

Doctoral (PhD) dissertation

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GÖDÖLLŐ
2021



**HUNGARIAN UNIVERSITY OF
AGRICULTURE AND LIFE SCIENCES**

**The impact of Training on the Development of
Human Resources in Qatari public sectors**

Doctoral (PhD) dissertation

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Gödöllő
2021**

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Abstract

This research aimed to identify to what extent training has impact on the development of human resources in Qatari governmental organizations: the Ministry of Culture and Sports, the Ministry of Administrative Development, Labour and Social Affairs, and the Public Works Authority (Ashghal). Focus was on seeking to find out how well the employees benefit from training and application of skills in the workplace in Qatari public organizations, and to identify the importance of training and its effectiveness to employees working in Qatari public organizations. It was also investigated how far positive environment could help to enhance employees' creativity and improve their productivity. This could be assessed by involving a sample of 250 employees working in these organizations and interviewing three key people involved in decision making and managing training and developments.

Associated with the evaluation of the benefits of training and application of skills in the workplace in the organization, there are still about a quarter of the surveyed employees consider themselves not benefiting enough from the training programs and courses provided by their organizations. With reference to the evaluation of the importance of training and its effectiveness to employees working the organization, also up to about one quarter of the employees did not regard the training programs effective enough. Furthermore, up to about one quarter of the surveyed employees did not consider the work environment enough positive to help to enhance the employees' creativity and improve employees' performance and productivity.

Based on these findings, it is recommended that employees be provided with more beneficial training which contribute to improving their skills and be suitable to meet their training needs and advance in their careers. It is also regarded to provide more effective training programs which are more related to the employees' job descriptions utilizing the latest technologies for this purpose.

The research filled the gap in the theoretical research by assessing how training and development are important for the organization's productivity through reflecting how it plays a role in the employees' practical performance. It also suggests practical applicability and further research of topic. All in all, the research aimed to study the impact of training programmes on work efficiency and quality, employees' expectations from training programmes in three ministries of Qatar.

Keywords: *training, development, public, organizations, employees*

Acknowledgements

First of all, I deeply thank my supervisor Dr. József Poór, DSc. who was the greatest supporter, assessor, recommender, and an advisor to complete this study?

I thank the Head of Human Resource Department in the Ministry of Culture and Sports Mr. Jaber Al Hemeedi for his constant support to me during the study. Also, his belief in my skills and giving me opportunities to learn and gain experience during work; by working on training and development strategies and budgeting. In addition to be of Human Resource Department Coordinator with the Planning and Quality Department.

I also thank Ms. Sheikha Basahal - Training and Development Specialist -Ashghal and Al-Anoud Al-Langawi, Head of Training Programs Planning Team, at the Ministry of Development, Labour and Social Affairs who granted some of his time to be interviewed and asked key questions on training provided by the ministry and also facilitated conducting the field study by distributing the surveys among employees.

Great thanks to the employees at the three governmental organizations, the Ministry of Culture and Sports, the Ministry of Administrative Development, Labour and Social Affairs, and the Public Works Authority (Ashghal), whose valuable input was the key primary data to provide answers to the research questions.

I also thank my parents who provided me with love and support to do my research.

Chapter One: Introduction

1.1 Introduction and Background of the Study

This research assesses the impact of training on developing human resources in the field of work three Qatari organizations: the Ministry of Culture and Sports, the Ministry of Administrative Development, Labour and Social Affairs, and the Public Works Authority (Ashghal), which is in charge of managing and delivering projects and public amenities related to infrastructure in the country such as roads, highways, schools, and draining systems.

These organizations give training to their employees a priority to enhance their professional development and improve their performance which is consequently reflected on the national development of Qatar. Also, based on case studies in my place of work at the Ministry of Culture and Sport and afore-mentioned two other key organizations in Qatar, I feel very interested to expound and do more in-depth research on this topic in my PhD. As I work in the Training Department at the Ministry of Culture and Sports in Doha Qatar, I feel that this topic is much related to my job description especially that I intend to have more developed research study that can contribute effectively to benefiting my business organization and other organizations in Qatar. As I have theoretical background and experience in training, I can find more literature review on this area and get more primary data from these organizations to make relevant comparison and to gain more insight in this field. For example, I have an access to get data from different organizations such as my organization, the Ministry of Culture and Sports, the Ministry of Development, and Ashghal - Public Works Authority in the country to determine different factors of training and to try to evaluate how training is performed and perceived in these organization and how it can be shared among other organizations such as the Ministry of Culture and Sports.

The research aimed` to demonstrate the important impact of the training process on work efficiency and quality of production in all areas. The research also examined the importance of the human element in business. The human element is the essential element of efficiency and performance in the organization. The importance of preparation and training in the management of human resources is a key factor in enhancing the efficiency and effectiveness of different organizations of all sizes, activities, objectives, and nature of work. Thus, training has a role in the preparation and training of suitable human cadres in terms of the ability to absorb science, knowledge, skills, technical and technological technology and scientific and practical practices at a faster rate so as to pursue the continuous development and follow-up of development needs, concepts and dimensions to achieve greater developmental potentials.

1.2 Human Resource in Qatar

Human resources in Qatar for both public and private sectors witness great changes due to different factors among which are globalization, the country development, and the adaptation of international standards (Al-Sulaiti, 2018).

1.2.1 Private Sector

As is the case in the countries of the world, private organizations belong to the private sector such as hotels, tourism agencies, civil factories and others. They are companies that are personally owned by individuals and are not linked to the state's government or any of its institutions. In Qatar, the private sector is related to a group of professions and jobs in which an individual or group of individuals works and is related to the experiences and skills acquired, whether depending on vocational training or academic education, and the private sector contributes to providing income to individuals through the existence of a range of job opportunities within private enterprises. The fields of work in the private sector are divided into the following two parts: The first one is individual work , which is a group of work carried out

by individuals individually, without the help of other persons, and this field is one of the oldest areas of private work (Al-Sulaiti, 2018). Therefore, individuals worked in many productive, industrial, crafts, and commercial professions that contributed to building the economic sector, and also contributed to a significant change in society. Many families were known by the names of the professions in which they worked, such as: carpenter, blacksmith, tailor, barber, and perfumer. The second one is group work which is one of the most common areas of private work. It depends on the presence of more than one person responsible for the facility, and its capital. It also contains more than one employee to do business, which is divided into departments and specialized units, and this area is one of the areas that keep pace with modern productive, industrial, commercial, and service developments. With the development of ideas and economic projects since the middle of the twentieth century AD, and until this time, this has led to dependence on the strengthening of the role of private companies, which have become one of the most important elements of the private sector, contributing to providing many products, services, and industries that are beneficial to individuals, and examples of private sector companies banks, telecommunications companies, insurance institutions, and others (Al-Sulaiti, 2018).

Regarding the policies in the private sector in Qatar, according to Mr. Mohammed Shaji, the Head of Human Resources Department in Fraser Suites Doha, private sector in Qatar such as hotels abide by the Qatari labour law regarding the rights of workforce working in the private organizations such as the lowest salary, annual vacation in private sector for 30 days. Although the salary policies in the private sectors are different from public sectors which are based on categories, the private sector salaries are competitively given. Nevertheless, there is a limit which should not gone beyond which it is related to the lowest salaries. According to Al-Sulaiti (2018), the private organizations in Qatar are obliged to abide by the labour law of the state of Qatar. However, they have their own ways of different areas like recruitment and selection procedures.

Yet, there are minimum required conditions which have to be achieved when it comes to basic salary, vacation days, sick leave, contract conditions, accommodation and allowances (Al-sharq.2020).

Furthermore, the Labour Law (2017) in Qatar is enforced in private organizations not only in salaries and vacation but in some other areas such as training. The employees in the private sector have the right to get enough training to satisfy their needs, enhance their performance and consequently leads to the benefit of the organization. When it comes to hospitality sector, for example, according to Mr. Mohammed Shaji, employees get different training programs and courses such as job-related training, work safety, basic first aid, basic food hygiene, handing guests with special needs, leadership training, improving guest experience, supervisory skills development, marketing, and sales, etc (Al-Sulaiti, 2018).

Private Sector				
Qatari		Non Qatari		
Female	Male	Female	Male	
30%		13%	87%	2

Table1. Number of employees in private sector. (Lusail News, 2020)

The table shows the number of Qatari and non-Qatari workers in the private sector. As shown in the table above, it can be recognized that the number of Qataris in the private sector is low. This indicates that Qataris do not prefer working in the private sector. The government in Qatar has decided to raise the percentage of 60% by providing citizens with privileges that include giving them distinguished salaries, housing allowances, health insurance, and bearing the expenses of educating children in private schools. (Ghanim, 2020).

As said earlier that the salaries policies are applied differently in the private sectors on a competitive base, this indicates that salaries and other rights range from one organization to another. For example, when it comes to international organizations working in Qatar, particularly

in oil and gas, it can be found that more international standards are applied and the situation is much better from the local private companies subjected to the labor law. While the international organization like TOTAL, Shell, and ExxonMobil take the best and the highest from the law and adopt policies applied in their other branches worldwide, many local companies take the lowest from the law (Qatar Labor Law, 2017). This makes the international organizations better in terms of incentives policies, allowances, salaries, overtime paid hours, etc. Such variations make a big difference between the employees working in local companies and the employees working private international companies in the same country (Husam Suleiman,2009). An electrician who works in an international company in Qatar may take up to \$6000 per month while an electrician, with same qualifications and experience, who works in a local company may take about \$1000. Nevertheless, both companies are regarded to abide by the Qatari labour law.

However, according to (International tradecentre,2020)more updates and developments have been taken place to improve the rights of the employees working in the private sector in terms of the human resources policies and practices.

According to International Labour Organization (2020), the State of Qatar has adopted fundamental changes in its labor market, so it cancelled the requirement for migrant workers to obtain permission from their employer in case they want to change their employer, and it has also become the first country in the Middle East to adopt a non-discriminatory minimum wage (Peninsula, 2020) . Following the adoption of Law No. (18) of 2020 on August 30, 2020, migrant workers are able to change their employer before the end of their contract without first obtaining a no objection certificate from their employer. This law, coupled with the revocation of the exit permit that was adopted earlier this year, effectively eliminates the sponsorship system and marks the beginning of a new era for the labor market in Qatar(Online Qatar,2019). In parallel, Law No. (17) of 2020 was also adopted today, which establishes a minimum wage of 1,000 Qatari riyals, and it will enter into force six months after the law was published in the Official

Gazette. It applies to all workers, nationalities, and sectors, including domestic workers. In addition to the basic minimum wage, employers must ensure that workers have decent housing and food conditions. The law stipulates that employers must pay a food allowance of no less than 300 riyals, and a housing allowance of not less than 500 riyals. If they do not directly secure this for the workers, a step that helps ensure decent housing standards for the workers. The adoption of these two laws helps the transition towards a more skilled and productive workforce, which is a key goal in Qatar's National Vision 2030 (Gulf times,2020) . They will also contribute to supporting the economic recovery after the Covid-19 crisis, and the growth of the economy in the longer term (Lusail news,2020). The Director-General of the International Labor Organization, Guy Ryder, noted, "Qatar has fulfilled its promise to adopt these historic changes. It has promised to give workers more freedom, and employers more options. Workers and governments together with the International Labor Organization to promote decent work for all."

In addition to cancelling the NOC, the adoption of Law No. 19 of 2020 brings more clarity regarding termination of employment. In order to terminate an employment contract and change employment, workers must submit a written notice at least one month in advance if they have worked for the concerned employer for two years or less, and two months before they have worked for the employer concerned for more than two years. The Minister of Administrative Development, Labor and Social Affairs, Mr. Yusuf bin Muhammad Al-Othman Fakhro, said, "The State of Qatar is committed to building a modern and dynamic labor market. Both." (International Labor Organization,2020) . The increased freedom of labor movement is expected to bring multiple benefits to Qatar, as it moves towards a knowledge-based economy. Employers will be able to recruit workers with local experience instead of recruiting them from abroad, which will contribute to greatly reducing recruitment costs. Greater freedom of movement in the labor market creates additional opportunities and increases worker satisfaction with their jobs. The adoption of a non-discriminatory minimum wage will directly target around 400,000

workers in the private sector and improve the lives of family members of millions of workers in countries of origin thanks to the increase in remittances. To ensure compliance with the minimum wage, the government is strengthening the monitoring process for violations, imposing penalties more quickly, and strengthening the capacity of inspectors. ITUC Secretary General Sharan Buru said, “This is very good news for migrant workers in Qatar. The leadership that Qatar has demonstrated in dismantling the sponsorship system and adopting a minimum wage is what all workers have been waiting for a long time. The federation expresses its willingness to support the government of Qatar in implementing this historic step and ensuring that all workers are aware of the new rules and benefit from them. Other countries in the region should follow the example of Qatar (International Labour Organization, 2020).

1.2.2 Human Resources in Public Organizations

Detailed information associated with budgets on jobs such as job creation, description, classification criteria, promotions, and recruitment are provided by the HR law. Priority is given to the nationals in public organization when it comes to areas like recruitment and selection. The second priority is given to the individuals whose mothers are Qatari and the GCC people. Then, the opportunity is given to other nationalities. Age of employment is 18 based on the qualification, and job requirements to match the given job. Three months should be passed successfully during the test period so that the contract can be valid for the newly appointed employees (Hukoomi, 2016).

1.3 History of Training in Qatar

In the past, training and development in Qatar were under the sponsorship and support of the civil service center which was allocated to receive application for jobs in the government sector. The center was in charge of training and preparing new employees to acquire some introductory course like ICDEL and administrative tasks, so they become better prepared to perform their work (Al-Naimi,2020).

However, in the year 1997, based on the directions for employee development, the Training Department was established in the Ministry of Labor and the training of all employees was transferred to them. The aim was to provide more profound and specialized training for the employees and enable them to acquire more advanced skills, and concepts related to their jobs and work ethics (Al-Naimi, 2020).

Training was optional and not mandatory; however, in the year 2015, it became compulsory. It was set to encourage employees to participate and attend training programs so that they have continuous training. Training hours have been set for each job degree, which all employees must pass first and then they can receive a promotion at work. In the year 2008, the comprehensive development vision for the State of Qatar, “Qatar Vision 2030” was set, developed and adopted to have sustainable development among which human development is a key pillar of this vision. Thus, training was linked to human development that aims to develop the population of Qatar so that they can be enabled to be a prosperous society (Al-Naimi, 2020).

1.4 Problem Statement

To what extent does training have impacts on the development of human resources in Qatari governmental organizations?

1.5 Research Questions

In my thesis I summarized four research questions:

1. How well do employees benefit from training and application of skills in the workplace in Qatari public organizations?
2. What is the importance of training and its effectiveness to employees working in Qatari public organizations?
3. How far does positive environment help to enhance employees' creativity and improve their productivity?

Chapter Two: Literature Review

In this chapter of literature review I will summarize the following:

2.1 Human Resources Concept

Human resources management is associated with the practices and policies required to carry out the human or people resource aspects of management position. This includes different areas particularly screening, recruiting, appraising, rewarding and training (M. Saifalislam, Osman, & Khaled AlQudah, 2014).

Human resources management is defined as the department responsible for all procedures and policies related to the selection, appointment, and training of employees. As well, it helps organize the workforce within and reach the institution, and increase confidence in the fairness of management and create a cooperative spirit among them to reach the highest levels of productivity (United Nations, 2016). Human resources management also aims at creating a stable, efficient, and cooperative workforce capable of functioning. It is an administrative activity related to identifying, providing, and making use of the project's needs as efficiently as possible. Management plays an important role in performance management through the role it plays in linking human resources management practices with each other and providing continuous development of the human resource in order to gain competitive advantage through developing skills and experiences, modifying human behaviour, developing creativity and teamwork in the long term(Ying, 2012).

2.2 Human Resources Tasks and Sections

The Human Resources Department plays a key role in any organization. It is responsible for maintaining all aspects of work related to staff and working conditions. Tasks and duties vary from one organization to another, and tasks and duties are key in all organizations, whether large or small. Key tasks include but are not limited to recruiting right people in right places, ensuring

safe and encouraging environment for employees, maintaining positive interpersonal relationships among employees, compensations and benefits, compliance with labour laws in the country, and training and development (Mayhew & Thompson, 2019)

Associated with HRM objectives, there are many objectives of the process through which the management of human resources in the organizations, and this comes through the sensitive tasks assigned to personnel in the Department of Human Resources, including the following: One is to assist organizations to achieve their goals through the process of linking qualifications and vacancies in organizations. Another is to increase the efficiency of the job by providing the necessary support to the professional cadres, which helps these cadres to improve performance. A third one is to provide a clear picture of the internal law of the organization and its internal and external policies so that these laws are observed after they have been defined in detail (Wilton, 2010). All these objectives contribute to achieving the tasks of human resources in an organization.

2.2.1 Human Resources Functions

Regarding HR sections, there are many human resources sections in the HR Department in the organizations. Each has special task. According to Lussier and Hendon (2017), there are different sections which have specific functions. The most important ones are:

- ***Recruitment and Selection:*** Recruitment is related to the process of defining and making the most appropriate potential applicants to apply for the required jobs at work. It is an important process to attract the largest number of qualified candidates to the advertised vacant jobs. On the other hand, selection is associated with the process of choosing or picking the most appropriate job applicants who are competent and matching with the jobs they are applying for in the company. It requires specific areas such as looking through CVs to nominate best candidates, checking documents and certificates, and most

importantly testing or interviewing candidates to evaluate them more specifically. Thus, selection is related to the process of allocating the right candidates to the right positions. These applicants are supposed to have matching qualifications and experiences. Selection process goes through different steps and processes (Tutorials Point, 2019). The most important ones are as follows:



Figure 1 Selection Process and Steps Source: (Tutorials Point, 2019)

- **Training and Development:** It is responsible for the training needs of the employees within the specializations and positions they work within the organizations. It also aims to develop the current abilities and skills of the employees to maintain them updated and developed for better performance (Garavan, Costine, & Heraty, 1995).
- **Manpower Planning Division:** It is a division of human resources which is concerned with identifying the need of specialized human resources and attracting qualified individuals to work within the organization cadres so that the performance of the new employees is reflected in the departments in which they are appointed in a positive manner. This all helps to improve the performance of the organization (Lussier & Hendon, 2017).
- **Human Resources Division:** It is one of the most important sections of human resources, which deals with the internal affairs of the human resource in the organizations, so as to provide advice and advice to improve the performance of the individuals and make them

fully aware of their rights in the organization and the duties demanded by the human resource therein. The importance of this section in clarifying the vision of the employees of organizations at all relevant levels (Rafiei & Davari, 2015).

- ***Performance Management:*** Performance management is connected with the process of making and creating an environment of work or setting where employees are enabled and supported to do their job by utilizing their best competencies to perform well. It starts when the employee begins working and ends when the employees leave work. It identifies the interaction with workers or employees at every stage at work. It provides a learning opportunity every time there is an interaction at work (Rao, 2007). The system of performance management comprises different actions including but are not limited to developing clear job descriptions, recruiting qualified employees, conducting interviews with chosen candidates, selecting the most appropriate candidates, and offering jobs to the selected candidates. It also covers welcoming new employees at the organization, providing them with suitable orientation, providing ongoing training and education as required, coaching, feedback, performance discussions, development, and promotions (Heathfield, 2018).
- ***Compensations and Benefits:*** It is a sub-discipline of human resources which focuses on the policy making of compensation and benefits related to employees. They are almost tangible; however, some intangible areas are related to them such as rewards like development and recognition. Thus, they refer to tangible and intangible areas. Four key components of them are: guaranteed pays, variable pays, benefits, and compensations. Guaranteed pays include salaries, and allowances. Variable pays include incentives and bonuses. Benefits are associated with the programs which are used by the employers to supplement the compensation of their employees like paid time off, company cars and medical insurance. Equity-based compensations are associated with stock programs used

by the employer to provide perceived or actual ownership in the organization that tie a compensation of employee to a long-term success of the organization like stock options (Biswas, 2012).

2.3 Human Resources Development Definition

Human resource development is defined as preparing human elements in accordance with the needs of society, on the understanding that by increasing human knowledge and capacity, its utilization of natural resources is increasing, and its capacity and efforts are increasing. Human resources development is intended to increase the knowledge, abilities and skills of the workforce capable of working in all fields, which are selected in the light of various tests (Rafiei & Davari, 2015).

Human resource development is also defined as a stage that comes after getting the right people to perform the work. Human resources development is also meant to raise the skills and experience of individuals through training appropriate to the nature of the level of work to be accomplished. Human development lies in the fact that man becomes the center and pivot of the development process by focusing on the formation and building of human capacities and the need to use these capacities in productive or service activities to ensure the continuity and progress of development (Richman, 2015).

Human resource management is associated with all management activity; however, not all business activity. It plays a role in enabling organization's people to be more productive and effective by making all possible facilities for this purpose. (Torrington et al., 2014).

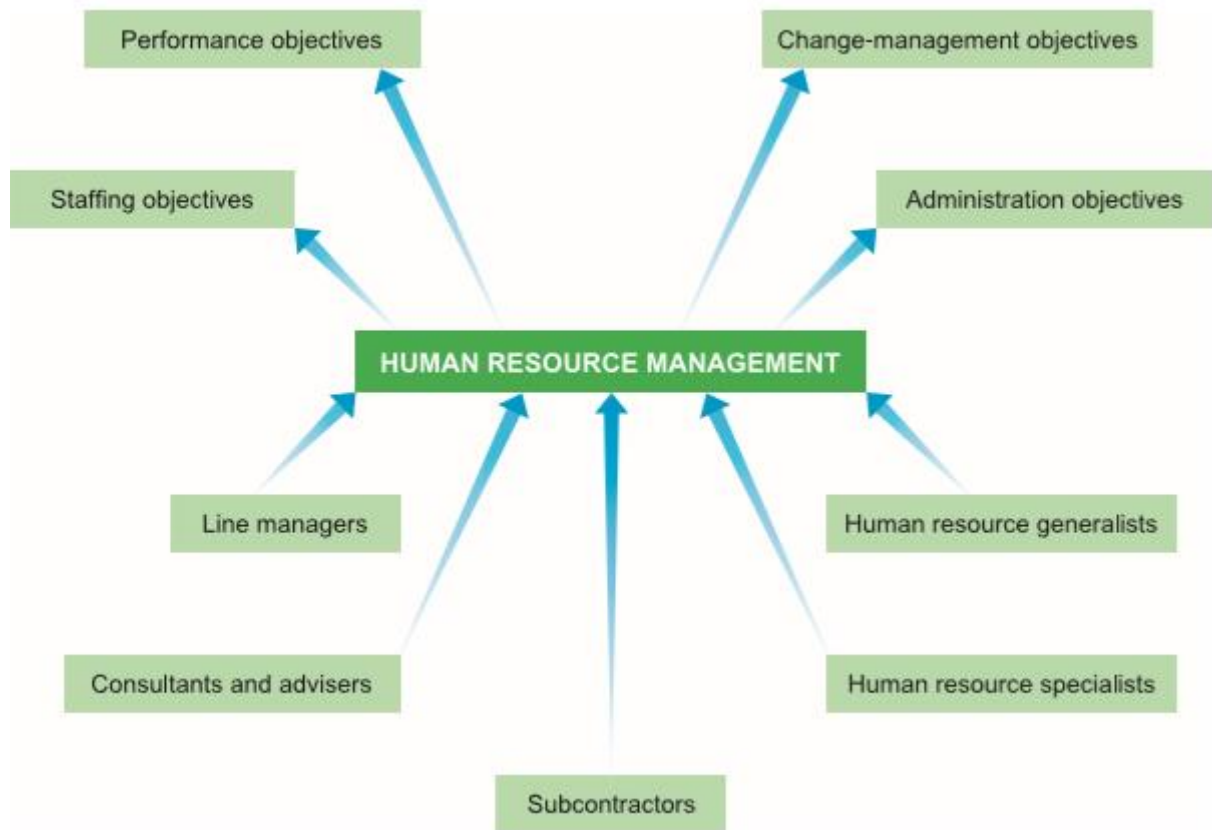


Figure 2 HRM roles and activities Source: Torrington et al., 2014

Moreover, human resource management has different roles such as performance objectives, staffing, administration and consulting as identified above. They give employees at work opportunities for development. They provide good training. They encourage teamworking, they contribute to providing a good work life balance. They make jobs more interesting and challenging and they do more (Torrington et al., 2014).

2.4 Objectives of Human Resources Development

One of the objectives of human resources development is to develop knowledge and skills gained through support to the basic education system, in addition to vocational training for young people, and to help them acquire some of the necessary work skills (Rafiei & Davari, 2015). Another objective is to improve the level of performance of the individual (Vermeeren et al., 2014). If the individual is new to a job, he is trained to master his work and how to accomplish it efficiently in a training program entitled directing new employees. If the individual is an

experienced person, more enhancement and improvement are made. As well, personnel training helps to reduce accidents, and the reason for accidents is the lack of specialized competencies (Berg, 2006). Also, another objective is achieve personal growth and development, which is the improvement of self-confidence, self-efficacy, and self-image (Ezejiofor & Ezejiofor, 2013). As well, it helps to improve the social level, which guarantees individuals better opportunities to work, earn higher wages, and feel their importance in society. In addition, it helps to improve the social level, which guarantees individuals better opportunities to work, earn higher wages, and feel their importance in society. Another objective is raising morale among individuals. If their skills improve and their level increases and knowledge increases, the confidence of the individuals themselves will rise, their mental stability will increase, and their spirits will rise (Lussier & Hendon, 2017).

There are other goals within human development goals: administrative and procedural objectives.

- ***Administrative Objectives:*** Administrative objectives include reducing the burden on supervisors. The process of supervision and follow-up takes considerable time. With trained and highly trained staff, the process becomes easier and takes less time. The training and development of human resources can be followed by the principle which states that the right man is in the right place (Ezejiofor & Ezejiofor, 2013). Here, this principle is applied after discovering the competencies and skills of each individual at work.
- ***Procedural objectives:*** Procedural objectives mean the optimal use of available resources by exploiting the skills acquired by individuals (Ezejiofor & Ezejiofor, 2013). This results from the constant and continuous compatibility between the skills and capabilities of the employees, the continuous changes in the work environment, and the many requirements.

2.5 Development of Human Resources

Recently, the focus on human resource development has become a major and important factor in all governmental and private organizations and institutions. For example, emphasis has been placed on the development of the human resource through the management of change, which results from planned, unplanned, imposed, participatory and proactive social, technical, strategic, and functional changes. Change management has been defined as a process used by organizations to plan, implement, and evaluate initiatives to deal with external and internal requirements. The process of change is also defined as a transition phase of the organization from its current status to another desirable situation during a transitional period commensurate with the new situations that require rearranging things to make positive changes to achieve the goals (Collings & Wood, 2009). Thus, change management requires human resources with high human competencies capable of the stage of change. This is done through the training and developing individuals to increase skills and educate them to increase their awareness (Rafiei & Davari, 2015).

2.6 The Role of Training in Human Resources Development

Training is an important element in the implementation of administrative activities and projects aimed at improving efficiency and productivity as well as improving working methods. Training contributes to the development of human resources in terms of developing the skills and abilities of individuals (Rafiei & Davari, 2015). This all helps the patterns of behaviour that follow in the performance of their work.

Training is also a key element in achieving human resource management policies that assist in the workforce planning process to identify skills weaknesses or develop human resources to fill gaps in employment. For example, training is linked to employee promotion. The aim is to motivate employees to constantly develop themselves and their skills to allow them to be promoted to hold higher positions (Nassazi, 2013). Human resources generate a

competitive advantage that has created a new science called strategic human resources management. HRM links human resources management to strategic objectives in order to improve performance levels and develop organizational culture (Halim & Ali, 2018). This contributes to enhancing creativity and flexibility.

Training and development are a comprehensive process that includes all levels of management in the organization: top, middle, and low. As well, it is continuous and interrelated. Training and development of human elements is the key factor which characterizes the organization. Training in the world of contemporary societies and institutions is the tool and means of development. It is a tool that, if invested and utilized, can be achieved by the organization (Vaughn, 2005) This all indicates that training plays a key role in the growth of culture and civilization, because it is the basis of all learning, development of the human element.

Through training, the preparation for professions continues as long as its requirements vary and are influenced by several factors, such as the cognitive explosion of technical progress in all spheres of life. In addition, it helps to enhance the ease of flow of information from one society to another and from civilization to another. As well, in-service training is the basis for achieving the development of workers on a continuous basis (United Nations, 2016). This all ensures that the performance of duties and responsibilities properly commensurate with the developments of employees' performance more perfectly.

The main reason for the training is that the organization is enabled to ensure that it achieves the best possible return on its investment in its most important and high-cost resource, which is the staff of the organization. The main objective of any training is to achieve a kind of positive change and advancement in knowledge, skills, experience, behaviour or direction (Casey, 2015). This all enhances the efficiency of the employee. In particular, the training process aims to develop the skills and abilities of individuals and to create a kind of familiarity between the employees, the new systems and the procedures and methods of work.

2.7 Theories of Motivation and their Impact of Training

This part describes the most important theories of motivation and their impact on the employees' satisfactions and dissatisfaction in the organization. The part of my work describes the following theories.

- ***Herzberg's Two Factor Theory:*** Training comes as part of this theory to be regarded an external factor that plays a role in motivating the employees to be more aware of their job, better performing and more productive. There are two sets of factors in this theory: hygiene factors and motivator factors. Job dissatisfaction is influenced by the hygiene factors like working conditions, salary, policies, rules, supervision quality and training. On the other hand, job satisfaction is influenced by the motivator factors like recognition, achievement, responsibility, advancement. In fact training can be shared by these two factors (Baah & Amoako, 2011). As an external factor, or hygiene factor, if it not available, it influences the employees' satisfaction negatively as they are not able to do their work effectively as expected from them. As a motivator factor, if it is done well, it helps to increase the personal growth of employees and affects their advancement at work efficiently. Thus, they feel more satisfied with their job (Damij, Levnajić, Rejec Skrt, & Suklan, 2015).
- ***McClelland's Three-Need Theory:*** This theory was adopted by the psychologist David McClelland, who claimed that three sets of needs are required to be satisfied among the employees to motivate them: need for power, need for affiliation and need for achievement. There are different factors which affect each of these three categories. Associated with training, it is mostly related to the category of need for achievement. It raises the satisfaction of employees to achieve better and fulfil their goals (Andersen, 2018).

2.8 Challenges facing human resource development in organizations or institutions

There are challenges which face the organizations in human resource development, especially human resource management, which provides development and training for staff. Challenges are based on the variables and training needs of all employees. As well, the challenges depend on internal and external variables such as variables in cultures, laws, and government legislation in the field of work as well as technology (Kabane et al., 2006). In the following I summarize major challenges on HR field:

Staff Skills Challenges: In recent times, the skills of the staff have become of great importance, especially with the requirements of globalization that led to economic openness, liberalization of trade and investment and the decline of government intervention. All this necessitates the development and continuous change in the types of economic activity to respond to the criteria of competition. This requires the provision of flexible human resources and labour forces and a broad base of knowledge and skills to keep up with the development of the labour market. Employees with narrow specialties, limited skills, and low-skilled workers find themselves unable to cope with new economic conditions. Responsibility for human resources development systems and programs is to take account of and meet these requirements (Lussier & Hendon, 2017).

Challenges Related to Managing and Resisting Change: The highly dynamic environment makes it imperative that organizations strengthen their capacity to manage change and improve the ability to change. This can be achieved through the proper use of resource management techniques and expertise. Organizations that are more adaptable to changes and developments are keen to employ flexible individuals and be better predictable for further changes. For example, the application of technologies such as electronic management is subject to internal resistance by employees including fear of affecting their jobs and authority. They may also have

what is known as a technical and scientific shock where they find themselves unable to deal with technology properly (Quain, 2019).

Challenges of global Competition: Organizations develop human resource policies, especially with the scarcity of skills in the labour market and the desire of management to achieve excellence and innovation and thus attract skilled manpower from the labour market. Competition for human resources is not confined to national borders, but the spread of attracting skilled human resources is open and global. There is an intensive competition to attract minds and high-end and distinguished human resources.

Challenges Related to Objectives and Institutional Priorities: Setting goals and monitoring priorities in organizations is one of the practices to achieve the planned visions. In the past, organizations' priorities have been to achieve profitability, increase productivity and reduce costs. Today, priority has been placed on the development and training of human resources under the theme of Human Resources Development, in the belief that attention and focus on the development of the capabilities of employees positively affect the level of service and customer satisfaction and increase productivity and achieve targeted profitability (Leonard & Trusty, 2015). This poses a major challenge to human resources for staff development.

Challenges Related to Implementing Modern Management Patterns: Extreme centralism and bureaucracy were abandoned. Instead, the cooperation between the founders and the managers was relied upon in the decision-making process. It has been found that the manager takes the opinion of his subordinates and consult them while doing the work of the organization to benefit from their qualifications and experiences. The principle of working groups in the organizations has also been adopted through the formation of a team comprising a number of individuals who vary depending on the task assigned to them. These individuals benefit from their various qualifications and experiences and discuss the problems and issues they face in order to solve these problems (Leonard & Trusty, 2015). It is the role of the Human Resources Department to

educate these individuals and train them on how to work as a team and to cooperate fully among team members in order to achieve the goals of the organization.

Challenges Related to Diversity of Human Resources: The diversity of staff employed in the organization may be in terms of sex, generosity, cultural backgrounds, and the nationality and customs. In terms of gender, we see a steady increase in women's desire to work either for the needs of self-realization and personal identification or for economic conditions and raise the standard of living of the family. Women are a challenge to human resources management in terms of the nature of the functions they are suited to and are capable of performing. It is unlikely that women will be placed in a job requiring muscle strain. Human resources management must also consider that women have dual responsibilities. Besides being an employee of this organization, she is a housewife with responsibilities and duties (Sims & Bias, 2019). Therefore, it is time that may require no long working hours or night shifts and additional work. In terms of age, we find young people have ideas that are different from those of older employees. Most young people have a passion for learning new and outstanding knowledge in computer technology. They are unlike many older employees who are limited to their knowledge and fear of modern technology.

In terms of nationalities, human resources management must be able to manage a different mix of staff with different languages, different countries, customs, traditions, and cultures. The diversity of staff in terms of race leads to high quality, distinct ideas and brainstorming rather than less diverse teams (Forsey, 2017).

2.9 Particular aspects of Challenges of Technology

The current era is characterized by technology, where transformations, innovations and technological innovations based on the results of global research have accelerated.

These technical transformations include all aspects of life. The world is experiencing a revolutionary, continuous, and accelerating technological revolution in all areas of production, services, and modern life cycles. Technological developments result in huge increases in production capacity and the ability to deliver innovative products and fast services that meet the needs of human beings with the least effort. ICTs are the cornerstone of modern technological and productive development. Technical developments contribute to building and developing the competitiveness of new organizations in the global market (Winthrop, McGivney, & Williams, 2016). The possibilities for development and technical development are limited to a few developed countries that monopolize and exploit these technologies to achieve extraordinary returns through which they control global markets as well as political influence on technologically less developed countries. Many organizations have reduced the number of workers to dispense with the qualities that modern technology has succeeded in doing the work they did, but more efficiently, faster, and less expensive. Developing countries face two choices: First, to accelerate the transition to new technologies to keep abreast of evolution. The second is adherence to ancient techniques that are dense with the use of the human element (Krishnan, 2003).

In relation to Arab human resources and the challenges of modern technology. According to Bayaa (2018) the most important challenges facing Arab business organizations are the following reasons for the emergence of the new global business system:

- The rapid technological developments in the developed Western world and the inability of most Arab business organizations to pursue them.
- The technical obsolescence of many Arab business organizations due to the inability to keep abreast of the global technological developments on the one hand, and the small size of local markets and the weak capacity, which makes investment in high technology and advanced economically inefficient on the other hand.

- The increasing competitive pressures associated with the globalization movement and the liberalization of international trade, the increase in the strength of the alliances between the giant global companies and their control of the markets, as well as the pressures of monopolistic forces in the advanced industries.
- Threats arising from the GATT and related IP conventions, and the weak capacity of Arab organizations to meet the requirements of their implementation.
- The necessities of improving productivity and quality to meet the demands of partnership agreements with the European Union, which entered the Arab countries are Tunisia, Morocco, and Egypt.
- The necessity of developing the production systems and applying the techniques of total quality management to comply with the requirements of the international standard.
- Risks arising from the collapse of the efficiency of local resources and services due to unplanned consumption and the absence of strategic plans for the maintenance and development of those resources and the search for alternatives in the event of their entry into force or the collapse of their efficiency.
- Weak coordination and integration between the national production sectors, and the lack of strategic direction to enter into national alliances to confront foreign alliances and competition pressures.
- On the other hand, Maseko (2016) identified factors of self-weakness in the Arab business organizations, especially the industrial - doubled their problems in the face of the challenges of modern technology. Among these factors, the most important ones are:
 - The competitiveness of Arab business organizations is weak due to the protection and support factors that have developed in their area and have enjoyed their advantages for a long time.
 - Weak contact with the international market due to isolation in the local market for many years.

- The weak scientific and technical basis of many production units and their relative distance from scientific research centres and national and international technical development.
- Lack of Arab sources of scientific and technical support and support to develop products and improve performance and productivity.
- Weak local basis in the design and development of productive projects due to the spread of the "turnkey" method from foreign sources.
- The imbalance of financing structures and the cost is not commensurate with the quality levels.
- Moreover, there are specific conditions required to be achieved for the success in meeting technical challenges. Among these conditions, the most important ones are:
 - Full link to the market and its mechanisms and taking the marketing opportunities available mainly for production planning and products, and a platform for development and modernization programs.
 - Identifying and focusing on the local and global market segments targeted and trying to promote the presence of Arab products.
 - Product design, quality specifications and conditions of dealing to achieve customer satisfaction and is characterized by competitors.
 - Monitoring and identifying the main competitors who must be planning and preparing to confront them and try to overcome them.
 - Restructuring productive units to improve utilization rates of production capacities and disposal of waste and waste sources.
 - Redesign and engineering production processes to achieve higher levels of efficiency and effectiveness.
 - Re-designing and activating quality control systems and adhering to the TQM approach.

- Developing own capacities for development and innovation, and to strengthening links with research and development centres.
- Redesigning and controlling production cost systems.

From, that it can be concluded that human resources are a key pillar in facing the challenges of modern technologies. One point is that there is a crucial element in developing productive capacities and activating their response to challenges is to "build and sharpen their competitiveness". Another is adopting competitive capabilities and growing with planning, preparation and continuous work for improvement and development in all areas of productive activity. A third is a main source of competitiveness is human work that determines its level and sustainability. Finally, HRs are important for the development and activation of human resource capabilities will have important results that will help Arab business organizations eliminate their shortcomings and weaknesses in their productive capacities (Kudri, 2010).

Due to this, it is required to improving productivity and performance according to specifications. It is also required to improve the quality of processes and products, sense of use of means of production, and reduce or prevent defects. As well, it is important to reduce production costs, rationalize the cost of maintenance and repair and restart faulty products. In addition, it is important to maintain product development and diversification of the areas of use and reduce the cost of operation and maintenance by users. Finally, it is very significant to continuously innovate products, methods and means of production.

According to Budhwar and Mellahi (2006) the Human Resources Management in the Arab World has witnessed modest development compared to the HRM in the West and developed countries. As developing countries, the Arabi world countries still need more development particularly in training their staff. In the Arab Gulf states, more financial resources are allocated for HRM; however, this is mostly managed and conducted by expatriates. In non-

oil countries like Egypt, and Jordan, the focus is given more on the local staff; however, the lack of financial resources does not help to make more development to HRM. Overall, the issue of transfer of management from the West to the Arab World, particularly the Middle East countries, still constitutes a challenge. This is because HRM in the West is tailored to fit the organizations which adopt developed policies and laws; however, in the Arab world the HRM policies and laws are still undeveloped. Thus, what applies to the west cannot be well-fit and matched to be applied in the Arab World.

There are still many challenges in the human resources in the Arab world. Among the most prominent of these challenges is that the selection of human resources employees is sometimes closer to random. There is another challenge that is reflected in the lack of knowledge of company employees from other departments of the nature of the role of the human resources department, and poor communication with this department. Among the challenges also is the lack of awareness of the employees of the Human Resources Department of the importance of their role, and the fact that their department is a central one, and it has many tasks that go beyond creating a file for each employee, following up on his leave balance, to creating a vacancy, attracting qualified competencies, and conducting employment tests and initial and final interviews for them. Another challenge is reflected in the management's lack of interest in this section, which stems primarily from the previous point, and thus considered it a marginal division, and not given the necessary funding and sufficient powers, and sometimes matters reach that some companies remain for years without a human resources official. There is another challenge that is reflected in the ethical aspect of human resources, as this profession - like all professions - has an ethical dimension, which is the application of the principles of accountability, transparency and equality between job applicants and employees, and the distance from the employment of relatives, friends and acquaintances, in addition to the exclusion of feelings and personal relationships from work. There is another challenge that is

reflected in the large number of job seekers and the lack of available opportunities, which lead to the large number of applications that are submitted for a vacancy, thus drowning the human resources official in a huge flow of submitted applications, reaching thousands of applications, making it difficult to sort, classify and select from them. Also, there is the issue of employee turnover, after the human resources official's trouble in recruiting the right employee and the procedures for training and appointing him, the employee may get another job opportunity in another place, and he resigns, which leads to losing a lot of time, effort and money, and re-exerting all of it again to the employee. There is another dilemma that is reflected in the interference of personal relationships, or what is known as the *wasta* in appointments in many governmental and private institutions and companies, which negatively affects the role of human resources officials and their workflow, and disrupts the ethical dimension of their work (Al-Jabali, 2016).

In relation to Arab human resources and the challenges of modern technology, Human Resources in the Arab World utilized modern technology differently. Some of the countries in the Arab World, especially in the GCC countries, could benefit from transferring relevant management techniques and technology in the West in their Human Resource Management. However, some of these techniques have not been adapted well. Also, not all the employees have been well prepared and trained to deal with technology. This made a gap between the benefits and utilization of technology in human resources. Thus, not all the benefits of technology have been well utilized. Also, there is a difference among the Arab countries in utilizing or addressing technology effectively. The Arab Gulf State introduced technology more and worked on addressing its challenges. There are factors which enable such countries including KSA, Bahrain, Qatar, UAE, Oman, and Kuwait to do so. Among these factors are the economic growth and the political stability. Nevertheless, the local expertise still needs more knowledge and experience in this field. There is over-dependence on the expatriate workforce and the Western expertise in

this regard. This creates a lack of management skills among the locals in terms of utilizing technology effectively in HRM (Branine and Pollard, 2010).

2.10 Human resource management and Coronavirus:

According to Youssef (2020), Coronavirus has affected human resources in organizations either positively or negatively. The organizations that have used technology effectively, were able to maintain much of their performance through remote employee work to provide services to clients. On the other hand, there are organizations, especially productive ones, that require employees to work. These organizations have been affected by the Covid-19 crisis, which caused their closure and layoffs of many employees, which led to an increase in unemployment in many countries. On the other hand, organizations that adopted technology in productivity were able to continue successfully with the least number of workers, because their production depends primarily on robots and machines.

The organizations differ in the extent to which they are affected by the Corona crisis. The following division may be introduced:

- Non-profit charitable foundations have been affected by their reliance on donations that are scarce in times of crisis. While these community organizations provide a very important role during the crisis, they care for those who are less fortunate, the homeless, the elderly, fleeing domestic violence and others who are in dire need of assistance during this period.
- Companies that grew and flourished due to the crisis and are trying to keep pace with market demand. These companies are in the services and medical products sector, food, detergents, food stores, pharmacies, technology, e-learning platforms, order delivery, packaging, private mail, agriculture, local food production, and construction works for hospitals and laboratories, and scientific research companies, Medicines, manufacturing and distribution related to all of this, probate attorneys, power of attorney procedures,

burial services, media coverage and other essential sectors. These companies multiply their incomes and rely on them a lot during crises to hire more employees (who may have lost their jobs), to support their employees, and to provide support to charities and government efforts.

- Small and medium businesses have been hit hard.
- Individuals with independent work, some of whom fall within the vital fields that were not affected but could grow. Some of them have been exposed to great harm, but they cannot bear the expenses of a work team, and they must seek to secure their needs and their families only, and to use some of their savings, if any, and to seek the help of government support programs if any.

Furthermore, the COVID-19 pandemic has had its negative impacts on human resources worldwide. According to Caligiuri et al (2020), many people lost their jobs because of this pandemic due to different reasons among which are the lockdowns in many countries. Such lockdowns caused the enterprises' revenues to go down. Thus, they could not pay for their staff. This caused them to fire a larger number of staff. Nevertheless, HRM in many enterprises, especially the multinational ones, worked hard to alleviate the pandemic impacts by finding options to utilize technology in its operations. This mostly worked for the organizations that depend more on technology. However, the organizations which depended on the existence of employees have had great losses with which HRM could not deal effectively. According to Ceylan et al (2020), this contagious pandemic has changed the world economics globally leading to huge losses and socio-economic panic. This affected the people psyche-social conditions in addition to the economic deteriorating conditions. To address such bad situation, this called some world governments to support retail, service and industrial sectors in order to reduce unemployment.

2.11 Training and Development, and Motivation

2.11.1 Training and Development

Training and developing employees are associated with increasing and enhancing the knowledge, awareness, proficiency, and skills of employees for doing particular jobs associated with their job descriptions. Development requires enhancing and increasing the employees' growth in all aspects. While training increases, enhances, and improves employees' job skill, developments play a very important role in shaping employees' attitudes and improving their performance constantly (Bose, 2012).

In each business unit, training is regarded an act to increase employees' knowledge and skills to do their specific jobs proficiently, accurately, satisfactorily, and suitably. Thus, it is regarded an organized activity to increase and enhance the employees' technical skills and make them more able to do the different tasks associated with their different jobs in the business unit. Training provides them with the facility and possibility to gain practical knowledge which can be reflected in efficient performance throughout learning and implementing new skills to do their jobs. Training is not only important for the new employees joining the department by involving programs like induction programs, but it is also important to be applied constantly with the current employees as it enhances and maintains their up to date knowledge, skills and practices. Thus, it enables the new employees to be acquainted with their jobs and enhances their job-related knowledge, tasks, and skills (Andrews, 2013).

The integrated processes of HRM create real connections of partnership with line managers to ensure the effectiveness of training and development and to enhance the reliability of each process (Poor et al, 2015). To ensure the efficiency of each business department in an organization, it is important to implement training and development successfully.

This can help the organization to attain a better organizational efficiency, enhanced profitability, and greater competitive practices. This stage can produce collaborative efforts between each level of management and also the functions performed within an organization. Furthermore, training is very important for the organization to develop the recognition and production of its employees. An employee uses the skills which help him for better performance. An employee recognizes what is taught to him and transfers the recognized thoughts and learned concepts into productive outcomes. There are forces which influence the workplace and learning. Training provides the employees with competitiveness which in return increases the competitiveness of the organization to maintain and increase its market shares in the business industry (Jehanzeb & Bashir, 2013).

However, the human resources management through its policies, practices and systems has great impacts on the performance, attitudes, and behaviours of its employees through providing them with suitable effective training. Not only the employees and the management benefit from training, also the stakeholders could definitely benefit from the productivity of the employees and the satisfaction of the customers as a result of effective training and accordingly, more stakeholders become motivated to have shares in the organization. Furthermore, training facilitates and enables the employees to acquire the most specific and relevant knowledge, skills, attitudes, competencies, and behaviour. For more effective training, it is required to employ training design process by applying systematic approaches to develop the training programs which should be based on solid concepts and theories which have been proved true and effective. Being systematic, training should be also flexible to be adapted to the business requirements according to each business environment (Noe, 2013).

2.11.2 Meaning and Significance of Training for Individuals (employees) in Organizations

Training can be defined as a systematic instruction that helps to educate learners and enable them to practice what they learn in different ways (D. Evans, 2004). Training is associated with enhancing the employees' awareness of their job requirements and practice and contributes to implementing what is gained by knowledge into practice at work (Chaghari, Saffari, Ebadi, & Ameryoun, 2017). Thus, it is a systematic effort which helps to satisfy the employees' acquisition for knowledge related to current and future jobs and accordingly improving their skills and practices to be better performers and more productive.

Moreover, training is as an integral part of the targeted, and directed scientific processes that the trainee undergoes in order to gain experience in a particular field, in order to maximize employee's competence at work. It is a positive adjustment phase in some of the ad hoc trends in the professional or career behaviours of the trainees, with the aim of collecting the knowledge and experience required to compensate for the deficiency in one of these behaviours and enables them to perform at work more accurately (Smith & Comyn, 2018).

2.11.3 Objectives of Training and Development

One chief objective of the training and development is to match employees' needs to the organization's needs and to stratify these needs by enabling the employees to achieve both personal growth that is related to them and productivity which affects the organization positively (Vermeeren et al., 2014). Moreover, job related knowledge is provided to the employees by training and development. Skills are taught and improved among the employees thoroughly in a systematic way.

As well, employees' attitudes and performance towards their colleagues, supervisors and organization are improved too. In addition, the employees' productivity is improved well. This all contributes to the organization's revenues and incomes positively. As well, the number of mistakes and accidents is reduced when there is a proper development and training. In addition, handling materials, tasks and equipment can be enhanced positively through training. Consequently, time management and safety can be ensured well. Training and development also aim to improve the employees' qualifications, competence and abilities to hold higher positions (SHRM, 2018).

2.11.4 Training Methods

Training methods are selected according to factors and criteria such as the goal that training seeks to achieve, the nature of the work or job in place of training, career level, training material and available trainers, training period, number of trainees and costs, the depth and comprehensiveness of subject display and the previous background of participants. In addition to the internal methods, training staff is represented through the method of training by the direct supervisors or senior employees, participation in the work of committees or meetings, assigning special tasks (method of enriching the work), work rotations and employee training programs (Martin, Kolomitro, & Lam, 2014).

Furthermore, training is not meant to be seriously and theoretically provided. Games and fun are among the effective methods of training. According to Martocchio (2007), making people laugh while they learn and listen with interest is an effective method of training. Thus, humour should be added to training in order to make trainees bored while getting training. Involving them in fun and games associated with training to achieve purpose is a very effective method of training.

2.11.5 Stages of the Training Process

There are two important stages to find out the training process:

- ***Identification of Training Needs:*** Identifying training needs is the first phase after the training and development team to identify the needs of staff in the organization or institution. Staff needs are determined by organizing annual meetings with department directors or department heads who discuss the training and matching them to the training plan. In addition, some training programs are developed by the training team with the HR Manager based on the variables of the organization or the institution. For example, a training program "Preparing the second grade of leadership" is organized. This is a program to prepare future leaders capable of managing change, working on strategies, and developing them in the field of work, problem solving and decision making. It is important to develop training programs or workshops inspired by the organization's vision and objectives (Anderson, 1994).
- ***Design and implementation of training programs:*** After determining the training and program development needs, certainly according to the annual training budget, the training programs are designed by creating the framework for each training program, which comprises the program name, target of the program, target group, outputs, financial cost, expected date of implementation and people in charge (Boonkrong, Roberts, & Tennant, 2002).

The implementation of the training programs shall be after the completion of all approvals by the Director of Human Resources Department and the Minister's Office. During the implementation phase, the appropriate and competent trainer is chosen to hold the program according to the objectives and contents agreed at the meeting. Also, a pre-contract meeting is held with the trainer and the training team.

2.11.6 Evaluation of the Training Programs and Trainees after Training:

Evaluation of training programs is the last stage after the preparation and implementation of programs. Evaluation is chiefly done through surveys, which show the strengths and weaknesses of the content of the program and the coach. The evaluation is mostly done by distributing a form at the end of the program to trainees. The training program is evaluated in terms of records assessment, content of the training program, time of the training program, venue, resources etc. The trained employees are evaluated by supervisors after the training program about three months to identify the impact of training on their performance. (Riasudeen, 2015)

2.11.7 Theory of Performance and its Role in Training and Development

The Theory of Performance was adopted by Campbell (1990). Based on this theory, six concepts are shared and developed for the purpose of outlining a framework that can be applied to elicit the performance of employees and work on developing it more constructively. In this regard, training plays an essential role in making such development. It helps to improve the performance and productivity of employees and accordingly result in better outcomes. Some performance types can be done individually while some others can be done in groups. Training is regarded a basic factor that improves performance and is aligned with elevating employees to better stages. Elements that performance depend on comprise but are not limited to knowledge levels, context, individual factors, skills levels and fixed levels (Hogan & Holland, 2014).

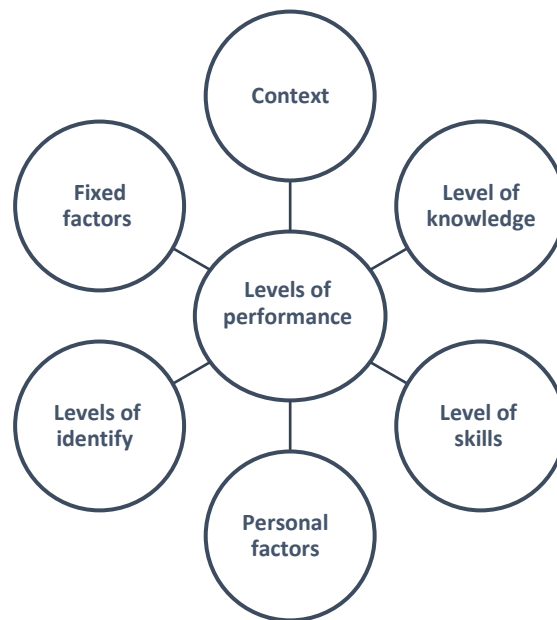


Figure 3 Levels of performance (Campbell, 1990)

2.11.8 Attribution Theory

Attribution theory is associated with behaviour which is influenced by specific factors like motivation. Thus, performance, in this regard, is a type of behaviour that can be both tangible and intangible. It is behaviour as it requires action. It is tangible throughout productivity and intangible throughout the employee's motivation to work. Attributions are regular and casual. While it is possible to measure the regular attributions, it is not possible to measure the casual ones, especially if they are temporary for specific purposes (Frasher, 2018).

2.11.9 The Kirkpatrick/Phillips Model

1. Evaluating Human Resource Development and Training

This evaluation model was adopted by Dr. Jack Phillips and Dr. Donald Kirkpatrick. Various organizations used it in the approaches of human resources and training all over the world. It was also called ROI Methodology as ROI refers to returns on investment. It is an analysis of cost benefit which enables organization to make planned decisions of investment (Craig & Kohl, 2014). The ROI formula is

$$\text{ROI} = \frac{\text{Total Program Benefits} - \text{Total Program Costs}}{\text{Total Program Costs}} \times 100\%$$

or,

$$\text{ROI} = \frac{\text{Net Program Benefits}}{\text{Total Program Costs}} \times 100\%$$

Phillips ROI Model

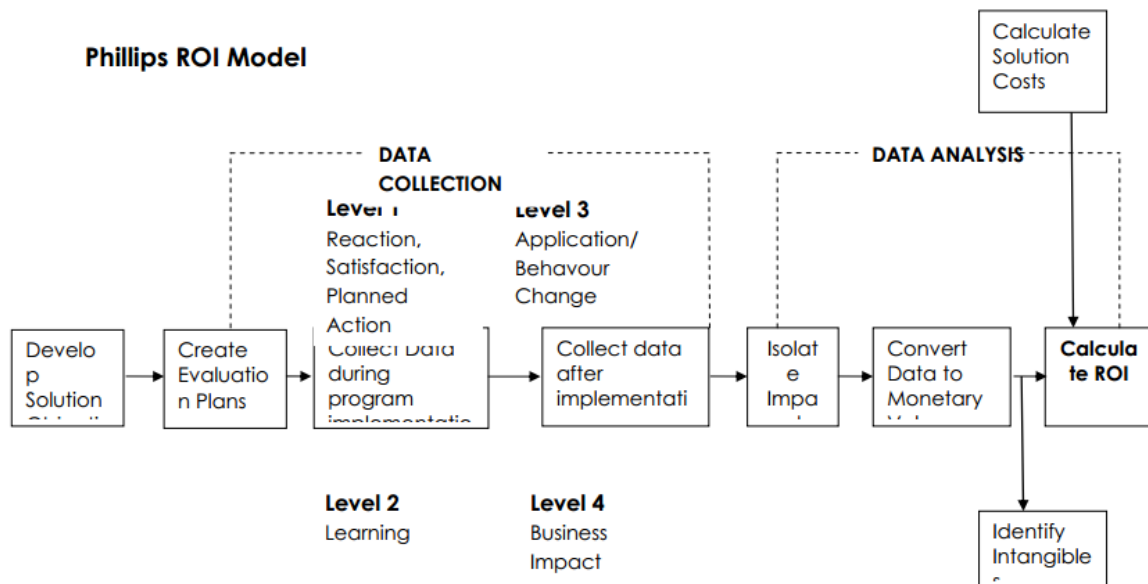


Figure 4. Source: ROI Model (Phillips, 2003)

According to Phillips (2003), a process that systematically progresses via various levels and steps is available. Among these levels, one is planned action and reaction satisfaction. This level enables to measure the participants reactions and their levels of satisfaction with the training programs. The other level is learning level. It helps to assess the gained skills and knowledge. The other level is association with applying and implementing. It also helps to assess the behaviour of trainees, implementing strategies and applied knowledge. A further level is associated with the impact of business that compares the organization business monetary value. The other level is ROI which is return on investment. It comes up with the costs and returns associated with the training programs.

The ROI evaluation process should help to accomplish various objectives like if the programs meets the goals of training, the quality of learning programs, and the analysis of costs/benefits and the appropriateness of training programs.

2. Kirkpatrick training evaluation model in organizations

The importance of using the Kirkpatrick model to evaluate training and development in organizations through the four levels, due to its importance in obtaining the results of the training provided to employees. The Training and Development Department provides the trainees with a questionnaire at the end of the training program, through which the training responsible personnel can evaluate the program in terms of the training and development material, the trainer's performance and the program in general. In the three entities, the impact of training is evaluated three months after the end of the training period, by holding a meeting with the line official, which in turn shows the extent to which the employee benefits from the training provided to him in terms of acquiring new skills and capabilities, and also how the employee's behaviour has changed in terms of job performance. However, the Ministry of Development works more broadly because it is also the body responsible for training employees in all organizations affiliated with the State of Qatar. It defines training programs every year, and through them it identifies groups in which the names of the trainees are from different authorities to assess the impact of training on them. This is done through cooperation with the training department in each organization, where they communicate with employees and ask questions to them to arrive at the results learned from the training in addition to meeting the line officials and asking them about the employee's performance after passing the training, and if there positive changes in the employees' behaviour, and have new skills or experiences been acquired that improve their productivity at work.

The questionnaire presented to the trainees at the end of the training program contains parts that facilitate the training official to analyse and demonstrate the impact of training through the four levels in the model that represent most of the questions in the questionnaire such as training effectiveness, trainer level, resources and also how the training environment has positively affected the trainee.

Table2: Training evaluation phases according (Kirkpatrick):

Measurements	Raised Questions	Level
Results	Is the institution or department in a better condition as a result of conducting training?	Productivity
Behaviour	Did the trainees reflect different behaviour after the training? Are the trainees using the skills and knowledge they learned during the training?	An evaluation of the performance of trainees by the line managers.
Learning	To what extent have the trainees acquired more knowledge and skills after joining the training program, compared to their previous knowledge and skills?	Performance tests or written quizzes
Feedback	Do I like the trainees the program, the training facilities? Did the trainees find benefit from the program? Did they make any specific suggestions for improving the program?	Evaluation form for trainees

Source: Author's own research

2.11.10 Impacts of Training and Development on Employees' Performance

Improving performance is a key objective of an organization that seeks to improve and maintain its productivity and profitability. This can take place through different ways such as adopting or adapting effective training and development programs. Definitely, the performance of employees affects the organization's productivity. If it is well maintained, it contributes positively to enhance improved productivity and contribute to profitability as well as other positive returns like the loyalty of customers and the profitability of the organization (Elnaga & Imran, 2013).

In addition, training and development helps to improve the performance of employees by increasing their effectiveness at work.

It helps the organization to achieve its overall goals of the company. It also enables enhancing the knowledge, capacities, and skills to take the appropriate actions connected with the job tasks. Training addresses different areas as the know-how, understanding acquisition, practices, and techniques. It also enables to bridge the gap between the employees' current performance and the targeted and expected performance according to the organization's goals and strategies (Jan & Yousafzai, 2014).

In addition, training contributes to saving time for employees and the company, helping the employee to perform his work easily, quickly, and smoothly. Training also helps to reduce the costs of replacing staff who become more knowledgeable and experienced to perform the required work. This reduces unemployment as well as the company's loss of qualified employees. Training enhances the sense of responsibility and self-monitoring of staff (Dochy & Segers, 2018).

2.11.11 Job Satisfaction and Job Performance

Cook wonders (2008) if there is a connection between job performance spurious and job satisfaction. However, she regards that different studies claim that a key factor of job performance is associated with job satisfaction. Nevertheless, other studies regard that it is possible that the connection between performance and satisfaction is not identical sometimes. They consider that there are some other causes like assertiveness, conscientiousness, assertiveness, self-evaluation, and friendliness in comply with job difficulty and cognitive facility. Yet, most studies regard that job satisfaction is essential for job performance in addition to the availability of other factors.

The job satisfaction of staff at the organization is regarded an important state regarding addressing their concerns and meeting their needs. It encompasses their feelings regarding different job features. Job satisfaction is considered dispositional in its nature. Such dispositional perspective claims suggest that evaluating personal features may help to enable predicting job satisfaction. The job satisfaction natural source helps to establish for employee's motivation and interest in doing their work and accordingly maintain their loyalty and interest in doing their jobs as expected.

Moreover, Hardy (2003) regards that some other factors play a role in job satisfaction like motivation at work. Motivation helps to enhance the productivity of employees at work. Noticed behaviour of employees is also comprised by job performance that helps to raise their productivity. This all helps to achieve the organization goals, mission, and vision. Performance is, thus, a behaviour than just an outcome. It is a staff behaviour that leads to positive and constructive outcomes.

2.11.12 Evaluation of Performance

The performance of employees can be effectively evaluated by direct supervisors and HRD to reach to different goals such as training needs, performance, commitment, and many other variables. Evaluation can be also made by employees themselves by applying self-appraisal. Thus, the evaluation of performance is a tool that is multi-purpose. Such tool helps to measure the actual performance of employees against the expected performance (Aguinis, 2005). The HRM role is to facilitate possibility of conducting of evaluating the staff performance, so that it addresses any gaps by meeting the staff needs to perform better. A key of purpose of the evaluation of performance is to enhance the overall organizational performance throughout the performance of each employee in the organization (Ying, 2012).

Planning is very important especially with regard to the training and development. Based on the training needs of employees identified through different tools such as self-appraisals and supervisors' reports, training programs can be identified and plans for training can be prepared (Aguinis, 2005).

Based on the results obtained on the evaluation of performance, HRM management can have a great impact to improve the performance of employees not only by providing training but also by improving the work environment of the employees (Senge, 2004).

2.12 Theoretical Framework

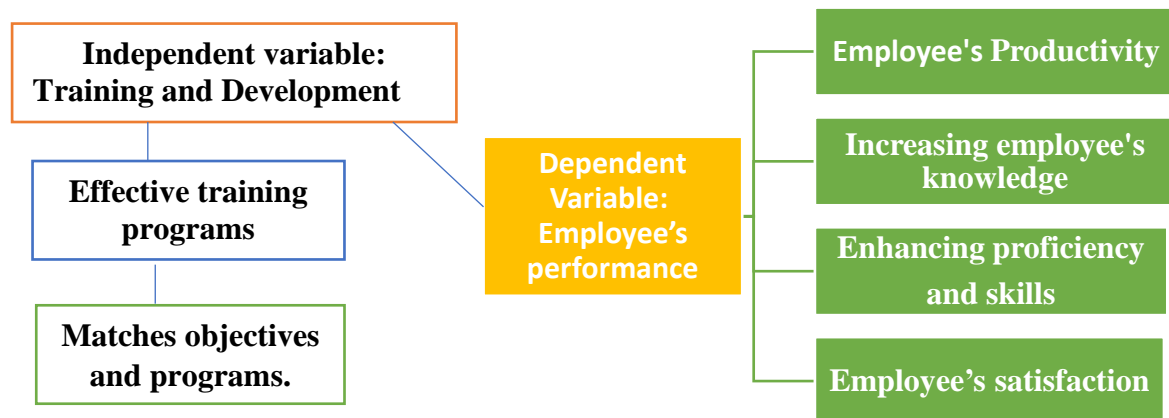


Figure 5. Source: Author's own research

Through training and development employee's performance can be modified as per the desire and need of employer. The independent variables, training and development significantly elucidate its aspects that evaluate the effectiveness of employees' performance. The model reviews the changes in employees' attitudes, improved knowledge as a result of attending training. So, the Kirkpatrick model is to evaluate the results of the training that provided to the employees.

Chapter 3: Methodology

This chapter will covers research methodology of the study including the following:

3.1 Research Design

According to Martocchio (2007), one of two research designs are employed in a study: cross-sectional or longitudinal. The cross-sectional design is mostly based on observation study which analyses the data from different representatives or population of the study. Groups of people are used. They differ in their variables of interest; however, they share some other features. On the other hand, the longitudinal study requires repeated observations of similar variable like people over a specific period of time. The research design for this study is cross-sectional because different subset of representatives from three public organizations in Qatar which were involved in the study.

The research is descriptive, because both quantitative and qualitative methods were used to collect data that address the research questions. For the purpose of collecting quantitative data, a questionnaire was designed and handed out to a sample of 250 employees working in three Qatari public organizations: the Ministry of Culture and Sports, the Ministry of Administrative Development, Labour and Social Affairs, and the Public Works Authority (Ashghal) to find out how training impacts their development and contribution to the development of the country. As well, a set of interview questions was be designed to forwarded to three members of management personnel working in these organizations to find out how training of their employees plays a role in enhancing their efficiency, creativity and productivity and how that is reflected on the organizations. The interviewed members are: Ms. Sheikha Basahal - Training and Development Specialist -Ashghal, Ms Kholoud Al-Sulaiti is a Senior Administrative Affairs Researcher in the Department of Training and Administrative Development at the Ministry of Culture and Sports, Ministry of Development and Ms. Al-Anoud Al-Langawi, Head of Training Programs Planning Team, at the Ministry of Development, Labour and Social Affairs.

The three interviewees were selected based on their qualifications, experience and job-relatedness connected with training and due to their role in the decision-making process in the HRM in the domain of training and development in the three Qatari public organizations. They are familiar with the training provided to the employees and are responsible for training. They also have the experience to answer and deal with departments on employees' training and professional development. In addition, they are authorized to address training problems and contribute to finding solutions and filling gaps. They also work on preparing annual training plans.

3.2 Hypothesis

In my thesis I am using four hypothesis as follows:

- ***H1: Employees benefit from training and application of skills in the workplace in Qatari public organizations in terms of improving their performance.***

If training is properly provided and if it is significantly related to the training needs of employees, it is expected that it will be positively reflected on the performance of employees. This is because it will add to their knowledge, and experience. (Ministry of Social Development, 2011). Thus, performance will develop accordingly. This can be measured by supervisors' feedback and appraisals on the employees' performance.

- ***H2: Training provided to the employees working in Qatari public organizations is significant to these organizations.***

According to Elnaga and Imran (2013), training contributes effectively to improving the performance of employees. Thus, to management is keen on recognizing the significance of training and development to improve the performance of the employees at work. This leads to increasing the organization's productivity and enhancing high quality of performance.

Proper training and development effectively contribute to increasing productivity by increasing the quantity and improving the quality of production. This can be done by training the employees on how to perform their duties with a high degree of perfection and then increasing their ability to be more productive.

Training also helps raise the morale of workers. Through training, the workers feel that the organization is serious in providing all kinds of assistance and support to them and that it is keen to develop and strengthen the interpersonal relationships among them. This all leads to increase and maintain their loyalty and dedication to the organization and to perform well.

Training also provides reserve power in the facility, so that it represents an important source to meet the urgent needs of the manpower. Thus, based on training manpower can be planned, prepared and developed.

Training also helps to reduce the need for supervision, because it enables employees to familiarize with their work and ways of proper performance. Thus, it improves knowledge, awareness and ability to self-criticism in a way that the trainer does not need more supervision and control in his performance at work.

Also, training reduces accidents at work, as it enables the employees to do the best to operate the machines, and handle materials, and other things that are a source of industrial accidents.

- **H3: Training and development programs provided by the public organizations in Qatar are job-related.**

To develop and prepare human cadres in organizations through the practice of training, it is necessary to consider the needs of employees at work and take into account that these needs are also related to job tasks and help in developing the employees and improving their productivity.

As mentioned in the literature review in the stages of the training process, identifying employees' needs helps to prepare a training plan and contributes to achieving the goal of training and development. When the employees are provided with specialized training programs related to the responsibilities assigned to them by the organization, this provides them with the opportunity to acquire new skills that will facilitate them to carry out the tasks. This signifies the extent of the impact of training on employees through their productivity, whether positive or negative. For Herzberg's Two Factor Theory, it explains how realizing the employees needs has to do with their motivation and satisfaction.

- ***H4: There is no significant relationship between training and development programs in the organization and the effectiveness of employees training.***

The Human Resources Department seeks to achieve many goals through the training process, and therefore it is concerned with evaluating its programs to see the extent of their achievement. The evaluation process relies on measures to demonstrate the effectiveness of employees' training programs. The evaluation of the training program is considered a necessary measure in the interest of human resources management and the employees undergoing training, as it reflects the effectiveness of the training programs implemented. The evaluation contributes to knowing the extent to which the training results have reached the level of the expected objectives. Therefore, Kirkpatrick model was chosen to evaluate the training impacts on the employees as the four levels contribute to reaching the training results that clarify:

- Employees reaction and feeling about the training programs.
- To what extent employees improve their knowledge and skills.
- How the training programs change employees' behavior after the training and the benefits resulted from training programs.

Through the evaluation, it is possible to identify the gaps that occurred during the implementation of the training program in terms of its preparation, planning and implementation, and identifying their causes in order to avoid them.

3.3 Research Approach

The study approach is regarded an integral part to understand the methodological processes in the study (Ritchie, Burns & Palmer, 2005). For the purpose of gathering information on the methods used in this study in order to evaluate the feedback of the employees working at the Ministry of Culture and Sports in Doha Qatar on different issues associated with training applied in the ministry. It was also searched to seek qualitative data based on two interviews conducted with key people working in the Ministry. Thus, the targeted collected data was based on two primary sources: quantitative and qualitative data. Furthermore, the secondary sources extracted from books, journals and websites were useful to construct relevant interview questions and questionnaire.

3.4 Population

The population of this research consists of all workers and managers working in the afore-mentioned organizations. They represent the public organizations in Qatar. This includes different employees with different positions. The reason for choosing these three organizations is that they have different activities that have impacts on the development of the country.

Organization	Number of Employees	Sample
Ministry of Development, Labor and Social Affairs	2850	135
Ministry of Culture and Sports	9140	62
Ashghal – Public works Authority-	3100	53
Total	15090	250

Table3:Research Population, source: Author’s own research

3.5 Sampling

Convenience sampling was selected for this research. Convenience sampling is a non-probability sampling type that requires a sample which is drawn from a population part based on their availability (Evans&Rooney,2008). This method was selected, because the participants could be reached to be involved in the study based on their availability. This helped to reach the targeted number of respondents in these three organizations easily. A sample of (250) employees were targeted to be reached and surveyed. An effort was made to reach employees working in diverse positions at different departments. This could help to give more validity to the study.

3.6 Instrument

Two instruments were used to collect both quantitative and qualitative data. First, a questionnaire was used to collect data from a sample of 250 employees working in the above-mentioned organizations. Interview questions were used to gather qualitative data from the three management personnel from three organizations involved in training and development. The quantitative data was presented and analysed by using SPSS and it was like (strongly disagree, Disagree, Neutral, Agree and Strongly Agree). The qualitative data was analysed based on analysis coding. After that, conclusions and recommendations were provided with other relevant items including limitations of the study and suggestions for further research.

3.7 Data Collection

A total number of 250 employees from different departments in the three organizations were involved in the study. It was decided to handout them paper questionnaires to do them; however, due to the conditions associated with COVID19, an online survey was designed on Google Forms and forwarded to them as a link to do it. They were very cooperative to do the survey in a short time in the first week of April 2020.

After the data was collected, it was transformed into an MS Excel file which was imported by SPSS to be analysed. So, SPSS could be effectively used to process the gathered information which was produced in figures, percentages, and charts for the purpose of being analysed and discussed. The questions were sought to be answered are on the benefits employees obtain from training and application of skills in the workplace in Qatari public organizations, the importance of training and its effectiveness to employees working in Qatari public organizations and the impact of positive environment on employees' creativity and productivity.

3.8 Type of Data Collection

According to Sapsford and Jupp (2006), data collection represents the mean to get the data obtained from the surveyed population, and the interviewed key people. The primary research methods have a key role in reaching relevant and reliable data on the research problem. Both questionnaire and interview questions serve to collect data related to the research questions.

3.9 Research Method Variables

The modelling framework a widespread literature review was done on the basis of the review finding training and development that will be selected as an independent variable whereas employee's performance is selected as dependent variable.

3.10 Theoretical Framework

Through training and development employee's performance can be modified as per the desire and need of employer. The independent variables, training and development significantly elucidate its aspects that evaluate the effectiveness of employees' performance. The model reviews the changes in employees' attitudes, improved knowledge as a result of attending training. So, the Kirkpatrick model is to evaluate the results of the training that provided to the employees.

3.11 Ethics

Ethics in research represents the rules to distinguish between what is right and wrong. They are codes for professional conduct which ensure not doing harm to the population surveyed in the research. The most popular way to define ethics in this research is the norms for conduct which differentiates between that is an acceptable behaviour and unacceptable behaviour (Israel, 2013). It was assured that the research would be conducted honestly, objectively, carefully, and confidentially. Integrity was assured in the research. It was assured to the surveyed employees that the survey was for a research purpose only, and they had no to provide their names. The interviewed key respondents in this study were also assured that their answers would be used only for research purposes, and that the research and their answers would cause no harm to anybody involved in this research.

Chapter Four – Results

This sub - chapter shows the analysis of quantitative result through the survey respondents:

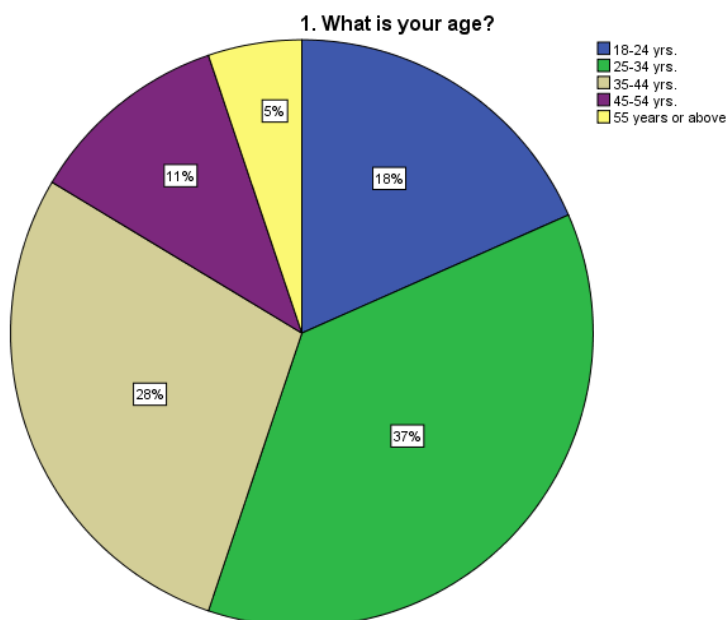
4.1 Quantitative Results

4.1.1 General Sample Information

The tables and charts below show the analysis results of respondents.

- Table. 4 and Figure 6: Age of respondents

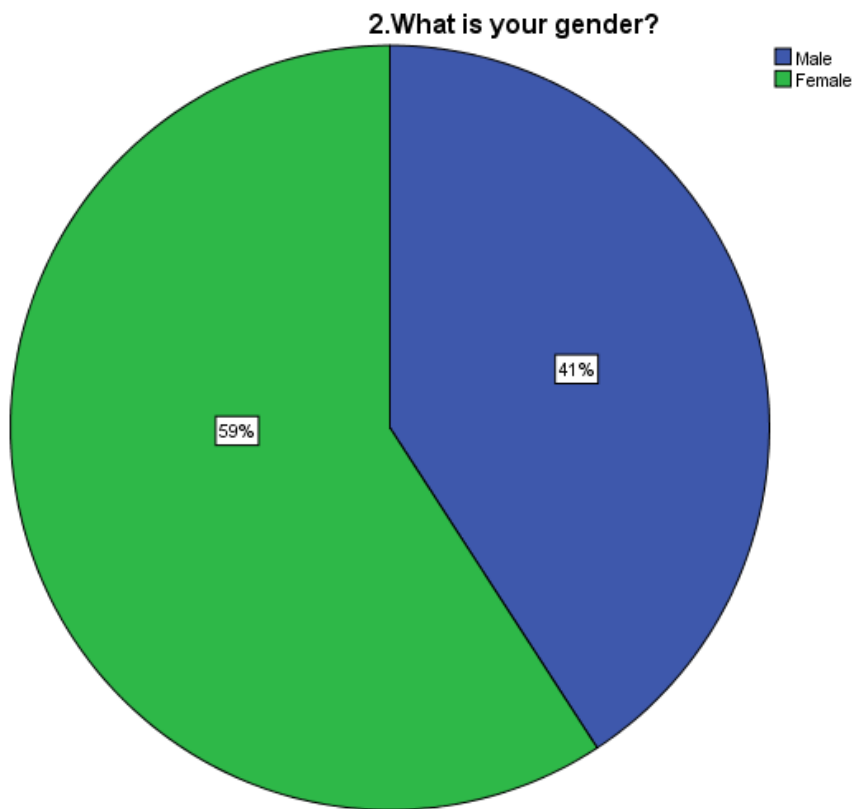
N	Valid	250				
	Missing	0				
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24 yrs.		46	18.4	18.4	18.4
	25-34 yrs.		92	36.8	36.8	55.2
	35-44 yrs.		71	28.4	28.4	83.6
	45-54 yrs.		28	11.2	11.2	94.8
	55 years or above		13	5.2	5.2	100.0
	Total		250	100.0	100.0	



Up to 250 participants working in the three organizations, the Ministry of Culture and Sports, Ministry of Development, Labour and Social Affairs and Ashghal, participated in this survey. Among them, about 18% were between 18 and 24 years old, about 37% were between 25 and 34 years old, and up to 28% were between 35 and 44 years old. However, only 11% were between 45 and 54 years old, and 5% were 55 years old or above. The results indicate that the majority of the employees are 44 years old or younger.

- **Table. 5 and Figure7: Gender of respondents**

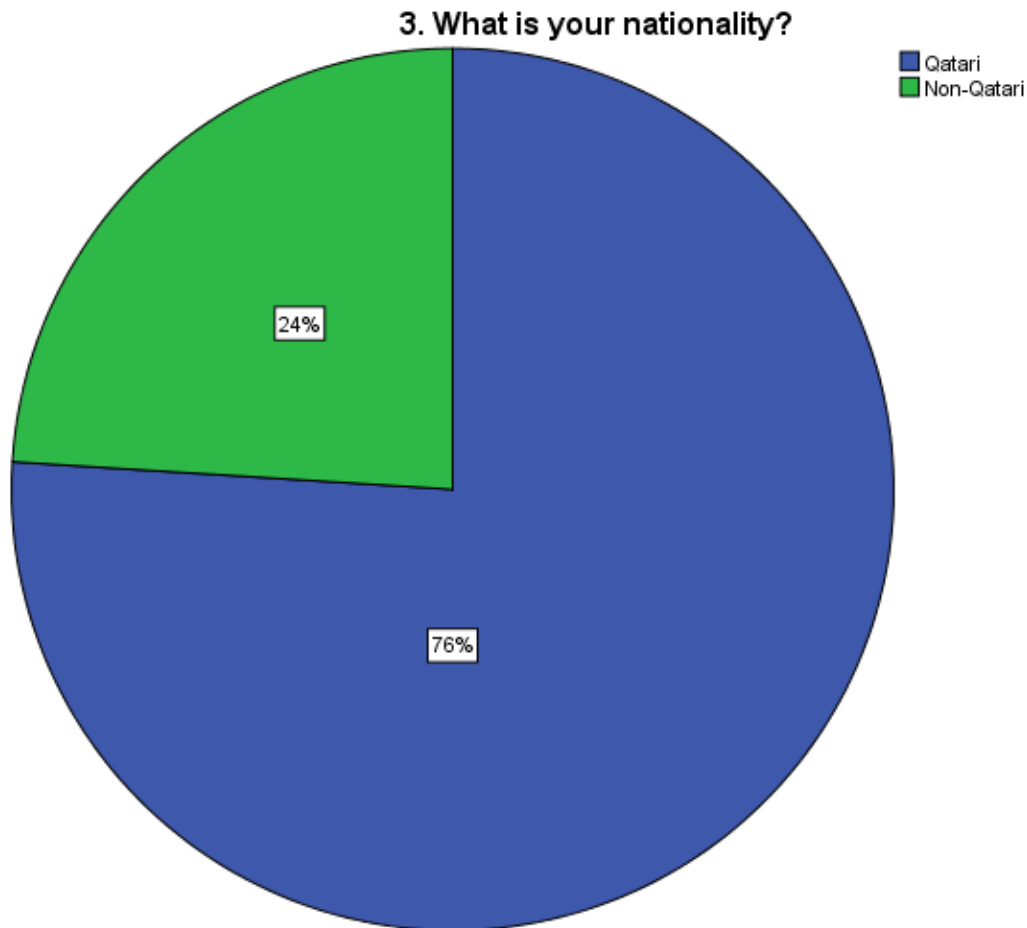
N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	102	40.8	40.8	40.8
Valid	Female	148	59.2	59.2	100.0
	Total	250	100.0	100.0	



This question is on the gender of the participants in this study. Among the participants, 41% were males while 59% were females.

- **Table.6 and Figure8: Nationality of respondents**

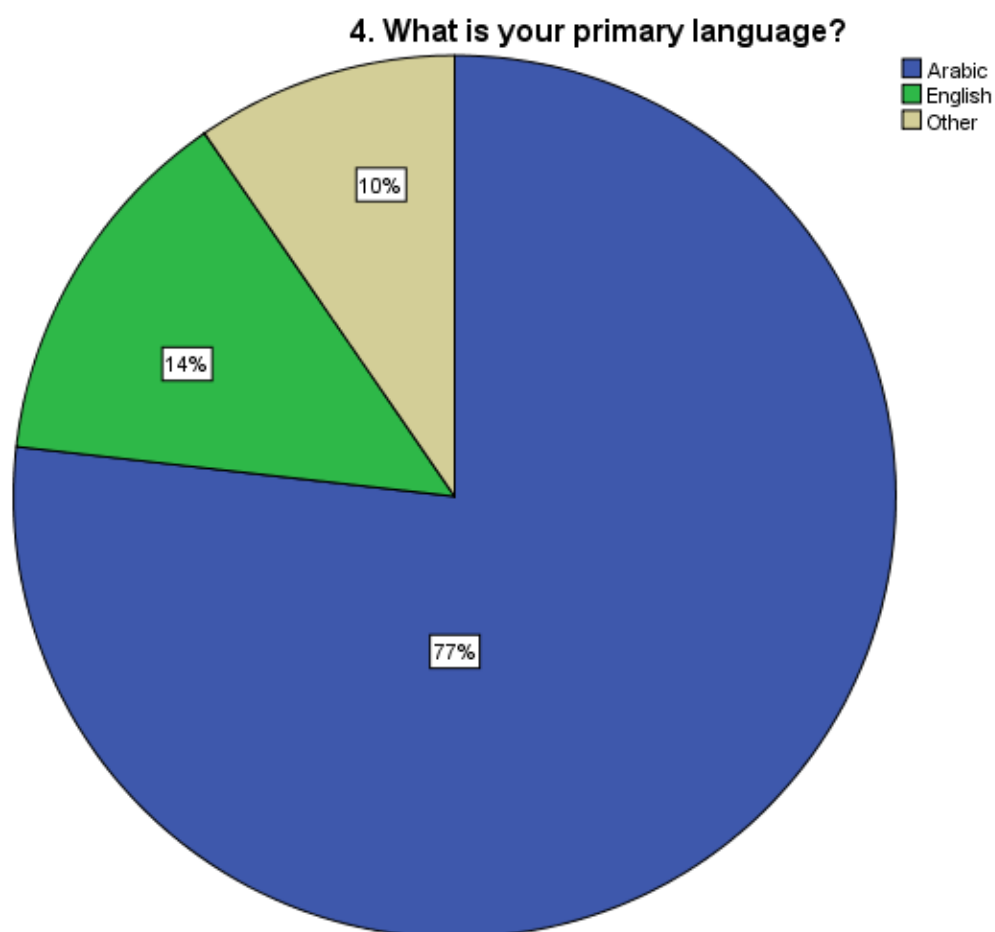
N		Valid Missing	250 0			
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Qatari		190	76.0	76.0	76.0
	Non-Qatari		60	24.0	24.0	100.0
	Total		250	100.0	100.0	



This question is on the nationality of the participants in this study. While 24% of the participants were non-Qatari, up to 76% of them were Qatari. The results indicate that most of the employees who participated in this study are Qatar.

- **Table.7 and Figure9: Language of respondents**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arabic	192	76.8	76.8	76.8
	English	34	13.6	13.6	90.4
	Other	24	9.6	9.6	100.0
	Total	250	100.0	100.0	

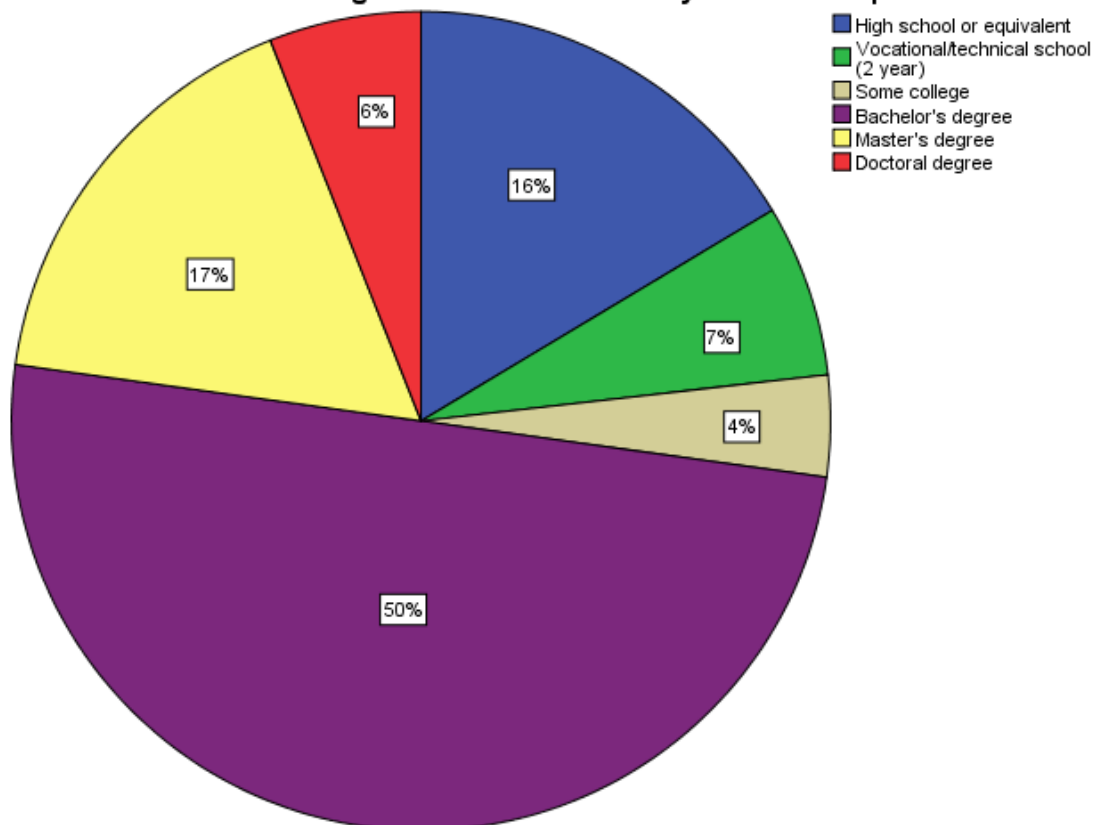


This question is on the primary language of the participants in this study. Among the participants, the primary language of the majority of the participants is Arabic as up to 77% of them use Arabic as their primary language, and up to 14% use English as their primary language. On the other hand, 10` % of the participants use languages apart from Arabic and English as their first tongue primary languages. The results indicate that the primary language of the majority of respondents is Arabic.

- **Table.8 and Figure10: Gender of respondents**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school or equivalent	41	16.4	16.4	16.4
	Vocational/technical school (2 year)	17	6.8	6.8	23.2
	Some college	10	4.0	4.0	27.2
	Bachelor's degree	125	50.0	50.0	77.2
	Master's degree	42	16.8	16.8	94.0
	Doctoral degree	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

5. What is the highest level of education you have completed?

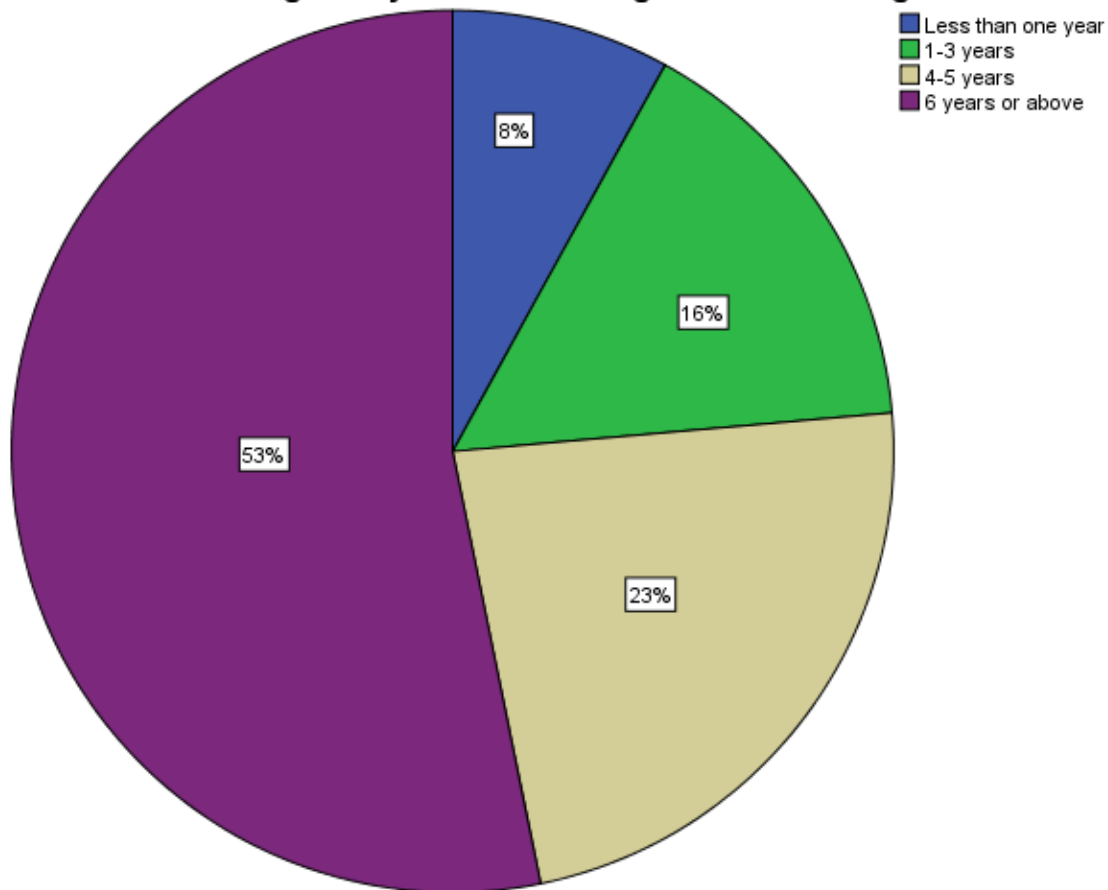


This question is on the highest level the participants have completed. Up to half of them had Bachelors' degrees, while 6% of them have Doctoral degrees and up to 17% had Masters' degrees. On the other hand, up to 46% had some college studies, 7% had vocational or technical school study for two years and up to 16% had high school degrees or equivalents. The results indicate the majority of respondents are highly educated having BA or higher degrees including MA and PhD.

- **Table.9 and Figure11: Working years of respondents.**

N	Valid	250				
	Missing	0				
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than one year	20	8.0	8.0	8.0	
	1-3 years	39	15.6	15.6	23.6	
	4-5 years	58	23.2	23.2	46.8	
	6 years or above	133	53.2	53.2	100.0	
	Total	250	100.0	100.0		

6. How long have you been working in the current organization?

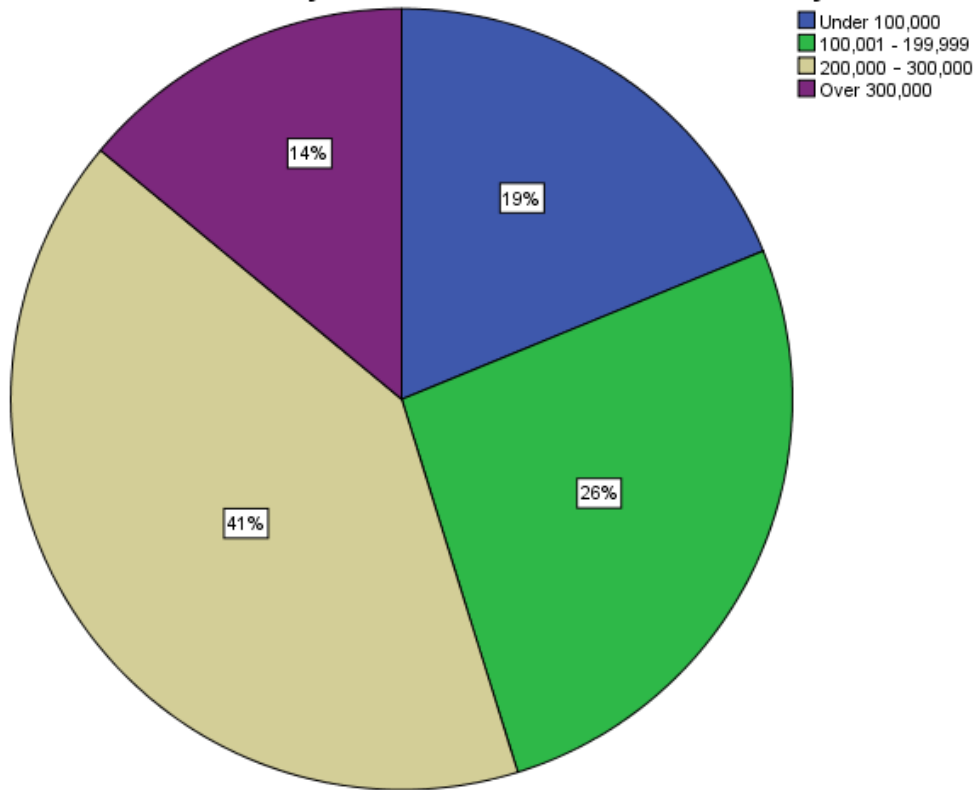


This question on the years of work experience in the current organization. 8% of the participants has less than one year of work experience with the current organization. Up to 16% had from one to three years' work experience with the current organization, and 23% had between four and five years of work experience with the current organization. On the other hand, up to 53% of them had six years or above working with the current organization. The results indicate that most of the participants have an experience of four years or above.

- **Table.10 and Figure12: Income of respondents**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 100,000	47	18.8	18.8	18.8
	100,001 - 199,999	66	26.4	26.4	45.2
	200,000 – 300,000	102	40.8	40.8	86.0
	Over 300,000	35	14.0	14.0	100.0
	Total	250	100.0	100.0	

7. What is your current annual income in Qatari Riyals?

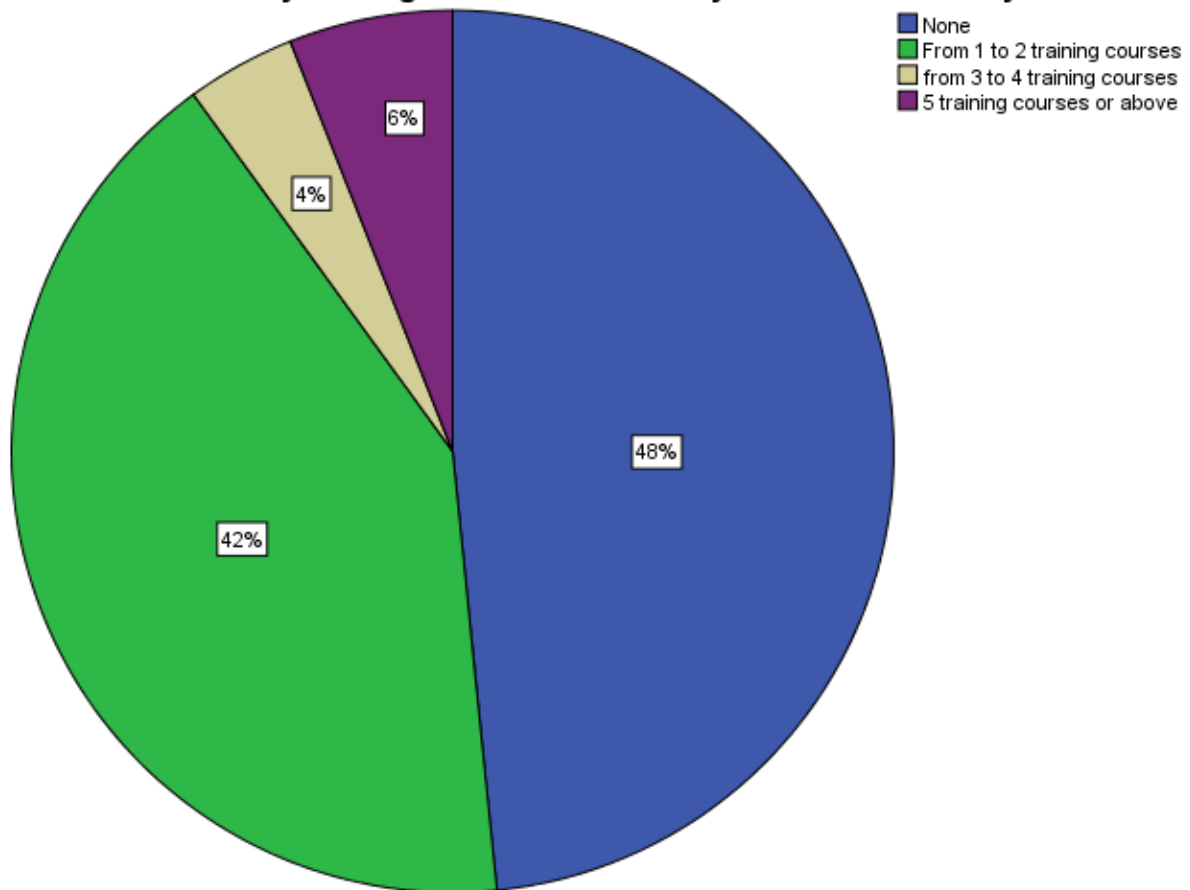


This question on the current annual income in Qatari Riyals. Each 1 US\$ equals 3.645 QAR. While about 19% had an annual income of less than 100,000 Qatari Riyals, 26% had an annual income which ranges between 100,000 and 199,999 Qatari Riyals. On the other hand, up to 41% had an annual income which ranged between 200,000 and 300,000 Qatari Riyals, and up to 14% had an annual income which is over 300,000 Qatari Riyals. The results indicate that the annual income of about 60% of the participants is above 200,000 Qatari Riyals.

- **Table.11 and Figure13: Training courses have been involved by respondents.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	121	48.4	48.4	48.4
	From 1 to 2 training courses	104	41.6	41.6	90.0
	from 3 to 4 training courses	10	4.0	4.0	94.0
	5 training courses or above	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

8. How many training courses have been you involved in this year?



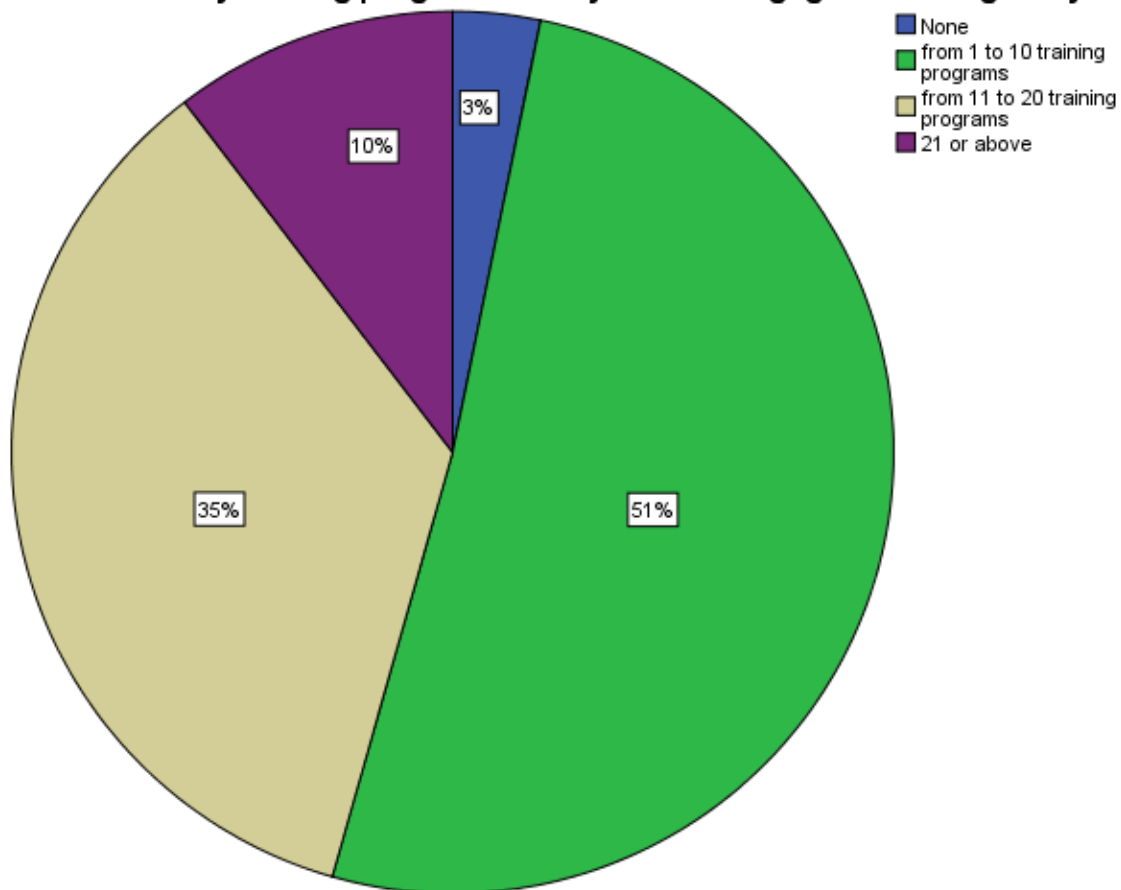
This question is on training courses the participants have been involved in this year. Up to 48% said that they had no training course at all, while 42% of them had only one to two courses of training this year. Only 4% had training courses which ranged between three and four, while 6% had five courses or above this year.

- **Table.12 and Figure14: Number of training programs have you been engaged in during this year by respondents.**

N	Valid	250
	Missing	0

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
None	8	3.2	3.2	3.2
from 1 to 10 training programs	128	51.2	51.2	54.4
from 11 to 20 training programs	88	35.2	35.2	89.6
21 or above	26	10.4	10.4	100.0
Total	250	100.0	100.0	

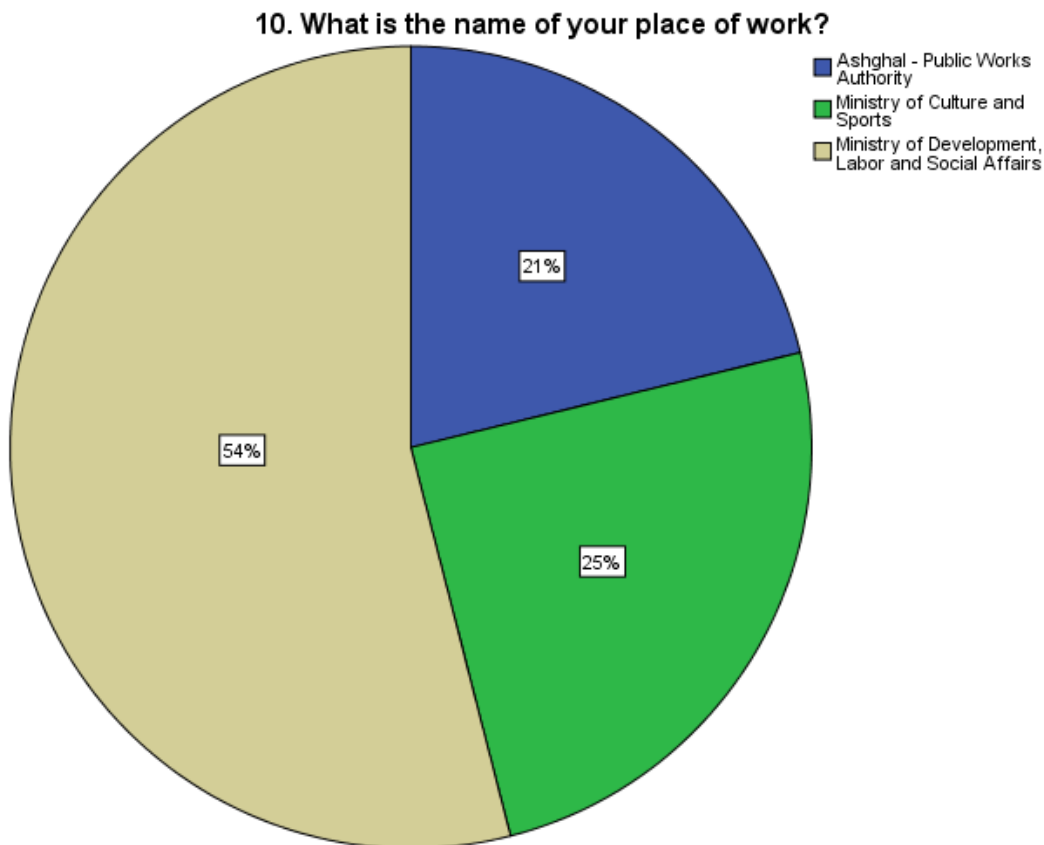
9. How many training programs have you been engaged in during this year?



This question is on the training programs the participants have been engaged in during this year. Up to 3% had no training program at all. About half of them, namely 51%, had from one to ten training programs. While about 35% had from eleven to twenty training programs, 10% had twenty training programs or above this year. The results indicate that the majority of participants have been involved in at least one training program or above this year.

- **Table.13 and Figure15: Name of respondents work of place.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ashghal - Public Works Authority	53	21.2	21.2	21.2
	Ministry of Culture and Sports	62	24.8	24.8	46.0
	Ministry of Development, Labor and Social Affairs	135	54.0	54.0	100.0
	Total	250	100.0	100.0	



This question on the place of work. up to 21% of the participants said that they work in Ashghal - Public Works Authority, and 25% of them said that they work in the Ministry of Culture and Sports. On the other hand, up to about 55% of them said that they work in the Ministry of Development, Labour and Social Affairs. It can be recognized that more than half of the respondents, namely 54%, work in the Ministry of Development Labour and Social Affairs.

4.1.2 Rating

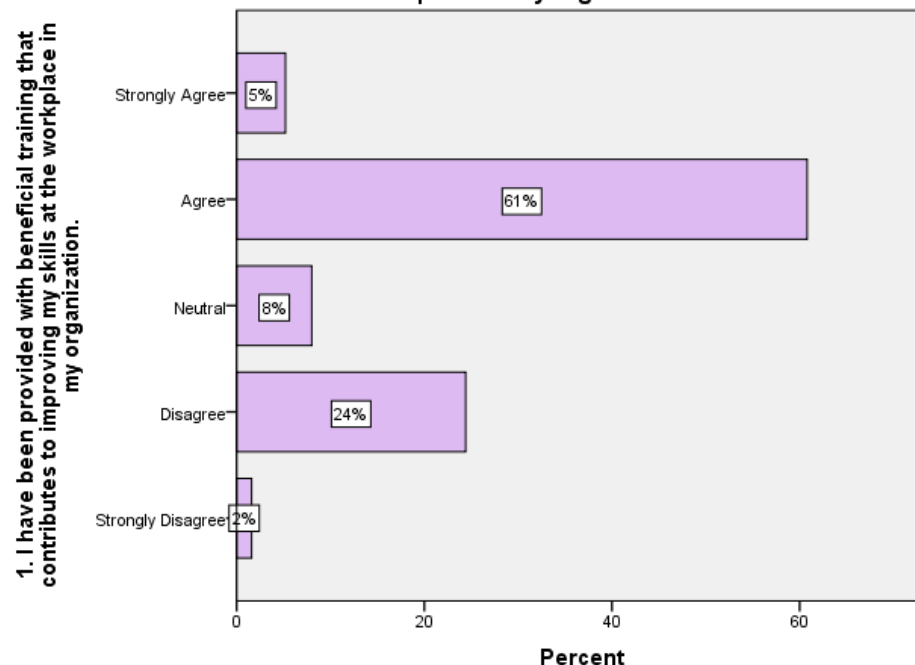
In this subchapter my thesis describes as follows:

5.1.2.1 Evaluation of the Benefits of Training and Application of Skills in the Workplace in the Organization:

- **Table.14 and Figure16: Beneficial training provided to respondents by their organization.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.6	1.6	1.6
	Disagree	61	24.4	24.4	26.0
	Neutral	20	8.0	8.0	34.0
	Agree	152	60.8	60.8	94.8
	Strongly Agree	13	5.2	5.2	100.0
	Total	250	100.0	100.0	

1. I have been provided with beneficial training that contributes to improving my skills at the workplace in my organization.

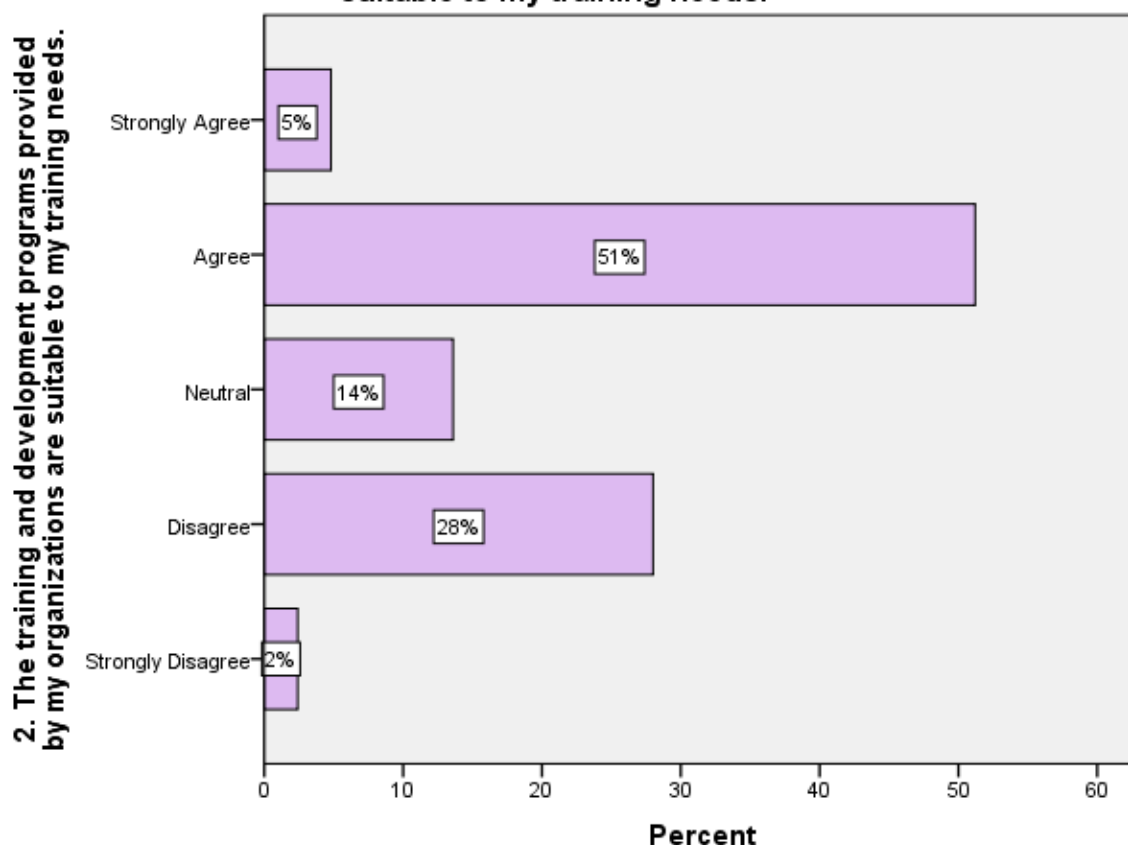


Based on the responses given by the respondents, 2% strongly disagreed that they have provided with beneficial training that contributes to improving their skills at the workplace in their organization, and 24% disagreed on that. However, 8% were neutral. By comparison, 61% agreed that they have provided with beneficial training that contributes to improving their skills at the workplace in their organization, and 5% strongly agreed on that.

- **Table.15 and Figure17: The training and development programs provided to respondents are suitable to my training needs.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	70	28.0	28.0	30.4
	Neutral	34	13.6	13.6	44.0
	Agree	128	51.2	51.2	95.2
	Strongly Agree	12	4.8	4.8	100.0
	Total	250	100.0	100.0	

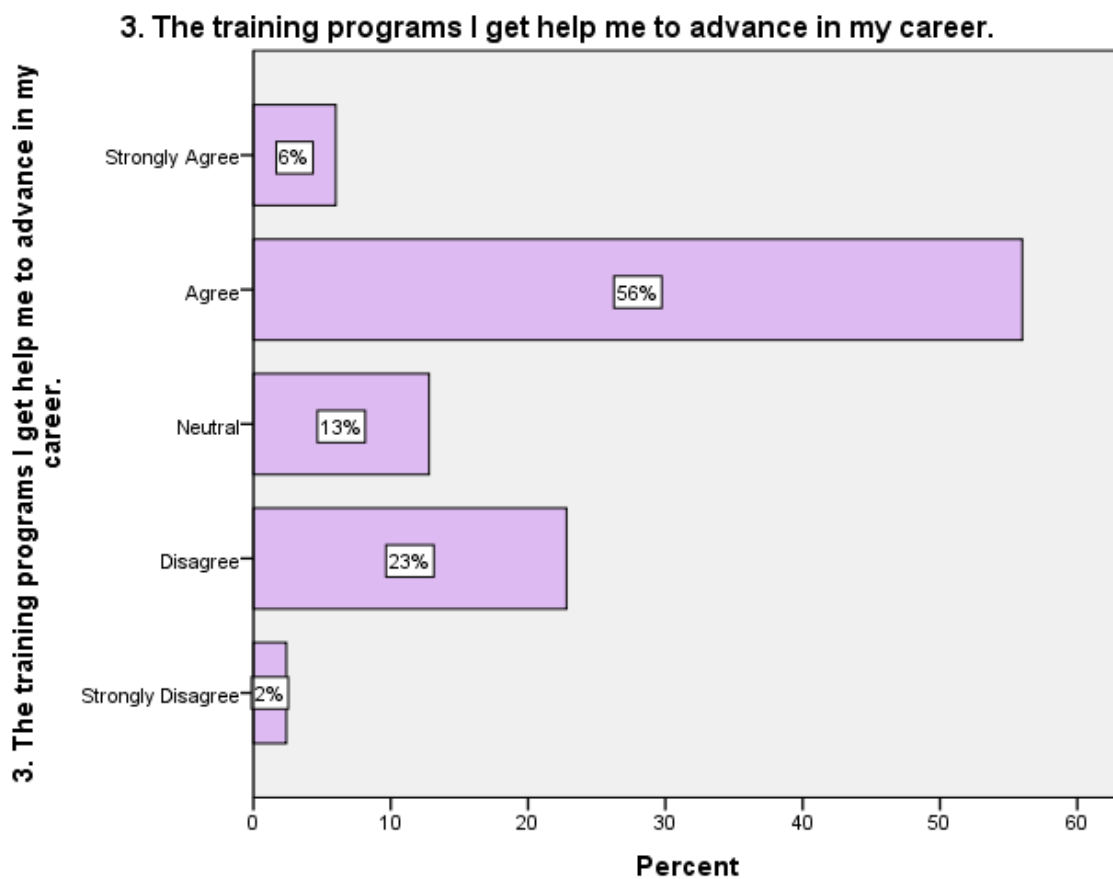
2. The training and development programs provided by my organizations are suitable to my training needs.



While 2% strongly disagreed that the training and development programs provided by their organizations are suitable to their training needs, 28% disagreed on that. However, 14% were neutral. On the other hand, 51% agreed that the training and development programs provided by their organizations are suitable to their training needs, and 5% strongly agreed on that. The results show that only 56% of the respondents are satisfied with the training and development programs.

- **Table.16 and Figure 18: The training programs help respondents to advance in their career.**

N	Valid	250				
	Missing	0				
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4	
	Disagree	57	22.8	22.8	25.2	
	Neutral	32	12.8	12.8	38.0	
	Agree	140	56.0	56.0	94.0	
	Strongly Agree	15	6.0	6.0	100.0	
	Total	250	100.0	100.0		

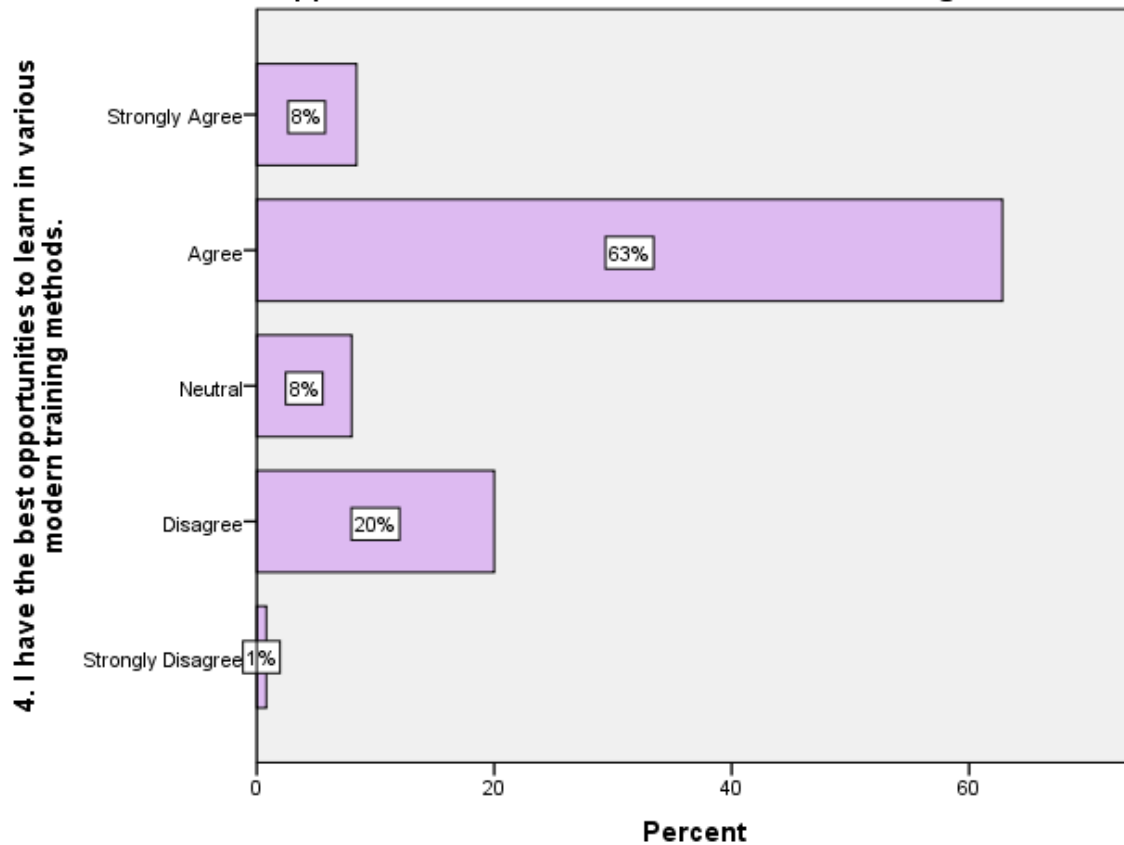


Among the respondents, 2% strongly disagreed that the training programs they get help them to advance in their career, and 23% disagreed on that. However, 13% were neutral. By comparison, 56% agreed that the training programs they get help them to advance in their career, and 6% strongly agreed on that. The results indicate that only 58% confirmed that the training programs they get help them to advance in their career.

- **Table.17 and Figure 19: The respondents have best opportunities to learn in various modern training methods.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	.8	.8	.8
	Disagree	50	20.0	20.0	20.8
	Neutral	20	8.0	8.0	28.8
	Agree	157	62.8	62.8	91.6
	Strongly Agree	21	8.4	8.4	100.0
	Total	250	100.0	100.0	

4. I have the best opportunities to learn in various modern training methods.

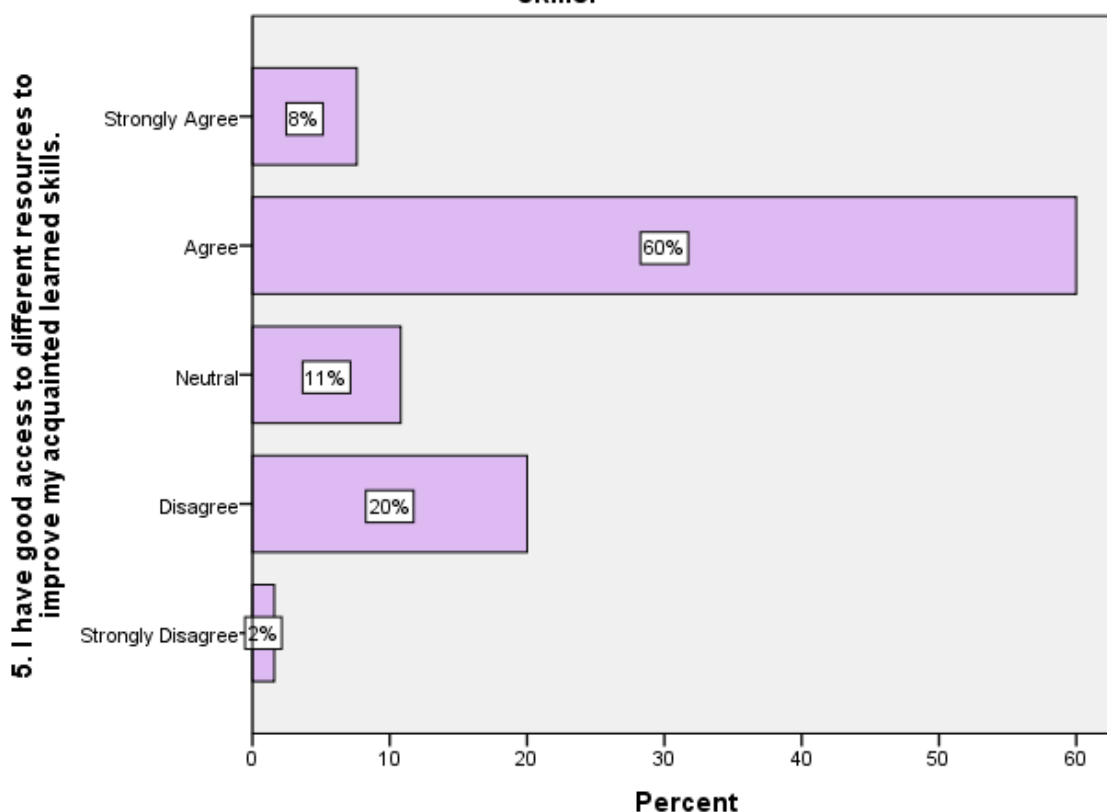


The findings show that 1% strongly disagreed that they have the best opportunities to learn in various modern training methods, and 20% 16% disagreed on that; however, 8% were neutral. On the other hand, 63% agreed they have the best opportunities to learn in various modern training methods, and 8% strongly agreed on that. The results show that there are still about one quarter of the respondents did not consider that they have the best opportunities to learn in various modern training methods.

- **Table.18 and Figure 20: Respondents have good access to different resources to improve their acquainted learned skills.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.6	1.6	1.6
	Disagree	50	20.0	20.0	21.6
	Neutral	27	10.8	10.8	32.4
	Agree	150	60.0	60.0	92.4
	Strongly Agree	19	7.6	7.6	100.0
	Total	250	100.0	100.0	

5. I have good access to different resources to improve my acquainted learned skills.

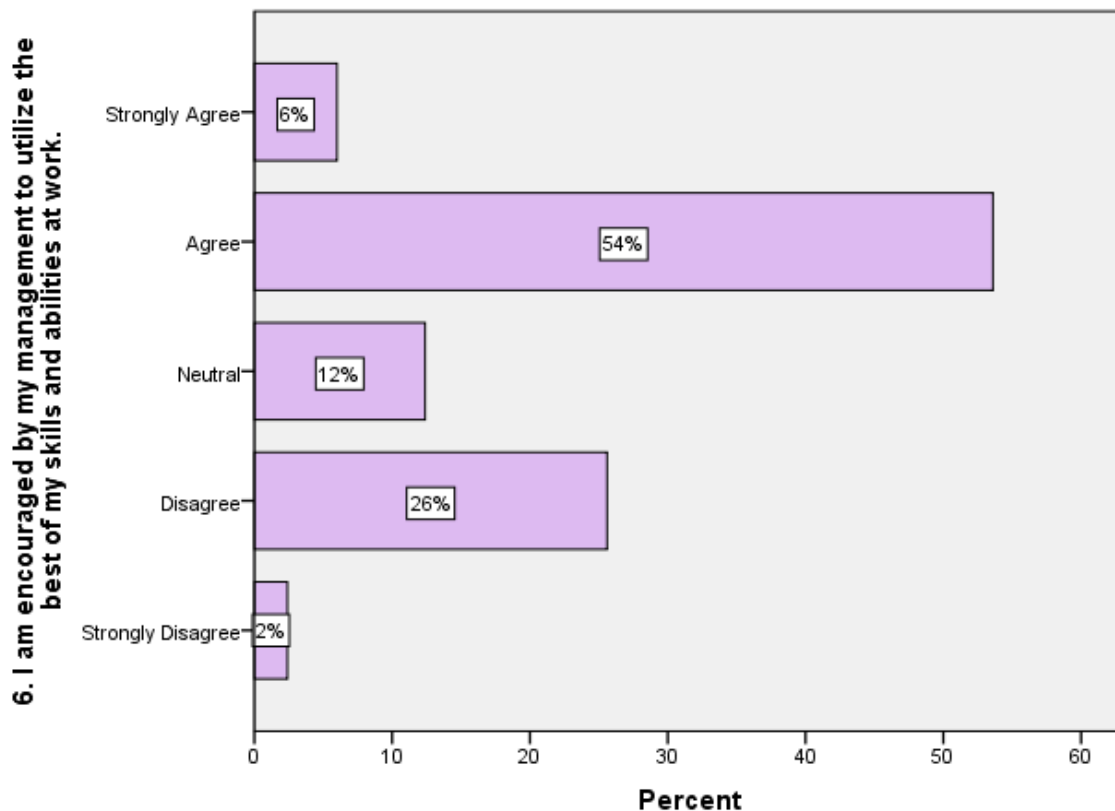


Based on the findings, less than 2% strongly disagreed that they have good access to different resources to improve their acquainted learned skills, and 20% disagreed on that. However, 11% were neutral. On the other hand, 60% agreed that they have good access to different resources to improve their acquainted learned skills, and 8% strongly agreed on that. The results indicate that there are still 21% who consider themselves did not have good access to different resources to improve their acquainted learned skills.

- **Table 19 and Figure 21: respondents have been encouraged by their management to utilize the best of their skills and abilities at work.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	64	25.6	25.6	28.0
	Neutral	31	12.4	12.4	40.4
	Agree	134	53.6	53.6	94.0
	Strongly Agree	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

6. I am encouraged by my management to utilize the best of my skills and abilities at work.

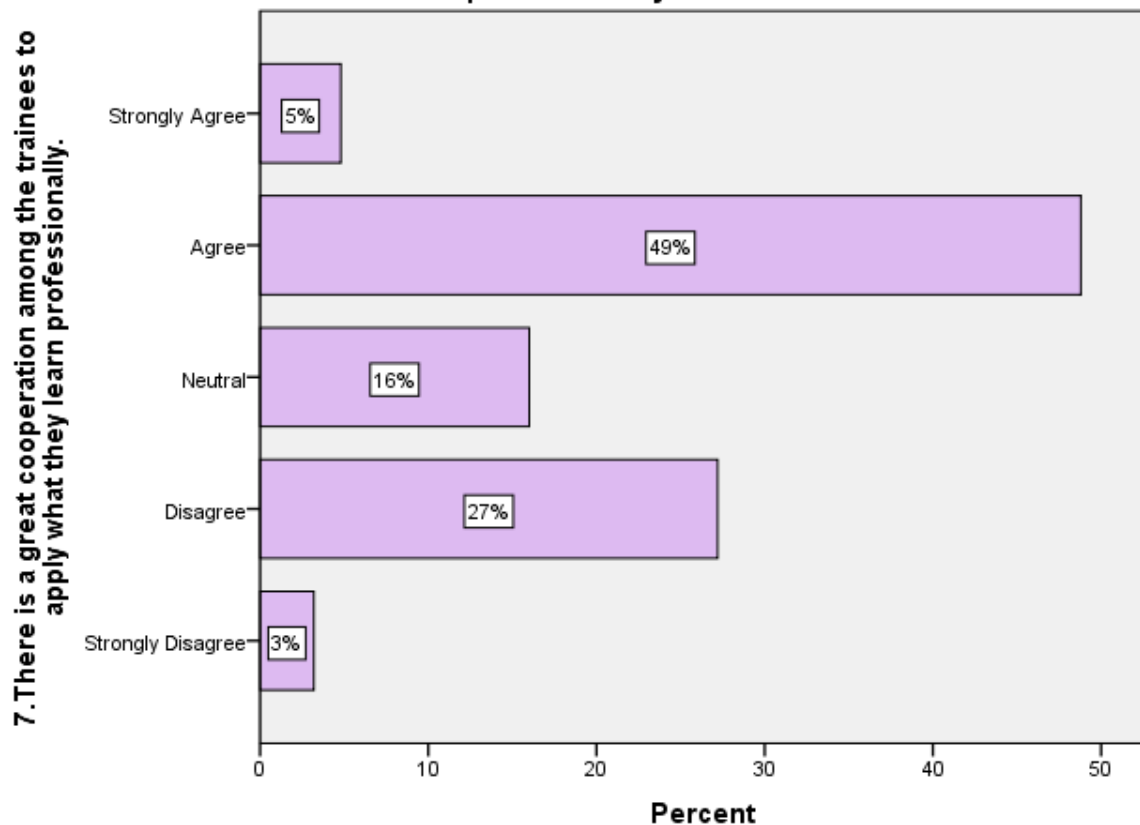


The results show that 2% strongly disagreed that they are encouraged by their management to utilize the best of their skills and abilities at work, and 26% disagreed on that. 12% were undecided. By contrast, 54% agreed that they are encouraged by their management to utilize the best of their skills and abilities at work, and 6% strongly agreed on that. The results indicate that there are still 28% who did not consider themselves that they are encouraged by their management to utilize the best of their skills and abilities at work.

- **Table.20 and Figure 22: There is a great cooperation among the trainees to apply what they learn professionally.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	68	27.2	27.2	30.4
	Neutral	40	16.0	16.0	46.4
	Agree	122	48.8	48.8	95.2
	Strongly Agree	12	4.8	4.8	100.0
	Total	250	100.0	100.0	

7. There is a great cooperation among the trainees to apply what they learn professionally.

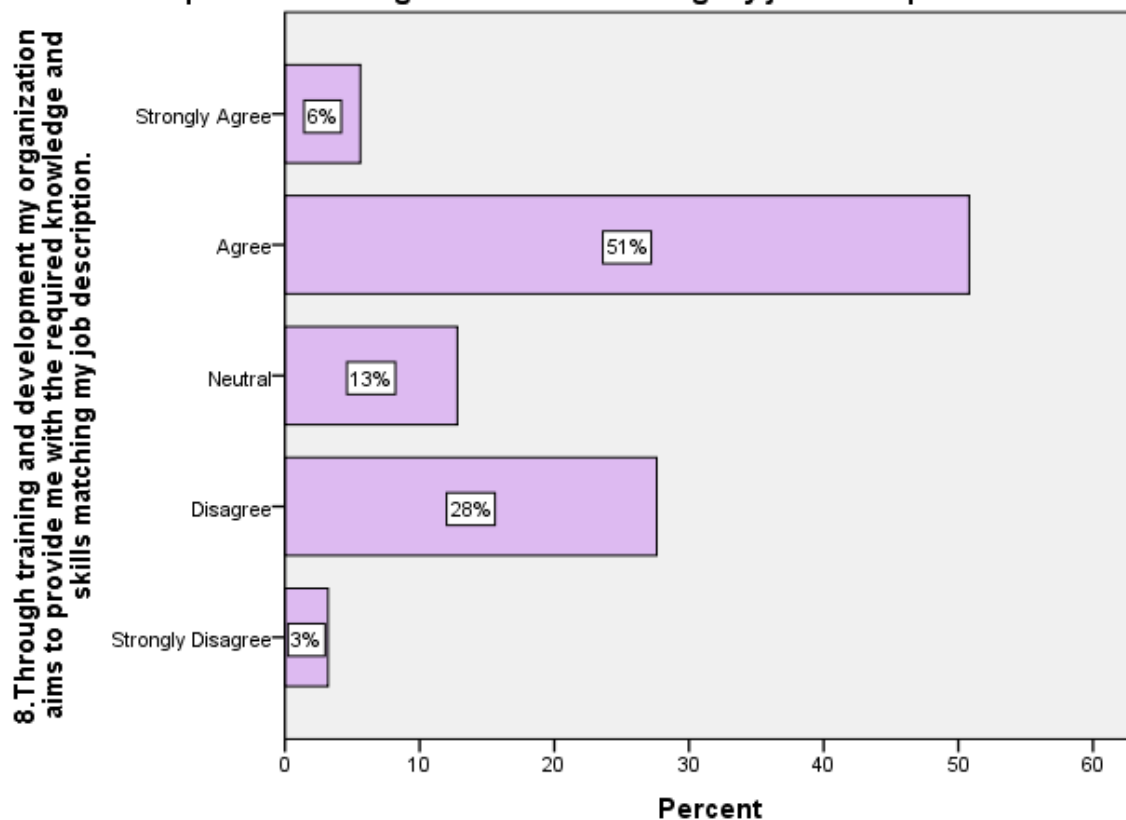


Among the respondents, 3% strongly disagreed that there is a great cooperation among the trainees to apply what they learn professionally, and 27% disagreed on that. However, 16% were undecided. By comparison, 49% agreed that there is a great cooperation among the trainees to apply what they learn professionally, and 5% strongly agreed on that. There are still 30% who do not consider that there is a great cooperation among the trainees to apply what they learn professionally.

Table 21 and Figure 23: Organizations aim to provide respondents with the required knowledge and skills matching their job description.

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	69	27.6	27.6	30.8
	Neutral	32	12.8	12.8	43.6
	Agree	127	50.8	50.8	94.4
	Strongly Agree	14	5.6	5.6	100.0
	Total	250	100.0	100.0	

8. Through training and development my organization aims to provide me with the required knowledge and skills matching my job description.



The results show that 3% of the respondents strongly disagreed that through training and development their organization aims to provide them with the required knowledge and skills matching their job description, and 28% disagreed on that. However, 13% were neutral. On the other hand, up to about 51% agreed that through training and development their organization aims to provide them with the required knowledge and skills matching their job description, and 6% strongly agreed on that.

4.1.2.2 Evaluation of the Importance of Training and its Effectiveness to Employees Working the Organization:

- Table.22 and Figure 24: Organization provides respondents with effective training programs.

N	Valid	250				
	Missing	0				
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree		7	2.8	2.8	2.8
	Disagree		57	22.8	22.8	25.6
	Neutral		30	12.0	12.0	37.6
	Agree		143	57.2	57.2	94.8
	Strongly Agree		13	5.2	5.2	100.0
	Total		250	100.0	100.0	

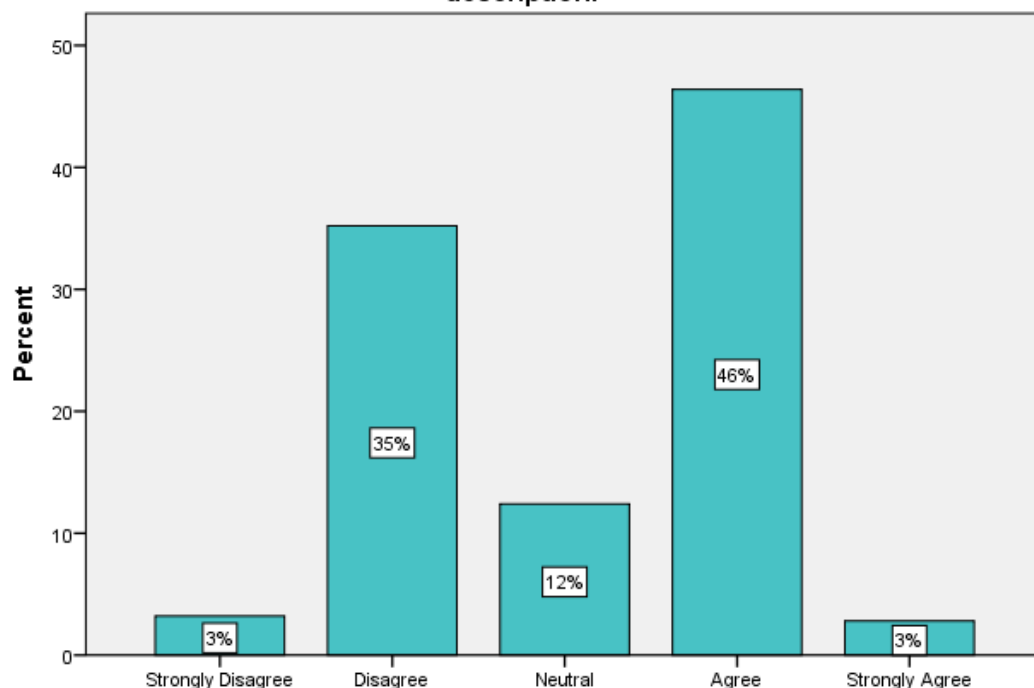


Among the respondents, 3% strongly disagreed that their organization provides them with effective training programs, and 23% disagreed on that. However, 12% were neutral. On the other hand, 57% agreed that their organization provides them with effective training programs, and 5% strongly agreed on that.

Table.23 and Figure 25: The training programs provide respondents with accurate information related to their job description.

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	88	35.2	35.2	38.4
	Neutral	31	12.4	12.4	50.8
	Agree	116	46.4	46.4	97.2
	Strongly Agree	7	2.8	2.8	100.0
	Total	250	100.0	100.0	

2. The training programs provide me with accurate information related to my job description.



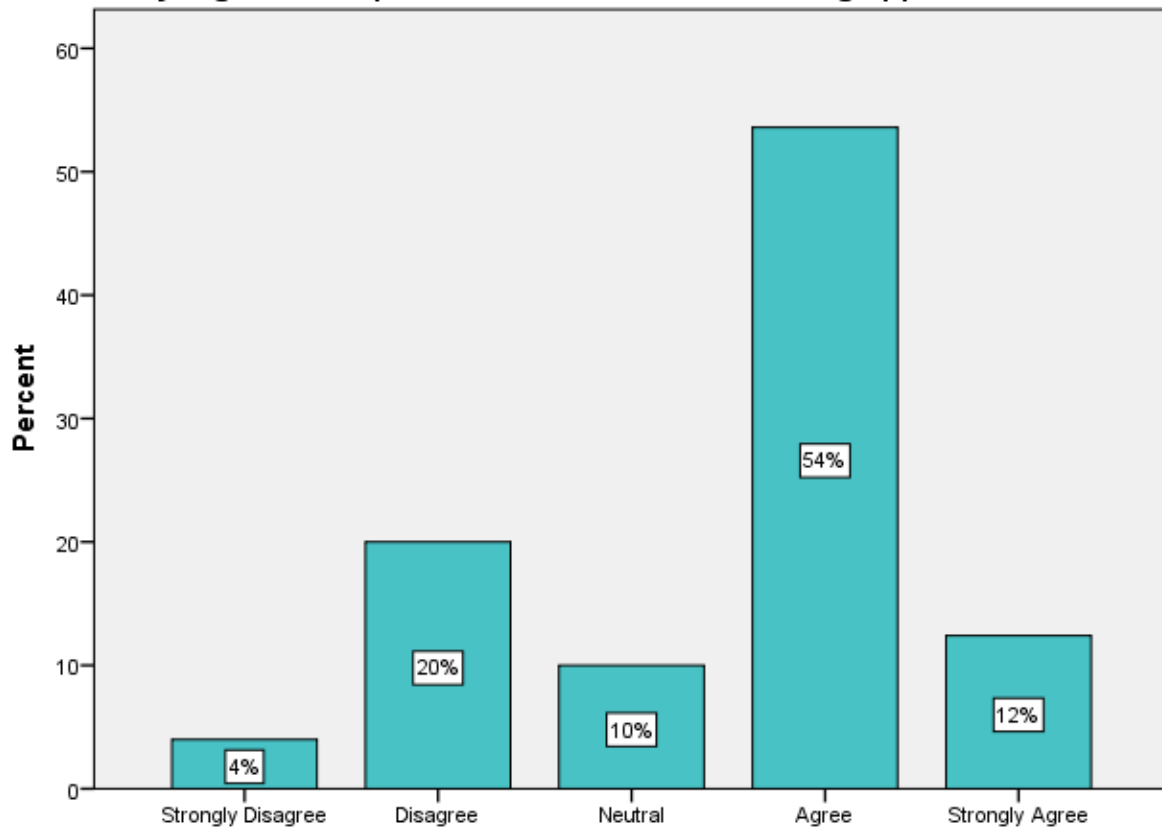
2. The training programs provide me with accurate information related to my job description.

The results show that 3% of the respondents strongly disagreed that the training programs provided them with accurate information related to their job description, and 35% disagreed on that. However, 12% remained neutral. By contrast, 46% agreed that the training programs provided them with accurate information related to their job description, and 3% strongly agreed on that. The results indicate that there are more than one third of the surveyed employees, namely 38%, did not consider that the training programs provided them with accurate information related to their job description.

- **Table.24 and Figure 26: Respondents organization provides all staff with fair training opportunities.**

N	Valid Missing	250 0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	50	20.0	20.0	24.0
	Neutral	25	10.0	10.0	34.0
	Agree	134	53.6	53.6	87.6
	Strongly Agree	31	12.4	12.4	100.0
	Total	250	100.0	100.0	

3. My organization provides all staff with fair training opportunities.



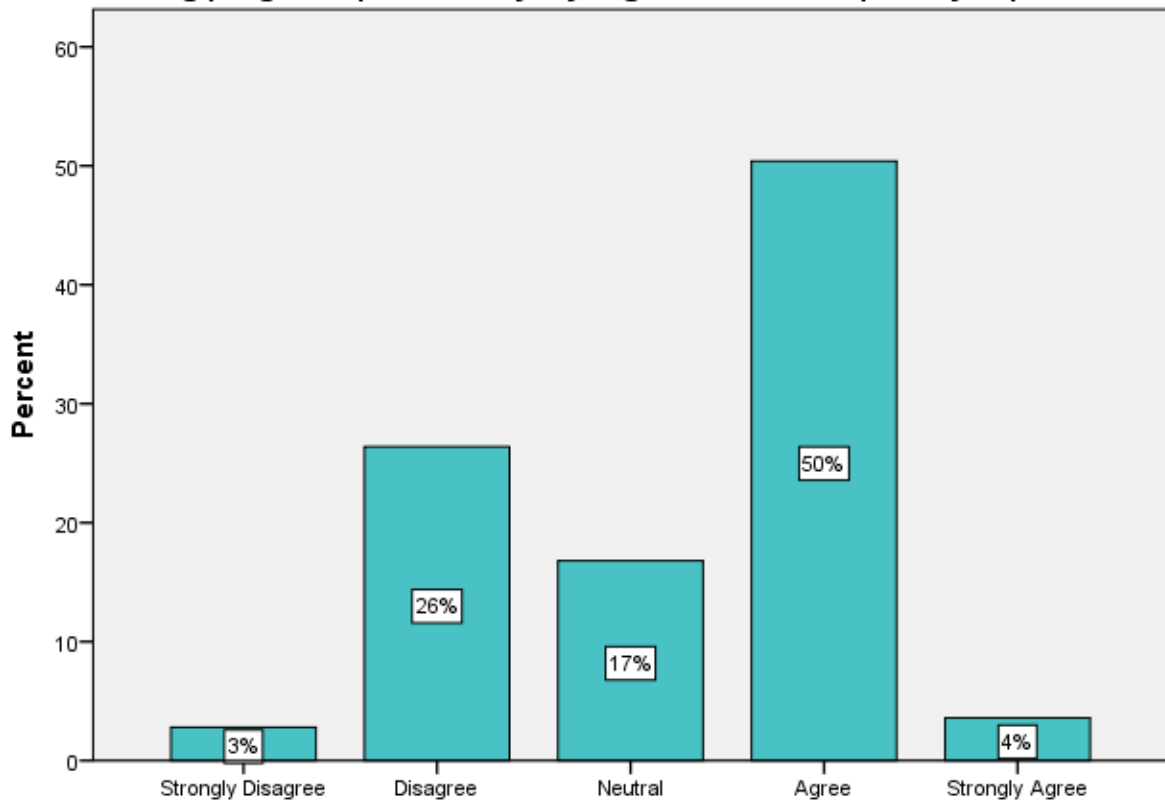
3. My organization provides all staff with fair training opportunities.

According to the results, 4% strongly disagreed that their organization provides all staff with fair training opportunities, and 20% disagreed on that. However, 10% were neutral. On the other hand, 45% agreed that their organization provides all staff with fair training opportunities, and 12% strongly agreed on that.

- **Table.25 and Figure 27: The training programs provided to respondent's organization live up to their expectations.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	66	26.4	26.4	29.2
	Neutral	42	16.8	16.8	46.0
	Agree	126	50.4	50.4	96.4
	Strongly Agree	9	3.6	3.6	100.0
	Total	250	100.0	100.0	

4. The training programs provided by my organization live up to my expectations.



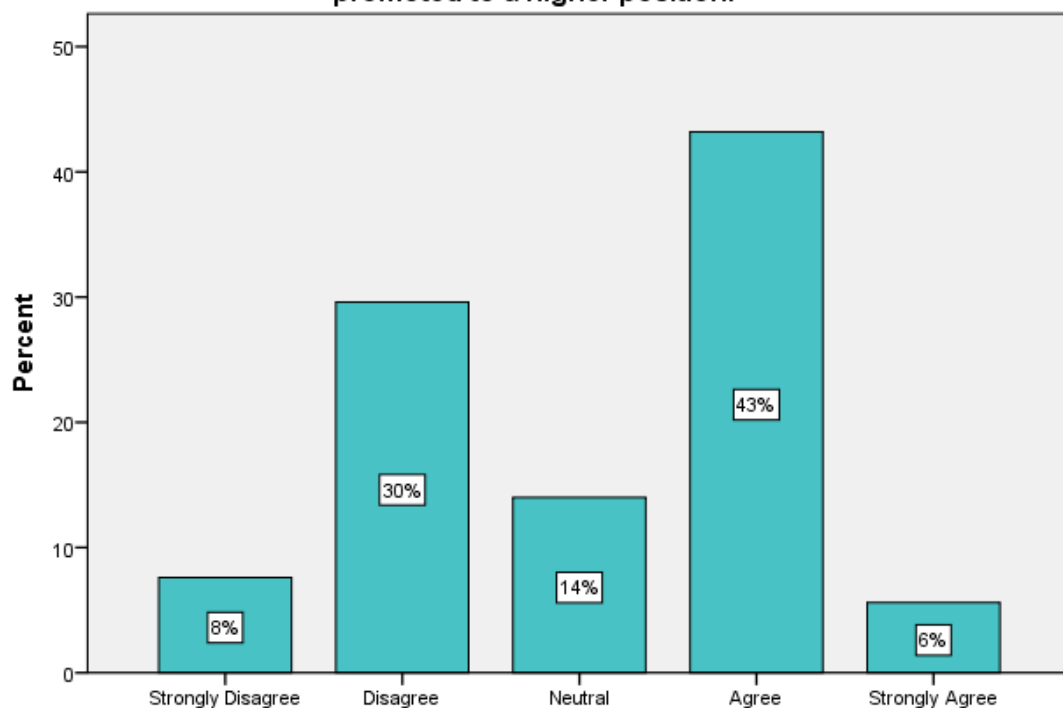
4. The training programs provided by my organization live up to my expectations.

According to the results, 3% strongly disagreed that the training programs provided by their organization live up to their expectations, and 26% disagreed on that. However, 17% were neutral. On the other hand, 50% agreed that the training programs provided by their organization live up to their expectations, and 4% strongly agreed on that.

- **Table.26 and Figure 28: Training and development contributed respondents with opportunities to be promoted to a higher position.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	7.6	7.6	7.6
	Disagree	74	29.6	29.6	37.2
	Neutral	35	14.0	14.0	51.2
	Agree	108	43.2	43.2	94.4
	Strongly Agree	14	5.6	5.6	100.0
	Total	250	100.0	100.0	

5. Training and development contributed to providing me with opportunities to be promoted to a higher position.



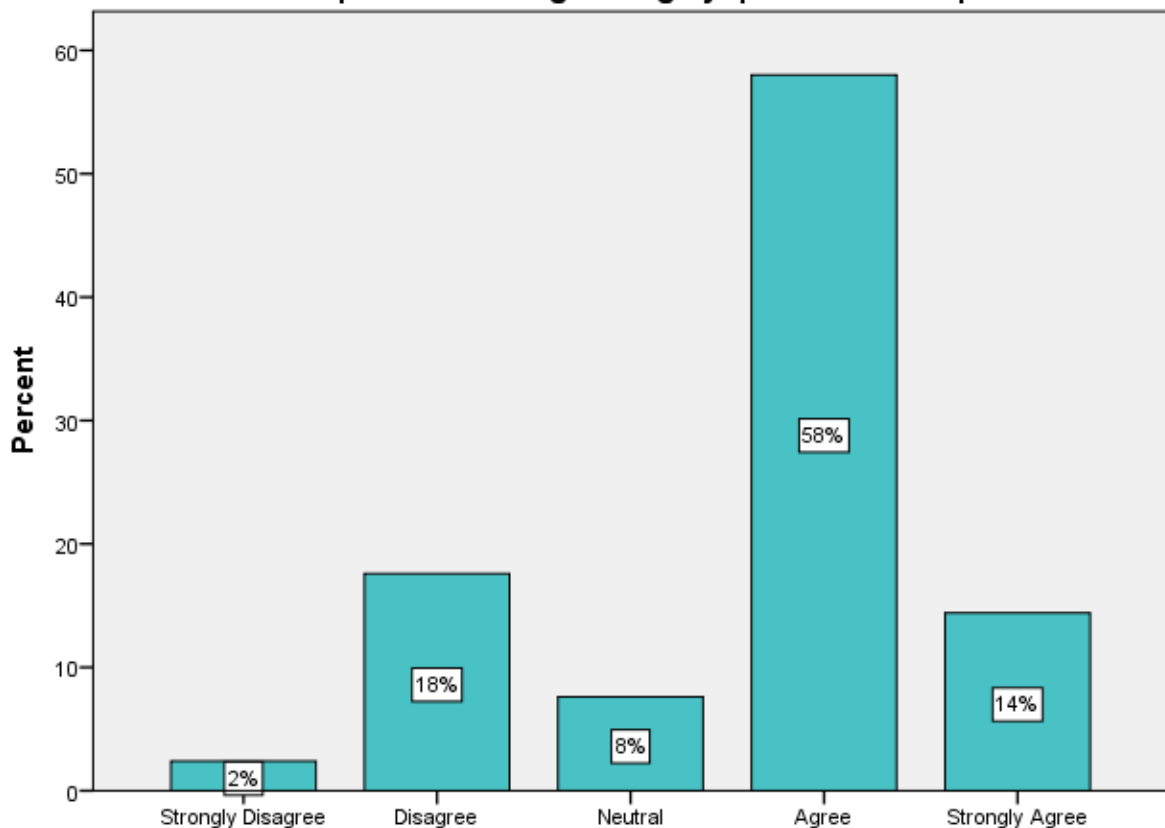
5. Training and development contributed to providing me with opportunities to be promoted to a higher position.

The results show that 8% of the respondents strongly disagreed that training and development contributed to providing them with opportunities to be promoted to higher positions, and 30% disagreed on that. However, 14% remained neutral. By contrast, 43% agreed that training and development contributed to providing them with opportunities to be promoted to higher positions, and 6% strongly agreed on that. The results indicate that up to 38% of the surveyed employees do not regard that training and development contributed to providing them with opportunities to be promoted to higher positions.

Table.27 and Figure 29: Trainers experienced.

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	44	17.6	17.6	20.0
	Neutral	19	7.6	7.6	27.6
	Agree	145	58.0	58.0	85.6
	Strongly Agree	36	14.4	14.4	100.0
	Total	250	100.0	100.0	

6. The trainers who provide training are highly qualified and experienced.



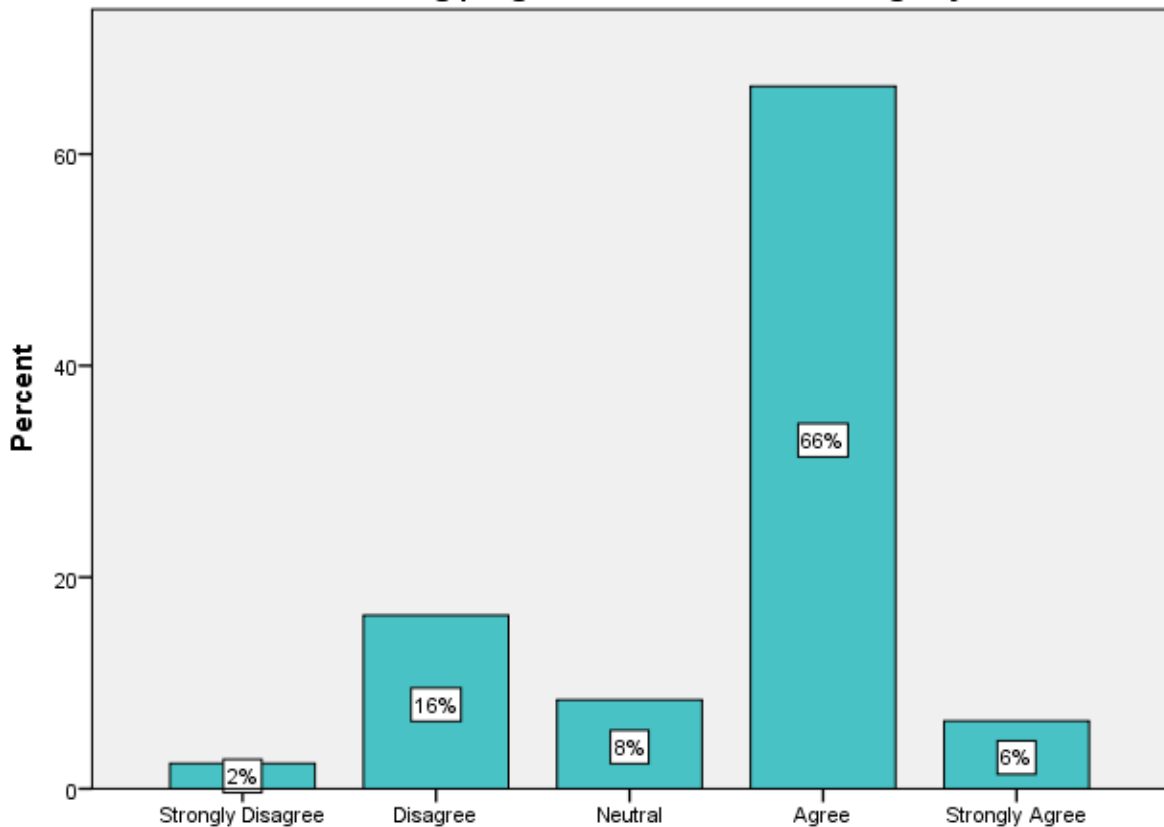
6. The trainers who provide training are highly qualified and experienced.

The results show that 2% strongly disagreed that the trainers who provide training are highly qualified and experienced, and 18% disagreed on that. However, 8% remained neutral. By contrast, 58% agreed that the trainers who provide training are highly qualified and experienced, and 14% strongly agreed on that.

- **Table.28 and Figure 30: Respondents about the content of training programs matches the training objectives.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	41	16.4	16.4	18.8
	Neutral	21	8.4	8.4	27.2
	Agree	166	66.4	66.4	93.6
	Strongly Agree	16	6.4	6.4	100.0
	Total	250	100.0	100.0	

7. The content of training programs matches the training objectives.



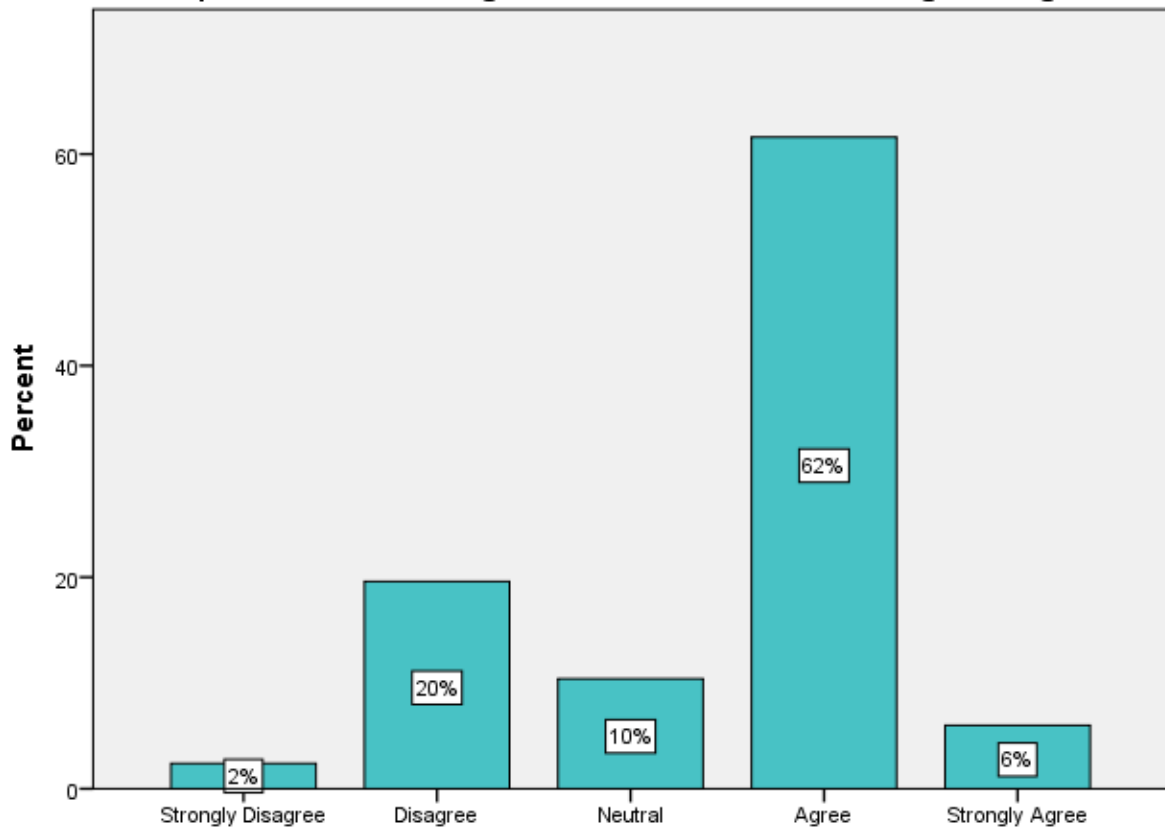
7. The content of training programs matches the training objectives.

The figures show that 2% of the respondents strongly disagreed that the content of training programs matches the training objectives, and 16% just disagreed on that. However, 8% were neutral. Conversely, up to 66% agreed that the content of training programs matches the training objectives, and 6% strongly agreed on that.

- **Table.29 and Figure 31: Respondents provided with enough and useful resources during training.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	49	19.6	19.6	22.0
	Neutral	26	10.4	10.4	32.4
	Agree	154	61.6	61.6	94.0
	Strongly Agree	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

8. I am provided with enough and useful resources during training.

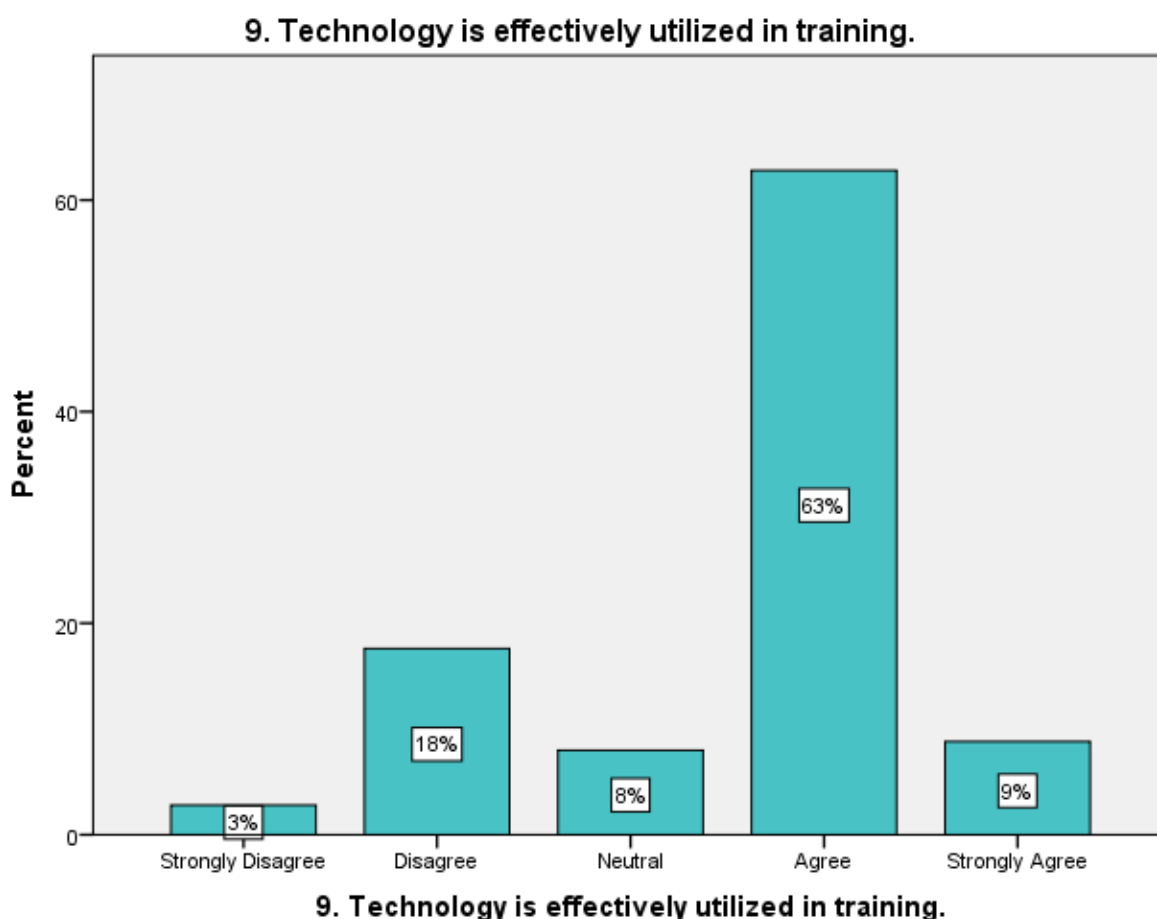


8. I am provided with enough and useful resources during training.

The figures show that 2% of the respondents strongly disagreed that they are provided with enough and useful resources during training, and 20% just disagreed on that. However, 10% were neutral. Conversely, up to 62% agreed that they are provided with enough and useful resources during training, and 6% strongly agreed on that.

- **Table.30 and Figure 32: Technology in training.**

N	Valid Missing	250 0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	44	17.6	17.6	20.4
	Neutral	20	8.0	8.0	28.4
	Agree	157	62.8	62.8	91.2
	Strongly Agree	22	8.8	8.8	100.0
	Total	250	100.0	100.0	



The results show that 3% of the respondents strongly disagreed technology is effectively utilized in training, and 18% disagreed on that. However, 8% remained neutral. By contrast, 63% agreed that technology is effectively utilized in training and 9% strongly agreed on that.

4.1.2.3 Evaluating the Impact of the Positive Environment help to Enhance the Employees' Creativity and Improve Employees' Performance and Productivity?

- Table.31 and Figure 33: Respondents of enjoying the training programs provided organization.

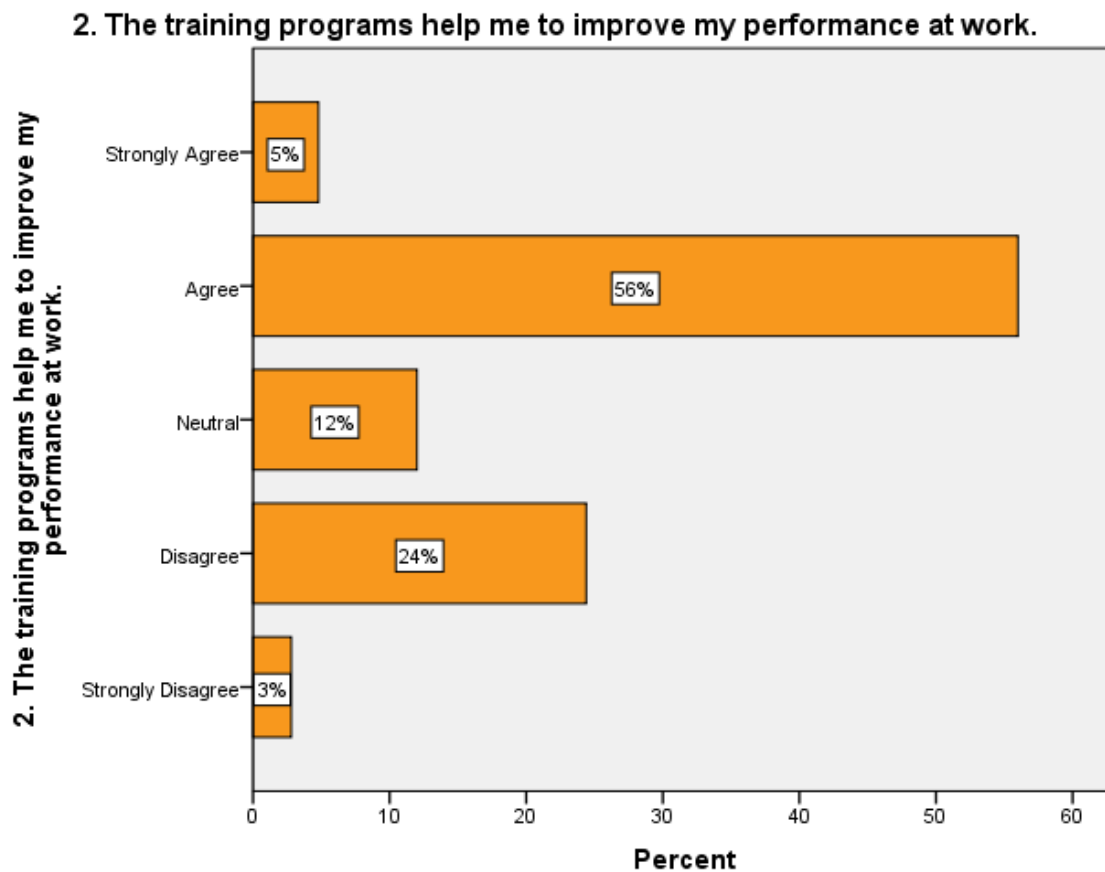
N	Valid	250				
	Missing	0				
			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4	
	Disagree	61	24.4	24.4	26.8	
	Neutral	30	12.0	12.0	38.8	
	Agree	142	56.8	56.8	95.6	
	Strongly Agree	11	4.4	4.4	100.0	
	Total	250	100.0	100.0		



The results show that 2% of the respondents strongly disagreed that they enjoy the training programs provided to them by their organization, and 24% disagreed on that. However, 12% were neutral. On the other hand, up to about 57% agreed that they enjoy the training programs provided to them by their organization, and 4% strongly agreed on that.

- **Table.32 and Figure 34: The training programs help respondents to improve their performance at work.**

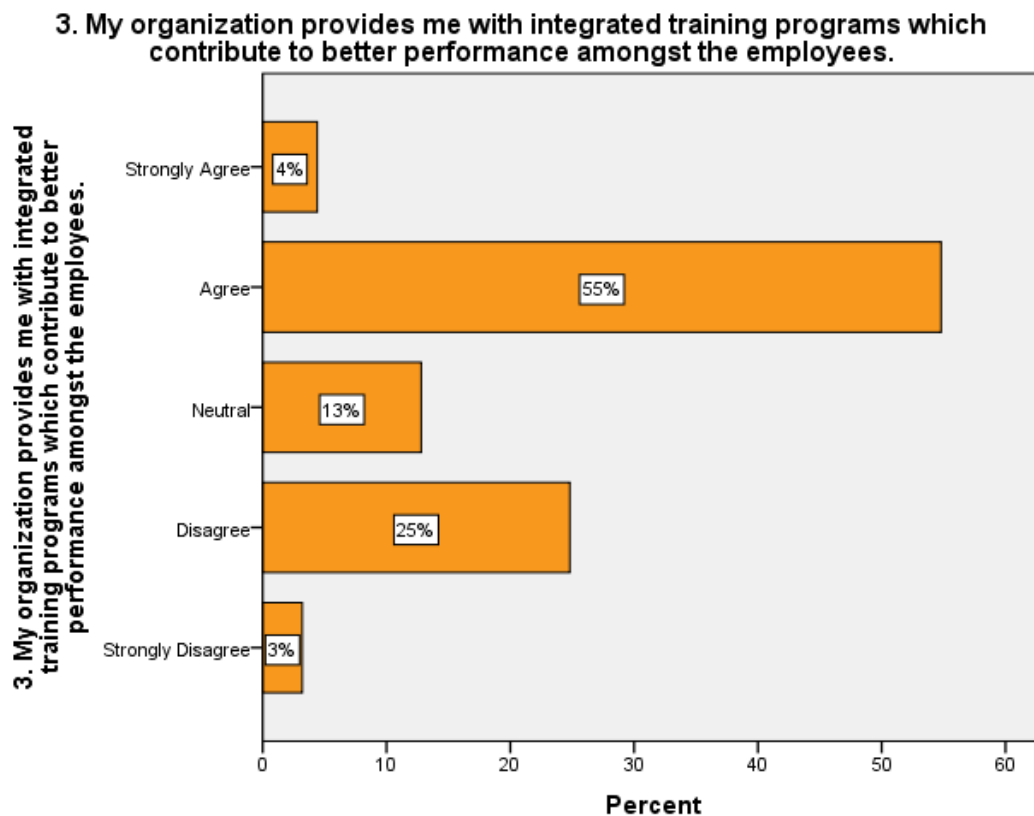
N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	61	24.4	24.4	27.2
	Neutral	30	12.0	12.0	39.2
	Agree	140	56.0	56.0	95.2
	Strongly Agree	12	4.8	4.8	100.0
	Total	250	100.0	100.0	



Among the respondents, 3% strongly disagreed that the training programs help them to improve their performance at work, and 24% disagreed on that. However, 12% were neutral. By comparison, 56% agreed that the training programs help them to improve their performance at work, and 5% strongly agreed on that. The results indicate that there are up to about one quarter of the surveyed employees do not consider that the training programs help them to improve their performance at work.

- **Table.33 and Figure 35: Organizations provide respondents with integrated training programs.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	62	24.8	24.8	28.0
	Neutral	32	12.8	12.8	40.8
	Agree	137	54.8	54.8	95.6
	Strongly Agree	11	4.4	4.4	100.0
	Total	250	100.0	100.0	

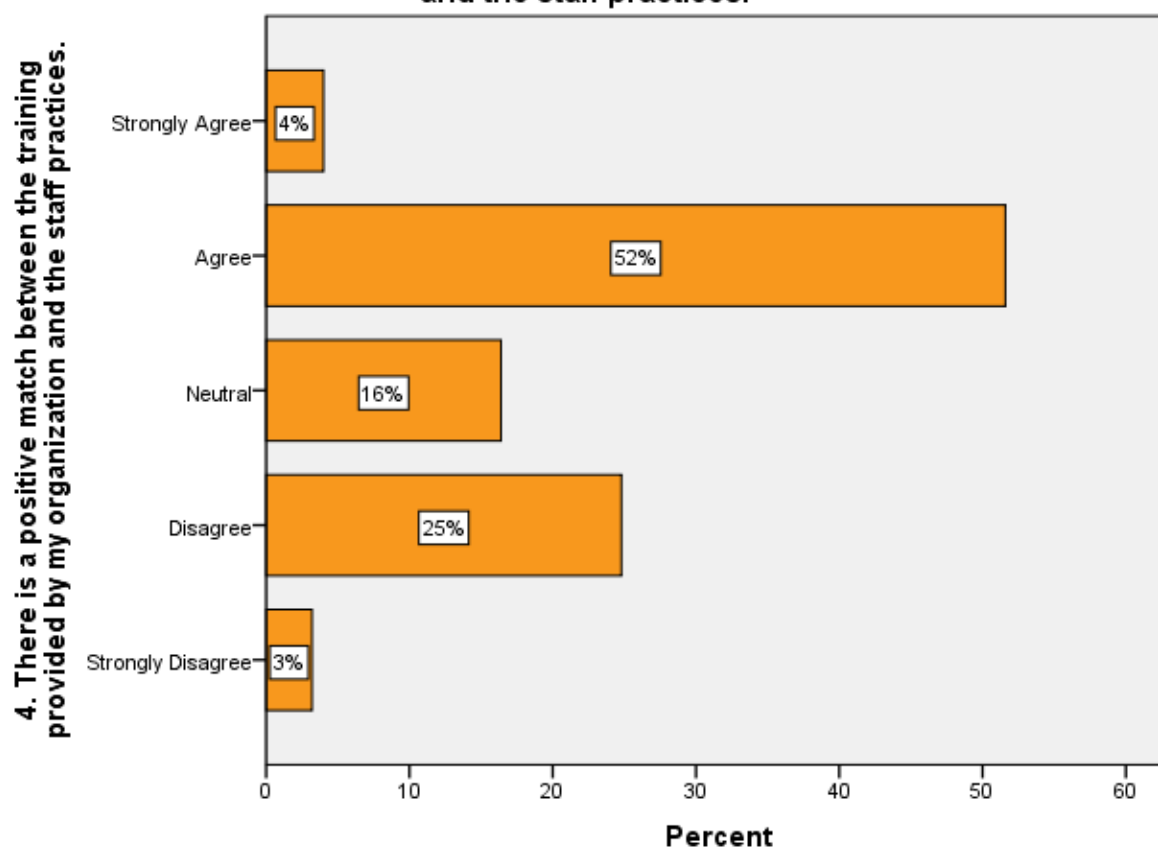


The results show that 3% of the respondents strongly disagreed that their organization provides them with integrated training programs which contribute to better performance amongst the employees, and 25% disagreed on that. However, up to 13% were still neutral. Conversely, up to 55% agreed that their organization provides them with integrated training programs which contribute to better performance amongst the employees and 4% strongly agreed on that. The results indicate that are still 25% of the respondents who do not consider that their organization provides them with integrated training programs which contribute to better performance amongst the employees.

- **Table.34 and Figure 36: Positive match between the training staff practices.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	62	24.8	24.8	28.0
	Neutral	41	16.4	16.4	44.4
	Agree	129	51.6	51.6	96.0
	Strongly Agree	10	4.0	4.0	100.0
	Total	250	100.0	100.0	

4. There is a positive match between the training provided by my organization and the staff practices.

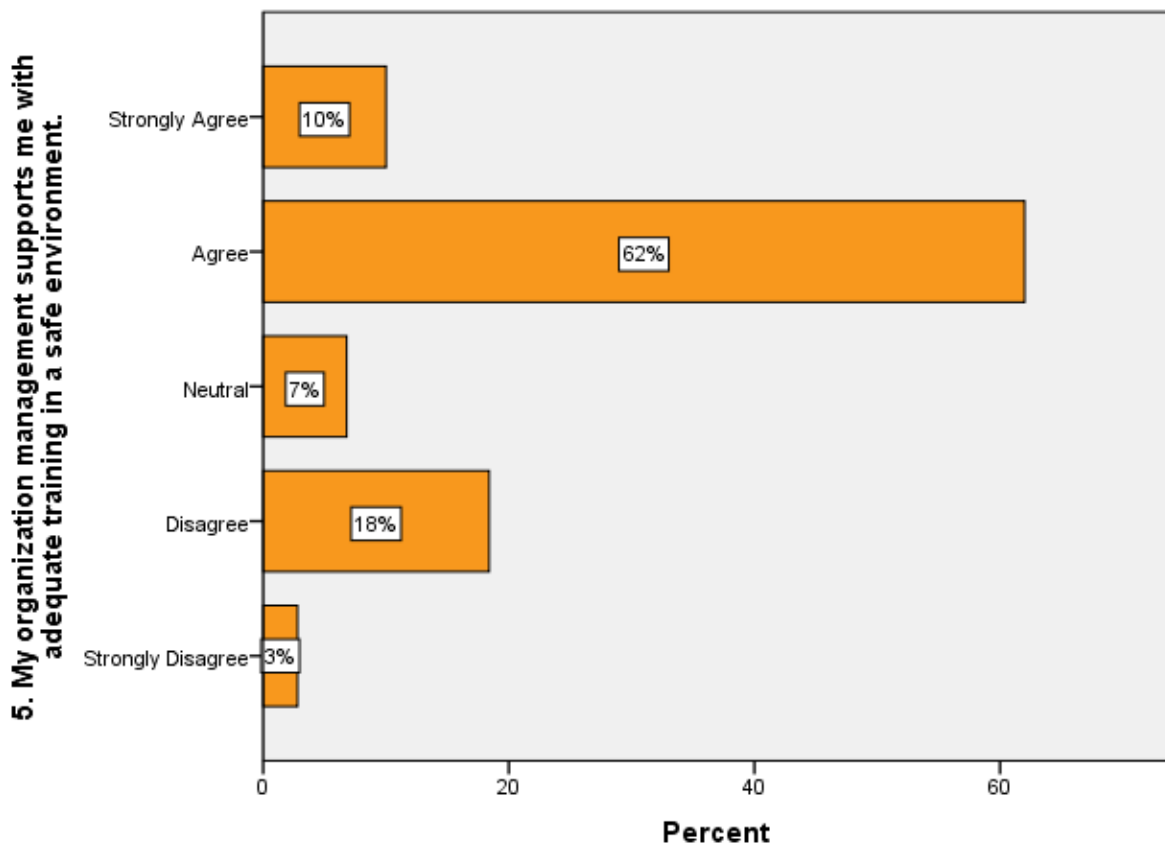


Among the respondents, 3% strongly disagreed that there is a positive match between the training provided by their organization and the staff practices, and 25% disagreed on that. However, 16% were neutral. By comparison, 52% agreed that there is a positive match between the training provided by their organization and the staff practices, and 4% strongly agreed on that.

- **Table.35 and Figure 37: Respondents organization management supports them with adequate training in a safe environment.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	46	18.4	18.4	21.2
	Neutral	17	6.8	6.8	28.0
	Agree	155	62.0	62.0	90.0
	Strongly Agree	25	10.0	10.0	100.0
	Total	250	100.0	100.0	

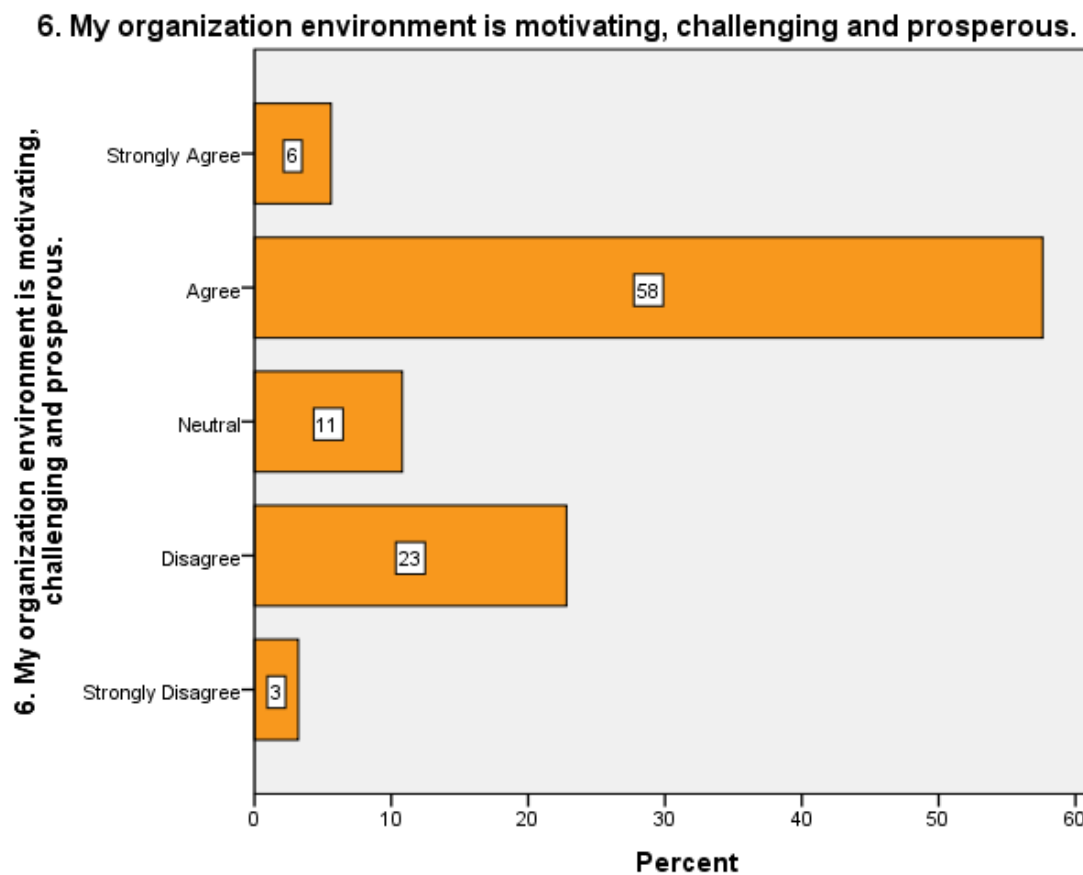
5. My organization management supports me with adequate training in a safe environment.



According to the results, 3% strongly disagreed that their organization management supports them with adequate training in a safe environment, and 18% disagreed on that. However, 7% were neutral. On the other hand, 62% agreed that their organization management supports them with adequate training in a safe environment, and 10% strongly agreed on that.

- **Table.36 and Figure 38: Respondents organization environment is motivating, challenging and prosperous.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.2	3.2	3.2
	Disagree	57	22.8	22.8	26.0
	Neutral	27	10.8	10.8	36.8
	Agree	144	57.6	57.6	94.4
	Strongly Agree	14	5.6	5.6	100.0
	Total	250	100.0	100.0	



The chart and table above show that 3% of the respondents strongly disagreed that their organization environment is motivating, challenging and prosperous, and 23% disagreed on that. Yet, 11% remained undecided. By contrast, 58% agreed that their organization environment is motivating, challenging and prosperous, and 6% strongly agreed on that. The results indicate that there are still about one quarter of the respondents do not consider that their organization environment is motivating, challenging and prosperous.

- **Table.37 and Figure 39: The training facilities provided to respondents.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	51	20.4	20.4	22.8
	Neutral	12	4.8	4.8	27.6
	Agree	159	63.6	63.6	91.2
	Strongly Agree	22	8.8	8.8	100.0
	Total	250	100.0	100.0	

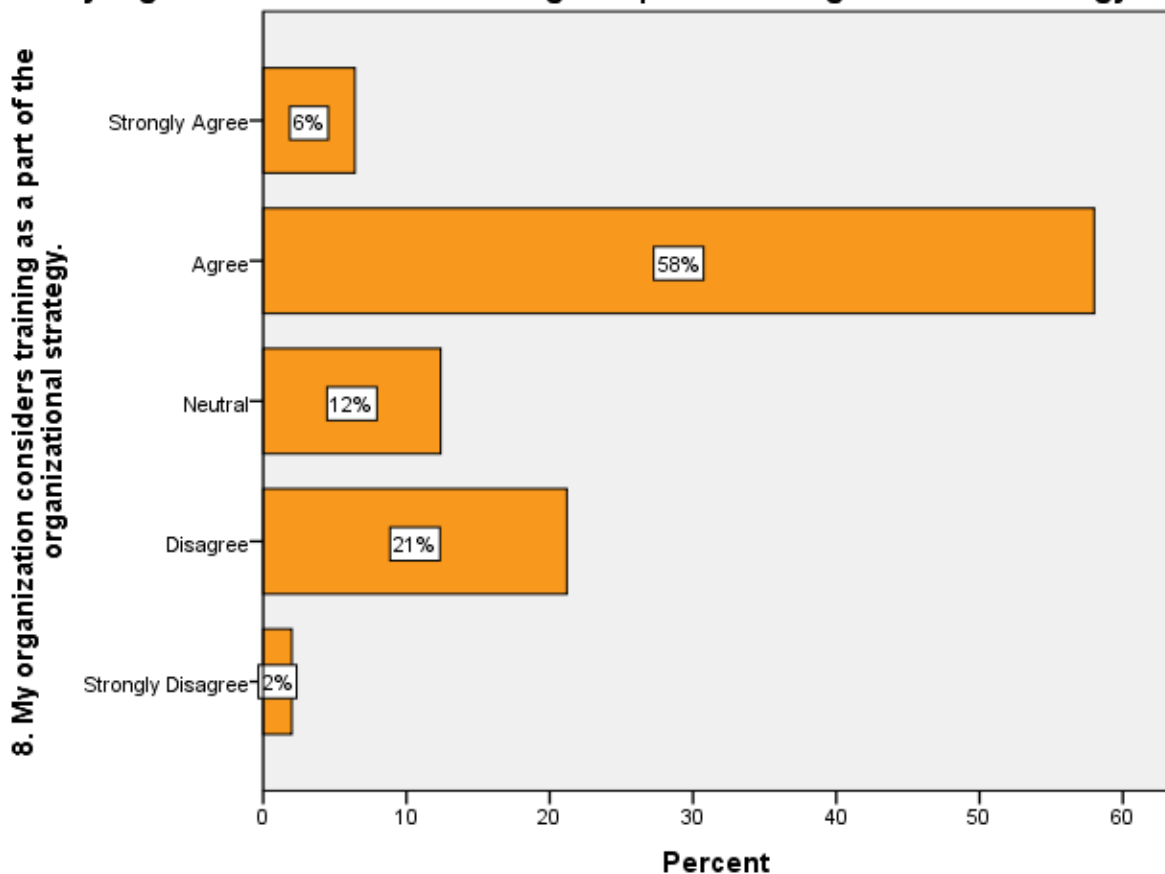


The results show that 2% of the respondents strongly disagreed that the training facilities are clean, healthy, and motivating, and 20% disagreed on that. However, 5% were still neutral. Conversely, 64% agreed that the training facilities are clean, healthy, and motivating, and up to 9% strongly agreed on that.

- **Table.38 and Figure 40: Respondents organization considers training as a part of the organizational strategy.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.0	2.0	2.0
	Disagree	53	21.2	21.2	23.2
	Neutral	31	12.4	12.4	35.6
	Agree	145	58.0	58.0	93.6
	Strongly Agree	16	6.4	6.4	100.0
	Total	250	100.0	100.0	

8. My organization considers training as a part of the organizational strategy.

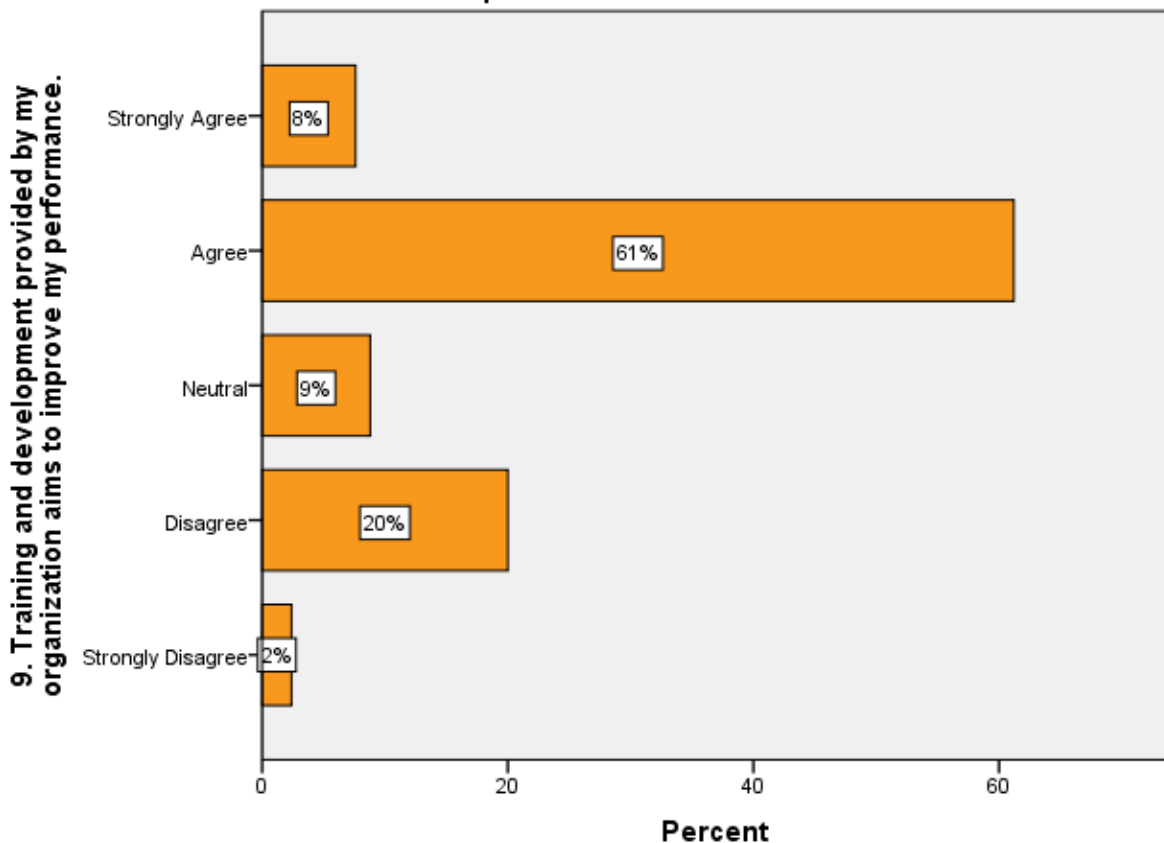


Among the respondents, 2% strongly disagreed that their organization considers training as a part of the organizational strategy, and 21% disagreed on that. However, 12% were neutral. By comparison, 58% agreed that their organization considers training as a part of the organizational strategy, and 6% strongly agreed on that.

- **Table.39 and Figure 41: Training and development aims to improve respondent's performance.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	50	20.0	20.0	22.4
	Neutral	22	8.8	8.8	31.2
	Agree	153	61.2	61.2	92.4
	Strongly Agree	19	7.6	7.6	100.0
	Total	250	100.0	100.0	

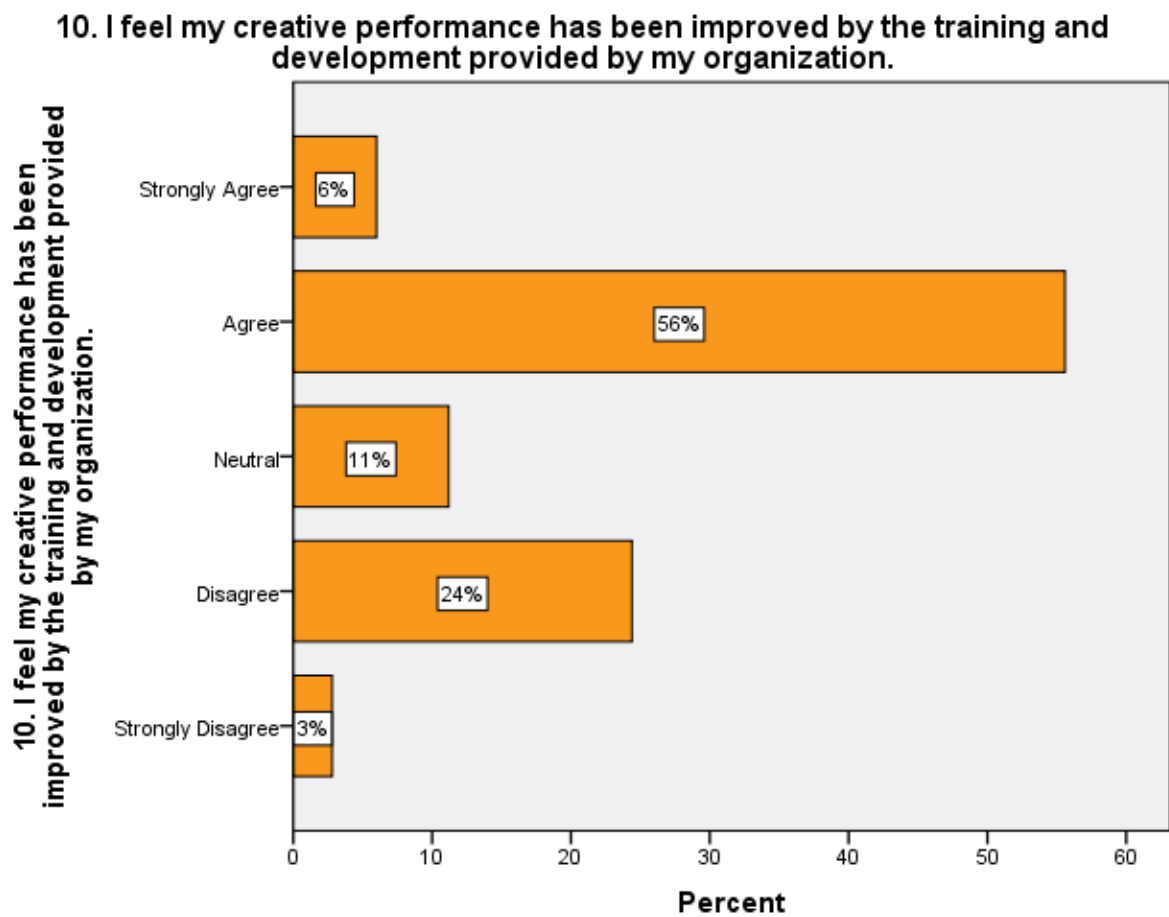
9. Training and development provided by my organization aims to improve my performance.



According to the results, 2% strongly disagreed that training and development provided by their organization aims to improve their performance, and 20% disagreed on that. However, 9% were neutral. On the other hand, 61% agreed that training and development provided by their organization aims to improve their performance, and 8% strongly agreed on that.

- **Table.40 and Figure 42: respondents feeling about training and development.**

N	Valid	250			
	Missing	0			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	61	24.4	24.4	27.2
	Neutral	28	11.2	11.2	38.4
	Agree	139	55.6	55.6	94.0
	Strongly Agree	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

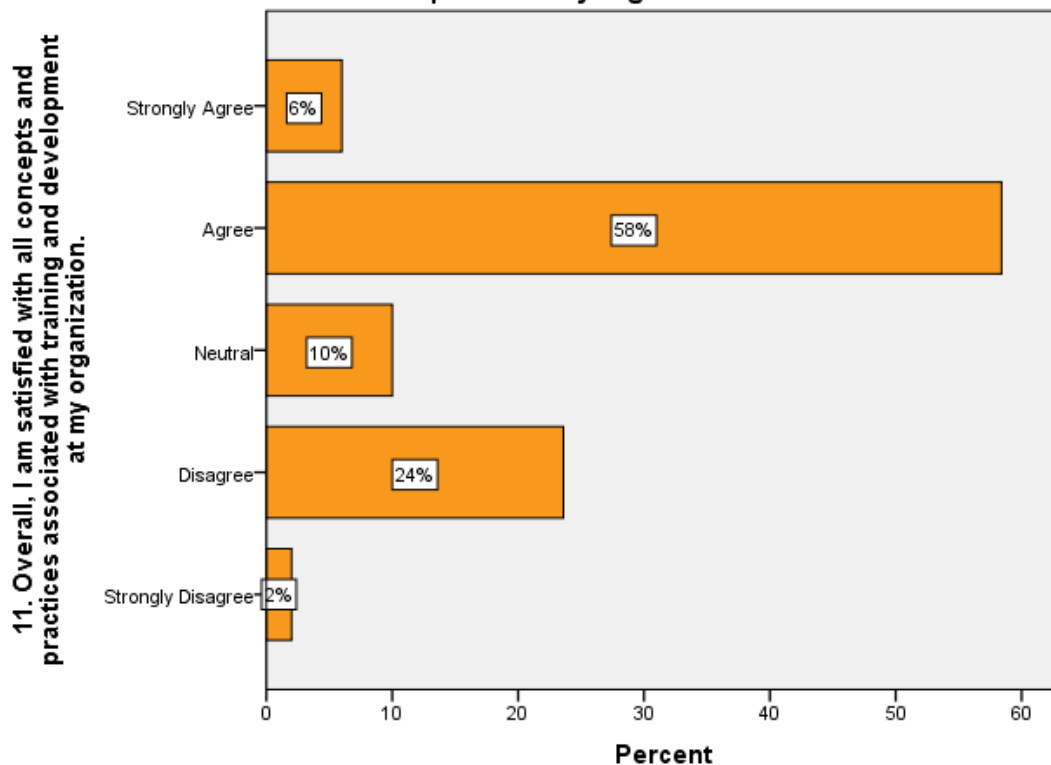


Among the respondents, 3% strongly disagreed that they feel their creative performance has been improved by the training and development provided by their organization, and 24% disagreed on that. However, 11% were neutral. By comparison, 56% agreed that they feel their creative performance has been improved by the training and development provided by their organization, and 6% strongly agreed on that. The results indicate that there are still about one quarter of the respondents, namely 27%, do not consider that they feel their creative performance has been improved by the training and development provided by their organization.

- **Table.41 and Figure 43: Respondents satisfied with all concepts, practices and training at their organization.**

N		Valid	250		
		Missing	0		
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.0	2.0	2.0
	Disagree	59	23.6	23.6	25.6
	Neutral	25	10.0	10.0	35.6
	Agree	146	58.4	58.4	94.0
	Strongly Agree	15	6.0	6.0	100.0
	Total	250	100.0	100.0	

11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization.



This is the last statement in the survey on the overall employees' satisfaction with the concepts and practices associated with training and development at their organizations. The results show that 2% of them strongly disagreed that they were satisfied with the concepts and practices associated with training and development at their organizations, and 24% disagreed on that. However, 10% were still neutral. Conversely, 58% agreed that they were satisfied with the concepts and practices associated with training and development at their organizations, and up to 6% strongly agreed on that.

4.1.3 Multiple statistical calculation - Crosstabulations

This part observes one of useful tools which is cross-tabulations. That allowing to compare two variables.

- Nationality & Training Courses:

3. What is your nationality? * 8. How many training courses have been you involved in this year? Crosstabulation

Count

		8. How many training courses have been you involved in this year?				Total
		None	From 1 to 2 training courses	from 3 to 4 training courses	5 training courses or above	
3. What is your nationality?	Qatari	82	90	10	8	190
	Non-Qatari	39	14	0	7	60
	Total	121	104	10	15	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.064	.073	-1.012	.312 ^c
Ordinal by Ordinal	Spearman Correlation	-.147	.066	-2.338	.020 ^c
N of Valid Cases		250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

It can be identified that the Qatari employees get more training courses than non-Qatari employees. As shown, up to 108 Qatari employees had training courses this year while only 21 non-Qatari employees training courses. However, Pearson correlation and Spearman correlation do not show a significant relationship between the two.

- Level of Education & Annual Income:

5. What is the highest level of education you have completed? * 7. What is your current annual income in Qatari Riyals? Crosstabulation

Count

		7. What is your current annual income in Qatari Riyals?	
		Under 100,000	100,001 - 199,999
5. What is the highest level of education you have completed?	High school or equivalent	19	15
	Vocational/technical school (2 year)	4	9
	Some college	2	7
	Bachelor's degree	20	29
	Master's degree	2	5
	Doctoral degree	0	1
Total		47	66

		7. What is your current annual income in Qatari Riyals?		Total
		200,000 – 300,000	Over 300,000	
5. What is the highest level of education you have completed?	High school or equivalent	6	1	41
	Vocational/technical school (2 year)	4	0	17
	Some college	0	1	10
	Bachelor's degree	61	15	125
	Master's degree	28	7	42
	Doctoral degree	3	11	15
Total		102	35	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.500	.049	9.098	.000 ^c
Ordinal by Ordinal	Spearman Correlation	.511	.048	9.358	.000 ^c
N of Valid Cases		250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The results show that the annual income of higher qualifications graduates is higher than lower qualification graduates. Most of PhD holders have higher incomes This also applies to many BA holders. On the other hand, most high school holders have under 100,000 QAR. This indicates that education certificates are considered by the organizations when it comes to salaries. This is more proved by the strong relationships between the two variables based on both Pearson and Spearman correlations as it is above 0.5 which shows significance in this regard.

- Gender & Training Programs

2.What is your gender? * 1. I enjoy the training programs provided to me by my organization.

Crosstabulation

Count

		1. I enjoy the training programs provided to me by my organization.			
		Strongly Disagree	Disagree	Neutral	Agree
2.What is your gender?	Male	3	31	11	55
	Female	3	30	19	87
Total		6	61	30	142

		1. I enjoy the training programs provided to me by my organization.	Total
		Strongly Agree	
2.What is your gender?	Male	2	102
	Female	9	148
Total		11	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.126	.063	2.004	.046 ^c
Ordinal by Ordinal	Spearman Correlation	.123	.063	1.957	.051 ^c
N of Valid Cases		250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The results show that both male and female employees have slightly identical attitudes toward enjoying the training programs provided to them by their organizations as 94 females out of 148 (about 63%) and 57 males out of 102(around 56%) agreed that they enjoy training programs provided to them by their organizations. There is a positive but not strong correlation between the two variables: gender and enjoyment of training as it is just about 0.12.

- Place of Work & Content of Training Programs:

10. What is the name of your place of work? * 7. The content of training programs matches the training objectives. Crosstabulation

Count

		7. The content of training programs matches the training objectives.		
		Strongly Disagree	Disagree	Neutral
10. What is the name of your place of work?	Ashghal - Public Works Authority	0	7	5
	Ministry of Culture and Sports	0	7	5
	Ministry of Development, Labor and Social Affairs	6	27	11
	Total	6	41	21

		7. The content of training programs matches the training objectives.		Total
		Agree	Strongly Agree	
10. What is the name of your place of work?	Ashghal - Public Works Authority	39	2	53
	Ministry of Culture and Sports	43	7	62
	Ministry of Development, Labor and Social Affairs	84	7	135
	Total	166	16	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.133	.057	-2.117	.035 ^c
Ordinal by Ordinal	Spearman Correlation	-.126	.060	-1.997	.047 ^c
N of Valid Cases		250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Associated with the place of work, almost all the employees have no big differences in their attitudes towards considering the match between the contents of provided training programs and the training objectives as 41 out of 53 (77%) from Ashghal, 50 out of 62 (80%) from the Ministry of Culture and Sports, and 91 out of 135 (67%) from the Ministry of Development, Labour and Social Affairs agreed on that. The results show that more people working in the Ministry of Culture and Sports find a match between the content of training programs and objectives.

- Place of Work and the Enjoyment of Training Programs:

10. What is the name of your place of work? * 1. I enjoy the training programs provided to me by my organization. Crosstabulation

Count

		1. I enjoy the training programs provided to me by my organization.		
		Strongly Disagree	Disagree	Neutral
10. What is the name of your place of work?	Ashghal - Public Works Authority	0	14	7
	Ministry of Culture and Sports	0	8	9
	Ministry of Development, Labor and Social Affairs	6	39	14
	Total	6	61	30

		1. I enjoy the training programs provided to me by my organization.		Total
		Agree	Strongly Agree	
10. What is the name of your place of work?	Ashghal - Public Works Authority	29	3	53
	Ministry of Culture and Sports	40	5	62
	Ministry of Development, Labor and Social Affairs	73	3	135
	Total	142	11	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.117	.062	-1.851	.065 ^c
Ordinal by Ordinal	Spearman Correlation	-.124	.063	-1.968	.050 ^c
N of Valid Cases		250			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Associated with the connection between the place of work and the employees' enjoyment of training programs provided to them by their organization, there is a difference in their attitudes towards these programs. While 32 out of 53 (about 58%) employees from Ashghal stressed that they enjoyed the training programs provided to them by their organization, 45 out of 62 (72%) from the Ministry of Culture and Sports confirmed that. Furthermore, 76 out of 135 (57%) from the Ministry of Development, Labour and Social Affairs affirmed that they enjoyed the training programs provided to them by their organization. The results indicate the employee working in the Ministry of Culture and Sports have more enjoyment in the provided training programs.

- Place of work and overall satisfaction with contents of training and development:

10. What is the name of your place of work? * 11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization. Crosstabulation

Count

		11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization.	
		Strongly Disagree	Disagree
10. What is the name of your place of work?	Ashghal - Public Works Authority	0	14
	Ministry of Culture and Sports	0	11
	Ministry of Development, Labor and Social Affairs	5	34
	Total	5	59

		11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization.	
		Neutral	Agree
10. What is the name of your place of work?	Ashghal - Public Works Authority	6	29
	Ministry of Culture and Sports	8	39
	Ministry of Development, Labor and Social Affairs	11	78
	Total	25	146

		11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization.	Total
		Strongly Agree	
10. What is the name of your place of work?	Ashghal - Public Works Authority	4	53
	Ministry of Culture and Sports	4	62
	Ministry of Development, Labor and Social Affairs	7	135
	Total	15	250

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.051	.063	-.811	.418 ^c
Ordinal by Ordinal	Spearman Correlation	-.048	.064	-.752	.453 ^c
N of Valid Cases		250			

Regarding the connection between the place of work and the overall level of satisfaction with all concepts and practices associated with training and development at their organizations, there is no big difference in their attitudes towards this point. While 33 out of 53 (about 62%) employees from Ashghal stressed that overall, they are satisfied with all concepts and practices associated with training and development at their organization, 43 out of 62 (69%) from the Ministry of Culture and Sports confirmed that. Furthermore, 85 out of 135 (62%) from the Ministry of Development, Labour and Social Affairs affirmed that overall, they are satisfied with

all concepts and practices associated with training and development at their organization. The results indicate the employee working in the Ministry of Culture and Sports are a little bit satisfied more than employees from the other two organizations with the concepts and practices associated with training and development at their organization.

4.2 Qualitative Results

This part will summarize the qualitative results of three key persons working in three different Qatari organizations:

Main Idea /Question	Key Responses
The current training programs offered by the organization.	<ul style="list-style-type: none"> - New Employees Program: It is a unified two-year training plan. - Engineering Project Management Program. -Basic programs for all Qatari employees like English language programs. -First aid program -Technical training to enable employees to perform their job duties competitively and highly. - Management pathway programs for employees' promotion in the public sector, given that the training path is linked to the career path. - Specialized track programs that relate to the job tasks that the employees work on. - Some special programs for various governmental organizations are also implemented based on each organization's request for some training programs that its employees need. - Training programs associated with leadership and supervisory skills.
Who provides training?	<ul style="list-style-type: none"> - A number of universities such as Qatar University, Georgetown University - Qatar, Hamad Bin Khalifa University, etc. - Private bodies such as Al-Jazeera Media. - Governmental bodies such as the Ministry of Development, Labour and Social Affairs, and the Ministry of Justice. - Local training centers such as New Horizons. - Training centers outside Qatar, such as the Projacs International. - Trainers from accredited training centers are dealt with in Qatar. Also, cooperation is carried out with Qatari trainers who are certified from well-

	known training institutes.
The Importance of provided training.	<ul style="list-style-type: none"> - Training is a change in employee behavior at work. This change contributes to developing and raising the efficiency of employees in addition to increasing their productivity through the acquisition of skills that help them accomplish the tasks assigned to them professionally. - Training helps to educate and train the employees and make them more aware of many administrative affairs and develop their skills, capabilities and job knowledge.
How employees' needs for training are recognized.	<ul style="list-style-type: none"> - Department nomination. - Job tasks' requirements. - Filling out the training needs identification forms: Models for employee promotions in order to define the administrative pathway programs for the future plan, and models for specialized programs through which the employee's actual needs of programs are determined based on the tasks assigned to perform them and the skills and abilities that each employee needs to acquire
How the effectiveness of training is ensured.	<ul style="list-style-type: none"> - Through a placement test given to the employee before the course and a test after the end of the course. - Trainees' Evaluation. - Organization's evaluation. - Employees' Performance & Competence.
How the impact of training on employees' performance is measured.	<p>Some organizations use measurement tools while some others do not.</p> <p>Supervisors' feedback on employees' performance.</p> <p>Pre and post Tests.</p> <p>Questions & Answers</p> <p>Measuring skills, and competencies gained from training.</p>

How the employees' satisfaction with training programs is evaluated.	<ul style="list-style-type: none"> - Employees' evaluation of the training programs to measure their level of satisfaction with different variables including training programs, place of training, period, environment, content, job-relatedness, materials and trainees. - Employee satisfaction is evaluated through their feedback and reviews of the training programs. - Surveys analysis
The Importance of Training Department in the organization.	<ul style="list-style-type: none"> - The Department of Training and Administrative Development is under Human Resources Management which indicates its importance. - Training is very important at the present time as the State of Qatar seeks to achieve the Qatar Vision 2030. - As training is a large part of human resource development so that they can build a prosperous and efficient society. - The Institute of Public Administration is the backbone of the training process in the State of Qatar due to its implementation of the track programs. It supervises and manages training to the employees working in the public organizations in Qatar.
Ways of developing employees other than training.	<ul style="list-style-type: none"> - Meetings - Public relations with companies - Awareness campaigns - Working on field - Experts - Work teams to transfer information and experience and develop the skills of new employees.

Table42: Qualitative Result, source: Author's own research

4.3 Testing Hypothesis: In this part I will summarize the results of four hypothesis:

Table 43: Means & Standard Deviation of hypothesis one:

1. Evaluation of the Benefits of Training and Application of Skills in the Workplace in the Organization	N	Mean	Std. Deviation
1. I have been provided with beneficial training that contributes to improving my skills at the workplace in my organization.	250	3.4360	.96833
2. The training and development programs provided by my organizations are suitable to my training needs.	250	3.2800	1.00281
3. The training programs I get help me to advance in my career.	250	3.4040	.98216
4. I have the best opportunities to learn in various modern training methods.	250	3.5800	.92901
5. I have good access to different resources to improve my acquainted learned skills.	250	3.5200	.94932
6. I am encouraged by my management to utilize the best of my skills and abilities at work.	250	3.3520	1.00406
7. There is a great cooperation among the trainees to apply what they learn professionally.	250	3.2480	1.01123
8. Through training and development my organization aims to provide me with the required knowledge and skills matching my job description.	250	3.2800	1.03046
Average	250	3.3875	0.984673

Source: Author's own research

H1: Employees benefit from training and application of skills in the workplace in Qatari public organizations in terms of improving their performance.

This hypothesis is proved to be accepted as up to about two thirds of the surveyed employees stressed that that they have provided with beneficial training that contributes to improving their skills at the workplace in their organizations, and up to 55% of them assured that the training and development programs provided by their organizations are suitable to their training needs. Also, up to 62% of them confirmed that the training programs they get help them to advance in their career, and about two thirds of them also stressed that they have the best opportunities to learn in various modern training methods. However, there is still a room for development as these percentages do not include all the respondents in this study.

The mean for the variables connected with the benefits obtained by employees from training and application of skills in the workplace in Qatari public organizations in terms of improving their performance ranges between 3.24 and 3.58. Likewise, the standard deviation ranges between .949 and 1. This indicates that the theory proved to be correct. The mean among all the variables connected with testing this hypothesis is 3.3875. Measuring the dispersion around the mean based on the standard deviation indicates that it reaches up to 0.9846. Both indicate that the **hypothesis is approved**.

Table 44: Means & Standard Deviation of hypothesis two:

2. Evaluation of the Importance of Training and its Effectiveness to Employees Working the Organization	N	Mean	Std. Deviation
1. My organization provides me with effective training programs.	250	3.3920	.98500
2. The training programs provide me with accurate information related to my job description.	250	3.1040	1.02439
3. My organization provides all staff with fair training opportunities.	250	3.5040	1.06890
4. The training programs provided by my organization live up to my expectations.	250	3.2560	.98098
5. Training and development contributed to providing me with opportunities to be promoted to a higher position.	250	3.0960	1.11883
6. The trainers who provide training are highly qualified and experienced.	250	3.6440	1.00863
7. The content of training programs matches the training objectives.	250	3.5800	.92032
8. I am provided with enough and useful resources during training.	250	3.4920	.95372
9. Technology is effectively utilized in training.	250	3.5720	.97190
Average	250	3.40	1.00363

Source: Author's own research

H2: Training provided to the employees working in Qatari public organizations is significant to these organizations.

This hypothesis also proved to be accepted. training contributes effectively to improving the performance of employees. Thus, to management is keen on recognizing the significance of training and development to improve the performance of the employees at work. It is very important for each organization seeking to achieve the Qatar Vision 2030 in maintaining sustainable human development that contributes effectively to the country economy.

As training is a large part of human resource development so that they can build a prosperous and efficient society. The Institute of Public Administration is the backbone of the training process in the State of Qatar due to its implementation of the track programs. It supervises and manages training to the employees working in the public organizations in Qatar. It has been found that it effectively contributes to increasing productivity by increasing the quantity and improving the quality of employee' performance which can be positively reflected on the organizations' productivity.

The mean among all the variables connected with testing this hypothesis is 3.40. Measuring the dispersion around the mean based on the standard deviation indicates that it reaches up to 1.00364. Such positivity indicates that the **hypothesis is approved.**

Table 45: Means & Standard Deviation of hypothesis three:

3. Evaluating the raining and development programs provided by the public organizations in Qatar are job-related.	N	Mean	Std. Deviation
1. I enjoy the training programs provided to me by my organization.	250	3.3640	.97741
2. The training programs help me to improve my performance at work.	250	3.3560	.99257
3. My organization provides me with integrated training programs which contribute to better performance amongst the employees.	250	3.3240	.99951
4. There is a positive match between the training provided by my organization and the staff practices.	250	3.2840	.98754
5. My organization management supports me with adequate training in a safe environment.	250	3.5800	.99173
6. My organization environment is motivating, challenging and prosperous.	250	3.3960	1.00160
7. The training facilities are clean, healthy and motivating.	250	3.5600	.98910
8. My organization considers training as a part of the organizational strategy.	250	3.4560	.96112
9. Training and development provided by my organization aims to improve my performance.	250	3.5160	.97444
10. I feel my creative performance has been improved by the training and development provided by my organization.	250	3.3760	1.00731
11. Overall, I am satisfied with all concepts and practices associated with training and development at my organization.	250	3.4280	.98013
Average	250	3.4218	0.9874

Source: Author's own research

H3: Training and development programs provided by the public organizations in Qatar are job-related.

This theory approved to be accepted too. Based on the employees' inputs, training and development programs provided by the public organizations in Qatar are job-related to many of them; however, not inclusively as up to about two thirds of them only confirmed that it contributes to developing their job-related skills and up to about 55% of them stressed that it meets their training needs required at work and advance in their careers. Also, slightly more half of them only stressed that it provides them with the required knowledge and skills matching my job description. As well, about half of them confirmed that training programs and course are effective in terms of provided information related to job descriptions. This shows that there is a need for further enhancement in training and development provided to the employees in the public organizations in Qatar.

The mean connected with job-relatedness reaches up to 3.35 and the standard deviation is .99257. This also indicates positivity. Thus, the hypothesis is considered correct too.

H4: There is no significant relationship between training and development programs in the organization and the effectiveness of employees training.

This hypothesis is rejected. because more employees, namely 57%, assured that effectiveness of training programs provided to them; however, there is still about 23% of them who did not find it that effective enough. This all calls for more improvement to be made to the training and development programs provided to the employees working in the public organizations in Qatar. As measured regarding hypothesis two that the mean is 3.40 and standard deviation is 1.00364. Thus, while this shows positiveness for the second hypothesis, it proves that hypothesis 4 is incorrect.

Chapter 5: Conclusions and Recommendations

5.1 Conclusions and Discussions

The study aimed to evaluate the impact of training on developing human resources in three Qatari Governmental Bodies: Ministry of Culture and Sports, Ministry of Development, Labour and Social Affairs and Ashghal based on the respondents' own perceptions and reflections. It aimed to identify how the training provided by each organization meets the employees' expectations, and accordingly to identify if there are any gaps between the current situation of provided training and the participants' expectations. This could help to suggest improvements that are hopefully respond to the employees' anticipation. For this reason, a survey was shared among 250 employees working in these organization and three interviews were conducted with three key people working in these organization. Up to 54% of the respondents work in the Ministry of Development, Labour and Social Affairs, 25% work in the Ministry of Culture and Sports, and 21% work in Ashghal - Public Works Authority.

Based on the quantitative results, it has been found that the majority of the respondents, namely 83.6%, were 44 years or younger, and up to 59% were females. This indicates that female employees are more than male employees in the three organizations. Up to 76% were Qatari whose primary language is Arabic, and up to about half of them are BA graduates and up to 22.8% are MA and PhD graduates. Up to 76.4% had an experience of work with organization for four years or above. However, up to about half of them, namely 48.4%, had not been involved in training courses this year while up to 41.6 % had only one or two training courses. However, the majority had been involved in some training programs.

Associated with the evaluation of the benefits of training and application of skills in the workplace in the organization, it has been found that up to 26% did consider that they have been provided with beneficial training that contributes to improving their skills at the workplace in their organization, and that the training and development programs provided by their organizations are suitable to their training needs. Up to about 25% did not consider that the

training programs they get help them to advance in their career, and up to about 21% disagreed that they have the best opportunities to learn in various modern training methods. While up to about two thirds of them affirmed that they have good access to different resources to improve their acquainted learned skills, 21.6% denied that. Up to 28% did not consider that they are encouraged by their management to utilize the best of their skills and abilities at work, and regarded that there is no enough cooperation among the trainees to apply what they learn professionally. Also, up to about 31% did not regard that through training and development their organization aims to provide them with the required knowledge and skills matching their job description.

Connected with the evaluation of the importance of training and its effectiveness to employees working the organization, there are still 25.6% who disagreed that their organization provides them with effective training programs, and that their organization provides all staff with fair training opportunities, and up to about 37% of them disagreed that the training programs provided them with accurate information related to their job description. Up to 26% still did not consider that the training programs provided by their organization live up to their expectations, and up to about 37% disagreed that training and development contributed to providing them with opportunities to be promoted to higher positions. Up to 20% did not consider that the trainers who provide training are highly qualified and experienced, and that the content of training programs matches the training objectives, and they are provided with enough and useful resources during training. Only about two thirds of the respondents confirmed that the technology utilized by their organization is effectively utilized in training.

By evaluating the impact of the positive environment help to enhance the employees' creativity and improve employees' performance and productivity, there are still about 25 % of the respondents who did not consider that they enjoy the training programs provided to them by their organization, and about 27% of them disagreed that the training programs help them to improve their performance at work. Also, up to 28% did not regard that their organization provides them with integrated training programs which contribute to better performance amongst

the employees, and that there is a positive match between the training provided by their organization and the staff practices. Up to 72% confirmed that their organization management supports them with adequate training in a safe environment, and up to 63% considered that their organization environment is motivating, challenging and prosperous. Up to about 72% affirmed that the training facilities are clean, healthy, and motivating, and about two thirds of them affirmed that their organization considers training as a part of the organizational strategy. However, there still about 22% who did not consider that training and development provided by their organization aims to improve their performance, and up to 27% did not feel their creative performance has been improved by the training and development provided by their organization. Overall, while up to about 64% stressed that they were satisfied with the concepts and practices associated with training and development at their organizations, there are still up to 25% who did not consider that they were satisfied with the concepts and practices associated with training and development at their organizations.

According to the qualitative results, it has been found out that the three researched organizations provide different programs tailored to address the needs of their employees; however, they are not diversified and comprehensive enough to address every detail of training needs. Different stakeholders provide training such as universities in Qatar, private bodies, government bodies, training centres; however, there are not specialized trainers in the organizations who know more about the training needs of the employees to make training programs that meet such needs. Yet, training is considered important as it contributes to developing and raising the efficiency of employees in addition to increasing their productivity through the acquisition of skills that help them accomplish the tasks assigned to them professionally. Employees training needs are recognized through the nominations of the supervisors, job tasks requirements, and filling out forms for training needs. To ensure the effectiveness of training things like placement tests, performance and evaluation made by trainees are made. Trainees satisfaction is evaluated through their feedback which is mostly made by surveyed. There are some other ways to develop employees such as awareness campaigns,

working in field, teamwork, and meetings. However, there are still other ways which are not followed by all organizations alike such as onsite support, learning with experienced staff, competitions, challenges, business trips, having the employees to show how they do the job as being trainers, and sharing resources. All this helps to develop employees to gain more related knowledge and to achieve better at work.

Based on these findings, human resource development is of great importance in all organizations through the development and training of employees after evaluating their performance, getting their own self-appraisals, defining their strengths and weaknesses, and identifying their training needs. Meeting the current and future training needs of the employees is necessary to acquire new skills and provide them with information and knowledge continuously. This all contributes to improving employees' performance and increasing their productivity in the organization.

The first three hypothesis proved to be approved based on the means and standard deviation, while the fourth one is rejected. Regarding whether the employees benefit from training and application of skills in the workplace in Qatari public organizations in terms of improving their performance, the mean among the connected variables is 3.38 and the standard deviation is 0.98. When it comes to the second hypothesis whether training provided to the employees working in Qatari public organizations is significant to these organizations, the mean is 3.40 and the standard deviation is 1. This also indicates the hypothesis is approved. As for if training and development programs provided by the public organizations in Qatar are job-related, the mean and standard deviation are also positive as the mean is 3.35 and the standard deviation is 0.99257. This also indicates that the hypothesis is approved. However, hypothesis 4 contradicts with hypothesis 2 which is approved, so the fourth hypothesis is rejected.

5.2 Limitations of the Research

It was aimed to include a larger number of respondents to be involved in this research study through contacting them directly at their workplace; however, because of the lockdown that took place due to COVID19, the largest possible number of respondents were reached online through sending the survey link to acquaintance working the three organizations and requesting them to share it with their colleagues. Thus, a possible number of 250 was reached and involved in the research study. Likewise, it was aimed to include a larger number of management teams in the organizations to be interviewed; however, only three could be accessed and interviewed by telephone. Yet, the collected quantitative and qualitative data could fairly answer the research questions and achieve the research objectives.

Another limitation is that 250 participants involved in the study are not ultimately representatives of the whole employees working in the public organizations in Qatar; however, they could provide a fair picture of the current situation of training provided by the researched organizations which work in different sectors for the purpose getting the most accurate and reliable data related to the researched issues.

5.3 Recommendations

It is recommended employees be provided with more beneficial training which contribute to improving their skills and be suitable to meet their training needs and advance in their careers. Enabling them with good access to different resources would help to improve their knowledge.

It is also recommended that more effective training programs with more relevant contents related to the employees' job descriptions are provided by highly qualified and experienced trainers utilizing the latest technologies for this purpose.

Provided training programs are suggested to be more entertaining, amusing, active, interactive, attractive, motivating, and practical to encourage the employees match between theory and practice to do better at their work.

The evaluation of the impact of training on the performance of staff in organizations is recommended to be done periodically. Supervisors in the training and development process and officials in departments are advised to cooperate and continue to evaluate to show the extent of the impact, whether positive or negative, on staff.

It is recommended that the role of those in charge of training management be better activated as this helps to increase the effectiveness of training and then put the right person in the right place.

Efforts are recommended to be made to define the target of the training, and thus to define the target group for training and the work of groups that meet their training needs. Hence, the objectives and the method should be established to implement effective training in a manner that increases the effectiveness of the training. The success of the training is linked to the degree of accuracy in defining the target group by reviewing the performance reports of the employees and the annual evaluation in order to identify the strengths and weaknesses. This helps to provide an opportunity to plan to cover the training needs.

The three organizations are recommended to consider developing a comprehensive and clear training plan, and for all to participate in considering the comprehensive quality management standards for training when planning, which increases efficiency. It is also recommended that the plans be built on the basis of an analysis of the actual training needs of the staff and the tasks they are involved to do to identify gaps in order that training plans more realistic and feasible.

To bridge the gap in the public organizations and address problems associated with employees' performance resulted from training, such training problems can be overcome, and the gap filled by effective continuous training, which is commensurate with the employees' needs that match their job tasks. In addition, training is provided to the leading managers and heads of departments as they represent an important aspect of improving employee productivity.

As the line managers are motivated, efficient, and being trained at high level of training and development, they have more knowledge and experience to lead their teams more effectively and successfully. This gives a great opportunity to develop their employees and define their needs properly and meaningfully.

There is another important aspect of training that contributes to the development of the employee, which is providing them with programs that develop their personal skills, such as the skills of dealing with others (colleagues, heads and reviewers). It also enhances decision-making and problem-solving skills. The training programs have an impact on employees' behaviour in tasks that need to form a work team.

5.4 My new results - Research Contribution

The importance of the research is that it contributed to the public organization where it was conducted in highlighting the effectiveness of training within the organization and its impact on productivity. My new research results are as follows:

1. Result One: I have implemented Kirkpatrick model in Qatari environment.
2. Result Two: I have implemented this model in three Qatari ministries and emphasized the pros and cons of present T &D in these institutions.
3. Result Three: I have Development system. Propose new thoughts on improving T& D.
4. Result Four: shows three different results from three public organizations:
 - In the Ministry of Culture and Sports, research was supported by the Director of the Human Resources Department. Based on the results of the research questionnaire and the responses of employees in the Ministry of Culture and Sports, a special development team was formed to prepare the annual plans for training, taking into consideration firstly the training needs and focusing on technical specialized programs that match the job tasks and live up to the employees' expectations. The team cooperates with departments to follow up the impact of training on employee performance through the line official and to look at the extent of employee behavior change in the work environment.

- The research also contributed to the Ministry of Development, Labour and Social Affairs, where the head of the training program planning team was provided with the complete questionnaire results at the request of the organization to identify the trainees' satisfaction with the training provided as they provide training for all employees in the country.
- In the Ashghal- Public Works Authority- the quantitative results were important to training and development department. According to training and development department, these results will help to find out the trainee feedback about the training provided to them especially the maintenance department.

5.5 Suggestions for Further Research

- It is suggested that the three organizations apply this study and develop it to cover all staff to identify their feedback on provided training programs and to find out about their training needs to be professionally prepared for a better productivity and performance and accordingly increase the organization's profitability.
- It is suggested that future researchers on the same topic and the involved organizations take the findings of this study and develop a further and more comprehensive research study to evaluate the impacts of training programs on more employees working in the three organizations for a better validity and to identify the progress achieved from now to that time.

Thesis summary

Because of the importance of training and development in any organization, this study evaluated the impact of training on developing human resources in the field of work three Qatari organizations: the Ministry of Culture and Sports, the Ministry of Administrative Development, Labour and Social Affairs, and the Public Works Authority (Ashghal). That was done based on the inputs given by a sample of 250 employees working in these organizations and the feedback of key people involved in training in the researched organizations.

Related concepts were researched to utilize in the study. They included the human resources concept and tasks associated to human resources which include but are not limited to recruiting right people in right places, ensuring safe and encouraging environment for employees, maintaining positive interpersonal relationships among employees, compensations and benefits, compliance with labour laws in the country, and training and development (Mayhew & Thompson, 2019). As well, functions and objectives of HR development were reviewed, particularly with reference to developing knowledge and skills gained through support to the basic education system, and achieving personal growth and development, which is the improvement of self-confidence, self-efficacy, and self-image (Ezejiofor & Ezejiofor, 2013). Relevant theories of motivation which have impacts on training were also reviewed and assessed. They covered Herzberg's Two Factor Theory, and McClelland's Three-Need Theory.

As well, the challenges which face the organizations in human resource development, especially human resource management were reviewed. they covered staff skills challenges, challenges related to managing and resisting change, challenges of global competition, challenges related to objectives and institutional priorities, challenges related to implementing modern management patterns, challenges related to diversity of human resources, challenges related to technology. Also, the stages of training process were covered. They included identification of training needs, and design and implementation of training programs.

Finally, other covered topics included the Theory of Performance and its Role in Training and Development, the Attribution Theory, the evaluation of the training programs and trainees after training, the Kirkpatrick Model, the impacts of training and development on employees' performance, job satisfaction and job performance, and evaluation of performance.

The results showed that not all surveyed employees perceived training and development provided by their organizations positively. Associated with the evaluation of the benefits of training and application of skills in the workplace in the organization, there are still about one fifth of them who did not consider that training provided to them beneficial and suitable enough to improve their skills and to advance in their careers. About the evaluation of the importance of training and its effectiveness to employees working the organization, there are still about one quarter of the employees who did not consider their organizations providing effective training programs that provide information and practices related to their jobs due to the nature of programs and less qualified and experienced trainers. They did not regard technology effectively utilized in training. With reference to evaluating the impact of the positive environment help to enhance the employees' creativity and improve employees' performance and productivity. Also, not all employees perceived that positively as up to about one quarter of them did not enjoy the training programs provided to them by their organizations, and did not consider that the training programs did not help them to improve their performance at work. They did not consider that there is there is a positive match between the training provided by their organization and the staff practices. Overall, up to one quarter of the employees were not satisfied with all concepts and practices associated with training and development at their organizations.

Based on these findings, it is recommended that employees be provided with more beneficial training which contribute to improving their skills and be suitable to meet their training needs and advance in their careers, and to provide more effective training programs with more relevant contents related to the employees' job descriptions. It is also recommended to make the

training programs more entertaining, amusing, active, interactive, attractive, motivating, and practical to encourage the employees match between theory and practice to do better at their work. Evaluating the impact of training is important. It is recommended to make it periodically every three months. It is also recommended that define the target of the training, and thus to define the target group for training and the work of groups that meet their training needs, and to consider developing a comprehensive and clear training plan, and for all to participate in considering the comprehensive quality management standards for training when planning.

Associated with the research limitation, due to the lockdown caused by COVID 19, the researcher faced some limitations particularly with reference to the field study. Instead of surveying the largest possible number of employees and interviewing a large number of key management personnel involved in training in these organizations, surveys were conducted online by sending a link to the largest possible number of employees working in the three organizations and by making interviews by phone with three key members of staff. Other limitations were technical related to converting answers from google forms to excel file and then to SPSS to make analysis. However, they could be satisfactorily addressed.

Finally, it is suggested that the training and development sections in these organizations utilize these findings to improve the training and development situation and to do further research in the future to identify if there is any improvements have been achieved. It is suggested that a larger number of employees be involved to get more reliable and relevant findings that help to assess the training and development provided by these organizations.

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List of Publications related to the dissertation:

Conference: Proceedings:

1. AL-Sulaiti, K. (2018). Contemporary tendencies of IHRM focus on Qatar. In: K. Wach & M. Maciejewski (Eds.), *International Entrepreneurship as the Bridge between International Economics and International Business: Conference Proceedings of the 9th ENTRE Conference – 5th AIB-CEE Chapter Annual Conference*. Kraków: Cracow University of Economics (ISBN: 978-83-65262-19-6). Published within the series “Przedsiębiorczość Międzynarodowa | International Entrepreneurship”, vol. 4, no. 3, ISSN 2543-537X.

2. AL-Sulaiti, K. (2019). Organizational Behavior and its Impact on Management Case Study: Integration of the Ministry of Youth and Sports, and the Ministry of Arts and Culture in Qatar. 6th Academy of International Business Central Eastern European (AIB-CEE) Chapter Annual Conference: „International Business in the Dynamic Environment: Changes in Digitalization, Innovation and Entrepreneurship, pp.93, e-ISBN: 978-609-02-1637-8.
3. AL-Sulaiti, K. (2017). Training for Improving Staff Performance in the Light of Empirical Experience from Qatar. Conference Proceedings of Obuda University Keleti Faculty of Business and Management, pp.5, ISBN 978-963-449-064-7.

Journal:

1. ALeqedat, H. AL-Sulaiti, K. (2018). An innovation Systems Approach to Sustainability Transitions Between Qatar and Jordan by Using SAP Software System. International Journal of Business Studies, Vol. 2. pp.133- 143, e-ISSN: 2622-4585.
2. AL-Sulaiti, K. (2019). The Role of Training and Development Programs in Developing the Innovative Capabilities of the Administrative Leadership, Case Study: Ministry of Culture and Sport, Doha, Qatar, The International Journal of Business & Management. Vol 7 Issue 5, ISSN 2321–8916.
3. József, P. Ildikó, C. Ildikó, K. Zsuzsa, K. Alsulaiti, K. Anton, B. Eric, J. (2019). Trends in The Management Consulting of HRM Services in The Light of Empirical Researches Journal of Management. Volume 34. pp.47, ISSN 1648-7974.

Appendix

Online Survey

Dear participant

This survey aims to evaluate the impact of training on developing human resources in your organization based on your own perception and reflection. Your feedback is very importantly appreciated to identify how the training provided by your ministry meets your expectations, and accordingly to identify if there are any gaps between the current situation of provided training and your expectations. This will help to suggest improvements that are hopefully respond to your anticipation. This questionnaire is just for research purposes and it does not entail any negative consequences. Your information will be kept confidential and you are not required to provide any personal information such as names and job description. Thank you very much for your willingness to participate in doing this survey.

A. Demographic Profile

1. What is your age? <input type="checkbox"/> 18-24 yrs. <input type="checkbox"/> 25-34 yrs. <input type="checkbox"/> 35-44 yrs. <input type="checkbox"/> 45-54 yrs. <input type="checkbox"/> 55 years old or above	2. What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female
3. What is your nationality? <input type="checkbox"/> Qatari <input type="checkbox"/> Non-Qatari	4. What is your primary language? <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other
5. What is the highest level of education you have completed? <input type="checkbox"/> High school or equivalent <input type="checkbox"/> Vocational/technical school (2 year) <input type="checkbox"/> Some college <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctoral degree	6. How long have you been working in the current organization? <input type="checkbox"/> Less than one year <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-5 years <input type="checkbox"/> 6 years or above
7. What is your current annual income in Qatari Riyals? <input type="checkbox"/> Under 100,000 <input type="checkbox"/> 100,001 - 199,999 <input type="checkbox"/> 200,000 – 300,000 <input type="checkbox"/> Over 300,000	8. How many training courses have been you involved in this year? <input type="checkbox"/> None <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5 or above
9. How many hours of training have you been engaged in during this year? <input type="checkbox"/> None <input type="checkbox"/> 1-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21 or above	10. What is the name of your place of work? <input type="checkbox"/> Ashghal - Public Works Authority <input type="checkbox"/> Ministry of Culture and Sports <input type="checkbox"/> Ministry of Development, Labor and Social Affairs

B. Rating Section

1 = Strongly Disagree, 2 = Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

1. Evaluation of the Benefits of Training and Application of Skills in the Workplace in the Organization:

Statement	1	2	3	4	5
1. I have been provided with beneficial training that contributes to improving my skills at the workplace in my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The training and development programs provided by my organizations are suitable to my training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The training programs I get help me to advance in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have the best opportunities to learn in various modern training methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have good access to different resources to improve my acquainted learned skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am encouraged by my management to utilize the best of my skills and abilities at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There is a great cooperation among the trainees to apply what they learn professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Through training and development my organization aims to provide me with the required knowledge and skills matching my job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Evaluation of the Importance of Training and its Effectiveness to Employees Working the Organization:

Statement	1	2	3	4	5
1. My organization provides me with effective training programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The training programs provide me with accurate information related to my job description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My organization provides all staff with fair training opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The training programs provided by my organization live up to my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Training and development contributed to providing me with opportunities to be promoted to a higher position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The trainers who provide training are highly qualified and experienced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The content of training programs matches the training objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I am provided with enough and useful resources during training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Technology is effectively utilized in training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Evaluating the Impact of the Positive Environment help to Enhance the Employees' Creativity and Improve Employees' Performance and Productivity?

Statement	1	2	3	4	5
1. I enjoy the training programs provided to me by my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training programs help me to improve my performance at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My organization provides me with integrated training programs which contribute to better performance amongst the employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There is a positive match between the training provided by my organization and the staff practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My organization management supports me with adequate training in a safe environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My organization environment is motivating, challenging and prosperous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The training facilities are clean, healthy, and motivating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My organization considers training as a part of the organizational strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Training and development provided by my organization aims to improve my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel my creative performance has been improved by the training and development provided by my organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Overall, I am satisfied with all concepts and practices associated with training and development at My organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interview Questions

1. Would you introduce yourself please?
2. What are the current training programs offered by the Training Department in your organization?
3. By whom is training given to your organization employees?
4. What is the importance of training to the employees working with your organization?
5. How do you recognize the needs of the employees working in your organization?
6. How can you ensure that training is effective for the employees working at your organization?
7. How do you measure the impact of training on the performance of the employees working in your organization?
8. How do you evaluate the employees' satisfaction with the training programs provided to them?
9. How important is the Training Department in your organization and where does it stand in the organizational structure?
10. What are the different ways you use to develop your organization staff other than trainings?