Arab American University

Faculty of Graduate Studies

The Influence of Training Types and Methods on Employee Performance in the Palestinian Ministry of Finance

By
Rajaa Anwar Hassan Mansour

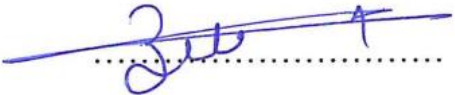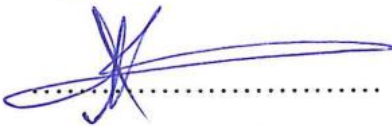Supervisor
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This thesis was submitted in partial fulfillment of the requirements for the Master's degree in Human Resource Management

March/ 2023

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Declaration

I'm the student Rajaa Anwar Hassan Mansour, acknowledge that this Master's Thesis titled "The Influence of Training Types and Methods on Employee Performance in the Palestinian Ministry of Finance" is my personal work, as it was written in accordance with Arab American University thesis standards.

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Dedication

 I dedicate this thesis to the spirit of my beloved father, the owner of a fragrant biography, who used to see the brightness of the world throu gh my and my brother's eyes. From him, I learned persistence and determination.

To the world's greatest and kindest heart... who loves me unconditionally... my beloved mother.

To my beloved husband Hussam, the light of my life. The constant source of encouragement and support during challenging times and circumstances. He deserves the credit for this success. I am really grateful to have you in my life.

To the most wonderful things in my life, my children, the light of my heart, Muhammad, Yazan, Anas, and Karam. Who were always by my side at every stage, encouraged me, and were responsible during my studies.

To all of my family and friends who have supported and encouraged me on my study path.

Thank you. My love for all of you cannot be defined. God bless you.

Acknowledgement

First, praise and appreciation be to God, who enabled me to complete this scientific level and facilitated the way for my achievement.

I extend my sincere thanks to the supervisor of the thesis, Dr. Zahi Yassin, who never hesitated to provide the required assistance and direction to complete this thesis. Also the respectable members of the discussion committee, and to the Arab American University, its management, and staff.

To all the doctors who accompanied us; we learned from their knowledge and found them inspiring throughout the master's journey. As well as to my colleagues in the specialty, they significantly contributed to my learning.

To Ministry of Finance, where I work, for facilitating my scientific career. And to my Ministry colleagues for their assistance and encouragement during the data collection phase.

To my husband and children, they were patient and supportive during this journey. Finally, thanks to everyone who contributed to making this amazing adventure a success.

Thank you,

Abstract

The purpose of this research is to examine the influence of training types and methods on employee performance in the Palestinian Ministry of Finance.

This is a quantitative study that gathered data from 341 employees in Ministry of Finance out of a total of 1658 employees. Using the questionnaire as a data collection instrument.

The findings indicate that employees agree positively on the reality of training in the Ministry of Finance in terms of training management and the diversity of its types and methods. And findings also demonstrate that there is an influence of training types and methods on employee performance at Ministry of Finance. Comparatively, the influence of training types on performance was shown to be greater than the influence of training methods.

Although the research included a good and useful overview of training, training is such a wide field that it is difficult to limit its types and methods in one study. The results can be applied to other government institutions. It will have an influence on human resource policies and decisions about training and development. The results will also contribute to determining the most effective types and methods of training to influence employee performance.

Key words: Training, Importance of training, Skills and development training, Compliance training, Onboarding training, Face to face training, Electronic training, Employee performance, Palestinian Public Sector, and Palestinian Ministry of Finance.

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Term Abbreviations

Abbreviations	Term
CAWI	Computer-Assisted Web Interviewing
E- Training	Electronic Training
HR	Human Resources
HRM	Human Resource Management
PPFI	Palestine Public Finance Institute
PPS	Palestinian Public Sector
MoF	Ministry of Finance
SHRM	Society for Human Resource Management

Chapter One: Study Background

1.1 Introduction

Today, our world is experiencing a comprehensive revolution in all aspects of economic, social, technological, and industrial life. In light of this incredible progress in all disciplines, modern organizations strive to improve the performance of their employees in order to keep up with this development. Organizations that strive for success, distinction, and existence consider the human element as a critical element. It considers human capital to be one of the organization's most important assets, so it invests in these assets to ensure the organization's efficient performance, survival, and development (Al-Mughairi, 2018).

Global competition has forced organizations to scrutinize every aspect of their operations, questioning how each function and procedure helps to attain strategic goals (Tagesse, 2018). Training is now widely accepted as an essential and successful means of achieving goals across the world. Previously, training was restricted to traditional crafts to teach people how to execute their jobs, and it later expanded to only include workers at the lower or middle levels. However, considering the impacts and advantages of training, as well as its effect on employee performance, training has emerged as one of the most important factors to focus on in organizations to enhance performance and achieve goals. Organizations' main focus is not just on offering a service or product to clients but also on providing quality that matches these clients' wants and wishes.

As a result, the general understanding emphasizes the importance of training in developing employees and improving their performance. This was supported by creative advancements and hierarchical development, which eventually led some organizations to recognize that their success is dependent on the talents and abilities of their employees,

which requires a significant and ongoing investment in training and development (Mcdowall & Saunders, 2010).

Training is the process of providing new or existing workers with the skills they need to do their jobs (Dessler, 2008). Its influence is not restricted to the individual. It is a systematic approach to improving individual, team, and organizational effectiveness through influencing employees' knowledge, abilities, and attitudes (Aguinis & Kraiger, 2009). As a result, achieving excellence that differentiates the organization from others depends on its employees, so it is essential to pay attention to these resources through developing and training them in order to provide them with the appropriate skills, knowledge, and attitudes.

At the level of government public sector institutions, like other sectors, employees desire to perform their work and achieve goals as planned. Managers strive to increase employee performance in response to developments in all domains. Managers and learning experts believe that the most essential way to improve employees' performance is via training. Governments are responsible for determining the best ways to provide and enhance work knowledge (Gold et al., 2009).

Organizations invest a lot of time, effort, and money in training their staff, but the benefits of these efforts are not always obvious in terms of better performance (Tagesse, 2018). Although Degraft-Otoo (2012) confirmed that appropriate employee training and development at the correct time offers significant benefits for the organization in terms of increasing productivity, knowledge, loyalty, and contribution. However, some organizations believe that performance issues may be overcome by discovering solutions during the workflow (Arets et al., 2016). The investment in training may not be beneficial

to the organization. The employee may want to use the training to increase his or her market worth and career chances (Elnaga & Imran, 2013). Some organizations believe that training employees who are sluggish, unmotivated, or lack competency is a waste of money, effort, and time.

Training is an integrated process that entails several steps. Each step is dependent on the success of the previous step. Training must be well-planned in order to be effective. Training based on an objective evaluation of the need and the types of programs that meet it leads to a more efficient and successful organization (O'riordan, 2017). As a result, correctly managing the training process is extremely important in achieving the training goal. Because the training activity has an effective role in changing practices related to human resource management (HRM) functions, which reflect on the performance of the employees and organization (Alsharaa, 2014).

Training is one of the most significant tasks that human resources (HR) are interested in the organization in order to prepare and develop HR and enhance their performance. Training provides new and current employees with knowledge that helps them carry out jobs (Mozael, 2017). Training is not limited to a specific type or method. According to (SHRM, 2019), there are multiple types and methods of training.

The diversity of these programs' types and methods leads to a more efficient employee that can complete a variety of job activities (Coyle-Shapiro et al., 2013). Ajlouni et al. (2015) found in their research that there is a substantial association between training in general and the independent variables application of the phases of training process, variety of training programs, and usage of current technology in training programs. However, there is no specific study indicating the influence of training types and methods

on employee performance in the Palestinian Public Sector (PPS) or in the Palestinian MoF, particularly the types of training that will be examined and the virtual training method. The primary objective of this study is to investigate the influence of training types and methods on employee performance in Palestinian MoF.

The literature about training, its importance, steps, types, and methods, as well as performance and its relationship to training, will be reviewed. It will focus on the variables of training types and methods that influence the performance of Palestinian MoF employees and identify the reality of training in the ministry. This helps to enhance HR practices and policies related to training management. Which helps employees and institutions achieve their goals (Ng'ang'a et al., 2013).

Therefore, the main purpose of this research is to study the influence of training types and methods on employee performance in the Palestinian MoF.

This is quantitative research to obtain the opinions of MoF employees from different administrations. A survey instrument was developed to collect data, which was statistically evaluated to reach findings and conclusions.

1.2 The Problem Statement

Training is an organized process with approved steps that includes different types and methods; these program types differ according to their purpose and their influence on employee performance. Most of the well-known organizations around the world differentiate between the types of training provided to employees. According to The Society for Human Resource Management there are three types of training: "skills training and development, compliance training, and onboarding training." (SHRM, 2019).

The type of training program determines the skills the employee receives. Choosing the right training type that suits the employee needs leads to positive results on performance, and a program that is not related to the employee work or the organization should not be implemented (Obisi, 2011). In addition, the diversity of training programs may reduce the problems related to knowledge, if there is a rotation in the work departments (Linhartová & Urbancová, 2012).

Training is no longer limited to one method. When the subject of training is mentioned, a training room, a trainer, and training materials may come to mind. While there are multiple methods for imparting knowledge or skill to the employee, whether at work, in training centers, or through E- Training. The studies indicated the importance of multiplicity and diversity of methods in order to achieve goals and improve performance. Training should be carried out using different learning methods in order to achieve the learning objectives, and it should be diverse and available whenever the need arises (Obisi, 2011).

Training needs assessments are considered one of the most important stages in the training process. In fact, achieving training objectives depends on assessing the need. Because the goal of training is to acquire a skill to bridge the gap in lack of knowledge and ability to perform tasks, the feedback collected from management and supervisors on employee performance contributes to identifying the training needs required to improve employee performance (Farooq & Khan, 2011). So as a result, measuring employee performance helps the organization assess training needs.

Through the researcher years of experience at MoF as well as the researcher observations and tracking of the development of training in PPS; Training employees did

not gain much importance before fifteen years. According to PPFI, (2021) with the establishment of the Palestinian Authority, training did not receive much attention; however, with the development and expansion of institutions in the state, interest in the training has begun.

Currently, there are many governmental institutions specializing in training for the Public Sector, such as Palestine Public Finance Institute (PPFI) at Ministry of Finance, the Palestinian National School of Administration, and the Judicial Institute. Investment in human capital has become crucial, as it provides the ability to manage efficiently and effectively under the available conditions, so the Palestinian Government put this into consideration and began to pay attention to capacity building and training institutions (PPFI, 2021).

According to the Director General of Training at the PPFI, occupations in the public sector are determined by general rules and regulations that are similar to those in other sectors, instructions and work procedures are also different from one government agency to another; So there are many different types of training programs offered to employees by public institutions in various ways.

The Director General of Training at the PPFI also indicated that the choice of offering the different types and methods of the training programs is determined through an integrated process based on the training needs of each institution that are prepared annually. However, the problem mentioned by the Director General is that determining the type of training is not linked to employee performance appraisals or the employee career path. This is confirmed by studies, which show that training needs must be determined according to

performance feedback and periodic appraisals of employees that show the extent of the need and the type of training.

Finally the Director General indicated that the choice of training method has become a crucial factor and one of the challenges facing the implementation of training programs, especially after the COVID-19 pandemic. The pandemic has been one of the main reasons for the decline in demand for training programs worldwide since 2020, and it has urged the training providers to search for new training methods. There is an urgent need to use new training methods through the immediate integration of a variety of existing techniques into training methods (Ferrara et al., 2020).

Therefore, this study aims for investigating the influence of the training types and methods on employee performance at the Palestine MoF. This helps to improve HR practices and policies that are related to talent management. In addition to that, it contributes to achieving the goals of both the employees and the organizations (Elnaga & Imran, 2013). Also Training, guidance and career development increases the performance impact and will be reflected in increasing productivity and maximizing the profits of organizations (Ng'ang'a et al., 2013). This is achieved when training aims to cover the gap in the areas of knowledge, skills, and abilities (Sendawula et al., 2018).

1.3   Research Significance and Justifications

The study will contribute in investigating the influence of training types and methods in achieving the training objectives related to employee performance and whether the variables are positively related to improving employee performance in the Public Sector, especially at MoF.

This research will investigate important results in terms of linking the types and methods of training programs with job performance. Training is not limited to the employee capabilities only, but stimulates their thinking and creativity in order to make a better decision at the right time, and this is achieved by selecting the right type of training (Franklin et al., 2014). Well-trained employees are fundamental to the success of an organization. Organizations can save costs by retaining high-value employees; this is achieved by designing good and effective training (Franklin et al., 2014). Effective types of training help create a more conducive work environment for employees and train them to easily deal with upcoming challenges (Talbot, 2016). It also helps to keep pace with technological development, enhance skills, and avoid functional errors (Nda & Fard, 2013).

Not every employee is fully equipped with experience or knowledge of the required tasks, so training was the most important factor to influence skill, ability, and behavior (Farooq & Khan, 2011). Determining the appropriate type of training program for employees will give them the knowledge and skills they need and may contribute to their progression in career development according to the correct sequence of work with the fewest obstacles. Also, the employee may have a choice of several training methods that suit his circumstances. Face to face training for example or E-training which contributes to achieving work-life balance and is a positive and important motivator for employee performance (Wolor et al., 2020).

Results can contribute to influencing HRM policies and decisions related to training and development by reviewing data from performance evaluations and making good decisions about where and what the organization should focus its training efforts on (Grote, 2002).

Results of this study will help supervisors and HR managers improve training practices. The results contribute to helping organizations improve employee performance evaluation, which will be reflected in training planning and training needs assessment with higher efficiency, thus helping to improve performance (Grote, 2002).

These findings can affect HR practices in the PPS and MoF. The results contribute to determining the type and methods of training that are related to performance indicators, employee appraisals, and job hierarchy, which must be followed during the training preparation process in order to achieve the expected training goals related to employee performance. The results can also help in improving training methods and taking them out of the framework of the traditional method by using new and various methods.

The results may have an impact on the level of the Public Sector as a whole. The general policies are the same in the institutions of the Public Sector. The results of the study may be presented to the Council of Ministers to issue directives to amend training policies in line with the results to improve the performance of employees. Organizations that develop various training programs to improve job performance as part of their HR strategy will have the ability to further improve employee performance (Elnaga & Imran, 2013).

Finally, this research is considered a reference for researchers in the country in generalizing these results to other institutions that may not be limited to the Public Sector and in relying on them in studying other factors that may affect training and employee performance. As for international researchers, this research may be a reference for the mechanism of dealing with training in Palestine and to benefit from the results by basing them on other related research.

1.4   Research Objectives

The main objective of this research is to examine the influence of training types and methods on employee performance. The independent variables will be the training types and methods.

According to Dessler (2008) one of the types of training is new employees training. Alsakarneh (2011) separated training into categories, such as new employee orientation training, knowledge and skill renewal training. One of Armstrong (2012) types of training is technical skills training. Alsharaa (2014) mention that organizations' training programs include informing new employees, promoting job compliance and ethics, developing knowledge or learning skills. According to (SHRM, 2019) there are three types of training: Skills and development training, compliance training and onboarding training.

Accordingly, the following types of training were extracted in this study: 1. Skills and development training 2. Compliance training 3. Onboarding training. Skills and development training aims to develop employees' skills by providing initial skill training, on-the-job maintenance training, up skill training, and employee development. Whereas Compliance training includes training on information security, regulatory compliance training, HR compliance training, and workplace safety. Finally, Onboarding training includes training the new or internally rotated employees to integrate them into their work (SHRM, 2021).

As for training methods; According to Dessler (2016) conventional face-to-face training in halls is one of the methods of training. Noe (2019) mention many methods including online learning, traditional classroom training. According to SHRM (2021), there are several techniques for training, including face-to-face training and virtual distance

training (E-training). Accordingly, the following methods of training were extracted in this study: 1. Face to face training 2. Virtual training (E-training).

While the dependent variable is employee performance, the variable can be measured using a variety of indicators, including Human capital, Job satisfaction, Supervisor feedback, Turnover rate, and Absenteeism rate (SHRM, 2021).

Measuring the effect of training on performance is considered important by many specialists in the field of modern training (Bersin, 2006). Current trends in HR development encourage the selection of more relevant programs which impact and results on performance development are measured, evaluated, and reported (Phillips & Phillips, 2007). Also, implement strategic steps and use a variety of training methods, such as E-learning training alongside face-to-face training, to have positive influence on employee performance (Wolor et al., 2020).

So the researcher will study the influence of the previous independent variables on the dependent variable, employee performance. They are shown in the following conceptual framework:
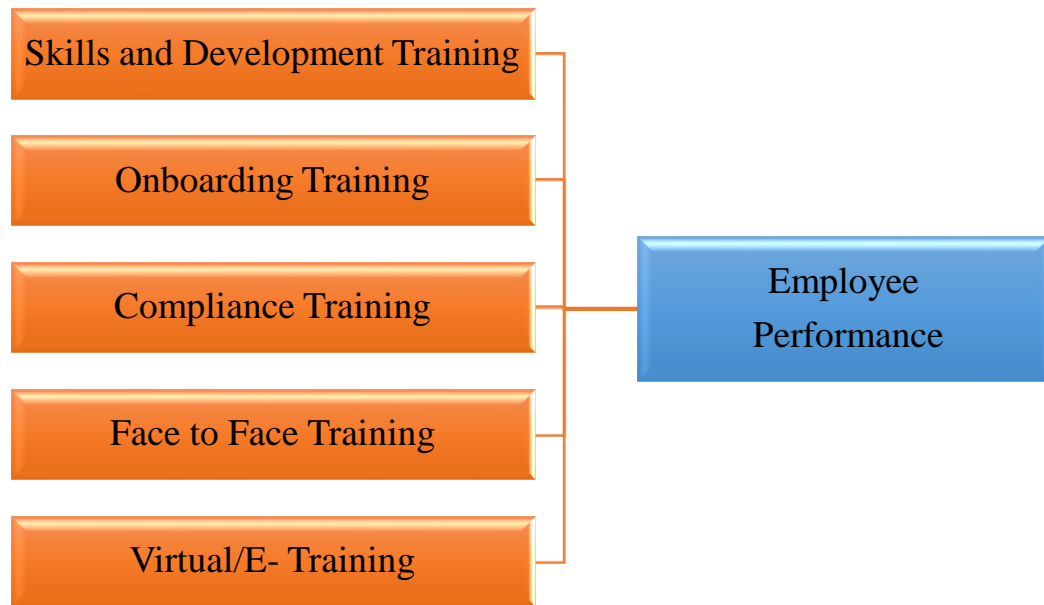
Figure 1.1. Conceptual framework

The study objectives, questions, and hypotheses are separated into two sections:

1. **The first section includes the first four objectives, questions, and hypotheses. Its objective is to describe the status and reality of training in MoF, as well as its relevance to the employee's career path.** This section was developed because part of the research problem revealed that the provision of training in the Ministry is unrelated to the employee's career path (such as years of work, age, job degree, academic degree, and other variables identified within the demographic variables in this research). Therefore, through this section and the analysis of demographic data, the reality of training in the Ministry was described, as well as whether or not it is influenced by the career path.

2. **The second section includes the rest objectives, questions, and hypotheses. Its objective to examine the influence of training types and methods on employee performance** by examining the relationship between the three types of training and

performance, individually and in combination. As well as the relationship between the two training methods and performance, individually and in combination.

The details of the research objectives are:

1. Investigate the reality of the training management in MoF.

2. Investigate the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF.

3. Investigate the reality of training methods (Face to Face training, Virtual training/ E-training) in MoF

4. Investigate the reality of the employee performance in MoF.

5. Examine the relationship between the training management and the employee performance in MoF.

6. Examine the relationship between skills development training and the employee performance in MoF.

7. Examine the relationship between compliance training and the employee performance in MoF.

8. Examine the relationship between onboarding training and the employee performance in MoF.

9. Examine the relationship between types of training programs and the employee performance in MoF.

10. Examine the relationship between face-to-face training and the employee performance in MoF.

11. Examine the relationship between virtual/E-training and the employee performance in MoF.

12. Examine the relationship between training methods and the employee performance in MoF.

1.5   Research Questions

The following research questions were developed in accordance with the study objectives:

1. What is the reality of the training management in MoF?

2. What is the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF?

3. What is the reality of training methods (Face to Face training, Virtual training/ E-training) in MoF?

4. What is the reality of employee performance in MoF?

5. Is there a relationship between the training management and the employee performance in MoF?

6. Is there a relationship between skills development training and the employee performance in MoF?

7. Is there a relationship between compliance training and the employee performance in MoF?

8. Is there a relationship between onboarding training and the employee performance in MoF?

9. Is there a relationship between types of training programs and the employee performance in MoF?

10. Is there a relationship between face-to-face training and the employee performance in MoF?

11. Is there a relationship between virtual/ E-training and the employee performance in MoF?

12. Is there a relationship between training methods and the employee performance in MoF?

1.6   Research Hypotheses

The following hypotheses were developed to answer the research questions:

*Ho*1: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the training management in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

*Ho*2: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

*Ho*3: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of training methods (Face to Face training, Virtual training/ E-training) in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

*Ho*4: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the employee performance in MoF due to

the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

*Ho*5: There is no statistically significant relationship at the level (α≤0.05) between the training management and employee performance in MoF.

*Ho*6: There is no statistically significant relationship at the level (α≤0.05) between skills development training and employee performance in MoF.

*Ho*7: There is no statistically significant relationship at the level (α≤0.05) between the compliance training and employee performance in MoF.

*Ho*8: There is no statistically significant relationship at the level (α≤0.05) between the onboarding training and employee performance in MoF.

*Ho*9: There is no statistically significant relationship at the level (α≤0.05) between types of training programs and the employee performance in MoF.

*Ho*10: There is no statistically significant relationship at the level (α≤0.05) between face-to-face training and the employee performance in MoF.

*Ho*11: There is no statistically significant relationship at the level (α≤0.05) between virtual/ E-training and employee performance in MoF.

*Ho*12: There is no statistically significant relationship at the level (α≤0.05) between training methods and the employee performance in MoF.

1.7   The Scope of Study

The scope of the study was in Palestine, in the Palestinian Public Sector, particularly in the Palestinian Ministry of Finance.

It was conducted during the academic year 2021/2022 for the purpose of completing Master's Degree in Human Resources Management at the Arab American University.

Chapter Two: Literature Review

Organizations all over the world focused on training and recognized its importance early on. Training is a long-standing phenomenon that has existed throughout history (Alsakarneh, 2011). Ancient artifacts, excavations of ancient civilizations, their lifestyles, and educational centers have all shown that this phenomenon has existed since antiquity (Abawi, 2020), Abawi added that training began with transferring an experienced person's knowledge and skills to another novice, then progressed to collecting information and transferring it through writing and reading.

As a result of changing performance standards, the concept of training has continued to change and develop to become an important issue for organizations in all sectors, as it does not simply focus on providing a service or product to customers but rather on providing quality that meets their needs and desires (Alsharaa, 2014). Also, improving employee performance is now closely linked to training and is an important means of achieving organizational goals (Armstrong & Taylor, 2014).

Training is a vast and complicated field that is difficult to categorize. This chapter provides an overview of training's definition, importance, training steps, training types and methods, employee performance, the relationship between training and performance, The Palestinian public sector, and Ministry of Finance.

2.1 Human Resource Management and Training

When conducting research related to training, it is necessary to investigate the management of the training process and the role of HR in this process.

Armstrong (2012) defined HRM as "a strategic, integrated and coherent approach to the employment, development and wellbeing of the people working in organizations." It is

the managerial application of people's knowledge, efforts, abilities, and committed behaviors to a formally coordinated human project in order to carry out business tasks in a way that helps the organization survive in the future (Watson, 2010). In his definition, Alsharaa (2014) linked training directly with HR as an important and major activity of HRM in the organization, working to provide workers with the desired knowledge, skills, and behaviors that lead to an increase in the performance rates of these workers.

HRM is critical to the success of the organization. It is the process by which organizations manage and develop their employees in order to successfully carry out the missions and goals of the organization (Nassazi, 2013). HR aims to achieve a variety of goals, including assisting the organization in achieving its objectives through the development and implementation of HR strategies that are integrated with the organization's strategy, contributing to the enhancement of the culture of performance development, ensuring that the organization has talented people, and fostering a positive work environment and mutual trust between employees and management (Armstrong, 2012). HR of any organization is the business organization's competitive advantage. Other competing organizations can copy a variety of competitive activities however, the quality of HR innovation, knowledge, capabilities, and skills cannot be easily replicated (Degraft-Otoo, 2012).

As a result, HR of any organization is the competitive advantage of a business enterprise; it expresses the set of functions and activities through which an organization manages its employees in order to achieve a variety of goals.

HR planning, recruitment, training, and development, performance appraisal, compensation and benefits, union relations, health, and safety are some of the basic

functions of HR (Nassazi, 2013). In any organization, training is an essential activity for HRM (Ajlouni et al., 2015). As with other concepts, training is part of organizations' HR strategy, but interest in training differs from one organization to another depending on many factors such as senior management commitment, technological uses, and organizations' ability and willingness to benefit from training to improve employee performance, experience, skills, and knowledge (Ajlouni et al., 2015). It also differs from region to region around the world; Al-sayyed (2018) saws that more efforts should be made to support HR in Arab countries as there is a lack of administrative support for these practices.

One of the responsibilities of HR is to invest in training processes in order to prepare and motivate employees (Engetou, 2017). According to Nassazi (2013) senior management should prioritize HR core functions, including training, because those functions play an important role in achieving organizational success. that is achieved by improving employee and organizational performance through training (Mozael, 2017). Despite recognizing the link between HRM and training, Alhusney (2015) points out that many modern organizations face the phenomenon of "multiple isolation," which refers to the separation of training from the rest of the HR development process.

There are many HRM activities that have many benefits for the organization, and the degree of interest in them varies by country and organization. One of the most important of these activities is training, which is part of the organization's HR strategy.

2.2   The Definition of Training

Many definitions of training were mentioned in the literature. Training is the process of teaching and developing the skills required by new and existing employees to

perform their jobs (Dessler, 2016). It is "a form of investment in the skills, knowledge, and capabilities of employees" (Ng & Dastmalchian, 2011). It is regarded as a secondary approach to scientific acquisition and individual and group development (Nda & Fard, 2013). Employee training, according to Obisi (2011), refers to programs that provide employees with information, skills, and opportunities for development.

Ajlouni et al. (2015) expanded the definition of training to include behavior change; they defined it as the process of changing an employee's behavior, knowledge, and motivation in order to achieve compatibility between the employee's capabilities and characteristics and the qualifications required. Alhusney (2015) agrees with them that training is the organized procedure planned by the organization to provide workers with new skills or knowledge, improve their skills and abilities, and constructively change their behavior and attitudes in order to achieve specific goals. Also, training is a continuous administrative and organizational effort that aims to bring about a skillful, cognitive, and behavioral change in an individual's current or future characteristics in order to satisfy work requirements or improve practical and behavioral performance (Alsakarneh, 2011).

Training is not restricted to a specific age or time period and differs from education. Alsharaa (2014) defines training as a regular and continuous process that occurs throughout an individual's life and aims to improve the individual's performance based on his needs as an individual and as a worker in the organization. And Alsakarneh (2011) differentiated training from education by saying that training focuses on increasing capabilities and skills related to a specific job, whereas education expresses an increase in knowledge, information, and perceptions that are not necessarily related to a specific job. Despite this Bahri & Alhamad (2021) point out that training is part of continuing education because it is

a continuous process that is not tied to a specific stage of life, and there is no reason to stop it even after graduation.

It is clear from all definitions that training is an organized and continuous process that helps employees acquire knowledge and skills, develop their performance, and improve their behavior at work, and that training is an important factor that contributes to the individual's success and the organization's goals.

2.3   Importance of Training

Training is an important factor in acquiring knowledge and improving performance, training has great importance for the individual, the organization and society (Armstrong & Taylor, 2014). Individuals, teams, organizations and society all benefit from training in business organizations (Aguinis & Kraiger, 2009).

The importance of training extends too many aspects. Training, according to Abawi (2020) is a modern and effective way to improve and develop any aspect of life, whether it is personal, academic, financial, practical, family, health, or any other. Training is important for all employees, as new employees need it to master the new job assigned to him and the experienced employee needs it to increase his skills and manage his work in a better way (Alhusney, 2015). This is confirmed by Dessler (2008) who says that carefully selecting employees does not guarantee fully acceptable performance because, even if the employee has high performance potential, employee may not perform the job as required if the employee does not receive training and development.

2.3.1 To Individuals

According to (Armstrong, 2009) training is very important to individuals because it helps them make better decisions, improves their ability to solve work problems, boosts

their achievement and self-confidence, overcomes anxiety, tension, and conflict within the organization, deepens their sense of job satisfaction and achievement, and reduces work turnover as a result. Also Through participation in the training program, the individual is relieved of his responsibilities for a period of time during the training, which allows him to renew himself mentally and intellectually as well as redirect and crystallize his ideas (Abawi, 2020).

Training helps to solve four types of workplace problems: lack of knowledge, readiness for promotion, adaptation to new organizational structures, and poor performance (Talbot, 2016). Training and development refers to any effort to improve the skills, abilities, and knowledge of current and future employees (Aswathappa, 2008). Training not only leads to learning, but it also fosters a culture of learning and performance improvement among employees, resulting in a higher return on investment in training (Nda & Fard, 2013). It also contributes to a variety of excellence factors that employees can possess, such as the ability to analyze situations, develop initiatives to solve problems, and prove helpful within work groups (Ajlouni et al., 2015).

The importance of training demonstrates the positive benefits that accrue to the individual, such as acquiring knowledge, skills, and development, as well as overcoming work difficulties. It is also clear that training is not limited to a specific job, age, or field but rather is an ongoing requirement.

2.3.2 To The Organizations

Organizations have recognized the value of training. Organizations begin to regard training as an important and pivotal role in developing workers and increasing their efficiency by providing them with knowledge, skills, and behaviors directly related to their

job role, which raises their level of productivity at work (Alsharaa, 2014). Organizations'
interest in training has grown as a result of massive technological advancement and the
subsequent innovation of new business models (Abawi, 2020). as well as countries'
openness to each other, which raises organizations' awareness of the importance of
applying total quality management and continuous improvement principles to all of their
resources, including HR, in order to face changes in the internal and external environment
(Alsharaa, 2014).

Training affects not only employee performance but also the organization as a
whole (Nda & Fard, 2013). The organization's quest for excellence requires the continuous
development of employees' skills and knowledge, which can be accomplished through
work-related training (Tannenbaum et al., 1991). Investing in training improves results and
achieves organizational goals because the goal is to raise organizational performance (Choi
& Yoon, 2015). It is essential in business organizations; without training, employees would
not have the skills and knowledge of their responsibilities or duties (Elnaga & Imran,
2013). It also helps in dealing with customers in an effective way (Sendawula et al., 2018).
Most Companies that use creative training and development practices are more likely to
outperform their competitors in terms of financial performance (Noe, 2019). They are also
spending more money and allocating profits to training because they recognized the
importance of training and its impact a long time ago. In 1984, IBM allocated 12% of its
budget, while Ball allocated 8% and EDF allocated 7%, with the average in French
institutions being 2.15%   (Alsakarneh, 2011). Organizations in the United States alone
spend more than $126 billion per year on employee training and development (Aguinis &
Kraiger, 2009). Despite this, Alhusney (2015) points out that the amounts spent on

investing in the development of HR increase or decrease depending on the organization's financial position, so it increases with the increase in profits and financial reserves, and that spending on training does not receive the same attention as investment in other material resources.

At first glance, it may appear that the employee is the most important aspect of training, but when the many benefits accruing to the organization are viewed, it becomes clear why organizations are interested in training, adopting it in their work, and allocating funds for its implementation.

2.3.3 To The Society

In terms of the importance of training to society, research shows that training activities benefit society. Aguinis & Kraiger (2009) researched the importance of training for society and concluded that training efforts lead to improvements in workforce quality, which in turn is one of the most important contributors to national economic growth, and this is known as the "human capital". Recognizing the importance of training activities in society led some countries, such as India, to establish the Ministry of Human Resources Development because they see human capital investment as a critical tool for the country's development (Engetou, 2017). Training is considered a form of investment that aids in the ability to compete and enter new internal and external markets in order to achieve results that extend beyond the scope of the organization.

It is clear from the preceding that the importance of training extends beyond the boundaries of the organization and that training within the organization can be viewed as an investment with indirect benefits to society.

2.4   Training Process

It expresses the steps that are followed during the training process, these steps are included in what is known as the training plan, this process is an important task that falls under the responsibility of the HR Department (Dessler, 2008). Designing and implementing training is a very important process, so there is an urgent need to examine training from a strategic standpoint in order to achieve the organization's strategic goals (Rumman, 2016).

A training plan is a detailed document that guides the planning and delivery of training programs through the following steps: "assessment of training needs, set organizational training objectives, create training action plan, implement training initiatives, and revise training" (Ajlouni et al., 2015). According to Alhusney (2015) the training process consists of four stages: identifying training needs, designing training plans, implementing training, and finally evaluating the training program's effectiveness. Dessler (2016) agrees with these steps, but adds an optional step that ranks third: "Validation: This stage validates Step 2, in which there is testing of the training program on a small, representative audience." These steps are linked because success in any of them is dependent on the previous stages being able to perform correctly (Alsakarneh, 2011).

2.4.1 Training Process Steps

Training steps vary slightly across the literature, but all emphasize the importance of these steps in the success of the training process. According to Dessler (2016) training process steps include: needs analysis/ assessment, training design, implementation and evaluation.

The job performance skills that must be trained are determined needs analysis step (Dessler, 2016). While according to Rothwell & Kazanas (2014) training design refers to the process that HR practitioners use when designing educational systems to analyze performance problems, identify training needs, set objectives, select or design educational content based on objectives, and choose implementation methods that are appropriate for the topic and resource constraints. At this step, the content and methods of the training program are determined as well as workbooks, exercises, activities, and a training location (Dessler, 2016). Also, training objectives, budgets, and durations are assigned (Engetou, 2017).

The third step is the implementation training at which the training program is put into action (Dessler, 2016). Finally the evaluation which is the most important part of the training process, focusing on the outcomes of the training (Engetou, 2017). Management examines the program's success or failure here (Dessler, 2016).

The researcher focused more on two of these steps: needs assessment and evaluation due to their importance in this research.

2.4.2 Need Assessment

The effectiveness of training is determined by four major stages: identifying training needs, determining the type of training required to meet those needs, hiring qualified trainers and implementing the training, and monitoring and evaluating the training (Al-Mughairi, 2018). Training need is defined as a set of changes required in the employee to be suitable for filling this job through a process of balancing what is required by the current job with the skills and capabilities that the employee actually possesses (Alsharaa, 2014). Training is a sequential process that begins with a needs assessment, which

identifies the deficiencies in employee performance and determines what employers must do to overcome these deficiencies, either through training or other means, followed by designing and developing training, implementation, and finally evaluation (Dessler, 2016).

The main step and cornerstone upon which all other steps in managing the training process are built is determining the need. It is difficult to plan, design, implement, and evaluate training programs effectively unless the organization's training needs are accurately and scientifically defined (Alsharaa, 2014). It is necessary to identify the requirements for employees or a specific job: what are the practical requirements, and why does the employee require training? Some businesses meet their training needs haphazardly and at random, which may result in failure to meet the required goals (Engetou, 2017). However, failure to identify training needs results in a loss of effort, money, and time spent on training (Alsharaa, 2014). So, this step is considered one of the most important steps of the training process because all subsequent steps are built on it. On the other hand, some organizations do not make efforts to plan training because they recognize that training is costly, and managers think that training is only necessary for poor performers who require training in saving money that would have been spent on unnecessary training (Mozael, 2017).

According to Swart et al. (2005), the presence of a performance gap is an indicator of the need for training, and the analysis of this gap leads to an assessment of training needs. Swart et al. (2005) also suggest that there may be many reasons why employees do not perform well in their jobs, such as a lack of motivation, a lack of confidence in their ability to work, or work-life conflicts. When there is a gap between an individual's or organization's actual performance and the specific directions that the individual requires in

order to perform certain tasks more efficiently and effectively, training is required (Abawi, 2020).

Needs assessment is not only done at the employee level. Rather, the needs assessment occurs on three levels: the organizational, job, and individual levels (Alsakarneh, 2011). An analysis of the organization's goals, resources, plans, timelines for achieving those goals, and the effectiveness of the available resources (human and material) in achieving those goals takes place at the organizational level (Alhusney, 2015). In terms of job level, the business or jobs are analyzed to determine what the individual needs to learn in order to perform this job as efficiently as possible (Alsharaa, 2014). Finally, at the individual level, individuals are analyzed to determine which employees need to be trained and which skills, knowledge, and attitudes need to be improved (Al-Mughairi, 2018).

Needs can be identified in a variety of ways. Managers can use four procedures to determine employee training needs in their organizations: job requirements analysis, organizational analysis, performance appraisals, and HR surveys (Infande, 2015). Following the identification of training needs, HR must take the initiative to complete the steps of the training process in order to achieve the training objectives and narrow the gap between expected and actual results (Engetou, 2017). It is the responsibility of HRM to activate training and development as part of HR practices in collaboration with decision makers and all labor departments (Tzafrir, 2006). The significance of these practices is evident in the development of training programs based on an assessment of the needs and goals of businesses and institutions (Elnaga & Imran, 2013). This is because well-designed training programs help to make the work environment more conducive to the workforce and more capable of dealing with upcoming challenges (Talbot, 2016).

It is clear from the preceding that any administration activity must be planned and studied in order to achieve the desired result. Training is one of the important activities carried out by the HR Department, for which funds are allocated and considerable time and effort are expended. As a result, it is critical to plan training programs and identify training needs based on the right foundations and at all levels of the organization.

2.4.3 Training Evaluation

Training, like any other HRM function, must be evaluated and monitored to determine its effectiveness. Training does not guarantee that the trainee will learn, so the HR responsibility extends beyond determining the need for training and the quality of that training to ensuring that these needs are met by the training program (Paramarta et al., 2021). Training evaluation is often viewed as the final step in the training process, but it is an important step in determining the effectiveness of a training intervention because it determines the level of practical skills acquired and any changes in behavior as a result of the training (Al-Mughairi, 2018).

Training evaluation is defined by Engetou (2017) as examining the effects of training and evaluating whether the set goals have been met. It can also be defined as the systematic examination of whether a training program has resulted in changes in learners' knowledge, skills, or emotions (Aguinis & Kraiger, 2009). According to Alsakarneh (2011), it is the best way to learn about the organization's strengths and weaknesses, as well as the best way to compare the set goals with the results, identify gaps, understand causes, and determine the extent to which trainees benefit from the training program.

The evaluation of the entire training program is the final step in the training process. Training evaluation is a critical component of training (Degraft-Otoo, 2012). This is one of

the most difficult and complex steps, especially because the weakness that was observable in one of the previous stages appears in this step (Alsharaa, 2014). The significance of training evaluation can be summarized as follows:

- The training set up some objectives to achieve, and thus the evaluation process provides an opportunity to ensure that they are met. It also allows for a cost-benefit analysis of the training program (Tagesse, 2018).

- Evaluating employees' performance following training aids in identifying the employees and program's strengths and weaknesses (Rumman, 2016).

- Knowing how well the program meets the participants' behavioral needs, the effectiveness of the approved training methods, and the appropriateness of the training resources (Alhusney, 2015).

- Motivate the organization to focus on the performance appraisal process in order to define the strengths and weaknesses of the employee's performance and to identify any training needs as a result of it. (Alsharaa, 2014).

- According to Alsakarneh (2011), it helps in ensuring that the training plan is correctly implemented and allows intervention in the training process to remove any obstacles that may obstruct the plan's implementation. He goes on to say that it helps to ensure the trainer's competency and the trainees' benefit from the training.

HR completes the training process by evaluating the training. It determines whether or not the training was successful in meeting the objectives. It is critical to ensure that objectives are met and to assess the program's strengths and weaknesses, as this helps improve the training plan.

In terms of the levels and standards used to assess training effectiveness, Engetou (2017) identified four levels of evaluation to assess the impact of training, each of which is a basic requirement for the next: "reaction and planned action, learning and confidence evaluation, behavioral impact, and results.

A question of when the evaluation will actually occur may arise. Previous research has mainly focused on training evaluations that occur at the end of training which evaluate trainee satisfaction and impressions of the training program (Al-Mughairi, 2018). Alsharaa (2014) mentioned pre-assessment, which occurs prior to training and is repeated afterward to assess the trainee's level of learning and skills acquired during training. As for the evaluation that occurs after a period of training, it is known as the impact evaluation of the return on training and measures the long-term impact of training, it represents the benefits and changes that result from training investments for the organization and the employee (Abawi, 2020).

Despite the importance of the training evaluation step, Aguinis & Kraiger (2009) found that less than 5% of all trainings are evaluated in terms of financial benefits to the organization. In most Arab countries, there is difficulty evaluating training (Al-Mughairi, 2018). In general, few organizations evaluate training because it is expensive, there is little management collaboration, and evaluations are conducted by unqualified individuals (Vidal-Salazar et al., 2012). One reason for this, according to Al-Mughairi (2018), could be management's belief that there is no need to evaluate training because it automatically improves employees' abilities to perform their duties and that evaluating training is a waste of resources and time.

Training evaluation has levels and standards that it is measured against. Evaluation occurs at various stages of training, whether before or immediately following training, or the impact of training is measured after a period of time. Despite the importance of evaluation, many organizations do not implement it.

2.5   Training Types

The type of training refers to the most appropriate training program chosen or designed to help an organization improve the motivational and cognitive levels of employees in order to meet the organization's goals by exhibiting the requisite performance (Swart et al., 2005).

Choosing the training type is a critical procedure that is dependent on assessing the need as well as the organization's goals and strategies. Many studies show that training programs improve organizational performance and effectiveness (Ng'ang'a et al., 2013). Especially with the global and technological acceleration that imposes new changes and problems that necessitate a greater focus on the appropriate type of training that aids in more easily adapting to upcoming issues (Tai, 2006). Although there are many ways to learn and many skills can be learned quickly, actual development comes from trainings that address needs assessment and have a long-term impact. Thus, selecting the type of training program is critical for achieving institutional goals and resolving challenges (Grote, 2002). Institutions understand the importance of diverse training programs in improving employee performance (Rumman, 2016).

According to the literature, there are many divisions of training types, and the division of training types can be done through multiple criteria based on the varied training needs, the training purpose, or the target group. There are a number of factors that influence

the type of training chosen in an organization, including the available financial resources, the content of the training, the nature and quantity of participants, and the implementation time (Alsharaa, 2014).

According to Dessler (2008), when analyzing training needs, the type of training can be divided into two types according to the target group: new employees and existing employees. Training is separated into four categories based on the employee's employment progression: new employee orientation training, knowledge and skill renewal training, promotion and transfer training, and retirement preparation training (Alsakarneh, 2011).

For classification according to training purpose, Armstrong (2012) divides training into the following categories: "technical skills training, trainer training, performance management training, personal training, problem-solving training, management training, mandatory training, and interpersonal skills training." According to Alsakarneh (2011), there are three types of training based on their purpose: knowledge training, skill training, and attitude training. According to (SHRM, 2021b) "there are three types of training: 1. Skills and development training 2. Compliance training 3. Onboarding training".

Training may be divided based on training requirements rather than a specific standard. According to Alsharaa (2014), organizations' training programs include informing new employees, preparing leaders, promoting job ethics, developing knowledge or learning skills, and reducing accidents and injuries on the job.

Based on the preceding, the researcher conclude that there is no specific division of training types but rather that there are multiple types of training depending on the training need. SHRM institution division will be adopted in this study because it combines the types that target the function category and the purpose of training. Also, this division is the most

closely related to the types of training that have been approved within the scope of the research at MoF. So the types of training are as follows:

1. Skills and development training.

2. Compliance training.

3. Onboarding training.

2.5.1 The Skills and Development Training

Development is a process in which individuals learn via experience, and the consequences of their learning reinforce not just their task abilities but also their attitudes (Cartwright, 2003). Alsharaa (2014) defines development training as training employees on the skills and actions that enable them to hold higher positions and succeed in them. Job-specific skills, talents, knowledge, and competence are not easily gained in the workplace; most employees require comprehensive training to assure a significant contribution to the enterprise's success (Engetou, 2017). The training expands the trainee's horizons in the employment field by outlining its difficulties, obstacles, and causes, as well as how to eliminate or lessen their influence on job performance (Abawi, 2020).

Training is an important part of enhancing performance. It can improve individual and organizational competence by bridging the gap between what needs to happen and what really happens—between intended goals or standards and actual levels of job performance (Iqbal et al., 2013). According to Iqbal et al. (2013) training that aims to increase employee efficiency assures the availability of a sufficient number of trained employees to become specialists in relevant departments or administrative jobs. Certainly, it is dependent on the training material to meet the demands that build knowledge and skills (Degraft-Otoo, 2012).

Despite what the literature has demonstrated about the importance of skills development training, some organizations and employees do not consider it necessary when the employee is able to accomplish the work. According to Alhusney (2015), some employees continue to conduct their work in the old way despite training on developing and upgrading it, which makes training ineffective.

Skills and development training refers to the training that enhances the employee's knowledge, skills, and development at work. According to SHRM (2021), skills and development training includes "initial skills training, job maintenance training, up skills training, and employer development."

2.5.1.1 Initial Skills Training

Initial skills training equips employees with the initial knowledge or skills needed to perform the job (SHRM, 2021). Not every employee is fully equipped with the experience or knowledge of the tasks required, especially employees who are working for the first time or in a new field in which they have never worked before (Farooq & Khan, 2011). This training is therefore an important factor for obtaining knowledge and skills for purposes of personal growth or future jobs or roles (Aguinis & Kraiger, 2009).

2.5.1.2 Job Maintenance Training

SHRM (2021) defines job maintenance training as training that assists employees in continuing to successfully do their present work when the job is updated or developed, such as by offering a new service or using a new technology. Abawi (2020) refers to it as refresher training, in which the trainee receives new information about the field of work, its methods, and the changes that have occurred. This helps raise the employees efficiency, improve their performance, and prepare them for other positions (Ng'ang'a et al., 2013).

Employees must be refreshed on the job through development training to achieve the competencies they lacked at the time of hire (Degraft-Otoo, 2012). Effective training and development programs help employees learn about new technological developments, obtain complete control over the skills and competences required to do a given task, and avoid problems on the job (Tagesse, 2018). According to Robbins & Judge (2007) competent employees' abilities decline and become outdated, necessitating the acquisition of new talents. Particularly when the company modifies its current methods, such as by beginning to employ new or advanced technology or creating new designs for its existing products (Alsharaa, 2014).

Training is required as upgrades and maintenance are performed on the job to ensure that employees can do these new responsibilities efficiently.

2.5.1.3 Up Skills Training

Up-skill training is defined as training that assists employees in acquiring new knowledge or skills that will allow them to improve performance efficiency or take on new jobs in the future (SHRM, 2021). It is intended to increase the ability of employees to perform certain tasks, raise efficiency in job performance, and prepare them to assume higher job tasks (Abawi, 2020).

Some employees have high qualifications that allow them to effectively execute their jobs, but others have poor qualifications and require training to work with qualified people and overcome work challenges (Newton, 2006). Improving employees' self-skills at work helps to perform better. This is accomplished through establishing the content of training programs aimed at improving abilities (Tams, 2008). Development Training also helps in the growth of the human capital required to address competitive challenges. Many

businesses have recognized that learning via training, development, and knowledge creation helps employees enhance or expand their abilities, which has a direct impact on job performance, satisfaction, and career progress (Noe, 2019). Training programs are intended to increase employees' job abilities, whether technical, managerial, or personal (Degraft-Otoo, 2012).

2.5.1.4 Employer Development

Employer development, which includes formal mentorship and leadership development, assists employers in enhancing their individual capacities and developing their own professional and job-related skills (SHRM, 2021b). Individuals evolve and realize their full personal potential as they grow and learn, which contributes to the development of mental and personal capacities as well as knowledge and skills (Ng'ang'a et al., 2013). The business's clever and trained personnel is one of its success elements, and by maintaining well-trained employees, the organization may save money by eliminating recruiting and training expenditures for new employees (Franklin et al., 2014). According to Mcdowall & Saunders (2010) understanding the value of training for all employees is critical in order to improve organizational competition and achievement because employee training is an investment for the organization.

Skills and development training aims to improve the performance of employees working in an organization. This training aims to introduce the employees to the essential skills, familiarize them with updates and maintenance that may occur on the job, increase their ability and efficiency so that they may compete, and finally, develop and improve the performance of their employers.

2.5.2 Compliance Training

The Valamis-Learning Experience Platform website defines compliance training as "a crucial type of training needed to inform employees of the organization's regulations, policies, or adherence to laws" (Valamis, 2021). Nassazi (2013) defined it as training that provides a basic overview of the work environment, such as laws, work systems, technology, office layout, organizational culture, health and safety issues, working conditions, processes, and procedures.

According to (SHRM, 2021), interest in these training programs has grown across the world, particularly in the United States of America, and companies are making increasing attempts to incorporate these programs into their training plans. There are several types of training programs available, including regulatory compliance training, information security training, HR compliance training, and workplace safety training (SHRM, 2019). The organization intensifies its training in situations in which the management decides to change or modify the content of the work in terms of policies, responsibilities, duties, or powers (Alsakarneh, 2011).

2.5.2.1 Laws Compliance Training

Laws compliance training prepare employees to understand the organization's laws and regulations (Valamis, 2021). Among the training objectives is the acquisition of knowledge, which includes theoretical intellectual frameworks such as organizational policies, laws, regulations, and instructions (Alsakarneh, 2011). As well as knowledge renewal while making changes in the organization, whether in policy or in the organizational structure (Alsharaa, 2014).

Laws compliance training is similar to HR compliance training; however, HR compliance training focuses on laws that govern the employer-employee relationship (Valamis, 2021).

2.5.2.2 Information Systems Compliance Training

As the previous research has shown, training is the most common way to engage an employee with information system regulations and security. Training can assist in learning technical skills connected to computer systems (Aguinis & Kraiger, 2009). Thus, in order to promote knowledge and avoid information superficiality, employees must be educated to follow the information systems policy (Ghazi,2020).

According to Puhakainen & Siponen (2010) the employee's noncompliance with information security regulations at work is a major worry for the organization, and information security systems will be worthless without the employee's dedication. Employees who do not follow information-system policies pose a significant risk to their employers, according to him, and alternative methods to training in this field are required (Puhakainen & Siponen, 2010).

2.5.2.3 Workplace Safety and Health Training

Maslow's hierarchy of needs is a common concept in HR and behavior analysis. Maintaining workplace health and safety is one of the basic human needs considered the foundation of the hierarchy (Pike, 2014). Human needs for peace and stability that are addressed through the execution of formal events and activities are referred to as security and safety needs (Stein & Christiansen, 2010). Employees need to know the basics of safety and public health in order to maintain their own safety and the safety of the workplace, whether the work is in an industry or an organization (Valamis, 2021).

Cole (2002) stated in his book that training is more than just acquiring new skills and information to complete a task. Rather, the training concept refers to the requirement to increase productivity and safety when operating certain equipment or the necessity for a successful sales team, for example (Cole, 2002). Among the benefits of organizational training are the formation of a suitable climate, communication among employees, and the avoidance of accidents and work injuries (Jones et al., 2009). Increasing an employee's capacity entails not only increasing their allowances but also improving workplace safety and security, which may result in a lower employee turnover rate (Mozael, 2017).

Compliance training is training that familiarizes personnel with the institute's laws and rules, information systems and their security standards, and workplace safety. It is critical to be able to conduct work efficiently since work in organizations is connected to the organization's laws and regulations as well as dealing with information systems. It also prepares the individual to deal with workplace health and safety issues.

2.5.3 Onboarding Training

According to Dessler (2008) training is a way of providing new or existing employees with the skills required to do their respective duties. Onboarding training for new workers is the process of acquainting a new employee with the organization's culture as well as obtaining the tools and information required to become an effective team member (Maurer, 2018). Alsakarneh (2011) refers to this as "basic training," and it consists of providing the new worker with the essential knowledge, information, and fundamental skills relevant to the nature of the job before entering the production process. This type of training refers to the process by which new employees are prepared and directed to

integrate into their work. It is called onboarding because it refers to training new employees at the beginning of a new job.

According to Ng'ang'a et al. (2013) new employee training comprises introducing them to the structure of the business, its vision, purpose, values, policies, the employee's roles and responsibilities, and much more that may be known in principle before starting work. They continue by stating that orientation is critical and may be a kind of informal experience that provides the employee with fundamental skills at the start of the work with direct direction, which impacts the employee's performance growth (Ng'ang'a et al., 2013). While the Training Industry website says that the objective of a training program for new employees or employee turnover is to provide them with the required information and abilities to become contributors to the workplace, it is not intended to access professional skills and knowledge (Training Industry, 2013).

Previous research showed the importance of this training both for new workers and for those who are experiencing internal turnover within the organization. Furthermore, training in general improves efficiency and productivity, increases employee loyalty, improves employee satisfaction, and assists employees in adapting to their new position (Engetou, 2017). This training informs new employees on the organization's system, the employee's duties and rights, job behavior, and the regulations and laws that regulate work in the relevant institutions (Alsakarneh, 2011).

As for the period of time over which the employee receives this training, HR experts advise that hiring and preparing new workers in the organization should be a year-long strategic process to achieve a high level of employee retention (Maurer, 2018). Good

planning expedites the merger process and aids in the timely dismissal of incompetent employees from the organization (Stein & Christiansen, 2010).

This training can take several forms, including information, welcome letters, a description of organizational terms, a virtual copy of the employee handbook, and other specifics about the departments (Maurer, 2018). Or it might be a thorough training program that covers all a new employee needs to know about the company's goals, rules, job duties, rights, and other knowledge about the job (Abawi, 2020). The primary goals of new hire preparation programs are to improve performance, establish a better match between the job and the organization, promote work satisfaction and organizational commitment, and decrease turnover rates (Pike, 2014).

According to SHRM (2021) this type of training integrates new hire employees, security mentors, and turnover employees into their work for a few days, weeks, or months after starting.

One type of this training involves lowering employee turnover within the organization. Tagesse (2018) emphasized that internal rotation is beneficial to the organization because it improves morale and self-confidence, and it also demonstrated the need to train employees for the new locations to which they would be moved. Paying attention to training for all employees, especially those prepared to fill advanced or new positions in the organization, is critical to their success in their new positions (Alsharaa, 2014).

The other and most common type of onboarding training is training for new employees. Its definition and importance have already been discussed. The researcher added to the benefits of this training:

- Preparatory training gives newcomers a good chance to learn and receive suitable career guidance (Tagesse, 2018).

- It is not enough for organizations to pick and appoint employees; these employees must be prepared and have the ability to accomplish the task allotted to them, as well as assist them in acquiring new knowledge and skills and provide them with new techniques for performing work and honing their skills (Alsakarneh, 2011).

- Preparation assists new employees in adjusting to the social and performance elements of their positions, encouraging them to become effective, contributing members of the team, and more likely to stay (Cable et al., 2013).

- Onboarding programs assist new workers in understanding their individual job tasks and what is expected of them, allowing them to feel more at ease and productive in a shorter amount of time (Pike, 2014).

- Improve organizational alignment by matching the corporate culture with that of newly hired personnel (Pike, 2014).

Despite its relevance, training employees to conform to the job and the business's culture might reduce the value of their identities by submitting them to opinions that may not be optimal in the long term for either the organization or the individual employee (Cable et al., 2013).

The importance of this training goes beyond giving employees information about their new job, but rather helps them quickly integrate into the organization and become active members. It allows them to engage in the new culture and perform their roles as expected, not as they are assumed. And their adaptation to their new jobs in the event of

moving from one department to another. This helps the organization retain employees who are able to perform their work, which contributes to achieving its goals.

2.6   Training Methods

The training methods is the way through which training material is transferred from the teacher to the trainees (Alsakarneh, 2011). Training planners use a variety of training methods to carry out training programs in accordance with the objectives, with the approach that provides the most efficiency and effectiveness being selected for the training program (Alsharaa, 2014).

Previous research has identified a number of training methods via which information, skills, or knowledge are transferred to the employee. According to Dessler (2016), many methods of training are used, such as conventional face-to-face training in halls, lectures, virtual teaching, simulations, and role-playing. Training, according to Noe (2019) has moved from focusing on one event to establishing circumstances for learning that may occur through collaboration, online learning, traditional classroom training, or a mix of these modalities. According to SHRM (2021) there are several techniques for training, including face-to-face training and virtual distance training.

Martin et al. (2014) identified 13 different types of training approaches, such as internal training, programmed education, role-playing, and so on. They added that the findings of studying the nature and characteristics of various training techniques, as well as their relationships, showed that the majority of these training methods are not interactive and that technology capabilities have widened the delivery method to include varied distance alternatives.

Given the relatively long history of training, giving a complete list of types of training methods is challenging; training methods are continually evolving to suit current technological developments, making it difficult to conclusively identify them (Martin et al., 2014). In general, choosing the proper training method is determined by various aspects, including the trainers' ability to apply all training methods, whether traditional or modern, the number of trained employees, the type of trained employees, their administrative level, and their real needs (Alsharaa, 2014).

The researches also examined the significance of the plurality and variety of these methods in achieving training objectives and improving performance. Training is conducted using various educational approaches to achieve goals, and it should be diverse and accessible as training methods are related to the types of programs provided and training methods with performance (Obisi, 2011). Effective training programs make use of modern technology and technology that aids in training implementation (Nda & Fard, 2013). However, some managers and education professionals believe that training can be implemented informally within the organization during work performance without the need for formal training methods because smart solutions that include learning on the job can deal with performance problems (Arets et al., 2016).

Training methods are the means by which training content is delivered to trainees. According to studies, it is impossible to limit training methods because of their diversity and ability to change with functional and technical progress. This study used two types of training methods: standard face-to-face training and virtual distance training.

2.6.1 Traditional Face-to-Face Training

Face-to-face training occurs when the learner receives the training material directly from the trainer in the same location through a variety of methods (Alsharaa, 2014). It is the most popular training method in which the trainer directs the training to the trainees using lectures, seminars, directed discussion, conferences, case studies, brainstorming, role-playing, and other methods (Abawi, 2020).

This method is usually off-the-job and includes, according to Obisi (2011) "lecture, vestibule training, role playing, case study, discussion, simulation, group exercises, team building, outdoor and workshops." Lectures are a quick and simple training method to present knowledge to large groups of employees (Dessler, 2016). Barrett & O'Connell, (2001) have agreed that off-the-job training with diverse training methods has a positive impact on performance. Training, according to Abawi (2020) is an important element, an invaluable basis, and a required companion for the individual in his actual job. He added that training methods and forms differ depending on circumstances and materials.

This training can be offered to the employee either internally or externally to the company. According to Alhusney (2015) internal training activities are planned in advance with the guidance of management, whereas external training is planned by experts who specialize in training outside the company. Despite the value of this training, some organizations are looking for a way to avoid having an employee leave the workplace for training. According to Cartwright (2003) an alternative to employees taking time off from work for training is for the organization to provide the training in the same workplace.

Many factors influence face-to-face teaching. The individual training approach is distinct from the group training method (Abawi, 2020). Other elements that influence the

effectiveness of this training, according to Alsakarneh (2011) include providing transportation to the location of training, which is crucial to consider when evaluating the need, especially if the trainees come from a long distance away, as this involves organization and an added cost. Choose the right people to participate as well as the sort of training program. He also believes that the presence of a qualified trainee is critical to the training's effectiveness. Alsharaa (2014) thinks that the training budget, which is determined by available financial resources, has an impact on training implementation. Finally, technological improvements such as new innovations or new work practices indicate the necessity to update existing training methods (Dessler, 2008).

Each learning method has advantages and disadvantages that make it more or less suitable for learning different things (Gold et al., 2009). It is true that this training has many determinants and factors affecting it, but it also has many positives and advantages that distinguish it from other methods, such as virtual training. For example:

- The design of a face-to-face training program includes creating a training environment that stimulates trainees to learn and apply what they have learned on the job, which includes workbooks, exercises, and activities during training (Dessler, 2016).

- Trainees have a direct and quick point of contact during training if they have questions or require advice (Dessler, 2016).

- This training includes exercises for development and reinforcement (O'riordan, 2017).

- According to Holden & Beardwell (2001) face-to-face training is described as active learning as opposed to passive learning since the learner actively engages in learning activities such as group discussions, job simulations, or role-playing exercises.

- Face-to-face training employs a variety of teaching methods that encourage interaction between trainees, such as lectures, case studies, brainstorming, PowerPoint slides, online and computer-based activities, and course activities (Dessler, 2016).

- The training program not only offers the participant a new skill, but it also helps build collaboration abilities (such as presenting and coaching skills) and interpersonal and communication skills required to engage effectively as a team member (Coyle-Shapiro et al., 2013).

- Coyle-Shapiro et al., (2013) adds that employing our five senses provides our brains with a higher chance of remembering what to see in a demo or trainer, and other people prefer to experience things for themselves. This is accomplished through face-to-face training.

- Training enables trainees to be respected and regarded on an equal basis. Because they are all gathered in front of the trainer (Gold et al., 2009).

- Traditional training enables the trainee to make eye contact with the trainees, manage voice tone, re-ask questions, observe body movement, and be on the alert for negative signs such as boredom and distraction (Dessler, 2016).

The most common sort of training is face-to-face training, which occurs in training halls in the presence of the trainer and the learners. Lectures, role-playing, brainstorming, and other methods are used to deliver the training. When planning the training, several factors must be considered, including the number of participants, the training budget, and the mobility of the trainees. Recently, technological improvements have helped in the creation of new types of training methods that do not depend on face-to-face training.

Nevertheless, this training has many advantages, for example, the interaction between the trainees, the development of teamwork, and the implementation of various activities.

2.6.2 Virtual Training/ E- Training.

Virtual learning, e-learning or distance learning, synchronous or asynchronous learning, modern learning or the use of technology in education—many of the terms and phrases synonymous with the previous sentences are mentioned when talking about e-learning or what terminology is called in the language of the times (Ghazi,2020). According to Bahri & Alhamad (2021) the issue of distance learning is not new; according to some specialized studies, 50% of traditional institutes and universities offered their curricula directly on the Internet in 1998; this percentage increased to 70% in 2000; and some universities provided services only through the Internet. Over the last decade, the notion of e-training has evolved. It was first based on stable programs on computers, but as newer devices and Internet speeds improved, the concept grew to include direct learning via the network, whether from a trainer or through simulation programs (Abawi, 2020).

Over time and with changing needs, the challenges facing organizations have increased, and technological development has changed the requirements and competencies needed to perform tasks. There is a need to develop new training techniques that are more effective and relevant to technological changes (Farooq & Khan, 2011). In addition, traditional training has limitations that reduce its effectiveness internationally due to the changes that are taking place globally, and virtual training has become an important input in HR development (Al hila et al., 2017).

Many terms describe distance training using modern technology. It may differ in nature, but it all refers to distance learning without the presence of the trainer and the trainees in the same training room. The need for this method of training has increased.

Virtual or E- training is defined as the training process that takes place remotely using the internet or intranet and provides the required learning and skill (Wolor et al., 2020). It is defined by Dessler (2016) as training approaches that employ computer-based interactive systems to develop knowledge or skills. It is also a systematic, regulated, and pre-planned approach to dealing efficiently with learners in order to supply them with information and science (Ghazi,2020). And to clarify the words "distance education," "e-training," and "virtual training," Bahri & Alhamad (2021) explained the following: Distance education is a method of education in which lectures, materials, and assignments are provided to students while they are at home through the Internet, and it can be synchronous or asynchronous. While e-training is a type of distance education, it is also a method of education that uses modern communication methods such as computers, networks, and multimedia to transmit knowledge to trainees. Virtual training is also referred to as effective training from remote areas that is not restricted by distance or time due to the Internet and its technologies.

Many factors and circumstances have contributed to the increased interest in and use of e-training. Regardless of the level of competition in markets and businesses, the rapid speed of technological innovation forces organizations to provide more training for their HR, necessitating the development of new skills and training techniques (Wolor, 2020). The demand for critical talents and capacities has also grown, necessitating the implementation of more effective and efficient training and development programs by all

businesses (Tagesse, 2018). The training technological revolution enabled various approaches, media, and tools for training institutions to successfully conduct training programs (Alsakarneh, 2011). Alsakarneh (2011) added another issue, which is the changes in the function of the trainer as a result of the scientific and technical revolution, such that his position is no longer a source and transmitter of information. It was more than ready for the training conditions.

Computer-based training is becoming increasingly realistic (Dessler, 2016). With the beginning of the year 2020, the emergence of the COVID-19 pandemic was one of the most important factors that led to the decline in the implementation of training around the world, and most importantly, it showed the need to use modern training methods based on technology (Ferrara et al., 2020).

In his book, Abawi (2020) cites a number of reasons for using e-training over the Internet, including:1. Rapid population increase, which puts a strain on natural resources and service organizations. 2. The explosion of knowledge and technical advancement, as well as the fierce competition based mostly on informatics. 3. The revolution in communications and information transmission speed, as well as the great progress in processing data and information at high speed and low cost. 4. Traditional training institutions' incapacity to provide training opportunities for specific individuals due to economic, family, health, or geographical limitations. 5. A shortage of qualified trainees, which may be remedied via the visiting coach technique.

The researcher conclude that there are several arguments for using e-training, and recommend organizations adopt this method in addition to traditional face-to-face training. E-learning has several advantages and benefits. Distance obstacles to training can be

reduced using information technology, e-learning, and video conferencing (Cartwright, 2003). Martin et al. (2014) highlights that virtual training is a social experience that removes prior impediments to participation, such as geographic constraints. Interactive training combines such elements as text, video, graphics, pictures, and music to create a teaching environment in which the trainee may engage (Dessler, 2016). Allows for the delivery of education to large groups of geographically dispersed people (Ghazi,2020). One of its most important features is that it is not related to the place and that the time frame is much shorter (Ramayah et al., 2011).

Bahri & Alhamad (2021) added a variety of advantages to this, including increasing the possibilities of contact among students and presenting diverse points of view among them. A sense of equality exists because communication tools enable each student to share his or her views at any moment and without shame. Contact the trainee as quickly as feasible, outside of regular working hours. The capacity to switch between visual, aural, and written instruction Trainers from all over the world might be hosted at the same time.

Despite the advantages of this method of training, Rothwell & Kazanas (2014) deem it impersonal, as it does not take advantage of the individual's desire for social connection or profit from the value of group education, and they believe it is vital to balance e-learning and classroom learning. This is in addition to what the literature summarized about the obstacles and defects of e-training, include, The creation of standards as well as the necessity to make several revisions and updates as a result of various developments (Bahri & Alhamad, 2021). The degree of interaction is lower, and the dispersion is greater, also Learning may be unproductive and irritating if the training content is not adequately prepared or if social contact is absent (Martin et al., 2014). Finally

the financial expense of planning and delivering training, particularly at the incorporation stage, and main issue is due to technical issues with the hardware, telephone connections, and software used (Ghazi,2020).

2.7 Employee Performance

Employee performance can be defined as the outcome of one's work that demonstrates success or failure (Sofiah et al., 2020). It is an employee's ability to complete a certain task that is measured using predetermined indicators (Sendawula et al., 2018). Iqbal et al. (2013) define it as the completion of certain activities that are judged against pre-established criteria that determine correctness, completeness, cost, and speed. The literature agrees that performance is the factor that determines whether or not a task is done successfully and if it accomplishes the planned goals in the organization. This is determined by indicators that will be discussed after researching the relationship between training and performance.

2.7.1 Performance and Training

As indicated by the results of Harrison (2000) study, learning via training has an influence on organizational performance, as it enhances employee performance efficiency and accomplishes business goals. In the perspective of Sendawula et al. (2018) a well-trained person needs less supervision because of his capabilities. There is established evidence that training exercises improve individual and team performance as well as attitudes, motivation, and empowerment (Aguinis & Kraiger, 2009). Individuals and organizations can benefit from training in both the short and long term (Nassazi, 2013).

Training and development should always be regarded as beneficial business activities (Cartwright, 2003). Because it has a role in enhancing the performance of the

organization and improving the level of general productivity (Alsakarneh, 2011). Effective training is a human resource investment that helps the business by increasing performance and employee effectiveness (Abawi, 2020). He went on to say that the training helps with other abilities, such as cooperation, conversation, listening, and disagreement.

In all circumstances, the potential of the actual performance differing from the targeted performance creates a gap that should be addressed, training is a deliberate and ongoing procedure that bridges this gap while also improving employee and organizational performance (Alsharaa, 2014). It also helps in changing attitudes and adopting positive attitudes about the job, which leads to increased morale and productivity at work (Abawi, 2020). As a result of training and improving performance, employees may expect higher benefits (Rothwell & Kazanas, 2014).

Performance is constantly related to training, and anytime the issue of training is brought up, it is vital to determine how it affects performance and vice versa. Training has a direct influence on performance.

It should be noted that many factors restrict the influence of training on performance. Despite the increase in spending on training and the continuous escalation in institutions providing training services, especially in our Arab world, the reality testifies that a large part of the impact of training is imperceptible in the form of results and achievements, and the return on trained individuals is not clear in terms of improving competencies and increasing capabilities (Alhusney, 2015).

According to Cartwright (2003) Training may be detrimental to a business if the employees are inept, lazy, or lack the ability to carry out certain jobs. In such cases, the training will not have a beneficial impact on performance. Individuals cannot do a certain

performance or response unless they have the appropriate capacity and motivation to do so; otherwise, the effort used, whether by the trainer or the trainee, is useless and has no return (Abawi, 2020). Abawi, goes on to say that the trainee may acquire negative behavioral habits, aggressive attitudes, or functional habits in addition to the training. On the other side, the results of training may not be shown in performance or the organization; they may be tied to the individual or the team (Aguinis & Kraiger, 2009).

According to Alhusney (2015) the demographic characteristics of the employees have an impact on training. Ages, educational levels, and the kind of job all determine demographic characteristics; employee participation decreases with age, but employee participation in training improves with education level. The desire for training grows more among employees with functional specialties than among those with low abilities. In this research, the researcher will investigate whether these factors have an influence on the training activities and performance in the organization and the degree of that influence.

In addition to the demographic characteristics, training is influenced by the environmental aspects of the organization. Even if knowledge and skills are accessible, company culture and structure, job design, rules, and work processes may all have an influence on performance (Wright & Geroy, 2001). Also included are appraisal system tools, organizational authority and policies, and group dynamics (Tagesse, 2018). Therefore, it is important to take these factors into account to ensure the effectiveness of training.

According to studies, there is a connection between training and performance, and training has a good influence on increasing the level of performance of employees in a way that benefits the organization and fulfills its goals. Various studies have found that this

influence is affected by other factors that restrict its favorable effect. The results of this research will show if training has a positive influence on performance in the Palestinian government sector, notably in MoF, or if it is influenced by the other elements stated.

2.7.2 *Performance Indicators*

Many indicators may be used to evaluate employee performance. Previous research found many scale indicators. According to Ng'ang'a et al. (2013) the performance assessment indicators include: "revenue generation, profit, corporate image, employee acquisition and retention, customer acquisition and retention, performance targets, financial and other rewards, innovation, and performance targets." Wolor et al., (2020) provide four indicators: quality, quantity, task execution reliability, and attitude. Employee performance may also be measured using the metrics: human capital, job satisfaction, supervisor feedback, turnover rate, and absenteeism rate (SHRM, 2021).

Many performance indicators are connected to the nature and activities of the organization. Alsakarneh (2011) went on to say that the indicators also include the ability to plan, think strategically, and make decisions; loyalty to the company; a sense of interest in and respect for the job; and active participation in problem-solving. According to Obeidi (2013) responsibility, organizational loyalty, the desire to continue working, and confidence in the organization are among the factors that measure organizational performance. Finally, Engetou (2017) adds a satisfaction indicator to the compensation and reward system as well as appraisal as a performance indicator.

As a result, the concept of organizational performance is wide and multifaceted. As previously mentioned, performance may be monitored using a variety of indicators. Some of these indicators will be reviewed further, as they were used in conjunction with other

indicators in the questionnaire to evaluate the performance of Palestinian MoF employees. Include: human capital, job satisfaction, supervisor feedback, turnover rate, and absenteeism rate.

2.7.3   Human Capital

Human capital is defined as the collective mix of performance-related knowledge, capabilities, and attitudes within an organization or society (Aguinis & Kraiger, 2009). Successful organizations realize the necessity of investing in training and development, and successful people understand that learning is a constant process that they must invest in to be as acceptable as possible in the recruiting process (Cartwright, 2003).

Training activities help people, teams, and organizations by improving the nation's human capital, which adds to the country's economic growth (Aguinis & Kraiger, 2009). All components and causes of competitiveness creation are the responsibility of humans, both individuals and groups (Alhusney, 2015). Investing in and developing human capital via training improves employee performance through improved skills or work satisfaction (Mondy, 2008). Employees in the organization are treated similarly to intellectual property, and as such, they provide a competitive advantage over other organizations (Houger, 2006). HRM is responsible for recruiting competent employees, directing rewards efficiently, and retaining workers at a high enough rate to profit from their abilities and development (Mcdermott et al., 2013). These roles contribute to decision-making, which achieves what is called the human capital advantage (Boxall & Purcell, 2011).

Although the preceding literature provides evidence on the benefits of training in human capital investment and its favorable influence on employee performance. However, (Baruch, 2006) reveals that management may be reticent to invest in HR for a variety of

reasons, including their market value and job opportunities. Human capital in the organization is an indicator of its employees' performance. And training considers aspects that influence it.

2.7.3.1 Job Satisfaction

Armstrong & Taylor (2014) defined job satisfaction as the attitudes and feelings that people have towards their jobs, or a positive emotional state towards the job. Employee job satisfaction is related to training. Organizational training policies are related to four types of advantages at the organizational level: employee satisfaction, owner or shareholder satisfaction, customer satisfaction, and workforce productivity (Aguinis & Kraiger, 2009).

Trained employees are more satisfied with their jobs, which is reflected in their performance (Cao et al., 2007). Rowden (2002) asserted that skilled staff are more likely to satisfy consumers. This is due to the fact that an employee is only satisfied when he feels qualified to do his duties, which is attained through successful training programs (Elnaga & Imran, 2013). Training contributes to increasing employee satisfaction in the organization as a consequence of their feeling of commitment to it, that there is interest in their career path, and that their professional interests align with the organization's interests (Alsharaa, 2014).

2.7.3.2 Supervisor Feedback

Supervisor feedback is the practice of providing employees with clear and explicit feedback on the efficacy of their performance (Armstrong & Taylor, 2014). Employees should be given feedback to know what they are doing well and where they need to improve (Holden & Beardwell, 2001). According to Farooq & Khan (2011), training and feedback may improve the performance of all sorts of organizations. Training may provide supervisors with information on how to manage the personal issues that arise among their

employees (Rothwell & Kazanas, 2014).Training and feedback both enhance performance, since the feedback process seeks to improve an employee's performance by giving information that aids in this endeavor (McAfee et al., 1995).

Managers have the ability to offer comments on employee performance. The direct manager's work performance reports indicate advancements in the employee's performance as well as training needs (Alsakarneh, 2011). Supervisors are responsible for offering feedback to ensure that training programs are effective (Swart et al., 2005).Training is useful in building human and positive connections between employees and supervisors in the organization because it gives the capacities, skills, and behaviors that support the formation of positive relationships among the employees themselves and between managers and employees (Alsharaa, 2014).

2.7.3.3 Turnover Rate

Employee turnover refers to the availability of opportunities for employees to work in more than one job within the workplace, which aids in preparing employees to work in more than one job with less training (Mathieu et al., 2000). Internal turnover, according to Alhusney (2015) is the method by which an employee moves from one position to another within the same department or across the organization's departments. In terms of its goal, Alhusney suggests that the employee learn a variety of jobs and be fully aware of the nature of his work. The process of rotating employees between positions has favorable effects on performance, such as the employee not becoming bored as a result of performing the same job for years, having diverse experiences that aid in assuming senior positions, not concentrating experience in one person, and having the capacity to replace any lack of workers (Alsakarneh, 2011).

In his book, Armstrong (2009) asserts clearly that organizations may profit from training and development by increasing employee loyalty and investing in more effort to recruit and keep them. Employees who receive excellent training are more likely to stay in their positions than those who do not (Elnaga & Imran, 2013).

Despite this, many organizations fail to recognize the value of training in influencing performance and attempt to cut their budgets, resulting in high employee turnover and, as a result, a rise in the cost of acquiring new personnel (Elnaga & Imran, 2013). On the other side, Rothwell & Kazanas (2014) found that training raises the risk of employee turnover, particularly when it develops transferable abilities from one job to employment in other organizations. High external turnover can be costly to organizations due to high recruiting and onboarding costs (Pike, 2014).

2.7.3.4 Absenteeism Rate

Absenteeism is defined as an employee's inexplicable absence from work and may be caused by employee satisfaction and a lack of understanding, which fosters disengagement and absenteeism (Jones et al., 2009). Employee commitment to work is shown by lower absenteeism and higher employee satisfaction (Armstrong & Taylor, 2014).

The absence of the employee has an impact on performance appraisals, and it can be a factor when deciding whether or not to lay off employees (Nassazi, 2013). Employees are more motivated to execute their duties and enhance their performance if they rank high in work engagement, which minimizes absenteeism and turnover (Iqbal et al., 2013).

Training can help influence some of the organizational cultural and social changes, including personal changes such as changing working circumstances, a loss of individual motivation, or a desire to be absent from work (Crowe, 2015).

Human capital, job satisfaction, supervisor feedback, turnover rate, and absenteeism rate are all indicators by which employee performance can be measured. The literature shows that training is related to performance and is directly related to these and other indicators reviewed.

2.8 Previous Researh Findings

The previous literature reviewed indicated an effect of training on performance. This study will focus on the effects of choosing the type of training program on performance and choosing the method of training on performance.

Thang & Buyens (2008) reviewed 66 studies from around the world on the influence of training and development, and the results showed that training and development achieve superior knowledge, skills, abilities, attitudes, and behaviors for employees, and this positively affects the performance of the organization.

Arthur et al. (2003) investigated the influence of training on organizational-level results in their meta-analysis; only 26 research studies (N = 1748) investigated the advantages of organizational training, the findings showed that the effects of training differ depending on the type of the training, delivery method used, the skill or task being learned, and the metric used to assess effectiveness.

According to Tagesse (2018) research, respondents with a mean value of 3.71 agreed that the type of training they had received was applicable to the job after training. According to the respondents, the training program had a mean value of 3.24 when

considering the employees' abilities and education. As for supervisor support of the use of techniques learned in training that are applicable on the job, respondents had a mean score of 3.39.

According to Degraft-Otoo (2012) study about Impact of Training on Work Performance Responses, "indicates that a maximum of 60% of sampled respondents agreed that the impact of training on their work performance was excellent. Fourteen (14) respondents representing 28% mentioned that the impact of training on their work performance was very good whilst 12% said the impact of training on their work lxv performance was better than before".

Based on the study by SHRM (2019) on organizations measuring the impact of training on many institutions around the world through a survey of 1,033 HR specialists, the results indicated that 89% of employees participate in training programs related to skills training, and 71-73% of them measure the impact of training on staff by size.

According to Tom Whelan in his article on the Training Industry website, learners obtain the knowledge, skills, and abilities they need for their jobs through a mix of sources: 70% from on-the-job experiences, 20% from social sources, and 10% from formal training (Whelan, 2018). And through the results of the research that examined the effect of virtual training, Kamal et al. (2016) found that E- Training has a positive and direct impact on employee performance.

While Christian et al. (2007) found that E-training can be useful for improving employee performance because employees have access to online training resources around the world. Also through the results of Wolor et al. (2020) it was found that "the effect of e-

training on work motivation is positive (0.19) and moral (2.37 > 1.96) therefore it can be said that e-training has a direct positive impact on motivating work and thus performance".

In Palestine and our Arab region, studies have shown the influence of training on performance. Ghannam (2010) research on the influence of training on the performance of employees in the Palestinian insurance sector found that there is a link between training and performance improvement and that external training is the best training technique. The study also discovered that training has an effect on the organizational commitment of employees in Palestinian insurance sector.

In Othayman et al. (2020) study about challenges in implementing training and development programs in Saudi Arabia based on government reports and studies, among the results was an improvement in the number and quality of employee performance, with an increase of 12% after training.

According to Ajlouni et al. (2015) in their study on the impact of training on employee performance in Jordanian private hospitals, the results showed that "there's a strong relationship between the training component in general and the independent variables (application of the stages of training process, training program diversity, and use of modern technology in training programs) and a higher relation between the application of the stages of training process and the performance of workers than the relation between training program diversity and the performance of workers."

The results of previous studies showed that there is a positive influence of training on the performance of employees. And this influence depends on the type of training program and the training methods that are adopted.

2.9 Palestinian Public Sector and Ministry of Finance

One of the most powerful influences on learning in a country is the government. It is the government which decides on policies for education (Gold et al., 2009). The Palestinian government sector includes all institutions affiliated with the government, both ministerial and non-ministerial. The establishment of these institutions began in 1994, and their work is regulated by various government regulations and laws (PMO, 2021).

According to the National Development Plan for Palestine 2021–2023, issued by the Prime Minister's Office, the Palestinian government seeks to enhance the provision of the best government services and enhance trust between the government and the citizenry (PMO, 2021). Among the objectives of the plan are investment in HR, and the optimal utilization of human energies. The government also attaches special importance in its plan to training, and it is not limited to traditional training, but also encourages vocational training and craft industries (PMO, 2021). MoF is considered one of the most important ministries in the Palestinian government for its important role in planning and managing public funds in Palestine.

2.9.1 Ministry of Finance

According to MoF website (MoF, 2022), MoF plays a key role in formulating the financial policy of the Palestinian National Authority and supervising its implementation in a manner that ensures an effective contribution to achieving integration between economic, financial, and monetary policies and achieving consistency between its tools to form a system for economic stability and growth, that contributes to achieving the global Sustainable Development Goals and raising the standard of living in all fields. As well as assisting and strengthening the national economy to meet the great challenges both locally

and globally. It also works to finance the budget of the Palestinian National Authority through local revenues generated from taxes, manage revenues from external funding sources, and carry out the work and responsibilities entrusted to it through an action plan in support of the reform plan and Palestinian development, within a transparent approach that seeks to reach sustainable development.

Ministry Vision: "Contribute to the stability and growth of the national economy to achieve prosperity through sustainable development and provide a decent life for citizens" (MoF, 2022).

Ministry Mission: "Manage public finances efficiently and effectively through revenue development and rationalization of expenditures using transparent and fair financial systems, supported by regulatory procedures" (MoF, 2022).

MoF has given significant attention to training. Inside the General Administration of HR, there is a department specialized in training called "Training and Development Department". The Ministry has also established "Palestinian Public Finance Institute", a specialist training institute linked with the Ministry. The Training Department of the Ministry works with the Institute to manage, create, and administer training for MoF employees (MoF, 2022).

Human Resource Management at Ministry of Finance

According to MoF website (MoF, 2022), the General Administration of Human Resources is one of the Ministry's most significant general sections. It strives to supervise all Ministry employees in accordance with its functional authorities and duties. It aims to increase the efficiency and develop the capabilities of the Ministry's employees through training, raising the level of performance, and providing citizens, government departments,

private sector institutions, and any local, regional, and international institutions with access to the best services related to the Ministry's work.

According to the job description of the General Administration of Human Resources in the Ministry, the vision and mission have been included as follows:

HR Vision: "Contribute to maintaining a qualified workforce to reach prosperity through training, providing a suitable working environment, and participating in achieving the ministry's vision" (MoF, 2022).

HR Mission: "Provide the best management services efficiently and effectively by maintaining a qualified and trained human staff with high efficiency to reach revenue development and rationalize expenditures using transparent and fair financial systems, supported by regulatory procedures" (MoF, 2022).

The Ministry's General Administration of HR collaborates with the PPFI to organize the training process at all steps. The Training Department evaluates training requirements annually. All public administrations receive specialized forms. They are followed up on by the training coordinators in these departments. The forms are filled out based on the general manager's observations and by asking the employees about their needs. These requirements are unrelated to the yearly performance appraisal that the general manager provides about the employees based on his observations. Based on these requirements and in collaboration with the Training Institute, yearly training plans are created to satisfy these needs. Using specific models, the impact of training is measured immediately after training. However, no post-evaluation is carried out to determine the influence of these programs on employee performance (PPFI, 2022).

2.9.2 Palestinian Public Finance Institute (PPFI)

According to PPFI website (2022), PPFI is a training institute affiliated with the MoF, established in 2011. One of its primary goals is to provide intensive training to new and existing employees with the goal of developing their skills and competencies as well as knowledge in areas related to their work so that they can perform their jobs with great skill.

PPFI offers a customized, practical, trainee-centered methodology that is adapted to the needs of its target groups, their institutions, and the public financial management sector as a whole. The institute not only provides training programs for MoF but also training programs targeting all ministries and other Public Sector institutions and training programs in cooperation with Palestinian universities, in addition to activities directed to the local government sector and some private sector institutions (PPFI, 2022b).

Referring to the Institute's Annual Training Plan 2022, the institute manages annually the training process according to the well-known training steps. Needs are assessed, an annual training plan is prepared and implemented, and training is evaluated. The process is based on a comprehensive assessment of the training requirements as well as the strategic plans of the organizations. PPFI uses international best practices and professional standards. PPFI fully enhances internship skills by investing in the development of government (internal) trainers to meet public funding requirements and including their work experience and expertise in the internship course (PPFI, 2022).

According to the institute's Strategic Framework for 2021-2024, the PPFI offers more than 80 training programs on the following thematic topics: "Government financial management and financial culture, Taxes, Customs, Accounting, Management

development, Training design and management, Languages, Computerized PFM systems, Regulations and laws and Skills for severing public" (PPFI, 2022).

By reviewing the Training Paths Guide 2021, which describes the training programs at the Institute, it is clear that the Institute has several programs aimed at developing the skills of employees in the various financial and management sectors. As well as policy training, the institute trains employees on the laws that regulate the work of the ministry, especially since these laws were not previously taught in universities or educational institutions. Finally, for onboarding training, the institute has a specialized training program called the preparatory program for new employees. It targets new employees during their first year of work and provides them with various topics that help them integrate into the job (PPFI, 2022). The types of training for this study were chosen from the literature in line with the types and methods of training offered by the institute, especially because there are many types of training that are difficult to cover in this research.

As for the training methods, the institute applies both methods that were chosen in this research. It offers traditional training in the institute's dedicated halls, which are equipped with all the logistics for training. It also offers E- Training through the learning platform on the institute's website. And because the Institute believes that e-training has become a basic requirement, it has invested through the Institute's staff in order to build an e-learning platform in the field of public finance, which is the first of its kind in Palestine, to achieve the best transfer of information. (PPFI, 2022).

The researcher reviewed the literature about training and, in particular, the issues of this research. According to the literature, training is an organized and ongoing process that

aims to give existing and new employees the knowledge and skills required to perform, develop, and update their work.

There are various types and methods of training, which are determined by the conditions, capacities, and nature of each organization. The training process is managed in the organization through the HR management in specific stages. Employee performance refers to an employee's ability to complete their work as planned, and there are indicators that can be used to assess the effectiveness of performance. Furthermore, the existence of a gap between how personnel accomplish their tasks and what they should be indicates the necessity for training.

The researcher concluded that the literature in general confirms the presence of an effect of training on employee performance and that this effect is typically positive if not influenced by other aspects. Furthermore, variety in training types and methods has a positive effect on employee performance.

Next the second chapter of the research which identify the compatibility of what the researcher found in the literature with the results of the research sample survey.

Chapter Three: Methodology

This is a quantitative study that gathers information from MoF employees about the influence and relation of different types of training and methods on employee performance.

This chapter presents the methodology that was used in the preparation of this study in terms of the study tool, the study population, the study sample, the validity test of the study tool, and the tools and statistical treatment used.

3.1 The Study Method

The researcher's aim was to study the influence of training types and methods on employee performance in the Palestinian MoF. To achieve this, a questionnaire was developed, as extracted and developed by the Society for Human Resources Management (SHRM) and previous researches about training, where all relevant study variables were taken into consideration when the questionnaire was developed, and its validity and reliability were confirmed. (Appendix1: Questionnaire. Appendix2: Questionnaire in the language of the respondents, Arabic).

Because the intended research population is large, a questionnaire was chosen as a tool for collecting data. Quantitative research methods primarily focus on the use of standard questions and prepared options for replies from a large number of respondents in a survey, which helps in data collection and analysis to prove or disprove hypotheses (Murshed & Zhang, 2016). The questionnaire consists of five parts:

1. **Part one: Demographic Data**
Demographic questions were asked about: (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses, The General Directorate you work in, Workplace).

2. **Part Two: Training Management**
Questions were raised about the training management procedure at the MoF.

3. **Part Three: Training Type**
   The training programs are classified into three types:

- Skills and development training: Refers to training that enhances: the knowledge and skills necessary to carry out a job, job maintenance and keeping pace with its development and modernization, acquiring skills that help raise efficiency and occupying new or higher jobs, and developing the mental and personal abilities.

- Compliance training: Refers to the training that introduces employees to the laws and policies in which the Ministry operates, information systems and their security policies, and workplace safety.

- Onboarding training (Preparatory training): Refers to training provided to new or internally rotated employees to integrate them into their work for a few days, weeks, or months. It aims to provide them with the basic knowledge and skills that are related to the new job.

4. **Part Four: Training Methods**
   The training methods:

- Traditional face-to-face training: Refers to the traditional training that takes place in the training halls for a group of trainees face-to-face.

- Electronic Training: Refers to the training that is implemented remotely through modern technology.

5. **Part Five: Employee Performance**
   The section includes questions about employee performance based on the performance indicators retrieved from the reviewed literature.

3.2 Target Population/ Sampling Frame
   All employees in The Palestinian MoF. Where the total number of Ministry employees were 1658 employees (MoF, 2022).

3.3 The Sample of The Study

The type of sample used was stratified random sampling. The sample size will be estimated using the following equation and for each layer separately (Krejcie & Morgan, 1970):

$$n = \frac{X^2 \times N^2 \times P \times (1-P)}{(ME^2 \times (N-1)) + (X^2 \times P \times (1-P))}$$

n	=	The Sample size for each stratum	=	312
X²	=	The inverse Chi-squared distribution for the specified confidence level at 1 degree of freedom (Confidence=95%)	=	3.80
N	=	Population size	=	1658
P	=	Probability of success	=	0.5
ME	=	Degree of accuracy/Margin of Error	=	0.05

$n_{Total} = 312$

And 10% of the estimated sample was added to the total size of the sample, to be sure that no sampling error (statistical error) will happen, where the sample size, will be…..

$n_{Total} = 312 + (312 \times 10\%)$

$n_{Final} = 343$

The final size of the sample will be 343 but the received was 341, this number represents 99.4% of the needed size, and this percentage is acceptable. When response rates were over 70% of the sample, it was considered a very good response rate (Gill et al., 2014).

3.4 Sample Description

In this section, the characteristics of the study sample are presented by distributing them according to demographic information. Of which:

- *Gender:*

The study sample size was 341 employees, distributed according to the gender of the employee to 161 males (47.2% of the sample) and 180 females (52.8% of the sample).

Table 3.1:   Distribution of the Study Sample by Gender:

Gender	Frequency	Percentage
Male	161	47.2 %
Female	180	52.8 %
Total	**341**	**100 %**
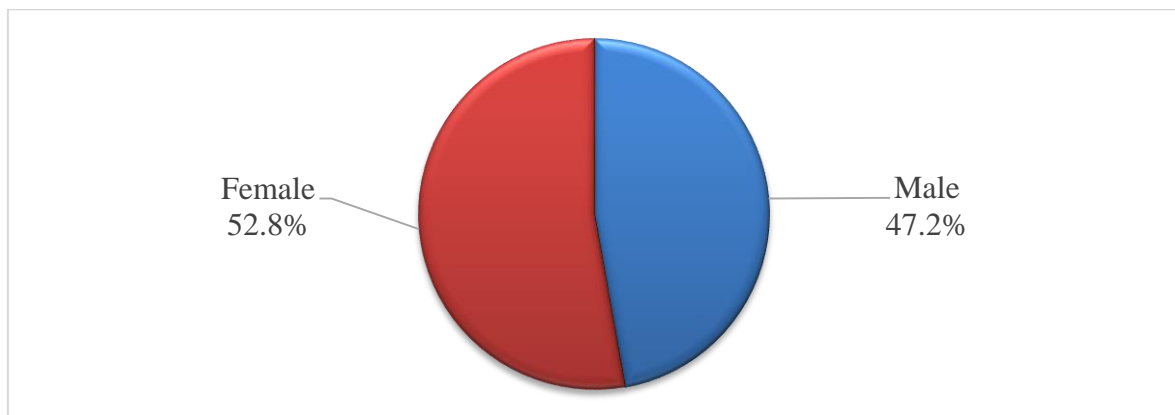
Figure 3.1:   Distribution of the Study Sample by Gender

- *Age:*

The data show that 101 employees were less than 30 years old (29.6% of the sample), 112 employees aged were between 30 and 39 years old (32.8% of the sample), and 88 employees were between 40 and 49 years old (25.8% of the sample), and 40 employees aged 50 years and above (11.8% of the sample).

Table 3.2:   Distribution of the Study Sample by Age

Age	Frequency	Percentage
Less than 30	101	29.6 %
30 - 39	112	32.8 %
40 - 49	88	25.8 %
50 and above	40	11.8 %
Total	**341**	**100 %**
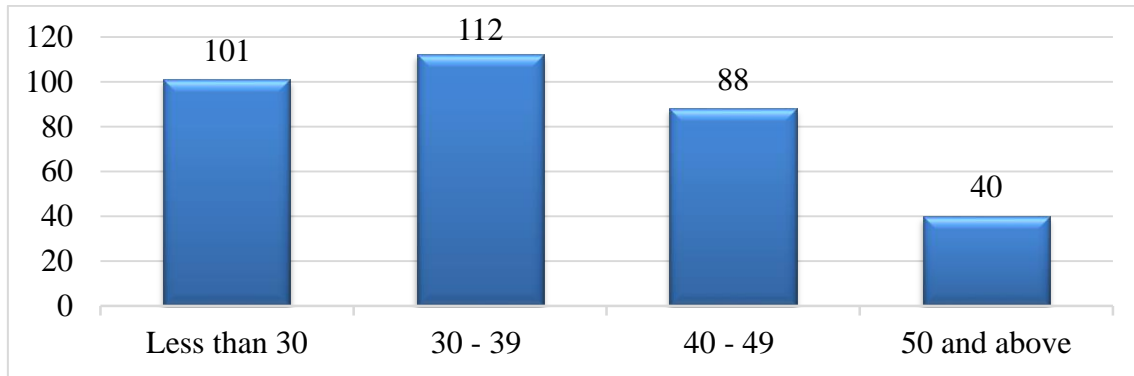
Figure 3.2: Distribution of the Study Sample by Age

- *Academic Level:*

    The results of the study show that 38 of the employees had a diploma degree or less (11.1% of the sample), 243 employees had a bachelor's degree (71.3% of the sample), 57 employees had a master's degree or higher diploma (16.7% of the sample), and 3 employees hold a doctorate (0.9% of the sample).

Table 3.3:   Distribution of the Study Sample by Academic Level

Academic Level	Frequency	Percentage
Diploma or less	38	11.1 %
Bachelor's degree	243	71.3 %
Master's degree/ Higher Diploma	57	16.7 %
PhD	3	0.9 %
Total	**341**	**100 %**
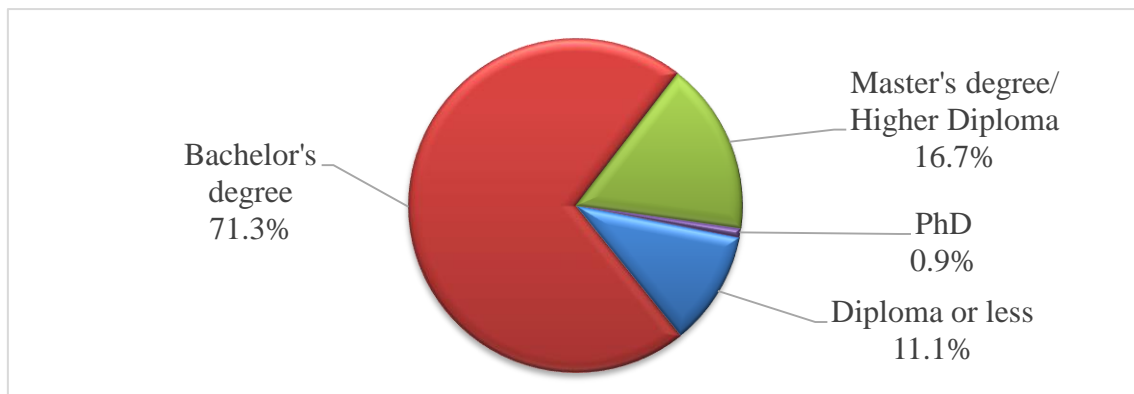
Figure 3.3: Distribution of the Study Sample by Academic Level

- *Job Category:*

The data showed that 17 employees were from the high category (5.0% of the sample), 99 employees were from First Category (29.0%), 159 were from the second category (46.6%), and 27 were from Third Category (7.9%), 8 employees from the Fourth Category (2.3%), and 31 from the Fifth Category (9.1% of the sample).

Table 3.4:   Distribution of the Study Sample by Job Category

Job Category	Frequency	Percentage
High Category	17	5.0 %
First Category	99	29.0 %
Second Category	159	46.6 %
Third Category	27	7.9 %
Fourth Category	8	2.3 %
Fifth Category	31	9.1 %
Total	**341**	**100 %**
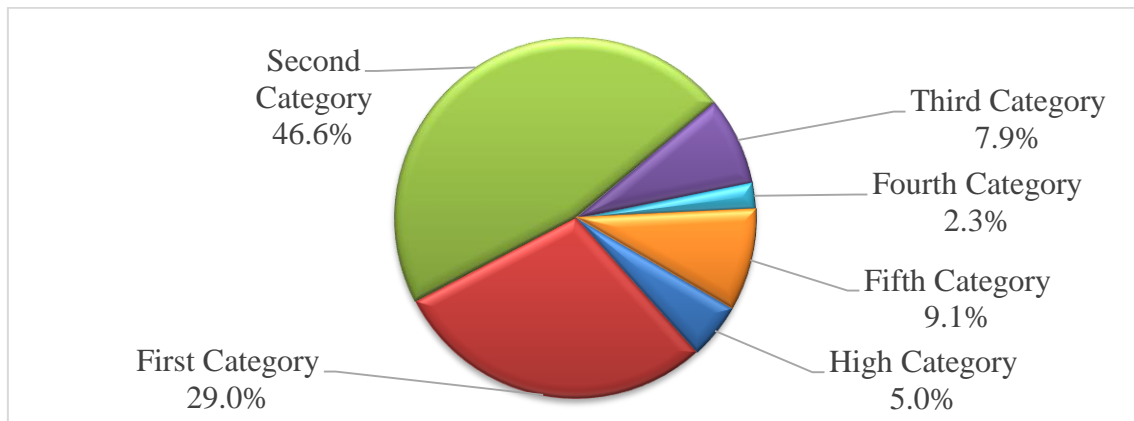
Figure 3.4:   Distribution of the Study Sample by Job Category

- *Job Title*

The results showed that 17 employees' Job Titles were General Director and above (5.0% of the sample), 99 employees' Job Titles were Director (29.0%), 62 employees' Job Titles were Head of Section (18.2%), and 15 employees' Job Titles were Head of Division (4.4%), and 148 employees' Job Titles were Employee (43.4% of the sample).

Table 3.5:   Distribution of the Study Sample by Job Title

Job Title	Frequency	Percentage
General Director and above	17	5.0 %%
Director	99	29.0 %
Head of Section	62	18.2 %
Head of Division	15	4.4 %
Employee	148	43.4 %
Total	**341**	**100 %**
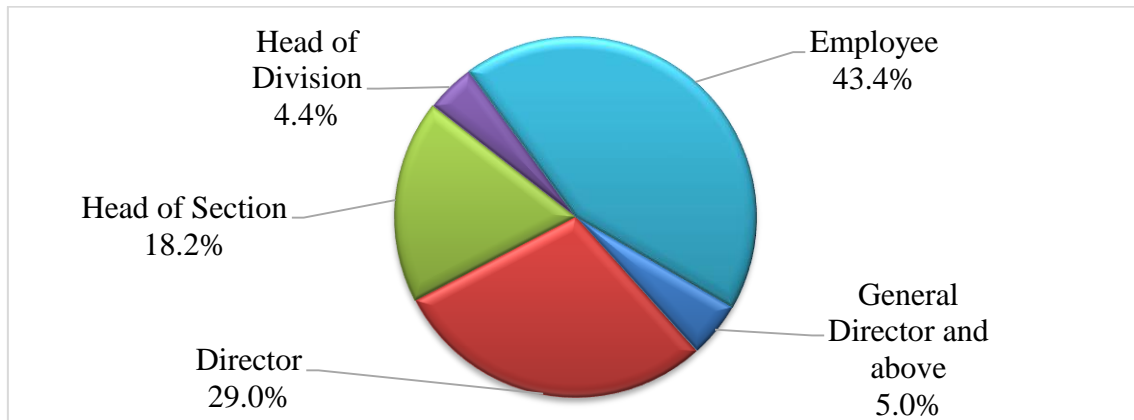
Figure 3.5:   Distribution of the Study Sample by Job Title

- *Years of Work Experience:*

    The results showed that 26 employees had years of experience of Less than 1 year (7.6% of the sample), 56 employees had years of experience from one to 4 years (16.4%), 64 employees had years of experience from 5 to 9 years (18.8%), and 195 employees had years of experience of 10 years and above. (57.2% of the sample).

Table 3.6:   Distribution of the Study Sample by Years of work experience

Years of work experience	Frequency	Percentage
Less than 1 year	26	7.6 %
From 1 to 4 years	56	16.4 %
From 5 to 9 years	64	18.8 %
10 years and above	195	57.2 %
Total	**341**	**100 %**
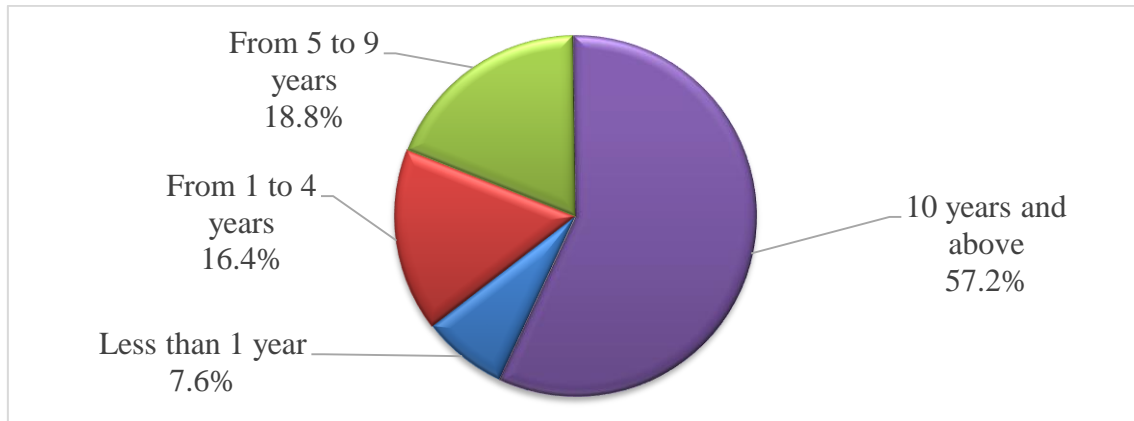
Figure 3.6: Distribution of the Study Sample by Years of work experience Years of work experience

- *Number of Training Courses:*

  The results showed that 26 employees did not receive any training course (7.6% of the sample), 147 employees participated in one to 4 training courses (43.1%), 69 employees participated in 5 to 9 training courses (20.2%), and 99 employees participated in 10 training courses or more (29.0% of the sample).

Table 3.7: Distribution of the Study Sample by Number of training courses

Number of training courses	Frequency	Percentage
I didn't receive any course	26	7.6 %
From 1 to 4 courses	147	43.1 %
From 5 to 9 courses	69	20.2 %
10 courses and above	99	29.0 %
Total	**341**	**100 %**
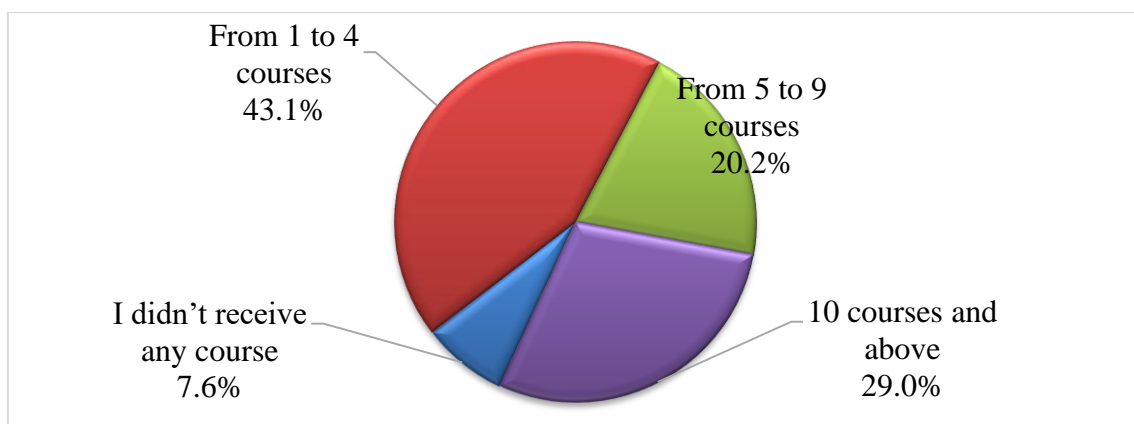
Figure 3.7: Distribution of the Study Sample by the Number of training courses

- *Workplace*

    214 employees from the study sample work in the ministry's main building (62.8% of the sample), and 127 employees from the study sample work in the ministry's branch offices (37.2% of the sample).

Table 3.8: Distribution of the Study Sample by Workplace

Workplace	Frequency	Percentage
Ministry main building	214	62.8 %
Branch offices	127	37.2 %
Total	**341**	**100 %**
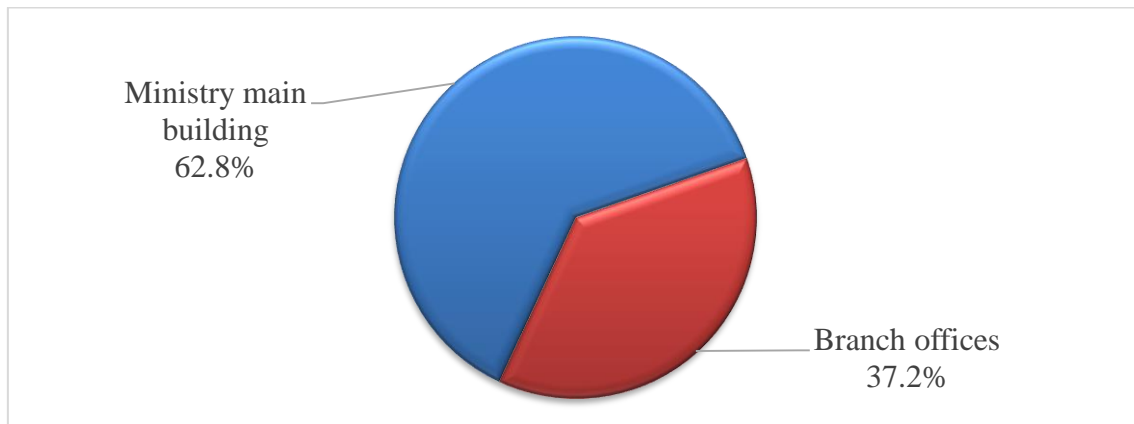
Figure 3.8: Distribution of the Study Sample by Workplace

3.5   Data Collection

The data collection process was implemented through Computer-Assisted Web Interviewing (CAWI), which is one of the study techniques implemented over the website. Where google forms were designed to collect data over the website, as it is effective, flexible, and has accelerated data collection process and data processing. The title of the study, as well as a summary informing employees about the purpose of this study were written at the beginning of the questionnaire. In the first section, the answers to the demographic questions were multiple choice. As for the other sections, the answers were determined by determining the degree of agreement according to Likert-

type scale: (The maximum value of 5 means strongly agree, and the minimum value of 1 means strongly disagree.)

The required approvals for distributing the questionnaire were obtained; the university provided the researcher with a letter to facilitate the task (Appendix: 3). Then the approval of the General Department of HR at the Ministry was obtained. Finally, the questionnaire was distributed to the employees in cooperation with the training coordinators in all departments.

3.6 Assessing the Validity of a Questionnaire

The researcher assessed the validity of the questionnaire content by presenting it to the thesis supervisor, and specialists (Appendix: 4, List of the Specialists).

The researcher modified the questionnaire according to the specialist's feedback, and formulated it in its final form, to ensure its validity.

3.7 Assessing Questionnaire Reliability

A pilot study was distributed to 30 employees and a test was conducted on them. It was distributed electronically, as well as on paper to the same employees in order to write any notes about the questions.

The researcher assessed the reliability and stability of the scale used in the questionnaire by using Cranach's alpha as a measure of internal consistency, that is, how closely related a set of items is as a group. It is considered to be a measure of scale reliability.

It was calculated for the main parts of the questionnaire, the values of the internal consistency coefficient (Chronbach Alpha) were as follows:

The Questionnaire Variables	Chronbach Alpha
All Parts of Questionnaire (From part 2 to 5)	**0.940**
1. Part Two: Training Management	0.737
2. Part Three: Types of Training Programs	0.941
3. Part Four:Training Methods	0.848
4. Part Five: Employee Performance	0.822

The value of Cranach's alpha was (0.940), which is a high stability and reliability coefficient and indicates the stability of the tool of this study.

Linearity Test
Based on the model test of linearity, the results show that the data is linear.

Model Summary

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	0.601	0.361	0.349	0.33779

3.8 Data Processing

Statistical Processing was carried out for all stages of preparing the study through procedures, the data were processed, and analyzed, and extracting the results by using the SPSS statistical program through the use of the following:

1. Used Frequencies application in SPSS to extract the frequencies and percentage distribution of the independent variables to describe the study sample.

2. Used Custom Tables application to extract the mean and the values of the standard deviations for the main and sub-study variables of the sample answer for the study questions.

3. To interpret the results, the following scale was used for the mean:

Mean	Degree of approval	
2.49-1.00	low	L
3.49-2.50	Medium	M
5.00-3.50	High	H

Strongly agree	=	**5**
I agree	=	**4**
Neutral	=	**3**
Not agree	=	**2**
Strongly Disagree	=	**1**

4. Using Liner Regression test in order to extract the Regression Coefficient (R^2) and using Correlation Test (Pearson) in order to extract the Correlation Coefficient (R) between the dependent variables, and in order to interpret the value of the Correlation Coefficient (R), the following scale was used:

Correlation Coefficient (R)	Strength	Direction
Greater than 0.5	Strong	Positive
Between 0.3 and 0.5	Moderate	Positive
Between 0.0 and 0.3	Weak	Positive
0.0	None	None
Between 0 and –0.3	Weak	Negative
Between –0.3 and –0.5	Moderate	Negative
Less than –0.5	Strong	Negative

5. To test the null hypotheses (accept or reject them and replace them with an alternative hypothesis) One-Way ANOVA application was used.

Chapter Four: Data Analysis, Testing Hypotheses and Discussion

This chapter includes a presentation of the results that were reached according to the objectives of the study in the light of the analysis and discussion of the study questions and testing of hypotheses after data and information was entered into the computer using the (SPSS) program. In order to answer the study questions, the averages and standard deviations were calculated for all paragraphs of the questionnaire.

4.1 Main Study Questions

There are four main questions for this study:

4.1.1 What is the reality of the training management in MoF?

- Table (4.1) shows that the general mean for respondents' answers to the training management questions was high, where the value of the general average was (3.65) and the standard deviation was (0.70).

- The averages of the respondent's answers ranged for the sub-questions in this main question (3.23 - 3.93).

- The highest degree of agreement with the researcher was in the statement "***The trainee fills out a training evaluation form immediately after the training***", where it was the highest average compared with other sub-questions in this main question, where its value reached (3.93).

- On the other hand, The lowest degree of agreement with the researcher was in the statement ***"The Ministry requires the trainees to fill out a post-evaluation (after a period of training) that measures the impact of training on employee's performance",*** where it was the lowest average compared with other sub-questions in this main question, where its value reached (3.23).

Table 4.1: Reality of Training Management in the MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Training Management	**0**	**0.0**	**22**	**6.5**	**98**	**28.7**	**199**	**58.4**	**22**	**6.5**	**341**	**100**	**3.65**	**0.70**	**H**	
The Ministry is constantly holding training programs for employees.	4	1.2	32	9.4	34	10.0	213	62.5	58	17.0	**341**	**100**	**3.85**	**0.85**	**H**	**2**
Employees are nominated for training programs based on a prior assessment of their priority training needs.	10	2.9	51	15.0	57	16.7	176	51.6	47	13.8	**341**	**100**	**3.58**	**1.00**	**H**	**3**
The topics of the training programs are related to the employee's career path, such as (years of experience, nature of the job, category and job grade).	6	1.8	60	17.6	61	17.9	180	52.8	34	10.0	**341**	**100**	**3.52**	**0.95**	**H**	**4**
The trainee fills out a training evaluation form immediately after the training.	1	0.3	19	5.6	60	17.6	183	53.7	78	22.9	**341**	**100**	**3.93**	**0.81**	**H**	**1**
The Ministry requires the trainees to fill out a post-evaluation (after a period of training) that measures the impact of training on employee's performance.	15	4.4	74	21.7	98	28.7	124	36.4	30	8.8	**341**	**100**	**3.23**	**1.03**	**M**	**5**

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

4.1.2 **What is the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF?**

- Tables (4.2, 4.3, 4.4) shows that the general mean for respondents' answers to the training-type questions was high, where the value of the general average was (3.66) and the standard deviation (was 0.67).

- In order to answer this question, it is necessary to answer the three types of training separately:

1. Skills and Development Training:

- Table (4.2) shows that the general mean for respondents' answers to the skills and development training questions was high, where the value of the general average was (3.68) and the standard deviation was (0.72).

- The averages of the respondent's answers ranged for the sub-questions in this main question (3.20 - 3.83).

- The highest degree of agreement with the researcher was in the statement ***"The objectives of skills and development training programs are clear, understandable, and cover the desired objective"***, where it was the highest average compared with other sub-questions in this main question, where its value reached (3.83).

- On the other hand, The lowest degree of agreement with the researcher was in the statement ***"The content of skills and development training programs includes topics that help the employee compete for promotion to a higher grade or category"***, where it was the lowest average compared with other sub-questions in this main question, where its value reached (3.20).

2. Compliance Training:

- Table (4.3) shows that the general mean for respondents' answers to the compliance training questions was high, where the value of the general average was (3.67) and the standard deviation was (0.73).

- The averages of the respondent's answers ranged for the sub-questions in this main question (3.35 - 3.73).

- The highest degree of agreement with the researcher was in the statement *"The content of compliance training programs includes topics related to the laws that regulate the Ministry work"*, where it was the highest average compared with other sub-questions in this main question, where its value reached (3.73).

- On the other hand, The lowest degree of agreement with the researcher was in the statement *"The content of compliance training programs includes topics related to the basics of safety and health in the workplace"*, where it was the lowest average compared with other sub-questions in this main question, where its value reached (3.35).

3. Onboarding Training (Preparatory Training):

- Table (4.4) shows that the general mean for respondents' answers to the Onboarding training (Preparatory training) questions was high, where the value of the general average was (3.75) and the standard deviation was (0.68).

- The averages of the respondent's answers ranged for the sub-questions in this main question (3.35 - 3.97).

- The highest degree of agreement with the researcher was in the statement *"The Ministry is constantly holding preparatory training programs for new employees"*, where it was the highest average compared with other sub-questions in this main question, where its value reached (3.97).

- On the other hand, The lowest degree of agreement with the researcher was in the statement ***"The Ministry is constantly holding training programs for internally rotated employees to introduce them to the new tasks"***, where it was the lowest average compared with other sub-questions in this main question, where its value reached (3.35).

Table 4.2: Reality of Training Type (Skills and Development Training) in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Training Type	**2**	**0.6**	**13**	**3.8**	**102**	**29.9**	**205**	**60.1**	**19**	**5.6**	**341**	**100**	**3.66**	**0.67**	**H**	
Skills and development training	**2**	**0.6**	**18**	**5.3**	**95**	**27.9**	**199**	**58.4**	**27**	**7.9**	**341**	**100**	**3.68**	**0.72**	**H**	
The Ministry is constantly holding training programs aims to develop employee skills.	7	2.1	36	10.6	57	16.7	197	57.8	44	12.9	**341**	**100**	**3.69**	**0.90**	**H**	**3**
The objectives of skills and development training programs are clear, understandable and cover the desired objective.	1	0.3	15	4.4	65	19.1	221	64.8	39	11.4	**341**	**100**	**3.83**	**0.69**	**H**	**1**
The content of skills and development training programs includes topics related to my job and covers the desired objective.	3	0.9	16	4.7	68	19.9	216	63.3	38	11.1	**341**	**100**	**3.79**	**0.73**	**H**	**2**
The content of skills and development training programs includes topics related to the new updates of my job.	2	0.6	37	10.9	85	24.9	185	54.3	32	9.4	**341**	**100**	**3.61**	**0.82**	**H**	**4**
The content of skills and development training programs includes topics that help the employee compete for promotion to a higher grade or category.	15	4.4	68	19.9	114	33.4	121	35.5	23	6.7	**341**	**100**	**3.20**	**0.98**	**M**	**5**

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

Table 4.3: Reality of Training Type (Compliance Training) in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Types of Training	**2**	**0.6**	**13**	**3.8**	**102**	**29.9**	**205**	**60.1**	**19**	**5.6**	**341**	**100**	**3.66**	**0.67**	**H**	
Compliance Training	**3**	**0.9**	**18**	**5.3**	**93**	**27.3**	**202**	**59.2**	**25**	**7.3**	**341**	**100**	**3.67**	**0.73**	**H**	
The Ministry is constantly holding training programs aims to comply with laws and policies.	7	2.1	44	12.9	65	19.1	198	58.1	27	7.9	**341**	**100**	**3.57**	**0.89**	H	4
The objectives of compliance training programs are clear, understandable and cover the desired objective.	4	1.2	28	8.2	78	22.9	204	59.8	27	7.9	**341**	**100**	**3.65**	**0.79**	H	3
The content of compliance training programs includes topics related to my job and covers the desired objective.	4	1.2	21	6.2	91	26.7	195	57.2	30	8.8	**341**	**100**	**3.66**	**0.77**	H	2
The content of compliance training programs includes topics related to the laws that regulate the Ministry work.	4	1.2	19	5.6	72	21.1	215	63.0	31	9.1	**341**	**100**	**3.73**	**0.75**	H	1
The content of compliance training programs includes topics that identify the computer information systems used by the Ministry.	5	1.5	32	9.4	94	27.6	184	54.0	26	7.6	**341**	**100**	**3.57**	**0.82**	H	5
The content of compliance training programs includes topics related to the basics of safety and health in the workplace.	10	2.9	57	16.7	98	28.7	154	45.2	22	6.5	**341**	**100**	**3.35**	**0.93**	M	6

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

Table 4.4: Reality of Training Type (Onboarding Training (Preparatory Training)) in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Types of Training	**2**	**0.6**	**13**	**3.8**	**102**	**29.9**	**205**	**60.1**	**19**	**5.6**	**341**	**100**	**3.66**	**0.67**	**H**	
Onboarding training (Preparatory training)	**2**	**0.6**	**11**	**3.2**	**87**	**25.5**	**211**	**61.9**	**30**	**8.8**	**341**	**100**	**3.75**	**0.68**	**H**	
The Ministry is constantly holding preparatory training programs for new employees.	2	0.6	27	7.9	38	11.1	187	54.8	87	25.5	**341**	**100**	**3.97**	**0.86**	**H**	**1**
The Ministry is constantly holding training programs for internally rotated employees to introduce them to the new tasks.	5	1.5	69	20.2	101	29.6	134	39.3	32	9.4	**341**	**100**	**3.35**	**0.95**	**M**	**5**
The objectives of onboarding training programs are clear, understandable and cover the desired objective.	3	0.9	19	5.6	77	22.6	201	58.9	41	12.0	**341**	**100**	**3.76**	**0.77**	**H**	**3**
The content of onboarding training programs includes basic information about government work.	3	0.9	15	4.4	67	19.6	215	63.0	41	12.0	**341**	**100**	**3.81**	**0.73**	**H**	**2**
The content of onboarding training programs includes information that helps the employee integrate into the work quickly.	2	0.6	24	7.0	78	22.9	209	61.3	28	8.2	**341**	**100**	**3.70**	**0.74**	**H**	**4**

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

4.1.3 What is the reality of training methods (Face to Face Training, E- Training) in MoF?

- Tables (4.5, 4.6) shows that the general mean for respondents' answers to the training methods questions was a medium value, where the value of the general average was (3.34) and the standard deviation was (0.60).

- In order to answer this question, it is necessary to answer the three types of training separately:

1. Face-to-Face training:

- Table (4.5) shows that the general mean for respondents' answers to Face to face training questions was a medium value, where the value of the general average was (3.48) and the standard deviation was (0.63).

- The averages of the respondent's answers ranged for the sub-questions in this main question (2.74 - 4.08).

- The highest degree of agreement with the researcher was in the statement ***"Face-to-face training allows the trainees to interact continuously through asking questions and discussing"***, where it was the highest average compared with other sub-questions in this main question, where its value reached (4.08).

- On the other hand, the lowest degree of agreement with the researcher was in the statement ***"Difficulties related to access from the governorates to receive face-to-face training do not affect the performance of the training"***, where it was the lowest average compared with other sub-questions in this main question, where its value reached (2.74).

2. Electronic Training:

- Table (4.6) shows that the general mean for respondents' answers to the E- Training questions was a medium value, where the value of the general average was (3.27) and the standard deviation was (0.73).

- The averages of the respondent's answers ranged for the sub-questions in this main question (2.68 - 3.84).

- The highest degree of agreement with the researcher was in the statement *"E-training contributes to overcoming difficulties related to access from the governorates"*, where it was the highest average compared with other sub-questions in this main question, where its value reached (3.84).

- On the other hand, the lowest degree of agreement with the researcher was in the statement *"Technical problems that may occur during E-training do not affect the performance of the training"*, where it was the lowest average compared with other sub-questions in this main question, where its value reached (2.68).

Table 4.5: Reality of Training Methods (Face to Face Training) in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Training Methods	**0**	**0.0**	**17**	**5.0**	**196**	**57.5**	**123**	**36.1**	**5**	**1.5**	**341**	**100**	**3.34**	**0.60**	**M**	
Face-to-Face training	**0**	**0.0**	**10**	**2.9**	**174**	**51.0**	**142**	**41.6**	**15**	**4.4**	**341**	**100**	**3.48**	**0.63**	**M**	
The Ministry is constantly holding face-to-face training programs in the training halls.	4	1.2	34	10.0	53	15.5	196	57.5	54	15.8	**341**	**100**	**3.77**	**0.88**	**H**	**4**
Face-to-face training allows for various activities and exercises to be performed during the training.	3	0.9	19	5.6	43	12.6	204	59.8	72	21.1	**341**	**100**	**3.95**	**0.80**	**H**	**3**
Face-to-face training allows the trainees to interact continuously through asking questions and discussing.	0	0.0	10	2.9	39	11.4	207	60.7	85	24.9	**341**	**100**	**4.08**	**0.69**	**H**	**1**
Face-to-face training provides better coverage of the training material.	0	0.0	14	4.1	35	10.3	204	59.8	88	25.8	**341**	**100**	**4.07**	**0.72**	**H**	**2**
The place and time of face-to-face training does not affect the performance of the training.	16	4.7	122	35.8	66	19.4	118	34.6	19	5.6	**341**	**100**	**3.01**	**1.06**	**M**	**5**
Difficulties related to access from the governorates to receive face-to-face training do not affect the performance of the training.	33	9.7	135	39.6	70	20.5	94	27.6	9	2.6	**341**	**100**	**2.74**	**1.05**	**M**	**8**
Technical problems that may occur during face-to-face training do not affect the performance of the training.	18	5.3	141	41.3	62	18.2	106	31.1	14	4.1	**341**	**100**	**2.87**	**1.04**	**M**	**6**
The number of participants during face-to-face training do not affect the training performance.	20	5.9	142	41.6	65	19.1	105	30.8	9	2.6	**341**	**100**	**2.83**	**1.02**	**M**	**7**

N=Frequency %=Percentage X=Mean   **S=Standard Deviation**   **DA= Degree of Agreeing**   **H= High**   **M=Medium**   **L=low**   **R=Rank**

Table 4.6: Reality of Training Methods (E- Training) in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Training Methods	**0**	**0.0**	**17**	**5.0**	**196**	**57.5**	**123**	**36.1**	**5**	**1.5**	**341**	**100**	**3.34**	**0.60**	**M**	
Electronic Training	**3**	**0.9**	**41**	**12.0**	**165**	**48.4**	**125**	**36.7**	**7**	**2.1**	**341**	**100**	**3.27**	**0.73**	**M**	
The Ministry is constantly holding Electronic training programs.	16	4.7	91	26.7	87	25.5	134	39.3	13	3.8	**341**	**100**	**3.11**	**1.00**	**M**	**4**
E-training allows for various activities and exercises to be performed during the training.	16	4.7	80	23.5	109	32.0	128	37.5	8	2.3	**341**	**100**	**3.09**	**0.94**	**M**	**5**
E-training allows the trainees to interact continuously through asking questions and discussing.	17	5.0	88	25.8	114	33.4	109	32.0	13	3.8	**341**	**100**	**3.04**	**0.96**	**M**	**6**
E-training provides better coverage of the training material.	21	6.2	99	29.0	104	30.5	102	29.9	15	4.4	**341**	**100**	**2.97**	**1.01**	**M**	**7**
E-training allows choosing where and when the employee receives the training.	11	3.2	58	17.0	84	24.6	166	48.7	22	6.5	**341**	**100**	**3.38**	**0.95**	**M**	**3**
E-training contributes to overcoming difficulties related to access from the governorates.	4	1.2	25	7.3	61	17.9	181	53.1	70	20.5	**341**	**100**	**3.84**	**0.87**	**H**	**1**
Technical problems that may occur during E-training do not affect the performance of the training.	34	10.0	140	41.1	80	23.5	74	21.7	13	3.8	**341**	**100**	**2.68**	**1.04**	**M**	**8**
E-training eliminates the problem of the large number of participants.	7	2.1	47	13.8	77	22.6	161	47.2	49	14.4	**341**	**100**	**3.58**	**0.97**	**H**	**2**

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

4.1.4 What is the reality of Employee Performance in MoF?

- Table (4.7) shows that the general mean for respondents' answers to the employee performance training management questions was high, where the value of the general average was (3.90) and the standard deviation was (0.48).

- The averages of the respondent's answers ranged for the sub-questions in this main question (2.75 – 4.42).

- The highest degree of agreement with the researcher was in the statement ***"I have a constant desire to develop my abilities and skills at work"***, where it was the highest average compared with other sub-questions in this main question, where its value reached (4.42).

- On the other hand, the lowest degree of agreement with the researcher was in the statement ***"I receive fair incentives commensurate with my job performance"***, where it was the lowest average compared with other sub-questions in this main question, where its value reached (2.75).

Table 4.7: Reality of Employee Performance in MoF by the opinion of the Ministry's employees

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
Employee Performance	**0**	**0.0**	**1**	**0.3**	**56**	**16.4**	**261**	**76.5**	**23**	**6.7**	**341**	**100**	**3.90**	**0.48**	**H**	
I have the knowledge that enables me to perform my job as required.	2	0.6	4	1.2	12	3.5	215	63.0	108	31.7	**341**	**100**	**4.24**	**0.63**	**H**	**5**
I have knowledge of new updates related to my job.	0	0.0	17	5.0	35	10.3	213	62.5	76	22.3	**341**	**100**	**4.02**	**0.73**	**H**	**11**
I have the ability to compete for promotion to a higher category.	0	0.0	5	1.5	30	8.8	184	54.0	122	35.8	**341**	**100**	**4.24**	**0.67**	**H**	**4**
I have knowledge of the laws related to my job duties.	1	0.3	0	0.0	22	6.5	214	62.8	104	30.5	**341**	**100**	**4.23**	**0.59**	**H**	**6**
I can work on accounting information systems that are related to my work tasks.	0	0.0	4	1.2	31	9.1	211	61.9	95	27.9	**341**	**100**	**4.16**	**0.62**	**H**	**9**
I have sufficient knowledge of how to maintain safety and public health in the workplace.	1	0.3	8	2.3	24	7.0	211	61.9	97	28.4	**341**	**100**	**4.16**	**0.67**	**H**	**10**
I was able to integrate easily and quickly into the workplace.	0	0.0	5	1.5	28	8.2	205	60.1	103	30.2	**341**	**100**	**4.19**	**0.64**	**H**	**7**
I have the ability to communicate with my colleagues and work in a team.	0	0.0	5	1.5	17	5.0	175	51.3	144	42.2	**341**	**100**	**4.34**	**0.64**	**H**	**2**
I feel personally responsible for successfully achieving the goals of my ministry.	3	0.9	2	.60 _	17	5.0	180	52.8	139	40.8	**341**	**100**	**4.32**	**0.68**	**H**	**3**
I have a constant desire to develop my abilities and skills at work.	1	0.3	0	0.0	16	4.7	163	47.8	161	47.2	**341**	**100**	**4.42**	**0.61**	**H**	**1**

N=Frequency   %=Percentage   X=Mean   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   L=low   R=Rank

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total					
	N	%	N	%	N	%	N	%	N	%	N	%	X	S	DA	R
I contribute to work-related decisions whenever required.	1	0.3	9	2.6	26	7.6	195	57.2	110	32.3	341	100	4.18	0.71	H	8
I feel personally satisfied with my job status and the tasks I perform.	17	5.0	42	12.3	50	14.7	161	47.2	71	20.8	341	100	3.67	1.09	H	14
I am satisfied with the training provided by the Ministry.	14	4.1	51	15.0	77	22.6	161	47.2	38	11.1	341	100	3.46	1.01	M	17
I am satisfied with the performance appraisal process.	17	5.0	41	12.0	61	17.9	175	51.3	47	13.8	341	100	3.57	1.03	H	15
My latest performance rating has improved from the previous one.	4	1.2	29	8.5	70	20.5	180	52.8	58	17.0	341	100	3.76	0.87	H	13
My Director praises my performance and encourages me.	12	3.5	28	8.2	52	15.2	177	51.9	72	21.1	341	100	3.79	0.98	H	12
My manager discusses weaknesses in my performance and contributes to improving them through coaching.	11	3.2	50	14.7	92	27.0	138	40.5	50	14.7	341	100	3.49	1.02	M	16
I receive fair incentives commensurate with my job performance.	64	18.8	95	27.9	68	19.9	91	26.7	23	6.7	341	100	2.75	1.23	M	20
I have a desire to change my job or move from it.	28	8.2	84	24.6	80	23.5	81	23.8	68	19.9	341	100	3.23	1.25	M	18
I feel that I want to absent from work.	50	14.7	111	32.6	64	18.8	82	24.0	34	10.0	341	100	2.82	1.23	M	19

%=Percentage   S=Standard Deviation   DA= Degree of Agreeing   H= High   M=Medium   R=Rank
N=Frequency   X=Mean   L=low

4.2   Testing the Study Hypotheses

4.2.1   First Main Hypothesis

$H_0 1$: *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the training management in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses, Workplace).*

Eight sub-hypotheses were derived from the main hypothesis:

1. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the training management in MoF due to the Gender variable.*

Table 4.8: One-way Analysis of variance (ANOVA) between Training Management at MoF and Gender

Variables	Gender	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Male	3.69	1	1.070	0.302
	Female	3.61	339		
	Total	**3.65**	340		

- The above table showed no statistically significant differences between the means of respondents' answers on training management at MoF due to the Gender variable.

- The value of α was greater than 0.05, for training management, it amounted to 0.302.

- **Due to the α value, the hypothesis was accepted for training management. So there are no differences in the respondents' answers about the reality of the training management in MoF due to the Gender variable.**

2. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the training management in MoF due to the Age variable.*

Table 4.9: One-way Analysis of variance (ANOVA) between Training Management at MoF and Age

Variables	Age	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Less than 30	3.75	3	1.710	0.165
	30 - 39	3.65	337		
	40 - 49	3.60	340		
	50 and above	3.48			
	Total	**3.65**			

- The above table showed no statistically significant differences between the means of respondents' answers on training management at MoF due to the age variable.

- The value of α was greater than 0.05, for training management, it amounted to 0.165.

- **Due to the α value, the hypothesis was accepted for training management. So there are no differences in the respondents' answers about the reality of the training management in MoF due to the Age variable.**

3. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Academic Level variable.*

Table 4.10: One-way Analysis of variance (ANOVA) between the Training Management at MoF and the Academic Level

Variables	Academic Level	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Diploma or less	3.66	3	0.266	0.850
	Bachelor's degree	3.65	337		
	Master's degree/ Higher Diploma	3.63	340		
	PhD	4.00			
	Total	**3.65**			

- The above table showed no statistically significant differences between the means of respondents' answers on training management at MoF due to the academic level.

- The value of α was greater than 0.05, for training management, it amounted to 0.850.

- **Due to the α value, the hypothesis was accepted for training management. So there are no differences in the respondents' answers about the reality of the training management in MoF due to the Academic Level variable.**

4. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Job Category variable.*

Table 4.11: One-way Analysis of variance (ANOVA) between Training Management at MoF and Job Category

Variables	Job Category	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	High Category	4.12	5	2.555	0.027
	First Category	3.61	335		
	Second Category	3.64	340		
	Third Category	3.41			
	Fourth Category	3.75			
	Fifth Category	3.77			
	Total	**3.65**			

- The above table showed statistically significant differences between the means of respondents' answers on training management at MoF due to the job category variable.

- The value of α was less than 0.05, for training management, it amounted to 0.027.

- **Due to the α value, the hypothesis has been rejected and replaces with the Alternative Hypothesis. So there are differences in the respondents' answers about the reality of the training management in MoF due to the Job Category variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of the High Category, where the differences were clear and statistically significant with the level of the Third Category.

5. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Job Title variable.*

Table 4.12: One-way Analysis of variance (ANOVA) between Training Management at MoF and Job Title

Variables	Job Title	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	General Director and above	4.12	4	2.987	0.019
	Director	3.61	336		
	Head of Section	3.50	340		
	Head of Division	3.80			
	Employee	3.67			
	Total	**3.65**			

- The above table showed statistically significant differences between the means of respondents' answers on training management at MoF due to the Job Title variable.

- The value of α was less than 0.05, for training management, it amounted to 0.019.

- **Due to the α value, the hypothesis has been rejected and replaces with the Alternative Hypothesis. So there are differences in the respondents' answers about the reality of the training management in MoF due to the Job Title variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of the General Director and above, where the differences were clear and statistically significant with the level of the Head of Section.

6. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Years of work experience variable.*

Table 4.13: One-way Analysis of variance (ANOVA) between Training Management at MoF and Years of work experience

Variables	Years of work experience	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Less than 1 year	3.77	3	1.865	0.135
	From 1 to 4 years	3.80	337		
	From 5 to 9 years	3.53	340		
	10 years and above	3.63			
	Total	**3.65**			

- The above table showed no statistically significant differences between the means of respondents' answers on training management at MoF due to the years of work experience variable.

- The value of α was greater than 0.05, for training management, it amounted to 0.135.

- **Due to the α value, the hypothesis was accepted for training management. So there are differences in the respondents' answers about the reality of the training management in MoF due to the Years of work experience variable.**

7. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Number of training courses variable.*

Table 4.14: One-way Analysis of variance (ANOVA) between Training Management at MoF and Number of training courses

Variables	Number of training courses	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Did not receive any course	3.12	3	5.932	0.001
	From 1 to 4 courses	3.66	337		
	From 5 to 9 courses	3.74	340		
	10 courses and above	3.71			
	Total	**3.65**			

- The above table showed statistically significant differences between the means of respondents' answers on training management at MoF due to the number of training courses variable.

- The value of α was less than 0.05, for training management, it amounted to 0.001.

- **Due to the α value, the hypothesis has been rejected and replaces with the Alternative Hypothesis. So there are differences in the respondents' answers about the reality of the training management in MoF due to the Number of training courses variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of the employee did not receive any course, where the differences were clear and statistically significant.

8. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training management in MoF due to the Workplace variable.*

Table 4.15: One-way Analysis of variance (ANOVA) between Training Management at MoF and Workplace

Variables	Workplace	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Management	Ministry main building	3.67	1	0.724	0.395
	Branch offices	3.61	339		
	Total	**3.65**	340		

- The above table showed no statistically significant differences between the means of respondents' answers on training management at MoF due to the workplace variable.

- The value of α was greater than 0.05, for training management, it amounted to 0.395.

- **Due to the α value, the hypothesis was accepted for training management. So there are no differences in the respondents' answers about the reality of the training management in MoF due to the Workplace variable.**

4.2.2   Second Main Hypothesis

$H_0$2: There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

Eight sub-hypotheses were derived from the main hypothesis:

1. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the Gender variable.*

Table 4.16: One-way analysis of variance (ANOVA) between the types of training programs in MoF and Gender

Independent Variables	Gender	Mean X	Degrees of Freedom df	Test F	Significance Level α
Types of training programs	Male	3.67	1	0.044	0.834
	Female	3.66	339		
	Total	**3.66**	340		
Skills and development training	Male	3.71	1	0.798	0.372
	Female	3.64	339		
	Total	**3.68**	340		
Compliance training	Male	3.71	1	1.205	0.273
	Female	3.63	339		
	Total	**3.67**	340		
Onboarding training	Male	3.73	1	0.208	0.649
	Female	3.77	339		
	Total	**3.75**	340		

- The above table showed no statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to the Gender variable.

- The value of α was greater than 0.05 for the total of all types of training programs and for each type, where it amounted to 0.834 for the total of all types, 0.372 for skills and development training, 0.273 for compliance training, and 0.649 for onboarding training.

- **Due to α value, all hypotheses (total of all types of training) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were accepted. So there are no differences in the respondents' answers about the reality of the types of training programs in MoF due to the Gender variable.**

2. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the Age variable.*

Table 4.17: One-way analysis of variance (ANOVA) between the types of training programs in MoF and Age

Independent Variables	Age	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
Types of training programs	Less than 30	3.84	3	4.768	0.003
	30 - 39	3.56	337		
	40 - 49	3.68	340		
	50 and above	3.45			
	Total	**3.66**			
Skills and development training	Less than 30	3.84	3	2.902	0.035
	30 - 39	3.56	337		
	40 - 49	3.67	340		
	50 and above	3.60			
	Total	**3.68**			
Compliance	Less than 30	3.90	3	7.438	0.001

Independent Variables	Age	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
training	30 - 39	3.48	337		
	40 - 49	3.73	340		
	50 and above	3.48			
	Total	**3.67**			
Onboarding training	Less than 30	4.00	3	6.851	0.001
	30 - 39	3.67	337		
	40 - 49	3.64	340		
	50 and above	3.60			
	Total	**3.75**			

- The above table showed statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to the Age variable.

- The value of α was less than 0.05 for the total of all types of training programs and for each type, where it amounted to 0.003 for the total of all types, 0.035 for skills and development training, 0.001 for compliance training and 0.001 for onboarding training.

- **Due to α value, all hypotheses (total of types of training) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were rejected and replaced by the alternative hypothesis. So there are differences in the respondents' answers about the reality of the types of training programs in MoF due to the Age variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom were Less than 30 year, where the differences were clear and statistically significant.

3. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and*

development training, Compliance training, Onboarding training) in MoF due to the

Academic Level variable.

Table 4.18: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Academic Level

Independent Variables	Academic Level	Mean X	Degrees of Freedom df	Test F	Significance Level α
Types of training programs	Diploma or less	3.63	3	0.513	0.673
	Bachelor's degree	3.68	337		
	Master's degree/ Higher Diploma	3.60	340		
	PhD	4.00			
	Total	**3.66**			
Skills and development training	Diploma or less	3.74	3	0.815	0.487
	Bachelor's degree	3.70	337		
	Master's degree/ Higher Diploma	3.54	340		
	PhD	3.67			
	Total	**3.68**			
Compliance training	Diploma or less	3.74	3	0.130	0.942
	Bachelor's degree	3.66	337		
	Master's degree/ Higher Diploma	3.65	340		
	PhD	3.67			
	Total	**3.67**			
Onboarding training	Diploma or less	3.74	3	0.569	0.636
	Bachelor's degree	3.78	337		
	Master's degree/ Higher Diploma	3.65	340		
	PhD	3.67			
	Total	**3.75**			

- The above table showed no statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to the Academic Level variable.

- The value of α was greater than 0.05 for the total of all types of training programs and for each type, where it amounted to 0.673 for the total of all types, 0.487 for

skills and development training, 0.942 for compliance training, and 0.636 for onboarding training.

- **Due to α value, all hypotheses (total of all types of training) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were accepted. So there are no differences in the respondents' answers about the reality of the types of training programs in MoF due to the Academic Level variable.**

4. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the job category variable.*

Table 4.19: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Job Category

Independent Variables	Job Category	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
Types of training programs	High Category	4.06	5	2.375	0.039
	First Category	3.67	335		
	Second Category	3.67	340		
	Third Category	3.37			
	Fourth Category	3.50			
	Fifth Category	3.68			
	Total	**3.66**			
Skills and development training	High Category	4.06	5	1.513	0.185
	First Category	3.71	335		
	Second Category	3.67	340		
	Third Category	3.48			
	Fourth Category	3.50			
	Fifth Category	3.65			
	Total	**3.68**			
Compliance training	High Category	4.06	5	2.329	0.042
	First Category	3.68	335		
	Second Category	3.67	340		
	Third Category	3.37			
	Fourth Category	3.38			

Independent Variables	Job Category	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
	Fifth Category	3.77			
	Total	**3.67**			
Onboarding training	High Category	3.94	5	1.163	0.327
	First Category	3.69	335		
	Second Category	3.81	340		
	Third Category	3.56			
	Fourth Category	3.88			
	Fifth Category	3.71			
	Total	**3.75**			

- The above table showed statistically significant differences between the means of respondents' answers for the total of all types of training programs and compliance training due to the job category variable. On another hand, the researcher found no statistically significant differences between the means of respondents' answers on skills and development training and Onboarding training in MoF due to the job category variable.

- The value of α was less than 0.05 for the total of all types of training programs and for compliance training, where it amounted to 0.039 for the total of all types, and 0.042 for compliance training. For the other types, the value of α was greater than 0.05 for skills and development training and for onboarding training, where it amounted to 0.185 for skills and development training, and 0.327 for onboarding training.

- **Due to the α value, the hypotheses were rejected for the total of types of training and compliance training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for Skills and development training, and Onboarding training.**

- **So there are differences in the respondents' answers about the reality of the total of types of training and compliance training, and there are no differences in the respondents' answers about the reality of Skills and development training, and Onboarding training in MoF due to the job category variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of high category, where the differences were clear and statistically significant, especially with the third category.

5. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the job title variable.*

Table 4.20: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Job Title

Independent Variables	Job Title	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
Types of training programs	General Director and above	4.06	4	4.380	0.002
	Director	3.67	336		
	Head of Section	3.42	340		
	Head of Division	3.93			
	Employee	3.69			
	Total	**3.66**			
Skills and development training	General Director and above	4.06	4	3.941	0.004
	Director	3.71	336		
	Head of Section	3.40	340		
	Head of Division	3.87			
	Employee	3.71			
	Total	**3.68**			
Compliance training	General Director and above	4.06	4	5.277	0.001
	Director	3.68	336		
	Head of Section	3.34	340		
	Head of Division	3.87			
	Employee	3.74			
	Total	**3.67**			
Onboarding	General Director and above	3.94	4	3.340	0.011

Independent Variables	Job Title	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
training	Director	3.69	336		
	Head of Section	3.53	340		
	Head of Division	4.00			
	Employee	3.84			
	Total	**3.75**			

- The above table showed statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to Job Title variable.

- The value of α was less than 0.05 for the total of all types of training programs and for each types, where its amounted to 0.002 for the total of all types, 0.004 for skills and development training, 0.001 for compliance training and 0.011 for onboarding training.

- **Due to α value, all hypotheses (total of types of training) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were rejected and replaced by the alternative hypothesis. So there are differences in the respondents' answers about the reality of the types of training programs in MoF due to the job title variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom General Director and above, where the differences were clear and statistically significant.

6. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the Years of work experience variable.*

Table 4.21: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Years of work experience

Independent Variables	Years of work experience	Mean X	Degrees of Freedom df	Test F	Significance Level α
Types of training programs	Less than 1 year	3.96	3	3.962	0.008
	From 1 to 4 years	3.82	337		
	From 5 to 9 years	3.53	340		
	10 years and above	3.62			
	Total	**3.66**			
Skills and development training	Less than 1 year	4.04	3	4.126	0.007
	From 1 to 4 years	3.82	337		
	From 5 to 9 years	3.53	340		
	10 years and above	3.64			
	Total	**3.68**			
Compliance training	Less than 1 year	3.96	3	4.409	0.005
	From 1 to 4 years	3.89	337		
	From 5 to 9 years	3.55	340		
	10 years and above	3.61			
	Total	**3.67**			
Onboarding training	Less than 1 year	3.96	3	7.520	0.001
	From 1 to 4 years	4.09	337		
	From 5 to 9 years	3.64	340		
	10 years and above	3.66			
	Total	**3.75**			

- The above table showed statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to Years of work experience variable.

- The value of α was less than 0.05 for the total of all types of training programs and for each types, where its amounted to 0.008 for the total of all types, 0.007 for skills and development training, 0.005 for compliance training and 0.001 for onboarding training.

- **Due to α value, all hypotheses (total of all types of tranining) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were rejected and replaced by the alternative hypothesis. So there are**

differences in the respondents' answers about the reality of the types of training programs in MoF due to the Years of work experience variable.

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom Less than 1 year, where the differences were clear and statistically significant. Except the Onboarding training which tended to the level of 1-4 years.

7. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the Number of training courses variable.*

Table 4.22: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Number of training courses

Independent Variables	Number of training courses	Mean	Degrees of Freedom	Test	Significance Level
		X	df	F	α
Types of training programs	Did not receive any course	3.27	3	3.690	0.012
	1 to 4 courses	3.71	337		
	5 to 9 courses	3.62	340		
	10 courses and above	3.73			
	Total	**3.66**			
Skills and development training	Did not receive any course	3.38	3	1.856	0.137
	1 to 4 courses	3.67	337		
	5 to 9 courses	3.68	340		
	10 courses and above	3.76			
	Total	**3.68**			
Compliance training	Did not receive any course	3.38	3	1.672	0.173
	1 to 4 courses	3.73	337		
	5 to 9 courses	3.65	340		
	10 courses and above	3.67			
	Total	**3.67**			
Onboarding training	Did not receive any course	3.38	3	3.325	0.020
	1 to 4 courses	3.82	337		
	5 to 9 courses	3.70	340		
	10 courses and above	3.78			
	Total	**3.75**			

- The above table showed statistically significant differences between the means of respondents' answers for the total of all types of training programs and onboarding training due to the Number of training courses variable. On another hand, the researcher found no statistically significant differences between the means of respondents' answers on skills and development training and compliance training in MoF due to the Number of training courses variable.

- The value of α was less than 0.05 for the total of all types of training programs and for onboarding training, where it amounted to 0.012 for the total of all types, and 0.020 for onboarding training. For the other types, the value of α was greater than 0.05 for skills and development training and for compliance training, where it amounted to 0.137 for skills and development training, and 0.173 for compliance training.

- **Due to the α value, the hypotheses were rejected for the total of types of training and onboarding training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for Skills and development training, and compliance training. So there are differences in the respondents' answers about the reality of the total of types of training and onboarding training and there are no differences in the respondents' answers about skills and development training, and compliance training in MoF due to the Number of training courses variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom did not receive any course, where the differences were clear and statistically significant.

8. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the types of training programs (Skills and development training, Compliance training, Onboarding training) in MoF due to the Workplace variable.*

Table 4.23: One-way analysis of variance (ANOVA) between the types of training programs in MoF and the Workplace.

Independent Variables	Workplace	Mean X	Degrees of Freedom df	Test F	Significance Level α
Types of training programs	Ministry main building	3.67	1	0.132	0.717
	Branch offices	3.65	339		
	Total	**3.66**	340		
Skills and development training	Ministry main building	3.68	1	0.026	0.873
	Branch offices	3.67	339		
	Total	**3.68**	340		
Compliance training	Ministry main building	3.67	1	0.020	0.888
	Branch offices	3.66	339		
	Total	**3.67**	340		
Onboarding training	Ministry main building	3.79	1	1.460	0.228
	Branch offices	3.69	339		
	Total	**3.75**	340		

- The above table showed no statistically significant differences between the means of respondents' answers on all types of training programs in MoF due to the Workplace variable.

- The value of α was greater than 0.05 for the total of all types of training programs and for each type, where it amounted to 0.717 for the total of all types, 0.873 for skills and development training, 0.888 for compliance training, and 0.228 for onboarding training.

- **Due to α value, all hypotheses (total of all types of training) and sub-hypotheses (Skills and development training, Compliance training, Onboarding training) were accepted. So there are no differences in the respondents' answers about**

the reality of the types of training programs in MoF due to the Workplace variable.

4.2.3 Third Main Hypothesis

$H_0$3: There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

Eight sub-hypotheses were derived from the main hypothesis:

1. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Gender variable.*

Table 4.24: One-way analysis of variance (ANOVA) between the training Methods in MoF and Gender

Independent Variables	Gender	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Male	3.40	1	2.844	0.093
	Female	3.29	339		
	Total	**3.34**	340		
Traditional face-to-face training	Male	3.55	1	4.689	0.031
	Female	3.41	339		
	Total	**3.48**	340		
E- Training	Male	3.29	1	0.145	0.704
	Female	3.26	339		
	Total	**3.27**	340		

- The above table showed statistically significant differences between the means of respondents' answers for traditional face-to-face training due to the Gender variable. On another hand, the researcher found no statistically significant differences between

the means of respondents' answers on all training methods and E- Training in MoF due to the Gender variable.

- The value of α was less than 0.05 for traditional face-to-face training, where it amounted to 0.031 for traditional face-to-face training. For the other training methods, the value of α was greater than 0.05 for the total of all training methods and for E- Training, where it amounted to 0.093 for the total of all methods, and 0.704 for E- Training.

- **Due to the α value, the hypotheses were rejected for traditional face-to-face training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for the total of all training methods and for E- Training. So there are differences in the respondents' answers about the reality of traditional face-to-face training and there are no differences in the respondents' answers about the total of training methods and for E- Training in MoF due to the Gender variable.**

- To identify the source of the differences, the results showed that the differences tended to be male.

2. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Age variable.*

Table 4.25: One-way analysis of variance (ANOVA) between the training methods in MoF and Age.

Independent Variables	Age	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Less than 30	3.49	3	3.263	0.022
	30 - 39	3.24	337		
	40 - 49	3.33	340		
	50 and above	3.28			

Independent Variables	Age	Mean X	Degrees of Freedom df	Test F	Significance Level α
	Total	**3.34**			
Traditional face-to-face training	Less than 30	3.58	3	2.466	0.062
	30 - 39	3.36	337		
	40 - 49	3.51	340		
	50 and above	3.45			
	Total	**3.48**			
E- Training	Less than 30	3.48	3	3.922	0.009
	30 - 39	3.19	337		
	40 - 49	3.19	340		
	50 and above	3.15			
	Total	**3.27**			

- The above table showed statistically significant differences between the means of respondents' answers for all training methods and E- Training due to the Age variable. On another hand, the researcher found no statistically significant differences between the means of respondents' answers on traditional face-to-face training in MoF due to the Age variable.

- The value of α was less than 0.05 for the total of all training methods and for E-Training, where it amounted to 0.022 for the total of all methods, and 0.009 for E-Training. For the other training methods, the value of α was greater than 0.05 for traditional face-to-face training, where it amounted to 0.062 for traditional face-to-face training.

- **Due to the α value, the hypotheses were rejected for the total of all training methods and for E- Training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for traditional face-to-face training. So there are differences in the respondents' answers about the reality of all training method and E- Training, and there are no differences in the**

respondents' answers about the reality of the training Traditional face-to-face trainingin MoF due to the Age variable.

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom were Less than 30 year, where the differences were clear and statistically significant.

3. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Academic Level variable.*

Table 4.26: One-way analysis of variance (ANOVA) between the training methods in MoF and Academic Level

Independent Variables	Academic Level	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Diploma or less	3.50	3	3.190	0.024
	Bachelor's degree	3.36	337		
	Master's degree/ Higher Diploma	3.16	340		
	PhD	3.00			
	Total	**3.34**			
Traditional face-to-face training	Diploma or less	3.71	3	4.705	0.003
	Bachelor's degree	3.49	337		
	Master's degree/ Higher Diploma	3.26	340		
	PhD	3.00			
	Total	**3.48**			
E- Training	Diploma or less	3.45	3	0.914	0.434
	Bachelor's degree	3.26	337		
	Master's degree/ Higher Diploma	3.21	340		
	PhD	3.33			
	Total	**3.27**			

- The above table showed statistically significant differences between the means of respondents' answers for all training methods and traditional face-to-face training due to the Academic Level variable. On another hand, the researcher found no

statistically significant differences between the means of respondents' answers on E-Training in MoF due to the Academic Level variable.

- The value of α was less than 0.05 for the total of all training methods and for traditional face-to-face training, where it amounted to 0.024 for the total of all methods, and 0.003 for traditional face-to-face training. For the other training methods, the value of α was greater than 0.05 for E- Training, where it amounted to 0.434 for E- Training.

- **Due to the α value, the hypotheses were rejected for the total of all training methods and for traditional face-to-face training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for E- Training. So there are differences in the respondents' answers about the reality of all training method and Traditional face-to-face training, and there are no differences in the respondents' answers about the reality of E- Training in MoF due to the Academic Level variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom were Diploma or less, where the differences were clear and statistically significant.

4. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Job Category variable.*

Table 4.27: One-way analysis of variance (ANOVA) between the training methods in MoF and Job Category

Independent Variables	Job Category	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	High Category	3.29	5	0.852	0.513
	First Category	3.31	335		

Independent Variables	Job Category	Mean X	Degrees of Freedom df	Test F	Significance Level α
	Second Category	3.39	340		
	Third Category	3.15			
	Fourth Category	3.38			
	Fifth Category	3.35			
	Total	**3.34**			
Traditional face-to-face training	High Category	3.41	5	0.646	0.665
	First Category	3.53	335		
	Second Category	3.45	340		
	Third Category	3.33			
	Fourth Category	3.50			
	Fifth Category	3.58			
	Total	**3.48**			
E- Training	High Category	3.12	5	2.323	0.043
	First Category	3.21	335		
	Second Category	3.35	340		
	Third Category	2.93			
	Fourth Category	3.63			
	Fifth Category	3.35			
	Total	**3.27**			

- The above table showed statistically significant differences between the means of respondents' answers for E- Training due to the Job Category variable. On another hand, the researcher found no statistically significant differences between the means of respondents' answers on all training methods and traditional face-to-face training in MoF due to the Job Category variable.

- The value of α was less than 0.05 for E- Training, where it amounted to 0.043 for E- Training. For the other training methods, the value of α was greater than 0.05 for the total of all training methods and for traditional face-to-face training, where it amounted to 0.513 for the total of all methods, and 0.665 for traditional face-to-face training.

- **Due to the α value, the hypotheses were rejected for E- Training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for the total of all training methods and for traditional face-to-face training. So there are differences in the respondents' answers about the reality of E-Training, and there are no differences in the respondents' answers about the reality of all training method and Traditional face-to-face training in MoF due to the Job Category variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom were Third Category, where the differences were clear and statistically significant.

5. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Job Title variable.*

Table 4.28: One-way analysis of variance (ANOVA) between the training methods in MoF and Job Title

Independent Variables	Job Title	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	General Director and above	3.29	4	0.207	0.935
	Director	3.31	336		
	Head of Section	3.37	340		
	Head of Division	3.27			
	Employee	3.36			
	Total	**3.34**			
Traditional face-to-face training	General Director and above	3.41	4	0.373	0.828
	Director	3.53	336		
	Head of Section	3.42	340		
	Head of Division	3.40			
	Employee	3.48			
	Total	**3.48**			
E- Training	General Director and above	3.12	4	0.978	0.420
	Director	3.21	336		
	Head of Section	3.21	340		

Independent Variables	Job Title	Mean X	Degrees of Freedom df	Test F	Significance Level α
	Head of Division	3.47			
	Employee	3.33			
	Total	**3.27**			

- The above table showed no statistically significant differences between the means of respondents' answers on all training methods and traditional face-to-face training in MoF due to the Job Title variable.

- The value of α was greater than 0.05 for all training methods, where it amounted to 0.935 for the total of all methods, 0.828 for traditional face-to-face training and 0.420 for E-training.

- **Due to the α value, the hypotheses were accepted for the total of all training methods and for traditional face-to-face training and E-training. So there are no differences in the respondents' answers about the reality of the training methods in MoF due to the Job Title variable.**

6. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E-Training) in MoF due to the Years of Work Experience variable.*

Table 4.29: One-way analysis of variance (ANOVA) between the training methods in MoF and Years of Work Experience

Independent Variables	Years of Work Experience	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Less than 1 year	3.50	3	3.254	0.022
	From 1 to 4 years	3.50	337		
	From 5 to 9 years	3.20	340		
	10 years and above	3.32			
	Total	**3.34**			
Traditional face-to-face training	Less than 1 year	3.42	3	1.146	0.330
	From 1 to 4 years	3.61	337		
	From 5 to 9 years	3.41	340		

Independent Variables	Years of Work Experience	Mean X	Degrees of Freedom df	Test F	Significance Level α
	10 years and above	3.47			
	Total	**3.48**			
E- Training	Less than 1 year	3.54	3	3.793	0.011
	From 1 to 4 years	3.48	337		
	From 5 to 9 years	3.16	340		
	10 years and above	3.21			
	Total	**3.27**			

- The above table showed statistically significant differences between the means of respondents' answers for all training methods and E- Training due to the Years of Work Experience variable. On another hand, the researcher found no statistically significant differences between the means of respondents' answers on traditional face-to-face training in MoF due to the Years of Work Experience variable.

- The value of α was less than 0.05 for the total of all training methods and for E- Training, where it amounted to 0.022 for the total of all methods, and 0.011 for E- Training. For the other training methods, the value of α was greater than 0.05 for traditional face-to-face training, where it amounted to 0.330 for traditional face-to-face training.

- **Due to the α value, the hypotheses were rejected for the total of training methods and for E- Training and were replaced by the alternative hypothesis. Moreover, the hypotheses were accepted for traditional face-to-face training. So there are differences in the respondents' answers about the reality of total of training methods and for E- Training, and there are no differences in the respondents' answers about the reality of Traditional face-to-face training in MoF due to the Years of Work Experience variable.**

- To identify the source of the differences, the results of the Scheffe test showed that the differences tended to the level of whom were Less than 1 year, where the differences were clear and statistically significant.

7. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Number of Training Courses variable.*

Table 4.30: One-way analysis of variance (ANOVA) between the training methods in MoF and the Number of Training Courses

Independent Variables	Number of Training Courses	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Did not receive any course	3.08	3	2.029	0.110
	From 1 to 4 courses	3.39	337		
	From 5 to 9 courses	3.33	340		
	10 courses and above	3.34			
	Total	**3.34**			
Traditional face-to-face training	Did not receive any course	3.23	3	1.616	0.185
	From 1 to 4 courses	3.50	337		
	From 5 to 9 courses	3.45	340		
	10 courses and above	3.53			
	Total	**3.48**			
E- Training	Did not receive any course	3.15	3	1.380	0.249
	From 1 to 4 courses	3.36	337		
	From 5 to 9 courses	3.20	340		
	10 courses and above	3.21			
	Total	**3.27**			

- The above table showed no statistically significant differences between the means of respondents' answers on all training methods and traditional face-to-face training in MoF due to the Number of Training Courses variable.

- The value of α was greater than 0.05 for all training methods, where it amounted to 0.110 for the total of all methods, 0.185 for traditional face-to-face training and 0.249 for E- Training.

- **Due to the α value, the hypotheses were accepted for the total of all training methods and for traditional face-to-face training and E- Training. So there are no differences in the respondents' answers about the reality of the training methods in MoF due to the Number of Training Courses variable.**

8. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the training methods (Traditional face-to-face training, E- Training) in MoF due to the Workplace variable.*

Table 4.31: One-way analysis of variance (ANOVA) between the training methods in MoF and the Workplace

Independent Variables	Workplace	Mean X	Degrees of Freedom df	Test F	Significance Level α
Training Methods	Ministry main building	3.31	1	1.190	0.276
	Branch offices	3.39	339		
	Total	**3.34**	340		
Traditional face-to-face training	Ministry main building	3.46	1	0.424	0.516
	Branch offices	3.50	339		
	Total	**3.48**	340		
E- Training	Ministry main building	3.28	1	0.120	0.729
	Branch offices	3.25	339		
	Total	**3.27**	340		

- The above table showed no statistically significant differences between the means of respondents' answers on all training methods and traditional face-to-face training in MoF due to the Workplace variable.

- The value of α was greater than 0.05 for all training methods, where it amounted to 0.276 for the total of all methods, 0.516 for traditional face-to-face training and 0.729 for E- Training.

- **Due to the α value, the hypotheses were accepted for the total of all training methods and for traditional face-to-face training and E- Training. So there are**

no differences in the respondents' answers about the reality of the training methods in MoF due to the Workplace variable.

4.2.4 Fourth Main Hypothesis

$H_0$4: There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the employee performance in MoF due to the variables (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, Workplace).

Eight sub-hypotheses were derived from the main hypothesis:

1. *There are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the respondents' answers about the reality of the employee performance in MoF due to the Gender variable.*

Table 4.32: One-way analysis of variance (ANOVA) between the employee performance in MoF and Gender

Dependent Variables	Gender	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Male	3.96	1	5.657	0.018
	Female	3.84	339		
	Total	**3.90**	340		

- The above table showed statistically significant differences between the means of respondents' answers for employee performance due to the Gender variable.

- The value of α was less than 0.05 for employee performance, it amounted to 0.018.

- **Due to the α value, the hypothesis was rejected for employee performance and was replaced by the alternative hypothesis. So there are differences in the respondents' answers about the reality of the employee performance in MoF due to the Gender variable.**

- To identify the source of the differences, the results showed that the differences tended to males.

2. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Age variable.*

Table 4.33: One-way analysis of variance (ANOVA) between the employee performance in MoF and Age

Dependent Variables	Age	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Less than 30	3.85	3	1.685	0.170
	30 - 39	3.91	337		
	40 - 49	3.98	340		
	50 and above	3.80			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Age variable.

- The value of α was greater than 0.05 for employee performance, amounted to 0.170.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to the Age variable**.

3. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Academic Level variable.*

Table 4.34: One-way analysis of variance (ANOVA) between the employee performance in MoF and Academic Level

Dependent Variables	Academic Level	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Diploma or less	3.92	3	0.374	0.772
	Bachelor's degree	3.88	337		
	Master's degree/ Higher Diploma	3.95	340		
	Ph.D.	4.00			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Academic Level variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.772.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to Academic Level variable.**

4. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Job Category variable.*

Table 4.35: One-way analysis of variance (ANOVA) between the employee performance in MoF and Job Category

Dependent Variables	Job Category	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	High Category	4.12	5	1.571	0.168
	First Category	3.94	335		
	Second Category	3.89	340		
	Third Category	3.78			
	Fourth Category	3.75			
	Fifth Category	3.81			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Job Category variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.168.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to Jop Category Variable.**

5. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Job Title variable.*

Table 4.36: One-way analysis of variance (ANOVA) between the employee performance in MoF and Job Title

Dependent Variables	Job Title	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	General Director and above	4.12	4	1.794	0.130
	Director	3.94	336		
	Head of Section	3.82	340		
	Head of Division	4.00			
	Employee	3.86			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Job Title variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.130.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to the Job Title variable.**

6. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Years of work experience variable.*

Table 4.37: One-way analysis of variance (ANOVA) between the employee performance in MoF and Years of work experience.

Dependent Variables	Years of work experience	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Less than 1 year	3.85	3	1.779	0.151
	From 1 to 4 years	3.93	337		
	From 5 to 9 years	3.78	340		
	10 years and above	3.93			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Years of work experience variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.151.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to Years of work experience variable.**

7. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Number of training courses variable.*

Table 4.38: One-way analysis of variance (ANOVA) between the employee performance in MoF and Number of training courses

Dependent Variables	Number of training courses	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Did not receive any course	3.92	3	0.278	0.841
	From 1 to 4 courses	3.88	337		
	From 5 to 9 courses	3.87	340		
	10 courses and above	3.93			
	Total	**3.90**			

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Number of training courses variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.841.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to the Number of training courses variable.**

8. *There are no statistically significant differences at the level of (α≤0.05) in the respondents' answers about the reality of the employee performance in MoF due to the Workplace variable.*

Table 4.39: One-way analysis of variance (ANOVA) between the employee performance in MoF and Workplace

Dependent Variables	Workplace	Mean X	Degrees of Freedom df	Test F	Significance Level α
Employee Performance	Ministry main building	3.90	1	0.050	0.823
	Branch offices	3.89	339		
	Total	**3.90**	340		

- The above table showed no statistically significant differences between the means of respondents' answers for employee performance due to the Workplace variable.

- The value of α was greater than 0.05 for employee performance, where it amounted to 0.823.

- **Due to the α value, the hypothesis was accepted for employee performance. So there are no differences in the respondents' answers about the reality of the employee performance in MoF due to the Workplace variable.**

4.2.5 Fifth Main Hypothesis

$H_0$5: There is no statistically significant relationship at the level (α≤0.05) between the

training management and employee's performance in MoF.

Table 4.40: Regression coefficient test between Training Management and employee performance in MoF

Independent Variable		Training Management
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.346
Regression Coefficient	(R^2)	0.120
F-test	(F)	46.066
Beta Coefficient	(Beta)	0.346
T-test	(T)	6.787
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between Training Management and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between Training Management and Employee Performance, where the value of the correlation coefficient (R) was 0.346.

- The table showed a moderate and positive correlation between the training management and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that Training Management explains 12.0 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between Training Management and Employee Performance with a value of (0.346), which is

statistically significant, meaning that whenever the level of Training Management improves by one unit, the level of Employee Performance improves by 0.346.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between the training management and employee's performance in MoF.**

4.2.6   Sixth Main Hypothesis

H_06: There is no statistically significant relationship at the level (α≤0.05) between skills development training and employee's performance in MoF.

Table 4.41: Regression coefficient test between Skills and Development Training and employee performance in MoF

Independent Variable		Skills and Development Training
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.395
Regression Coefficient	(R^2)	0.156
F-test	(F)	62.495
Beta Coefficient	(Beta)	0.395
T-test	(T)	7.905
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between Skills and Development Training and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between Skills and Development Training and Employee Performance, where the value of the correlation coefficient (R) was 0.395.

- The table showed a moderate and positive correlation between the skills and development training and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that Skills and Development Training explains 15.6 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between Skills and Development Training and Employee Performance with a value of (0.395), which is statistically significant, meaning that whenever the level of Skills and Development Training improves by one unit, the level of Employee Performance improves by 0.395.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between skills development training and employee performance in MoF.**

4.2.7   Seventh Main Hypothesis
$H_0$7: There is no statistically significant relationship at the level (α≤0.05) between the

  compliance training and employee performance in MoF.

Table 4.42: Regression coefficient test between Compliance Training and employee performance in MoF

Independent Variable		Compliance Training
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.355
Regression Coefficient	(R^2)	0.126
F-test	(F)	48.916
Beta Coefficient	(Beta)	0.355
T-test	(T)	6.994
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between Compliance Training and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation

between Compliance Training and Employee Performance, where the value of the correlation coefficient (R) was 0.355.

- The table showed a moderate and positive correlation between the compliance training and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that Compliance Training explains 12.6 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between Compliance Training and Employee Performance with a value of (0.355), which is statistically significant, meaning that whenever the level of Compliance Training improves by one unit, the level of Employee Performance improves by 0.355.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between the compliance training and employee performance in MoF.**

4.2.8   Eighth Main Hypothesis

$H_0$8: *There is no statistically significant relationship at the level (α≤0.05) between the onboarding training and employee performance in MoF.*

Table 4.43: Regression coefficient test between Onboarding Training and employee performance in MoF

Independent Variable		Onboarding Training
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.333
Regression Coefficient	(R^2)	0.111
F-test	(F)	42.275
Beta Coefficient	(Beta)	0.333
T-test	(T)	6.502
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between Onboarding Training and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between Onboarding Training and Employee Performance, where the value of the correlation coefficient (R) was 0.333.

- The table showed a moderate and positive correlation between the onboarding training and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that Onboarding Training explains 11.1 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between Onboarding Training and Employee Performance with a value of (0.333), which is statistically significant, meaning that whenever the level of Onboarding Training improves by one unit, the level of Employee Performance improves by 0.333.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between the onboarding training and employee performance in MoF.**

4.2.9   Ninth Main Hypothesis
$H_0 9$: There is no statistically significant relationship at the level (α≤0.05) between all

types of training programs and the employee performance in MoF.

Table 4.44: Regression coefficient test between all types of Training Programs and employee performance in MoF

Independent Variable		All types of Training Programs
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.402
Regression Coefficient	(R^2)	0.162
F-test	(F)	65.343
Beta Coefficient	(Beta)	0.402
T-test	(T)	8.084
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between all types of Training Programs and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between all types of Training Programs and Employee Performance, where the value of the correlation coefficient (R) was 0.402.

- The table showed a moderate and positive correlation between all types of training programs and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that All types of Training Programs explains 16.2 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between all types of Training Programs and Employee Performance with a value of (0.402), which is statistically significant, meaning that whenever the level of All types of Training Programs improves by one unit, the level of Employee Performance improves by 0.402.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between all types of training programs and the employee performance in MoF.**

4.2.10 Tenth Main Hypothesis

H$_0$10: There is no statistically significant relationship at the level (α≤0.05) between

face-to-face training and the employee performance in MoF.

Table 4.45: Regression coefficient test between Face-to-Face Training and employee performance in MoF

Independent Variable		Face-to-Face Training
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.296
Regression Coefficient	(R^2)	0.087
F-test	(F)	32.499
Beta Coefficient	(Beta)	0.296
T-test	(T)	5.701
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between Face-to-Face Training and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between Face-to-Face Training and Employee Performance, where the value of the correlation coefficient (R) was 0.296.

- The table showed a weak and positive correlation between the face-to-face training and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that Face-to-Face Training explains 8.7 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between Face-to-Face Training and Employee Performance with a value of (0.296), which is statistically significant, meaning that whenever the level of Face-to-Face Training improves by one unit, the level of Employee Performance improves by 0.296.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between face-to-face training and the employee performance in MoF.**

4.2.11 Eleventh Main Hypothesis

$H_0$11: There is no statistically significant relationship at the level (α≤0.05) between E-training and employee performance in MoF.

Table 4.46: Regression coefficient test between E-Training and employee performance in MoF

Independent Variable		E-Training
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.204
Regression Coefficient	(R^2)	0.042
F-test	(F)	14.688
Beta Coefficient	(Beta)	0.204
T-test	(T)	3.832
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between E-Training and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation between E-Training and Employee Performance, where the value of the correlation coefficient (R) was 0.204.

- The table showed a weak and positive correlation between E- training and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that E-Training explains 4.2 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between E-Training and Employee Performance with a value of (0.204), which is statistically significant, meaning that whenever the level of E-Training improves by one unit, the level of Employee Performance improves by 0.204.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between E-training and employee performance in MoF.**

4.2.12 Twelfth Main Hypothesis

$H_0$12: There is no statistically significant relationship at the level (α≤0.05) between all training methods and the employee performance in MoF.

Table 4.47: Regression coefficient test between all Training Methods and employee performance in MoF

Independent Variable		All Training Methods
Dependent Variables		Employee Performance
Correlation Coefficient	(R)	0.275
Regression Coefficient	(R^2)	0.076
F-test	(F)	27.737
Beta Coefficient	(Beta)	0.275
T-test	(T)	5.267
Significance Level (Regression)	(α)	0.000

- In order to find out the effect between all Training Methods and Employee Performance, a linear regression model was used to find out the percentage of the explanation of the independent variable of the variance in the dependent variable. It is noted from the above table that there is a statistically significant correlation

between all Training Methods and Employee Performance, where the value of the correlation coefficient (R) was 0.275.

- The table showed a weak and positive correlation between all training methods and the employee performance in MoF.

- It was clear from the value of Significance Level (α) which was less than or equal to 0.05 and reached 0.000.

- To explain the variance in the Employee Performance variable we find that All Training Methods explains 7.6 % of the variance in the Employee Performance variable, which took from the value of the regression coefficient (R^2)

- As well as the value of the beta coefficient, which explains the relationship between All Training Methods and Employee Performance with a value of (0.275), which is statistically significant, meaning that whenever the level of All Training Methods improves by one unit, the level of Employee Performance improves by 0.275.

- **Due to the R, R^2 and α values, the hypothesis was rejected and was replaced by the alternative hypothesis. So there is a relationship between all training methods and the employee performance in MoF.**

Chapter Five: Conclusion and Recommendation

The previous literature has shown the importance of training for both individuals and organizations. Training is a planned process that aims to provide employees with the skills and knowledge required to oversee their job as required. There are several training types and methods. As a result, it was essential to investigate the influence of various types of training and methods on employee performance. The purpose of this study is to examine the influence of training types and methods on employee performance in the Palestinian MoF. Especially since no specific research has been conducted to determine the influence of training types and methods on employee performance in the Palestinian MoF.

This chapter includes the results after analyzing the data and explaining the findings. It also includes recommendations that the researcher considers would benefit the improvement and development of the government's training process in the Public Sector, particularly in the MoF. The chapter also discusses the study's limitations and implications.

5.1 Conclusion

The study's results indicate that the training types and methods have an influence on employee performance. This conclusion was obtained as a consequence of the findings of the questions and hypotheses that investigated the presence of an influence and relation between the types and methods of training on employee performance, which revealed that there is a moderate and positive correlation between the training types and the employee performance, and a weak and positive correlation between the training methods and the employee performance in MoF. The training types include: Skills and development training, Compliance training and Onboarding training. While

the training method include: Face to face training and E- Training. This conclusion is generally consistent with what has already been reported in the literature when the researcher reviewed the types and methods of training and their importance in influencing performance.

The study population was 1658 employees. The study sample size was 341 employees (47.2% males and 52.8% females). Their ages and job titles were distributed in varying proportions. As for their academic level, the largest percentage was for holders of a bachelor's degree, at 71.3%. As for the job category, the largest percentage of employees in the second category was 46.6%. Employees with 10 years or more of experience made up 57.2% of the sample. As for the number of courses they received, the largest percentage was for those who received 1–4 training courses at a rate of 43.1%. Finally, the sample related to the workplace was higher for workers in the main building of the Ministry, with 62.8% of the sample.

As for the results related to the main questions about the existence of an influence and relation between training, its types and methods, and the employee's performance, the hypotheses were rejected and replaced with alternative hypotheses. The results were as follows:

- There is a moderate and positive correlation between the training management and the employee performance in MoF.

- There is a moderate and positive correlation between the skills and development training and the employee performance in MoF.

- There is a moderate and positive correlation between the compliance training and the employee performance in MoF.

- There is a moderate and positive correlation between the onboarding training and the employee performance in MoF.

- There is a moderate and positive correlation between all types of training programs and the employee performance in MoF.

- There is a weak and positive correlation between the face-to-face training and the employee performance in MoF.

- There is a weak and positive correlation between E- training and the employee performance in MoF.

- There is a weak and positive correlation between all training methods and the employee performance in MoF.

As for the Results related to the first question: What is the reality of the training management in MoF? Showed the following:

- The general mean of the respondents' answers to the training management questions was high. This shows that respondents agree that the training process is well managed.

- The training management process, which included holding training courses, nominating employees based on training needs and career paths, and evaluating the training, was acceptable to the employees. This demonstrates the importance of the HR role in the ministry, as this is the unit that performs this together with the ministry's training institute.

- The highest degree of agreement was that training is evaluated immediately after training. While the lowest degree of agreement was that the ministry is conducting a post-evaluation. The findings contradict the literature on the importance of post-evaluation that measures the impact of training on the employee's performance.

(Abawi, 2020) indicated that post-evaluation examines the long-term impact of training and that it is critical to understand the benefits and changes that result from the organization's investment in training, which also influences the development of future training programs.

▪ The respondents agree with the reality of training management in MoF. All classifications of the demographic variables of the study sample (Gender, Age, Academic Level, Job Category, Job Title, Years of work experience, Number of training courses attended, and Workplace) agreed, with the exception of the job category variable, job title, and number of training courses. It was more favorable and higher among the high category, those with the title of general director or higher, and those who received more training courses.

Results related to the second question: What is the reality of the types of training programs (Skills and Development Training, Compliance Training, Onboarding Training) in MoF? Showed the following:

▪ The general mean for respondents' answers to the training-type questions was high.

▪ MoF offers a variety of training programs, including Skills and development training, Compliance training, Onboarding training (Preparatory training).

▪ *Skills and Development Training:*
- The general mean for respondents' answers to the skills and development training questions was high.

- The objectives of this program are clear and understandable and cover the desired goal.

- The lowest degree of agreement was that the content includes topics that help the employee to compete for promotion to a higher rank or category. The findings contradict the literature, which suggests that skill development training helps

employees compete for promotions to a higher grade or category. (Talbot, 2016) indicated that training helps employees prepare for promotion.

▪ *Compliance Training*
- The general mean for respondents' answers to the compliance training questions was high.

- The Ministry includes in the content of its compliance training programs topics related to the laws regulating the work of the Ministry.

- The lowest degree of agreement was that the content of the programs includes topics related to the basics of safety and health in the workplace. This contradicts the literature that indicates the importance of training on safety and health issues in the workplace. Nassazi (2013) indicated that the training provides a basic overview of health and safety issues and working conditions.

▪ *Onboarding Training*
- The general mean for respondents' answers to the Onboarding training (Preparatory training) questions was high.

- Respondents strongly agreed that the Ministry is constantly conducting Preparatory training programs.

- On the other hand, the lowest degree of agreement was that the Ministry conducts training programs for internally rotated employees. This contradicts the literature, which indicates the importance of providing training to internally rotating employees to familiarize them with the new tasks. Tagesse (2018) emphasized the need to train internally rotating employees in their new positions in order to familiarize them with the new tasks.

▪ The respondents agree with the reality of training types in MoF. There are no differences in the averages of the respondents' answers according to the

classifications of the demographic variables of the study sample. With exception of variables that showed more differences and a higher positive agreement in the means of the responses, including: age (employees under 30 years of age), job category (high category), years of experience, and the number of training courses.

Results related to the Third question: What is the reality of training methods (Face to Face Training, E- Training) in MoF? Showed the following:

- The general mean for respondents' answers to the training-type questions was a medium value.

- MoF offers a variety of training methods, including Face-to-face training and E-Training.

- **Face-to-Face Training:**
- The general mean for respondents' answers to the Face-to-face training questions was a medium value.

- Face-to-face training allows the trainees to interact continuously through questioning and discussion. The respondents strongly agree with this, and this is consistent with the literature. Holden & Beardwell (2001) describe face-to-face training as active learning, which enables trainee interaction through discussion, questions, simulation, and role-play.

- Difficulties related to coming from governorates to receive face-to-face training affect training performance. The respondents strongly disagreed that it did not affect the training, and this is consistent with the literature. Alsharaa (2014) emphasized that one of the factors influencing face-to-face training is the location of the training, especially if the trainees come from a long distance.

- ▪ *E- Training*
- The general mean for respondents' answers to the compliance training questions was a medium value.

- E- Training helps to solve some of the challenges that Ministry employees face. The respondents clearly agree that the most important thing is that E-training contributes to overcoming difficulties related to access from the governorates. This is consistent with the literature. Ramayah et al. (2011) stated that the most essential aspect of e-training is that it is not location-based.

- On the other hand, technical problems that may occur during E-training are considered one of the most significant factors influencing training performance. The respondents strongly opposed that it has no influence on training, this is consistent with what the literature has indicated. Ghazi (2020) believes that the occurrence of technical problems negatively affects e- training.

- ▪ The respondents agree with the reality of the training methods in MoF. There are no differences in the averages of the respondents' answers according to the classifications of the demographic variables of the study sample. With exception of variables that showed more differences and a higher positive agreement in the means of the responses, including: Gender (males in face-to-face training), Age (With decreasing age categories, adaptation to E-training increased), Academic level (With decreasing academic level, adaptation to face to face training increased), Job category (For the third category, the response to e-training was moderate), Years of experience (Compatibility with E-training increases with decreasing years of experience).

Results related to the fourth question: What is the reality of employee performance in MoF? Showed the following:

- The general mean for respondents' answers to the employee performance questions was high. This indicates that employees see their performance as good and that they are able to accomplish their assigned tasks. Their average answers to questions were very high, such as knowledge of work tasks, new job updates, the ability to compete for a higher category, knowledge of labor laws, easy integration into the workplace, a sense of responsibility towards work, a contribution to work decisions, and the achievement of ministry goals. While the degree of approval was lower in the average response to the employees' feeling of satisfaction with their job status, the performance appraisal process, and the desire to change jobs or be absent from work.

- The study showed that the Ministry's employees have a continuous desire to develop their abilities and skills at work. This is a good performance indicator that reflects on the organization's performance.

- The study showed that the lowest degree of agreement was that employees receive fair incentives commensurate with their job performance. This contradicts the literature, which confirms that incentives have an important effect on employee performance. And that although the employee receives good training, other factors may affect performance. According to Ng'ang'a et al. (2013) financial and moral incentives are among the factors used to assess employee performance.

- The respondents agree with the reality of employee performance in MoF. There are no differences in the averages of the respondents' answers according to the classifications of the demographic variables of the study sample. With exception of

variables that showed more differences and a higher positive agreement in the means of the responses, including: Gender (male).

- In general, the research found no significant differences in all demographic factors, particularly gender or place of work in the ministry building or branches. This could be considered a positive indicator of the ministry's neutrality in training management with all ministry employees.

As a summary of the results, the researcher found that the reality of training in the MoF in terms of training management and the diversity of its types and methods is acceptable to the Ministry's employees. Training has an influence on employee performance. The type of training has an influence on the employee performance. Also, the training methods have an influence on employee performance. In comparison, where the results showed that the influence and relation between training types and performance are medium and positive, while the influence and relation between training methods and performance are weak and positive, the researcher concluded that the effect of types of training on performance is higher and more important than the effect of training methods on performance.

5.2 Recommendation

One of the primary goals of training and development is to improve employee performance. An employee who is able to complete his responsibilities on time contributes to the organization's success and helps it achieve its goals. The literature has shown clear correlations between training and performance. And between the various types and methods of training and performance, Accordingly, and based on the results of this study, the researcher presents many recommendations that she believes will help in improving training and development practices, which will lead to a positive influence

on the performance of government employees in the PPS in general and at MoF in particular.

Many results have been obtained indicating that training, its management, types, and methods are well done in the ministry and have a positive influence on employee performance. It is compatible with what is mentioned in the literature. **The researcher recommends continuing to work on it, developing it and updating it continuously. As follow:**

- The result for training management is "moderate and positive correlation between the training management and the employee performance in MoF" and the researcher recommend continue in the same approach of managing training process in the Ministry.

- The result for training management "high level of interest in training and its various forms in the high category (general director or above)" and the researcher recommend the Directorate General of HR to take advantage of this by requesting any decisions or directions in favor of developing and improving the training process. Because this category will be supportive.

- The result for training types "moderate and positive correlation between all types of training programs and the employee performance in MoF" and the researcher recommend determine the training needs in the upcoming training plans and classify the types of training programs in the ministry according to the types mentioned in the research.

- The result for skills and development training "moderate and positive correlation between the skills and development training and the employee performance in MoF"

and the researcher recommend develop the training programs to include skills and development subjects.

- The result for compliance training "moderate and positive correlation between the compliance training and the employee performance in MoF" and the researcher recommend develop the training programs to ensure that it incorporates all laws and policies related to the Ministry's work as well as laws associated with government work.

- The result for onboarding training "moderate and positive correlation between the onboarding training and the employee performance in MoF" and due to the necessity of this training the researcher recommend indicate in the training plan the duration for which the employee should obtain this training within a period not exceeding three months from starting the job.

- The result for training methods "weak and positive correlation between all training methods and the employee performance in MoF" the researcher recommend continue to adopt a variety of training methods in the training plan.

- The result for face to face training "weak and positive correlation between the face-to-face training and the employee performance in MoF" the researcher recommend continue to provide face to face training especially for trainings that require constant contact, activities, and discussions between the trainer and the trainees.

- The result for e- training "weak and positive correlation between the e- training and the employee performance in MoF" the researcher recommend expand the application of e- training as a result of the study's finding that respondents agree on this method.

- The general result for the research "training types and methods have an influence on employee performance" the researcher recommend that the results can be transmitted all through the government and Public Sectors by recommending to the Council of Ministers the adoption of generalized policies for government training. It may be generalized since the general laws and regulations in the sector are similar, even though there are instructions that vary from one government to another.

    Several results indicate that there is a gap between what is stated in the literature and what has been reached from the research results. **The following recommendations can be proposed in order to overcome weaknesses and improve the training process:**

- The result for training management "The ministry dose not conduct post-evaluation" and the researcher recommend undertake a post-training evaluation in the evaluation plan in order to assess the influence of training on the employee performance.

- The result for training types "there are some differences in the respondents' answers according to the classifications of the demographic variables" and the researcher recommend when assessing training needs, It is critical to choose the appropriate type of training based on the employee's or career path (which represented in the study with demographic variables) and performance appraisal. And to focus on older age groups because they respond less to training types.

- The result for skills and development training "The lowest degree of agreement was that the content includes topics that help the employee to compete for promotion to a higher rank or category" and the researcher recommend Developing skills and development training programs that include topics that will assist employees in

competing for a higher rank or category because this is one of the program's main goals.

- The result for compliance training "the content of the compliance training does not include topics related to the basics of safety and health in the workplace" and the researcher recommend include topics related to the basics of workplace safety and health in compliance training.

- The result for onboarding training "the content of the onboarding training does not include training programs for internally rotated employees" and the researcher recommend provide training courses for internally rotated employees to familiarize them with the new tasks.

- The result for training methods "there are some differences in the respondents' answers according to the classifications of the demographic variables" and the researcher recommend to target the higher age groups, more years of experience, males, lower academic levels, and third-category employees with E- Training and encouraging them to participate because they showed less response with E-Training and more with Face-to-face training.

- The result for face to face training "difficulties related to coming from governorates to receive face-to-face training" and the researcher recommend overcoming these challenges by implementing E- Training.

- The result for E- training "technical problems that may occur during E-training" and the researcher recommend take the technical steps necessary to design and upgrade the E-learning platform, in order to overcome any technical issues that may arise during E-training.

- The result for employee performance "there are some differences in the respondents' answers according to the classifications of the demographic variables" and the researcher recommend to rely on various performance indicators to appraise the employee's performance and creat a fair reward system in order to increase job satisfaction, lack of desire to change jobs, and absenteeism. This certifies that, despite the employee receiving good training and being able to perform the duties, other factors influencing performance must be considered.

Training is a broad and complex field that is difficult to narrow down and cover in a single study. Therefore, the researcher recommends to other researchers conducting future research that includes the following:

1. Conducting the same study on other government sectors to ensure consistency of results, as well as on private sectors or other countries.

2. Studying the influence of various types of training and methods on the organization's performance.

3. Studying training obstacles in the Public Sector.

4. Studying the personal factors that restrict the benefit of training even when all necessary conditions are available.

5. Studying distance training and the types of virtual training.

6. Investigating the trainer's role in the training process.

5.3 Limitations and Implications of the Study

As with other research, the study had some limitations and implications, including:

- Results are based on employees' opinions about training and performance. So personal biases cannot be controlled.

- Some employees did not respond to the questionnaire.

- Difficulty following up on filling out the questionnaire in branch offices outside the Ministry's headquarters.

- Lack of studies that combine the types and methods of training together and their influence on performance.

Training is a wide and complex field that is difficult to limit and discuss in one study. Therefore, the research that can discuss it varies. This study focuses on the influence of training types and methods on employee performance, specifically at the Palestinian MoF. The study included a wide range of topics, but there are some that deserve more investigation. As for the implications, include:

- The study focused on the influence of training types and methods on employee performance, and it was difficult to cover the influence of this on the performance of the Ministry.

- The population of this study includes only the employees of MoF. It did not include employees from other Public-Sector institutions to ensure that the results circulated without problems arising.

The researcher draws important conclusions from this research. The results can be transmitted all through the government Public Sectors by recommending to the Council of Ministers the adoption of generalized policies for government training. It may be generalized since the general laws and regulations in the sector are similar, even though there are instructions that vary from one government to another.

The conclusions will contribute understanding the link between the types and methods of training programs and their influence on employee performance. Determining the appropriate type of training will give employees the knowledge and skills they need and may contribute to their advancement in career development

according to the correct sequence of work with the fewest obstacles. Also, the employee may have a choice of several training methods that suit his circumstances.

The results will influence the policies and decisions of the HR Departments related to training and development. As well as helping organizations improve employee performance appraisal, which will be reflected in training planning and training needs assessment more efficiently. Also in improving training methods and taking them out of the framework of the traditional method by using new and various methods.

Finally, this research will be considered a reference for researchers in the country in generalizing these results to other institutions that may not be limited to the Public Sector and relying on them to study other factors that may affect training and employee performance. For international researchers, this study might serve as a model for dealing with training in Palestine and benefiting from the results by drawing on other related studies.

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Appendix

Appendix 1: The Questionnaire

Dear Colleagues,

I am pleased to present this research questionnaire for a scientific study entitled: **"The influence of training types and methods on employee's performance in Palestinian Ministry of Finance ",** in order to come up with recommendations that help human resources and training institutions in the government sector, specially MoF to improve the management of the training process, which helps in improving the employees performance.

By reviewing the previous literature, the researcher found that the training programs are classified into three types: 1. Skills and development training 2. Compliance training 3. Onboarding training. And the methods of providing training are: 1. Face to Face training 2. E- Training. The research study the influence of these types and methods of training on the employee's performance.

This survey was drawn and developed from The Society for Human Resource Management (SHRM), and from previous researches about training.

This research is required to complete a Master's degree in Human Resource Management. Because of our high confidence in you, and your eagerness to serve scientific research, please kindly fill out the questionnaire, and be credible in answering the paragraphs shown on the attached pages in order to make the research successful.

I would like to emphasize that the gathered data will be used only for scientific research purposes.

Thanks for your cooperation,

The Researcher: Rajaa' Mansour

Arab American University

Part one: Demographic Data

Gender:

○ Male   ○ Female

Age:

○ Less than 30   ○ 30 - 39   ○ 40 – 49   ○ 50 and above

Academic Level:

○ Diploma or less   ○ Bachelor's degree   ○ Master's degree/ Higher Diploma   ○ PhD

Job Category:

○ High Category   ○ First Category   ○ Second Category

○ Third Category   ○ Fourth Category   ○ Fifth Category

Job Title

○ General Director and above   ○ Director   ○ Head of Section

○ Head of Division   ○ Employee (Title: _____)

Years of work experience

○ Less than 1 year   ○ From 1 to 4 years   ○ From 5 to 9 years   ○ 10 years and above

Number of training courses you have participated in:

○ I didn't receive any course   ○ From 1 to 4 courses   ○ From 5 to 9 courses   ○ 10 courses and above

The General Directorate you work in:

_____

Workplace:

○ Ministry main building   ○ Branch offices

In the next parts, from your personal experience, please determine the applicability of the following statements by expressing your degree of agreement according to a five-point Likert scale: (maximum value = 5 meaning strongly agree, minimum value = 1 meaning strongly disagree)

Part Two: Training Management

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The Ministry is constantly holding training programs for employees.					
2.	Employees are nominated for training programs based on a prior assessment of their priority training needs.					
3.	The topics of the training programs are related to the employee's career path, such as (years of experience, nature of the job, category and job grade).					
4.	The trainee fills out a training evaluation form immediately after the training.					
5.	The Ministry requires the trainees to fill out a post-evaluation (after a period of training) that measures the impact of training on employee's performance.					

Part Three: Training type

The training programs are classified into three types: 1. Skills and development training 2. Compliance training 3. Onboarding training.

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Skills and development training Refers to training that enhances: knowledge and skills necessary to carry out a job, job maintenance and keeping pace with its development and modernization, acquiring skills that help raise efficiency and occupying new or higher jobs, and developing the mental and personal abilities.						
1.	The Ministry is constantly holding training programs aims to develop employee skills.					

2.	The objectives of skills and development training programs are clear, understandable and cover the desired objective.					
3.	The content of skills and development training programs includes topics related to my job and covers the desired objective.					
4.	The content of skills and development training programs includes topics related to the new updates of my job.					
5.	The content of skills and development training programs includes topics that help the employee compete for promotion to a higher grade or category.					

Compliance training

Refers to the training that introduces employees to the laws and policies in which the Ministry operates, information systems and their security policies, and workplace safety.

1.	The Ministry is constantly holding training programs aims to comply with laws and policies.					
2.	The objectives of compliance training programs are clear, understandable and cover the desired objective.					
3.	The content of compliance training programs includes topics related to my job and covers the desired objective.					
4.	The content of compliance training programs includes topics related to the laws that regulate the Ministry work.					
5.	The content of compliance training programs includes topics that identify the computer information systems used by the Ministry.					
6.	The content of compliance training programs includes topics related to the basics of safety and health in the workplace.					

Onboarding training (Preparatory training)

Refers to training provided to new or internally rotated employees to integrate them into their work for a few days, weeks or months. It aims to provide them with the basic knowledge and skills that are related to the new job

1.	The Ministry is constantly holding preparatory training programs for new employees.					
2.	The Ministry is constantly holding training programs for internally rotated employees to introduce them to the new tasks.					

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.	The objectives of onboarding training programs are clear, understandable and cover the desired objective.					
4.	The content of onboarding training programs includes basic information about government work.					
5.	The content of onboarding training programs includes information that helps the employee integrate into the work quickly.					

Part Four: Training Methods

The training methods: 1. Face to Face training 2. Virtual training/ E- learning training

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Traditional face-to-face training						
Refers to the traditional training that takes place in the training halls for a group of trainees face to face.						
1.	The Ministry is constantly holding face-to-face training programs in the training halls.					
2.	Face-to-face training allows for various activities and exercises to be performed during the training.					
3.	Face-to-face training allows the trainees to interact continuously through asking questions and discussing.					
4.	Face-to-face training provides better coverage of the training material.					
5.	The place and time of face-to-face training does not affect the performance of the training.					
6.	Difficulties related to access from the governorates to receive face-to-face training do not affect the performance of the training.					
7.	Technical problems that may occur during face-to-face training do not affect the performance of the training.					
8.	The number of participants during face-to-face training do not affect the training performance.					
Electronic Training						
Refers to the training that is implemented remotely through modern technology, such as e-learning and						

	virtual training.					
1.	The Ministry is constantly holding Electronic training programs.					
2.	E-training allows for various activities and exercises to be performed during the training.					
3.	E-training allows the trainees to interact continuously through asking questions and discussing.					
4.	E-training provides better coverage of the training material.					
5.	E-training allows choosing where and when the employee receives the training.					
6.	E-training contributes to overcoming difficulties related to access from the governorates.					
7.	Technical problems that may occur during E-training do not affect the performance of the training.					
8.	E-training eliminates the problem of the large number of participants.					

Part Five: Employee performance.

Please indicate your level of agreement with the following statements:

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I have the knowledge that enables me to perform my job as required.					
2.	I have the knowledge of new updates related to my job.					
3.	I have the ability to compete for promotion to a higher category.					
4.	I have knowledge of the laws associated with my job duties.					
5.	I can work on the computer information systems that are related to my work tasks.					

6.	I have sufficient knowledge of how to maintain public safety and health in the workplace.					
7.	I was able to integrate easily and quickly into the workplace.					
8.	I have the ability to communicate with my colleagues and work in a team.					
9.	I feel responsible for successfully achieving the Ministry goals.					
10.	I have a continuous desire to develop my abilities and skills at work.					
11.	I participate in decisions-making whenever required.					
12.	I feel satisfied with my job status and the tasks I perform.					
13.	I feel satisfied with the training programs provided by the ministry.					
14.	I feel satisfied with the performance appraisal process.					
15.	My latest performance appraisal rating has improved compared to the previous.					
16.	My Director praise and encourages me on my performance.					
17.	My Director discusses my performance weakness and tries to improve them through training.					
18.	I receive fair rewards commensurate with my performance.					
19.	I have a desire to change my job or move to another Ministry.					
20.	I feel that I want to absent from work.					

Appendix 2: The Questionnaire in the Language of the Respondents: Arabic

استبيان لرسالة علمية

كلية الدراسات العليا

ادارة الموارد البشرية

زملائي الأعزاء،

يسعدني أن أقدم هذه الإستبانة البحثية لدراسة علمية بعنوان: **"تأثير أنواع وأساليب التدريب على أداء الموظفين في القطاع العام الفلسطيني: وزارة المالية حالة دراسية"،** وذلك من أجل الخروج بتوصيات تساعد إدارة الموارد البشرية ومؤسسات التدريب في القطاع الحكومي وخاصة وزارة المالية على رفع مستوى إدارة العملية التدريبية مما يساعد في تحسين أداء الموظفين.

من خلال مراجعة الأدبيات السابقة، وجدت الباحثة أن البرامج التدريبية تم تصنيفها إلى ثلاثة أنواع: 1. تدريب تطوير المهارات 2. تدريب الامتثال للقوانين والسياسات 3. تدريب الإنطلاق (التدريب التحضيري). ووجدت من أساليب التدريب: 1. التدريب وجها لوجه 2. التدريب الالكتروني. ويدرس هذا البحث تأثير هذه الأنواع والأساليب على أداء الموظفين.

وتجدر الإشارة أنه تم استخلاص هذا الاستبيان وتطويره من جمعية إدارة الموارد البشرية (SHRM) ومن أدبيات البحث السابقة حول التدريب.

هذا البحث أحد متطلبات استكمال درجة الماجستير في إدارة الموارد البشرية. ونظرا لثقتنا الكبيرة بكم، وحرصكم على خدمة البحث العلمي، يرجى التفضل بملء الاستبانة، والتحلي بالمصداقية في الإجابة على الفقرات الموضحة في الصفحات المرفقة من أجل إنجاح البحث. وأود التأكيد على أن البيانات التي سيتم جمعها ستستخدم فقط لأغراض البحث العلمي.

شكرا لحسن تعاونكم،

الباحثة: رجاء منصور

الجامعة العربية الأمريكية

القسم الأول: البيانات الديموغرافية

الجنس:

○ ذكر　　　　　　○ أنثى

العمر:

○ أقل من 30　　　○ 30 – 39　　　○ 40 – 49　　　○ 50 عام فأكثر

الدرجة العلمية:

○ دبلوم أو أقل　　　○ البكالوريوس　　　○ الماجستير/ دبلوم عالي　　　○ الدكتوراة

الفئة الوظيفية:

○ الفئة العليا　　　○ الفئة الأولى　　　○ الفئة الثانية

○ الفئة الثالثة　　　○ الفئة الرابعة　　　○ الفئة الخامسة

المسمى الوظيفي:

○ مدير عام فأعلى　　　○ مدير　　　○ رئيس قسم

○ رئيس شعبة　　　○ موظف (بمسمى _____)

سنوات الخبرة

○ أقل من سنة　　　○ من 1 – 4 سنوات　　　○ 5 – 9 سنوات　　　○ 10 سنوات فأكثر

عدد الدورات التدريبية التي تلقيتها:

○ لم اتلقى أي دورة　　　○ من 1 الى 4 دورات　　　○ من 5 الى 9 دورات　　　○ 10 دورات فأكثر

الإدارة العامة التي تعمل بها: _____

مكان العمل:

○ مبنى الوزارة الرئيسي　　　○ المكاتب الفرعية

في الأجزاء التالية، ومن واقع تجربتك الشخصية، يرجى تحديد مدى موافقتك للعبارات التالية وفقًا لمقياس ليكرت الخماسي (Likert Scale) المكون من خمس نقاط **(مع العلم ان القيمة القصوى = 5 تعني موافق بشدة، والقيمة الدنيا= 1 تعني غير موافق بشدة)**

القسم الثاني: إدارة التدريب

	البيان	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة
1.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية للموظفين.					
2.	يتم ترشيح الموظفين لتلقي الدورات التدريبية بناء على تقييم مسبق للاحتياجات التدريبية ذات الاولوية الخاصة بالموظف.					
3.	ترتبط مواضيع الدورات التدريبية بالمسار الوظيفي للموظف مثل (سنوات الخبرة، طبيعة الوظيفة، الفئة والدرجة الوظيفية).					
4.	يقوم المتدرب بتعبئة نموذج لتقييم التدريب بعد التدريب مباشرة.					
5.	تطلب الوزارة من المتدربين تعبئة تقييم لاحق (بعد فترة من التدريب) يقيس مدى تأثير التدريب على أداء الموظف.					

القسم الثالث: أنواع البرامج التدريبية
تقسم البرامج التدريبية إلى ثلاثة أنواع: 1. تدريب تطوير المهارات 2. تدريب الامتثال للقوانين والسياسات 3. تدريب الإنطلاق (التدريب التحضيري).

	البيان	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة
تدريب تطوير المهارات: يشير إلى التدريب الذي يعزز المعرفة والمهارات اللازمة للقيام بالوظيفية، وتحديث الوظيفية ومواكبة تطورها، واكتساب مهارات تساعد في رفع الكفاءة وشغل وظائف جديدة او اعلى، وتنمية القدرات العقلية والشخصية.						
1.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية تهدف الى تطوير مهارات الموظف.					
2.	تكون اهداف الدورات التدريبية الخاصة بتطوير المهارات مفهومة وواضحة وتغطي الهدف المرجو منها.					
3.	يتضمن محتوى المادة التدريبية الخاصة تطوير المهارات على اجزاء مرتبطة بطبيعة عملي وتغطي الهدف المرجو منها.					
4.	يتضمن محتوى الدورات التدريبية الخاصة بتطوير المهارات على مواضيع تتعلق بالتحديثات الجديدة لوظيفتي.					
5.	يتضمن محتوى الدورات التدريبية الخاصة بتطوير المهارات مواضيع تساعد على المنافسة للترقية إلى درجة أو فئة أعلى.					
تدريب الامتثال للقوانين والسياسات: ويشير الى التدريب الذي يعرّف الموظفين على القوانين والسياسات التي تعمل وفقها الوزارة، وانظمة المعلومات وساسيات امنها، وسلامة مكان العمل.						
1.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية للموظف تهدف الى الامتثال للقوانين والسياسات.					
2.	تكون اهداف الدورات التدريبية الخاصة بالامتثال للقوانين والسياسات مفهومة وواضحة وتغطي الهدف المرجو منها.					

	البيان	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة
3.	يتضمن محتوى المادة التدريبية للدورات الخاصة بالامتثال للقوانين والسياسات على اجزاء مرتبطة بطبيعة عملي وتغطي الهدف المرجو منها.					
4.	يتضمن محتوى المادة التدريبية للدورات الخاصة بالامتثال للقوانين والسياسات على اجزاء تتعلق بالقوانين التي تنظم عمل الوزارة.					
5.	يتضمن محتوى المادة التدريبية للدورات الخاصة بالامتثال للقوانين والسياسات على اجزاء تتعلق بالتعريف بأنظمة المعلومات الحاسوبية التي تستخدمها الوزارة.					
6.	يتضمن محتوى المادة التدريبية للدورات الخاصة بالامتثال للقوانين والسياسات على اجزاء تتعلق بأساسيات السلامة والصحة في مكان العمل.					
تدريب الانطلاق (التدريب التحضيري): يشير إلى التدريب المقدم للموظفين الجدد او الذين تم تدويرهم او نقلهم داخليا لدمجهم في عملهم لبضعة أيام أو أسابيع أو أشهر، ويهدف لتزويدهم بالمعرفة والمهارات الاساسية التي تتعلق بالعمل الجديد.						
1.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية تحضيرية للموظفين الجدد.					
2.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية للموظفين الذين يتم تدويرهم او نقلهم داخليا لتعريفهم بالمهام الجديدة.					
3.	تكون اهداف الدورات التدريبية للبرنامج التحضيري مفهومة وواضحة وتغطي الهدف المرجو منها.					
4.	يتضمن محتوى المادة التدريبية لدورات البرنامج التحضيري معلومات أساسية حول العمل الحكومي.					
5.	يتضمن محتوى المادة التدريبية لدورات البرنامج التحضيري معلومات تساهم في سرعة اندماج الموظف في العمل.					

القسم الرابع: أساليب التدريب
من أساليب التدريب: 1. التدريب وجهاً لوجه 2. التدريب الالكتروني

	البيان	أوافق بشدة	أوافق	محايد	غير موافق	غير موافق بشدة
التدريب الوجاهي (وجهاً لوجه): هو التدريب التقليدي الذي يتم في قاعات التدريب لمجموعة من المتدربين وجها لوجه.						
1.	تقوم الوزارة بشكل دائم بعقد برامج تدريبية وجاهية في قاعات التدريب.					
2.	يتيح التدريب الوجاهي تنفيذ أنشطة وتمارين متنوعة خلال التدريب.					
3.	يتيح التدريب الوجاهي تفاعل المتدربين المستمر من خلال طرح الأسئلة والنقاش.					
4.	يتيح التدريب الوجاهي ضمان تغطية افضل للمادة التدريبية.					
5.	لا يؤثر مكان وزمان التدريب الوجاهي على اداء التدريب.					
6.	لا تؤثر الصعوبات المتعلقة بالوصول من المحافظات لتلقي التدريب الوجاهي على اداء التدريب.					
7.	لا تؤثر المشاكل التقنية التي قد تحدث خلال التدريب على اداء التدريب.					
8.	لا يؤثر عدد المشاركين خلال التدريب الوجاهي على أداء التدريب.					
التدريب الإلكتروني: هو التدريب الذي يتم تنفيذه عن بعد من خلال التكنولوجيا الحديثة.						

غير موافق بشدة	غير موافق	محايد	أوافق	أوافق بشدة	البيان	
					تقوم الوزارة بشكل دائم بعقد برامج تدريبية إلكترونية.	1.
					يتيح التدريب الإلكتروني تنفيذ أنشطة وتمارين متنوعة خلال التدريب.	2.
					يتيح التدريب الإلكتروني تفاعل المتدربين المستمر من خلال طرح الأسئلة والنقاش.	3.
					يتيح التدريب الإلكتروني ضمان تغطية افضل للمادة التدريبية.	4.
					يتيح التدريب الإلكتروني اختيار مكان وزمان تلقي الموظف للتدريب.	5.
					يساهم التدريب الإلكتروني في تجاوز الصعوبات المتعلقة بالوصول من المحافظات.	6.
					لا تؤثر المشاكل التقنية التي قد تحدث خلال التدريب على اداء التدريب.	7.
					يتيح التدريب الإلكتروني التخلص من مشكلة عدد المشاركين الكبير.	8.

القسم الخامس: أداء الموظفين
يرجى تحديد مدى موافقتك على العبارات التالية:

غير موافق بشدة	غير موافق	محايد	أوافق	أوافق بشدة	البيان	
					لدي المعرفة التي تمكنني من أداء وظيفتي كما هو مطلوب.	1.
					لدي معرفة بالتحديثات الجديدة المتعلقة بوظيفتي.	2.
					لدي القدرة على المنافسة للترقية إلى فئة أعلى.	3.
					لدي المعرفة بالقوانين المرتبطة بمهامي الوظيفية.	4.
					استطيع العمل على أنظمة المعلومات المحاسبية التي ترتبط بمهام عملي.	5.
					لدي المعرفة الكافية بكيفية المحافظة على السلامة والصحة العامة في مكان العمل.	6.
					استطعت الاندماج بسهولة وسرعة في مكان العمل.	7.
					لدي القدرة على التواصل مع زملائي والعمل ضمن فريق.	8.
					أشعر بالمسؤولية الشخصية تجاه تحقيق أهداف وزارتي بنجاح.	9.
					لدي رغبة مستمرة في تطوير قدراتي ومهاراتي في العمل.	10.
					أساهم في اتخاذ القرارات المتعلقة بالعمل كلما تطلب ذلك.	11.
					أشعر بالرضا الشخصي عن وضعي الوظيفي والمهام التي أقوم بها.	12.
					أشعر بالرضا تجاه التدريب الذي تقدمه الوزارة.	13.
					لدي رضا عن عملية تقييم الأداء.	14.
					تحسنت درجة تقييم أدائي الأخير عن السابق.	15.
					يثني مديري على أدائي ويشجعني.	16.
					يناقش مديري نقاط الضعف في أدائي ويساهم في تحسينها من خلال التدريب.	17.
					أتلقى حوافز عادلة تتناسب مع أدائي الوظيفي.	18.
					لدي رغبة في تغيير وظيفتي او الإنتقال منها.	19.
					أشعر أن لدي رغبة في التغيب عن العمل.	20.

Appendix 3: The Facilitation Letter from the University

Arab American University
Faculty of Graduate Studies

الجامعـــة العربيـــة الأمريكيـــة
كلية الدراسات العليا

2022/11/2

السّادة وزارة المالية المحترمين.

<u>تسهيل مهمة بحثية</u>

تحية طيبة وبعد،

تهديكم كلية الدراسات العليا في الجامعة العربية الأمريكية أطيب التحيات، وبالإشارة الى الموضوع أعلاه، تشهد كلية الدراسات العليا في الجامعة أن الطالبة رجاء أنور حسن الشجاعية والتي تحمل الرقم الجامعي 202011691 هي طالبة ماجستير في برنامج إدارة الموارد البشرية وتعمل على رسالة الماجستير الخاصة بها بعنوان: " تأثير أنواع وأساليب التدريب على أداء الموظفين في القطاع العام الحكومي، وزارة المالية حالة دراسية". تحت إشراف الدكتور زاهي ياسين، نأمل من حضرتكم الإيعاز لمن يلزم لمساعدتها للحصول على المعلومات اللازمة للدراسة من خلال توزيع استبيان.

علماً أن المعلومات ستستخدم لغاية البحث فقط وسيتم التعامل معها بغاية السرية، وقد أعطيت هذه الرسالة بناءً على طلبها.

وتفضلوا بقبول فائق الاحترام

عميد كلية الدراسات العليا

د. نوار قطب

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Appendix 4: List of Specialists who evaluated the Questionnaire's Validity

1. **Dr. Abd al-Rahman al-Silwadi**, Assistant Professor at Al-Quds Open University.

2. **Dr. Abdul Latif Abu Odeh**, Assistant to the President for Planning, Development and Quality. Assistant Professor. Al-Istiqlal University.

3. **Dr. Akram Hamdan,** Director General of the Palestinian Banking Institute, Lecturer at the Arab American University.

4. **Dr. Amal Nazzal,** Assistant Professor at Birzeit University.

5. **Dr. Fathallah Ghanem,** Professor at Al-Quds Open University. Lecturer at the Arab American University.

6. **Dr. Khaled Attia**, Director of the Continuing Education Center, Assistant Professor at Arab American University,

7. **Dr. Muhammad Abu Zayed,** Assistant Professor at Birzeit University.

8. **Dr. Raed Erekat,** Assistant Professor at Arab American University.

9. **Maen Salhab,** Statistical Referee, Palestinian Central Bureau of Statistics.

الملخص

يهدف هذا البحث إلى دراسة تأثير أنواع وأساليب التدريب على أداء الموظفين في القطاع العام الحكومي الفلسطيني، وتم اعتماد وزارة المالية كحالة دراسية.

استخدمت الدراسة منهج البحث العلمي الكمي، حيث جمعت بيانات من 341 موظف في وزارة المالية من خلال أداة البحث الاستبيان.

أظهرت نتائج الدراسة إلى توافق آراء الموظفين بشكل إيجابي حول واقع إدارة التدريب في وزارة المالية، وكذلك تعدد أنواع وأساليب التدريب المطبقة. وأشارت النتائج أيضًا إلى ان هناك تأثير لأنواع وأساليب التدريب على أداء الموظفين في الوزارة. وبالمقارنة تبين أن تأثير أنواع التدريب على الأداء أكبر من تأثير الأساليب على الأداء.

على الرغم من أن هذا البحث تضمن محتوى جيد حول المواضيع المتصلة بالتدريب، إلا أن مجال التدريب واسع ويصعب حصر أنواعه وأساليبه في دراسة واحدة. يمكن تعميم النتائج على المؤسسات الحكومية الأخرى. وسيكون للنتائج تأثير على سياسات الموارد البشرية والقرارات المتعلقة بالتدريب والتطوير. وستساهم النتائج أيضًا في تحديد أنواع وأساليب التدريب الأكثر فاعلية في التأثير على أداء الموظف.

الكلمات المفتاحية: التدريب، أهمية التدريب، تدريب المهارات، تدريب المهارات والتطوير، التدريب على السياسات، تدريب الانطلاق (التدريب التحضري)، التدريب وجهاً لوجه، التدريب الإلكتروني، أداء الموظفين، القطاع العام الفلسطيني، وزارة المالية الفلسطينية.