



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

**MASTER THESIS**

**THE IMPACT OF TRAINING AND DEVELOPMENT ON  
EMPLOYEES' PERFORMANCE: APPLICATIONS IN THE  
MINISTRY OF FINANCE, IRAQ**

**Ihab Issa MOHAMMED**

**DECEMBER 2017**

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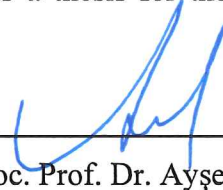
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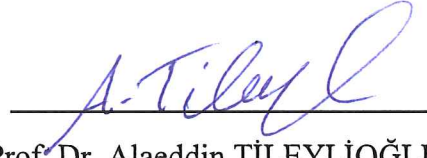
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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material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

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**Date:** 15.01.2018

## **ABSTRACT**

### **THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE: APPLICATIONS IN THE MINISTRY OF FINANCE, IRAQ**

Ihab Issa MOHAMMED

M.B.A, Master of Business Administration

Supervisor: Prof. Dr. Alaeddin Tileylioglu

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Training and development programs are one of the most important tools used by organisations to develop their human resources. Training and development has an important role in refining knowledge, skills, and individual behaviour, providing the core competencies through which the organization can use its human resources most efficiently. This study aims at determining the impact of training and development programs on the performance of employees in the Ministry of Finance, Iraq. Descriptive analytical method was employed to conduct this study. Primary and secondary sources of data were used in the analysis. A quantitative research approach was chosen for collecting data. The sample of this study was taken from a total of 6090 employees of the Ministry of Finance, 306 respondents have participated in this study. The stratified random sampling technique was used in order to select the participants from Ministry of Finance and its affiliates. SPSS version 21 was used to analyse the collected data. Short-term training programs, design and delivery of training, mentoring programs, and coaching programs were used as independent variables for predicting the dependent variable which is the employees' performance. The results of descriptive statistics showed that the current training and development programs were good but below the desired level. The correlation analysis revealed that the relationship between the independent variables and the dependent variable is

significantly and positively correlated. Multiple regression analysis results indicate that independent variables account for 37.9% of the variation in the employees' performance. Regarding the impact of each variable on performance, coaching has the highest influence on employees' performance in the Ministry of Finance, followed by design and delivery, short-term training programs, and finally mentoring. Based on the findings of this study, it is recommended that the Ministry of Finance should conduct a comprehensive revision for the instruments related to improving the quality of training, and should put emphasis on coaching programs. In addition, Ministry of Finance should put more emphasis on the design and delivery of training, short-term training programs, and mentoring, due to their importance in affecting employees' performance.

**Key Words:** Training and Development, Design and Delivery of training programs, Mentoring, Coaching, Employees' Performance, Iraq.

## ÖZ

### EĞİTİM VE GELİŞTİRME ÇALIŞANLARIN PERFORMANSI ÜZERİNDEKİ ETKİSİ: FİNANS, IRAK'IN BAKANLIK UYGULAMALARINDA

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Eğitim ve geliştirme programları kurumların insan kaynağını geliştirmek için kullandıkları en önemli araçlardan biridir. Bu programlar, gerek bilgi ve beceri gerekse çalışanların davranışları ile ilgili temel yetkinlikleri geliştirerek insan kaynağının daha etkili bir şekilde kullanılmasında önemli bir role sahiptir. Bu çalışma, eğitim ve geliştirme programlarının Irak Maliye Bakanlığı çalışanlarının performansı üzerindeki etkilerini araştırmayı amaçlamaktadır. Bu çalışmada tanımlayıcı ve açıklayıcı araştırma yöntemleri kullanılmıştır. Birincil veriler, yapılandırılmış anketler kullanılarak toplanmıştır. İkincil veriler diğer araştırmacılar tarafından yapılan araştırmalar ve konuyla ilgili çeşitli kitaplardan elde edilmiştir. Çalışmadaki hedef grup idari ve teknik personelden oluşmaktadır. Örneklem 6090 çalışan arasından rasgele seçilen 375 çalışmanı içermektedir. Niceliksel veriler (SPSS) Sosyal Bilimler İstatistik Paketini kullanarak analiz edilmiştir. Çalışmada, kısa süreli eğitim programları, tasarım ve eğitim programları, danışmanlık ve koçluk programları bağımsız değişkenleri oluştururken, çalışanların performansı da bağımlı değişken olarak alınmıştır. İstatistiksel sonuçlar Maliye Bakanlığında eğitim ve geliştirme programlarının iyi ancak istenilen düzeten altında olduğunu göstermiştir. Korelasyon analizinde, bağımsız değişken ile bağımlı değişkenin ilişkisinin önemli

ölçüde anlamlı ve pozitif olduğu saptandı. Çoklu regresyon analizi sonuçları, bağımsız değişkenlerin, çalışanların performansındaki değişimin %37.9'unu ifade ettiğini göstermektedir. Her bir değişkenin önem derecesi ile ilgili olarak koçluk eğitimi en büyük etkiye sahip olduğunu göstermektedir. Bu değişkeni sırasıyla, eğitim tasarımı ve yöntemi, kısa dönem eğitimler ve mentörlük takip etmektedir. Bu çalışmanın sonuçlarına bakılarak, Irak Maliye Bakanlığı'nın eğitim kalitesini artırmak için eğitim araçlarıyla birlikte eğitim metodlarını ciddi bir revizyona tabi tutması önerilmektedir. Ayrıca çalışanların performansını artırmak amacıyla teknolojik gelişmelerden yararlanma yoluna gitmelidir.

**Anahtar Kelimeler:** Eğitim ve geliştirme, tasarım ve danışmanlık, Koçluk, çalışanların performans teslimat.



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## DEDICATION

*This thesis is dedicated to my beloved entire family and all my teachers who I have never forgotten them for their efforts, support, and encouragement along my studying years.*



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## LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
RB	Rafidain Bank
FATC	Financial and Accounting Training Center
HRD	Human Resource Development
HRM	Human Resource Management
MoF	Ministry of Finance
NAC	National Authority of Customs
NBP	National Board of Pension
PAS	Performance Appraisal System
SPF	State Pension Fund
SPSS	Statistical Package for Social Sciences
T&D	Training and Development
TNA	Training Needs Assessment

## **CHAPTER I**

### **INTRODUCTION**

Training is one of the most important Human Resource Management practices and an important part of learning and human development. If both governmental and private organisations want to benefit from the training function, they must link this function to their strategic plans.

Therefore, the consensus on a detailed training policy by senior management is important and should be implemented by management at all levels within the organisation. Training is the process through which a trainee acquires the knowledge, skills, and behaviours necessary to perform a particular task. Training is a structured procedure in which the trainee learns the skills and knowledge to perform a specific task.

The main purpose of the training process is to bridge the gap between the current performance of the employee and the functional requirements of a specific job. Training is an ongoing process that aims to improve the human behaviour and performance. Recently, organizations have recognized the importance of training as an effective tool for achieving their strategic objectives. Training is considered as an investment in long-term dynamic assets which are the employees. In addition, many organizations consider training to be one of the strategic tools through which employees are retained. Training also creates employees that are capable of facing challenges and dealing with them effectively. Each training and development program aims to add value to human resources. Any training and development program should be abandoned if it does not add value to the organization. Organizations should, therefore, make training and development for its employees a continuous activity (Obisi, 2011).

## **1.1. Background of the Study**

Human resources play an important role in the developmental aspects, whether economic or administrative in most developed countries such as ‘the United States of America, United Kingdom, Japan’ and others. This, in turn, leads us to conclude that a developing country such as Iraq, with its rich natural resources, can be economically and administratively successful if appropriate attention is given to the training and development of its human resources.

It, therefore, becomes necessary for the many Iraqi organizations to focus on training and development programs for their employees. All the activities involved in the organization require highly effective individuals to perform specific task. For example, a manager cannot be successful if he does not have employees with adequate skills and knowledge to do their job as planned and hence, the organization will fail to reach its goals.

Competent employees are representing the core competencies of both large and small organizations, and as is known a formal education system does not adequately provide specific job skills of a position in a particular organization. As a result, many employees require intensive training to acquire the knowledge, skills, and attitude that is necessary to be able to make a significant contribution to the growth of the organization. Heathfield (2012), stated that, “the right employee training and development at the right time provides big advantages for the organization in increased productivity, knowledge, loyalty and contribution”. (Heathfield, 2017, p. 1).

Training today is more important than ever due to the nature of the modern business environment, that requires a rapid change, especially in the field of technology, which requires employees to continuously learn to acquire new skills.

The main objective of the training for each organization is to maintain employees with high skills to perform a particular job as well as another individual, social, functional, and organizational goals.

It is worth noting that Iraq has a huge public sector, where the largest number of human resources are employed in various specialities. One such organization in the Iraqi public sector is the Ministry of Finance. This study aims to determine the impact of training and development on the performance of employees in the Iraqi Ministry of Finance.

## **1.2. The Need for Study in This Area**

Contemporary trends in service delivery by both public and private organisations require addressing the challenge of customer satisfaction. This study is conducted in Iraq, Ministry of Finance by an Iraqi citizen who is a full-time employee of the Iraqi Ministry of Finance.

Iraq has a distinct geographical location in the southwest of Asia. It lies north of Kuwait and Saudi Arabia, south of Turkey, east of Syria and Jordan, and west of Iran. Iraq stayed under Britain mandate until 1932; the Britain mandate ended, in 1932 with making Iraq an independent state. In 1958 the country witnessed the first modern revolution and declared Iraq a Republic. The capital of Iraq is Baghdad, it is the largest city with a land area of 438,446 km<sup>2</sup>, and a population of more than 36 million, the country consists of 19 administrative units ([www.mop.gov.iq](http://www.mop.gov.iq)).

The Ministry of Finance in Iraq aims to establish the foundations and directions of the financial planning of the State and to define the general and detailed framework of the financial elements of the plan within the framework of its general policy and development plans and to prepare the means of preparing, supervising and implementing the plan.

The rationale for this study comes from the growing interest in training and development of human resources in general, and particularly in Iraq. As a means to

develop, improve and raise the level of human resource performance in order to achieve the required level of efficiency and performance. It is necessary for Iraq to be able to compete within the regional and global economies.

Competition among all organisations is directed towards improving the quality of services provided to the customer as the end user of these services, has created a great incentive for organisations to ensure that their employees are able to meet the needs of the customers adequately.

Armstrong (2003) pointed out that supporting staff learning through training involving both analytical and experimental aspects should be part of career development. There are factors such as nepotism in evaluating performance, inconsistent performance appraisal standards, lack of training and systematic development of employees, and ultimately non-sacrifice of employees for the success of the organisation. All these factors negatively affected the performance of the public sector and do not exclude the Iraqi Ministry of Finance. Therefore, training and development of employees can be a means of solving problems and challenges that face employee performance (Grobler, 2006). The success of training programs in most Arab organisations is assessed through immediate reactions rather than focusing on the overall process of training, levels of results and knowledge transferred to the workplace (Al-Athari and Zairi, 2002).

### **1.3. Statement of the problem**

Currently, in Iraq, the Public Service is neither performing efficiently nor effectively and does not deliver to the expectations in regards to developmental challenges. Several organisations in Iraq are not able to undertake their roles and functions efficiently due to constraints in terms of enabling policy and institutional structure, financial and physical resources, conducive working environment and effective Human Resource skills and knowledge. These have led to poor performance in the Iraqi public sector.

The lack of effective training and development programs for employees in the Iraqi public sector is among the important reasons for ineffective the performance in public organisations. This is mainly because the process of developing performance involves training and human resource Development, changing attitude and behaviour, imparting new skills and knowledge to the employees. Thus the lack of the mentioned factors could limit the development of effective performance in the public sector.

The country is still facing problems related to professional employees, though Iraq has been providing free higher education to its population in addition to vocational education and training and development programs for various employees. Iraqi institutions have still had a surplus of unskilled employees; however, this indicates that there is an imbalance of the employees' distribution among and within the organisations which is a challenge for human resources planners and developers who need to allocate developing and planning the workforce in the Iraqi public sector.

Our study focused on training and development programs in the Iraqi public sector, which suffers from a lack of trained employees, this has adversely affected the efficiency of the training programs offered to employees working in the public sector. The main reasons which stand behind the declining of employees' performance are because of the lack of awareness about training and development programs and mismatching of these programs with the objectives of the organisation, and the duration of the short-term programs.

Migration of skilled employees abroad because of the instability of the political situation, also contributed to decreasing performance. In addition the period of the siege which had been isolating the country from the world for about thirteen years (1990-2003), reflected negatively on the job performance in all sectors.

Thus, there is a need to assess the training and development programs provided to public servants. As well to assess whether the content of these programs has any positive impacts on employees' performance in the Ministry of Finance, Iraq. There is an urgency of ascertaining the contribution of training program objectives,

design and delivery, and development activities such as mentoring and coaching on the performance of employees in the Ministry of Finance. Also, to know the challenges that are facing this institution in attaining effective and efficiently trained employees in their organisations within the Ministry of Finance. Therefore, this study sought to determine the impact of training and development programs on the employees' performance in the Ministry of Finance, Iraq.

#### **1.4. Purpose of the study**

The main purpose of this research is to examine the impact of training and development programs on employees' performance of the Ministry of Finance, Iraq.

#### **1.5. The Objectives of the Study**

The objectives of this study are:

- To evaluate the effectiveness of the current administrative training programs which is conducted by the Ministry of Finance.
- To determine the effect of short-term training programs on employees' performance, in the Ministry of Finance.
- To identify the effect of the design and delivery of training on the performance of employees, in the Ministry of Finance.
- To determine the effect of development activities (mentoring/ coaching) on employees' performance.

#### **1.6. Research Questions and hypotheses of study**

- I. What is the effectiveness of the current administrative training programs which is conducted by the Ministry of Finance?



Regarding this research question, there are seven questions directly related to question one, in the questionnaire. The question will be answered descriptively.

**II. What amount of influence does the current administrative training programs have on employees' performance in the Ministry of Finance?**

Regarding this research question, we are going to answer it through imposing this hypothesis:

H<sub>A1</sub>: Short-term training programs have a significant effect on employees' performance.

**III. What does the impact of design and delivery of training programs have on the performance of employees, in the Ministry of Finance?**

This research question will be answered by the following hypothesis:

H<sub>A2</sub>: Design and delivery of training programs have a significant effect on employees' performance.

**IV. What does the effect of mentoring have on employees' performance?**

This research question will be answered through the following hypothesis:

H<sub>A3</sub>: Formal mentoring programs have a significant effect on employees' performance.

**V. What does the effect of coaching have on employees' performance?**

This research question is going to be answered through imposing the following hypothesis:

H<sub>A4</sub>: Coaching programs have a significant effect on employees' performance.

These hypotheses will be tested and discussed successively in Chapter IV.

## **1.7. The Significance of the Study**

The findings of this research will be useful in several ways, including:

- The study may help in changing the way training which has been used in the Ministry of Finance. Consequently, the employee's perception of training programs may change.
- The outcome of the study may be useful for policymakers to develop an appropriate human resource development policy for the effective management of the Iraqi public sector.
- This study may bring benefits to employees in public organisations since an effective training program can lead to proper placement, promotion, and increase the motivation of the employees, and hence increase employees' performance.
- The study may help to draw further attention to research possibilities. Hence the findings may obviously help further researchers in their studies.

## **1.8. Scope of the Study**

This study is going to be conducted in Iraq. Since conducting any research consumes resources such as time, effort, and financial. Our study will be limited to the employees in the Ministry of Finance.

## **1.9. Definition of Significant Terms**

- 1. Training:** “A planned and systematic effort to modify or develop knowledge/skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities” (Buckley and Caple, 2009, p. 9).

**2. Development:** “employee development the combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers” (Noe et al., 2011, p. 237).

**3. Performance:** “Performance is the overall outcome or success of a person during certain periods of duty compared to the standard of the work, the targets or criteria that have been determined in advance and have been agreed” (Pawirosumarto, Sarjana, and Muchtar, 2017, p. 604).



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Introduction**

This chapter provides an inclusive literature review that is relevant to the subject of the study in order to obtain a general background on the subject of research within its theoretical framework. Accordingly, relevant research results obtained from articles, books, websites and other reliable sources of information will be addressed in the study. Also, in this chapter, we will explore the work of other researchers whose results are closely related to the subject of the study.

#### **2.2. Theoretical Framework**

##### **2.2.1. Human resource management practices**

HRM practices are designed and applied in such a way that human capital plays an important role in achieving the objectives of the organisation. The appropriate use of HRM practices has a positive impact on the level of commitment of the employer and staff (Purcell, 2003). HRM practices such as training and development encourage employees to work better to increase organisational performance.

Many studies have been conducted on testing the impact of some HRM practices on the performance of employees.

A number of researchers have examined human resource practices on the performance of employees. In this research, we have chosen one of the most

important applications, training and development, and its impact on the performance of employees, because of its importance in increasing individual and organization performance.

### **2.2.2. Overview of training and development**

The literature survey will provide an overview of the various perspectives, to show the impact on employees' performance.

Training and development are seen as a key factor for various organisations to fulfil its strategic objectives. Training and development are linked closely to practice and it is difficult to distinguish them from each other (Walker, 1980). On the other hand, the distinction is not obvious because training is upgrading of skills in the present job, while development is improving performance in future jobs (Bartol and Martin, 1991). According to Lunenburg and Ornstein (1991), training is targeting the lower levels of employees and employees who do more technical work; whereas development is targeting the administrative and professional employees (Lunenburg and Ornstein, 1991).

#### **1. Training**

In human resources management, training is a key activity of any organisation. Training can be defined as a process of changing the behaviour and knowledge of employees in order to achieve compatibility between the employee's abilities and characteristics with the organisation's functional requirements (Dora and Sabahg, 2008).

Others argue that training is a planned interference aimed to enhance the elements of employee job performance (Chiaburu and Tekleab, 2005). The researcher defined training as the process by which the individual's knowledge and skills are developed in relation to the completion of a specific work at a specific time. It is all about enhancing capabilities that seem critical to attaining organisational goals. Training programs, may additionally also assist the employees in limiting their anxiety

or frustration that happens because of working in a particular job. The training develops self-efficient for individuals and leads to superior work performance by improving the weak practices or replacing them with other efficient and effective, job-related practices. Employees' dissatisfaction with work increases with the growing gap between the skills needed to perform the work and the skills they possess.

In short, training represents a major part of the administrative development and considered to be a major tool of modern management. It is an essential function integrated with the functions and activities of the HRM since it represents a comprehensive and ongoing process planned and consists of a series of stages and steps that include design, implementation and evaluation.

## 2. Development

Development is broader in scope. It focusses on individuals, through providing them with new capabilities and useful for both present and future jobs; while training is limited to provide employees with specific skills for use in their present jobs. Development is defined as a set of relationships and functional experiences, education, and capabilities that help employees prepare for their future job (Noe, et al., 2016). All in all, development could be defined as the accumulation of ideas, skills and behaviours that acquiring by an individual to accomplish the tasks that may arise in the future.

The definition indicates that development is concerned with the future of the current job of the employee or functions that do not currently exist and may exist in the future. However, development helps to keep pace with the changes that take place in technology related to work and work designs or customers.

### 2.2.3. Overview of employee performance

Performance is the achievement of a specific task measured against a set of specific parameters such as accuracy, efficiency, cost and speed (Cooke, 2000). Others define performance as the tasks which is completely well by the person and

also the attitude through he or she completes the task (Brown, 2008); on the other hand, Baldwin says that performance is the process of implementing job effectively to achieve the identified objectives (Baldwin, 2008). The performance of the employee is measured by the performance standards established by the organisation, good performance means in the functional sense the extent to which employees are performing the tasks assigned to them by the organisation. In each organisation, there are preconceived expectations regarding their performance. When performed at a certain level and met specific expectations, it is considered a good performance. Furthermore, regardless of purpose, performance is what the person leaves behind (Kane, 1996). Several studies conducted earlier revealed that training and development as one of the human resource management practices positively correlate with employees' performance.

Employee performance is primarily dependent on many factors such as job security, employee motivation, employee satisfaction, performance evaluation, compensation, organisational structure, and alike; however, the scope of this study concentrates on a fundamental factor that is training and development, which has a significant impact on employee performance.

## **2.3. Theoretical Background in Training and Development, conception**

### **2.3.1. Social Exchange Theory**

Hormans (1958) posits that people enter into relationships that aim to optimise the benefits of this relationship (Dysvik and Kuvaas, 2008). On this basis, the relationship between the theory of social exchange and training and development and the performance of employees can be described as follows: Employers provide training and development for employees as an opportunity to develop and enhance productivity. On the other hand, employees do everything they can to work hard in related tasks and duties. As a means of swapping this gesture from the employers (Dysvik and Kuvaas, 2008). Several studies have shown that an employee considers the training and development programs provided by the organisation as a sign that

the organisation is seeking to enter into a social exchange relationship with them (Newman, Thanacoody, and Hui, 2011).

### **2.3.2. A resource-Based View Theory**

This theoretical model dealing with the training and performance of the organisation. This model indicates that the company in order to maintain or to be a source of the competitive advantage must have four attributes for its resources, to be valuable, rare, difficult to imitate, and non-repetition (Swanson and Arnold, 1996). All of these primary sources are part of the human capital because. Human capital has a great role in creating these resources and their formation through research and development. It can be said that training and development programs are an investment in human capital that can add value to the organisation through improving performance and provide the core competencies for the organization and thus enhancing their performance and be ensuring the survival of the organization.

The theories mentioned above indicate how training and development, contribute to motivating employees to learn and to transfer their training to the job, which in turn will increase individual and organisational performance in general.

## **2.4. Related Literature to the Study Variables**

### **2.4.1. Training and Development Programs and Employees' Performance**

Training practices can be the key to the success of organisations, warranting their evaluation through research. The impact of HRM and training practices on employee performance has been an important topic in the recent researches (Manning, 2015).

Al-Mzary et al., 2015, conducted a study aimed to identify the impact of training on the performance of employees at the Yarmouk university, Jordan. The findings were shown that there is a medium relationship between training and



training needs and the results also indicates there is a relationship between effective training programs and employees' performance.

Research by Diab and Ajlouni (2015) examined the influence of training on the performance of employees in Jordanian hospitals. The results of the study indicate that there is a strong relationship between the elements of training; which is, training has a significant influence on employees' performance; quality of service and organisational commitment. Also, the study found there is no impact of the modern technology used in Training programs on organisational commitment.

Bayraktaroglu and Cickusic (2014), conducted a study of 33 companies, sample size was 210 employees about the impact of training and development on employee performance was based on two surveys, one for managers and the other for employees. The results showed that there is a significant impact for training programs on employee performance when employees have a clear vision that the Training programs in their organisations will give them better knowledge and improvement of skills and ideas for their career path in the future (Bayraktaroglu and Cickusic, 2014).

Bhartiya (2015), examined the impact of training and development on employee performance in selected public sector organisations. The main objectives of the study are first, to analyse the influence of training and development Programs on employees' performance in public sector organisations, second, to take the opinion of the employees about the training and development programs which provided by some public sector organisations. The sample size was 350 Executives, Supervisors, and Workmen. This study shows that the impact of training and employee satisfaction in public sector institutions is not associated with the practices applied during the training process, especially about the predefined performance levels of the organization after the trainees return from the training program.

Al Samurai (2010), conducted a study in Iraq. This study sought the influence of training strategies on the HRD in the public sector organizations. The study found that the factors affecting the success of the training process from the

point of view of the trainers are the continuous training and upgrading of the trainees through the holding of training courses and educational seminars. The study also found that the main problems were the lack of practical application of skills acquired during the training duration.

Lusato (2013) conducted a study applied in the public sector in Tanzania, about the impact of the training programs on employees' performance. The findings indicated that the methods applied in those institutions included coaching, orientation, job rotation, seminars, and others. The study also found that continuous training programs that have been provided, introduced to them in new ways and approaches, also prior training makes an employee feel confident and this in role reduced fear of doing wrong actions in the work field (Lusato, 2013).

Kum, Cowden, and Karodia, (2014), conducted a study in South Africa. The study sought the impact of training and development on employee performance. The method used was the random sampling to select participants for this study. Consequently, data was collected using questionnaires. The results revealed that working conditions, as well as the lack of resources, had a direct impact on staff training and development. The study found that a particular area should be improved. Those areas are administration support, feedback and training employees on a continuous basis. The results of the study show that this would improve the performance of staff in the organisation (Kum, Cowden, and Karodia, 2014).

Bari (2015) conducted a study on the impact of training and development on staff performance in selected public sector institutions. This research aimed to focus on the executives, supervisors and workers in selected public sector institutions by determining the role and impact of the training he/she gained. These organisations were randomly chosen. The study evaluated the training and development process in these organisations regarding improving the performance of employees. Questionnaires were used to obtain preliminary data for the study. The results found that the employees of the selected public sector organisations did not have a clear conception of the training programs in the organisation. Most of the views were that training and development play an active role in improving the ability and success of

both individuals and organisations. The results also showed that the impact of training and employee satisfaction in these institutions is not consistent with practices associated with specified performance levels (Bari, 2015).

Philipina Ampomah, (2016) conduct a study titled “The Effect of training and development on Employee Performance in a Private Tertiary Institution in Ghana”, the study found that the employees were aware of the training purposes, selection criteria, and training objectives were obvious to them before training program started. In addition, the study also found that the employees were being motivated through training, and training and development programs have fulfilled higher performance. The study recommended that training and development should be made compulsory and vigorously pursued (Ampomah, 2016).

Shakeel and Lodhi (2015) in their study found that there is a positive relationship between the training and development and employees’ performance. The study proposes that the organisations should provide the training programs as a continuing basis to their employees to develop their skills and efficiency (Shakeel and Lodh, 2015).

#### **2.4.2. Designing and Delivery of the Training Program and Performance of Employees**

Any performance problem is the result of lack of knowledge and skills (Noe, 2010). Therefore, the design of the training program should be comprehensive and responsive to all different needs, based on an analysis of training needs. Noe, (2010) defined the training design process as the systematic approach to developing training programs. Therefore, the design process is related to all steps of the program from start to finish regarding planning and selection of delivery methods such as lectures or seminars. The design should, therefore, be in agreement with the administration.

Aboyassin and Sultan, (2014) conducted a study regarding the role of HR Training in Improving the performance of employees. The dimensions of this study were TNA, Training program design, training duration, and evaluation of training

and its effect on employees' performance. The study found that there is a significant effect of training program design on employees' performance (Aboyassin and Sultan, 2014).

Another study conducted in Jordan by Khanfar (2014), this study sought to evaluate the effect of training programs on the performance of employees. The study pointed out that there was a significant association between techniques and methods of training, the training duration, trainer selection, and training plans with the level of employees' efficiency (Khanfar, 2014).

Here, it should be noted that the terms design and delivery are inseparable. This phase is aimed at identifying the needs and methods of training that will be used by the organisation in the pre-defined training program, which is the main objective of this phase.

As for delivery, according to Buckley et al., (2004), the trainer is the main focus of the delivery process (Buckley and Caple, 2009). On the other hand, the learner has to learn through this or that method. According to Glaister et al., 2010 they noted that there is no optimal way to implement the program. Each method has advantages and disadvantages. The key is matching the method with the need (Glaister, Holden, Griggs, and McCauley, 2010). The greater the correlation between the method used and the training needs, the greater the chances of achieving the objectives of the training program. As a result this leads to the acquisition of new skills and knowledge by the trainees, which will be reflected in the overall performance of the staff in completing the tasks entrusted to them.

Finally, the design and delivery of training should cover all activities related to training needs. The organisation should take into account all other variables that affect the design and delivery process, such as the appropriateness of the time of training with the working time, the appropriate environment, and the factors related to the work environment such as lighting, heating and ventilation. All these factors are directly related to the satisfaction which is positively related to the employee's performance, and this calls attention to those factors to improve performance to the highest levels.

### **2.4.3. Development activities**

We directed most of our focus on using development activities in the Ministry of Finance in Iraq, which are mentoring and coaching and its relationship with employees' performance.

#### **2.4.3.1. Mentoring and Employees' Performance**

Mentoring as defined previously is one of the training systems through which a continuous relationship is maintained between senior and junior employees. Mentors are known to play a major role in the development of learning, also self and career paths for employees. Mentoring improves performance through improving job satisfaction because mentoring results relate to job outcomes such as promotion, salary increase and thus improve job satisfaction (Mackey and Livsey, 2006). Human resource development specialists play a crucial role in facilitating organisational guidance programs. However, it is essential that they have the necessary resources and time to evaluate these programs so that the trainees are informed of feedback. This is crucial to the success of the training program as well as achieving the organisation's strategic objectives and contributing to staff development (Hamlin, Ellinger, and Beattie, 2009). It is clear to us that mentoring focuses mainly on the development of the individual in terms of professionalism and personality, which is related to professional development in general, unlike in coaching which focuses on a specific goal or a specific field (Burley, 2012).

Mentoring differs from coaching in the meaning that mentoring is concerned with improving how employees fit within the organisation, while coaching is focusing on improving performance. (Kessel, 2006). It also involves advising and facilitating the training process. It also aims to share knowledge and focus on the individual development and personal development of the individual through the fusion of personal and professional creativity in a broader educational context. Often mentoring is informal such as coworkers who provide support, advice and opinion; on the other hand, the organisation may specifically appoint a person to do this job (Burley, 2012).

Mentoring programs also help employees reduce stress and fatigue during work; mentors can clarify job roles and responsibilities. Providing mentoring programs supported by the workplace culture, such as investing in existing employees by providing development opportunities such as promotion, support from top management, and integration into strategic planning. The implementation of an effective mentoring program requires considerations such as maintaining the sustainability of the voluntary participation of individuals and enhancing their commitment and enthusiasm, the availability of appropriate mentors, in addition, the resources necessary to implement the mentoring program. The argument here is that mentoring programs as one of the methods of training and development have an impact on improving employees' performance (Skinner, et al., 2005).

A study conducted by (Siminyu, Kyamanywa, and Kayondo, 2016), titled “training programs and employee performance in the public sector in Uganda: a case of the directorate of citizenship and immigration control”. This study aimed to examine the impact of training programs (short-term training, career enhancement techniques: mentoring and coaching) on employees' performance; this study conducted on employees who are working in the public sector. The findings revealed that Training programs have an effect on employees' performance. It also indicates that mentoring and coaching (career enhancement techniques) have a low positive impact on employees' performance. The researcher attributed this to the lack of consistency and coherence in the implementation of these programs to the employees, although it has a positive effect on the performance according to the perspective of employees.

#### **2.4.3.2. Coaching and Employee Performance**

Coaching is the development process aimed at enabling the trainee to enhance learning and development in order to improve performance in a particular aspect. It is usually short-term, but, it focuses accurately and directly on issues that improve performance in a given area (Renshaw, 2008).

Coaching today is one of the methods of developing performance within the organisation and is a means to develop the basic skills and knowledge of individuals to improve their performance and thus achieve organisational goals. Managers can use coaching to play a critical role in building employees' abilities and capabilities, creating positive change and increasing employee performance. Coaching programs help employees at all levels to identify the job requirements and competencies required to meet those requirements, as well as to identify gaps in current performance and to fill these gaps through workplace coaching and career development plans (BREFI Group).

In a study titled "Executive Coaching Project" conducted by (Harder+Company community research, 2003) on a 24 executives, the project examined the impact of coaching on the performance of executives. The study found that the coaching has a significant impact on the performance of executives and organisations regarding improving leadership and management skills, as well as employees are more able to manage activities well.

According to Doyle (1999), coaching has five characteristics lead to desired outcomes, which is joint planning, observation, action/practice, reflection and feedback.

Joint planning involves the procedures that must be followed for both the coach and the employee which in turn ensures effective participation in the training program in terms of the use of new skills (Doyle, 1999).

The next step is the observation, where the trainer notes how the employee performs tasks in terms of development, strategies and ideas. The third stage is the action/practice stage where learning is applied in practice, in other words, refining the new skills. This may occur during or between the training processes. The trainer advises the employee on growth, career development and individual performance improvement (Doyle, 1999). The fourth stage is the reflection, through which the strategies are analysed, and their compatibility with existing practices is considered and may need to be adjusted to reach the intended goals. Reflection is what

distinguishes coaching from the rest of the training methods, it is providing the trainee with the opportunity to discuss and analyse current strategies and provides alternative practices aimed at improving skills and performance (Doyle, 1999). The final stage is "feedback" provided by the coach to the trainee based on the direct observation of the trainee. It aims to broaden the understanding of the learner through practices based on predefined evidence by the instructor. The reactions occur after the trainee has the opportunity to practice the new skills learned during the training period (Doyle, 1999).

All the above five stages directly affect the coaching process, which in turn affect the performance of employees.

## **2.5. Training Process**

### **2.5.1. Training Needs Assessment Identification**

Training needs assessment is the first and basic step of all training activities in order to provide effective training that meets the needs of the organisation and individuals alike to achieve the strategic objectives of the organisation. The purpose of the training needs assessment is to determine whether there is a need to train employees, and what tasks the training needs for. It is therefore important to involve managers, trainers, and staff in training needs assessment process to achieve the organisation's strategic objectives (Noe, 2010). Also, if organisation desires gain value, compare with what was spent on training, it is necessary to do the training needs assessment. Most researchers agree that the assessment of training needs is the first step, as will be seen through some literature reviews, and represents the first step and the best at the systematic approach to training (Reid and Barrington, 1999).

The training needs concept as in the various texts is summarized as the assumption that there is a set of knowledge, skills, and attitudes required in an organization for a certain job. And that training needs assessment ought to identify



"what they are", assessing the current levels of knowledge, skills, and attitudes (KSA) and that the resulting gap is, therefore, the training needs.

Kaufmann et al., (1993), distinguished between needs assessments and needs analysis while the first has three purposes, firstly, determining the gap between actual outcomes and required ones, secondly, giving the priorities to gaps, thirdly, selecting the important gap to be handled. Whereas needs analysis is in contrast. It is the process used to analyse the causes of the gaps. It is very important to note the differences between the two terms, although many researchers have used it synonymously (Kaufman, Rojas, and Mayer, 1993).

Training and instructional design specialists emphasise that the focus on needs assessment remain one of the key elements of effective training programs due to its critical importance in the training process. A set of improvements is suggested, like, the performance evaluation should be used as an essential part of the needs assessment process, which is very important for public sector organisations (Herbert and Doverspike, 1993).

After this introduction about the training needs assessment, we are going to explore some research which focused on the impact of training needs assessment on employees' performance.

According to Goldstein and Ford (2002), needs analysis is the process by which the organisation's training needs are identified by asking the following question (Can the organisation's problems be addressed, and its objectives and needs met through training?). Most researchers still say the training needs process consists of:

- Organizational analysis, i.e., it is possible that the organisation achieves its objectives by providing employee training, but which objectives will be achieved?
- Analysis of tasks, i.e., the trainee in order to perform his duties efficiently, what should he learn, what area will the training cover?

- Person analysis, i.e., for instance, do individuals need training? (Goldstein and Ford, 2002).

A study conducted by Ejakait (2016) titled “Effects of Training Needs Assessment on Employee Performance in the Postal Corporation of Kenya, Bungoma County”. The aim of the study was to investigate the effects of training needs assessment on employee performance. A total of fifty questionnaires were taken to the field for data collection from employees, the results of the study were despite the huge expenditure on training in the organization, employees training needs assessment had been not focused, and this made employees uncertain whether their performance review had been checked by the management or not concerning with TNA (Ejakait, 2016).

Thus, it is necessary to ensure that training needs are identified by employees because they are relevant to the whole process and also, training needs assessment help to improve employees' current performance and prepare them for future functions.

As a result, it is plausible to say that the training needs assessment is the foundation for all training activities; this process is based on gathering the necessary information to diagnose the gap in human resources, which includes the deficiency of knowledge and skills necessary to achieve the organisational objectives.

### **2.5.2. Training Needs Assessment Phases**

#### **1. Organisation Analysis**

The organisational analysis is the first stage of the training needs assessment phases, which includes a detailed analysis of the organisation's structure, objectives, plans and human resources, which will identify the deficiencies of these factors that need to be rectified.

The starting point for organisational analysis is the identification of the organisation's operational objectives and long-term goals, which in turn will describe the future activities of the organisation. Based on this, the organisational structure and manpower planning will be easily prepared, and therefore the idea will be clear about the type of people needed (Noe, 2010).

Noe, (2010), referred to a number of points that trainers should take into consideration in order to conduct an organizational analysis. Some of those points are, to what extent does the training content affect the relationship between employees and customers; to what extent the training program is consistent with the strategic needs of the organization; the nature of the characteristics of the work environment that interferes with the training; the number of experts owned by the organization and their important role in developing the content of the training program; finally the organization must know the point of view of the employees about the training and the opportunities which are offered to them.

Some authors noted that organisational analysis includes a comprehensive analysis of the organisational structure, strategic objectives and decision-making process that will help identify deficiencies and what is needed to be corrected (De Cenzo and Robbins, 2002). In general, the organizational analysis should reveal potential problems in the Organization, which would help to identify the need for training in the organisation. The failure of training programs is due to poor linkages between training content and the actual needs of the organisation.

## 2. Task Analysis

Task Analysis (knowledge, skills, and abilities) is the second step in TNA, based on the information which is collected from the organisational analysis, where the tasks in each job would be evaluated, and the knowledge, skills and abilities needed to perform these tasks effectively (De Cenzo and Robbins, 2002). This analysis indicates the nature of the tasks currently in place in the organization and analyses them in terms of change over a period of time and does the staff have the skills to perform these tasks now and in the future.

The starting point in this analysis involves analysing the business and content requirements of current jobs. It asks questions such as: what are the requirements for this function in terms of human resources? what skills, knowledge and abilities are needed to perform this task? (Meyer, 2007).

The job description is one of the most important sources to consider the duties and responsibilities of both core and sub-tasks.

### 3. Person Analysis

The last step of needs analysis is to analyse the person in terms of tasks (knowledge, skill, abilities), identify deficiencies and reform it, this component is the most complex among other components because of the difficulty of evaluating the human contribution (De Cenzo and Robbins, 2002).

There are several indicators for analysis, such as production data, work behaviour, absenteeism, quality of performance and personal data. This data can be collected through staff records or meetings with staff.

Prasad (2005), suggested that the focus on person analysis should be on the individual employee in terms of abilities and skills to perform the job or through development (career path). It helps determine whether the employee needs training and also determines the type of training needed (Prasad, 2005).

Observation in the workplace, interviews, and personal records are among the main sources of information needed for person analysis. Using of performance evaluation data is one of the most common approaches to a person's analysis. Another way to assess individual training needs is through asking employees about which training is needed through surveying, or conducting interviews with employees and supervisors individually, and so on.

### **2.5.3. Planning and Setting Training Objectives**

Planning and Setting objectives is the second step which follows the identification of training needs. These goals should be defined according to the trainees' needs and should be clear and measurable (Kirkpatrick and Kirkpatrick, 2006). These authors also suggested that the goals should be in the following order:

- What are the results that we are trying to achieve?
- What are the behaviors needed to achieve these results?
- What are the knowledge, skills, and attitudes needed to achieve these behaviors?

The lack of suitable objectives for the training program will lead to problems associated with the evaluation of the training program, which will negatively affect the success of the entire program. According to Kirkpatrick and Kirkpatrick 2006, training objectives must be carefully designed to be closely related to the daily activities of the trainees, which in turn will help the trainees raise their skills and knowledge and thus increase their performance.

Bimpitsos and Petridou (2012), say that planning and setting training objectives as a key stage in an effective training program which means that inappropriate planning leads to negative results reflected on the training program (Bimpitsos and Petridou, 2012). Planning and Setting objectives contain four main steps as illustrated below.

#### **2.5.3.1. Program Design**

Designing a successful training program depends mainly on the training needs and objectives. After the completion of the identification of the needs assessment and setting the objectives, the implementation phase of the training initiates (Kirkpatrick and Kirkpatrick, 2006). Bhatti et al., (2013) pointed out to the

importance of designing the training program. According to the available resources and the nature of training and considered that the trainers are among the stakeholders that must be involved in the design process of the training program (Bhatti, Battour, Sundram, and Othman, 2013).

The process of converting training content into a training program is carried out through the design process. The design phase involves the plan, structure, schedule of the program, taking into account available resources, trainee characteristics, training objectives, and level of knowledge about the training process (De Cenzo and Robbins, 2002).

### **2.5.3.2. Selection of Training and Development Methods**

Selecting the right method of training and development is important to the success of the organisation while choosing the wrong method will result in loss of time and resources. The selection phase of the training method begins as soon as the training needs assessment (strengths and weaknesses) phase of the organisation is finalised and training objectives are identified. In light of this, the best possible method of training should be identified in order to enable the organisation to achieve its pre-determined objectives. This is very important because the method to be determined must be appropriate to the nature of the skills to be transferred and should be commensurate with the employee who will participate in the training (Huquea and Vyasb, 2008).

In some cases, a particular method should be chosen for a particular project. At other times, multiple methods should be used, especially when the organisation wants to diversify the skills of its employees.

### **2.5.3.3. Training Facilities and Equipment**

Kirkpatrick and Kirkpatrick (2006) stated that when planning and implementing the training program, consideration must be given to the need to select

the appropriate facilities and to choose the audio and visual equipment to be used during the training program. In addition, this is helping to create a positive atmosphere and entertaining and educational participants (Kirkpatrick and Kirkpatrick, 2006).

On the other hand, facilities should have a comfortable atmosphere, and negative factors such as noise, uncomfortable furniture, temperature, distance should be avoided (Kirkpatrick and Kirkpatrick, 2006). They also pointed out to some logistical constraints such as lack of appropriate facilities may reflect negatively on the motives of trainees to learn. In addition, Storr and Hurst, (2001) noted that appropriate facilities are one of the key issues of successful training, in contrast of conducting a training program in a dark or noisy atmosphere which is not expected from the training program to achieve objectives as planned (Storr and Hurst, 2001).

#### **2.5.3.4. Selection of Trainers**

The selection of trainers is a necessity for the success of the training program, and the trainer should have the knowledge and background about the training content, the desire for training, interpersonal skills and communication skills (Kirkpatrick and Kirkpatrick, 2006). The training quality requires the trainers to understand the methods through which the knowledge can be transferred to the trainee. The trainers also have a positive impact on the trainees if they are interested in training regarding communication with the trainees and their reception, which will affect the quality of the training program (Farrant, Cohen, and Burge, 2008).

According to Conway and Charney (2005), and Lawson (2006), the whole presence of the trainer, including appearance, teaching, communication and full coverage of subjects, has a great impact on the trainees' perceptions of the training program. It inspires them to acquire the maximum skills and knowledge related to their jobs, They also stressed the important point which is, the trainer should track through a clear and definite phase when designing of the training program in order to achieve the highest results, in particular, the trainer must determine the objectives of the training program in cooperation with the rest of the other parties and then determine the content of the program according to these goals (Conway and Charney, 2005).

### **2.5.3.5. Training Evaluation**

The evaluation of the training program is designed to determine the success of the training program and the ways to improve it. Evaluation is an important part of the training process, which is the final stage of the training (Kirkpatrick and Kirkpatrick, 2006).

- **The Importance of Evaluating Training**

According to Earley and Peterson, (2004), for any organisations, human resources are considered as the most important vital resources (Earley and Peterson, 2004). The importance and necessity of evaluating training is that it measures whether trainees have achieved learning outcomes (Bimpitsos and Petridou, 2012). Assessing the results of training programs is a conclusive component of the learning process. The essential purpose of the evaluation of training programs is to determine the relationship between the cost, time and efforts which are spent in the program. And the benefits that employees have gained, also it provides feedback on the usefulness of training and determines the extent to which the participants benefited from the program to enhance positive aspects and overcome weaknesses (Foxon, 1989).

All in all, the concern to the evaluation process and planning a training course is critical to allow for the expansion of appropriate training objectives and learning outcomes. This can help develop the quality of training programs in the future. Evaluation of training programs can help organisations to develop training and development activities rapidly.

## **2.6. Methods of Training**

In general, all HR development activities aim to achieve one of the following objectives. Firstly, is to improve the current performance of the individual in his/her current job. Secondly, to train the individual on new skills and experiences for future



work that will achieve overall growth for the individual and the organization to achieve the goals of the organization Current and future (Armstrong, 2003).

There are two methods of training that organisations can choose to develop its employees' skills. The first is on-the-job training, which is given to employees while performing their normal work and at the same workplace. The second method is off-the-job training, which is conducted outside the usual work environment, whereby the focus is to be on training only (Gmez-Mejia, Balkin, and Cardy, 2012).

Several studies have included fairly convergent results about the training method to be followed. Chambers (2005), concluded that individuals have a tendency to learn in different ways and have preferred patterns. Armstrong (2003), noted that the different levels of education, experience, abilities and other qualifications of employees are factors affecting the success of the training program and should be taken into consideration when designing and implementing Training programs.

Chen et al., (2006) argued that good training programs need to use training methods that support trainees' contributions (Chen, Sok, and Sok, 2006).

Many authors, such as Gmez-Mejia et al., (2012), and Noe (2010), have identified a clear vision about types of training that take place inside or outside the organisation.

According to Alipour (2009), training methods can be classified as cognitive and behavioral approaches. Cognitive methods include verbal or written information, clarifying the relationship between different concepts or obvious rules are provided on how to do a particular job. These types of methods can also be called the off-the-job training. On the other hand, the on-the-job training allows the trainee to use his /her behavioral methods to practice real behavior or simulated work. It stimulates the trainee to learn quickly through behavior that is best for developing skills and abilities and changing attitudes (Alipour, Salehi, and Shahnava, 2009).

However, the delivery style of training is an important part of the training because it is the influencing factor into making the change expected in the trainee

performance. Therefore, HRM must be able to meet the interests of the trainees, regardless of the method used.

The careful use of any of these training methods can be effective in raising employees' performance, but the appropriate method must be adopted that meets the needs of the individual or group (Read and Kleiner, 1996). Many authors have a useful insight into the types of training that can be performed inside or outside the organisation and we will explore the point of view regarding with each one.

### **2.6.1. Off-the-Job Training**

This method of training is conducted outside the actual work environment of the organisation, and implemented in a particular situation related to the certain program. This environment may be close or far from the actual work environment. This method of training aims to improve the core competencies, but on-the-job training aims to develop best practices for a particular job (Agarwal, 2012). Academics and professionals usually provide off-the-job training in a particular location. This technique includes programmed education, workshops, seminars, simulations, conferences, and so on (Nwokeiwu, 2013).

The off-the-job training provides the opportunity to meet new employees who work in the same field, Provides an opportunity for discussion and exchange points of views of new issues and ideas, and this approach focuses on learning aspects rather than performance (Chand, 2008). This technique conveys theoretical knowledge and behaviour, and this approach is suitable for administrative cadres (Nwokeiwu, 2013).

The off-the-job training has some disadvantages; the most important is that it disrupts the activities of work in the organisation, because the trainee is not working during the training period. Therefore, this should be evaluated before selecting the training method. This method is more expensive than the other because it requires a different environment than the workplace, and also, off-the-job training requires

experts in a particular field to conduct training. However, off-the-job training provides an opportunity for the trainee to focus more on the subjects as well as expand trainee skills rather than on-the-job training. According to Strickland et al. (2001, cited in Nwokeiwu, 2013, p. 70), the trainee can pose questions and discuss it with their peers in an academic way to gain access to the knowledge on which the training program is founded.

#### **2.6.1.1. Types of Off-the-Job Methods**

These methods require trainees to leave their workplaces and concentrate their time and their full efforts towards training objectives. Recently, this method is becoming more common because the methods of the on-the-job training impose restrictions such as facilities and the environment, and the lack of collective discussion among trainees of different specialities and so on. Determining who will do the training, and what methods and methods to use are difficult decisions for most organisations (Alipour, Salehi, and Shahnava, 2009). The following are the most important methods of off-the-job training:

1. **Conferences and seminars:** This method requires participants to present views, suggestions, ideas, and recommendations at conferences and seminars. This method helps trainees to look at the problem from multiple angles and exchange discussions because the participants in the training program are usually from different sectors and fields. This approach is a formal meeting prepared by the organisation according to the plan. It aims at developing knowledge and understanding through participation in the presentation the points of view by the trainees and focusing on the active participation of the actual members (Said, 2013).

Seminars are regular meetings of small groups of trainees with a focus on a specific topic. Moreover, helps trainees to be more aware of their functions and motivate them to participate actively in it, and it enables trainees to address the problems and obstacles that regularly arise in the work environment (Holladay and Quinones, 2003).

2. **Special courses and lectures:** This is the most common method of training and development of staff. The organisation prepares special courses and lectures, and the trainees are informed about joining the training program. This method is the fastest and simplest in providing knowledge and skills to a large number of trainees. In addition to the cost of training of each trainee is low (Small Business Management, 2011)
3. **Case study method:** This method was developed by the Harvard Business School (U.S.A.) and is used complementarily with the lecture method. This method is a discussion of a real problem faced by a particular company. The issue is analysed and discussed by the trainees. The objective is to identify and diagnose the main problem in the case study. Alternatives and solutions are presented by the trainees for this written problem, through which this method the trainee will be able to diagnose the problems that will appear in the future during their work accurately, excellent description, and satisfactory analyse, which will lead to finding the right course of action (Mtulo, 2014).
4. **Programmed instruction/learning:** This method is self-learning (step-by-step), and it depends on the textbook, internet or computer. This method is a systematic method to teach work skills by presenting questions, then allowing trainees to respond and then give him/ her instant feedback by the trainer accurately (Mtulo, 2014).
5. **Brainstorming:** This method helps trainees to solve the problems that faced them during his/her work in new and different ways. This method is called the creative training technique where the trainee is given the opportunity to present and generate ideas openly, regardless of the judgments, then these ideas are evaluated in terms of cost and feasibility (Gmez-Mejia, Balkin, and Cardy, 2012).
6. **Role-playing:** Role-playing is an idea involving action, doing and practising, it is a manner of human interaction that correlates with realistic behaviour in an imaginary situation, role-playing also clarifies the gap between thinking and doing.

In a simplified way, roles are assigned to each trainee. For example, a trainee is asked to play the role of human resources manager, and the other is to play the role of supervisor. Through this approach, the best understanding of the job is developed for each of the trainees (Mtulo, 2014).

7. **In-basket exercise:** It is also known as in-tray technique. In this method, background information about a particular company is provided to the trainee (simulation). All the reports and applications related to the work environment in this company and other documents are provided here. The trainee must make decisions and solve the problems within a specified period of time. After that, the decisions made by the trainees are evaluated and compared with each other and given feedback according to their performance (Mtulo, 2014).
8. **Business games:** Business Games include a group of trainees who are divided into multiple teams, each team representing the competing company, and decisions are made as happens in real practices. In each team, the deep discussion takes place about the problems; then decisions are made accordingly (Mtulo, 2014).
9. **Behaviour modelling:** This approach is based on the theory of social learning through which the trainee is provided with a specific model of behaviour so that the trainee is familiar with the consequences of this behaviour in advance (Mtulo, 2014). For example, a specific behaviour is displayed on the screen and trainees are asked to monitor this behaviour and then apply it by playing roles or simulations, after this the results are evaluated by the trainer, then feedback is provided according to performance.

Hence, off-the-job training is carried out at a specific location designed for this purpose, which may be close to or away from the work site. For example, training outside the workplace allows the trainee to focus on the material being taught, devote the effort and full attention to the program, which reduces the percentage of distractions that occur during the training process (Nwokeiwu, 2013).

The on-the-job training may be inadequate, for this reason, off-the-job training is conducted. In some cases, the administration may face critical tasks, requiring training for a large number of employees at the same time so that these tasks can be completed quickly. The main obstacle to this approach is represented in the trainee since he/she has to remember all that has been learned during the training period and transferring of the training in the real work environment; in addition, feedback is often not provided immediately to trainee after the training period (Sleight, 1993).

Despite the limitations and obstacles of off-the-job training, it is still widely used by many organisations. These organisations send their employees for additional training in universities in the form of seminars to discuss different opinion on various problems.

Selecting a trainer and determining the method that will be used is considered a difficult decision, and the principles of proper education, feedback, transfer of training, and partial stimulation should be used. Feedback is very important for proper learning where individuals learn quickly when they get feedback about their performance.

The training aims to improve the current and future performance of the staff to achieve the specific objectives of the organization. Therefore, training considers as a systematic process aims to modify the behaviour of employees toward achieving the goals, as well as benefiting the trainees to improve the institutions, to assure the retention of employees in an organisation. Many researchers recommended that any organisation can use training and retraining as a method to achieve this purpose (Mtulo, 2014).

### **2.6.2. On-the-job training methods**

The vast majority of training methods being undertaken are on-the-job training; it is considered the most common type of training at all levels of the

organisation. The on-the-job training is usually done by managers or supervisors; the trainer must be able to teach the trainee what to do.

On-the-job training is the best method to teach knowledge and skills that can be learned in a relatively short period and can be more beneficial for newly hired staff, new technology when introduced, or when employees are promoted to new positions in the organisation (Beach, 1991).

The basic philosophy of on-the-job training is that employees learn by observing their fellows or managers to perform this task and try to imitate their behaviour. The knowledge and skills provided in the on-the-job Training programs are directly correlated to the work requirements. Therefore, we can say that on-the-job training is, the less costly and complex and in most organisations, it is the only available training.

#### **2.6.2.1. Types of On-The-Job Training Methods**

**1. Job instruction technique (JIT):** Job instruction is a special form of on-the-job training. Developed during World War II, this technique of training is still used nowadays due to the logical approach of the steps which is very excellent to teach the trainees (Krishnaveni, 2008).

It is a structured approach to training that requires trainees to implement a series of steps sequentially. This technique is a behavioural strategy focused on skills development while maintaining the realism and procedural objectives of the work. Through it, the trainee observes the steps of the work stages; this method consists of four steps which are the preparation, the presentation, the tryout, and the follow up (Blanchard and Thacker, 1998).

**2. Job rotation:** According to Gmez-Mejia, Balkin, and Cardy, (2012) job rotation allows trainees to gain experience of precisely defined functions in the organisation. It is a formal program that involves the determining of the trainees in advance for the various functions they will occupy in the future in various parts of

the organisation. The purpose is to make the trainee aware of and comprehensively understand the different functional areas, as well as provide a better sense of employees' career objectives.

In this method, employees are transferred periodically between departments to help them get familiar with all the different tasks of the work. According to Bennett (2003), the job rotation takes two forms, first, within the function and the other across the function. It can be said that this method enables the employee to get knowledge and skills quickly rather than waiting for a training program for this or that job. The job rotation period may be extended for a few months or a few years accordingly.

The important part is that job rotation is based on tasks because it is done in a real work environment. The trainee will also have a full understanding of how the departments of the organisation are correlated to each other, and the job rotation contributes to raising the employee's ability to solve problems and make decisions (Nwokeiwu, 2013). The important thing is that job rotation expands the scope of employees experience and increases their skills by working in various departments within the organisation. Job rotation is also an effective means of sequencing positioning, as knowledge transfers to a specific field from the experienced employee to the new employee. Moreover, it helps the organisation to plan for the future through pre-preparing to fill a specific position by a specific employee and thus the employee is selected to fill a specific position (Baro, 2012).

Job rotation has some defects; it does not contain structured lessons, which will lead to missing some information by the coach, limitations of time to acquire the skills required. Finally, there may be a lack of transferring of experience by the senior (coach) to the new employee due to the prior unwillingness to exchange experience for certain reasons (Baro, 2012).

**3. Secondments / Attachments:** Secondment is the temporary transfer of an employee to another organisation to enhance their skills and development and acquires new knowledge (Mackey and Livsey, 2006). This method enables the



employee to undertake a different role in a different organisation over a certain period of time, allowing the employee to acquire new knowledge and skills to do the job properly in a different environment and without restrictions that accompany the employee in his or her original work environment. Organizational succession planning, play a significant role in motivating employee which represents one of the functional options to overcome performance problems, allow employees to gain a new organisational culture and share knowledge with new peers. Tuffrey (1997, cited in Barkworthe, 2004) points out that secondment increases employee efficiency more than other training and development methods. Jackson (2003, cited in Nwokeiwu 2013) notes that the training process in which the employee is exposed to a variety of work situations will help the employee acquire skills, overcome problems, and improve communication skills while performing his/her work (Nwokeiwu, 2013).

Some aspects should be taken into account before embarking on conducting secondment training program, like to which extent the effectiveness of employee will be improved through the secondment period, the second thing is the information which is going to share among trainees while this program.

**4. Apprenticeship:** Apprenticeship is the main approach of learning craft and is one of the oldest methods of in-service training (McNamara, 2000). Apprenticeship refers to the acquisition of skills through hands-on training for a period of time during which the trainee works closely with the trainer. This technique is most relevant to the job and results in high-quality performance. One of the important advantages of apprenticeship is to create a workforce that has skills. Apprenticeship is conducted within the organisation, apprenticeship programs also often include some classroom work which is directly related to function without the necessity for trainers from outside the organisation which is another advantage (Hitt, Black, and Porter, 2012).

**5. Job shadowing:** Job shadowing is the approach that allows new employees to adapt to a particular task within a short period of time (Nayab, 2011). The new employee observes an employee who has experience in all the basic functions of the organization. The benefit of the job shadowing is in the pace of building trust and

responsibility for the trainee within a short time. The trainee observes many situations, scenarios, and methods of doing specific work during the training period. Job shadowing is an excellent way to incorporate new employees into the organisation. Job shadowing provides a broad understanding of a particular function (Heathfield, 2011). Simply, the experienced and senior employee works normally while the new employee observes him/her thoroughly. The new employee for several days is monitoring the routine work of the senior employee to gain experience on how to do this or that task. This method is often used for administrative employees. It is frequently used in the Iraqi public sector, especially when replacing an old employee with a new one because of referral to retirement (Nwokeiwu, 2013).

The advantage of this approach is to reduce the intimidation when the new employee performs a particular task for the first time, thereby enhancing their confidence, in addition to building good relationships with the rest of the other staff, which allows for quick integration with their peers in the organisation (p. 78).

Job shadowing is not without flaws because it provides a superficial and limited understanding of functional processes, which may require a deep understanding to perform correctly, the other is the shortness of the period of time, which may be limited to several days or a week at the latest (p. 78).

**6. Coaching:** Coaching is a development process designed to help employees improve their performance (Robbins and Hunsaker, 2009). Based on his/her previous experience, the coach acts as a guide for trainees and understands their skills and knowledge. This manner of training is used when the organization wishes to raise the level of performance of its employees or when there are regular mistakes made by new or senior employees or when advice is needed on a particular matter of function. The employee (young trainee) is associated with one of the managers in the organization who have practical experience in all areas within the organization to enable the trainees to gain the knowledge and experience which is necessary to perform the work correctly. The coach is usually an employee or manager from the same organisation who understands the strategic objectives of the organisation so

that he/she can provide the appropriate atmosphere for changing behaviour and improving the performance of the trainees (Robbins and Hunsaker, 2009).

Coaching enables both the coach and the trainee to work together to improve performance. Often, this type of training is for trainees who are selected for leadership or supervisory positions within the organisation and is necessary to gain knowledge about the positions and challenges they will face in the future (Burley, 2012).

This training curriculum is specific to specific needs in the organisation and is based on the results of TNA that is conducted before the training program. The trainer to be successful must understand the job as well as the performance objectives to be achieved.

The study of Bassemor and Rahman (2012) found that this method achieves the results faster than other methods, as this method provides the possibility of rapid interaction between the coach and the trainee, thus providing an unbiased and constructive feedback about the progress achieved in the training process (Passmore and Rahman, 2012).

This method of training is used in the Iraqi public sector organisations broadly because the public organisations do not provide much off-the-job training and thus is accepted by most departments of human resources in Iraq. However, this method also has some disadvantages. The main drawback is that, most of managers who are conducting the training are afraid that the new trainee may take their positions and this will, of course, generate unfair reactions towards the trainee, which in turn will negatively affect the trainee's performance and thus increase turnover rates (Wexley and Latham, 1991).

In addition, this training involves receiving information from only one manager rather than co-workers, and some managers do not attach much importance to the training as a core assignment, so they do not devote sufficient time to it. In addition, most managers do not have special skills in vocational education and thus lack the modern methods of delivering information properly to the trainee (Nwokeiwu, 2013).

**7. Mentoring:** Mentoring is one of the training systems through which a continuous relationship is maintained between senior and junior employees. The mentor is an employee, sage or manager who is followed for a certain period of time (Mackey and Livsey, 2006). The mentor assists the trainee in personal development for the individual and the organisation. The mentor is concerned with providing the trainee with a clear understanding of how the company is doing its business and knowing the priorities related to the organisation's mission, values, and goals, which in turn will provide the trainee with the clear path to his or her future in the organisation.

According to Taiwo (2007), mentoring and coaching has a strong impact on employees, retaining their skills more than other types of training (Taiwo, 2007).

The main difference between mentoring and coaching is that mentoring is about how the employee is fit with the organisation while the coaching is how to improve overall performance (Burley, 2012). The mentor may be a highly-experienced person who is willing to share information with other less-experienced employees. The mentor plays an informal and developmental role. Mentoring involves a dialogue between the mentor and the mentee, such as counseling and feedback. Mentoring has a strong element of the performance of trainees, especially if it is implemented effectively (Okurame, 2009).

**8. Job enrichment:** Job enrichment means increasing the employee's activities through a vertical expansion, in which the employee has the opportunity to plan, supervise and manage the activities within the organisation. Job enrichment is resulting in an increase in the feeling of job satisfaction and maturity in performing tasks. The fundamental difference between job enrichment and job enlargement is that the first involves improving the function qualitatively in which the employee felt more loyalty and satisfied with his/her job while the job enlargement involves increasing function quantitatively (Nwokeiwu, 2013). Job enrichment is one of the methods used in enhancing employees' career development, where employees are able to deal with different decision-making situations. Job enrichment has a strong influence in motivating employees in terms of gaining experience in administrative

duties. According to (Nayab, 2011) studies have shown a positive relationship between job enrichment and employee satisfaction and it is useful for public sector organisations.

**9. Job enlargement:** This approach allows the manager or supervisor to expand the functions he currently occupies by merging other functions into his responsibilities and this involves acquiring valuable experience that will serve the employee well in the future (Heathfield, 2008). This is the most common approach in the Iraqi public sector institutions in terms of employee advancement and development. This method allows the employee to gain multiple skills because of the additional tasks that assist in reducing the boredom of limited tasks and thus increases the satisfaction of the job.

Some writers have argued that expanding jobs is not just training, but that the employee must undergo some training to be able to deal with this number of jobs, which must be combined with another training method to be as effective as the lectures (Nayab, 2011). It may be counterproductive if it is not planned and prepared in advance; this approach could be possible in the Iraqi public sector institutions because it does not entail any costs for implementation in public institutions. Moreover, managers or supervisors are not required to spend time outside of work to train the employee.

**10. Understudy assignment:** Understudy assignment is used to develop an employee's abilities to fill a specific job. It is usually used to teach potential managers in the future. The summary of this method is that the potential manager works directly with the current manager for several weeks, through which the trainee will study the management techniques and methods of this manager until he gradually learns from him/ her (Russell, 2011). This method ensures that the employee is properly trained to become a manager in the near future. The importance of this approach in the proper planning of succession by the administration, consequently, if this method has been obtained continuously, it will ensure that the effective manager will arrive at the highest administrative level in the organisation (Nwokeiwu, 2013).

This approach is also very effective for governmental organisations as a training and development approach, as the understanding of the different functions of the organisation.

This technique has the advantage that it enables the trainee to learn in a realistic manner without regard to the results that will result from him as an apprentice. On the other hand, this method has a disadvantage. It is possible for the trainee to learn both negative and positive practices during the training period of the current job position, so it should be supplemented with a development program to achieve the desired goals (Sanghi, 2014).

**11. Delegation:** It is one of the methods used to develop the employee, defined as the situation in which the employee is empowered by the director to make decisions on his/her behalf (Forsyth, 2001). Delegation employee can improve his/her skills and knowledge through these powers granted to him by the manager, enabling him to accomplish the tasks (Robbins and Hunsaker, 2009). Delegation enhances employee satisfaction through building morale and improving the employee's career performance. One of the most important and effective tools to enhance productivity in the organization is to delegate the employee through empowerment (Robbins and Hunsaker, 2009). This allows time for managers to focus on other, more important issues in the organization (Forsyth, 2001).

The negative side of this method often is some things may go wrong, and wasted time as a result of the inexperience of employee, In addition, many managers do not want to give up control. This is particularly noticeable in developing countries such as Iraq, where organisational culture and management awareness are uncommon, in which those practices are carried out.

**12. Hands-on training:** Hands-on training is one method educational systems and businesses alike use to help teach people to learn a certain task. It provides a real-world experience by allowing the trainee to get his/her hands directly on whatever he/she is learning, creating a sense of empowerment (Donato, 2017). For example, training in driving the craft or a train where it is not possible to train

the employee in the classroom only. This type of training is therefore important for manual workers and is used at most in factories because it focuses primarily on the physical activity of the employee.

**13. Committee/work groups:** In this method, the trainees become members of a committee. The committee is assigned a problem/ issue to discuss and make recommendations to their trainer (Mtulo, 2014).

The essence of this approach is that organisations hold these committees to train their staff on various administrative activities aimed at generating ideas about the organisation's problems (Omodia, 2009). This is a good approach when the organisation wants to prepare individuals for managerial positions. This technique allows for the sharing of opinions and ideas on a particular issue and provides creative, positive interaction to negotiate and transferring ideas. One of the disadvantages of this approach, especially in government institutions, is the lack of educational facilities within the organisations (Nwokeiwu, 2013).

**14. Vestibule training/vestibule schools:** This type of training is applied in relatively large organisations where trainees are provided with a work environment similar to the actual work environment. Similar machines are used in the training, and specialised trainers provide for the implementation of the program and are often highly skilled supervisors (Omodia, 2009). This type of training is important when there is a need to improve the precise skills that the organisation will use in the future. This technique may not be feasible or practical for civil servants (public sector) because it requires time to identify appropriate organisations to provide training and be suitable only for an organisation that has its training institutes (Nwokeiwu, 2013).

**15. Simulation:** Simulation is an educational method that allows skills to be developed through working setting that matches the real setting. It allows for rapid and active learning in the application of frequent practices (Taylor, 2009). It involves computer programs to interact with complex situations by simulation. The simulation is excellent for individual training, where the strengths and weaknesses of the trainee

are identified and dealt with. One of the disadvantages of this method is that it requires very sophisticated technology to do the training in addition to its focus on the individual in the training rather than the team so it is considered as a training supplement. The advantages include lowering losses that may occur in people and costs if the training is done in a realistic setting, for example, aircraft training (Nwokeiwu, 2013).

**16. Action learning:** This form of education involves on trainees work within groups (6-8 persons) to provide support and encouragement among trainees, exchange experiences and test new concepts (Mackey and Livsey, 2006). These workshops are managed by a consultant, who assesses communication between the group and provides the necessary resources and support. Listening and asking questions is the key to gaining skills in this training curriculum. Sometimes the manager works full-time in another department to solve a particular problem. The contribution, support, and motivation of each member is the basis for the successful learning of this training approach (Mackey and Livsey, 2006). This kind of learning is very useful for government organisations because it deals with the real and current issues in the organisation. One of the disadvantages of this method is that one assignment will not be sufficient to acquire knowledge and transfer sufficient skills to employees towards the growth of the organisation.

**17. Orientation:** Orientation is to enhance the new graduate's skills and knowledge, to simplify the integration of theory and practice; and to facilitate the transfer of new graduates from university life to the actual work (Charleston, White, Ryan, and Happell, 2007). This approach targets new employees, through informing them of basic values and challenges so that they can perform their duties efficiently in the organisation. Orientation has two types: formal and informal, the first is to provide the employee with standards, rules, ethics, values, and regulations related to work. The second involves the internal interaction with the work environment and integration, which may adversely affect the performance of the employee (Omodia, 2009).

**18. Organizational socialization:** Njegovan and Kostic, (2014) stated that, “Organizational socialization is a dynamic process of acquiring organizational



knowledge and organizational skills; this is a process by which people learn the norms and roles necessary to function within a group or organization” (Njegovan and Kostic, 2014, p. 35). It helps new entrants adapt to their jobs by providing information about their jobs so they can adapt within the organisation (Saks and Gruman, 2011). Organizational socialisation helps sustain the existence, values, and practices of the organisation. Moreover, socialisation helps to overcome the anxiety of the new employee to implement his/her new role next to the senior employees. Socialization is of great importance in the stability of productivity and provision of services because it contributes to eliminating the anxiety of the employee when moving to a new position in the organisation and thus improves organisational performance.

**19. Technology as A Training Method:** In the midst of the challenges which organisations face nowadays of rapid technological change and globalisation, many organisations are seeking to adopt structured learning to meet these challenges through modern methods of training in the light of traditional methods that are time-consuming and costly. Nowadays, many organisations use technology as a training platform, which enables them to provide training from different places, thus reducing costs and improving the quality of training, especially in global organisations. One of the advantages of this approach is that it reduces training costs. The disadvantage is that it needs a very sophisticated technological infrastructure to ensure excellent communication with all parties during the training process (Noe, 2010). This is of course not possible in many developing countries such as Iraq, which suffer from poor infrastructure.

In short, we can see that there are many training methods available; and the organizations’ management should choose among these methods, and this task is somewhat difficult, there is no single way to choose among the methods, which is to compare the characteristics, benefits of the methods such as cost, effectiveness, transfer of training and the environment education. Studies are often used to determine the most effective way to achieve the desired training objective (Noe, 2010).

## 2.7. Training Challenges

Training and development activities face many challenges. One of the most important of these challenges is the lack of necessary support from senior management as well as organisational culture, which may be an obstacle to any intended change (Kyriakidou and Maroudas, 2010). Huang (2001) found that the strong support of senior management positively correlates with the effectiveness of the training. Therefore, the commitment of senior management to support training and development activities leads to successful training process and achievement of objectives (Hameed and Waheed, 2011). Some employees may not have enough time for training or some may complain that they have not exercised what they have learned during former training. In addition, the lack of clarity of the objectives of the training process is one of the important challenges, which results in the lack of seriousness of the staff in taking the training courses seriously. In some cases, especially in developing countries such as Iraq, training is seen as a routine ritual that must be done during certain periods without any objective of the process.

The specialists in the management of human resources development in the organisations have a significant role in influencing the effectiveness of training and overcoming the challenges that guide the training process. The shortage of specialists in the field of human resources development related to skills and experience is one of the challenges facing the training process in the Iraqi public sector due to the lack of adequate understanding of how to properly design the training process.

In the Arab reality, the training and development process faces several challenges. A study conducted by Atiyyah (1993), found that the effectiveness of most Training programs is generally low due to insufficient TNA, adopting more effective training technique, and lack of correlation between Training programs and the reality of actual work (Atiyyah, 1993). Arab countries tend to be insignificant in carrying out training and development programs regularly. In some Arab organisations, training time is considered as a vacation or leisure time for trainers, to spend time in the lecture room. This means that Arab organisations do not take into

account the strategic importance of the training and development process and their role in achieving the strategic objectives of the organisation.

However, some authors have noted that employees' performance can be influenced by environmental factors such as organisational structure, corporate culture, organisation policy, and job design. This means that low employees performance is not due to the lack of knowledge, skills, and attitude of the employee, but because of other problems related to the environment of the organisation which is mentioned above. Accordingly, these elements should be taken into account to ensure the positive impact of training on the performance of employees (Wright and Geroy, 2001).

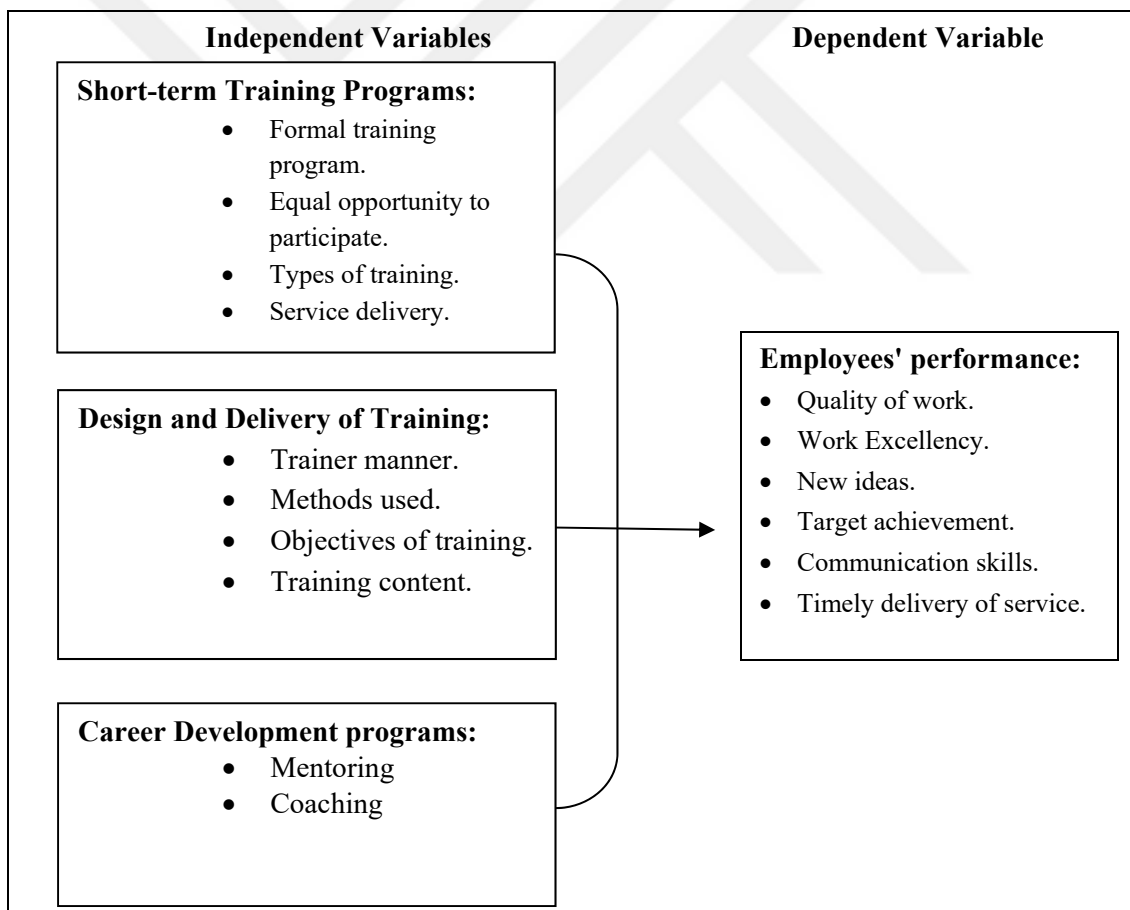
## **2.8. Benefits of Training**

The main purpose of training and development is to improve knowledge, sharpen skills and change attitudes, so it is one of the important motivational tools that have benefit for both individual and organisation. Furthermore, the training increases the confidence and commitment of employees; over more, it has a direct relevance with career advancement opportunities where training and development provide the possibility of promotion, in addition to increasing the sense of personal satisfaction and a sense of accomplishment and responsibility (McConnell, 2003).

Training increases individual and organisational efficiency, helping to reduce the gap between actual performance and expected performance (Mullins, 2002). Through training and development programs, organisations seek to invest in and capitalise on their human capital (employees). However, the organisation can achieve this only through the effective and sound management of the training process.

### 2.8.1.1. Conceptual Framework of the Study

Figure 2.1 below, represents the conceptual framework that summarises the impact of training and development on the performance of employees. Through this figure, we can obviously see independent variables: short-term training programs, design, and delivery of training programs, development activities: mentoring and coaching. All these independent variables can affect the dependent variable in this study, which is the performance of employees. In order to reach the objectives of the research, a critical analysis should be done on the factors mentioned above in order to reach the study objectives, the extent of the impact of independent variables above on the performance of employees, which is crucial for any organisation in order to achieve its goals and objectives.



**Figure 2.1:** Conceptual Framework (Literature Review)

The training is designed to achieve the organisation's goals and objectives through identifying targets of training, designing of the training process by choosing the appropriate method of training delivery and determining the appropriate period of this training program, which results for expected changes in knowledge, skills, and behaviour of the trainee.

The development programs, such as mentoring and coaching also have the effect of increasing the performance of employees and such programs that support the career path, enhance organisational commitment and reduce turnover of employees and so forth.

Training may sometimes not be the inevitable answer to the problem; often staff may not perform well, the problem may be poor supervision, poor work design, motivation, aging of equipment, or lack of skills and knowledge that can be addressed through training. Therefore, the manager must set specific and measurable objectives in line with the developing Training programs and then carry out the evaluation of these programs after completion. Therefore, it can be said that the effective training program must be compatible with the outcomes, which is to improve the performance of each employee independently.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

The methodology relates to how the research is conducted in terms of the theoretical and philosophical assumptions on which the research is based and how they affect the method /methods adopted (Saunders, Lewis, and Thornhill, 2007). The methodology of the research is very important because it directs the researcher towards the steps necessary to achieve the research objectives (Antony, Leung, Knowles, and Gosh, 2002).

In this chapter, the research methodology that will be used by the researcher to fulfill the research objectives, answer the research questions, and to test the hypotheses will be described. It also provides the rationale for the selected research philosophies, approaches, research strategies, methods of data collection, and methods of data analysis that will be used in this study.

#### **3.2. Research Philosophy**

Before starting to design any research, it is needful to look at the philosophy and the nature of the research broadly, and the kinds of the research that can be done (Scheyvens and Storey, 2003). Without a philosophical basis, no research can be conducted. Not looking at philosophical issues in any study can lead research to failure. Easterby-Smith et al., (2003) stated that there are three important reasons for understanding the philosophical issues that concern the research. The first is that it helps the researcher to clarify the picture regarding the desired design. The second is that the philosophical questions which help the researcher to distinguish between

the design that works or not. Third, it can help the researcher identify set and create a design that may be away from the past experiences of the researcher (Easterby-Smith, Thorpe, and Jackson, 2012).

Easterby-Smith (2012) took into account two types of philosophy used in social sciences, positivism and phenomenological. They described the positivist philosophy that the social world must be measured in terms of its characteristics by objective means rather than measured by sensation or thought and intuition. According to this philosophy, scientific knowledge is acquired only through experience and direct observation. The focus is on quantitative observations that can be analysed statistically.

Social constructionism philosophy focuses on meaning instead of analogy to the social phenomenon (Collis and Hussey, 2014). It is based on the idea that reality is not objective but is a social structure, and it gives meaning to the people by sharing their experiences through language.

Based on these two philosophical approaches and the nature of this research. The researcher in this study will rely on positivism philosophy, which allows using large samples, testing the hypotheses, provide precise information, objectivity, quantitative data, produces results with high reliability, allows results to be generalizable to the population (Collis and Hussey, 2014).

### **3.2.1. Deductive Versus Inductive Approach**

The deduction is a logical process through which the conclusion of a case is known to be true (from theory to empirical). Any deductive research can be obtained by obtaining the theory, and then hypothesis and expectations about the subject and then empirical data is collected to make sure the theory and expectations are the same as in the real world (Field, 2009).

Saunders, Lewis, and Thornhill, (2007), indicate the most important characteristics of deduction processes, firstly, it explains the causal relationship which done between variables. Second, through deduction processes, the concepts could be operationalized quantitatively. Finally, there is a possibility of generalisation.

On the other hand, induction is a systematic process through which a general opinion is expressed and put on the ground of realism, which draws the researcher from empirical to theory. It does not require the development of theories or hypotheses rather, it is to have an understanding of the field then to better sense to the nature of the problem, and thus there will be the result of this analysis of the formulation of the theory. Researchers who use the inductive approach give more interest to the context of events in the places which those events happened, however, the small samples of respondents could be more proper than the larger ones, like with deductive approach (Saunders, Lewis, and Thornhill, 2007).

In this study, the deductive approach was chosen because the chosen path was “theory to experimental results.” The way to do this is by combining the earlier concepts and theories about training and development that the researcher has done in presenting the literature review in Chapter II, which gives an idea of what can be found when applying the experimental field.

### **3.3. Research Approach**

#### **3.3.1. Quantitative versus Qualitative**

The quantitative method has to be usually deductive; it depends on researchers' information before collecting it from the field. The quantitative method has to be usually deductive; it depends on researchers' information before collecting it from the field. This method relies on quantitative measurement. As a result, statistical analysis typically is used. Quantitative research methods are used broadly, such as in business research, and other sciences (Adams, Khan, Raeside, and White, 2007).

The qualitative method is usually to be more open to new information. This kind of research is used in various inductive approaches such as phenomenology. The methods of collecting and analysing non-quantitative data are used. This method aims to explore social relations, used in anthropology, history, psychology, education (Adams et al., 2007).



In this study, the quantitative method was chosen because of our study regarding with "theory to experimental" pace which symmetrical with deductive approach and positivism philosophy, and also, since we want to generalise the results of this study, which requires an appropriate number of respondents which is corresponding with quantitative approach.

### **3.4. Research Design**

According to Saunders et al., (2007) research design is, "The general plan of how you will go about answering your research question (s)" (p. 131). It is a plan, structure or strategy that seeks to answer research questions in addition to collecting and using the data, through this the targeted information can be gained in accuracy.

The study adopted the descriptive analytical research design. Kothari (2004), stated that, "descriptive research studies are those studies which concerned with describing the characteristics of a particular individual, or of a group" (Kothari, 2004, p. 37). Examples of descriptive research studies are those that deal with specific predictions with an enumeration of the facts and characteristics of an individual, group or situation. Most of the social study falls within this division of descriptive analytical research design (Kothari, 2004). These studies often require the use of a probability sampling technique (Sue and Ritter, 2012). Since our study will describe what is concerning the current situation of the phenomenon and also describe what existed regarding with variables, for all these reasons, we adopted the descriptive analytical research design. Therefore, the study focused on collecting information about the current situation on training and development and its impact on employees' performance in the Ministry of Finance, Iraq. According to Saunders et al., (2007) the explanatory study establishes a causal relationship between variables. It is focusing on a situation or a problem in an attempt to explain the correlation between variables. Therefore, the study focus will be on how a particular variable has an impact on another variable through relationship and influences, which have supposed in this study.

### 3.5. Sources of Data

The researcher used both Preliminary and secondary sources to gather and analyse the data. Preliminary data is the raw data obtained from the participants under study, and the questionnaire was used to obtain this data. Secondary data is data obtained from existing books, articles and publications related to the study through libraries and databases on the Internet (Kothari, 2004).

### 3.6. Population

The general purpose of this study is to explore the impact of training and development on the employees' performance in the Ministry of Finance, Iraq. Employees were targeted both at the headquarters of the Ministry of Finance and the affiliates in the Iraqi capital, Baghdad.

The study population consists of 14416 employees (Legislation Gazette, 2017), distributed over nineteen institutions within the Ministry of Finance, Iraq.

The institutions that were selected for this study included the National Authority of Customs (NAC), Ministry of Finance headquarter, Rafidain Bank RB), National Board of Pension (NBP), State Pension Fund (SPF), and Financial and Accounting Training Centre (FATC). The sampling frame was, therefore, 6090 employees as tabulated in Table 3.1 below.

**Table 3.1:** Sampling Frame

Name of the Institution	Number of Employees
National Authority of Customs	2111
Ministry of Finance headquarter	1859
Rafidain Bank	1333
National Board of Pension	483
State Pension Fund	171
Financial and Accounting Training Center	133
Total	6090

Source: (National Board of Pension Database 2017)

### 3.7. Sample Size and Sampling Techniques

The stratified random sampling technique was adopted in this study because it is providing the homogeneity of the population, in addition to the accuracy provided by this method to ensure the extraction of a more representative sample in a relatively heterogeneous society. The standard error can also be minimized when using this method by providing some control over variance.

The study has classified the population into four strata depending on the occupations (categories) of various employees, which are administrative employees, financial employees, legal employees, and programmers employees. Therefore, the researcher targeted those four job categories in the selected affiliates.

To determine the sample size of this study, Taro Yamani's Statistical Formula was applied as follows:

$$n = \frac{N}{1+N(e)^2} \quad (\text{Yamane, 1967})$$

$$n = \frac{6090}{1+6090*(0.05)^2} = 375 \text{ Employees}$$

Where:

n = sample size

N = population of the study

e = % level of significance or margin of tolerable error

5% level of significance was chosen of tolerable error

The sample size representing the number of employees who received questionnaires was divided into stratum; this is shown below using the following formula:

$$n_x = \frac{(n) * (N)}{P}$$

Where:

$n_x$  Is the sample size in each level

n = total sample size of the study

N = population size of employees in each stratum

P = total population of the study

Table 3.2 represents the calculated stratum sample size for this research as shown below

**Table 3.2:** Stratum Representation of Sample Size

Name of institutions	Population				Total Population	Sample size $n_x = \frac{(n) * (N)}{P}$				Total sample size
	Administrators	Financials	Legal	Programmers		Administrators	Financials	Legal	Programmers	
NAC	630	1120	121	240	2111	39	69	7	15	130
MoF	430	730	320	379	1859	26	45	20	23	114
RB	420	777	40	96	1333	26	48	2	6	82
NBP	140	230	54	59	483	9	14	3	4	30
SPF	45	56	30	40	171	3	4	2	2	11
FATC	36	23	30	44	133	2	1	2	3	8
Total					6090					375

Source: (National Board of Pension database 2017)

### 3.8. Research Instruments

The questionnaire sampling technique was used in this research to obtain preliminary data from the target sample. This questionnaire was adopted from four different sources, Training Program and Employee Performance questionnaire was adopted from: (Umasankar, 2014). This questionnaire also used by: (Khan, Abbasi,

Waseem, Ayaz, and Ijaz, 2016), Mentoring and Coaching questionnaire was adopted from: (Preko, 2014), while Design and Delivery of training questionnaires were adopted from (Edwards, 2013).

The questionnaire consists of three sections, and it was distributed to 375 employees in the target organisations. The first part of the questionnaire contains the questions regarding the effectiveness of current training programs in the MoF.

As for the second part of the questionnaire, the scientific part was included. All elements in this section use a 5-point (Likert scale, 1 = strongly disagree; 5 = strongly agree). This section includes the questions related to the variables of the study. The independent variables consist of four variables, namely training programs, design and delivery of training, mentoring, and coaching. The dependent variable is the employees' performance. Finally, the third section included demographic questions, organisation name, job specialisation, age, gender, educational level, and finally the number of years of service.

### **3.9. Results Presentation**

The results of the study will be presented in the form descriptive statistics. Tables will also be used wherever possible to describe the distribution and to present the analysis.

### **3.10. Methods of Data Analysis**

#### **3.10.1. Descriptive Analysis**

Descriptive analysis will be used to analyze the data which is gathered through the questionnaire and then, data will be fed into SPSS to make it ready for processing through tables and figures. The descriptive statistics will be useful to determine the background of the respondents, throughout demographic questions

which may have some impact on the whole questions in the questionnaire. This procedure will help to ensure that the distribution of the sample is consistent, fair and reasonable, which in turn will reduce the bias in selection when sampling. Descriptive statistics will also be used to describe preparing questions which represent the respondents' views of the training methods that used in the Ministry of Finance, as well as the effectiveness of the current Training programs and to what extent those programs have met the expectations of trainees in general.

### **3.10.2. Inferential Analysis**

#### **3.10.2.1. The ANOVA Test**

Analysis of variance ANOVA will be used in this study to test the relations among more than two variables; it helps to examine the significant mean differences among more than two groups (Sekaran and Bougie, 2010).

#### **3.10.2.2. The t-test**

The Independent sample *t*-test will be carried out to see if there are any significant differences in the means of two groups in the variable of interest. Field (2009), stated that “This test is used when there are two experimental conditions and different participants were assigned to each condition” (p. 325).

#### **3.10.2.3. Pearson’s Coefficient of Correlation**

Pearson’s coefficient of correlation (simple correlation) will be used to assess the strength of the relationship between two variables. The value of *r* lies between (+1 and -1) shows the strength of the correlation, positive values of *r* (0 to +1) indicate a positive correlation between the two variables, whereas negative values of *r* (0 to -1) indicate negative correlation. Besides, a perfect relationship of 1 or -1 means one

variable could be predicted precisely when the other variable changed. A zero value of  $r$  indicates that there is no relationship between the two variables (Kothari, 2004).

In addition, it is important to know that if the test is one-tailed or two-tailed. In summary, a one-tailed test should be selected if the hypothesis that would be analysed is a directional hypothesis; whereas a two-tailed test should be used if the nature of the relationship between variables cannot be predicted which means non-directional hypothesis (Field, 2009). Therefore, in this research, the non-directional hypothesis have been assumed, then selected the two-tailed with the test is appropriate to find the nature of this relationship.

According to Cohen (1998, as cited by Warokka, Gallato, and Moorthy, 2012, p. 12) strength of correlation coefficient is as shown in Table 3.3 below.

**Table 3.3:** Strength of Correlation Coefficient

Values of coefficient	Association between variables
.70 - 1.00	Very strong relationship
.50 - .69	Substantial relationship
.30 - .49	Moderate relationship
.10 - .29	Low relationship
.01 - .09	Negligible relationship

### 3.10.3. Hypotheses Testing

#### 3.10.3.1. Multiple Linear Regression Analysis

Regression analysis is the determination of a statistical relationship between two or more variables, in which independent variable  $X$  can affect the dependent variable  $Y$ . Since the proposed study conceptual framework involved, four independent variables, which ( $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$ ) represent the training programs, the design and delivery of training, the mentoring, and the coaching respectively, that need to be studied and examined on their predictive ability on a single continuous

dependent variable Y which is employees' performance, therefore multiple linear regression will be utilized to analyse the data. The multiple linear regression analysis equation is:

$$Y_i = B_0 + B_1X_{i1} + B_2X_{i2} + B_3X_{i3} + \dots + B_nX_{in} + e_i$$

Where:

$Y_i$  Represents the outcome variable

$B_0, B_1, B_2, \dots, B_n$  Represent regression coefficient

$X_1, \dots, X_n$  Represents the independent variables (predictors).

$e_i$  the error term

### **3.10.3.2. Simple Linear Regression Analysis**

Kothari (2004) stated that, regression is “the determination of a statistical relationship between two or more variables” (p. 141). By testing these variables with regression, it can interpret the way by which the independent variable x can affect dependent variable Y.

Also, he says that “the regression analysis is a statistical method to deal with the formulation of the mathematical model depicting relationship amongst variables which can be used for prediction of the values of the dependent variable, given the values of the independent variable” (p. 142).

The linear regression analysis is a statistical instrument that strives to estimate one or more predictor variables to predict the value of the dependent variable. In this study, the regression analysis was performed to discover how training and development effect employees' performance.

The results of variance were explained by the predictor variables in this study. R represents the simple correlation coefficient between the predictor variable (independent variable) and the dependent variable. R square is merely the squared



value of R. This indicates the goodness-of-fit for the predictor variable. The adjusted R-square value helps to correct the R square value to give a better estimate.

Regarding rejection or support of the proposed hypotheses, the critical  $t$  value will be used as follows:

$$H_0: B_j = 0$$

$$H_i: B_j \neq 0$$

Where:

$$J = 1, 2, 3 \text{ and } 4$$

A comparison will be conducted between the critical  $t$  values and calculated  $t$  values. If the calculated  $t$  value was greater than the  $t$  critical, then the null hypothesis will be rejected, and the alternative hypothesis will be supported, and if the  $t$  calculated was less than  $t$  critical, then the null hypothesis will not be rejected.

### **3.11. Reliability Test**

For most academic research, the common measure that is used to measure the internal consistency or reliability is Cronbach's alpha coefficient. Hence, according to Sekaran and Bougie (2010) reliability, less than 0.60 are considered to be poor, while 0.70 is acceptable, and those over 0.80 is good (Sekaran and Bougie, 2010).

### **3.12. Validity of the Instrument**

According to Sekaran et al., (2010), validity is “a test of how well an instrument that is developed measures the particular concept it is intended to measure” (p. 163). Regarding the questionnaire used in this study, as shown in Table 3.4, the questionnaire was constructed through gathering the dimensions of the study

variables which are the IV (Training program, Design and Delivery of Training, Mentoring, and Coaching) and DV(Employee Performance), although, all these scales had been used before by the researchers who are mentioned above, and to obtain high degree of confidence about the research questionnaire the researcher conducted a pilot study before implementing the main study to assess the obstacles that may be revealed during the study to overcome it, moreover it could have increased the reliability and validity of the research. According to Saunders et al., (2007), the pilot test allows some assessment of the questions' validity and the reliability of the data that will be collected.

**Table 3.4:** The Questionnaire Items

Variables	Number of items	Sources
Training programs	9	Umasankar, 2014
Design and Delivery of Training	4	Edwards, 2013
Mentoring	4	Preko, 2014
Coaching	6	Preko, 2014
Employee Performance	8	Umasankar, 2014

The discriminative and convergent validity of the instrument will be tested through conducting the factor analysis; this procedure will be performed on the data collected from the target sample of the study. Anderson and Arsenault (2005, p. 61) defined factor analysis as A statistical procedure that reduces a large number of variables into reduced sets of variables called 'factors'. According to Sekaran et al., (2010) factorial validity can be measured by factor analysis. This analysis will be conducted for both dependent and independent variables, to ascertain if the instrument's validity is attained. It is important to mention that, the questionnaire has been translated into Arabic because it is the native language of the targeted population.

### **3.13. Limitations on Collecting the Data**

In general, the questionnaire was fully conducted for all targeted organizations. However, some restrictions were faced in terms of filling out the questionnaire form, as some employees were not willing to fill out the form for reasons such as work pressure and time constraints.

### **3.14. Description of the Study Area**

The study will be conducted at the Iraqi Ministry of Finance and its affiliated departments, specifically in the capital Baghdad. The organisation has been chosen because the researcher is a member of the Ministry of Finance. The researcher also has information on HR practices such as training, which has been chosen to be the subject of the research, allowing the researcher to look deeply into this process, which is provided continuously to the members of the Ministry of Finance and throughout the year, which contributes to the development of the employees of the Ministry of Finance and raise the level of staff cognitive in the understanding of the methods used in the performing of tasks as a result. At the knowledge of the researcher, there has not been a similar study in the Ministry of Finance in this area before.

The Ministry of Finance in Iraq provides both methods, on-the-job training, and off-the-job training. These training programs have aimed at improving managerial skills, leadership, and supervisory skills; and many others. In general, these training programs aim to develop employees to enable them to occupy existing positions as well as those that may arise in the future.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1. Introduction**

This chapter presents the results of research through using of statistical analyses of data. Descriptive statistics will be used to describe sample characteristics as well as variables. Reliability and validity of the research instrument that is used will be explained. The results of the correlation, specifically the Pearson correlation, will also be reviewed in this chapter to test the strength of the relationship between two variables and determine whether this relationship is positive or negative. The results of the multiple regression analysis will also be discussed to test the validity of the study model in terms of the predictability of the effect of the set of IVs on the DV. Finally, the research questions will be answered through the results that will be presented in this chapter.

#### **4.2. Response Rate**

In this study, a total of 375 questionnaires were distributed to the target population. The questionnaires were distributed to the selected organisations. The number of questionnaires distributed to The NAC, MoF headquarter, RB, NBP, SPF, and FATC, were 130, 114, 82, 30, 11, and 8, respectively.

Out of 375 questionnaires distributed, only 306 were filled, representing a response rate of 82%, only nine questionnaires were uncompleted because the employees who received it were not trained before, these questionnaires. were returned without answers because the respondent was unable to understand the

content of most questions because the questions have been prepared especially for employees who have undergone at least one training program.

These questionnaires represent approximately 3% of the total questionnaires which were distributed to the respondents. This means that approximately 97% of employees in the Ministry of Finance have undergone training programs, which explains that the Ministry of Finance manages its human resources very well regarding providing training and development as one of the important HRD applications. A total of 7 questionnaires were excluded due to missing data. The rest has not retrieved. However, 82% is a very good rate to extract the conclusions of the study.

Table 4.1 shows the distribution of questionnaires and the response rate from each organisation.

**Table 4.1:** Response Rates

<b>Name of The Organization</b>	<b>Total Number of Distributed Questionnaires</b>	<b>The Completed Numbers of Questionnaires</b>	<b>Response Rate Percentages</b>
NAC	130	105	80.7%
MoF	114	93	81.5%
RB	82	68	82.9%
NBP	30	24	80%
SPF	11	9	81.8%
FATC	8	7	87.5%
Total	375	306	82%

Source: Researcher Field Work (2017)

### **4.3. Demographic Profile of the Respondents**

This section relates to demographic information for respondents, providing a comprehensive picture of the target population. The main purpose of this section is to find out to what extent the questionnaire was distributed to the sample in such

a way as to represent the population adequately, in addition to ensuring that there is no bias in the selection of the participants in the study. Table 4.2 presents the profile of respondents according to gender, job category, age, level of education, length of service.

**Table 4.2:** Demographic Characteristics of Respondents (N= 306)

Characteristics	Frequency	Percentage %
<b>Gender</b>		
Male	170	55.6
Female	136	44.4
<b>Job category of employees</b>		
Administrative	85	27.8
Accounting	147	48.0
Legal	31	10.1
Programmer	43	14.1
<b>Age</b>		
20-30	48	15.7
31-40	168	54.9
41-50	69	22.5
51 and more	21	6.9
<b>Level of Education</b>		
Secondary school	36	11.8
Diploma	42	13.7
Bachelor	221	72.2
Postgraduate	7	2.3
<b>Length of service</b>		
Less than 5 years	18	5.9
6-10	114	37.3
11-15	70	22.9
16-20	48	15.7
More than 21 years	56	18.3

Source: Researcher's Field Work (2017)

### **4.3.1. Gender**

Out of 306 respondents who participate in this study, 170 was male representing 55.6%, while 136 were female representing 44.4%. This indicates that the questionnaire was somewhat equally distributed among genders and achieve the representativeness.

### **4.3.2. Job Category of Employees**

The study targeted four categories of administrative, accounting, legal, and programmers employees in all targeted organizations.

As shown in Table 4.2 the accounting employees have the highest ratio (147 respondents) representing 48%, followed by administrative (85 respondents) representing 27.8%, while programmer (43 respondents) representing 14.1%, and legal employees (31 respondents) representing 10.1%. According to the Table 4.1 which presents the response rate, the ratios are acceptable in terms of representing the whole sample.

### **4.3.3. Age of Respondents**

As shown in Table 4.2, the majority of respondents aged between 31-40 years, their total number were 168 respondents representing 54.9%, followed by those who aged between 41-50 years, they were 69 respondents representing 22.5%, while those who aged between 20-30 was 48 respondents representing 12.7%, but those who aged 51 and above was 21 respondents representing 6.9% of the total respondents. The data points out that, the employees of the Ministry of Finance is mainly employees between the ages of 31 – 40 (representing 54.9%), this means the majority of employees are young. The age is important because it shows the level of maturity of respondents. Hence, this level of maturity could relatively affect the objectivity of how respondents analyse issues in general.

#### **4.3.4. Level of Education**

Table 4.2 presents the level of education of respondents, where (36 respondent) represent 11.8% have secondary school education, and (42 respondents) representing 13.7% have a diploma certificate (it takes two years after secondary school). The highest ratio was those who have a bachelor certificate (221 respondents) represent 72.2%, and the lowest were those who have postgraduate certificates were (7) representing 2.3%. This indicates that the level of education of the Ministry of Finance employees is high with a percentage of 88.2% of the total respondents having a graduate education and more. It is necessary to look at the education levels of respondents due to its effects on their analytical abilities.

#### **4.3.5. Length of Service in the Institution**

Table 4.2 shows the number of years respondents have served with the organization. It indicates that (18 respondents) which representing 5.9% have been with the service less than 5 years, (114 respondents) representing 37.3% have served between 6 - 10 years with the organization and (70 respondents) representing 22.9% have served with the institution for 11 - 15 years while (48 respondents) representing 15.7% have been serviced with the institution for 16-20 years, followed by (56 respondents) representing 18.3% have been served 21 years and more. Considering the periods the employees have spent in the organization, we can infer that it is quite significant, it shows that there are experienced field employees in the Ministry of Finance.

#### **4.4. The Nature of Training and Development Programs at the Ministry of Finance**

In this section, descriptive analysis of the section on of the questionnaire that related to the first main question of this research which was, “*what is the effectiveness of the current administrative training programs which was conducted in the Ministry of Finance?*” Through the answers to these questions, the effectiveness of the current



training programs implemented by the Ministry of Finance will be evaluated by examining respondents' responses regarding each question as shown below.

#### 4.4.1. Training Times of Employees

Table 4.3 shows the number of training sessions received by respondents. It shows that 65 respondents (represented 21.2%) had participated in training just once, while 63 respondents had twice training (represented 20.6%). The study also found that 67 respondents had participated three times training (represents 21.9%), It also shows that 40 respondents had participated four times training (represents 13.1%), while the rest, 71 have participated five times and more training (represents 23.2%), which represents the largest proportion.

**Table 4.3:** Training Times of The Employees

As far as you remember, how many times have you received any form of training so far?

Training Times	Frequency	Percent
Once	65	21.2
Twice	63	20.6
Three Times	67	21.9
Four Times	40	13.1
Five and More	71	23.2
'Total	306	100.0

Source: Researcher's Field Work (2017)

#### 4.4.2. Training Methods

Table 4.4 shows the type of training received by employees. It shows that 94 respondents (representing 30.7%) answered that the organisation followed on-the-job training, while 74 respondents (representing 24.2%) answered that off-the-job training is predominant in their organisation. The remaining 138 respondents (representing 45.1%) answered that both methods are used in the organisation.

The results indicate that the responses of the respondents varied clearly regarding training methods that have followed. This indicates that the Ministry affiliates differ in the training methods provided to the employees, this is because of the different nature of the tasks between the institutions. It is obvious that using both methods is necessary to provide various skills to employees and thus enriching the work and brings the benefits to organizations through the emphasis on the advantages of both methods to achieve the goals.

**Table 4.4:** Type of Training

Type of Training	Frequency	Percent
On-the-job training	94	30.7
Off-the-job training	74	24.2
Both of them	138	45.1
Total	306	100.0

Source: Researcher's Field Work (2017)

#### 4.4.3. Employees' Expectations toward Training

The third question was whether the training program/s that employees participated within had met their expectations. Out of 306 respondents, 123 answered 'Yes' (representing 40.2%), while 32 respondents (representing 10.5%) responded 'No'. The remaining 151 respondents (49.3%) answered "Almost." We can conclude from these results that the largest proportion was "almost". Table 4.5 below presents the results.

**Table 4.5:** Employees' Expectations toward Training

Responses	Frequency	'Percent
Yes	123	40.2
No	32	10.5
Almost	151	49.3
Total	306	100.0

Source: Researcher's Field Work (2017)

Through analyzing the results, we can conclude that the current Training programs in the Ministry's facilities are somewhat moderate in meeting the expectations of the employees, with the highest percentage "almost" answered representing 49.3%, which is satisfactory. It is possible to say that the Ministry still has to put more effort into this factor to be more effective in achieving employees' positive expectations toward training programs.

#### 4.4.4. The Level of Training

Table 4.6 presents respondents' answers to their assessment of the level of the training program they participated before. Out of 306 respondents, 25 respondents (representing 8.2%) answered that it was "very easy," while 268 respondents (representing 87.6%) answered that it was "convenient." The remaining 13 respondents (representing 4.2%) answered that it was "very difficult."

**Table 4.6:** The Level of Training Programs

Level of Training	Frequency	Percent
Too Elementary	25	8.2
Convenient	268	87.6
Too Difficult	13	4.2
Total	306	100.0

Source: Researcher's Field Work (2017)

These results indicate that most training programs are adapted to the cognitive level of employees and are highly related to the nature of their work. However, we think that it is because the Ministry has used appropriate methods in providing training for its employees.

#### 4.4.5. Quality of Training Programs

Table 4.7, shows respondents' answers about the quality of training programs in their organization. Overall, 49 respondents (16%) answered that it was 'weak', 103

respondents (33.7%) answered that it was average, 137 respondents (44.8%) answered that it was good While 17 responders (5.6%) answered that it were excellent.

**Table 4.7:** The Quality of Training Programs

Quality of Training	Frequency	Percent
Weak	49	16.0
Average	103	33.7
Good	137	44.8
Excellent	17	5.6
Total	306	100.0

Source: Researcher's Field Work (2017)

Although these results show that most of the respondents rate the training programs as “good”, but those who rated the programs as “average” and “weak” is larger. This result shows that a comprehensive review of the quality of the training programs is necessary. There is a need for improving the training facilities, enhancing the environment of training, trainers manner, and so on.

#### 4.4.6. Duration of Training

Table 4.8 shows how the respondents rate the duration of their training. It shows that (30 respondents) (represent 9.8%) answered that it was "too short", whilst (69 respondents) represent (22.5%) answered that it was "short", most of the responses (191) (represent 62.4%) answered that it was "just right", (12 respondents) answered that it was "long" which represent 3.9%, while (4 respondents) representing (1.3%) answered that it was “too long”.

**Table 4.8:** Duration of Training

Duration of Training	Frequency	Percent
Too Short	30	9.8
Short	69	22.5
Just Right	191	62.4
Long	12	3.9
Too Long	4	1.3
Total	306	100.0

Source: Researcher's Field Work (2017)

In general, this result indicates that the majority of employees answered that the duration is “just right”, which indicates that the duration of training programs are in line with the training content. This considered as a good indicator for MoF regarding managing the duration of training programs.

#### 4.4.7. Systematic and Planned Training

Table 4.9, shows the respondents' answers regarding training if it is planned and systematic. (130 respondents) answered "Yes" representing 42.5%, while (64 respondents) answered "No" representing 15%, the remaining 130 respondents 42.5% answered "almost".

**Table 4.9:** Systematic and Planning of Training

In your opinion, do you think training in your organization is planned and systematic?

Responses	Frequency	Percent
Yes	130	42.5
No	46	15.0
Almost	130	42.5
Total	306	100.0

Source: Researcher’s Field Work (2017)

Through looking at the results, we can conclude that there is no consensus that training is planned and systematic, and this difference is due to the lack of clarity of vision and objectives related to the training programs. Therefore, the Ministry should take the appropriate action regarding providing clear objectives of the training programs, and the means to achieve these objectives. This will help crystallize ideas and willingness to participate in the training program.

#### 4.5. A Summary Regarding the Effectiveness of Training Programs in the Ministry of Finance

Through the conclusions of the above questions related to the effectiveness of training programs provided in MoF, and back to the first question of the research in

chapter I, which was, “what is the effectiveness of the current administrative Training programs which conducted by the Ministry of Finance?” We can conclude that the Ministry of Finance and its affiliates have succeeded in some aspects and overlooked other aspects, so from this perspective, we can say that the current training and development programs in the Iraqi Ministry of Finance and its affiliates are good but it is below the desired level. However, this has required by the MoF and its affiliates to conduct a comprehensive revision and focus on some points as we will recommend in chapter V.

## **4.6. Reliability and Validity of the Research Instrument**

### **4.6.1. The Normality Distribution**

In this section, we tested the normality distribution to see if the sampling distribution of the population mean was normally distributed, or not.

Before doing any analysis, we have to ascertain that whether the sample is normally distributed. Normality test using ‘skewness and kurtosis’ has been used in this study. According to Kim (2013), “A z-score could be obtained by dividing the skew values or excess kurtosis by their standard errors” (p. 53), as follows:

$$Z = \frac{\text{Skew value}}{SE \text{ skewness}} \quad , \quad Z = \frac{\text{Excess kurtosis}}{SE \text{ excess kurtosis}} \quad (\text{Kim, 2013})$$

Kim (2013) state that, for the sample size, which is greater than 300 respondents we can depend on the histogram and the "absolute values" of skewness and kurtosis without taking in considering the z values, and if the result of calculating these values for skewness is less than 2 and for kurtosis is less than 7 then it can infer that the distribution is normal (Kim, 2013).

As the sample size is 306, we will apply the formula and check if the sample is normally distributed. The skewness and kurtosis were calculated in Table 4.10 below.

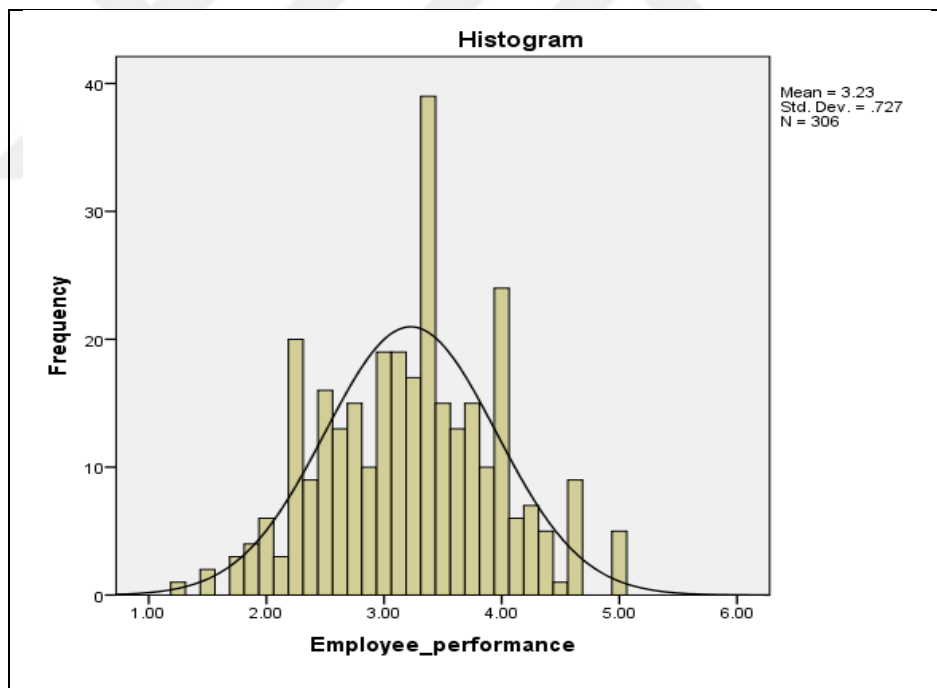
**Table 4.10:** Skewness and Kurtosis Values

		Statistic	Std. Error
Employee performance	Skewness	.028	.139
	Kurtosis	-.314-	.278

$$Z = \frac{0.028}{0.139} = 0.201 \text{ which is less than } 2$$

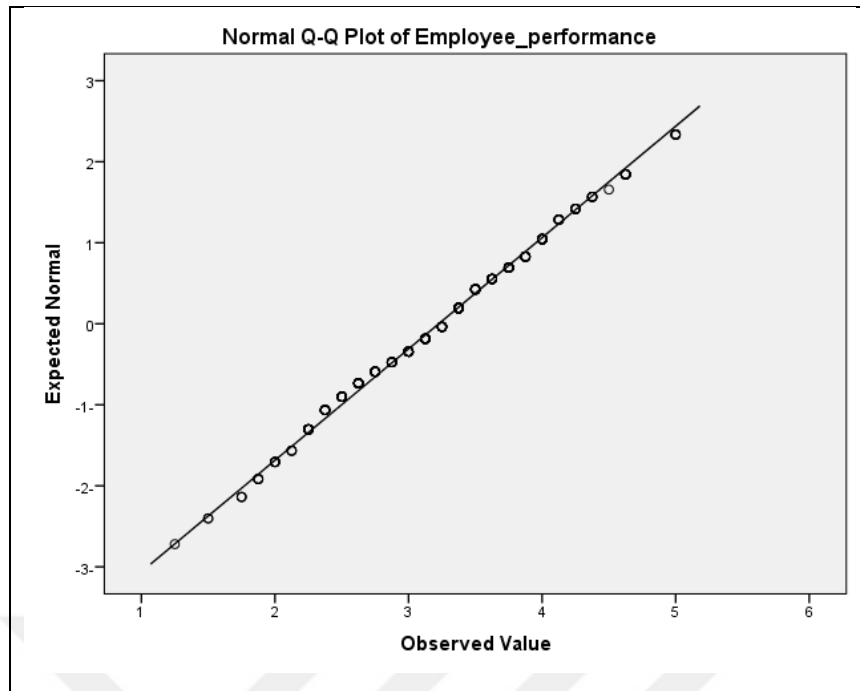
$$Z = \frac{-0.314}{0.278} = -1.129 \text{ which is less than } 7$$

After conducting the test of normality, we can see clearly from the Figure 4.1 that the dependent variable, employee performance has taken the bell shape in the histogram.



**Figure 4.1:** Normality of Distribution

Also, Figure 4.2, the quantile-quantile plot, is presented as shown below:



**Figure 4.2:** Q-Q plot -Normality Distribution

From the Q-Q plot, it is easy to note that most of the data points fall very close to the ideal diagonal line which means that the employee performance values in this study are a normal distribution.

#### **4.6.2. Results of The Pilot Study**

The pilot study is first to test a questionnaire in respect of minimizing the probability of the respondents who are having problems in answering the questions, and data recording problems secondly, it allows for evaluating the validity and the reliability of the data that will be collected. (Saunders, Lewis, and Thornhill, 2007). Further, Adams et al. (2007), indicate that it is important to conduct a pilot test before conducting the actual survey, in order to make sure that the questionnaire is clear to the respondents. Therefore, the questionnaire should be tested on the 10% of the sample to be studied. This test will help to improve forming words in the questions and note whether everything is fine in terms of question formulation, sequence, planning of the questionnaire, and analysis (Adams et al., 2007).



The questionnaire was tested to verify its reliability and relevance. Thirty-one random questionnaires were distributed to the targeted population, which represents 10% of the target population to verify the validity and reliability of the instrument. Data was collected, and a pilot test was carried out to calculate the coefficient of Cronbach's alpha and the results are shown in Table 4.11.

**Table 4.11:** Reliability Coefficients of Pilot Test

Variables	Cronbach's Alpha	Number of Items
V 1: Training programs	0.856	9
V 2: Design and delivery	0.890	4
V 3: Mentoring	0.870	4
V4: Coaching	0.889	6
V 5: Employees' performance	0.872	8

Source: Researcher's Field Work (2017)

The independent variable design and delivery of training had the highest reliability at 89%, coaching had 88.9%, then mentoring had 87%, and training had 85.6%. Employee performance, which is the dependent variable of the study had 87.2%. Table 4.12 shows the reliability of all variables of the study, which is 95.9%.

**Table 4.12:** Reliability Analysis of All Variables of Pilot Study

Cronbach's Alpha	N of Items
.959	31

Source: Researcher's Field Work (2017)

#### 4.6.3. Factor Analysis for the Study Variables

Exploratory factor analysis (EFA) is a widely utilised and broadly applied statistical technique in the social sciences. Majority of researchers have used the Kaiser criterion (all factors with Eigenvalues greater than one) for deciding the number of factors to be retained for rotation (Costello and Osborne, 2005). Principal component's method was used for the factor extraction. According to Stevens (2002 as cited in Field, 2009), "for a sample size of 50 a loading of 0.722 can be considered

significant, for 100 the loading should be greater than 0.512, for 200 it should be greater than 0.364, for 300 it should be greater than 0.298, for 600 it should be greater than 0.21, and for 1000 it should be greater than 0.162” (p. 644). Since our research sample size is 306, the factor loading should be greater than 0.298.

Rotation method will be used to simplify and clarify the data structure. Rotation method has a variety of choices; Varimax Rotation is by far the most common choice compared to the others (p. 644).

Regarding the number of items in used scale, the majority of researchers performed the analyses with the subject to item ratios of 10:1 or less, that is mean 10 respondents versus 1 question, in this research, we have 306 respondents and 31 questions (scale- items), which is adequate to do the analysis.

More common magnitudes in the social sciences regarding communalities are (low - moderate) of .40 to .70, at the same time, if an item has a communality of less than 40%, the researcher has to decide either drop it or replace the item (Costello and Osborne, 2005). Finally, a factor with fewer than three items is in general weak, 5 or more is a strongly loading item (.50 and up) are desirable which indicate a strong factor (Costello and Osborne, 2005).

#### 1. Factor Analysis of Training Program

Short-term training program, is one out of four independent variables in this study, it has nine questions, all were valid, as long as the factor loading (component matrix) of the questions is greater than 0.298, as a result, all items in the variable were confirmed valid, Table 4.13 shown the results.

**Table 4.13:** Component Matrix of Training Programs

Training programs Questions	Component
	1
Training programs .Q. 1	.737
Training programs .Q. 2	.443
Training programs .Q. 3	.699
Training programs .Q. 4	.662
Training programs .Q. 5	.615
Training programs .Q. 6	.695
Training programs .Q. 7	.729
Training programs .Q. 8	.630
Training programs .Q. 9	.620

Extraction Method: Principal Component Analysis  
a. 1 components extracted

Table 4.14 below shows the training variable items were all confirmed and valid and it had a reliability of 0.831.

**Table 4.14:** Reliability Test of Training Program

Cronbach's Alpha	N of Items
.831	8

## 2. Factor Analysis for Design and Delivery of Training

Design and Delivery of Training is the second independent variable, it had four items, all items had factor loading greater than 0.298, as shown in Table 4.15.

**Table 4.15:** Component Matrix of Design and Delivery of Training

Design and Delivery of Training Questions	Component
	1
Design and Delivery of Training. Q. 1	.838
Design and Delivery of Training .Q. 2	.822
Design and Delivery of Training .Q. 3	.786
Design and Delivery of Training .Q. 4	.825

Extraction Method: Principal Component Analysis  
a. 1 components extracted

It is clear that all the items were confirmed and valid and it had reliability 0.835 as shown in Table 4.16.

**Table 4.16:** Reliability Test of Design and Delivery of Training

Cronbach's Alpha	N of Items
.835	4

### 3. Factor Analysis of Mentoring

Mentoring is the third independent variable, it has four questions, factor analysis is also conducted and the result was as shown in Table 4.17.

**Table 4.17:** Component Matrix of Mentoring

Mentoring Questions	Component
	1
Mentoring Q. 1	.742
Mentoring Q. 2	.781
Mentoring Q. 3	.749
Mentoring Q. 4	.705

Extraction Method: Principal Component Analysis  
a. 1 components extracted

The results indicate that all items were confirmed and it had a factor loading greater than 0.298. Reliability coefficient was conducted, it had 0.732. Table 4.18 present that.

**Table 4.18:** Reliability Test of Mentoring

Cronbach's Alpha	N of Items
.732	4

#### 4. Factor Analysis of Coaching

Coaching is the fourth among the independent variables; it has six items, all of the items were confirmed as shown in Table 4.19.

**Table 4.19:** Component Matrix of Coaching

Coaching Questions	Component
	1
Coaching Q. 1	.710
Coaching Q. 2	.805
Coaching Q. 3	.812
Coaching Q. 4	.807
Coaching Q. 5	.727
Coaching Q. 6	.668

Extraction Method: Principal Component Analysis  
a. 1 components extracted

The Table presents the results of the factor analysis; it is clear that to conclude all items have to have a factor loading greater than 0.298 which indicates all the items were valid. The reliability test was conducted, and the coefficient of Cronbach's Alpha was 0.848 as shown in Table 4.20.

**Table 4.20:** Reliability Test for Coaching

Cronbach's Alpha	N of Items
.848	6

#### 5. Factor Analysis of Employee Performance

Employee performance is the dependent variable of the study; it has eight questions, factor analysis was also conducted. All of the items were confirmed and valid; the values were greater than 0.298, Table 4.21 presents the results.

**Table 4.21:** Component Matrix of Employee Performance

Employee Performance Questions	Component
	1
Employee Performance Q. 1	.722
Employee Performance Q. 2	.766
Employee Performance Q. 3	.739
Employee Performance Q. 4	.637
Employee Performance Q. 5	.663
Employee Performance Q. 6	.718
Employee Performance Q. 7	.777
Employee Performance Q. 8	.782

Extraction Method: Principal Component Analysis  
a. 1 components extracted

The higher value of factor loading was 0.759, and the lower one was 0.609, all of the values were valid as long as they are above 0.298. Reliability coefficient was calculated, the Cronbach's Alpha was 0.872 as shown in Table 4.22.

**Table 4.22:** Reliability Test of Employee Performance

Cronbach's Alpha	N of Items
.872	8

In addition to the factor analysis, which tested the validity of the scale, the reliability testing was conducted for the variables individually. "Cronbach's Coefficient Alpha" test for all 31 items combined is done.

**Table 4.23:** Reliability Test of All of Scale

Cronbach's Alpha	N of Items
.906	31

As shown in Table 4.23, the coefficient value is equal to 0.906 which is far greater than 0.60, which indicates an excellent reliability for all the scales. It means that the questionnaire of the study has a high reliability.

#### 4.7. Descriptive Statistics of the Study Variables

As mentioned above Cronbach's Alpha coefficient of all variables is 0.900, it shows a high level of internal consistency of reliability. Moreover, descriptive statistics for the variables was conducted it includes mean and standard deviation for all variables as shown in Table 4.24 below.

**Table 4.24:** Descriptive Statistics of the Research Variables (n=306)

N	Variables	Mean	S.D
1	Training Program	3.48	.709
2	Design And Delivery	3.56	.811
3	Mentoring	3.16	.823
4	Coaching	3.36	.753
5	Employees' Performance	3.22	.727

This Table represents the results of the mean and standard deviation for independent variables, which are 3.48 and 0.709 for training programs. Design and delivery of training mean and the standard deviation was 3.56 and 0.811 respectively, while mentoring mean was 3.16 and standard deviation 0.823. Finally, coaching had a mean and standard deviation 3.36 and 0.753 respectively. The dependent variable employee performance had a mean value of 3.22 and standard deviation 0.727.

#### 4.8. Analysis of Differences between Groups

In this section, we conducted an analysis of variance (ANOVA) and T-test as well on the study sample. These analyses were based on the demographic characteristics of the sample to answer questions regarding whether there are significant differences in the Iraqi Ministry of Finance, regarding demographic characteristics of training and development and employees' performance. These demographic characteristics include gender, age, educational level, job category, and job experience. The following is a detailed explanation of all differences among.

##### 4.8.1. Analysis of Differences by Gender

In this section *t*-test was conducted to explore if there are any differences between gender regarding training programs and performance, the results are presented in Table 4.25 below.

**Table 4.25:** t- test of Gender

Variables	t	Sig.
Short Term Training program	.202	.840
Design and delivery of training	1.142	.254
Mentoring	1.382	.168
Coaching	.811	.418
Employees' Performance	.636	.525

The mean difference is significant at the 0.05 level

As shown in the Table above, there are no significant differences regarding training program, design and delivery, mentoring, coaching, and employees' performance in respect of gender, since there were no tests significant as all five P values are not less than 0.05 ( $p > .05$ ) significance level.



#### 4.8.2. Analysis of Differences according to Age of Respondents

Analysis of differences according to age was tested by (ANOVA), the results are presented in Table 4.26.

**Table 4.26:** Analysis of Differences according to Age

Variables	f	Sig.
Short term training program	.281	.839
Design and delivery of training	2.512	.059
Mentoring	1.446	.230
Coaching	1.069	.362
Employees' Performance	.513	.674

The mean difference is significant at the 0.05 level

As shown in Table 4.26, there were no significant differences according to age regarding training, design and delivery, mentoring, coaching, and employees' performance.

#### 4.8.3. Analysis of Differences according to Education Level

ANOVA test was used to find if there are any differences between the samples of the study regarding education, the results are shown in Table 4.27.

**Table 4.27:** ANOVA Test for Education Level

Variables	f	Sig.
Short term training program	.634	.594
Design and delivery	.426	.734
Mentoring	3.121	.026
Coaching	1.855	.137
Employees' Performance	.714	.545

The mean difference is significant at the 0.05 level

The Table above showed that there is a significant difference between the samples of the study, according to education in respect of mentoring at f value 0.026 which is less than 0.05 (significance level). To find this source of education variance of the sample on mentoring, post-hoc test was conducted in "least significant differences" (LSD) as shown in Table 4.28.

**Table 4.28:** Multiple Comparisons ‘LSD’ of Education

variable	(I) Level of education	(J) Level of education	Mean Difference (I-J)	Sig.
Mentoring		Diploma	.09821	.596
	*Secondary school	Bachelor	.26367	.073
		post graduate	-.50298-	.136
	*Diploma	Secondary school	-.09821-	.596
		Bachelor	.16545	.229
		post graduate	-.60119-	.072
	*Bachelor	Secondary school	-.26367-	.073
		Diploma	-.16545-	.229
		post graduate	-.76665*	.015
	*post graduate	Secondary school	.50298	.136
		Diploma	.60119	.072
		Bachelor	.76665*	.015

The mean difference is significant at the 0.05 level

The result in Table 4.28, showed that there is a significant difference between employees who have a bachelor degree compare to employees who have post graduate degree at a significant level of (0.015).

#### 4.8.4. Analysis of Differences according to Length of Services

ANOVA test was used to find if there are any differences between the samples of the study regarding the results are shown in Table 4.29 shows the results.

**Table 4.29:** Analysis of Differences according to Length of Services

Variables	f	Sig.
Short-term training program	.599	.663
Design and delivery	.837	.503
Mentoring	1.675	.156
Coaching	1.853	.119
Employees' Performance	1.016	.399

The mean difference is significant at the 0.05 level

As shown in Table 4.29, there were no significant differences between the samples of the study, according to the length of employees' services regarding their opinions about training, design, and delivery, mentoring, coaching, and employees' performance.

#### 4.8.5. Analysis of Differences according to Job Category

ANOVA test was used to find if there are any differences between the samples of the study regarding the job category, Table 4.30 shows the results.

**Table 4.30:** Analysis of Differences according to Job Category

Variables	f	Sig.
Training program	1.752	.156
Design and delivery	1.020	.384
Mentoring	10.086	.000
Coaching	1.197	.311
Employees' Performance	.572	.634

The mean difference is significant at the 0.05 level

The Table above shows that there is a significant difference between the sample of the study regarding mentoring at f value 0.000 which is less than 0.05 (significant level). To find this source of job category variance of the sample on mentoring, post- hoc test was conducted in "least significant differences" (LSD) as shown in Table 4.31.

**Table 4.31:** Multiple Comparisons ‘LSD’ for Mentoring regarding Job Category

(I) job category	(J) job category	Mean. Difference (I-J)	Sig.
Administrative	Accounting	-.16413-	.128
	Legal	.15522	.349
	Programmer	.57476*	.000
Accounting	Legal	.31934*	.041
	Programmer	.73889*	.000
Legal	Programmer	.41954*	.025

The mean difference is significant at the 0.05 level

As shown in Table 4.31, It is obvious that there is a significant difference between administrative employees' responses compare to programmer employees, at a significant level (.000). Also, there is a significant difference between accounting employees' responses compare to legal and programmer employees at significant levels (.041, .000) respectively. Also, there is a significant difference between legal employees’ responses compare to programmers at a significant level (.025).

## 4.9. Pearson Correlation Analysis

### 4.9.1. Analysis of Correlation between Main Variables of the Study

Before deciding on selecting the type of the test regarding Pearson correlation whether it is a one - tailed or two - tailed, it is important to explain the reasons behind this, according to Field (2009), “a one-tailed test should be selected when you have a directional hypothesis... .A two-tailed test (the default) should be used when

you cannot predict the nature of the relationship” (p.179) since our hypotheses in this research were non-directional null hypotheses, the two-tailed test was used.

#### 4.9.1.1. Training Program and Employee Performance Correlation Computation

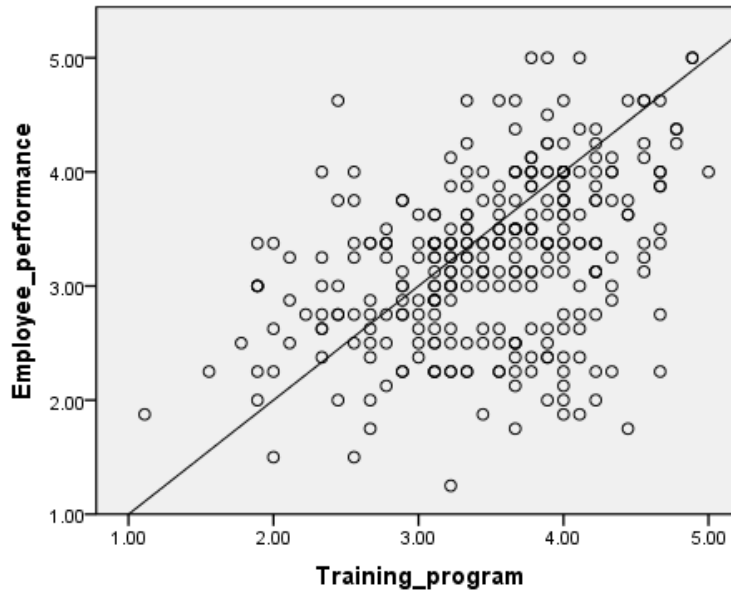
Analysis of correlation has been tested between an IV which is training program and DV which is employee performance, Table 4.32 present the results.

**Table 4.32:** Training Program and Employee Performance Correlation Computation

Variables		Training program	Employee performance
Training Program	Pearson Correlation	1	.398**
	Sig. (2-tailed)		.000
	N	306	306
Employee Performance	Pearson Correlation	.398**	1
	Sig. (2-tailed)	.000	
	N	306	306

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

The result in the Table above shows that there is a positive relationship between variables at a Pearson correlation coefficient of ( $r = .398$ ), which indicates a moderate association. The significance value is less than (.001), as indicated by the double asterisk [\*\*] in Table 4.32 above. This significant value explains that the probability of getting a correlation coefficient equal to (.398) in a sample of 306 employees, granting us confidence that there is a genuine relationship between training programs and employees' performance in the Ministry of Finance. Hence, it is possible to infer that since most of the employees associate the training programs with their performance, then it follows that the Ministry of Finance should give more attention to training programs to increase the performance of its employees. For more illustration, the scatter/dot diagram below (Figure 4.3) shows the nature of the relationship between the two variables; the upward trend indicates the positive relationship.



**Figure 4.3:** Training Program and Employee Performance Correlation Computation

#### 4.9.1.2. Design and Delivery of Training and Employee Performance Correlation Computation

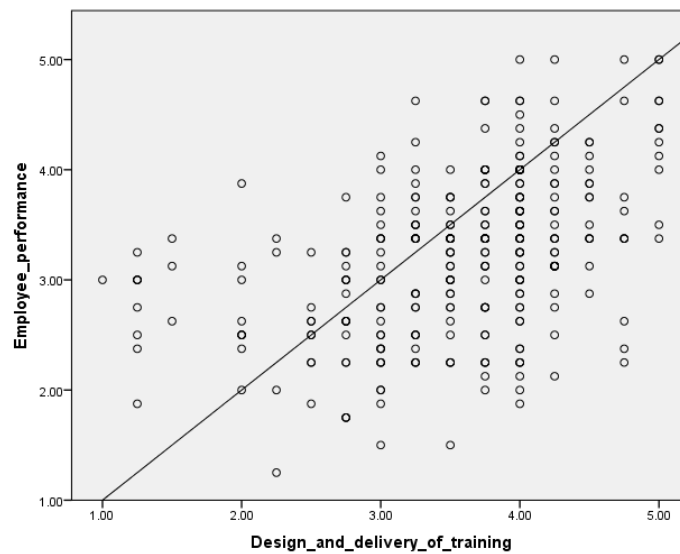
Analysis of correlation has been tested between Design and delivery of training and employee performance; Table 4.33 shows the result.

**Table 4.33:** Design and Delivery of Training and Employee Performance Correlation Computation

Variables		Design and Delivery of Training	Employees' Performance
Design and Delivery of Training	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	306	306
Employee Performance	Pearson Correlation	.455**	1
	Sig. (2-tailed)	.000	
	N	306	306

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

The result in the Table above shows that there is a positive relationship between variables at a Pearson correlation coefficient  $r = .455$ , which indicates a moderate relation and the significance value is less than (.001), this significance value explains that the probability of getting a correlation coefficient equal to(.455) in a sample of 306 employees granting us confidence that there is a genuine relationship between design and delivery of training and employees' performance in the Ministry of Finance. For more illustration, the scatter/dot diagram (Figure 4.4) below shows the nature of the relationship between the two variables; the upward trend indicates the positive relationship.



**Figure 4.4:** Scatter/Dot for Design and Delivery of Training with Employees' Performance

Hence, it is possible to infer that since most of the employees associate the design and delivery of training with their performance, then it follows that the Ministry of Finance should give more attention to design and delivery of the training to increase the performance of its employees.

#### **4.9.1.3. Mentoring and Employee Performance Correlation Computation**

Analysis of correlation has been tested between mentoring and employee performance; Table 4.34 shows the result.

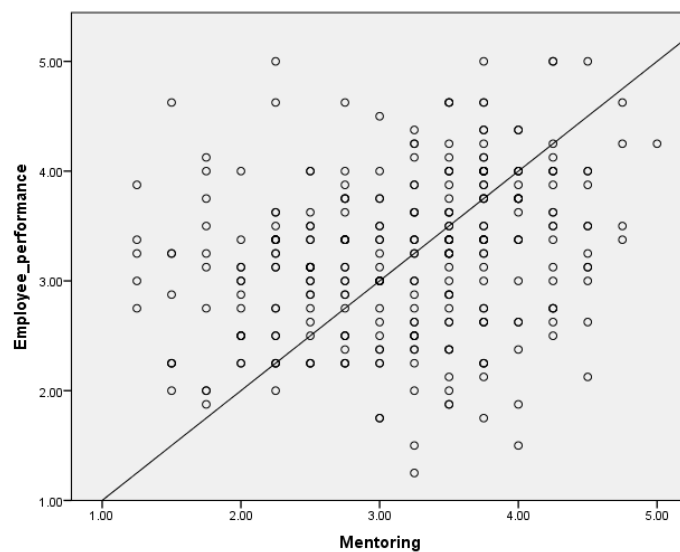
**Table 4.34:** Mentoring and Employee Performance Correlation Computation

Variables		Mentoring	Employee performance
Mentoring	Pearson Correlation	1	.251**
	Sig. (2-tailed)		.000
	N	306	306
Employee performance	Pearson Correlation	.251**	1
	Sig. (2-tailed)	.000	
	N	306	306

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

The result in the Table above shows that there is a positive relationship between variables at coefficient of  $r = .251$ , which indicates a low association Cohen (1998), and the significance value is less than (.001), this significance value explains that the probability of getting a correlation coefficient equal to (.251) in a sample of 306 employees, granting us confidence that there is a genuine relationship between mentoring and employees' performance in the Ministry of Finance.

Hence, it is possible to infer that since most of the employees had associated the mentoring with their performance, Ministry of Finance should give more importance to this function to further increase the performance of its employees. For more illustration, the scatter/ diagram (Figure 4.5) below shows the nature of the relationship between the two variables; the upward trend indicates the positive relationship.



**Figure 4.5:** Scatter /Dot for Mentoring with Employees' Performance



#### 4.9.1.4. Coaching and Employee Performance Correlation Computation

Table 4.35 shows the analysis of the correlation between the coaching training and employee performance.

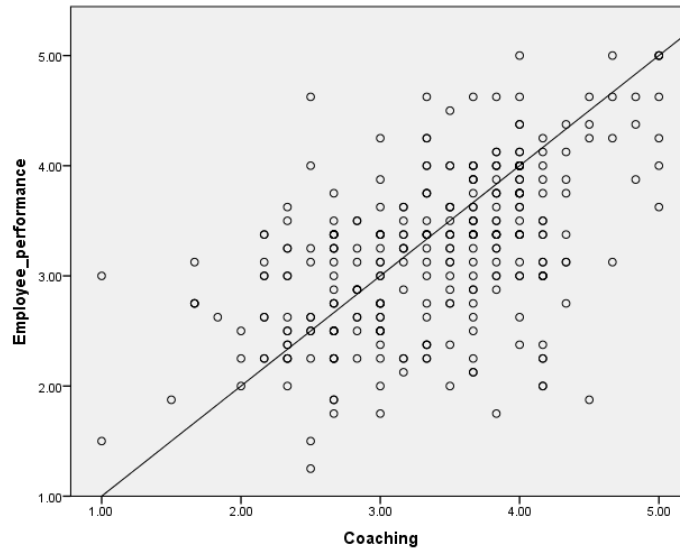
**Table 4.35:** Coaching and Employee Performance Correlation Computation

Variables		Coaching	Employee Performance
Coaching	Pearson Correlation	1	.538**
	Sig. (2-tailed)		.000
	N	306	306
Employee performance	Pearson Correlation	.538**	1
	Sig. (2-tailed)	.000	
	N	306	306

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

The result in the Table above shows that there is a positive relationship between the two variables at a Pearson correlation coefficient of  $r = .538$ , which indicates a substantial relation. The significance value is less than (.001), this explains that the probability of getting a correlation coefficient equal to (.538) in a sample of 306 employees, give us confidence that there is a genuine relationship between coaching and employees' performance in the Ministry of Finance.

Hence, it is possible to infer from this result that good coaching provides high performance. The scatter/dot diagram (Figure 4.6) below shows the nature of this relationship; the upward trend indicates a positive relationship.



**Figure 4.6:** Scatter /Dot for Coaching and Employees' Performance

#### 4.9.2. Hypotheses of the Study

Several studies have shown that an employee considers the training and development provided by the organisation as a sign that the organisation is seeking to enter into a social exchange relationship with them (Newman, Thanacoody, and Hui, 2011). According to social exchange theory, the relationship between the theory of social exchange and training and development and the performance of employees can be described as follows: Employers provide training and development for employees as an opportunity to develop and enhance productivity. On the other hand, employees do everything they can to work hard in the relation of tasks and duties. As a means of swapping this gesture from the employers, and as a result improved performance (Dysvik and Kuvaas, 2008). However, the fundamental assumption in this study is that training and development activities can enhance the effort and ability of an individual to perform. If the nature of the job required effort which leads to better performance, hence, the individuals must have the substantial ability to perform. On this basis, and based on the research problem outlined; to answer the research questions that posed in Chapter I, and also to achieve the main objectives for this study; the following hypotheses were developed to guide the study as below:

1. H<sub>01</sub>: Short-term training programs have no effect on employees' performance.

H<sub>A1</sub>: Short-term training programs have a significant effect on employees' performance.

2. H<sub>02</sub>: Design and delivery of training programs have no effect on employees' performance.

H<sub>A2</sub>: Design and delivery of training programs have a significant effect on employees' performance.

3. H<sub>03</sub>: Formal mentoring programs have no effect on employees' performance.

H<sub>A3</sub>: Formal mentoring programs have a significant effect on employees' performance.

4. H<sub>04</sub>: Coaching programs have no effect on employees' performance.

H<sub>A4</sub>: Coaching programs have a significant effect on employees' performance.

#### 4.10. Simple Linear Regression Analysis

##### 4.10.1. Simple Linear Regression Analysis of Training Programs

Regression analysis was conducted to examine if there is any effect of training programs on employee performance, for the data of this research, Table 4.36 presents the result.

**Table 4.36:** Model Summary of Training Programs and Employees' Performance

Model	R	R Square	Adjusted. R Square	Std. Error. of the Estimate
1	.398 <sup>a</sup>	.158	.155	.66855

a. Predictors: (Constant), Training program

As shown in the Table 4.36 “Model Summary,” R represents the simple correlation coefficient  $r = .398$ , since there is only one predictor (training programs). At the same Table, the determination coefficient R square = .158, which shows that training program accounts for just 15.8% of the variation in employees’ performance. This means that 84.2% of the variation of employees' performance has not been explained yet. Therefore, there must be other variables that have an effect on employees' performance also. However, this indicates that 15.8% of the change in employees' performance can be explained by one unit change in the training program.

From the Table 4.37 below, it has five columns; the most important one is the F - ratio= 57.088, which is significant at the p-value less than .001 (the value in the column named sig.  $p = .000$ ). According to Field (2009), “This result tells us that there is less than a 0.1% chance that an F-ratio this large would happen if the null hypothesis were true” (p. 207). From this, it can be concluded that the regression model for the "training programs" predictor, results in a significantly substantial prediction of employees' performance. In short, it overall predicts employees' performance significantly well. Table 4.37 below presents the results.

**Table 4.37:** ANOVA Test of Training Program and Employees' Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	25.516	1	25.516	57.088	.000 <sup>b</sup>
Residual	135.875	304	.447		
Total	161.391	305			

a. Dependent Variable: Employee\_ performance

b. Predictors: (Constant), Training\_ program

Regarding analysis of this study, the  $\beta$  value in the coefficient Table below represents the change in the dependent variable resulting from a unit change in the predictor (independent variable). And if the predictor has a significant effect to predict the outcome (dependent variable), then this  $\beta$  values should be different from zero and larger than its standard error relatively (Field, 2009). According to Field (2009), "the exact probability that the observed value of  $t$  would occur if the values

of  $\beta$  in the population were 0, If this observed significance is less than .05, then the result reflects a genuine effect" (p. 208).

**Table 4.38:** Regression Coefficient of Training and Employees' Performance

Model	Unstandardized. Coefficients		Standardized. Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.804	.192		9.392	.000
Training_program	.408	.054	.398	7.556	.000

a. Dependent Variable: Employee performance

From the results of Table 4.38 above, we can infer that as long as the value of (constant)  $\beta_0 = 1.804$  and the predictor (training programs)  $\beta_1 = .408$ , are different from zero, and the probabilities of those  $t$  values (sig.) were less than (0.05), therefore, we can conclude that Training programs make a significant contribution with P-value that is less than 0.05 to predicting employees' performance. Hence the simple regression equation "fitted model" would be as below:

$$Y_i = (\beta_0 + \beta_1 X_2) + \epsilon_i$$

$$\text{Employees' performance} = \beta_0 + \beta_1 \text{ training programs}_i$$

$$\text{Employees' performance} = 1.804 + 0.408 (\text{training programs})$$

#### 4.10.1.1. Training Program Hypothesis Testing

In this section, the first hypothesis has been tested, which was, *training programs have no effect on employees' performance*, as we mentioned earlier in chapter I, this hypothesis is imposed to answer the second main research question which was; "what is the influence of the current short-term training programs on employees' performance in the Ministry of Finance?" Depending on the results of the simple linear regression analysis above, we can conclude the following:

From the Table of coefficients 4.38,  $t$  calculated to be equal to (7.556), comparing this value with critical  $t_{(n-1)}$  from the standard Table of  $t$ -value with degree of freedom  $n - 1$  (306 - 1), to determine whether there is a statistically significant effect or not, between the two variables, we can see the value of  $t$  calculated is larger than  $t$  critical ( $7.556 > 1.96$ ) which means that the null hypothesis must thus be rejected, and the alternative hypothesis must be supported, which is, *short term training programs have a significant positive effect on employees' performance*. Table 4.39 presents this result.

**Table 4.39:** Training Program and Employees' Performance Hypothesis Testing

Model	B	$t$ -Calculated	$t$ -Critical
(Constant)	1.804	9.392	
Training programs	.408	7.556	1.96

Based on these results, it is now possible to answer the second main research question, “what is the effect of training programs on the employees’ performance in the MoF?” The results showed that there is a statistically significant positive effect of Training programs on employees' performance at the level of confidence less than 0.05; and we can see also that, training programs is accounted for 15.8% of the variation in the employees’ performance.

#### 4.10.2. Simple Linear Regression Analysis of Design And Delivery of Training

Regression analysis was conducted to examine the effect of the design and delivery of training on employees’ performance. Table 4.40 presents the result.

**Table 4.40:** Model Summary of design and delivery of training and employees' performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455 <sup>a</sup>	.207	.205	.64874

a. Predictors: (Constant), Design and delivery of training

As shown from the Table “Model Summary,” R represents the simple correlation coefficient ( $r = .455$ ), since we have only one predictor (design and delivery of training). At the same Table, determination coefficient (R square) = .207, indicates that design and delivery of training account for only 20.7% of the variation in employees' performance. This means that 79.3% of the variation of employees' performance has not explained yet. Therefore, there must be another variable/s that affects employees' performance. However, this shows that 20.7% of the change in employees' performance can be explained by one unit change in the design and delivery of training.

From the Table 4.41 below of the regression analysis, the F-ratio = 79.471 is significant at a p-value less than .001 (the value in the column named sig. P = .000). “This result tells us that there is less than a 0.1% chance that an F-ratio this large would happen if the null hypothesis were true” (Field, 2009, p. 207). From this, it can be concluded that the regression model for the “design and delivery of training” predictor variable, results in a significantly substantial prediction of employees' performance. Table 4.41 below presents the results.

**Table 4.41:** ANOVA Test of Design and Delivery of Training and Employees' Performance

Model	Sum of. Squares	df	Mean Square	F	Sig.
Regression	33.447	1	33.447	79.471	.000 <sup>b</sup>
Residual	127.944	304	.421		
Total	161.391	305			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Design and delivery of training

From the results of coefficient Table 4.42 below, we can infer that as long as the value of (constant,  $b_0 = 1.773$ ) and the predictor (design and delivery of training)  $b_1 = .408$ , are different from zero, and the probabilities of those  $t$  values (sig.) were less than (0.05), design and delivery of training makes a significant contribution with the p-value is less than 0.05 to predict employees' performance.

**Table 4.42:** Regression Coefficient of Design and Delivery of Training and Employees' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.773	.167		10.605	.000
Design and delivery of training	.408	.046	.455	8.915	.000

a. Dependent Variable: Employee performance

Hence the simple regression equation 'fitted model' would be as below:

$$Y_i = (\beta_0 + \beta_1 X_2) + \epsilon_i$$

$$\text{Employees' performance} = \beta_0 + \beta_1 (\text{design and delivery of training}_i)$$

$$\text{Employees' performance} = 1.773 + 0.408 (\text{design and delivery of training})$$

#### 4.10.2.1. Design and Delivery of Training Program Hypothesis Testing

In this section, the second hypothesis has been tested, which was: "*Design and delivery of training programs have no effect on employees' performance.*" This hypothesis is imposed to answer the third main research question which was; "what is the impact of design and delivery of training programs on the performance of employees, in the MoF?"

Depending on the results of the simple linear regression analysis above, we can conclude the following:

From the Table of coefficients 4.42,  $t$  statistic is equal to (8.915). Comparing this result with critical  $t_{(n-1)}$  from the standard Table of  $t$ -value with degree of freedom  $n - 1$  (306 - 1), to determine whether there is a statistically significant effect or not, between the two variables, we can clearly determine that the value of  $t$  statistic is larger than  $t$  critical ( $8.915 > 1.96$ ), which means that the null hypothesis



must thus be rejected, and the alternative hypothesis must be supported which is, *design and delivery of training programs have a statistically significant effect on employees' performance*. Table 4.43 presents this result.

**Table 4.43:** Design and Delivery of Training and Employees' Performance Hypothesis Testing

Model	B	t Calculated	t Critical
(Constant)	1.773	10.605	
Design and delivery	.408	8.915	1.96

Based on these results, it is now possible to answer the third main research question which is mentioned above; There is a statistical significant positive effect of the design and delivery of training, on employees' performance at the level of confidence less than 0.05; and we can see also that, design and delivery of training is accounted for 20.7% of the variation in the employees' performance.

#### 4.10.3. Simple Linear Regression Analysis of Mentoring

Regression analysis was conducted to examine if there is any effect of mentoring on employee performance, Table 4.49 presents the result.

**Table 4.44:** Model Summary of Mentoring and Employees' Performance

Model	R	R. Square	Adjusted R Square.	Std. Error. of the .Estimate
1	.251 <sup>a</sup>	.063	.060	.70534

a. Predictors: (Constant), Mentoring

As shown from the Table “Model Summary”, R represents the simple correlation coefficient ( $r = .251$ ). At the same Table, the determination coefficient (R square =.063), which clearly suggest that mentoring accounts for just 6.3% of the variation in employees' performance. This means that 93.7% of the variation of employees' performance has not explained yet. Therefore, there must be other

variables that have an effect on employees' performance. However, this indicates that 6.3% of the change in employees' performance can be explained by one unit change in the mentoring.

From the Table 4.45 of the regression analysis, F-ratio = 20.405 which has a significance level less than (.001). “This result tells us that there is less than a 0.1% chance that an F-ratio this large would happen if the null hypothesis were true” (Field, 2009, p. 207). From this, it can be concluded that the regression model for the “Mentoring” predictor indicates a substantial prediction of employees' performance. Table 4.45 below presents the results.

**Table 4.45:** ANOVA Test for Mentoring and Employees' Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.151	1	10.151	20.405	.000 <sup>b</sup>
Residual	151.239	304	.497		
Total	161.391	305			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Mentoring

From the results of Table 4.46 below, we can infer that since the value of (constant  $b_0 = 2.525$ ) and the predictor (Mentoring  $b_1 = .222$ ), are different from zero, and the probabilities of those  $t$  values (sig.) were less than 0.05, mentoring makes a significant contribution since the p-value (.000) is less than 0.05 to predict employees' performance.

**Table 4.46:** Regression Coefficient of Mentoring and Employees' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.525	.160		15.755	.000
Mentoring	.222	.049	.251	4.517	.000

a. Dependent Variable: Employee performance

Hence the simple regression equation "fitted model" would be as follows:

$$Y_i = (\beta_0 + \beta_1 X_i) + \epsilon_i$$

$$\text{Employees' performance} = \beta_0 + \beta_1 (\text{Mentoring}_i)$$

$$\text{Employees' performance} = 2.525 + 0.222 (\text{Mentoring})$$

#### 4.10.3.1. Mentoring Programs Hypothesis Testing

In this section, the third hypothesis has been tested, which was: *Formal mentoring programs have no effect on employees' performance*. This hypothesis is imposed to answer the fourth main research question which was; What does the effect of mentoring have on employees' performance, in the Ministry of Finance? Depending on the results of the simple linear regression analysis above, we can conclude the following:

From the results of coefficients Table 4.46,  $t$  statistic equal to (4.517), comparing this with critical  $t_{(n-1)}$  from the standard Table of  $t$ -value with degree of freedom  $n - 1$  (306 - 1), to determine whether there is a statistically significant effect or not, between the two variables, we can clearly determine that the value of  $t$  calculated is larger than  $t$  critical (4.517 > 1.96), which means that the null hypothesis must thus be rejected, and the alternative hypothesis, must be supported which is: *formal mentoring programs have a significant effect on employees' performance*. Table 4.47 presents these results.

**Table 4.47:** Mentoring and Employees' Performance Hypothesis Testing

Model	B	$t$ calculated	$t$ critical
(Constant)	2.525	15.755	
Mentoring	.222	4.517	1.96

Based on these results, it is now possible to answer the fourth main research question which is mentioned above. There is a statistically significant positive effect of mentoring on employees' performance at the level of confidence less than 0.05; and we can see also that, mentoring is accounted for 6.3% of the variation in the employees' performance.

#### 4.10.4. Simple Linear Regression Analysis of Coaching

Regression analysis was conducted to examine the effect of coaching on employee performance; Table 4.48 presents the result.

**Table 4.48:** Model Summary of Coaching and Employees' Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 <sup>a</sup>	.290	.287	.61407

a. Predictors: (Constant), Coaching

As shown from the Table “Model Summary,” R represents the simple correlation coefficient  $r = .538$ , since there is only one predictor (Coaching). At the same Table, the determination coefficient (R square = .290), which shows us that coaching accounts for just 29% of the variation in employees' performance. This means that 71% of the variation of employees' performance has not explained yet. Therefore, there must be other variables that have an effect on employees' performance. However, this indicates that 29% of the change in employees' performance can be explained by one unit change in the coaching.

From the Table 4.49 of the regression analysis, the F-ratio = 124.003 which has a significance level less than .001. This result tells us that there is less than a 0.1% chance that an F-ratio this large would happen if the null hypothesis were true (Field, 2009, p. 207). From this, it can be concluded that the regression model for the ‘Coaching’ predictor, results in a significantly substantial prediction of employees' performance. In short, it overall predicts employees' performance significantly well. Table 4.49 below presents the results.

**Table 4.49:** ANOVA Test of Coaching and Employees' Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	46.759	1	46.759	124.003	.000 <sup>b</sup>
Residual	114.632	304	.377		
Total	161.391	305			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Coaching

From the results of Table 4.50 below, we can infer that, since the value of (constant  $b_0 = 1.476$ ) and the predictor (Coaching  $b_1 = .520$ ), are different from zero, and the probabilities of those  $t$  values were less than 0.05, we can conclude that coaching makes a significant contribution with a p-value less than 0.05 in predicting employees' performance.

**Table 4.50:** Regression Coefficient of Coaching and Employees' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.476	.161		9.167	.000
Coaching	.520	.047	.538	11.136	.000

a. Dependent Variable: Employee performance

Hence the simple regression equation “fitted model” would be as follows:

$$Y_i = (\beta_0 + \beta_1 X_i) + \epsilon_i$$

$$\text{Employees' performance} = \beta_0 + \beta_1 (\text{Coaching}_i)$$

$$\text{Employees' performance} = 1.476 + 0.520 (\text{Coaching})$$

#### 4.10.4.1. Coaching Programs Hypothesis Testing

In this section, the fourth hypothesis has been tested, which was *coaching programs, have no effect on employees' performance*; this hypothesis is imposed to answer the fifth main research question which was; What does the effect of coaching have on employees' performance, in the MoF?

Depending on the results of the simple linear regression analysis above, we can conclude the following:

From the results of coefficients Table 4.50, comparing  $t$  statistic equal to (11.136) with critical  $t_{(n-1)}$  from the standard Table of  $t$ -value with degree of freedom  $n - 1$  (306 - 1), we can clearly determine that the value of  $t$  statistic is larger than  $t$  critical (11.136 > 1.96) which means that the null hypothesis must thus be rejected, and the alternative hypothesis must be supported which is, "coaching has a significant effect on employees' performance". Table 4.51 presents these results.

**Table 4.51:** Coaching and Employees' Performance Hypothesis Testing

Model	B	t Calculated	t Critical
(Constant)	1.476	9.167	
Coaching	.520	11.136	1.96

Based on these results, it is now possible to answer the fifth main research question which is mentioned above; There is a statistically significant positive effect of coaching on employees' performance at the level of confidence less than 0.05; and we can see also that, coaching is accounted for 29% of the variation in the employees' performance.

#### 4.11. Multiple Linear Regression Analysis Results for All Variables

According to Field (2009), the basic difference between the simple and multiple regressions is that:

It is basically the same as for simple regression except that for every extra predictor you include, you have to add a coefficient; so, each predictor variable has its coefficient, and the outcome variable is predicted from a combination of all the variables multiplied by their respective coefficients plus a residual term (p. 210).

As in simple regression analysis, in multiple, we attempt to find the linear combination of independent variables that correlate maximally with the dependent (Field, 2009).

All variables were tested in this analysis to test the whole model of this study which is “the effect of training and development on employees' performance in the Ministry of Finance, Iraq”. The independent variables were training program ( $X_1$ ), design and delivery of training ( $X_2$ ), mentoring ( $X_3$ ), and coaching ( $X_4$ ) while the dependent variable was employees' performance ( $Y$ ), so our equation model will be as below:

$$\text{Employees' performance}_i = \beta_0 + \beta_1 \text{ training programs} + \beta_2 \text{ design and delivery} + \beta_3 \text{ mentoring} + \beta_4 \text{ coaching}$$

we have tested this model and the results were presented further in this Chapter. Table 4.52 present the results of the “Model Summary” for the multiple regression analysis.

**Table 4.52:** Model Summary of Entire variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616 <sup>a</sup>	.379	.371	.57686

a. Predictors: (Constant), Coaching, Mentoring, Training program, Design and delivery of training

From the Table 4.52, R-value equal to (.616), which represents the multiple correlation coefficient between the predictors (independent variables which are training programs, design and delivery, mentoring, and coaching) and the outcome (the dependent variable which is employees' performance). It indicates a substantial relationship between them (Cohen, 1998).

The next column labeled R square, the determination coefficient, which its value equal to (.379), represents the amount of variability in the dependent variable that has been occurred because of the predictors. It means that the independent variables account for 37.9% of the variation in employees' performance.

The adjusted R square column, which its value equal to (.371) represents the possibility to generalize the model. According to Field, (2009), if this value is very close or the same to the R square value, then this model is considered to be good. From our data and through calculating the difference between the two values ( $0.379 - 0.371 = 0.008$ ) it is about 0.8% “This shrinkage means that if the model were derived from the population rather than a sample it would account for approximately 0.5% less variance in the outcome”. (p. 235). However, this value (0.8%) is very small which indicate that the cross-validity of this model is very good.

From the Table 4.53 of the regression analysis, the below results were found:

**Table 4.53:** ANOVA Test of Independent Variables and Employees' Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	61.226	4	15.307	45.997	.000 <sup>b</sup>
Residual	100.164	301	.333		
Total	161.391	305			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Coaching, Mentoring, Training program, Design and delivery of training

According to Field (2009), “The ANOVA also tells us whether the model is a significant fit of the data overall (look for values less than .05 in the column labelled *Sig.*)”(p. 237). Accordingly, the most important in this Table is the F-ratio equal to (45.997) which has a significance level at p-value less than .05, which means that the model has significantly improved the ability to predict the dependent variable better than the whole predictors on an individual basis (Field, 2009).



From the previous two Tables of the multiple regression analysis, we have explained an abstract statistics whether or not the model has improved the ability concerning with predicting the dependent variable.

**Table 4.54:** Regression Coefficient of Independent Variables and Employees' Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.556	.214		2.598	.010
Training_program	.125	.056	.122	2.258	.025
Design and delivery of training	.195	.049	.218	3.981	.000
Mentoring	.096	.042	.108	2.298	.022
Coaching	.367	.050	.380	7.342	.000

a. Dependent Variable: Employee performance

Table 4.54 shows the parameters of the regression model. The  $\beta$  values in column B represent the individual contribution of each predictor in the model. According to Field (2009), The b-values tell us about the relationship between the dependent variable and each predictor. If the value is positive we can infer that there is a positive relationship between the independent variables and the dependent variable, whereas a negative coefficient represents a negative relationship. By replacing the  $\beta$  values from Table 4.54 the linear model would be defined as the following:

$$\text{Employees' performance}_i = \beta_0 + \beta_1 \text{training}_i + \beta_2 \text{design and delivery}_i + \beta_3 \text{mentoring}_i + \beta_4 \text{coaching}_i$$

$$\text{Employees' performance}_i = 0.556 + (0.125 \text{ training}_i) + (0.195 \text{ design and delivery}_i) + (0.096 \text{ mentoring}_i) + (0.367 \text{ coaching}_i)$$

As we can see from Table 4.54 the four predictors have positive  $\beta$  values  $\beta_1 = .125$ ,  $\beta_2 = .195$ ,  $\beta_3 = .096$ , and  $\beta_4 = .367$ , which indicate positive relationships between predictors and outcome; clearly, as training programs, design and delivery,

mentoring, and coaching has increased, then employees' performance increase. The  $\beta$  values also reveal that the degree of each independent variable affects the dependent variable, taking in considering the effects of all other independent variables are held constant.

Using the data in Table 4.54 above, these results can be summarised as follows:

- Training programs ( $\beta_1=.125$ ): This value indicates that as training programs increase by one unit, employees' performance increase by 0.125 units.
- Design and delivery ( $\beta_2=.195$ ): This value indicates that as design and delivery increases by one unit, employees' performance increase by 0.195 units.
- Mentoring ( $\beta_3=.096$ ): This value indicates that as mentoring increases by one unit, employees' performance increase by 0.096 units.
- Coaching ( $\beta_4=.367$ ): This value indicates that as coaching increases by one unit, employees' performance increase by 0.367 units.

To be more accurate, standardised *Beta* values should be explained. According to Field (2009), “The standardised beta values are all measured in standard deviation units and so are directly comparable: therefore, they provide a better insight into the ‘importance’ of a predictor in the model” (p. 239). These values tell us the number of standard deviations that the outcome will change as a result of one standard deviation change in the predictor.

Accordingly, the 'importance' of the predictors in this model became as follows: Coaching, Design, and Delivery of training, Training Programs, and Mentoring ( $\beta =.380$ ,  $\beta =.218$ ,  $\beta =.122$ , and  $\beta =.108$  respectively).

The column of *t statistics* has explained the significant contribution by the predictor to the model. According to Field (2009), “if the *t*-test associated with a *b*-value is significant (if the value in the column labeled Sig. is less than .05) then the predictor is making a significant contribution to the model. The smaller the value of *Sig.* (and the larger the value of *t*), the greater the contribution of that predictor” (p. 239).

Table 4.55 also revealed that the variables of training programs, design and delivery, mentoring, and coaching have a significance value (.025, .000, .022, and .000) respectively; all of these values are less than 0.05. On this base, we can conclude that all the predictors of this model are significant in predicting the employees' performance.

From the regression analysis results, it is possible to assume that, this model would generalize for predicting employees' performance due to the four null hypotheses that proposed in this research were rejected, and the alternative hypotheses were supported.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1. Introduction

This study examined the impact of training and development on employees' performance in the Iraqi Ministry of Finance and its affiliates.

Five chapters were structured for this study. In Chapter One, the following topics were examined. Introduction, the background to the study, the need for study in this area, statement of the problem, the purpose and objectives of the study, the research questions, the significance of the study, the scope of the study, and the definitions of the significant terms.

Chapter Two consists of the review of literature involving theoretical framework, theoretical background on training and development where we examined theories regarding the training and development studies, training process, methods of training and development, training challenges, benefits of training, and the conceptual framework for the study.

Chapter Three explains the methodology of the study, it contains research philosophy, research approach, research design, research instruments, methods of data analysis, hypothesis testing, and description of the study area.

Chapter Four presents the results of the study which includes profile of the respondents, demographic data analysis; which also included descriptive analysis for

the questions regarding the effectiveness of the current training and development programs in the Ministry of Finance. It also included testing the reliability and validity of the research Instrument, descriptive statistics for the study variables, hypotheses testing, analysis of correlation for variables of the study, and simple and multiple linear regression analysis for the variables of the study.

## **5.2. Summary of Findings**

Regarding demographic data, the majority of respondents were male representing 55.6% of the sample, whereas the majority of respondents' ages were between 31-40 years representing 54.9%, and 72.2% have the bachelor degree, 37.3% have work experience between 6-10 years.

Regarding respondents' perspectives about training programs which are conducted by the Ministry of Finance in general, the results revealed that out of 375 respondents only 9 representing 3% of the total respondents have not participated in any training program. 23.2% of respondents have participated more than five times in training sessions. 45.1% of respondents agreed that the Ministry of Finance conducted both types of training methods. The question regarding if training has met employees' expectations or not, 49.3% answered "almost" and 87.6% answered that the training sessions were "convenient." Regarding the quality of training programs, 44.8% said "good." 62.4% of respondents answered that the duration of the training programs was "just right." With respect to employee's opinion regarding whether or not training is planned and systematic, 42.5% of respondents answered "yes."

The analysis of ANOVA revealed that there is a significant difference between the sample of the study, according to education level concerning mentoring and there is a significant difference between the sample of the study according to work experience with respect to mentoring.

The results of Pearson correlation analysis revealed that there is a positive relationship between Training Program, Design and Delivery, Mentoring, and Coaching, and Employees' Performance.

A simple linear regression analysis was performed to test the hypotheses and to answer the key research questions. The results were discussed in Chapter IV. The first, second, third and fourth null hypotheses were rejected, and the alternative hypotheses were supported, and the research questions were answered according to each hypothesis.

Multiple Regression Analysis of the Study variables revealed that R-value =0.616 represents the multiple correlation coefficients between the predictors and the dependent variable. The determination coefficient R square represents the amount of variability in the dependent variable that has been occurred due to a unit change in the predictors accounts for 37.9% of the variation in employees' performance. The adjusted R square represents the possibility of generalising the model it was about 0.8%, which is a very small ratio, which indicates that the cross-validity of this model is very good (Field, 2009). The significant effect of the predictors on the dependent variable is given as the following importance coaching, design and delivery of training, training programs, and mentoring (.380, .218, .122, and .108 respectively).

### **5.3. Conclusion**

Based on the findings of the study, we presented the following conclusions:

The employees agreed that the MoF has managed training and development activities well; it was also observed that the Ministry of Finance provides systematic and well-planned training programs where employees have been able to acquire skills, experiences, and knowledge through the continuous training. The study concluded that the Ministry of Finance does not provide adequate interest for employees' efforts after the training programs, it is important to evaluate employees after training in order to reward the qualified employee, similarly to find out if there is any defect in the training system to overcome. The study also concluded that the Ministry of Finance has chosen its trainers carefully, it indicates that the design and delivery of training programs are carefully managed in the MoF regarding this side.

The study also revealed that most employees agreed that, their mentors, sometimes did not support them in respect of self-development, making an objective review, ways to perform the works, and providing advice regarding the work which is needed to make some intervention by the top management to reform this defect.

The study also concluded that the employees received detailed feedback about their performance from their supervisor often which is helping them to treat the negative performance in the future and enhance the positive performance toward achieving goals. Another conclusion is that the majority of employees indicate that their performance improved after participating in training and development programs.

Regarding the hypotheses testing of the study variables, the study concluded that short-term training programs have a significant effect on employee performance. This result corresponds to the study of Bayraktaroglu and Cickusic (2014) which revealed that training program has a significant impact on employees' performance as long as the employees have a clearer understanding that the training program in their organization will give them better knowledge and improvement of their skills.

The study also concluded that design and delivery of training programs have a significant effect on employee performance. This was agreed with the study results of Aboyassin and Sultan, (2014) which indicate that there is a significant effect of training program design as a dimension of the training program on job performance. Khanfar (2014), confirmed that there is a significant relationship between delivery methods which used in training programs and raising the employees' performance.

The study also concluded that mentoring programs have a significant effect on employee performance. This was agreed with the study results of Preko (2014), she argues that there is an effective use of the mentoring program where most employees have the capability to improve their potentials by following the expert advice. Also, this result confirms the study of Siminyu, Kyamanywa, and Kayondo, (2016), they found that mentoring has a weak positive effect on employees' performance in the public sector employees of Uganda.

The study also concluded that coaching programs have a significant effect on employee performance. This was agreed with the study results of Perko (2014), coaching has a significant effect on employees' performance if employees under coaching with the support of the supervisor are capable of setting their goals. According to Armstrong, (2003) coaching provide an opportunity for learning and encourages employees to look over problems and how they could solve these problems.

The multiple regression analysis of this study indicates that this model can predict the employees' performance well since the four null hypotheses that proposed were rejected and the alternative hypotheses were supported. This was agreed with the study results of Gachunga, (2012), which established that formal training, mentoring, and coaching had a significant positive effect on employees' performance. Also, Nwokeiwu (2013) affirmed this result in his study; his result indicates that an increase in the acquisition of the skills and knowledge which acquired during training and development activities can lead to an increase in an employees' overall performance. However, the more capabilities of employees acquire through training activities, the more likely they are to improve their performance (Nwokeiwu, 2013). Eric (2012), in his study also found that training and development had a positive impact on employees' performance.

Accordingly, training and development of human resources is an investment in human capital by the organisation, through which the performance required to carry out the tasks assigned to the employees and thus achieve the goals of the organisation. However, in my opinion, as a researcher, I believe that investing in training in the long run, according to the strategic plan of the organisation, can result in an increase in the efficiency of the services or the product provided to the customers.

#### **5.4. Recommendations for The Ministry of Finance and Affiliates**

Many organisations, in recent time, realised the role and importance of training and development programs to enhance, increase, and improve skills, efficiency, and performance of employees. Accordingly, to gain the full benefits of



training and development programs, the ministry of finance, Iraq should consider the following recommendations:

Regarding the first main research question which was; “what does the amount of influence of current training programs have on employees' performance in the Ministry of Finance?” we recommend that the Ministry of Finance should:

- To work towards engaging employees fairly in training programs.
- To work towards the use of both methods on-the-job training and off-the-job training to acquire the advantages of each style.
- To work towards improving employee perceptions about training programs, which could meet their expectations.
- To conduct a comprehensive revision of the instruments related to improving the quality of training, such as giving more attention to training facilities, involving modern technology regarding delivery of training, and changing trainers' methods.
- To work towards providing clear visions and objectives regarding training programs, so that there is an initial perception for employees about the program and its main purpose.

Regarding the second, third, fourth, and fifth main questions, which were what is the effect of (training programs, design and delivery, mentoring, and coaching) on employees' performance, in the Ministry of Finance in Iraq. Depending on the regression analysis results, we recommend that the Ministry of Finance should emphasis on coaching programs because coaching has the highest impact on employees' performance, followed by design and delivery, then the training programs, and finally, mentoring.

Beside these main recommendations, and depending on the employees' perspectives that were collected through the questionnaire, we also recommend some

points for improving the training and development programs to be more influential on employees' performance in the Ministry of Finance:

### **1) The need for systematic training programs**

It is essential that the training needs of the employees be more professionally defined by engaging the direct supervisor as well as the staff in the training and development departments. All those involved in this task should agree on the skills and attitudes required by the employees. These needs should be in line with the Ministry of Finance's strategic plan. The Ministry of Finance should attach the utmost importance to training objectives, planning, implementation and evaluation of training programs, as it is a continuous process of development in reaching the desired goal.

### **2) The need for SMART objectives**

The objectives of the training and development programs should be specific, measurable, achievable, realistic, and timely (SMART). Also, it should be unambiguous. The most important thing is, the more obvious of objectives, the more they are attainable by individuals. On this base, the Ministry of Finance should take in considering the clarity of objectives due to its importance in achieving the strategic goals.

### **3) The need for activating performance appraisal system**

Activation of PAS (performance appraisal system) in the Ministry of Finance and its affiliates to be included all information regarding employees' performance problems and the proposed ways to improve their performance. This PAS should provide an obvious understanding of what the differences between the current and expected performance. This will be the cornerstone toward identifying the deficiencies in performance, then developing a comprehensive training and development plan corresponds with the current performance.

#### **4) The need for career planning and development**

Regarding career management, the Ministry of Finance should take in considering the aspirations and abilities of its employees. Gathering particular information to identify what training and development is appropriate for those employees. Career progression plans and training and development plans should be available to each employee in the Ministry of Finance.

#### **5) The need for developing employees through formal education**

The Ministry of Finance should give its employees the opportunity to attend formal courses offered by consultants in the universities which involve lectures by experts with regards to the Ministry of Finance core works.

#### **6) The need for continuous evaluation of effectiveness of training and development programs**

The Ministry of Finance should conduct an evaluation of training and development programs to assess its effectiveness, This procedure enables the management to identify the deficiencies to overcome and to make required changes on the programs to be effective.

#### **7) The need for improvement in the methods and delivery of training and development**

The Ministry of Finance should provide adequate investment in technology for delivery of training and provide e-learning platforms to enhance the training and development process. Moreover, the Ministry should attach importance to its training facilities by providing them with the latest technological equipment.

### **5.5. The Contribution of the Study**

- This study has contributed to improving the decision maker's vision of how to take appropriate action to achieve the ultimate benefit of the training and development programs in the Ministry of Finance toward increase in employees' performance.
- With regard to the effectiveness of the questionnaire, the instrument that was established for this study has proven statistically to be reliable and valid.
- Researches on improving the performance of employees, including this research, are not only limited to employees' performance individually but also contributes significantly to improve the general economic growth in the country. Therefore, the focus on improving the skill levels of employees at the lower levels considered as an ethical, social and economic responsibility.
- This study contributed to enriching the general concept of the effect of training on the performance of employees and the need to invest in human capital through continuous training and development, especially in the lower- levels of employees because of its role in improving performance in general.
- The external validity of the results of this study was established because this study was conducted through six different organisations in similar contexts.

### **5.6. Limitations of the Study**

- Time was one of the most limitations faced by the researcher in this study.
- The study was limited to six affiliated institutions to the Ministry of Finance, Iraq.

- Financial limitations also had a significant impact on access to as many employees as possible.
- This study was limited to the institutions of the Ministry of Finance, within the Iraqi capital Baghdad only, as it was mentioned above, it was because of the financial constraints and time, in addition to the instability of the security and political situation in the most Iraqi provinces.
- This study was limited to the employees at the lower levels, so the generalization of the results will be limited only to this level.

### **5.7. Further Areas to Study**

The results of the study revealed issues worthy of consideration; some important points can also be summarized that may open new horizons for future research as follows:

- This research was carried out within the public sector in Iraq. Therefore, implementing this research to another sample from the private sector will be useful in identifying the similarities, differences relating training and development and its effect on employees' performance in different sectors.
- Conduct a comparative study of public and private sector regarding training of employees, especially for the lower-level, to provide the possibility of generalisation in both sectors.
- The results of the study indicate that there is still an amount of variation in performance that can be explained by looking at other variables such as job satisfaction as a dependent variable.
- This study targeted the lower-level of employees to know their points of view on the training program provided, and therefore this calls for conducting other studies focusing on the perspective of the senior

management regarding training and development in the Iraqi Ministry of Finance.

- The questionnaire was adopted as a data collection tool in this study. Therefore, the researcher recommends using interviews with employees to directly explore their views to obtain more accurate results regarding the training programs.



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## APPENDICES

### Appendix I: Respondents Letter

Date: September, 2017

Dear Colleague,

As you might know, I am continuing my MBA for the last two years, thank God my MBA proposal has been accepted, the majority of my dissertation has almost been done, and I am in the process of field work data collection.

I hereby seek your valuable assistance and input toward the completion and success of our proposed MBA study titled "The Impact of Training and Development on Employees' Performance" an empirical study on a sample of the Ministry of Finance, Iraq.

The main purpose of this study is to investigate and identify the importance of training and development programs and its role in improving, enhancing, and increasing the employees' performance. We are sure that you are aware of the need for effective training in today's highly changing and complicated workplace environment of modern organizations.

Your valuable effort in achieving the purpose of this study requires a frank and careful answer to all questions pertained in the attached questionnaire.

While emphasizing it is not necessary to state your name or signature, we would like to assure you that the information you give will be kept strictly confidential and will appear as a gross statistical data for research purposes.

I will be happy to answer any of your inquiries related to this study Please accept my sincere appreciation and thanks for your kind assistance in this endeavor.

Sincerely yours,

Ihab Issa Mohammed

E-mail [ehabessa82@gmail.com](mailto:ehabessa82@gmail.com)

## Appendix II: Questionnaire

### Section A: Effectiveness of Current Training and Development Programs

Please tick (✓) in the boxes which representing your response.

1. As far as you remember, how many times have you received any form of training so far?

Once [ ] twice [ ] three times [ ] four times [ ] five and more [ ]

2. What are the training methods that often used?

On-the-job training [ ]

Off-the-job training [ ]

Both of them [ ]

3. Did the training program/s you attended meet your expectations?

Yes [ ]

No [ ]

Almost [ ]

4. How would you rate the level of training you attended?

Too elementary [ ] convenient [ ] Too difficult [ ]

5. How would you evaluate the quality of training programs in your organization?

Weak [ ] average [ ] good [ ] excellent [ ]

6. How would you rate the duration of the training you attended?

Too short [ ] Short [ ] Just right [ ] Too long [ ]

7. In your opinion, do you think training in your organization is planned and systematic?

Yes [ ]

No [ ]

Almost [ ]

Section B: Scientific Information

For each question, please indicate your level of agreement by checking the box that best reflects your perception of your organization.

1. **Training:** is a process of changing the behavior and knowledge of employees in order to achieve compatibility between the employee's abilities and characteristics of the organization's functional requirements.

Short-term Training programs		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
N	Statements	1	2	3	4	5
1	Our organization conducts extensive training programs for its employees in all aspects of work.					
2	Training needs are identified through a formal performance appraisal mechanism.					
3	There are formal training programs to teach new employees the skills they need to perform their jobs.					
4	The organization provides equal training opportunities for all its employees.					
5	Promotion in our organization is a result of induction of the training program.					
6	After formal training, the organization recognizes employees' effort.					
7	The workshops and seminars organized by the organization are relevant to the needs of the organization					
8	Training has helped me in improving my overall required skills for work.					
9	Training has resulted in better services' delivery to the beneficiaries.					

(Umasankar, 2014)

2. **Design and Delivery of Training:** The degree to which training has been designed and delivered to give trainees the ability to transfer learning on the job and hence improve performance.

Design and Delivery of Training		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
N	statements	1	2	3	4	5
1	The activities and exercises the trainers used helped me know how to apply my learning on the job.					
2	It is clear to me that the people conducting the training understand how I will use what I learn.					
3	The trainer(s) used lots of examples that showed me how I could use my learning on the job.					
4	The way the trainer(s) taught the material made me feel more confident I could apply it.					

(Edwards, 2013)

3. **Mentoring:** Mentoring is one of the development systems through which a continuous relationship is maintained between senior and junior employees.

Mentoring		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
N	statements	1	2	3	4	5
1	My supervisor and I, regularly review objectives for improvement.					
2	My supervisor gives me an opportunity to express my views concerning the objectives and standards and guides me on how to perform my work.					
3	I have a mentor in my current organization that supports my development.					
4	My supervisor has had the role in developing my potential through following his advices regarding work.					

(Preko, 2014)

4. **Coaching:** Coaching is the development process aimed at enabling the trainee to enhance learning and development in order to improve performance in a particular aspect. It is usually short-term but it focuses accurately and directly on issues that improve performance in a given area.

Coaching		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
N	statements	1	2	3	4	5
1	My supervisor and I jointly agree on the objectives to be performed during the year.					
2	My supervisor and I discuss possible means of self-improvement which I should take to improve my current position.					
3	My supervisor and I discuss my personal development needs for the year.					
4	My supervisor and I, jointly, discuss the activities I should perform to meet the set objectives to improve my performance in my present position.					
5	My supervisor and I hold informal meetings to discuss progress made towards achieving the personal development plans , objectives that have been set.					
6	I receive detailed feedback about my performance from my supervisor often.					

(Preko, 2014)

## 5. Employees' performance

Performance is the process of implementing the job effectively to achieve the identified objectives.

Employees' performance		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
N	statements	1	2	3	4	5
1	Quantity of our employees' work output has improved in last five years.					
2	Coming up with new ideas is appreciated in our organization.					
3	Most of the employees achieved organizational goals of last five years.					
4	Targets given to different employees often met.					
5	Employees in the organization usually meet deadlines while accomplishing their tasks.					
6	Most of the time I can work independently at the same time, I can give high performance.					
7	I have been enabled to make decisions well.					
8	Employees' communication skills have been improved in this organization.					

(Umasankar, 2014)



### Section C: Demographic information

Following questions are to obtain demographic information about you. Please check the box that best describes you in each item.

1. The name of the organization you belonging to: \_\_\_\_\_

2. What is your job category?

Administrative

Accounting

legal

programmer

3. Gender.

(a) Male  (b) Female

4. What is your age?

20 – 30 yrs     31 – 40 yrs     41 – 50 yrs     +51 yrs

5. Level of education.

Secondary school

Bachelor

Diploma

post graduate

6. How long have you worked for this organization?

less than 5 yrs     11 – 15 yrs     more than 21yrs

6 – 10 yrs     16 – 20 yrs

## الاستبيان

زملائي الاعزاء

تحية طيبة...

كما تعلمون, على مدى العامين المنصرمين وأنا أعمل على استكمال دراستي للحصول على درجة الماجستير في ادارة الاعمال من جامعة چنكاييا , تركيا / انقرة والحمد لله تم قبول المقترح المقدم الى اللجنة ، وانا حاليا في مرحلة جمع البيانات الخاصة بدراستي.

واني اطلب مساعدتكم و مساهمتكم القيمة في استكمال هذه الدراسة الموسومة " أثر برامج التدريب و التطوير على أداء الموظفين في وزارة المالية العراقية " دراسة وصفية تحليلية لعينة من الموظفين العاملين في دوائر الوزارة.

ان الغرض من هذه الدراسة هو لبحث و تحديد اهمية برامج التدريب و التطوير الوظيفي و دورها في تحسين و تعزيز وزيادة اداء الموظفين, ونحن على يقين من كونكم على بينة من الحاجة الماسة الى التدريب الفعال في ظل بيئة العمل المتغيرة للغاية و المعقدة من جميع الجوانب سواء كانت ادارية, مالية, قانونية او تقنية. يتطلب جهدكم القيم في تحقيق الغرض من هذه الدراسة بتقديم اجابة دقيقة و صريحة على جميع الاسئلة المتعلقة بالاستبيان المرفق مع التأكيد على انه ليس من الضروري ذكر اسمك او توقيعك, ونود ان نؤكد لكم ان المعلومات التي ستقدمها سوف تبقى سرية للغاية وسوف تظهر بشكل بيانات احصائية اجمالية لاغراض البحث.

يسر الباحث ان يجيب على اي من استفساراتكم المتعلقة بهذه الدراسة , أرجو ان تتقبلوا خالص تقديري و احترامي و شكرا لمساعدتكم الكريمة في هذا المسعى والله الموفق.

الباحث : ايهاب عيسى محمد

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القسم الاول : الاسئلة التحضيرية

يرجى التفضل بوضع علامة ( √ ) امام الخيار المناسب.

1. بقدر ما تتذكر، كم عدد المرات التي تلقيت فيها أي شكل من أشكال التدريب حتى الآن؟  
[ ] مرة واحدة [ ] مرتين [ ] ثلاث مرات [ ] أربع مرات [ ] خمس مرات وأكثر
2. ما هي طرق التدريب التي غالبا ما تستخدم في دائرتك؟  
[ ] التدريب خلال العمل (بمساعدة المشرف/ مسؤول الشعبة)  
[ ] التدريب خارج العمل (مثل المحاضرات او الندوات)  
[ ] كلاهما
3. هل دورة / دورات التدريب التي شاركت فيها قد لبت توقعاتك؟  
[ ] نعم  
[ ] كلا  
[ ] الى حد ما
4. كيف تقيم مستوى البرنامج / البرامج التدريبية التي شاركت فيها سابقا؟  
[ ] سهل جدا [ ] ملائم [ ] صعب جدا
5. كيف تقيم جودة برامج التدريب في مؤسستك بشكل عام؟  
[ ] ضعيف [ ] متوسط [ ] جيد [ ] ممتاز
6. كيف تقيم مدة التدريب الذي شاركت فيه من ناحية الفترة الزمنية المخصصة للبرنامج؟  
[ ] قصير جدا [ ] قصير [ ] ملائم [ ] طويل [ ] طويل جدا
7. برأيك، هل تعتقد أن التدريب في المؤسسة التي تنتمي إليها مخطط ومنهجي؟  
[ ] نعم فعلا  
[ ] كلا  
[ ] الى حد ما

## القسم الثاني: البيانات العلمية

من خلال التفكير ببرنامج /برامج التدريب الذي شاركت فيه, ولكل عبارة في الجدول ادناه يرجى التفضل بوضع علامة ( √ ) للإجابة التي تمثل مستوى الموافقة من وجهة نظرك بخصوص برامج التدريب في دائرتك.

### 1. التدريب Training

التدريب : هو عملية تغيير السلوك و المعرفة للأفراد من أجل تحقيق التوافق بين قدرات وخصائص الفرد و المتطلبات الوظيفية للمنظمة.

ت	العبارة	الاستجابة			
1.	تجري دائرتنا برامج تدريبية واسعة النطاق لموظفيها تشمل مختلف جوانب العمل.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
2.	في دائرتنا, يتم تحديد الحاجة الى تدريب الموظفين من خلال تقييم الاداء السنوي للموظفين	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
3.	تجري دائرتنا برامج تدريبية للموظفين الجدد لتعليمهم المهارات التي يحتاجونها لاداء وظائفهم	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
4.	توفر دائرتي فرصا تدريبية متساوية لجميع موظفيها.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
5.	في دائرتنا, يؤخذ في الاعتبار المشاركة في برامج التدريب عند الترقيّة او الترفيع.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
6.	بعد المشاركة في برنامج التدريب, تقدر(تكافئ) دائرتنا جهود الموظفين المبذولة.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
7.	ورش العمل و الندوات التي تنظمها الدائرة تكون ذات صلة بأحتياجات الدائرة.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
8.	ساعدني التدريب في تحسين مهاراتي العامة المطلوبة للعمل.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]
9.	لقد أسفرت برامج التدريب في تحسين الخدمات المقدمة للمستفيدين (المراجعين).	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق بشدة [ ]

## 2. تصميم وتقديم التدريب: Design and Delivery of Training

هو درجة تصميم التدريب وتقديمه لتمكين المتدربين من نقل المهارات والمعرفة المكتسبة الى واقع العمل الفعلي، وبالتالي تحسين الأداء.

ت	العبارة	الاستجابة				
10.	الطرق و الاساليب المستخدمة من قبل المدربين ساعدتني على فهم وتطبيق ما تعلمته في عملي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
11.	من الواضح بالنسبة لي ان المدربين/المعلمين يفهمون ويدركون كيفية تطبيق ما تعلمته خلال التدريب في عملي الوظيفي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
12.	استخدم المدرب الكثير من الامثلة التي اظهرت لي كيف يمكنني تطبيق ما تعلمته في عملي الوظيفي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
13.	اسلوب المدرب المستخدم في شرح الموضوع جعلني اشعر بالثقة بامكانية تطبيقه في عملي الوظيفي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة

## 3. التوجيه Mentoring

التوجيه هو أحد أنظمة التنمية/التطوير التي يتم من خلالها التواصل على شكل علاقة مستمرة بين الموظفين اصحاب الخبرة و الموظفين الاقل خبرة لنقل المهارات و الخبرات لهم.

ت	العبارة	الاستجابة				
14.	مسؤولي وأنا، نقوم بمراجعة منتظمة للاهداف المتعلقة بتحسين الاداء.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
15.	يمنحني مسؤولي الفرصة للتعبير عن آرائي المتعلقة بالأجراءات الخاصة بالعمل ويوجهني حول كيفية أداء عملي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
16.	لدي في دائرتي الحالية من يوجهني و يدعمني بخصوص تنمية مساري الوظيفي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
17.	لقد تطورت إمكانياتي و قدراتي من خلال اتباع نصائح مسؤولي المباشر بالعمل.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة

#### 4. التدريب الخاص/ الإرشاد Coaching

الإرشاد هو عملية تطوير تهدف إلى تمكين وتعزيز التعلم والتنمية/ التطوير لدى المتدرب من أجل تحسين الأداء في جانب معين من العمل. فهي عادة ما تكون قصيرة الأجل ولكنها تركز بشكل دقيق ومباشرة على القضايا التي تحسن الأداء في جانب محدد من العمل.

ت	العبارة	الاستجابة				
18.	أنا و بالاشتراك مع مديري المباشر نتفق على الأهداف التي سيتم تنفيذها خلال الفترة القادمة.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]
19.	مشرفي، وأنا نناقش الوسائل الممكنة للتحسين الذاتي التي ينبغي أن تتخذ لتحسين موقعي الوظيفي الحالي.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]
20.	مديري، وأنا بشكل مشترك نتناقش حول احتياجاتي المتعلقة بالتنمية الشخصية لهذا العام.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]
21.	مديري، وأنا بشكل مشترك نتناقش حول الأنشطة التي ينبغي القيام بها لتحقيق الأهداف الموضوعية المتعلقة بتحسين الاداء.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]
22.	أنا ومديري غالبا ما نعقد اجتماعات غير رسمية لمناقشة التقدم المحرز نحو تحقيق خطط التنمية الشخصية والأهداف التي تم تحديدها.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]
23.	ألقى تعليقات مفصلة عن ادائي من المشرف الخاص بي في كثير من الأحيان.	غير موافق بشدة [ ]	غير موافق [ ]	محايد [ ]	موافق [ ]	موافق بشدة [ ]

## 5. أداء الموظفين Employees' performance

هو درجة المساهمة التي يقدمها أي عضو داخل المنظمة من أجل تحقيق أهداف المنظمة.

ت	العبارة	الاستجابة				
24.	لقد تحسنت كمية العمل المنجز للموظفين خلال الخمس سنوات المنصرمة.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
25.	الخروج بأفكار جديدة هي محل تقدير في دانرتنا.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
26.	أغلب الموظفين في دانرتنا قد أنجز الأهداف التنظيمية المكلف بها خلال الخمس سنوات الماضية.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
27.	جميع المهام التي تسند الى الموظفين يتم إنجازها على الاغلب.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
28.	في اغلب الاحيان، يفى الموظفون في دانرتنا بالمواعيد النهائية أثناء إنجاز مهامهم.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
29.	غالبية الموظفين في دانرتنا يمكنهم العمل بشكل مستقل وبأداء عالي.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
30.	الموظفون في دانرتنا قد تم تمكينهم بشكل جيد بشأن اتخاذ القرارات الخاصة بالعمل.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]
31.	مهارات الاصغاء و العمل كفريق منسجم في هذه الدائرة تحسنت لدى الموظفين خلال الفترة الاخيرة.	غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة
		[ ]	[ ]	[ ]	[ ]	[ ]

القسم الثالث: البيانات الشخصية

1- اسم المنظمة التي تنتمي إليها: .....

2- ما هو تخصصك الوظيفي؟

[ ] إداري

[ ] مالي

[ ] قانوني

[ ] مبرمج

3- الفئة العمرية؟

[ ] 20 ~ 30 سنة

[ ] 31 ~ 40 سنة

[ ] 41 ~ 50 سنة

[ ] 51+ سنة

4- الجنس؟

[ ] ذكر

[ ] أنثى

5- المستوى التعليمي؟

[ ] الأعدادية

[ ] الدبلوم

[ ] البكالوريوس

[ ] الدراسات العليا (الماجستير, الدكتوراه)

6- عدد سنوات الخدمة؟

[ ] 5 سنوات وأقل

[ ] 6 ~ 10 سنوات

[ ] 11 ~ 15 سنة

[ ] 16 ~ 20 سنة

[ ] 21 سنة فأكثر

"انتهت الأسئلة"

شكرا جزيلاً على مساعدتكم القيمة من خلال ملئ هذا الاستبيان. اذا كانت لديك اية ملاحظة على الاستبيان او اية معلومات اضافية الرجاء التفضل بذكرها

.....  
.....  
.....



## CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name : MOHAMMED, Ihab  
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Date and Place of Birth : 14 September 1982, Baghdad  
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### EDUCATION

Degree	Institution	Year of Graduation
MS	Çankaya Univ. <u>Business Administration</u>	2018
BS	Baghdad Univ. <u>Business Administration</u>	2004
High School	Iben rushed High School	2000

### WORK EXPERIENCE

Year	Place	Enrollment
2005- Present	Ministry of Finance, Iraq	Public Servant/ Head of Observers

### FOREIGN LANGUAGES

Advanced English, Intermediate Turkish

### HOBBIES

Reading, Swimming, listening to music.