



# **The Impact of Development and Training on the Performance of Faculty at the University: A Field Study at Almaaqal University (Private Sector)**

**Ahmed Ismaeel Khedhair Alrobaie<sup>1</sup>**

*<sup>1</sup>Department of Business Administration, Collage of Administration and Economics, Almaaqal University, Basrah, Iraq*

**Corresponding Author:** Ahmed Ismaeel Khedhair Alrobaie, **Email:** ahmed.khedhair@almaaqaal.edu.iq

**Received:** 15<sup>th</sup> November 2021

**Accepted:** 10<sup>th</sup> January 2022

**Published:** 8<sup>th</sup> February 2022

## **ABSTRACT**

Training and development are a basic base upon which the effectiveness of the organization rests, and through them, the accumulated experience and knowledge in the workplace is organized and directed towards comprehensive organizational performance. In the field of the university educational process, training and development results in the faculty accumulated knowledge and experience, which in turn improves the level of overall organizational performance at the university level. The structure of the research and its procedures hypothesis that (there is a statistically significant effect (for training and development) on the performance level of faculty at Almaaqal university, and for the purposes of collecting field data, an arbitrator and laboratory questionnaire was used, the study reached an important conclusion that (the positive effect of training and development on the level of performance of faculty at Almaaqal university).

**Keywords:** Development, Training, Faculty Performance, Almaaqal University

## 1. INTRODUCTION

Training and development play an essential role in enhancing the effectiveness of the organization, and in accumulating experience and knowledge in the workplace. Training has positive effects on productivity, health, protection at work and personal development, and training and development results in cumulative knowledge and experience of faculty, and this in turn improves the level of overall organizational performance at the university level. In young universities, training and development becomes a basic necessity in the process of future growth, because they are one of the activities necessary in most organizations (production and service). The integration between them leads to high performance in the field of work, and training and development has a significant impact on the success of the university by improving it for teaching performance, and ensuring that faculty are provided with the right kind of skills, knowledge and abilities related to the performance of their tasks, and training also leads and development plays a crucial role in the success of the university. When the right type of training is chosen, this ensures that the faculty possess the appropriate skills for the university, and at the same time the need for continuous updating by following the best practices of new human resources, that the accumulation of training results in the development of the skills and knowledge of faculty, and this enables them to respond to future changes. The purpose of the study was to reveal the role of training and development in influencing the level of performance of faculty at the university, and despite the many expected positives about the implementation of training and development, there are organizational issues that obstruct the success of the implementation of the training and development program, such as the lack of administrative support for training and development programs. The emergence of problems when designing and implementing training and development programs for faculty. There is also a lack of integration between training and the development of the performance of faculty, and a gap between theory and practice in the field of management. In order to overcome these difficulties, to provide a better field for field study, the Almaaqal university was chosen as a field of study because it is (one of the young universities and it needs rapid development and growth, in addition to the desire of the higher university administration to adopt useful and feasible training programs, and the field of study is a place the work of the researcher himself). The research relied on the methodology and organization of its structure on a main hypothesis that (there is a significant, statistically significant effect (for training and development) on the level of performance of faculty at Almaaqal University). For the purposes of data collection, a laboratory and

arbitrator questionnaire was used, which was borrowed from the study (Degraft, 2012), with some modifications to be made to conform to the nature and directions of the current study. Theoretical research, fourth study design and method, and fifth field study, the study reached a set of results, the most important of which is (the positive impact of training and development on the level of performance of faculty at Almaaqal University).

## **2. LITERATURE REVIEW**

Training plays a vital role in developing organizations, increasing productivity and improving performance, and ultimately putting organizations in the best position to face competition and stay on top (Shakeel et al., 2015). Training generates benefits for the organization as well as for all its employees by influencing their performance positively and developing their knowledge, skills, abilities, competencies and performance (April, 2010 & Abdullah et al., 2021). Therefore, training is necessary to ensure the provision of a sufficient number of technically and socially qualified personnel for each of the positions in the department and divisions (Mullins, 2007). Training, according to Heathfield (2012), the provision of appropriate training and education to all employees at the right time, provides significant gains for the organization, including increased productivity, knowledge, loyalty, and effective contribution to improving performance, and a study (Abdiaziz et al., 2016 & Abdullah et al., 2019) that working conditions and lack of resources affect the training and development of human resources in the organization. The improvement in some areas is the result of management support, providing feedback to employees, and continuity of training. However, there is a strong positive relationship between training and development. The study Waqar et al. (2018) indicated that training and development of employees, including faculty, achieves for the organization a long-term sustainable competitive advantage. University faculty who are trained have a more diverse set of knowledge and skills that will help support the growth of the university (Shahren et al., 2017), resulting from working in righteousness Advanced training programs (increasing ability, exchanging knowledge, continuous learning, increasing motivation, helps to address weaknesses and finally, the training program helps keep pace with new technology). As well as training is necessary for all faculty at the university to increase the ability to work as an improvement in teaching methodology, how Effective classroom management to ensure the transfer of knowledge to students. Training is also necessary because it activates the life-long learning of the university's teaching staff, improves knowledge and skills, learns new theory and new sciences, integrates training and

development describes the area concerned with organizational activity aimed at improving the performance of people in the organization (individuals and groups), and working according to the two activities together is called human resource development (HRD), in other words developing the knowledge and skills of “human resources” to make the organization competitive in the market (Vinesh, 2014). People in the organization have future roles and responsibilities. It is deduced from the available presentation of the previous literature that the following:

- 1 - The researcher did not have solid articles in Arabic about training and development and their impact on the performance of faculty, forcing him to focus on foreign articles.
- 2 - Although training and development individually have an impact on the individual and organizational levels, their complementary impact is greater on the level of performance of faculty in universities.
- 3 - Because developing the knowledge and skills of the faculty gives them the ability to face the challenges of the future and the continuous improvement of the university's performance.
- 4 - The summary of previous studies indicates the positive impact of the integration of training and development on the level of people's performance and organizational performance.

### **3. RESEARCH METHODOLOGY**

The purpose of the research: to reveal the effect of the research and development dimensions on improving the performance of faculty at Almaaqal University. Since the university is young (recent), it needs to know the methods and techniques that help improve its overall university performance in general, and the performance of its teaching in particular. Keeping track of recent developments in human resource management. Attempting to define the missing practices of most of the Iraqi human resources departments in the fields of training and development, which are characterized by formal aspects, more than the essential ones, especially with regard to linking the results of evaluating the implementation of the program to the incentive system in the organization (university). In the previous literature summary, it was referred to (the positive impact of integration of training and development on the level of people's performance and organizational performance). Now that the results are of a general nature, and are extracted from the study in different environments, so it has become necessary

to test the effect in a specific environment and a specific field. The following questions of the study:

- To what extent can training affect the level of performance of faculty at Almaaqal University?
- To what extent can development affect the level of performance of faculty at Almaaqal University?
- To what extent can (training and development) affect the level of performance of faculty at Almaaqal University?

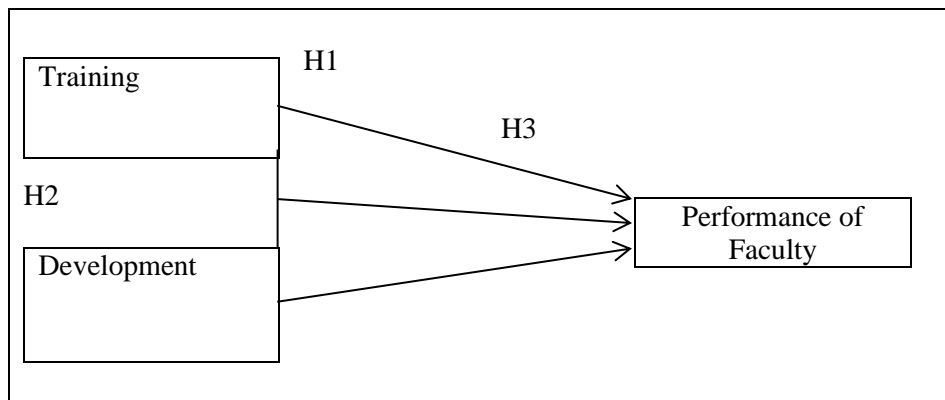
#### **4. OBJECTIVES**

- Detecting the effect of training on the level of performance of faculty at Almaaqal University.
- Detecting the impact of development on the level of performance of faculty at Almaaqal University.
- Detecting the impact of (training and development) on the level of performance of faculty at Almaaqal University.

The importance of the study providing data, information and methods of analysis to researchers, scholars and professional managers regarding training and development and their importance to the organization. Improving the economic performance of the university by improving the performance of faculty. Spreading the university culture in the university complex and the local community in order to unify the visions and future directions.

The determinants of the study a weak awareness of the essential benefits of development and training for the university and society. Often, internal training is seen as a means of promotion, and external training is a way of entertainment. In both cases, the interest in training is formal, not substantial. Weakness or lack of control over the employee's performance after his participation in the development and training programs, and this is reflected in the lack of interest in them in the future. The economic, political and health conditions that the country is going through, and they constitute a strong determinant of the

implementation of development and training programs. Figure 1 shows the Study plan and hypotheses.



**Figure 1.** Study plan and hypotheses

The main hypothesis: There is a statistically significant effect (for training and development) on the level of performance of faculty at Almaaqal University.

### **The Theoretical Approach to Research (training and development, performance of faculty)**

#### **1- Training and Development**

Training is an educational activity directed towards the acquisition of specific knowledge and skills for the purpose of a profession or task (Cole (2002:330). Article development and training 1. Training is an organized and systematic modification of behavior through learning events, activities and programs which leads to participants achieving levels of knowledge, skills, competencies and abilities to do their work effectively (Gordon, 1992: 235). Training is teaching/education activities that are carried out with the primary purpose of helping members of the organization acquire and the application of knowledge, skills, abilities and attitudes needed by the organization (Monappa et al., (1996), and training involves the use of formal processes to transfer knowledge and help people acquire the skills necessary to perform their jobs satisfactorily. There are important justifications to confirm the need for training, in short, (improving human capital, improving the morale of all people in the organization, adaptability to change). Improvement can be manifested in many forms of training, assessment, educational programs and even observations. If implemented correctly, the effects of training on individual and organizational performance can often encourage growth within the individual and the organization itself, yet the training act remains incomplete, if it does not

fall within the framework and directions of development (Katcher & Snyder, 2003). Development is any educational activity directed towards future needs and which is concerned with growth more than immediate performance while training is an activity directed towards acquiring knowledge and skills specific to the purpose of the job or task. Training constitutes the continuous input to development, because employee training and development is a continuous process, where people learn in the workplace every day (Russo, (1994), and this means the overlap of the training process with development paths. Training and development of faculty is the main factor in the formation of the human capital of the organization, which determines the level of performance of faculty in the long term (Nel et al., 2004: 145). While training relates to the current job of the teacher, development prepares the teacher for the requirements of the future job. Effective development programs allow the university administration to maintain a reserve force of faculty that can compensate. For the faculty who leave the university, they are transferred to other areas. It also allows the faculty to deal with advanced educational technology, and ensures the availability of sufficient human resources to expand in new areas of education and teaching. The conclusion is that (training improves the current performance of the teaching, while development prepares the teaching staff (for the requirements of the teaching job for the future). Therefore, the topical improvement of the faculty performance should be the product of the joint effect (for training and development).

## **2- Faculty Performance**

Contemporary organizations generally seek to improve the quality of the performance of their employees, in order to constantly obtain higher performance outcomes. In universities, the trend is towards improving the quality of the performance of faculty, because this is reflected positively on improving and developing the comprehensive educational process, and training and development was one of the best options to achieve the aforementioned goal. Above, good university performance requires that faculty and staff are competent, have clearly defined job roles, know what is expected of them, have the tools to do the job, have the knowledge and skills to perform, and receive regular feedback on performance. And that they understand the nature of their work, and get rewards for good performance (Daniel & Barmao, 2009), and this requires the process of measuring the performance of faculty, setting standards for measuring performance, and procedures for evaluating performance, and paying attention to the reactions related to how performance should be, and disclosure. On the extent to which performance contributes to achieving company goals (Dessler, 2008), training

results are generally expected to improve performance. The type of results that training seeks to achieve is a crucial point in determining the purpose of training and development activities in the organization, but the important issue lies in evaluating the training results, and the accumulation of these results within a specific time frame to indicate the direction of development or improvement in the performance of the comprehensive university educational process, and it becomes activities (training and development) are a solid basis for improving overall university performance.

#### 4. STUDY DESIGN AND METHOD

In its structure and directions, the research relied on the descriptive approach, using the inductive method where (presentation, analysis, discussion, and abstraction in the theoretical aspect), and the quantitative method in the field aspect. A sample of the study, as the details of the community are shown below, the field study was based on a main hypothesis that (there is a significant statistical effect (for training and development) on the level of performance of faculty at Almaaqal University), and a ready-made questionnaire was used for data collection purposes, which was borrowed from Degraft (2012). Article 2 of the old articles, and it was modified to conform to the nature and objectives of the current study, and the research used a set of appropriate statistical methods for the purposes of quantitative analysis. Table 1 shows the number of the community degree.

**Table 1**

*The community degree*

Community	Number
Bachelor's degree	21
Master's degree	24
PhD degree	31
total	76

#### Analysing the Qualitative Information According to its Sequence in the Questions

The first question: socio-demographic data (personal). **Tables 2** show in the bellow the results of the study.

##### 1- What is your gender?

Females	Male
%55	%45
The ratio of males to females is similar, although the likelihood is for	



women
-------

## 2. What is your department?

other	Engineering department	Training department	Marketing department	HR department
%92	%4	0	0	%4

The sample members work in various fields of specialization, which increases their ability to evaluate the various training and development programs

## 3. What is your academic background?

Other	PhD	Master	Bachelor
0	%41	%32	%27

All sample members hold a bachelor's degree or above, and this confirms their high ability to evaluate training and development programs

## 4. What is your current job position?

other	Office Manager	trainer	employee	manger
11	%9	0	%32	%9

Result 1: The study sample is characterized by the characteristics that make it well able to absorb the questions of the questionnaire and the accuracy of answering them.

## 5. How long have you been working in the job?

More than 5 years	Between 3 and 5 years	Less than 3 years
%23	%9	%68

The response rates indicate that the sample is a mixture of experienced people and young people who need to develop their knowledge and experience at work.

## 6. Are you aware of the training and development policy (orientations) of Almaaqal University?

Not sure	No	Yes
%18	%9	%73

The largest proportion of the answers confirms the knowledge of the sample members of the training and development policy of Al-Maaqal University.

## 7. If the answer is yes, did you work with it through?

Information from Colleagues	University Publications	Official Contact	General Directions of the University
0	%25	%12	%63

The largest proportion of the answers of the sample members indicates that the university communicates all training information to all those concerned with it from the university owners.

### 8. Have you received any form of training since your appointment at the university?

No	Yes	
%41	External	Internal
	%5	%54

There is a convergence in the answers between the recipients of training and development programs and others who are not recipients of these programs, although the probability is with the recipients of the programs.

Result 2: The sample members are familiar with training and development policies, and they have actually received training and development courses 3.

### 9. What is the best way to train you have attended?

Seminar	Display	Explanation and Interpretation	Explanation and Interpretation	Lecture
%38	0	%31	%8	%23

Despite the slight discrepancy about the preferred method, the largest percentage supports the interactive method.

### 10. What is the quality of the training program you participated in?

Excellent	Very Good	Good	Average	Weak	Very Weak
	%38	%46	%16		

The largest proportion of the sample members acknowledge the quality of the training programs in which they participated.

### 11 - Were the trainings you received reflected in your business development requirements?

Very Effective	Effective	Not sure	Unsuitable	Absolutely not suitable
%16	%77	%7		

The positive and effective reflection of the training programs on the participants' performance.

Outcome 3: The quality of the method and the benefits gained from participating in the training courses

### 12. Do you need more motivational training towards improving performance to enable you to contribute to increasing productivity?

No	Yes
----	-----

%18	%82
	the reasons
	<ol style="list-style-type: none"> <li>1.Improve performance</li> <li>2. Capacity Development</li> <li>4.The 3.To identify problems1 beginning of his scientific career</li> <li>5.To keep abreast of developments</li> <li>6.Facing job requirements</li> <li>7. Teaching methods</li> <li>8. to gain experience</li> </ol>
The need for diversity in training programs to keep pace with the requirements of development in the career field.	

**13. Are there organizational and technical problems that impede the training and development procedures at the university?**

Not Sure	No	Yes
%40	%50	%10
		Reasons
		<ol style="list-style-type: none"> <li>1. Lack of support from higher management for training and development.</li> <li>2. Inability to gain understanding and acceptance of employees.</li> </ol>
The need for administrative support for training, and evaluation of the results of training programs in the field.		

Outcome 4: The need for a comprehensive evaluation of program outputs with a view to improving them in the future

**14. Indicate which of the training and development strategies described below have affected the achievement of the goals of the university that trained you?**

Other	Integrated Strategy for Performance and Rewards	Development Strategy System	Attraction and Selection Strategy
%5	%23	%45	%27
Despite the relative difference in the answers, everyone prefers a comprehensive strategy for development.			

**15. Do you agree that training and development have been used primarily to ensure that the right person is in the right job at the right time?**

Strongly Disagree	Not Agree	Agree	Strongly Agree
-------------------	-----------	-------	----------------

صفر%	%13	%64	23%
The largest percentage agree that the training outputs qualify to receive higher administrative positions.			

### 16. Are the reasons for not using the training and development strategy to ensure the right person in the right job at the right time?

Other	Absence of a Strategic Human Resource Plan	There are no Training and Development Centres	Ineffective Recruitment and Selection Techniques
	% 33		%67
The trends in the responses of the sample members indicate the weak acquisition of the required knowledge and skills by the training outputs.			

Outcome 5: The training strategies should be comprehensive and directed towards developing the knowledge and skills of the trainees, and that the training outcomes should be evaluated according to the actual benefits expected from the training.

Fifth: Testing the research hypothesis: There is a statistically significant effect (for training and development) on the level of performance of faculty at Al-Maaqal University. Table 3 shows the model summary.

**Table 3**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	sig	Commitment
1	.796 <sup>a</sup>	.634	.619	.49798	0.00 < 0.05	The morale of the test model and the acceptance of the hypothesis that (there is a statistically significant effect (for training and development) on the level of performance of faculty at Almaaqal university)

a. Predictors: (Constant), VAR00003, VAR00001, VAR00002

## 5. 1 - DISCUSSION THE RESULTS, CONCLUSIONS AND RECOMMENDATIONS

### 1 - DISCUSSION

Although training and development are important matters that improve the performance of employees, whether they are teaching or non-teaching, the positive reflection on performance depends on three variables (the trainee, the program, the evaluation of the outcomes of the training and development courses), as the results of the survey showed The field is as follows:-

- The study sample is characterized by the characteristics that make it well able to absorb the questions of the questionnaire and the accuracy of answering them, in other words, confidence in the accuracy of the answers of the sample members.

- The sample members are aware of the training and development policies, and they have actually received training and development courses, and this means that the sample members have the opportunity to choose the appropriate courses for them, which makes the recipient have a desire for the training or development course, and therefore he can interact with it. And gain positive results from participating in it.

Despite the positive results achieved from participating in training courses, the reality showed the need for diversity in training programs to keep pace with the requirements of development in the career field, and this means that the training courses in which the sample members participated are characterized by routine and repetition. What weakens the trainee's acquisition of new and useful knowledge and skills is the absence of administrative support for training, and evaluation of the results of training programs in the field.

The results of the survey showed that administrative support for training, and evaluation of the results of training programs in the field is very necessary for the success of the training process, but the reality shows the weak interest of the concerned departments in this fact. Although the results of the survey are positive and optimistic, the truth indicates a lack of optimism about the results, because the two main obstacles are the trainees' lack of interest in the contents and programs of the training and development courses, and the absence of any evaluation procedures for the training outcomes after the training or development courses have ended. This means that the participations are formal, and for the purposes of a personality that the trainee benefits from, and these two points weaken the essence of the training and development process in Iraqi universities and departments.

## **2 - CONCLUSIONS**

It is necessary for the university to inform the teaching staff and other employees of its policies and training programs, and the available means of communication and media.

The necessity of diversifying the training and development programs to increase the knowledge and skills of the trainees. Continuity of administrative support of all kinds for trainees. The importance of evaluating the outcomes of training and development courses to ensure the effectiveness of training and development programs

The trainee's preference for his personal benefits over the general benefit expected from the training.

## **3 - RECOMMENDATIONS**

The first recommendation to change the attitudes and attitudes of the trainees from being serious when participating in training and development courses to taking serious and responsible interest in these courses. Implementation mechanisms awareness through various media of the importance of training and development courses in improving the performance of the trainee and the university. Rewarding training outputs to the extent that they contribute to improving the overall performance of the university. Follow up and monitor the trainees throughout the course.

## REFERENCES

- Abdiaziz, A. I., & Abdulkadir, M. D. (2016). The impact of training and development on employee performance (united bottling company case study) in mogadishu-somalia. *Epra journals*, 2(10).
- Abdullah, Y., Ahmad-Zaluki, N. A., & Abd Rahim, N. (2019). Supply chain strategy in initial public offering in Malaysia: A review of long-run share price performance. *International Journal of Supply Chain Management*, 8(4).
- Abdullah, Y., Ahmad-Zaluki, N. A., & Abd Rahim, N. (2021). Determinants of CSRD in Non-Asian and Asian countries: A literature review. *Journal of Global Responsibility*, 12(1 April, B. A. (2010). Impact of training on employee performance. HFC Bank (Ghana) Ltd, 15.
- Cole, G. A. (2002). *Personnel and human resource management*, 5th ed. Continuum London: York Publishers./in Irene Ferguson Laing.
- Daniel, k., & Barmao. (2009). Impact of training and development on the performance of the employees of the general service unit-Kenya; the degree of Master of Business Administration (MBA), school of business, university of Nairobi.
- Degraft. (2012). The effect of training and development on employee performance at Accra polytechnic; commonwealth executive Master of Business Administration.
- Dessler, G. (2003). *Human resource management* 9th edition, printice hall of India.
- Gordon, M. (1992). *The handbook on manpower planning*, 1st ed. UK: Blackwell Publisher/ in Irene Ferguson Laing, 2009.
- Heathfield, S. M. (2012). Training: Your investment on people development and retention. About.com guide. Human resource [on-line] assessed on January 20, 2012 /in Degraft, 2012.
- Irene, F. L. (2009). The impact of training and development on worker performance and productivity in public sector organizations: A case study of Ghana ports and harbours authority; a thesis submitted to the institute of distance learning, Kwame Nkrumah University of science and technology.
- Katcher, S., & Snyder, T. (2003). *Organisational commitment*. USA: Atomic Dog.
- Monnappa, A., & Mirza, S. S. (1996). *Personnel management*. 2nd Edition. Me Graw Hill. New Delhi./in Daniel K. Barmao.
- Mullins, J., & Laurie. (2007). *Management and organizational Behavior* 8th ed. Prentice Hall. Pearson Education, Edinburg GateL/in Degraft.

- Nel, P., Gerber, P., van Dyk, P., Haasbroek, D., Schultz, H., Sono, T., & Werner, A. (2004). Human resources management (6<sup>th</sup> Ed) South Africa: Oxford University Press.
- Russo, S. (1994). Employee training and development, Rutgers university institute of management and labour relations.
- Shahren, A. Z., & Zaimuariffudin, S. N. K., & Sae, P. (2017). Training and development model for higher education institution in the context of Lao P. D. R. *International Journal of Learning and Development*, 7(3).
- Shakeel, A. K., Muazzam, A. H. F. H., & Bilal, S. (2015). Impact of employee training and motivation on business development in banking sector: Study conducted in Pakistan. *American Journal of Business, Economics and Management*, 3(5).
- Vinesh. (2014). Role of training & development in an organizational development. *International Journal of Management and International Business Studies*, 7(4).
- Waqar, Y., Muhammad, F., Faisal, K., Ur, R., & Aneeqa, Z. (2018). The impact of training and development on employee performance. *IOSR Journal of Business and Management (IOSR-JBM)*, 20(7).

## Questionnaire (Appendix 1)

Note: For research purposes, university means the university in which you have spent the longest period of professional work.

Dear Respondent, This questionnaire seeks to collect data on the topic: The impact of training and development on the performance of faculty at Al-Maaqal University, your opinion on the subject will be very welcome. The research is for scientific purposes and all answers are subject to strict confidentiality, and we thank you for your cooperation in advance.

Please tick the appropriate box or write in the space provided:-

First: Socio-demographic (personal) data:

1. What is your gender? Male Female ( ).
- 2 - What is your department? a. Department of Human Resources ( ). b. Marketing department ( ). c. Training Department ( ), d. Engineering Department ( ), g. (Other) .....
- 3- What is your educational background? (Bachelor, Master, PhD), other ( )
- 4 - What is your current job position? a. Director ( ), b. employee ( ), c. Coach ( ), D. Office Manager ( ), g. Other -----
- 5- How long have you been working on the job? a. Less than 3 years old ( ), b. between 3 and 5 years ( ), c. more than 5 years ( )
- 6 - Are you aware of the training and development policy (orientations) of Almaaqal University? Yes ( ), no ( ), not sure ( )
- 7 - If the answer is yes, did you know about it through: - a. General directions of the university ( ), b. Formal communication ( ), c. University Publications ( ), d. Information from colleagues ( )
- 8 - Have you received any form of training since your appointment at the university? Yes No ( ), If the answer is yes, state the type of training: internal ( ) external ( ), and mention the name of the course you participated in.
- 9 - What is the best way to train you have attended? a) lecture, b) explanation and interpretation, c) discussions, d) presentation, or) seminar.
- 10 - What is the quality level of the training program that you participated in? a) Very poor ( ), b) poor ( ), c) average ( ), d) good ( ), e) very good ( ), f) excellent ( )
- 11 - Were the trainings you received reflected in the requirements of developing your business in a way? a) Not at all suitable, b) not appropriate, c) not sure, d) effective, e) very effective
- 12 - Do you need more motivational training towards improving performance to enable you to contribute to increased productivity? a) Yes ( ), b) no ( ), if the answer is "yes" to the above question, please state the reasons: -----
- 13 - Are there organizational and technical problems that impede training and development procedures at the university? Yes ( ), No ( ), unsure ( ): If yes,
- 14- Point out one or more of the reasons mentioned below that are related to organizational and technical problems: -
  - a. Staff at Almaaqal university fails to understand training needs ( )
  - b. Lack of support from senior management for training and development ( )
  - c. Inability to gain understanding and acceptance of staff (faculty)



d. Failure to ensure that adequate resources (financial, human, and time) are provided to implement the training ( )

e. (Other) .....

15 - Point out which of the training and development strategies shown below has affected the achievement of the goals of the university that trained you?

a. The strategy of attraction and selection that provides the right talent at the right time, and serves as a platform for the effective participation of staff (faculty), ( )

b. The development system and strategy that generates technical competencies and basic and leadership capabilities that accelerate performance at the university ( )

c. An integrated strategy for performance and rewards that works to attract and motivate employees to achieve results, and provides them with everything they need to excel in their work ( )

d. (Other).....

16- Do you agree that training and development have been used primarily to ensure that the right person is in the right job, at the right time? Strongly Agree ( ), Agree ( ), Disagree ( ), Strongly Disagree ( ), If the answer is no ....

17- Are the reasons for not using the training and development strategy to ensure that the right person is in the right job, and at the right time?

a. Ineffective recruitment and selection techniques

b. There are no training and development centres ( )

c. Absence of a strategic human resource plan ( )

d. (Other).....

More about this source text Source text required for additional translation information

Send feedback

Side panels

The Impact of Training and Development Programs on Teaching Performance...

No	Question	Strongly Disagree	disagree	relatively agree	agree	strongly agree
17	The results of training at the university prepare participants in Training to new administrative centres.					
18	My university served an integrated training strategy that ensures improving my various skills when doing the job					
19	My university has developed programs rich in modern information about the requirements for improving my performance.					
20	Development courses at my university in Improving my knowledge and expectations about my work in teaching.					
21	The training and development programs at my university made improvement clear in my knowledge and functional skills.					