types of applications such as video and audio conferencing, and distance learning.

The study showed that all of these communication tools are used to produce, store, and exchange information. The study indicated that the ICT could influenced the organizations performance.

The study tested the impact of using ICT as training method on improving skilled employees' skills and performance. The results showed that e-training using ICT had positive and significant impact on employees' satisfaction and performance.

1.7 The Study Plan

The rest of the study includes four parts.

1. Part II, which discusses the concepts and theories of training.
2. Part III, which discusses the concepts and theories of employees' performance.
3. Part VI, which is the empirical work that includes data, model, methodology, and the results.
4. Part V, which is the study conclusion.

2. TRAINING THEORY

2.1 The Training Concept

Most organizations work in a very fast changing environment that is difficult to predict. Some of these changes are related to the internal environment or related to the external environment. Organizations are strongly affected by these especially their human resources management. That is because human resources management are responsible for activities related to the most important resource, which is the human resource. These rapid and continuous changes in the work environment enforce most organizations to focus more on the training function. Training has become one of the most important functions of the used by organizations to face the changes (Buckley & Caple 2009).

Training is defined as the process of improving the employees' ability to do different functional levels in their organizations. More specifically, training provides the employees new skills and knowledge. These skills can help them to perform well in their jobs in the present and the future. That will lead the organizations to achieve their goals. Training also help employees to be organized and be able to get rid of any behavior that leads to inefficient (Acemoglu & Pischke 1998).

Training is also defined as one of the most important tools that the organization relies on to make balance between job requirements and employees abilities and skills. Training can increase the employees' productivity since it aims to develop their capabilities and provide them with new skills and knowledge. In addition, training can change their attitudes and developing their career path (Diethert et al. 2015).

Training is defined as the activities, means, and methods that help motivate workers to improve their knowledge, behaviors and intellectual abilities. All of these are necessary to achieve the workers personal goals and the organizations goals (Somasundaram & Egan 2004).

Training can also be defined as a planned work that has a set of training programs to learn employees on how to do their current work tasks efficiently.

It can be defined as the process of developing the professional, technical or behavioral capabilities and skills of individuals. Its goal is to increase their efficiency in doing the tasks and roles related to their current or future jobs. It is a means of personal promotion, and human resource development. In addition, adapting to new technologies and economic constraints, and managing resources (Goldstein 1991).

In general, training is the process of getting the important and necessary knowledge, skills, and competencies. It is performed by learning employees the required job's skills to carry out a particular task.

Based on all of the above definitions, training can lead to the growth and development of the organization. Therefore, it is considered as investment for the employees, and it must include all members of the organization. Therefore, the interest of organizations has increased in training, as it is one of the best ways of improving the employees skills that ensures the achievement of goals (Aragón et al. 2014).

The management of the organization and the management of human resources are responsible for training employees. Each organization usually has special department that is responsible for training and other human resources related activities. This department is called (the human resources department or HR) (Edralin 2004).

The management of the organization must provide training practices for employees as it is part of the investment in the human resource. As for the management of human resources, it is part of its management's task in managing, developing and developing employees. As for the employees, the training and successful is part of their responsibility towards the organization.

Employees are the organizations' crucial asset, and it is important to invest in their talent and capabilities. Employee training and skills development is important factor of organizations' growth and success. Most organizations go through long processes of recruiting qualified employees. However, the focus on employee care often stops at this point. Many studies showed that the employees' development can increase sales and doubled profits (Bond & McCracken 2005).

Studies also showed that investing in the professional development of employees is vital to team retention. Employees will stay longer in their organization if they invest in developing their careers.

2.2 The Importance of Training Employees

Training the employees of any organization is important for the organization and for the employees. Training is important for the organization since it can lead to the following:

1- It can increase the productivity and improve the organizational performance. That is because it can provide the employees with skills that contribute in increasing the efficiency of operations. In addition, it can reduce wasted time and the materials used in production ((Denby 2010)).

Training is considered as part of a development program for employees. It contributes to enhance and improve the capabilities of employees in using the advanced technologies. That can increase the ability of employees to innovate in both strategies and products. Training is an important factor for effectively managing the organization. Continuous training can increase the efficiency of employees and their knowledge of operating technology.

Recently, the organizations' success depend on the quality and the effectiveness of their training programs. They work hard to identify the needs of the employees and offering them the best training programs. That can bring more financial benefits to the organization and increase its profit.

2- Training creates positive attitudes among employees towards their organization. Employees who participate in training programs get an additional advantage over other who do not participate. That is because raining creates a work environment that supports employees and makes them feel valued and challenged. In addition, it enhances their morale among employees and increases their job satisfaction. Training also motivates employees in the organization, and leads to employee retention and low employee turnover (Rodriguez & Walters 2017).

3- Training can help employees knowing the general policies of the organization and its goals. Thus, can increase the performance of employees. Training helps the employees adopting with the change plan in the organization (Furnham 2009).

In addition, training is the main driver of building job competencies to enable employees to succeed in performing their jobs. That can lead to increasing the

success of the organization by providing opportunities for learning and development employees on permanent basis.

- 4- Training can help the improving the management and developing the administrative leadership methods and skills. Training will help preparing future managers and leaders for the organization. The acquisition of leadership talents for employees can begin in the early recruitment stages. The HR professionals can select existing employees as management candidates, then, training them to prepare future leaders (Shen & Darby 2006).
- 5- It helps the employees update their information in line with the changes in the work environment. The increasing change in business environment required that employees update their information related to the new changes. Training employees on new changes can help increasing the efficiency and productivity at work, and thus achieving the organization's goals (Hickman et al. 2007).
- 6- Training can lead to developing methods of interaction between the employees and their managers. That can open additional channels of communication between them and reduce the misunderstanding and errors. It also help the mangers explain their plans and strategies to employees, which increase the overall operation efficiency (Reid et all. 2011).

In short, training is important for the employees since it can lead to the following:

- Help them understand their roles in the organization and clarify them.
- Assisting them in solving work problems.
- It creates opportunities for development and growth for employees.
- Reducing stress resulting from lack of knowledge and lack of skills.
- Contributes to the development of self-capacity and well-being of employees.
- Developing the factors that drive performance, and provides an opportunity for employees to develop their work.
- Helps employees develop the communication and interaction skills

2.3 The Goals of Training Employees

The goals of training is to increase the efficiency and improve the performance of the organizations' employees. That can lead achieve the goals of the organization. Specifically, training can lead to achieve the following (Bird 2008):

- 1- Strengthening the performance, skills, abilities and knowledge of the employees.
- 2- Increasing the efficiency of employees' performance by teaching them new work methods. That enables them to improve their work skills and perform it quickly with high quality.
- 3- Enhancing the relationship between employees and their organizations through developing their behavior and attitudes towards the work.
- 4- Reducing the cost by increasing the work efficiently and quality.
- 5- Helping employees doing their work without follow-up, which reduces the supervisory process.
- 6- Helping employees to be able to deal with business developments and technological development.
- 7- Reducing errors and their recurrence, which can improve the production.
- 8- Increasing the employees' ability to discover problems and obstacles, and solve them.
- 10- Motivating employees for promotion, which leads to increased competition between them and increased productivity.

2.4 The Types of Training Employees

Training the organizations' employees has many different types, which can be divide into different categories as following:

2.4.1 Training based of location

This category of training has two main types of training, which are the internal and external training (Ji-Young & Huang 2021).

1. Internal training:

This type of training is provided to employees inside their organization. For example, the new employees receives instructions and directions that show them the work methods. In addition, they receives instructions about their rights and duties, and the best way to perform their job.

Usually, the employees' managers do this type of training during the first period. This type of training has different means that take place inside the organization during the work time. At the first period, which is called the trial period, the employees are trained to be responsible for their work tasks. This may take several months before becoming completely responsible for their work tasks.

The second training tool of this type is the rotation between several jobs or activities. In this way, the trainees are presented different views of the various functions that they need to be familiar with. The third way is that the trainees occupied the absentee positions. Specifically, they do the job tasks of the other employees who are temporary not working. This way can help the trainee to learn different job tasks at different departments.

The fourth tool is the participation in the work of the committees, and teamwork. In this way, the employees get the experiences by receiving and discussing others' opinions. In addition, they get more information through the knowledge sharing. The other way of training is by using documents. The organizations usually use special types of documents to distribute instructions to employees especially the new ones.

2. Formal external training

Formal external training means that employees get training in places outside their organizations. This type of training required preparation for training, procedures and certificates. It is done either in an independent department affiliated with the facility itself, or in specialized training agencies. For example, it can be held in management institutes, training centers, universities, or some other specialized offices.

There are different means and methods that are used in this type of training. The first mean is using lectures, seminars, conferences, and discussions. In addition, using open dialogue, case study, and role-playing. Furthermore, using basket of decisions, administrative matches, and field visits.

In general, the organizations select the method of external training based on many considerations and factors. These factors must be taken into account before the process of choosing the appropriate training method. These factors as following:

- The suitability of the training method to the training material and to the trained employees.
- The nature of the trainees including their trends, education and organizational levels.
- The availability of providing physical facilities for training, such as halls and equipment needed to complete the training process.
- The adequacy of the time and place available for each training method.
- The degree of familiarity of the trainer with the training method.
- The number of participants in the training program. For example, if the number of participants is small, the use of discussion-based methods is more common.

2.4.2 Training base on the stage of employment

Training includes all employees at all levels including supervisors and managers. In other words, training is not limited to a specific category of employee. According to that, training can be classified based on the stage of employment into two types (Govindarajulu & Daily 2004):

1- Training at the early stages (new employees):

This type of training is designed to train employees from the first days of their work in order to be appointed to the job. Its goal is to prepare and introduce the new employees to the work that assigned to each of them. It also informs them of the regulations, objectives and policies of their organization. In addition, it informs about their tasks and responsibilities, and how to carry out their burdens with the work of others. Furthermore, it clarifies their contribution of their work in achieving the objective of their organization.

This type of training also provides information to new employees about the working conditions such as wages, techniques and services provided by their organization. It provides information about many other aspects that are related to the operation systems in the organization.

2- Training at the advanced stages (old employees):

This type of training aims to train the old employees in the organization. Its goal is to acquiring employees with new skills and knowledge. This type of training is used to make employees in line with the progress in administrative sciences and technology. It helps them improve their abilities to complete work, and develop their knowledge and skills. It also helps them raising their work efficiency.

2.4.3 Training based on the organizational level

This category has the following training types (Tharenou et al. 2007):

- Vocational training: The field training that requires a large and diverse range of knowledge, skills and independence in judgment and appreciation.
- Specialized training: This type of training includes jobs that are higher in level than the technical and professional jobs. It requires specialized expertise and knowledge to practice specialized work
- Administrative training: This type targets administrators who are in middle and higher levels. For example, those working in administrative jobs. It focused on behavioral, leadership, financial, accounting and planning aspects.
- Supervisory training: This type of training targets supervisors to increase their skills and abilities in supervising and dealing with employees. It goal is to achieve employees' satisfaction, and directing them to achieve the goals of their organization.
- Training of trainees: Trainees are also trained in order to prepare them to perform their roles, ad develop their skills.

2.4.4 Training based on the purpose

This category of training can be classified based on the purpose of training into the following (Milhem et al. 2014):

a. Orientation programs:

This type of training focuses on new employees. Its goal is to introduce the new employees to their work. In addition, introducing them to the environment in which they works, and giving him an idea about their work functions.

It also provides information about the method of work and the role that played to achieve the general goals.

This type of training is important in for the new employees because it helps them to adapt with their new job. It helps them perform their work well, and adapt to the internal environment of their organization.

b. Recovery and support training:

Some employees need special training programs in the case of fail to perform their work. This type of training is designed as second training program to fix the shortage in the first one. In addition, it is used to know the reasons for the failure. Thus, the organization can remove what were the cause of the employees' failure and benefit from the training programs.

c. Training on security and safety:

This type of training aims to teach the employees the importance of their and their organization security and safety. The goal of this training is keep all employees secure and safe while doing their work. In addition, preserving the organization's property, including equipment, tools, buildings, and others. Thus, most organizations pay more attention to this type and train their employees to monitor accidents and maintain machinery.

d. Training for promotion:

Promotion is the mean the transfer employees from a specific job to a higher job level that has greater responsibilities. The new job requires high skills and knowledge, and employees desire to rise. Therefore, training can help improve the employees' skills and knowledge to perform the new work level requirements.

2.4.5 Training based on time

The training types of this category depend on the length of time required for training. The first type is the short-term training, which takes a period of 1-6 weeks. During this period, intensive and focused training courses are held on the training program. One of its disadvantages is the lack of sufficient time to provide more details and complete comprehensive manners (Goldstein 1991).

The second type is the long-term training, which extends to a year or more. This type of training allows the trainee to get sufficient information about the training material. That can benefit them more even the costs of the training process is high.

2.4.6 Training based on number of trainee

This category has two main types (LaLonde 2003):

a - Individual training:

In this type of training, the employees' skills and capabilities that are related to individuals are developed. They are developed for promoting to higher administrative positions. Therefore, it is limited to the specific employees.

b - Group training:

This type of training is applied on a group of employees to be trained collectively and in specialized training centers. The purpose is to develop their skills in their fields of work. For example, training them on the use of computers or advanced technologies at work.

Most organization apply all or part of these training types to improve their employees' skills and abilities to perform their jobs as required. Figure (2.1) shows a summary of the training types.

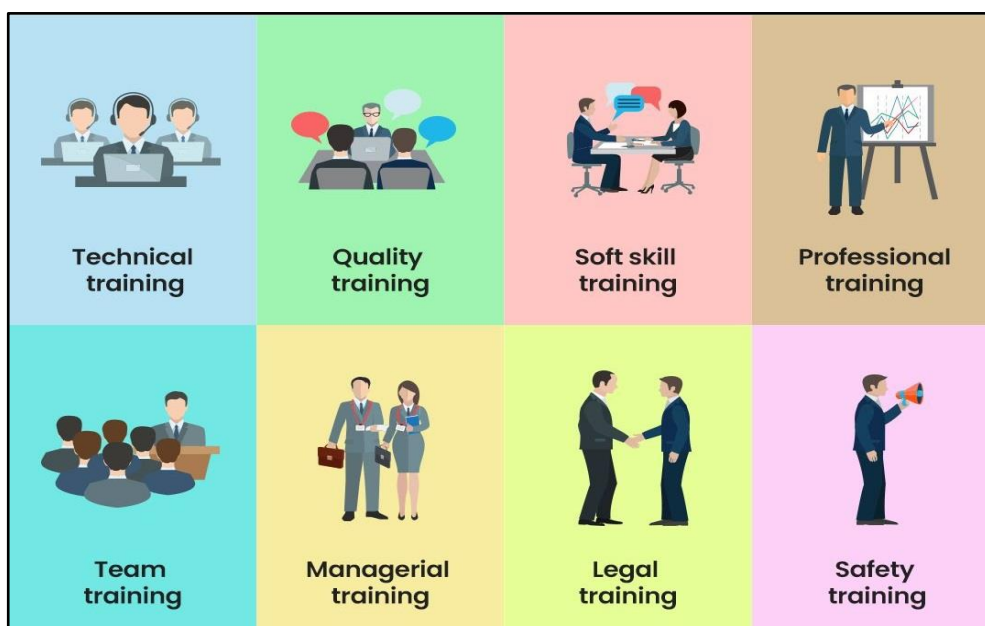


Figure 2.1: The employees' training types.

2.5 Training Methods

Many training methods are communally used by organizations. Some of these methods aim to increase knowledge and information. Some training methods aim to develop capabilities and skills.

However, some others methods are directed to change the behavior and attitudes of employees (Martin et al. 2014). Examples of these training methods are shown in figure (2.2).



Figure 2.2: Employees' training methods.

These training methods can be discussed as following:

1. Lectures: Lecturers is used to train large numbers of employees to explain new topics for the largest amount of information in the shortest time
2. Field visits: It is used to obtain realistic direct observation and discussion of the officials in the field of work.
3. Conferences: It is used to present specific ideas to the trainees. The employees have the opportunity to present and discuss topic and get results.

4. Committees: Committees are formed to give employees the opportunity to exchange views and discuss how to address various problems. In addition, it helps them make decisions and take the necessary actions.
5. Academic studies: employees sometimes are send to universities and academic institutes to get the required training.
6. Clarification: Where a group of experienced employees explain how to do the job tasks, and then leaves the trainees complete the task successfully.
7. Training by discovering: this method depends on discovery as it the effective way to learn. In this method, the trainees has to discover and clarify thigs themselves.
8. Job rotation: The employees are moved between different jobs for a period to acquire new and additional skills.
9. The case study: This method is based on real events, and it is used to help finding and solving problems.
10. Playing different roles: The employees dealing with work problems by playing different roles and everyone knows the role that will play.
11. Discussion groups: this method is used to shed light on a variety of opinions on a particular topic.
12. Learning by doing: Employees in this method are exposed to real problems that they have to deal with.
13. Projects: The training method used to develop employees research knowledge and skills.
14. Simulation: is a training method that combines case study and role-play.
15. Incoming mail: In this method, the trainee is given a file that has a set of mails. Then, the trainee determines the appropriate behavior for dealing with each item of these mails.
16. Critical incidents: The trainer encourages the trainees to mention some examples that are very importance or critical and are related to the subject of training.

17. Sensitivity training: A special training method that is used to develop employees' self-reliance and insight into internal problems.
18. Workshops: It is used to discuss problems and try to find solutions. Its goal is to strengthen the capabilities of the trainees.
19. Brainstorming: In this method, the trainer presenting a specific problem and asking the trainees to give their opinions quickly without hesitation in thinking.

2.6 Training Requirements

Most organizations take in account important factors to apply successful training programs for their employees. These factors include good management to the training programs. The training programs managers are responsible for preparing, planning, designing, and applying the training programs. Therefore, they should have special skills to do these tasks efficiently (Nor 2009).

The next factor is the training programs must cover the actual needs of the organization. That depends on the pre-evaluation to these needs. Another factor is that the training programs should be in line with the organization's goals. The effective measuring and evaluating to the training programs are important factors of applying them.

One of the most important factor of successful training programs is the participation and support of the organization's leadership. That is because it gives more attention to these programs, which can lead to better results. The training materials are also an important factor of successful training programs. They should be simple and easy to understand. They should also bring new ideas to attract the employees.

The trainers are the most important factor of successful training programs. Trainers are the persons who are responsible for preparing and selecting the training material to meet the objectives of the training. The appropriate trainer must be able to use the various means and methods of training. These methods should be selected based on the nature of the trainee, the objectives, and the level of training.

2.7 Training Stages

The most common training stages are shown in figure (2.3), and are discussed as following:

1. Identifying the training needs

The training management use several analyses steps to identifies the training needs in any organization (Tracey 1992).

The first step is clarifying the purpose of the training and the expected outcomes. The second step is assessing and determining the employees' capabilities, and decide whether the need more training or not.

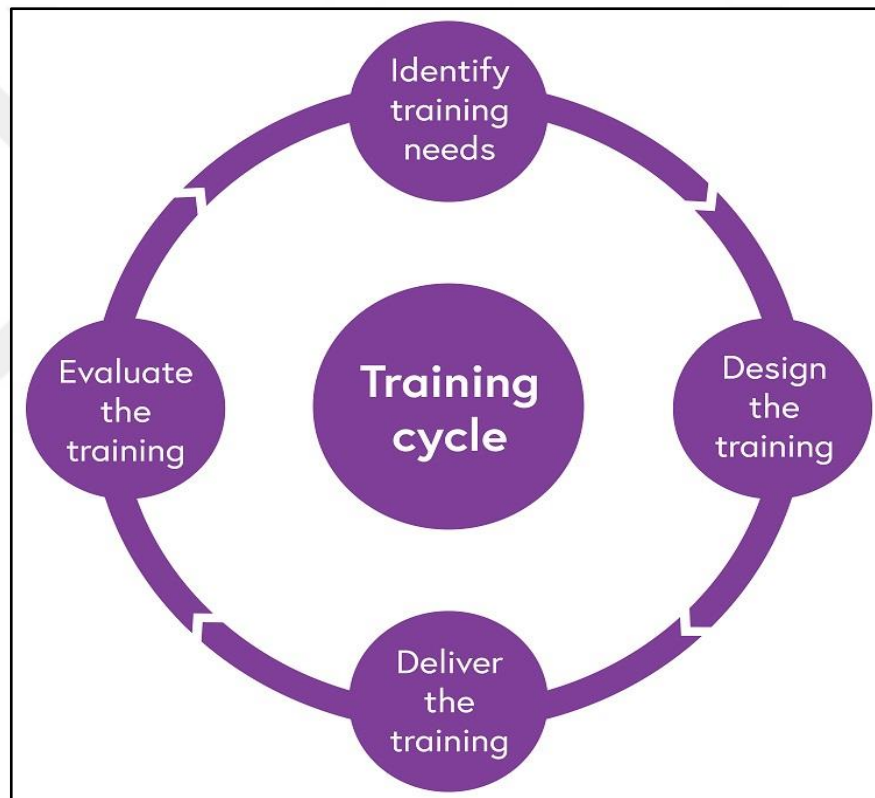


Figure 2.3: Training stages.

Evaluating the current employees' capability and determine if there are gaps between current capability and the desired one. Determine the number of employees who need training to be in line with the organization's objectives. Determining how to conduct training programs and which training methods to use.

Analyzing the cost and of training. The costs associated with training methods, the extent to which training addresses the performance gap, and the impact on organization's performance. Finally, planning for training evaluation since training can be effective if was evaluated and improved.

2. Designing the training programs

Designing the training program has several elements of preparing to get the best results that will benefit the trainees and the organization. The most important elements of designing a training program are (Carliner 2015):

- Determining the objectives of the program that need to be achieved.
- Determining the type of skills to be improved by training.
- Developing the training curriculum such as the topics and materials.
- Choosing the training method that is appropriate for the training curriculum.
- Choosing the trainers who are qualified for the training program, and the employees who need training.
- Choosing the training site such as inside the organization or outside.
- Preparing the training requirements.
- Identifying the training time.
- Determining the training costs.

3. Deliver the training

This stage starts after the training program is designed and the training requirements are prepared. In this stage, the training materials are presented or discussed by the trainers to the trainees. This stage helps the trainees improve their knowledge and skills related to their job tasks. The training methods that discussed earlier in this chapter are used to deliver training (Chater & Hughes 2013).

4. Evaluating the training

Training evaluation is defined as the process of measuring the effectiveness and efficiency of the training program. In addition, measuring the extent to which the

required goals are achieved. It is also used to indicate the weakness and strength of the training program. Furthermore, it measures changes of trainees' ability and skills, and the effectiveness of trainers in doing the training work (Lechner & Wunsch 2009).

Training evaluation is a continuous process that aims to ensure that the training program is implemented accurately without deviation. It is also important to remove any obstacles that may stand in the way of the program. Training evaluation is performed before training, during training, and after training.

The training design, training preparation, and training organizing are evaluated before training. During training, the learning and skills improvements are evaluated. Finally, after training, the impact, continuity, and the efficiency of training programs are evaluated.

2.8 Training Determinants

Most organization face different types of training limitations, which can negatively affect the outcomes of the training programs. Therefore, it is important to identify these limitation and work on eliminate them (Magableh et al 2011).

2.8.1 The environmental determinants

The first type of training determinants is environmental determinants, which include:

- a. The variation and heterogeneity: The employees who deal with parties outside their organization face big variation and heterogeneity. Therefore, they need to develop a larger base of knowledge to adapt to the external diversity they face.
- b. Environmental stability: The more complex the environment in which the organization operates, the more training programs are needed.
- c. Competition intensity: High competition increases pressures to achieve more innovations through continuous training and development to keep pace with environmental changes. That means more burden on the organization by increasing its investment in training.
- d. The labor market: Organizations usually prefer individuals with high qualifications in many fields of business. That increased the competition, and as a result,

organizations view efforts to train their employees as a way to increase attract potential qualified candidates.

- e. Technological progress: The technological progress enforces the organizations to provide more training to develop their employees. The goal of that is to help them renew and update existing skills and knowledge, and use new skills to deal with new technologies.

2.8.2 Organizational determinants

The following are the organizational determinants of training activities in the organizations:

- a. The financial status: the financial and economic status of the organization affects the amounts spent on training employees.
- b. The organizational structure: The organizational structure can change the need for training and the amount of training. For example, the degree of centralization and decentralization followed by the organization can affect the training structure.
- c. Organizational culture: The cultural aspects must be taken into consideration when implementing training programs. The most important of which is the custom that the organization follows with regard to training. The organizations that encourage training will have continuous training activities. However, the organizations that do not encourage training will have less or no training activities.
- e. Organization experiences: The organization experiences that related to training employees have a significant impact on the training provided.

2.9 The Role of Training in Employees' Performance

Training is basically provided by organizations to improve their employees performance. Specifically, improving their information, skills, and behaviors to achieve the organization's goals. The developments of the skills and behaviors of employees has become necessary. Therefore, applying the appropriate training programs, selection of appropriate trainers and trainees, have become an important factors of organizations' success (Manasa & Reddy 2009).

- The impact of training on the employees' performance are shown through:

- Enhancing the performance of employees in terms of quantity and quality.
- Introducing new employees' behaviors that are consistent with the organization's strategy.
- Strengthening the morale of employees.
- Strengthening human relations between employees.
- Develop employees' loyalty to their organizations.
- Reducing absenteeism and turnover rates.
- Encouraging research and creativity at work.
- Contribute to knowledge management within the organization.

2.10 Human Resources Management

Training is not separate function that the organization perform, but it is part of a complete management system called Human resources management (HR). Training is one of the functions that the HR department responsible for. Training is also associated with many other HR functions. Therefrom, it is important to review and discuss the theoretical concepts and functions of HR.

2.10.1 The concept of HR

The HR is the most important administrative processes in any organization. It focuses on the human factor and on all activities related to it. That is because, the human factor has a crucial role in achieving the organizations' goals (Bratton & Gold 2017).

HRM is defined as the organizational process concerned with aspects related to employees who are working in the organization. For example, selecting the employees making appointment, training, and other aspects related to work affairs. In addition, managing many other aspects that are related to employees' lives. That is because the human factor is considered as the engine of all other factors of the operation systems.

Recently, the definition of HR has moved from its traditional meaning of managing individuals to a new concept. It now reflects the complementarity between several

functions that are interact among themselves. Examples of these functions are planning, appointment, job evaluation, wages, development, and others (Guest 2001).

One of these new definitions presents the HR as the management activities that are related to identifying the needs of the organizations of workforce. In addition, coordinating and utilizing this workforce to obtain highest possible performance.

Another definition presented HR as the process of planning, organizing, controlling, developing, and maintaining human resources for achieving the organization's goals. Some specialists define HR as a set of activities such as developing and maintaining the human resource to provide the organizations with a productive and stable workforce.

In general, HR can be define as the policies and procedures that include the following aspects (Paauwe & Boselie 2002):

- Selecting the workers.
- Setting appointment with workers.
- Identifying the means of dealing with workers.
- Organizing the workers within the organization.
- Providing links of cooperation between workers and the administration.
- Increasing trust among works.

These aspects is supposed to help the organization to reach the maximum levels of productivity, and to ensure the achievement of its desired goals.

2.10.2 The functions of HR

The HR in most organizations has many functions. Planning function is the first function of HR. This function focuses on making decisions about the use and develop the human resources within the organization. In addition, it also contributes to obtaining human competencies in foreign labor markets. It can improve the ways of dealing with workers, which leads to reducing costs and time to the least possible. It can help improving decisions making processes by providing a large base of data (Nel et al. 2012).

The second function of HR is the work design and analysis function. This function begins at the end of the design that is considered as its basis. This function aims to define the characteristics of the work. Defining these characteristics starts by collecting information about the functions of the organization. Then, it summarizes and analyzes them in the form of written foundations. The goal of this function is to clarify the organization's tasks, powers, and everything else.

The function of attracting, selecting, and appointing human resources. This function is basically a process that HR do to attract the largest possible number of competencies. HR are following some strategies and attractive programs to create motivation for employees. These programs could increase human resources desire to work in the organization (Dessler 2013).

The next function of HR is the selection of human resources. This function focuses on collecting information about employees who wish to work.

This process determines the acceptance or rejection of candidates. This process uses several means, such as personal interviews, physical, oral and written tests. In addition, it uses submission of forms to confirm the employee's eligibility for the job.

The other function of HR is the performance evaluating of human resources. This function is defined as the method followed by the administration in measuring the individual and collective performance of employees. It shows the extent to which they achieve the required goals. It also shows the accuracy of the programs and policies adopted by the organization to improve its employees' skills. It may contribute to attracting a number of new employees who have a good quality of skills. Finally, it reflects the moral, legal and social image of the organization (Itika 2011).

Training is one of the most important function of HR. The organization provide training activities to raise the efficiency of individuals, their knowledge and skills. In addition, to direct their attitudes towards certain activities.

HR do many other functions such as structure design. This function is concerned with determining the value and relative importance of each job. In addition, determining the wages, and determining the wage grades for jobs. Designing the incentive systems, which means granting fair compensation for outstanding performance. Designing employee benefits and services systems. The organization

must focus on granting its workers certain benefits such as pensions and insurances for sickness and unemployment. The organizations must also focus on dividing services for workers in the form of financial, social, sports and legal services.



3. THE EMPLOYEES PERFORMANCE

3.1 Background

Most organizations recently pay more attention to the performance of their employees. The employees' performance is now considered as one of the important factors of organizations' success. This is because of its importance, at the level of the employees themselves and the organization, in achieving the organizations' goals. Therefore, it is important to review and discuss its theoretical concepts within the administrative arena (Sonntag & Frese 2002).

The performance in general means the outputs and goals that the organizations seek to achieve through its employees. It reflects both the goals and the necessary means to achieve these goals. It also links the aspects of activity and the goals of organizations. Performance is defined as the process in which the employees learn about the duties, the abilities to perform, and the necessary requirements to perform the work successfully.

Performance can also be defined as the results of different organizations' activities and achievements, or what employees do in their organizations. Performance is defined as the responsibilities, duties, activities, and tasks that help employees perform the required tasks that the skilled worker is able to perform. Performance can be the employees' behavior. Specifically, the behavior that is determined by the interaction between the efforts and capabilities of the employees in the organization. Performance is also defined as the ability of management to transform the organization's inputs to products with higher quality and the lowest possible cost (Hameed & Waheed 2011).

The employees' performance is defined as the output that employees achieve when performing any work task in their organization. It is also defined as the employees' ability to achieve the objectives of the work they do in their organization.

Employees' performance is defined as the employees' implementation of the work and the responsibilities assigned to them by the organization.

The employees' performance can be the various activities and that enable the employees to accomplish their task or goal assigned to them depending on the available resources.

The concept of performance also reflects the results of behavior. For example, the positive performance reflects the desired results of the behavior. However, the negative performance reflects undesirable results of the behavior. In some cases, performance reflects the effectiveness and efficiency (Christen et al. 2006).

It is important to distinguish between the terms behavior and achievement when define performance. That is because behavior is what employees do in the organization, while achievement is what the results after employees stop doing actions. The performance is the interaction between behavior and achievement; it is the sum of behavior and results achieved together (Nerstad et al. 2018).

The performance includes also other criteria beside efficiency and effectiveness. It has employee turnover rates, accidents, absence and delays from work. The good working employees are those who have high productivity. In addition, their performance contribute to reducing work problems and accidents. Based on that, the satisfactory performance represent effective and efficient work with minimum problems (Mathews & Khann 2016).

Despite the differences in the definitions of performance, there are common elements that bring them together. These elements are as followings:

1. The employees

The employees include the employees themselves and their knowledge, capabilities, skills, values, trends and motives.

2. The Job:

The job includes the requirements, challenges, duties and responsibilities. In addition, the opportunities it offers for development, promotions, and incentives.

3. The attitude:

The attitude is what characterizes the organizational environment, which includes the work environment, supervision, administrative systems and organizational structure.

Therefore, the real performance can be define as the result of a number of interacted factors. It should not be focused on one without the other, and should not ignore any of them.

It is important to reconcile all of them and focus on all the elements together at the same time.

It is also important to indicate that the performance is not a goal itself, but it is a means to achieve specific goals. That is why performance is seen as the practical translation of all stages of planning in the organization. Thus, it occupies the second degree in importance among the basic functions of management, where it comes after the function of organization. For example, any government facility or public institution can plan and organize. However, it may not be able to achieve any results unless the plans and policies are applied correctly. This idea can be applied on employees since they cannot provide good outcomes without good performance (Kabir et al. 2018).

3.2 The Determinants of Employees' Performance

This section reviews and discusses the most important determinants of employees' performance, which are shown in figure (3.1).

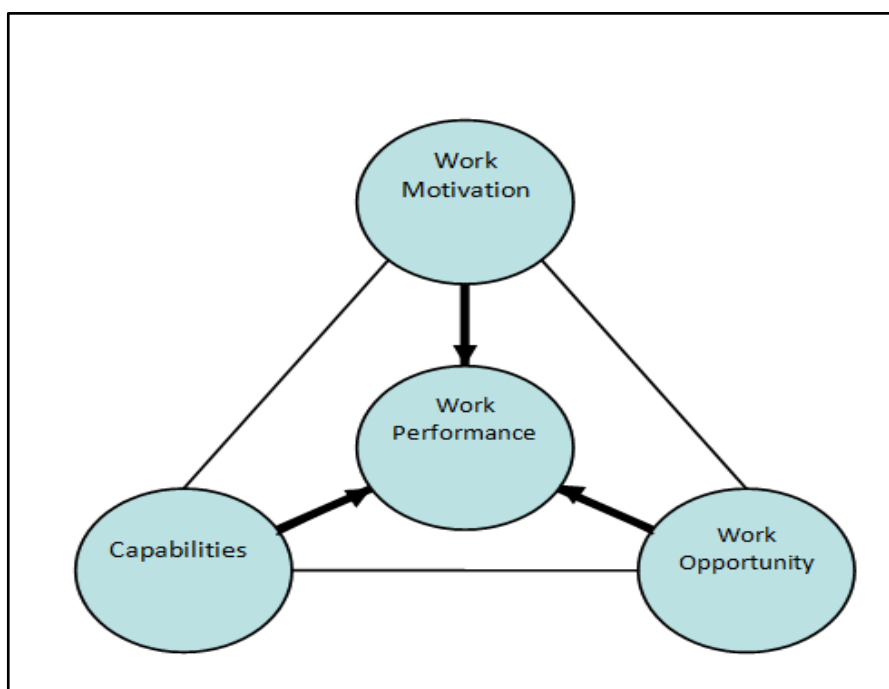


Figure 3.1: The determinants of employees' performance.

Many studies showed that the performance of employees could be affected by several factors. These factors are the following:

3.2.1 Employees capabilities

The employees' capabilities has two aspects, which are the employees' capabilities themselves and the work stress (Khan & Jabbar 2013).

1. Employees' capabilities

Employees' capabilities can be defined as the employees' ability to do specific jobs. In some cases, the employees cannot do their jobs. For example, in the case of illness, the employees' ability to do their jobs become zero. Therefore, employees' capabilities is not fixed and can be changed for many reasons.

The most common form of employees' capabilities are the following:

- The ability to do written and verbal communication.
- The ability to be creative and innovative at work.
- The ability to work as part of team.
- The ability of doing critical and strategic analysis and addressing obstacles.
- The ability of managing time and organizing work tasks efficiently.
- The ability to remove conflict.
- The ability of project management.
- The ability of using modern technologies.
- The ability of doing management, leadership, training and supervisory tasks.

Usually, the organizations work within high competitive markets. Therefore, they need to have employees with good capabilities and skills. The good employees' capabilities and skills can help the organization to be productive, innovative and more profitable. However, when the organizations face different changes in the work conditions, they need to adjust and improve their employees' capabilities. For example, the organization may face crises such as natural, economic, or health

crises. Another example is the changes in technologies such as artificial intelligence that changed jobs and replaced them with other jobs (Chebet 2015).

In this case, the organizations needs to recombine the skills of their employees and match them to the new job functional.

Improving the employees' capabilities is the effective way to ensure that employees have the ability that the organization needs to succeed and transition into new job roles.

2. Work stress

There are different views towards the relationship between work stress and employees performance. Some studies showed that the work stress has negative relationship with employees' performance. The basic idea of this result is that the work stress can be an obstacle to human behavior. Thus, it negatively affects the physical and psychological behavior of the employees. In addition, it forces them to make more efforts and spend more time to overcome that pressure (Hailesilasie 2009).

Some specialists see positive relationship between work stress and employees' performance. They believe that work stress represents a challenge to human behavior. For example, the work problems, difficulties and tensions are considered as challenges. They can lead to the adoption of positive patterns of behavior and give better performance. They also believe that low level of work pressure does not motivate employees to face challenge, and that can lead to opposite effects.

Some studies indicated that there is no significant relationship between work pressures and employees' performance. This result was based on the idea that the employees have committed to contracts with their organization. Therefore, they preparing themselves physically and psychologically to work. In addition, they accomplish their duties regardless of the pressures that surround them (Dakhoul 2018).

The explanation to this case is that the individuals enjoy a certain level of maturity. That help them to accomplish their work based on the contract between them and their organizations. The other explanation for this case is that the employees' ability to adapt to all emerging conditions. Therefore, there is no

psychological or mental effects will occur on the employees, and there is no effect on their performance.

Some researchers stated that there is a relationship between work stress and employees' performance. This relation can be in linear, curved, inverted forms. They assume that the low level of work pressure does not motivate employees to work.

In addition, the high level of work pressure can lead to the absorption of employees' capabilities. That can result in the exhaustion of these capabilities and the lack of work completion.

Therefore, the presenters of this opinion believe that the moderate level of work pressure can help the employees overcome this problem. That is because it helps them distribute their efforts between completing their work and combating these pressures.

3.2.2 Work opportunities

The work opportunities has two types, the internal and the external opportunities.

1. The internal work opportunities

The internal work opportunities includes promoting employees to a better job within the organization. In addition, it can be in the form of job rotation. It is considered as one of the important motivation tools that affect employees' performance (Das et al. 2017).

The employees' promotion means moving the employees to the higher ranks. It includes moving them to new positions, increasing their wages, and giving them new responsibilities and benefits. That can lead the employees to get the reward for their dedication and loyalty to their organization. Even promotion puts more work and responsibilities on employees, but it motivate them to perform well. In addition, it motivate them to improve their skills to get another promotion.

The job rotation at different levels in the organizations, can lead employees to show their capabilities, and explode their energies. However, job routine can lead to poor performance and a decrease in productivity. The job rotation can improve the employee's ability to deal with the work problems they faces due to the experience obtained as a result of the rotation. Job rotation can positive impact the

employees performance at all levels, which ultimately leads to improve the organizations' outcomes.

2. The external work opportunities

The external work opportunities includes offering the employees better jobs form other organization. In general, the employees always seek for better jobs to get more benefits (Hang, N.P.T., 2021).

One of the ways to get better job is to perform very well in the current job. That can give a sign to the other organization about the employees who have excellent skills and performance. Then, they will offer new jobs with higher wages and benefits.

The external work opportunities is very common phenomenon in the high competition markets. All employees understand this mechanism, so they do well to get job opportunities.

3.2.3 Work motivations

3.2.3.1 The concepts of work motivations

The work motivations are considered as the most important determinant of employees' performance. That is because the human nature always seeks for more benefits. Therefore, giving the employees some incentives is strongly expected to enhance their performance at work (Burke & Fiksenbaum 2009).

Every organization must have kind of motivation system to motivate their employees. Motivating employees can be through incentives, leadership roles, and the appreciation of the work done. Organizations also need to identify the appropriate types of motivations that help their employees doing their tasks.

Work motivation is basically has two types, namely, internal motivation and external motivation. The internal motivation depends on creating the challenges. Setting the incentives that have more challenge can draws the employees' attention. In addition, it motivates them to the more enjoyment of completing tasks and enhances their self-confidence. It also makes them feel efficient and mature, and alerts them to their abilities.

Besides the motivation, there should be a monitoring system. That is because most employees want to be watched at work, and have freedom for themselves. The freedom of choice creates the highest levels of belonging to work and its success. In addition, it creates a feeling of ownership of the work. That can lead employees to take more care of their work and do their best to get it right.

The work environment is strongly affecting employees' performance. The work environment must be an environment where there employees feel comfortable. In addition, the work environment should have a spirit of cooperation and respect between the work team (Dur & Zoutenbier 2015).

Another motivation is giving employees big and impactful tasks. That makes them feel that they find more meaning in the jobs that others see as a big and influential task. The appreciation must be presented as another motivation.

Employees like appreciation and they see it as a gratitude and reward for being an active member of the organization. The manager also motivates employees to acquire new skills and knowledge so that they feel more internally motivated and committed (Katzell & Thompson 1990).

The external motivators lie in material rewards such as cash money, bonuses and promotions for the purpose of a specific work or specific performance (Jungert 2021).

In general, the managers can create motivation's environment and culture through continuous communication and through the implementation of policies and practices. That creates high levels of internal and external motivation. They must constantly focus on the combination of rewards and incentives, and the importance and satisfactory of work. In addition, they must also focus on the recognition, appreciation, and continuous opportunities for learning and development.

Employees' performance is very important for the organization, and it is the real criterion for evaluation. However, the absence of motivation affects performance and frustrates enthusiasm. Therefore, the incentive must be as much as job performance because it is an encouragement to show capabilities.

It is important to indicate that the performance of the employees should not be treated equally. The existence of differences between individuals in intelligence, flexibility, achievement and abilities are important factors of setting motivations. In

addition, it should be taking into account the employees social and economic conditions. Studies have indicated that many of the health outcomes that the employees suffer from are the main derive of the lifestyle they follow. If employees do not find what supports them, they will suffer more and more, which negatively influences their performance.

3.2.3.2 The methods of work motivations

There are many methods to motivate employees to improve their work performance. These methods are the followings (Khan 1993; Halepota 2005; Asad & Dainty 2005):

1. Respecting the employees

The managers must respect all employees and be pride of what they did. Managers must not disparagement of any work done by employees, even very simple work. Doing that can make the employees more confidant and motivate them to do better.

It also important to make the employees feel that what they did is important to their organization, and motivate them to do more.

2. Helping the employees progress and grow

In order for employees to perform their tasks efficiently, managers must enroll their employees in professional and personal training programs. In addition, managers must pay attention to the personal growth of each employee in a very thoughtful manner. That can enhance the employees' capabilities and performance. All of this is very importance in making the employees feel valued and cared for, which will benefit the organization.

3. Thanking employees for their work

Thanking the employees reflects the appreciation of the efforts they made to achieve the tasks required. It has a great positive impact on the employees' performance as it increases their enthusiasm and enhances their self-confident. Thanking employees must be said at the right time and for the right thing. That makes the employees not feel that they do not really deserve it.

4. Good treatment

Good treatment is one of the important things that make employees feel motivated and enthusiastic to complete the required tasks perfectly. It also makes them increase their productivity. Therefore, to get better employees' performance, the manager must do the following:

- establish friendly relations with all employees.
- Getting closer to employees and taking care of them by knowing their ambitions, goals, and problems they face.
- Dealing with employees as a work team and as one family.
- Treat employees with respect, avoiding yelling, insults, comments, and accusations.

5. Letting the employees feel fun

The employees must left feeling a little free and fun during work. That will increase their productivity and mastery of their work. For example, allowing them to decorate their offices in the way they prefer can make them feel comfortable while they are doing their work.

6. Sharing the employees' accomplishments

Celebrating reaching the desired goal during work is one of the things that gives employees a great incentive. However, some works and projects require a long time to reach the desired goal. In this case, the manager have to find a way to motivate employees from time to time to avoid the feeling of bored. For example, managers can divide the work into several stages, and celebrate and share the employees at the completion of each stage.

7. Promotion to higher positions

Managers use the promotion to higher positions to motivating their employees. This process pushes the employees to bring out all their energies and work hard to achieve success for the company.

8. Comfortable working environment

The work environment directly affects employee productivity. Therefore, it is important to provide comfortable work environment for employees. That can help

them focus on their work and expend all their energies. For example, adding music to the offices can help the employees to relax and perform well.

9. Making the employees happy

Any manager can bring happiness to the hearts of employees through several ways, including:

- Doing holiday celebrations, social events, and volunteer work initiatives.
- Providing weekly dinner or lunch for all employees.
- Equipping a café and other recreational facilities in the organizations' building to be used by employees during breaks.

10. Asking for opinions

It is important for managers to know the opinions of employees about everything related to their organization.

Managers must ask each employee for his/her opinion personally. This will encourage them to express what inside them of creative ideas and opinions. In addition, they will feel the importance of their presence in the organization.

As a result, they will work hard as a team to achieve the organization and their personal goals.

11. Trust the capabilities of employees

Employees should not feel disappointed when they fail. Therefore, managers should not doubt the capabilities of them, and they must try to show them that they are fully of confident. That can help them accomplish their tasks. In addition, managers should try to involve the employees when making important decisions. The employees will feel that managers really believe in their abilities, and will never give up on them. This will motivate them to work hard.

12. Empowering the employees

Employees sometimes face some problems and failures while performing the tasks required of them. In this case, the manager must never interfere, and they must allow them to overcome these problems and failures. Managers must also empower employees by delegating important tasks to them. In addition, by providing the needed resources to complete their work.

13. Offering rewards

One of the most important ways to motivate employees is offering rewards. When the employees succeed in their work, the provision of rewards becomes necessary. For example, coming up with new ideas that improve the way of work, and presents innovative designs that help achieve more profits for the company. Offering rewards can make the employees will important to their managers. In addition, the rewards will push them to provide more achievements.

In short, all of these motivation methods and others work separately or together to motivate employees enhancing their performance. It is important to indicate that some of these motivations take long time and need some official procedures. However, some of them are only need short time. Therefore, the managers have to analyze their employees' situations carefully and determine which motivation methods is the best to use.

More specifically, the success of any employees' motivation system depends on some important requirements, which are:

- Analyzing the employees' status including their personalities, and their social problems.
- Select the best mix of motivations methods that are suitable for the current situation.
- Making employees satisfy of the motivation system and its goals.
- Evaluating the effectiveness of the motivating system and make the required improvements.

3.3 The Types of Employees Performance

There are three main types of employees' performance, which are the following (Robescu & Iancu 2016):

a. Job tasks performance

This type is the normal and most common type of employees' performance. It is defined as any activities the employees do regard their jobs' responsibilities

within their organization. For example, producing goods and services, selling products, and managing a process. It is every effort spent on doing things that are directly or indirectly related to the job tasks. It is also known as the relatively permanent employees' performance.

b. Situational performance

It is defined as any activities that are not part of the employees' main jobs' responsibilities within their organization. This kind of performance is usually temporary, and for doing extra tasks that the organizations need to do. For example, helping or training other employees for a short time. Replacing other employees, and doing volunteering work for the organization.

c. Opposite performance

The opposite performance or the negative performance is define as any negative employees' behavior within the organization. The absence from work, aggressiveness, deviation, and misuse and vengeful spirit are common examples of this type.

3.4 Evaluating the Employees' Performance

Evaluating the employees' performance is basically measuring the job performance of a particular employee, and making judgments about developing his/her job.

Evaluating the employees' performance is considered as one of the important organizations' activities. That is because, it is a way to make decisions for employees in terms of promoting (Văcărescu 2018).

In addition, in term of increasing wages and motivating employees to be success in their work. Evaluation employees' performance can contribute to identifying the strengths and weaknesses of employees. Therefore, most organization apply this process to improve their employees' performance.

3.4.1 The criteria of evaluating employees' performance

The criteria of evaluating employees' performance reflect the work quantity and quality that are required to be done in specific time with minimum costs. These criteria can be presented as financial units, work hours, and the speed of

accomplishment. In addition, they can be the perfection of doing tasks, and the goals achievements (Roghani et al. 2012).

There are many criteria of employees' performance including the absolute criteria and relative criteria. The absolute criteria are the standards the organization use and consider them the best. For example, less than 3 days of an employee absence is excellent, while 5 days of absence is ok. In other words, the absolute criteria are represented in specific values or numbers to be follow.

The relative criteria is used to compare employees' performance with each other. For example, comparing the absence of one employee to the absence of another employee. The employee with the highest number of absence is considered as the worst. The employee with the lowest number of absence is considered as the best.

Some organizations apply criteria individually or as group. For example, individual evaluation for an employee's status in term of his/her productivity, services provided, and tasks finishing. As for a group evaluation, organizations use criteria such as the relation between the employees and the work environment.

In addition, evaluating the teamwork and the relation with customers.

3.4.2 The requirements of evaluating employees' performance

Some requirements are necessary to do the process of employees' performance evaluation successfully. These requirements are the following (Erven 2001):

- The evaluating process must be more objective.
- The transparency in the evaluation so that the worker can see his evaluation and discuss it with his boss.
- The process must include all employees in their positions without exception.
- Linking employees' performance to institutional performance through results with the tasks required of the employees.
- Creating incentives to raise the level of performance, and creating motivation for employees.
- Focusing on the concept of partnership between the managers and the employees. Informing the worker of the elements of performance appraisal, job behavior, and the relative importance of each of them.

- Strengthening the organization setting of performance reports by inclusion all administrative levels with evaluating the performance of the employees.

3.4.3 The conditions of evaluating employees' performance

The success of the evaluating process depends on some necessary conditions. These conditions and can be expressed as the following (Aracıoğlu et al. 2013):

1. Setting performance measures should be in the light of past experiences, or from actual reality in organizations.
2. The performance measures should be tools that can help in motivating individuals and creating incentives to improve their productivity.
3. Fixing the evaluation errors that caused by the effects of technical issues, and the organizational and environmental factors. In addition, the errors that caused by the effects evaluators' bias, and the evaluators' personal characteristics such as toughness and softness. To address these errors, the employees' performance measures should have the some specifications.

They should have objectivity, clarity and stability, easy to use, and low in cost.

4. The coordination between the various administrative levels in the organization.
5. Choosing the appropriate evaluation methods, appropriate criteria, and appropriate metrics for that method.
6. The evaluation forms must be clearly define and their information can enable the evaluator to use them without any problems or difficulties.
7. The direct supervisor must do the process of evaluating their employees.
8. Informing employees of the evaluation's results and discussing these results with them. In addition, providing all possible opportunities to express their opinions.
9. The evaluation process must be clear and understandable for employees in term of its steps and stages.

3.4.4 The importance of evaluating employees' performance

The employees' performance evaluation has been great importance for organizations. That is because performance evaluation is one of the basics administrative

development. It focuses on several aspects related to work procedures in the organization and employees on their own (Stan et al 2012).

The performance evaluation can help providing the important data about the level of performance of employees. In addition, it also contributes to identifying the necessary development that should be launched. Performance evaluation contributes to identifying the capabilities of employees. This helps distributing tasks and responsibilities among them. Performance evaluation helps the development of employees' performance since the management can discover the weaknesses of each employee, and seeks to strengthen them. It can also help chooses the appropriate way to direct the behavior of employees.

3.4.5 The goals of evaluating employees' performance

The important goals of the employees' performance appraisal are the following (Foshay Tinkey 2007):

a. Monitoring the performance of employees on a permanent basis

The manager's depend on employees' performance to follow up the work on an ongoing basis. In addition, to observe the employees' implementation of their tasks.

b. Supporting employees

It is used to motivate employees to put in a great effort. That is because they realize that their performance is dependent on evaluation by management.

c. Identifying the possibility of permanently appointing a new employee

One of the evaluating performance goals is to permanently selecting the employees after a trial period.

d. Developing the level of the performance

This goal means, identifying the strengths and weaknesses affecting the employees' performance.

e. Knowing the validity of other employee systems

One of the performance goals is testing the extent of the success of employee systems in terms of their appointment and selection.

f. Discovering the organizational and administrative problems

Using performance evaluation can help identifying the administrative defects, such as the failure of one of the work elements to achieve the required level.

3.4.6 The stages of evaluating employees' performance

The process of employees' performance evaluation has five common stages. The first stage is the preparing stage. This stage is the first and most important one since it ensures the effectiveness of the evaluation process in general. In this stage, the departments draw plans and identify means according to the general strategic plan. They discuss these plans through the research and quality and development departments (Capko, J., 2003).

This stage is accompanied by training, explanation and workshops for all employees. The role of managers in their meetings with their employees is to ensure clarity of vision, goals and results. In addition, to define the objectives of the organizational units that are required to be achieved. In addition, to agree with employees on the implementation stages, and to identify the training needs necessary to achieve the plan.

The second stage is the goal setting stage. In this stage, the individual goals are defined for each employee, and are linked to the plan of their organizational units. The individual goals should be consistent with the goals of the organization. They also should contribute to achieving and explaining the values and elements of job behavior.

The third stage is the annual performance evaluation stage. This stage is usually done during the last month of each year. In this stage, the employees' performance is evaluated based on their achievements.

In addition, it is evaluated according to the organizations' goals, values and elements of required job behavior.

The fourth stage is the objections stage. In this stage, the employees submit objections about their evaluation results.

The final stage is the stage of implementing the evaluation results. At this stage, the administrative decisions that resulted from the annual report are taken based on the internal system and instructions.

It is important to indicate that the crucial element in the performance evaluation plan is the basic effort made by the employees. Through this element, the agreement between managers and employees on how to work and work mechanism are set. Figure (3.2) shows the stages of the employees' performance evaluation process.



Figure 3.2: The stages of employees' performance evaluation process.

3.4.7 The methods of evaluating employees' performance

Many methods can be used to evaluate the employees' performance. The most common methods are the following:

1. Using the evaluation criteria

This method is the most common method of employees' performance evaluation. It is the easiest to design, and the simplest to use. This method depends on determining the evaluation criteria. In addition, it depends on determining the availability of these criteria in the performance of the employees. It uses scales with scores to identify the different levels of standards availability in performance. By adding the scores for the evaluation, the sum is the level of

evaluation of each employee's performance (Shrestha & Chalidabhongse 2007). Figure (3.3) shows an example of the evaluation criteria.

Criteria	Rating	Comments
 Quality of Works	10/5	This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
 Relationship with Coworkers	10/6	This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
 Initiative	10/4	This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
 Communication	10/7	This slide is 100% editable. Adapt it to your needs and capture your audience's attention.
 Attitude	10/3	This slide is 100% editable. Adapt it to your needs and capture your audience's attention.

Figure 3.3: List of employees' performance evaluation criteria.

It is important to indicate that using this method is usually associated with evaluation error. Specifically, most direct managers usually tend to either be lenient, tough, or mediate in the evaluation of their employees.

The director of the human resources department must examine the estimates of the employees of each manager. This process is important to identify the error in which they have fallen. In addition, the director of the human resources department must redistribute the employees to lower grades if the error exist. The director of the human resources must taking into account the differences between the employees.

2. Simple arrangement method

The direct managers rank their employees in descending order from best to worst. There is no reliance here on criteria, but rather the ranking is made on the basis of overall performance, or performance as a whole. In addition, list of employees is made according to their performance. This method is easy and simple, but suffers from the traditional problems of performance evaluation (Fogoroş et al. 2020).

3. Compare employees

In this method, each employee is given the opportunity to be compared with the rest of the employees in the same section. The accordingly pairs of comparisons are formed, and in each of them determines which employee is better. Comparisons is used also to identify the order of workers in descending order according to their general performance.

For example, if there are 4 employees in a department (employee 1, 2, 3, and 4). The comparisons are as (1/ 2, 1/ 3, 1/ 4, 2/ 3, 2/ 4, 3/ 4). When making comparisons, the managers determine which employee is better in each comparison than the previous comparisons. The best employee is indicated by underlining the best one among them.

Table (3.1) shows the example of the comparison results. The table shows the result of the binary comparisons. It appears from this table that employee number 3 has obtained the largest number of preferences. Therefore, he is considered to be at the first place. Employee number 1 is at the second place, and employee number 2 is at the third place. Finally, employee number 4 is at the fourth place.

Table 3.1: Example of the comparison results.

Employee number	The winner of each	The employees rank
1	1	2
2	1	3
3	3	1
4	-	4

Despite the simplicity and ease of this method, it is difficult to use in departments that contain a large number of workers. That is because the number of comparisons will be very large. In the previous example, there were 4 employees, and the number of comparisons was 6 comparisons. However, if the number employees was 25, the number of comparisons will reach 300. That will make the comparison process very difficult. Thus, this method is useful in departments that have few employees.

4. Distribution Method

In this method, the mangers distribute their employees to the degrees of efficiency measurement in a way determined by the organization. This form takes the normal distribution. The normal distribution considers that the majority of employees take

an intermediate degree from the scale. Then each employee's percentage of efficiency moves away from this intermediate degree, whether it increases or decreases. Figure (3.4) shows the normal distribution shape.

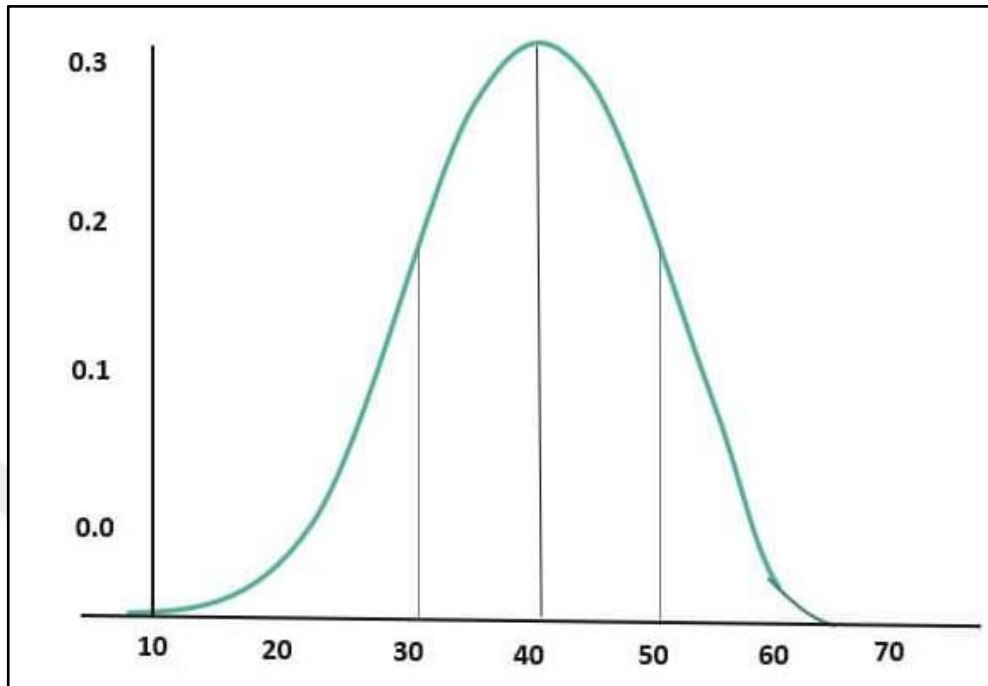


Figure 3.4: Normal distribution.

The figure shows that the average employee efficiency is 40 degree. Therefore, any employee efficiency greater than 40 means good performance and the higher the better. In addition, any employee efficiency less than 40 means bad performance, and the lowest, the worst.

4. TRAINING AND EMPLOYEES' PERFORMANCE

This chapter analyzes and discusses the impact of training on the employees' performance of Al-Iraqia University, Baghdad-Iraq. The study methodology has the following steps, which will be discussed one by one:

1. Describing the case study
2. Determining the sample size.
3. Identifying the conceptual model of the study.
4. Describing the method of collecting data.
5. Descriptive statistics of the data (Normality assessment, Skew and Kurtosis assessment, and checking for outliers and influencers).
6. Factor analysis.
7. Reliability Assessment (Cronbach alpha test).
8. Correlation analysis and Multi-Collinearity analysis
9. Regression analysis

4.1 Describing the Case Study

This study was applied on Al-Iraqia University, which is one of the universities in Iraq. The university was established in 1989, and it is located in the capital of Iraq (Baghdad). This university is concerned with teaching scientific, human, and legal sciences to satisfy the needs of society, and provide graduates in all fields. Its main goals are to achieve quality standards, and help obtaining specialized academic accreditation.

In addition, developing the capabilities of its members by participating in conferences, seminars and specialized training courses. Furthermore, keeping pace with the progress of scientific research, and dealing with challenges to raise the level of knowledge.

The university grants both masters and doctoral degrees, as well as a bachelor's degree in all departments of its faculties. The university has more than 3000 employees with different positions.

The university started new project to develop all its human resources. The important part of this project is the training programs, which implemented to improve its employees' performance. Implementing these training programs is the main reason to choose this university for this study. This study aims to evaluate these training programs to indicate their impact on the employees' performance.

4.2 Determining the Sample Size

The Slovin's formula is used in this study to calculate the sample size (Isip 2015). A random sample of 400 employees who are working in the university was the sample population. They were the university top managers, professors, and other employees. The sample size is calculated as following:

$$n = N / (1 + Ne^2) \dots \dots \dots \text{Slovin's formula}$$

Where,

n: the sample size

N: the sample population = 400

e: the confident level which is 95% (the error is 5%)

$$n = 400 / (1 + (400 * 0.0025))$$

$$n = 400 / 2 = 200$$

4.3 The Conceptual Model

The conceptual model of this study is as shown in figure (4.1). The figure shows that applying training programs affect the employees' performance of the university. It is important to note that this model is a formed based on the literature. Many studies indicated that training could have positive and significant effect on employees' performance (Abogsesa & Kaushik 2017).

The model states that the training programs could positively affect the employees' performance. The model shows that the training aspects can effect employees'

performance aspect. For example, identifying training needs and delivering of training can positively and significantly affect employees' performance in Al Iraqia University.

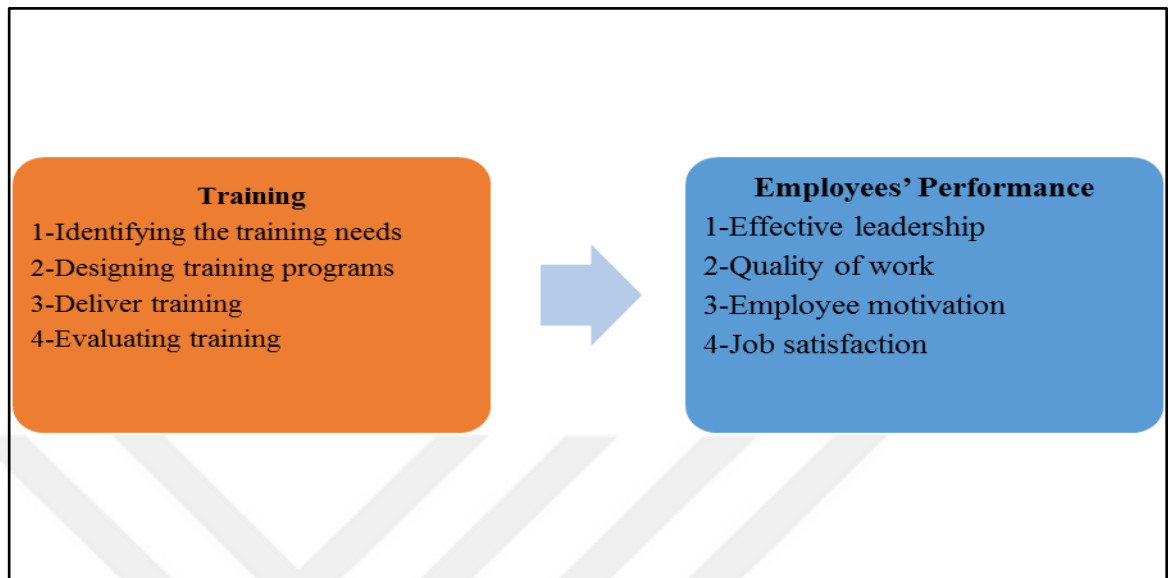


Figure 4.1: The conceptual model.

Source: Student made.

4.4 Describing the Method of Collecting the Study Data

4.4.1 The method of collecting data

The questionnaire method was used in this study to collect data. The questionnaire was used because it provides cheap, quick and large amounts of information. It also allows using large sample. The questionnaire was formed based on the study conducted by Asfaw et al. (2015) for both training and employees' performance dimensions. A sample of the questionnaire is shown in appendix A.

The questionnaire was used to get information about both training and employees' performance of Al-Iraqia University. In addition, to get demographic information about the respondents. The items in the questionnaire were designed to have five Likert scales. Specifically, each item of training dimension has five options to answer. These options are weighted as (1. Never, 2. Rarely, 3. Sometime, 4. Often, 5. Always). In addition, each item of employees' performance dimension has five options to answer. These options are weighted as (1. Very Low, 2. Low, 3. Moderate, 4. High, 5. Very High).

The items were coded in the data as TR_i for training and EP_i for employees' performance. Table (4.1) shows the study dimensions, and the number of items for each dimension. The table shows that training dimension has 13 item (variable), while the employees' performance has 16 item (variable).

Table 4.1: The study dimensions, and the number of items for each dimension.

Dimensions	Number of items	The sources
Training	12	(Asfaw et al. 2015)
Employees' Performance	16	(Asfaw et al. 2015)

The questionnaire sheets were sent to all the 400 employees in the sample. There were only 233 sheet returned. The sample size calculation indicated that the minimum sample size should be 200. The uncompleted sheets were 18, and they are neglected. Therefore, 215 sample sizes is used.

4.4.2 Demographic information (simple percentage analysis)

After collecting, recording, cleaning, and organizing the data, it is now ready for analysis. The Microsoft Excel and the SPSS 17.0 are used to provide all statistics, statistical tests, and statistical analysis. The next few tables show the demographic information of data.

Table (4.2) shows the demographic information about the respondents in the sample. Specifically it shows the working type and gender of respondents. The table shows that the number of managers in the sample is 57, which represent 27% of the sample. The number of professors is 45, which represent 21% of the sample. The number of employees is 113 which represent 52% of the sample. The table shows that the number of males in the sample is 140 (65%), while the number of females is 75 (35%).

Table 4.2: The demographic information.

Item	Number of individuals
Managers	57 (27%)
Professor	45 (21%)
Employees	113 (52%)
Male	140 (65%)
Female	75 (35%)

Table (4.3) shows the other demographic information about the respondents in the sample. Specifically it shows the age, working experiences, and education levels of respondents. The table shows that the education levels are good since 90% of the respondents have BA or higher level of education. The working experiences are also good since 62% of respondents have experiences more than 7 years.

Table 4.3: The age, working experiences, and education levels

Age (year)	20-30	31-40	41-50	> 50	Total	
Statistics	55 (26%)	116 (53%)	38 (18%)	6 (3%)	215	
Experiences (year)	1-3	4-6	7-9	10-12	>12	Total
Statistics	27 (13%)	54 (25%)	37 (17%)	40 (19%)	57 (26%)	215
Education	HS	Diploma	BA	Master Degree	PhD	Total
Statistics	2 (1%)	16 (7%)	114 (53%)	69 (32%)	14 (7%)	215
Marital Status	Single	Married	Widowed	Divorced	Total	
Statistics	46 (21%)	159 (74%)	2 (1%)	8 (4%)	215	

Table (4.4) shows the statistics about training in the university. The table shows the respondents' answers about different training issues. The statistics in the table indicate that 76% of the university's employees received training in last 3 years. About 77% of the university's employees confirmed that their university identifying the actual needs of training and applying training programs. In addition, 74% of them confirmed that it has human development strategies. About 84% confirmed that it evaluates its employees' performance.

Table 4.4: The statistics about training in the university.

The question about training	Number of answers (Yes)	Number of answers (No)
Training received in last 3 years	163 (76%)	52 (24%)
Identifying the needs of training	166 (77%)	49 (23%)
Employees performance evaluation	181 (84%)	34 (16%)
Having human development strategies	160 (74%)	55 (26%)

4.5 Describing the Data

4.5.1 The normality assessment

This section tests the normality of the data, specifically, it tests whether the data is normally distributed or not. The normality check is done using SPSS software. The first step is computing the scales averages, which creates new variables. The new variable are coded as TS for training and PS for employees' performance. For example, TS1 represent the average of the TR1 and TR2, which are the items of first scale of training (Identifying the training needs). The new variables (TS_i and PS_i) will be used for the next analyses.

The normality assessment is based on Kolmogorov-Smirnova and Shapiro-Wilk tests. If these two tests were statistically significant, the hypothesis of normal distribution is rejected. That means, the data is not normally distributed (Pallant 2013).

Table (4.5) and table (4.6) show the results of Kolmogorov-Smirnova and Shapiro-Wilk tests for TS and PS data. The results in these tables indicate that all items of TS and PS are not normally distributed. That is because all the results of both tests are statistically significant at 1% confidant level. Figure (4.2) show an example of the data distribution of one of TS variables.

Table 4.5: The normality test for TS items.

Item	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TS1	0.157	215	0.000	0.951	215	0.000
TS2	0.113	215	0.000	0.952	215	0.000
TS3	0.116	215	0.000	0.977	215	0.001
TS4	0.091	215	0.000	0.946	215	0.000

Table 4.6: The normality test for PS items.

Item	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PS1	0.135	215	0.000	0.963	215	0.000
PS2	0.102	215	0.000	0.953	215	0.000
PS3	0.142	215	0.000	0.942	215	0.000
PS4	0.140	215	0.000	0.942	215	0.000

Figure (4.3) shows an example of the data distribution of one of PS variables. The figures confirm the results of Kolmogorov-Smirnova and Shapiro-Wilk tests for both TR and EP variables.

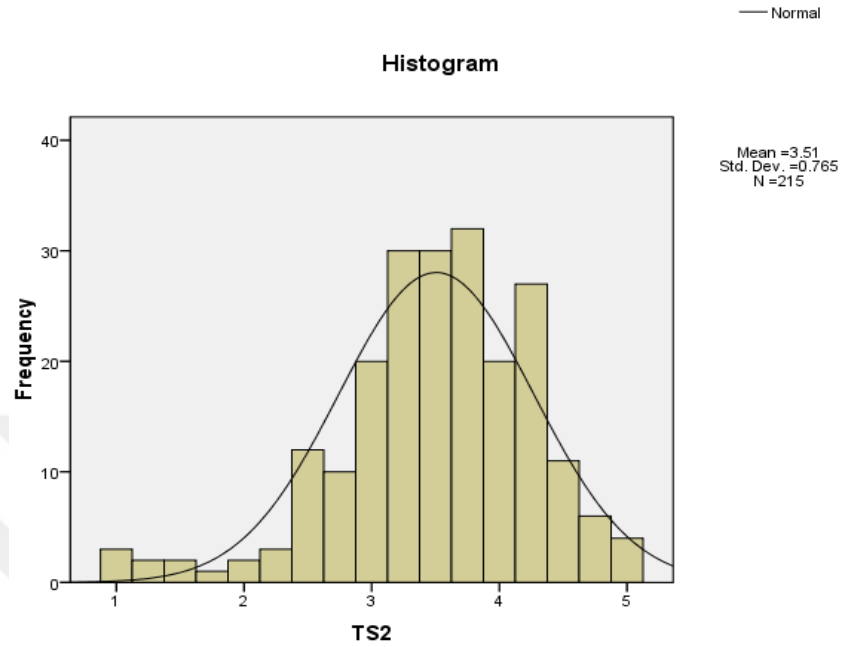


Figure 4.2: An example of the data distribution of TS variables.

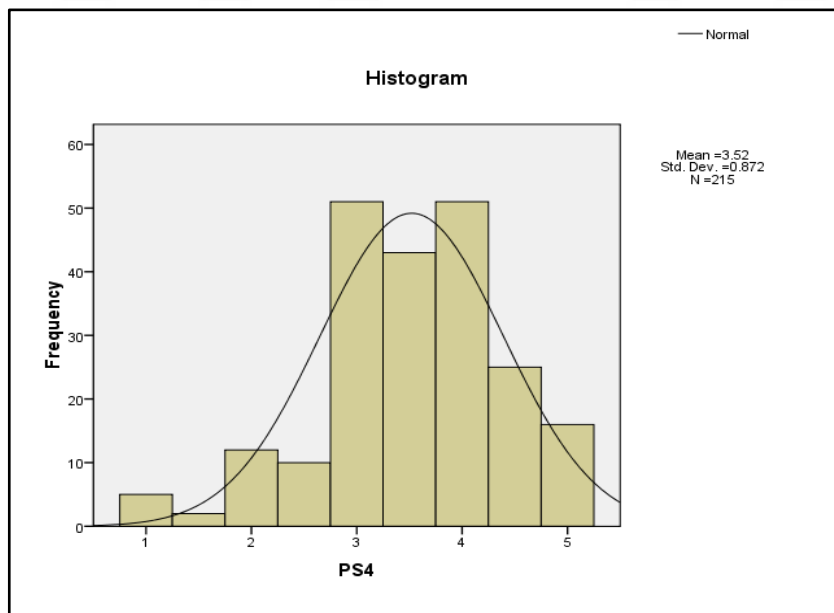


Figure 4.3: An example of the data distribution of PS variables.

4.5.2 Descriptive Statistics of the Data (Frequency, Mean, Skewness, and Kurtosis)

Table (4.7) shows the frequency of the answers (in average) for each scale in the questionnaire that are related to training. For example, the answer (Always) appeared 22 times, in average, of scale 1 (TS1). In other words, 22 respondents, in average, think that their university always identifies the training needs for its employees. Another example is that the answer (Sometime) appeared 108 times, in average, of scale 3 (TS3). That is, 108 respondents, in average, think that the their university sometimes delivers training programs.

Table 4.7: The frequency of each scale related to training.

Item	Never	Rarely	Sometime	Often	Always	Total
TS1	5	21	71	96	22	215
TS2	5	8	72	109	21	215
TS3	12	41	108	46	8	215
TS4	5	5	66	102	37	215

Table (4.8) shows the frequency of the answers (in average) for each scale in the questionnaire that are related to employees' performance. For example, the answer (Moderate) appeared 89 times in scale 1 (PS1). That means, 89 respondents (in average) think that the effectiveness of their university leadership is moderate. Another example is that the answer (High) appeared 94 times (in average) in scale 4 (PS4). That is, 94 respondents believe that the job satisfaction in their university is high.

Table 4. 8: The frequency of each scale related to employees' performance.

Item	Very Low	Low	Moderate	High	Very High	Total
PS1	4	15	89	89	18	215
PS2	5	18	81	101	10	215
PS3	9	15	95	84	12	215
PS4	5	14	61	94	41	215

Table (4.9) shows the descriptive statistics of data related to training scales. The table shows the mean and the standard deviation, and the skewness with its stander error. In addition, it shows the kurtosis with its stander error. The mean is statistics that measure the central tendency of the probability distribution. It also represents the expected value. The standard deviation measures the dispersed of the data from the

mean. When the value of the standard deviation is close to zero, that data is close to the mean (Livingston 2004).

However, when the value of the standard deviation is above or below zero (far from zero), the data is above or below the mean

Table 4.9: The descriptive statistics of training scales.

Item	No. Statistic	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
TS1	215	3.51	0.891	-0.502	0.166	0.208	0.330
TS2	215	3.62	0.805	-0.717	0.166	1.296	0.330
TS3	215	2.99	0.883	-0.137	0.166	0.161	0.330
TS4	215	3.75	0.850	-0.648	0.166	1.055	0.330

The table shows that the minimum mean value is 2.99 at TS3, and the maximum value is 3.75 at TS4. The table shows that the minimum standard deviation value is 0.805 at TS2, and the maximum value is 0.891 at TS1.

The skewness measures the amount and direction of data distribution departure from the horizontal symmetry. The skewness value can be positive or negative. The positive value of skewness indicates that the tail on the right side of the distribution is longer or fatter. The negative value of skewness indicates that the left side tail of the distribution is longer or fatter (Blanca et al. 2013).

In general, if the skewness value is less than -1 or greater than 1, the data distribution is highly skewed. If the skewness value is between -0.5 and -1, or between 0.5 and 1, the data distribution is moderate skewed. If the skewness value is between ± 0.5 , the data distribution is symmetric. Based on that, the TS1, which has a skewness value of -0.502 is symmetric, while TS2, which has a skewness value of -0.717 is moderate skewed.

The kurtosis measure the combined sizes of the two tails of data distribution. If the value of kurtosis is close to 3, the distribution is normal. If the value of kurtosis is greater than 3, the distribution has heavy tail than normal distribution. If the value of kurtosis is less than 3, the distribution has light tail than normal distribution (Blanca et al. 2013). Based on that, the TS1, which its kurtosis value is 0.208, has light tail than normal distribution. The other variables distributions can be interpreted same way.

Table (4.10) shows the descriptive statistics of data related to employees' performance scales. The table shows the mean and the standard deviation, skewness and kurtosis with their standard errors. The table shows that the minimum mean value is 3.35 at PS3, and the maximum value is 3.71 at PS4.

Table 4.10: The descriptive statistics of employees' performance scales.

Item	No. Statistic	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
PS1	215	3.47	0.819	-0.355	0.166	0.475	0.330
PS2	215	3.43	0.805	-0.673	0.166	0.667	0.330
PS3	215	3.35	0.856	-0.603	0.166	0.799	0.330
PS4	215	3.71	0.929	-0.585	0.166	0.304	0.330

The table shows that the minimum standard deviation value is 0.805 at item PS2, and the maximum value is 0.929 at PS4. The table shows, as an example, that the item PS3 has a skewness value of -0.603, which means it is moderate skewed, while the PS1, which has a skewness value of -0.355 is symmetric. The table also shows, as an example, that PS3, which its kurtosis value is 0.799, has light tail than normal distribution. The other variables' distributions can be interpreted same way.

4.5.3 Checking for outliers

The outliers check shows that all TS and PS variables have some outliers cases. Figure (4.4) and (4.5) shows an example of the existence of outliers. Figure (4.4) shows that TS1 has four outliers in the lower limit, which are the cases (60, 62, 117, and 127).

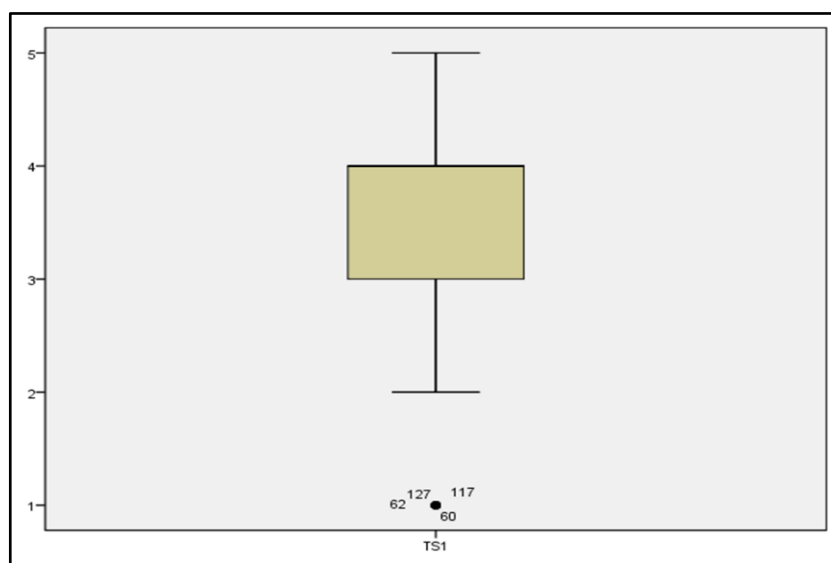


Figure 4.4: An example of the existence of outliers in TS variables.

Figure (4.5) shows that PS4 has four outliers in the lower limit, which are the cases (60, 113, 117, and 142).

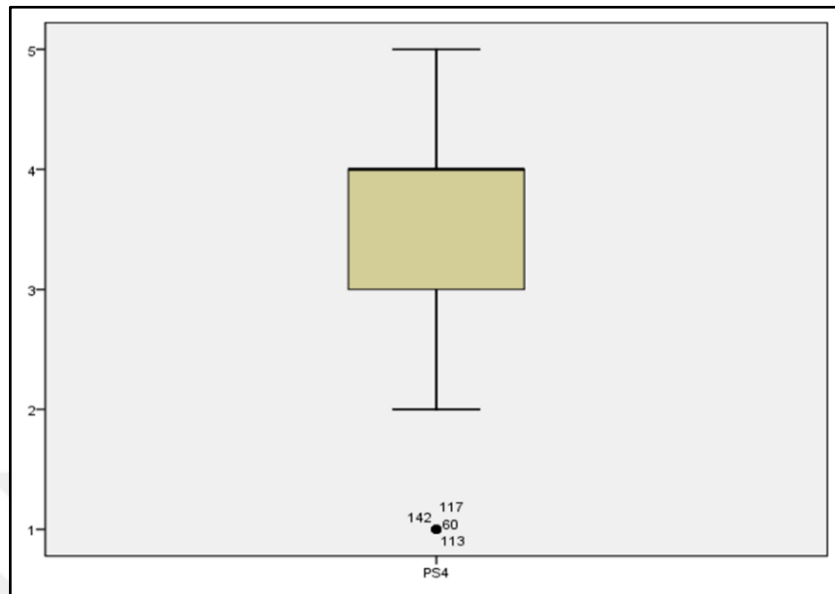


Figure 4.5: An example of the existence of outliers in PS variables.

The outliers were fixed using the Z-Score method and by replacing their values with the average values of the variables. The Z-Score method is a method that find the standardized variable with a mean of zero and standard deviation of one. It is used to identify the outliers' cases of the variables, which helps fixing them. Figure (4.6) and (4.7) shows TS1 and PS4 after fixing the outliers.

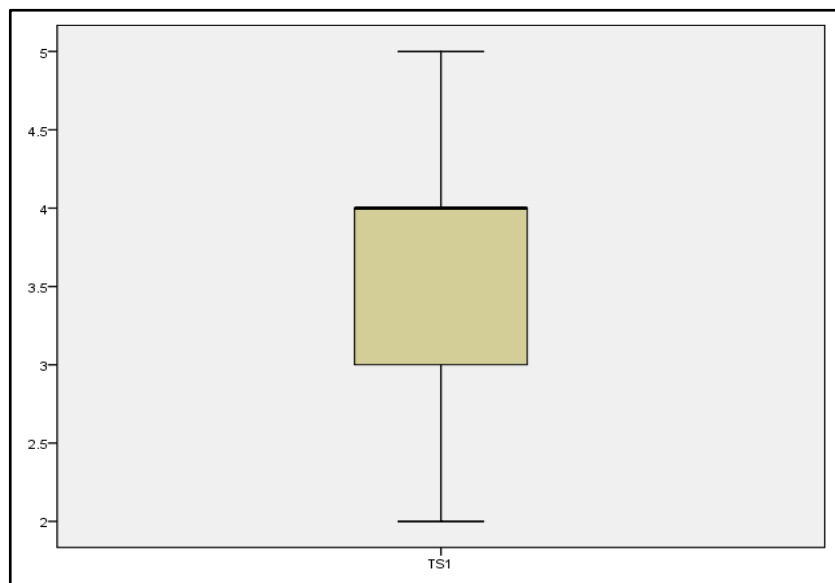


Figure 4.6: The TS1 after fixing the outliers.

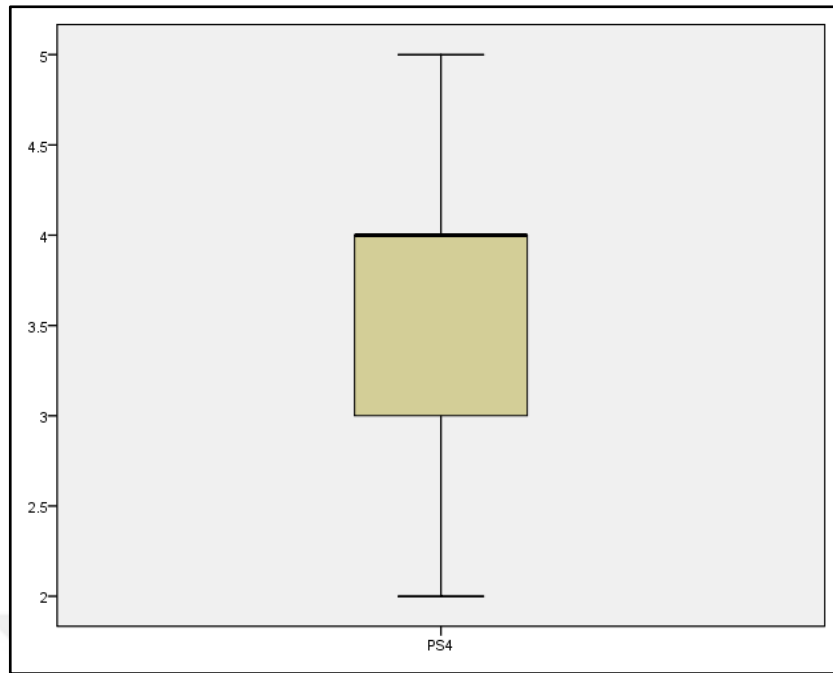


Figure 4.7: The PS4 after fixing the outliers.

4.6 Factor Analysis

4.6.1 Background

The factor analysis is performed based on principal components analysis using SPSS. The principal components analysis is a statistical technique that used to reduce the dimension of a set of variables. For example, if there are ten variables of a scale, they can be reduced to one or more components or factors. The extracted components or factors explain the relationship among the variables of that scale. In other words, the factor analysis shows the relationships between variables and determine the minimum number of factors that can explain these correlations. The components extracted from factor analysis should explain the highest value of the total variance of the dimension (Pallant 2013).

4.6.2 Factor Analysis

The Factor analysis of training dimension is run based on principal components analysis using SPSS (Swaminathan & Jawahar 2013). The result of factor analysis of training variables are shown in table (4.11). Table (4.11) shows that there are 2 components extracted from the factor analysis. These components can be used instead of using 4 variables of training dimension.

The results indicate that these components explain about 75% of the total variance of training dimension. These components are coded to be CT1, and CT2, which will be the independent variables. Figure (4.8) shows the scree plot of factor analysis, and it indicates same results.

Table 4.11: Total variance explained of training variables.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.145	53.625	53.625	1.921	48.026	48.026
2	.852	21.300	74.925	1.076	26.900	74.925
3	.567	14.174	89.099			
4	.436	10.901	100.000			

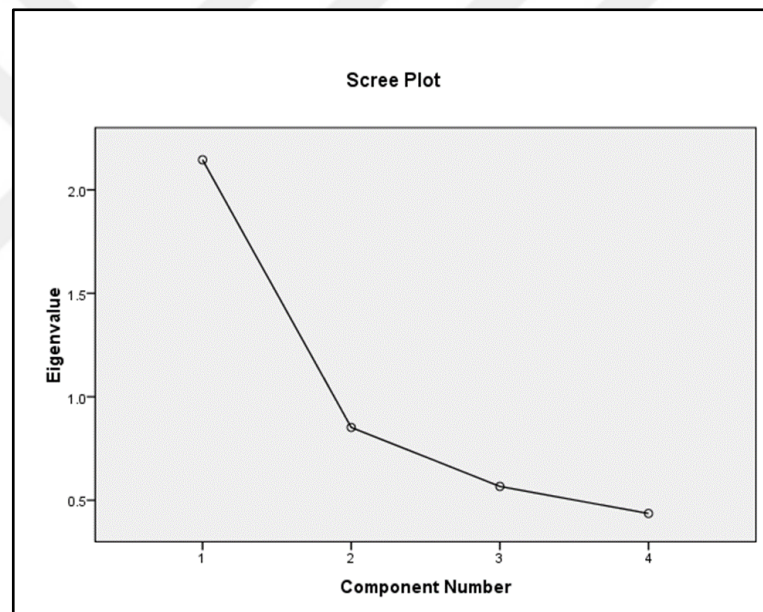


Figure 4.8: The scree plot of factor analysis related to training dimension.

Table (4.12) shows the factor loading for each variable of training. The table shows that the first component is related to TS2, TS3 and TS4. The TS2 represents designing the training programs, the TS3 is delivering the training programs, and the TS4 represents evaluating the training programs. The second component is related to TS1 and TS3. The TS1 represents identifying the training needs, the TS3 is delivering the training programs.

It is also important to test the overall measurement quality of training factor analysis. Table (4.13) shows the KMO and Bartlett's Tests.

Since Kaiser-Meyer-Olkin measure of sampling adequacy is more than 60%, and Bartlett's test of Sphericity is significant at 1% level of confidence, the measurement quality is good (Pallant 2013).

Table 4.12: The rotated components matrix of training dimension.

Item	Component	
	1	2
TS4	0.848	
TS2	0.843	
TS3		0.343
TS1		0.973

Table 4.13: The KMO and Bartlett's tests for training.

Test Name	Test Result
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.712
Bartlett's Test of Sphericity	Approx. Chi-Square 168.306
	df 6
	Sig. 0.000

The Factor analysis of employees' performance is run based on principal components analysis using SPSS. The result of factor analysis of employees' performance variables are shown in table (4.14).

Table 4.14: Total variance explained of employees' performance variables.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.921	73.033	73.033	2.921	73.033	73.033
2	.439	10.977	84.009			
3	.367	9.171	93.180			
4	.273	6.820	100.000			

Table (4.14) shows that there are only one component extracted from the factor analysis. The component can be used instead of using 4 variables of employees' performance dimension.

The results indicate that this components explain about 73% of the total variance of employees' performance dimension. This component is coded to be CP, which will be the dependent variable.

Figure (4.9) shows the scree plot of factor analysis of employees' performance, and it indicates same results. Since there is only one component extracted, the solution cannot be rotated, and there is no factor loading for each variable.

It is also important to test the overall measurement quality of employees' performance factor analysis. Table (4.15) shows the KMO and Bartlett's tests. Since Kaiser-Meyer-Olkin measure of sampling adequacy is more than 60%, and Bartlett's test of Sphericity is significant at 1% level of confidence, the measurement quality is good.

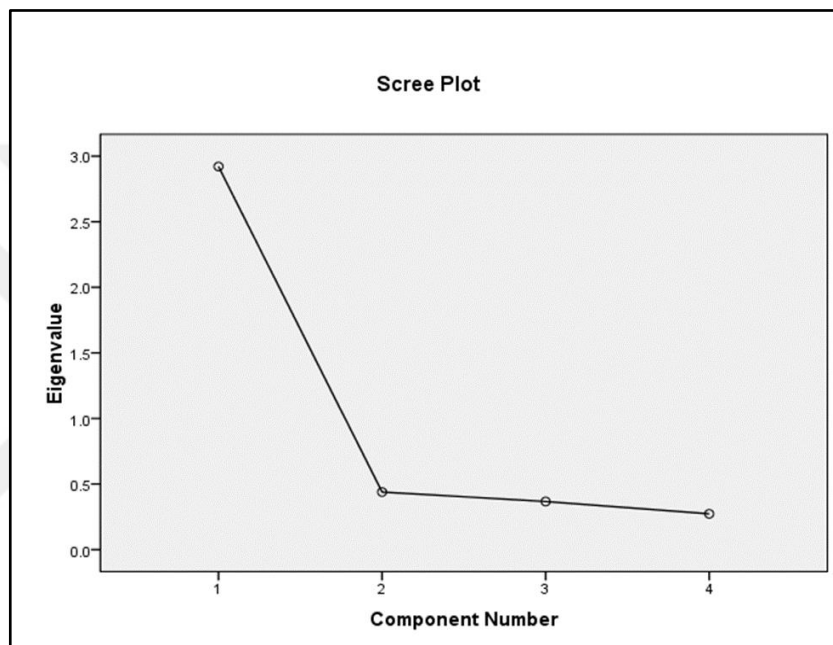


Figure 4.9: The scree plot of factor analysis related to employees' performance dimension.

Table 4.15: The KMO and Bartlett's tests for employees' performance.

Test Name	Test Result
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.830
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	434.881
	6
	0.000

4.7 The Reliability Test

The Cronbach's Alpha is used to determine the data reliability. The Cronbach's Alpha is defined as the measures of the internal consistency between items in a scale. The internal consistency means that the respondents respond to the questionnaire

items of a scale in consistence way. If the Cronbach’s Alpha (alpha coefficient) is close to (1), the reliability is at a higher level (Pallant 2013).

More specifically, when the alpha coefficient is between (0.50-0.80), the data is reliable. If alpha coefficients was between (0.81-1.00), the data is highly reliable. The data reliability results are shown in table (4.16). The table indicates that the coefficient alpha is greater than 0.6 for both training and employees’ performance scales. These results indicate that the data are reliable and good for analysis.

Table 4.16: The Cronbach’s Alpha coefficients for reliability test.

The Component	Loading Items	Cronbach’s Alpha
CT1	TS2 (Designing the training programs) TS4 (Evaluating the training programs)	0.719
CT2	TS1 (Identifying the training needs) TS3 (Deliver the training programs)	0.638
CP	PS1 (Effective leadership) PS2 (Quality of work) PS3 (Employee motivation) PS4 (Job satisfaction)	0.857

4.8 Correlation Analysis and Multi-Collinearity analysis

It is important to analyze the correlation matrix of the variables of each dimension. The Pearson correlation coefficient is used to test the strength and direction of the linear relationship between variables. The coefficient value is between -1 to $+1$. When the value is close to absolute one, the relationship between the variables is strong. The absolute value of 1 indicates a perfect linear relationship. The value that is close to zero indicates no or very week linear relationship between variables (Good 2009).

The correlation coefficient sign shows the direction of the relationship. If the two variables increase or decrease together, the coefficient is positive, and the slope line of correlation is upward. If the coefficient sign is negative, one variable tends to increase as the other decreases, and the slope line of correlation is downward.

The diagonal values of the correlation matrix are usually ones. There values are ones because they represent the correlated between the variable and itself. The off-diagonal values represents the correlations of the variables with each other.

The correlation between the variables of training and employees’ performance dimensions are performed using SPSS. Table (4.17) and table (4.18) show the

Pearson Correlation matrices of the variables of both training and employees' performance dimensions. The results indicate that the variables of training dimension are weakly correlated, while of employees' performance are highly correlated.

Table 4.17: The Pearson Correlation matrix of training dimensions.

Item	TS1	TS2	TS3	TS4
TS1	1.000	0.464**	0.304**	0.436**
TS2		1.000	0.234**	0.562**
TS3			1.000	0.225**
TS4				1.000

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.18: The Pearson Correlation matrix of employees' performance dimensions.

Item	PS1	PS2	PS3	PS4
PS1	1.000	0.727**	0.605**	0.659**
PS2		1.000	0.605**	0.653**
PS3			1.000	0.588**
PS4				1.000

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

* . Correlation is significant at the 0.05 level (2-tailed).

It is important to check for Multi-Collinearity problem since the existence of this problem can negatively affect the regression analysis. Multi-Collinearity problem happens when an independent variable is highly correlated with other independent variables. It is considered as a problem because it undermines the statistical significance of the independent variables (Alin 2010).

If the VIF was less than 3, the probability of existence Multi-Collinearity problem is very low. The VIF is the variance inflation factor, which measures the amount of Multi-Collinearity in the multiple regression variables. The VIF is the ratio of the overall model variance to the variance of a model that includes only that single independent variable.

The results of Multi-Collinearity test indicate that all VIF coefficients are between 1 to 1.6, which are less than 3. Therefore, the probability of existence Multi-Collinearity problem is very low. In addition, the variables can be fit in a linear regression model.

4.9 The Regression Analysis

This study uses Linear regression model (LRM) to do the regression analysis. Specifically, it uses LRM as a statistical method to test the impact of training on the employees' performance. The LRM is statistical method that modeling the relationship between two or more variables. One of them is the response variables (dependent variable). The other variables are the explanatory variables (independent variables) (Krämer & Sonnberger 2012).

With one explanatory variable, the model is called simple linear regression. With more than one explanatory variable, the model is called multiple linear regression. In this model, the relationships are modeled using linear predictor functions whose unknown model parameters are estimated from the data. The goal of using LRM is for prediction, forecasting, and error reduction. That is because linear regression can be used to fit a predictive model to an observed data set of the response and explanatory variables.

The model used in this study is:

$$Y_i = \beta_i + \alpha_i X_i + \epsilon_i \dots \dots \dots (1)$$

Where:

The variable (Y) is the **dependent variable (or variables)** that represents the employees' performance (CP). The variable (X) is the **independent variable (or variables)** that represent training (CT1 and CT2). The (β and α) represent the model parameters. The (ϵ_i) represent the estimation error.

The regression method has some assumption that need to be checked. More specifically, running the regression analysis required the following assumptions (Pallant 2013):

1. The dependent variable must be normally distributed:

The dependent variable is the extracted factor from factor analysis of employees' performance variables (CP). Kolmogorov-Smirnova and Shapiro-Wilk tests are used to check for the normality of CP. The tests' results were statistically insignificant, which indicate the dependent variable is normally distributed. In addition, figure (4.10) shows the normal distribution of that variable.

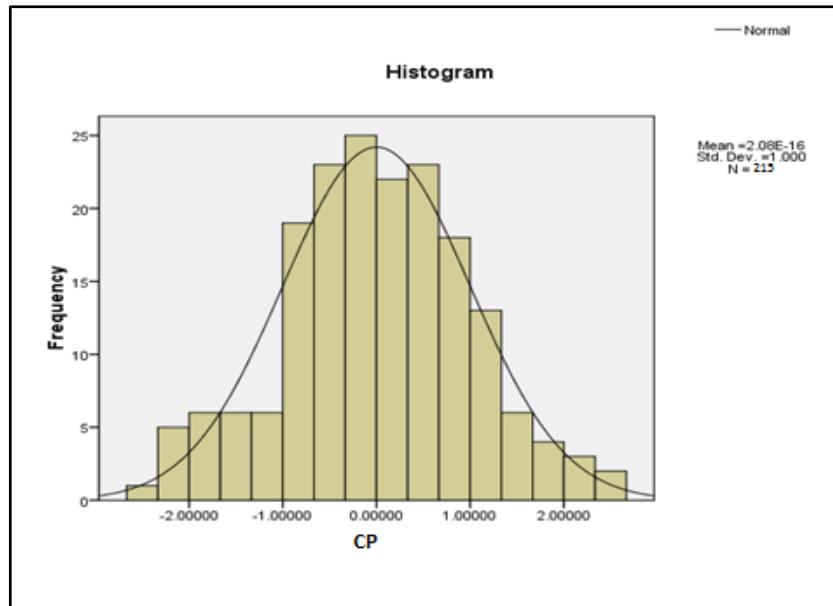


Figure 4.10: The distribution of the dependent variable (CP).

2. The linearity assumption:

The linearity assumption means that all independent variables have linear correlation with the dependent variable. Figure (4.11) shows that all independent variables have linear correlation with the dependent variable. Therefore, this condition is met.

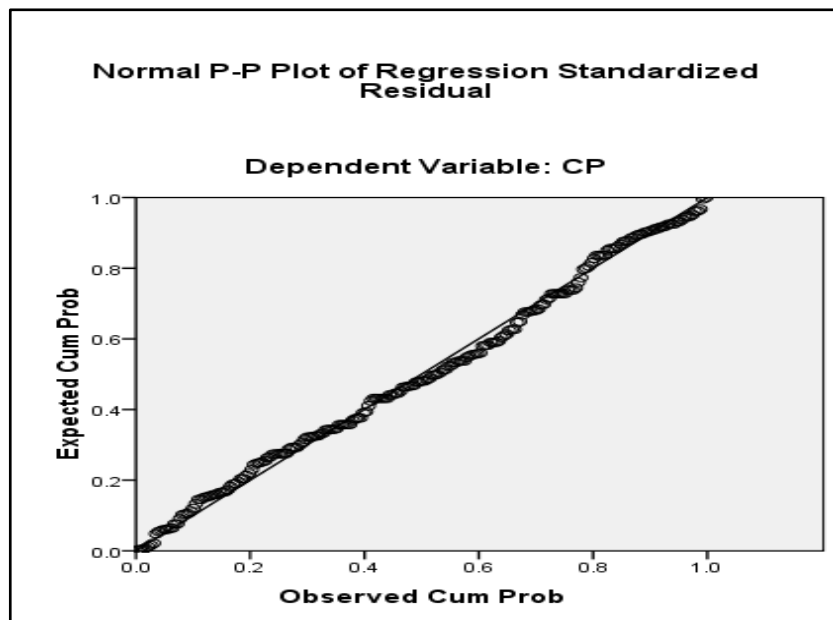


Figure 4.11: The regression standardized residuals.

3. The stander residual and Cook's Distance should be within the required rages:

The required stander residual is between ± 3 , and Cook's Distance is less than one. The results indicate that the minimum value of stander residual is -2.79, and the maximum value is 2.99. The results indicate that the minimum value of Cook's Distance is 0.001, and the maximum value is 0.106. Therefore, the required conditions are met.

4. No outlier in the dependent variable

Figure (4.12) shows the scatterplot for all residuals, which are in the range (± 3). Therefore, there is no outliers in the dependent variable.

Based on these results, all the required condition for regression analysis are met. The results of regression analysis are shown in table (4.19). The results in table (4.19) showed that the CT1 and CT2 have positive and significant effects on CP. Specifically, designing the training programs, and evaluating the training programs positively influence the employees' performance of Al Iraquia University by 0.591. In addition, identifying the training needs, and delivering the training programs positively influence the employees' performance of Al Iraquia University by 0.254.

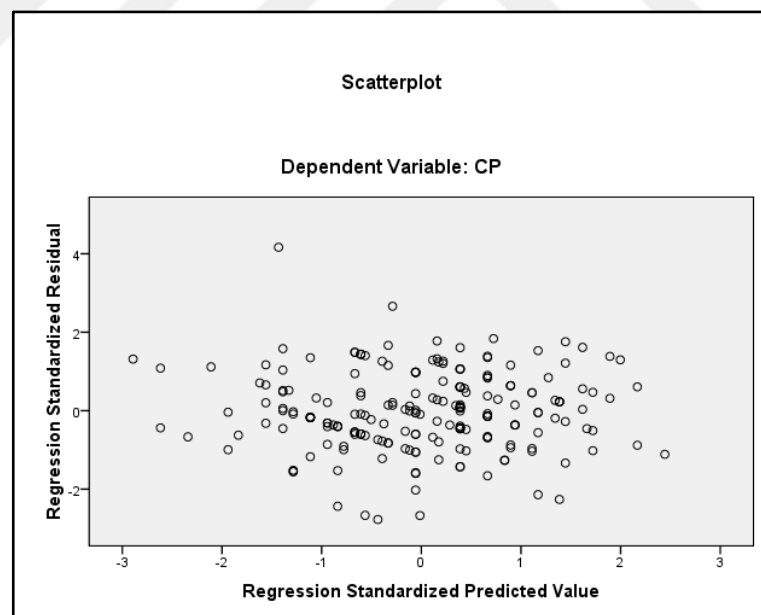


Figure 4.12: The scatterplot for outlier check.

For example, evaluating the training programs can increase the employees' performance of Al Iraquia University by 0.591. Identifying the training needs can increase the employees' performance of Al Iraquia University by 0.254.

The results in table (4.19) showed that the training programs applied in Al Iraqia University could enhance its employees' performance. Therefore, the results support the study hypothesis.

Table 4.19: The results of regression analysis.

Variable	Coefficient	Significance
CT1 (Designing the training programs and Evaluating the training programs)	0.591***	0.000
CT2 (Identifying the training needs and Deliver the training programs)	0.254***	0.000

***. Significant at 1% level.

**. Significant at 5% level.

*. Significant at 10% level.



5. CONCLUSION

Under the high competition markets, most organizations' administrative systems strongly focus on the employees' performance. Studies showed that employees' performance could lead to increase the efficiency and effectiveness of the organizations. In addition, it can lead to achieve their goals, and success. The fast changes in the work environment has put the organizations under great pressure. That has led most organizations to start new strategies to develop their employees' performance. Enhancing the employees' performance become one of the goals that the organizations seek to achieve.

Developing the employees' performance is important for both the employees and organizations. It is important for employees since it helps them building good career path. It is important for the organization since it can lead to improve the organizations' performance. One of the most common ways to develop the employees' performance is the human resource development. Providing training programs for employees is an important way that helps the employees develop their personal and organizational skills. In addition, it develops their knowledge and capabilities. Developing employees' skills can also motivates them to improve their work performance.

Iraq started new economic reform after 2003, and the Iraqi universities were part of that new reform. They started connecting with international universities, and transferring the experiences of the top world universities. Specifically, they started using different training programs to improve their employees' performance. However, some problems facing the Iraqi universities when applying the training programs. The most important problem is the lack of evaluating to these programs. They may think that it was done correctly, but they do not have any evidences to prove that.

The purpose of the study is to evaluate the effectiveness of training programs in AL Iraqia University. More specifically, it test the effect of training programs on the employees' performance in AL Iraqia University. The importance of this study is to

provide evidences about the effectiveness of the training programs in this university. That can help better understand the results of their training programs.

In addition, it can help them improve these programs or apply new ones. The other importance of this study can be a guide for other Iraqi universities to evaluate their training programs. The contribution of this study is that it provides statistical analysis to test the effects of training programs on employees' performance.

The study hypothesis is that the training programs have positive and significant impact on employees' performance in AL Iraqia University.

Al-Iraqia University is one of the universities in Iraq that was established in 1989. It is located in the capital of Iraq (Baghdad). Its main goals are to achieve quality standards, and help obtaining specialized academic accreditation. The university started training programs to develop its employees' performance. Implementing these training programs was the main reason to choose this university for this study.

A random sample of 400 employees was the sample population. The selected employees are the university top managers, professors, and other employees. The sample size is calculated using The Slovin's formula. The questionnaire method was used to collect data. The questionnaire was used to get information about both training and employees' performance of Al-Iraqia University. The items in the questionnaire were designed to have five Likert scales. The questionnaire sheets were sent to all the 400 employees in the sample. Only 233 sheets were returned. The uncompleted sheets were 18, and 215 sample sizes is used.

Using SPSS 17.0 software, all the necessary statistical tests and analyses including factor analysis and regression analysis were done. The results of this study showed that the training programs have positive and significant effects on employees' performance. The training programs applied in Al Iraqia University could enhance its employees' performance. These results support the study hypothesis.

5.1 The Study Suggestions

1. The study suggests that the university should, in general, keep applying training programs and work on improving them.

2. The study suggests that the university should improve the process of identifying the training needs and deliver the training programs. Doing that may increase their effects on the employees' performance.



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<p>If you got training, what methods were used for the facilitation?</p>	<p><input type="checkbox"/> Seminar <input type="checkbox"/> On job training <input type="checkbox"/> Formal lecture <input type="checkbox"/> Apprenticeships <input type="checkbox"/> Demonstration <input type="checkbox"/> Self-study training <input type="checkbox"/> Other (Please Specify).....</p>
<p>What type of training did you took?</p>	<p><input type="checkbox"/> Teaching <input type="checkbox"/> Computer <input type="checkbox"/> Accounting <input type="checkbox"/> Operational <input type="checkbox"/> Professional/technical <input type="checkbox"/> Team building <input type="checkbox"/> Leadership and Management <input type="checkbox"/> Other (Specify).....</p>
<p>How often does your organization identify the actual organization's needs of the training program?</p>	<p><input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always</p>
<p>How often does your organization conduct a performance and effectiveness assessment to assess its employees' performance?</p>	<p><input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Mostly <input type="checkbox"/> Always</p>
<p>Does your organization have a clear and defined strategy related to human resource development?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

PART 2: Training programs

The following questions describe the organizations effort to train its employees. In this part, you have **five options** that represent the degree of your answer, please select only one option for each question to the best of your knowledge.

Question	Never	Rarely	Sometime	Often	Always
A. Identifying the training needs					
1. Do you have enough training that enables you to do your job as required?					
2. Are you satisfied with the overall aspect of the training programs in the organization?					
B. Designing the training programs					
3. Do you think the training program designed based on the requirements of the job? Or employee deficiency of ability for the job?					
4. Is the type of training you have taken applicable for the job after the training?					
5. Do you have known the objective of the training?					
6. Do you think the method of training used by the organization is effective?					
C. Deliver the training programs					
7. Do you think the expenditure for employee training is enough?					
8. Do you think that the organization is effective from the training expenditure?					
9. In your opinion, do you think the organization is effective from the training expenditure?					
D. Evaluating the training programs					
10. Does the training increase your motivation to the job you do?					
11. Does training improves your skills, knowledge, attitude change, and new capability?					
12. Does the training lead you to be satisfied with your job?					
13. Does the training program evaluate during or at the end of the program?					

PART 3: Employees' performance

The following phrases evaluate the return of the training relative to its objective of training and impact on the organization. Please answer by putting "X" in the box you think represent the result of the training in front of each question.

Assume objective: 1 = Very low 2 = Low 3 = Moderate 4 = High 5 = Very High and put on the remark column "NA" if not applicable. "DN" if you do not know.

Question	Very Low	Low	Moderate	High	Very High
A. Effective leadership					
1. I have a good relationship with my supervisor and the training reduces lateness, absenteeism.					
2. In my opinion, training helped me to reduce frequency of supervision.					
3. I am confident that the training brings strong team work so as it helped my organization training increase work efficiency					
4. I feel the training provided helped my organization to ensure its success with client satisfaction					
B. Quality of work					
5. The training I received helped me to enhance high quality of product/service.					
6. The training provided by my organization helped me to improve quantity.					
7. I feel the training enables me to improve skills, knowledge, attitude change, and new capability.					
8. In my opinion, training helps me to enhance the use of tools and machine, operational safety.					
9. After the training, I feel it reduces possible accidents.					
10. The training provided helped me to eliminates obsolesce in skills.					
11. In my opinion, training helps me to reduction in errors.					
C. Employee motivation					
12. In my opinion, training helps me to increase productivity.					
13. In my opinion, training helps me to reduction in turnover					
14. In my opinion, training helps me to decrease material wastage.					
D. Job satisfaction					
15. I feel a string sense of belonging to this organization and the training helps me to improve my motivation to work.					
16. In my opinion, training helps me to increase job satisfaction.					

RESUME

EDUCATION:

- BA in Computer Science from Al Rafidaine University College, 2003-2004
- BA in Business Administration from Al Iraqia University, 2015-2016

WORK EXPERIENCE:

- Manager of private company.

PUBLICATIONS/PRESENTATIONS ON THE THESIS: Not Available

LIST OF PUBLICATIONS AND PATENTS: Not Available