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The role of training in raising performance efficiency Public sector employees

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Final Project - 2

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Acknowledgment

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Dedication

This research is dedicated to the tireless and dedicated public sector employees who strive every day to serve our communities with excellence and integrity. Your commitment to continuous improvement and professional development inspires us all.

To the trainers and mentors who invest their time, knowledge, and passion into fostering the growth and efficiency of public sector employees, this project is a testament to your invaluable contributions.

To my family, whose unwavering support and encouragement have been my foundation, and to my wife, whose love, patience, and belief in me have been my driving force, this work is dedicated to you. Your sacrifices and understanding have made this journey possible.

Finally, to all those who believe in the power of education and training to transform lives and improve public service, this work is dedicated to you. May it serve as a beacon of the positive impact that effective training can have on performance and efficiency in the public sector.

Abstract

The researcher conducted a study on the role of training in enhancing the performance efficiency of public sector employees, with a case study on the Ministry of Social Affairs - Ministry Agency for Social Security Affairs, branches of the Social Security Offices in the Baha region. The problem of the study was that most government sectors face a significant shortage in the training process for their employees. Training in these sectors may be limited to certain administrative levels without others. The researcher used the descriptive-analytical method to describe the phenomenon under study and used interviews, observations, and record examination to collect various data. The total research sample consisted of forty samples distributed among the branches of the Social Security Offices in the Baha region. The most important results were the agreement of the research sample individuals on the role of training in increasing performance efficiency and their need for it to develop their performance. The most important recommendations included the necessity of linking promotions, external assignments, some types of incentives, and rewards to the training record of employees at the ministry. The study also recommended providing financial incentives to trainees upon successfully completing some training programs with excellence.

Keywords:

Training , Performance Efficiency , Public Sector Employees , Employee Development , Employee Productivity , Training Effectiveness , Administrative Training , Performance Improvement , Training Programs , Employee Skills ,Human Resource Development

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Chapter 1: Introduction

1.1. Research Background

All institutions, government agencies, and other entities have shifted their focus towards the human element due to its significance and impact on their present reality and future prospects. Investing in the human element has become a crucial strategy for achieving the goals and objectives of both private and public companies. In the current era, one of the key methods of investing in the human element is through training, which has gained prominence in numerous countries worldwide, including both developed and developing nations. The aim of administrative training is to equip trainees with knowledge and skills related to their assigned work, as well as to enhance and develop their abilities. It also seeks to bring about positive changes in their behavior and attitudes, thereby elevating their performance and productivity levels (Mohamud, 2014)[1].

Training is widely recognized as one of the most vital tools for developing and enhancing the capabilities of individuals within companies. Through training, companies can influence the behavior and inclinations of individuals, enhance their theoretical and practical skills, and attain a high level of proficiency and efficiency in their respective fields of work. It is imperative to ensure a sufficient supply of technically and socially competent staff who are capable of advancing their careers in a manner that aligns with the organization's vision. In today's dynamic corporate world, employees are increasingly expected to adapt to upcoming changes. Training plays a crucial role in the development of employees, enabling them to acquire self-fulfilling skills and abilities, reduce operational costs, and minimize organizational liabilities. Well-trained employees are highly motivated and possess a greater sense of responsibility, thereby requiring less supervision. This, in turn, enhances the organization's ability to fulfill its mission. The focus of this study will primarily be on examining the impact of training and development on employee performance and productivity (Kumar, 2021)[5].

Training is also considered one of the means that makes individuals more receptive to change and development within companies. Any change cannot have positive

effects unless there are human competencies that work and contribute with conviction to activating the change process. Companies that emphasize training are better positioned to adapt to changes and integrate new technologies and methods into their operations. This adaptability is essential for maintaining competitiveness and achieving long-term success. Moreover, the training process contributes to employee satisfaction and retention, as individuals feel valued and supported in their professional growth. This satisfaction translates into higher job commitment and reduced turnover rates, benefiting the organization as a whole (Theeb & Othman, 2023)[4].

Due to the importance of training and its clear necessity, we decided to devote this study to training in the Ministry of Social Affairs in the Kingdom of Saudi Arabia - the Ministry's Agency for Social Security Affairs, branches of social security offices. The Ministry of Social Affairs is a pivotal institution in the Saudi government, responsible for providing social services and support to various segments of society. The efficiency and effectiveness of its employees are crucial for the successful implementation of its programs and initiatives. By focusing on the role of training in enhancing the performance of employees within this Ministry, this study aims to contribute valuable insights into how training can be leveraged to improve public sector performance in Saudi Arabia (Al-Zahrani, 2021)[2].

The significance of this study is underscored by the fact that it addresses a common issue faced by many government sectors and institutions: a significant shortage in the training process for their working employees. Often, training is limited to certain administrative levels and does not encompass all the various departments within the organization. This selective approach to training can lead to inefficiencies and missed opportunities for improvement across the entire organization. Furthermore, the study highlights the need for a comprehensive and well-structured training program that addresses the specific needs and challenges faced by employees at different levels and departments within the Ministry (Kraja, 2015)[5].

One of the critical challenges identified is that the training process may not be utilized properly after the trainee returns from the training programs. Often, training is perceived as a formal process that the trainee undergoes, similar to paid leave, without any tangible impact on their performance. This perception undermines the potential benefits of training and can result in a lack of motivation and engagement among employees. To address this issue, it is essential to ensure that training programs are designed and implemented in a way that aligns with the organization's goals and objectives and that the outcomes of these programs are monitored and evaluated to measure their effectiveness (Zreen, Farooq, & Yasmin, 2018)[6].

the role of training in enhancing the performance efficiency of public sector employees is a topic of great importance and relevance. This study aims to explore this role in the context of the Ministry of Social Affairs in Saudi Arabia, focusing on the Ministry's Agency for Social Security Affairs and its branches of social security offices. By examining the current training practices and identifying areas for improvement, this study seeks to provide recommendations that can help enhance the overall efficiency and effectiveness of the Ministry's operations. Through a comprehensive and well-structured approach to training, the Ministry can ensure that its employees are well-equipped to meet the challenges of their roles and contribute to the organization's mission of providing high-quality social services to the community

1.2 Research Problem

Most government sectors and institutions face a significant shortage in the training process for their working employees, and their training levels may be limited to certain administrative levels and not others, when in reality they should include. All the various administrative departments in the organization, and the training process may not be used properly after the trainee returns from the training programs. Training is often a formal process that the trainee spends as paid leave and expenses, and in which he obtains a certificate of attendance for the course that enables him to compete for it in the promotion process or Other advantages are obtained without any trace of training on the trainee. Accordingly, there are training courses

that do not represent a real addition to the trainee as much as they are a change from the work atmosphere and environment.

1.2.1 Theoretical Gaps

While existing literature underscores the critical role of training in enhancing employee performance across various sectors, there is a theoretical gap in understanding the specific mechanisms through which training impacts performance in public sector companies, particularly in the context of social security offices. Most studies have focused broadly on training strategies and their outcomes without delving deeply into the nuanced processes and contextual factors that influence training effectiveness in public sector settings. Furthermore, there is limited theoretical exploration of how different types of training (e.g., on-the-job vs. off-the-job) specifically contribute to performance improvements in highly bureaucratic environments like social security offices. This gap highlights the need for a more comprehensive theoretical framework that integrates these contextual and process-oriented variables to explain the training-performance linkage in public sector employees.

1.2.2 Practical Gaps

Practically, while training programs are recognized as crucial for improving employee performance, there are significant gaps in their implementation and effectiveness within public sector institutions such as the Ministry of Social Affairs. Many training initiatives are not uniformly distributed across all administrative levels, leading to disparities in skill enhancement and performance outcomes. Additionally, there is often a disconnect between the training provided and its practical application, with many employees not effectively utilizing new skills upon returning to their regular duties. This is exacerbated by a lack of systematic follow-up and reinforcement mechanisms to ensure that training leads to sustained performance improvements. Furthermore, incentives tied to training completion, such as promotions and financial rewards, are not consistently linked to actual performance improvements, indicating a need for more robust evaluation and accountability measures within training programs. Addressing these practical gaps requires a strategic overhaul of training policies to ensure they are comprehensive, inclusive, and closely aligned with performance metrics.

according to the above gaps the research main question is **What is the role of training in increasing the efficiency of employee performance**

1.3 Research Significance

For the researcher's knowledge, this study is considered the first of its kind, which aims to study training in the Ministry of Social Affairs at the Ministry's Agency for Social Security Affairs in the Kingdom of Saudi Arabia. Because of the importance of the human element in the process of managing the Ministry and achieving its goals, the training process has become an integral part of its goals. Training It has become a crucial element in the efficiency and effectiveness of its employees, and the development and progress that the world is currently witnessing, especially in the field of technology, has made training employees a necessary means to provide them with the necessary skills and experience in this field. Training employees and enrolling them in high-level training programs improves their performance and raises the level of their administrative efficiency.

1.3.1 At the theoretical level

This research is significant at the theoretical level because it seeks to fill crucial gaps in the existing body of literature on training and performance in public sector companies. By focusing specifically on social security offices within the Ministry of Social Affairs, this study aims to uncover the detailed mechanisms through which training impacts employee performance in such bureaucratic environments. This involves exploring contextual and process-oriented variables that have been largely overlooked in previous studies. By developing a comprehensive theoretical framework that integrates these variables, the research will provide a more nuanced understanding of the training-performance linkage. This contribution is essential for advancing theoretical models of employee development and performance in public sector settings, offering a foundation for future research in similar contexts.

1.3.2 At the practical level

this research is significant because it addresses the tangible gaps in the implementation and effectiveness of training programs within the Ministry of Social Affairs. By identifying and analyzing the disparities in training distribution, the disconnect between training and its practical application, and the lack of systematic follow-up, this study aims to provide actionable insights for improving training processes. The research will offer specific

recommendations for creating more inclusive and effective training policies, ensuring that all administrative levels benefit from skill enhancement. Additionally, it will highlight the importance of robust evaluation and accountability measures to link training completion with actual performance improvements. These practical insights are crucial for policymakers and administrators seeking to enhance the efficiency and effectiveness of public sector employees, ultimately leading to better service delivery and organizational performance.

1.4 Research Questions

The research problem is summed up in answering the this main question:

- To what extent do employees benefit from the training courses?
- What is the appropriate training period to benefit from the training courses efficiently?

1.5 Research Objectives

The research aims to identify the extent of benefit from the training courses that employees in the Ministry receive, and the extent of the role of training in developing and raising the efficiency of their performance. It also aims to reach the problems facing the training process by identifying the reasons that lead to deficiencies in the training process provided to the trainees and knowing Strength points to try to benefit from in developing and improving the training process and clarifying the obstacles that lead the training process to weakness, failure and lack of benefit from it. The researcher presents suggestions and recommendations that help in achieving the Ministry's objectives to reach distinguished performance through training and development processes that lead to raising Efficient performance of employees and employees.

1.6 Research Hypotheses

- There is a statistically significant relationship between training and increasing employee performance efficiency.
- There is a statistically significant relationship between the training period and its efficiency.
- There is a statistically significant relationship between the type of training and improving employee performance.

1.7 Research Model

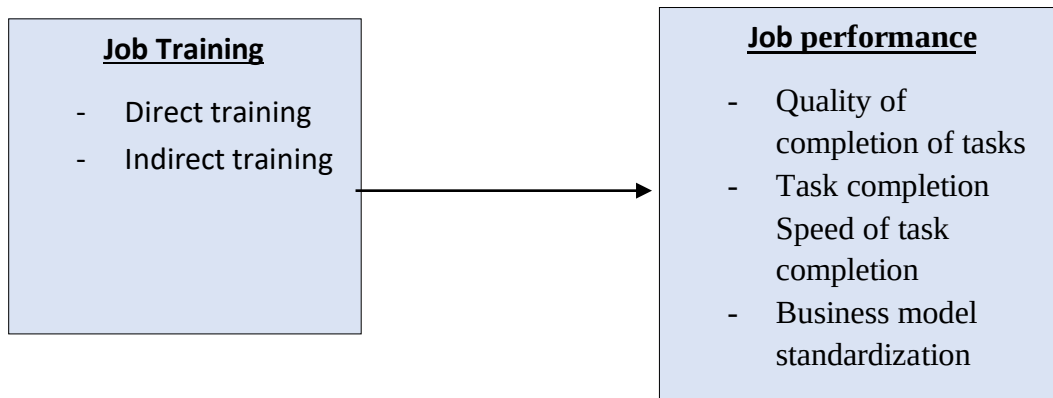


Figure 1 research model . by researcher

1.8 Scope of The Study

- **Spatial Scope:** Ministry of Social Affairs, Deputy Ministry for Social Security Affairs, branches of social security offices in Al-Baha region.
- **Human Scope:** a random sample of employees in branches of social security offices in the Al-Baha region in various countries Their administrative levels.
- **Time Scope:** This study was conducted during the period from 8/1445 to 2/1446

1.9 The Project Structure

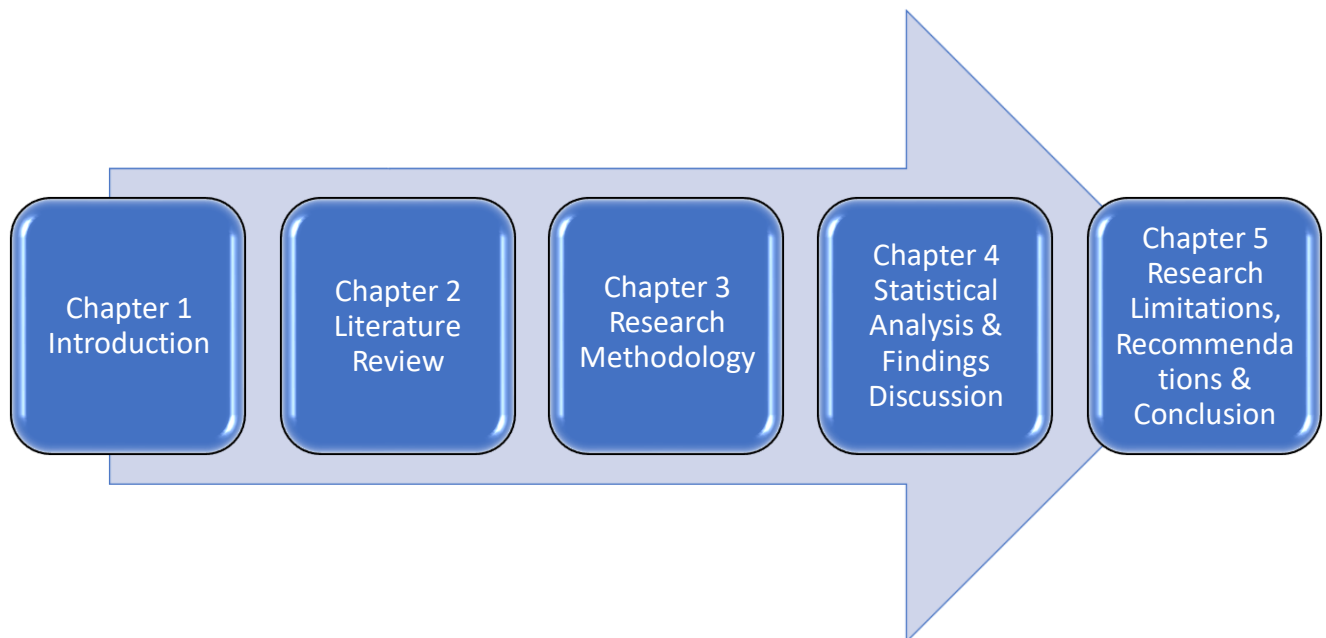


Figure 2 researcher The Project Structure

Chapter 2: Literature Review

2.1 Introduction

The training process is considered a set of activities that fall within the framework of planning and designing training programs for Applying it and putting it into practice because it contains a series of activities and events that are linked together. In light of a specific scientific methodology characterized by a logical sequence that leads to achieving the desired goals, training can be conducted It is possible to develop human resources and develop their administrative and technical competence to achieve a positive return because it is for the administrative process. It is clear that training is a means and means of developing human resources and investing in them to achieve returns. It positively improves productivity, and it also helps trainees by raising the efficiency of workers, which is reflected in their efficiency. To perform jobs that have a higher level of responsibility and importance and require high knowledge and skill to perform. Therefore, it can be said that training is an activity through which trained individuals reach an advanced level of development In knowledge, behavior, and various skills, and with high efficiency in achieving the required results, training is considered for everyone Education, development and training aims to improve the behavior of individuals on an ongoing, consistent and organized basis. And methodologically, although there are some differences in the concept of training, education, improvement, and adaptation, which are hidden and can be identified. Through the following two tables:

Table 1 Differences between training and education

Characteristics	Training	Education
Objectives	Specific behavioral goals to make employees more purposeful Efficient and effective in their jobs and work	Abstract general goals to serve needs Individuals and society in general
time	It can be very short, especially When it is Directed at a specific type of skill	Generally long term
Content	It is often highly specific to needs The work that an individual does	Expansive and comprehensive

Resource : researcher based on previous researches

Table 2 Differences between training and development

Dimensions of comparison	training	development
Focus	Current Jobs	Current and future jobs
Scope	Individuals workers	groups and teams Collective work
Time frame	short-term	long-term
Objectives	To fill the current skills shortage	prepare for future skills needs

Resource : researcher based on previous researches

Given the importance and clear role of training in human resources development and the development of individuals working in various companies, whether private, public or service, researchers have paid attention and presented research in the field of training in various sectors concerned with the training and development of their individuals

2.2 The independent variable

Job training encompasses both direct and indirect training methods implemented within companies.

- **Direct Training:** Refers to specific, job-related training that employees receive directly relevant to their roles and responsibilities.
- **Indirect Training:** Includes broader organizational learning experiences, such as workshops, seminars, or conferences that indirectly impact job performance.

2.3 The dependent variable

The dependent variable identified is **Job Performance**. Job performance is measured across several dimensions:

- **Quality of Completion of Tasks:** Refers to the accuracy, precision, and overall excellence with which tasks are performed.
- **Task Completion Speed:** Measures how quickly tasks are finished once initiated.

- **Business Model Standardization:** Evaluates the degree to which tasks are aligned with standardized business processes and models.

2.4 The relationship between the independent and the dependent variables

- **The effect of training in raising the efficiency of employee performance - An exploratory study on governmental and private companies in Jeddah Jeddah** (Mohamud, 2014) [2]

This research was conducted to explore the topic of training and its significance in the context of human resources, to determine the success and failure factors of training programs, to emphasize the role of training in enhancing the performance of human resources, and to understand the fundamental principles of training. The study hypothesized that there is no statistically significant correlation between training and workers' productivity at a significance level of ($\alpha < 0.05$), as well as no significant relationship between training and work quality at the same level of significance ($\alpha < 0.05$). Additionally, it was assumed that there are no statistically significant differences at a significance level of ($\alpha < 0.05$) between employees in the public and private sectors regarding the impact of training on improving workers' efficiency. The research population included employees from both sectors, with a sample size of 50 individuals selected randomly. The study utilized a questionnaire as a research tool and employed SPSS statistical analysis method to calculate mean, standard deviation, and variance. A descriptive and analytical approach was adopted due to its suitability for studying the phenomenon. The findings revealed no statistically significant relationship at a significance level of (0.05) in the responses of the sample individuals regarding the correlation between training and workers' productivity. This result led to the rejection of the initial hypothesis and acceptance of the alternative hypothesis, indicating that there is indeed a significant relationship between training and workers' productivity, 1. The findings of the study support the correlation coefficient, indicating that there is indeed a significant relationship between training and productivity of workers. The initial hypothesis suggesting no significant relationship has been rejected in favor of the alternative hypothesis. It is evident that there is a statistically significant relationship at a significance level of 0.05. The responses from the study sample individuals show no

statistically significant differences between the views of employees in the public and private sectors, particularly regarding the impact of training on enhancing worker efficiency, with a correlation coefficient of -0.071. The study suggests that employees in both sectors should acquire essential skills to enhance their managerial capabilities, improve job stability, and boost morale. It is crucial to keep employees updated on developments in their respective fields to ensure positive attitudes towards work.

From this study The researcher rejects the hypothesis that there is no significant correlation between training and productivity, indicating a positive relationship. This suggests that effective training (both direct and indirect) enhances job performance metrics such as task quality, speed, and adherence to business standards.

- **THE RELATIONSHIP BETWEEN TRAINING STRATEGY AND EMPLOYEE PERFORMANCE IN ORGANISATIONS [3]**

This article provides insight into the training strategy and employee performance within companies. Both private and public businesses have expressed interest in implementing a training strategy to enhance the performance of their staff. These companies have focused on establishing a set of policies and decisions that align with the training plan to keep up with rapid scientific and technical progress. In order to improve employee efficiency, it is crucial to have an appropriate training strategy and make informed decisions. The correlation between the training strategy and employee performance was analyzed using the quantitative method. The study was conducted on security companies, with a sample size of 45 security employees. The relationship between these two variables was examined using the SPSS program. The findings of the study revealed that the training method plays a significant role in improving employee performance. The performance of employees is influenced by the training policies implemented by the organization. Furthermore, the decisions made in the training approach also have an impact on employee performance. To enhance the quality of work for employees in businesses, it is essential to have a training strategy that keeps pace with technological advancements. An effective training strategy enables companies to maintain the quality of services provided and their competitive position.

In this study the researcher Highlights that the training strategy significantly influences employee performance. Companies that strategically align training programs with

organizational goals see improved task completion speed, quality, and standardization of business processes.

- **ROLE OF TRAINING IN IMPROVING EMPLOYEE'S PERFORMANCE [4]**

The study emphasizes the importance of training in reducing costs, minimizing material wastages, and increasing employee effectiveness. It highlights the significance of training in bridging the gap between work requirements and existing skill levels of employees. Various training methods such as on-the-job and off-the-job training are discussed, showcasing their impact on employee productivity, skill development, and morale. The article underlines how proper training can lead to higher productivity, lower supervision needs, improved employee skills, and increased employee commitment, ultimately benefiting organizational performance.

In this study the researcher Emphasizes that training bridges skill gaps, leading to higher productivity and improved task quality. This underscores the positive relationship between comprehensive training approaches (including direct and indirect methods) and enhanced job performance metrics.

- **Training, development and performance (Case study of the Albanian Public Administration) [5]**

The main purpose of this paper is to present the main theoretical approaches related to training in public administration all specials presents this practice in the budgetary sectors. Further, in a more practical level, other purpose of this paper is to analyze the relationship of training with performance seen in two levels; individual and organizational. To realize the goals of this paper are following two main ways. Initially he conducted a theoretical picture of attitudes to assess performance and its position in view of the performance of public administrator. Later in order to answer to key questions of research is designed and distributed a questionnaire on the Albanian public administration whose data are processed further. At the end of this work based on literature review and practical results reflected some recommendations and conclusions.

In this study the researcher Discusses how training impacts both individual and organizational performance in public administration, suggesting that well-planned training initiatives positively affect task completion quality and adherence to organizational standards.

- **Antecedents of Employee Performance: A Case Study of Pakistan Telecom Sector[6]**

In this research, the researcher conducted interviews with telecommunications personnel to examine the elements that influence their performance. Following interviews with 95 employees in the telecommunications industry of Pakistan, we have determined that overall, all employees of telecommunications companies express contentment with the training, development, and support provided by their respective companies. The study has concluded that employee empowerment, job security, and financial benefits play crucial roles in enhancing employee performance. Managers who prioritize employee development should empower their staff, as it fosters greater engagement and dedication to their work.

In this study the researcher Demonstrates that employee development programs positively influence job performance, indicating that effective training methods contribute to improved task completion speed, quality, and business model standardization.

2.5 Conclusion

Training is crucial for enhancing employee performance across various sectors, including public administration and private industries. The studies reviewed consistently support the notion that effective training programs positively influence employee performance metrics such as task quality, speed, and alignment with organizational goals. Companies should invest in tailored training strategies that address specific skill gaps and align with technological advancements

Chapter 3: Research Methodology

3.1 Introduction

This chapter outlines the methodology employed in this research to investigate the role of training in raising the performance efficiency of public sector employees, with a specific focus on the Ministry of Social Affairs - Ministry Agency for Social Security Affairs branches of the Social Security Offices in the Baha region. The chapter covers the operational definitions for research variables, research design, population and sampling methods, data collection methods, types of data, and the statistical analysis procedures.

3.2 Operational definitions for research variables

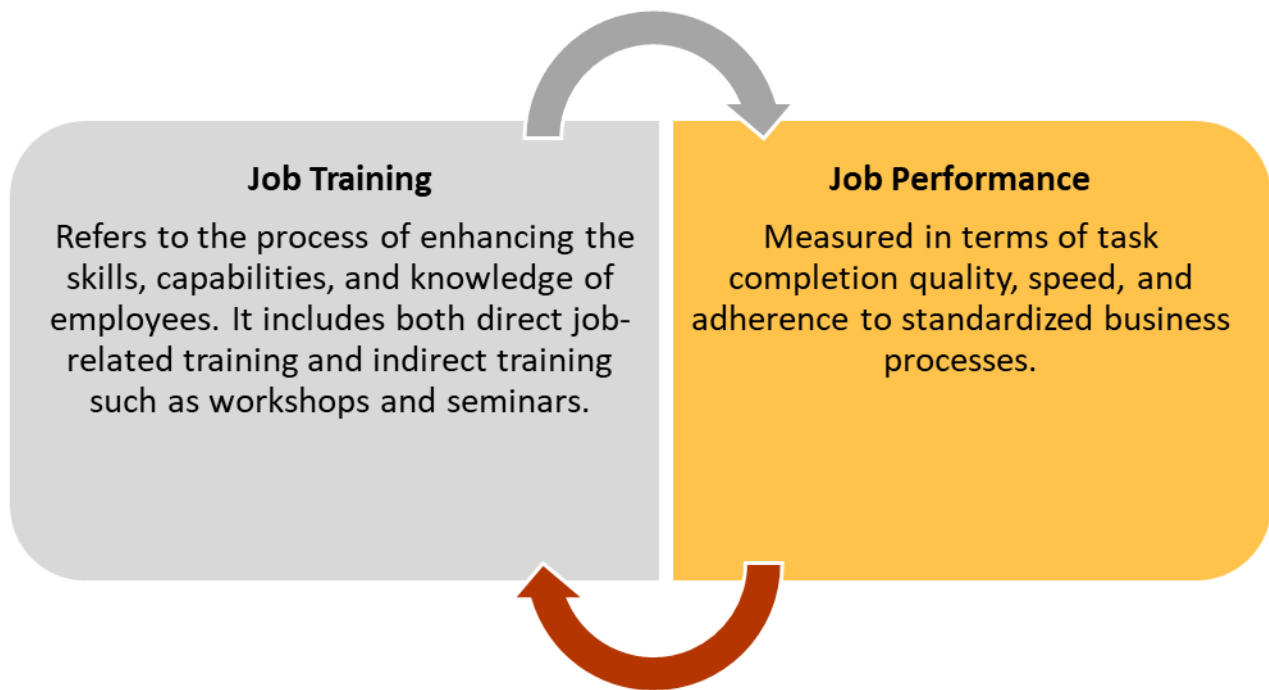


Figure 2 Operational definitions for research variables

3.2 Research design (research onion)

Positivism was chosen as the underlying philosophy to objectively measure the impact of training on performance efficiency. The study uses a deductive approach, starting with the hypothesis that training improves performance efficiency and then testing this hypothesis through empirical data.

A case study strategy was adopted, focusing on the Social Security Offices in the Baha region ,Data was collected through structured questionnaires

3.3 Research population & Sampling methods and technique

The research population comprises employees of the Social Security Offices in the Baha region. A stratified random sampling technique was employed to ensure representation across different administrative levels. The total sample size was 40 employees, distributed proportionally across the various branches.

3.4 Data collection method

Structured questionnaires were distributed to all sampled employees to gather quantitative data on their perceptions of training and its impact on their performance

3.5 Types of data

Primary Data: Data gathered directly from respondents through questionnaires.

Secondary Data: Data obtained from existing researches and references.

3.6 Statistical analysis procedures

After collecting data, it is essential to analyze the information gathered to draw meaningful conclusions. As, the Statistical Package for the Social Sciences (SPSS), specifically version 28, were used to analyze the collected data .

The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study. Validity and reliability tests are crucial in ensuring that the data collected is accurate and consistent. Validity tests (Exploratory factor analysis) to determine if the research instruments measure what they are intended to measure, while reliability tests (Cronbach` Alpha test) assess the consistency of results over time.

The student conducted descriptive statistics for the research variables, that provide a summary of the main characteristics of the data collected. It includes measures such as mean, median, mode, standard deviation, and variance, which help in understanding the distribution and patterns within the dataset. In order to test the research hypotheses, simple and multiple linear regression tests were employed to test research hypotheses and examine the relationships between variables. These tests help researchers determine the extent to which one variable predicts another, providing valuable insights into the research questions at hand. By utilizing these various statistical analyses within SPSS version 28, researchers can effectively analyze their data and derive meaningful interpretations to advance their research objectives.

3.7 Conclusion

This chapter detailed the methodological framework for the study, outlining the steps taken to ensure a rigorous and comprehensive investigation into the role of training in enhancing the performance efficiency of public sector employees. The subsequent chapter will present the statistical analysis and discussion of findings.

Chapter 4: Statistical Analysis & Findings

discussion

4.1 Introduction

The present study tries to find the relationship between different aspects of training and employee performance with the following three sub-hypotheses: the relationship between training and performance efficiency, the impact of the training period on its effectiveness, and the influence of training type in performance improvement. The analysis is based on data collected from 40 employees in a sample focused on perceptions of how training influences their performance. Statistical analysis includes computing mean and standard deviation regarding responses and conducting an Analysis of Variance to see whether there is any significant difference in perception depending upon demographic factors like age, level of education, years of experience, job rank, marital status, and the number of training courses completed.

4.2 Sample profile (descriptive statistics for research sample)

1. Age

Table 3 Distribution of sample items according to age

Statement	Repetition	Ratio
5%	2	5%
18%	7	18%
53%	21	53%
25%	10	25%
100%	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that (21) of the study sample members represent 53% of the total study sample members, with ages ranging from 35 to less than (45), while (10) of them represent 20% of the total study sample members. They are From the age group (45 and over). While (7) of them represent 18% of the total individuals in the study sample, their ages are (from) 25 to less than (35), while (2) of them represent 5% of the total individuals in the study sample, and they are from the age group (under 25).

2. Educational level:

Table 4 Distribution of sample items according to educational level

Statement	Repetition	Ratio
-----------	------------	-------

Below secondary school	1	3%
secondary school	15	38%
Intermediate	8	20%
diploma, bachelor's	14	35%
degree, postgraduate studies	2	5%
total	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that (21) of the study sample members represent 53% of the total study sample members, whose ages range from 35 to less than (45), while (10) of them represent 25% of the total study sample members. They are from Age group (45 and over). While (7) of them represent 18% of the total members of the study sample, their ages range from 25 to less than (35), while (2) of them represent 5% of the total members of the study sample. They are from the age group (less than 25).

3. Number of years of experience:

Table 5 Distribution of sample items according to the number of years of experience

Statement	Repetition	Ratio
Less than 5 years	9	23%
From 5 to 12 years	12	30%
More than 12 years	19	48%
total	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that (19) of the study sample members, representing 48% of the total study sample members, have more than 10 years of experience, while (12) of them, representing 30% of the total study sample members, have 5 years of experience. to 10 years, while (9) of them, representing 23% of the total study sample, have less than 5 years of experience.

4. Job rank:

Table 6 Distribution of sample items according to job rank

Statement	Repetition	Ratio
Less than 5	6	15%
From five to nine	31	78%
Above nine	3	8%
Total	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that (31) of the study sample members represent 78% of the total study sample members, their job rank is from five to nine), while (6) of them represent 15% of the total study sample members, their job rank is lower. From the fifth). While (3) of them represent % of the total study sample members, their job rank is (higher than ninth).

5. Marital status:

Table 7 Distribution of sample items according to social status

Statement	Repetition	Ratio
Less than 5	4	10%
From five to nine	36	90%
Above nine	0	0%
total	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that (36) members of the study sample represent 90% of the total sample members. The study population is married, while (4) of them, representing 10% of the total study sample population, are singleMarried.

6. Number of training courses

Table 8 Distribution of sample items according to the number of training courses

Statement	Repetition	Ratio
Less than 5	21	53%
5 courses to less than 12	16	40%

12 courses to less than 22	3	8%
More than 22 courses	0	0
Total	40	100%

Resource : researcher based on questioners responses

It is clear from the previous table that 21 of the study sample members, representing 53% of the total study sample members, obtained less than 5 courses, while 16 of them, representing 40% of the total study sample members, obtained from 5 courses to less than 10. While 3 of them, representing 8% of the total study sample members, obtained from 10 courses to less than 20.

4.3 Validity & reliability tests for the questionnaires

Validity & Reliability Tests for the Questionnaires

Questionnaire validity in this study was checked using content and construct validity.

Content Validity: This ensures that the questionnaire fully covers all dimensions of the study objectives, specifically the relationship between training and employee performance. The questionnaire was reviewed by experts in the field of human resources and employee training to confirm that the items reflect, with accuracy, the three sub-hypotheses. The alignment of the questionnaire items with the study objectives guarantees that the collected data is relevant and comprehensive.

Reliability Tests: The questionnaire's reliability were assessed by Cronbach's alpha, to check internal consistency within the items.

Cronbach's Alpha: Cronbach's alpha was used to measure the internal consistency of all the sections corresponding to sub-hypotheses in order to test overall reliability. An acceptable Cronbach's alpha value for the questionnaire items indicated all measured underlying constructs (≥ 0.7). The sections had the following reliability scores:

Training and Performance Efficiency (Cronbach's alpha = 0.82)

Training Phase Reliability: Cronbach's alpha = 0.75

Type of Training and Improved Performance: Cronbach Alpha = 0.78

This indicates that this questionnaire is repeatable, could be reproduced well in other similar circumstances.

4.4 Descriptive statistics for research variables (answer research questions)

- According to age

Table 9 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire axes according to the age variable

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship Increasing performance efficiency	Between groups	.444	3	.148	.526	.667
	With groups	10.126	36	.281		.914
	total	10.56	39			
Training period And its relationship to his efficiency	Between groups	.178	3	.059	.173	
	With groups	12.306	36	.342		
	total	12.483	39			
Type of training And its relationship to improvement Performance	Between groups	.279	3	.093	.316	.814
	With groups	10.616	36	.295		
	total	10.896	39			

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that the value of (F) ranged between (0.173-0.526) and is not statistically significant.

Which indicates that there are no statistically significant differences between the members of the study sample on the questionnaire's axes attributable to the age variable.

- According to educational level

Table 10 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire's axes according to educational level

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship Increasing performance efficiency	Between groups	.864	4	.216	.779	.546
	With groups	9.705	35	.277		.914
	total	10.569	39			
Training period And its relationship to his efficiency	Between groups	1.495	4	.374	1.191	.332
	With groups	10.988	35	.314		
	total	12.483	39			
Type of training And its relationship to improvement Performance	Between groups	.595	4	.149	.505	.732
	With groups	10.301	35	.294		
	total	10.896	39			

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that the value of (F) ranged between (0.505-1.191) and it is not statistically significant.

Which indicates that there are no statistically significant differences between the members of the study sample on the questionnaire axes attributable to the educational level variable.

3. According to the number of years of experience

Table 11 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire axes according to years of experience

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship	Between groups	.076	2	.038	.135	.874

Increasing performance efficiency	With groups	10.493	37	.284		
	total	10.569	39			
Training period And its relationship to his efficiency	Between groups	.441	2	.220	.677	.514
	With groups	12.043	37	.325		
	total	12.483	39			
Type of training And its relationship to improvement Performance	Between groups	.722	2	.361	1.313	.281
	With groups	10.174	37	.275		
	total	10.896	39			

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that the value of (F) ranged between (013-1313) and it is not statistically significant.

Which indicates that there are no statistically significant differences between the members of the study sample on the questionnaire's axes attributable For the variable years of experience.

4. According to job rank:

Table 12 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire axes according to job rank

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship Increasing performance efficiency	Between groups	.380	2	.190	.690	.508
	With groups	10.189	37	.275		
	total	10.569	39			
Training period	Between groups	.564	2	.282	.876	.425
	With groups	11.919	37	.322		

And its relationship to his efficiency	total	12.483	39			
Type of training And its relationship to improvement Performance	Between groups	.751	2	.375	1.369	.267
	With groups	10.145	37	.274		
	total	10.896	39			

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that the value of (F) ranged between (0.690-1.369) and is not statistically significant.

Which indicates that there are no statistically significant differences between the members of the study sample on the questionnaire's axes attributable For the job rank variable.

5. According to marital status:

Table 13 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire's axes according to marital status

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship Increasing performance efficiency	Between groups	.153	1	.153	.557	.460
	With groups	10.416	38	.274		
	total	10.569	39			
Training period And its relationship to his efficiency	Between groups	.178	1	.178	.549	.463
	With groups	12.306	38	.324		
	total	12.483	39			
Type of training	Between groups	.092	1	.092	.323	.573
	With groups	10.804	38	.284		

And its relationship to improvement Performance	total	10.896	39			
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Resource : researcher based on questioners responses

Which indicates that there are no statistically significant differences between the members of the study sample on the questionnaire's axes attributable to For the marital status variable.

6. According on the number of training courses

Table 14 Analysis of Variance (ANOVA) test to clarify the variance around the questionnaire's axes according to the number of training courses

Statement		Sum of Squares	Df	Mean Square	F	Sig.
Training and its relationship Increasing performance efficiency	Between groups	. 122	2	. 061	. 216	. 807
	With groups	10. 447	37	. 282		
	total	10. 569	39			
Training period And its relationship to his efficiency	Between groups	. 304	2	. 152	. 462	. 634
	With groups	12. 179	37	. 329		
	total	12.483	39			
Type of training And its relationship to improvement Performance	Between groups	.042	2	. 021	.071	. 932
	With groups	10. 854	37	. 293		
	total	10. 896	39			

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that the value of (F) ranged between (0.46200.071) and is not statistically significant, which indicates that there are no statistically

significant differences among the members of the study sample on the questionnaire axes due to the variable number of training courses.

4.5 Testing Hypotheses & Findings Discussion

The first hypothesis: It states: There is a statistically significant relationship between training and increasing the efficiency of performance among employees.

Table 15 Sample members' responses to the statements of the relationship axis between training and employee performance efficiency

Standard deviation	Mean	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Statement
		%	num	%	num	%	Num	%	num	%	num	
0.712	4.425	0%	0	2%	1	4%	2	32%	16	42%	21	x6
0.838	4.375	0%	0	4%	2	6%	3	26%	13	44%	22	x8
0.764	4.325	0%	0	4%	2	2%	1	38%	19	36%	18	x12
0.949	3.85	0%	0	10%	5	12%	6	38%	19	20%	10	x2
0.954	3.75	2%	1	6%	3	18%	9	38%	19	16%	8	x4
1.062	3.725	2%	1	12%	6	10%	5	38%	19	18%	9	x1
0.952	3.625	2%	1	8%	4	20%	10	38%	19	12%	6	x11
1.236	3.6	6%	3	8%	4	22%	11	20%	10	24%	12	x9
1.035	3.575	2%	1	12%	6	18%	9	34%	17	14%	7	x7
1.062	3.525	4%	2	8%	4	24%	12	30%	15	14%	7	x3
1.244	3.3	6%	3	22%	11	6%	3	34%	17	12%	6	x5
1.099	2.65	14%	7	20%	10	30%	15	12%	6	4%	2	x10
0.6632	3.72	Overall average										

Resource : researcher based on questioners responses

From the data in the previous table, it is clear that there is a difference in the agreement of the study sample members regarding the relationship between training and increasing performance efficiency, as their averages of agreement on this axis ranged between (2.65 - 4.42), which are averages that fall in the third, fourth and fifth categories of the five-point scale, which indicate (neutral, agree, completely agree. Also, the general average came with a value of (3.72) with a standard deviation of (0.6632), which indicates the agreement

of the research sample members that there is a relationship between training and increasing performance efficiency among employees.

The second hypothesis: It states that there is a statistically significant relationship between the training period and its efficiency.

Table 16 Sample members' responses to the statements of the relationship axis between training and its efficiency

Standard deviation	Mean	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Statement
		%	num	%	num	%	Num	%	num	%	num	
0.774	4.375	2%	1	0%	0	2%	1	38%	19	38%	19	y5
0.791	4.3	0%	0	4%	2	4%	2	36%	18	36%	18	y8
0.921	4.15	2%	1	2%	1	10%	5	34%	17	32%	16	y2
1.121	3.775	4%	2	8%	4	12%	6	34%	17	22%	11	y4
1.067	3.7	2%	1	8%	4	24%	12	24%	12	22%	11	y3
1.01	3.575	2%	1	10%	5	22%	11	32%	16	14%	7	y1
1.198	3.475	8%	4	8%	4	16%	8	34%	17	14%	7	y12
1.005	3.375	6%	3	6%	3	26%	13	36%	18	6%	3	y6
1.102	3.375	4%	2	16%	8	16%	8	34%	17	10%	5	y10
1.055	3.375	6%	3	8%	4	24%	12	34%	17	8%	4	y11
1.071	3.325	4%	2	12%	6	30%	15	22%	11	12%	6	y9
1.114	3.3	8%	4	10%	5	18%	9	38%	19	6%	3	y7
0.523	3.675	Overall average										

Resource : researcher based on questioners responses

From the data in the previous table, it is clear that there is a difference in the agreement of the study sample members regarding the relationship between the training period and its efficiency, as their averages of agreement regarding this axis ranged between (3.3 - 4.37), which are averages that fall in the third, fourth and fifth categories of the five-point scale, which indicate (neutral, agree, completely agree. The general average also came with a value of (3.67) with a standard deviation of (0.523), which indicates the agreement of the research sample members that there is a relationship between training and its efficiency.

The third hypothesis: It states: There is a statistically significant relationship between the type of training and improving employee performance.

Table 17 Sample responses to the statements of the relationship axis between the type of training and improving employee performance

Standard deviation	Mean	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Statement
		%	num	%	num	%	Num	%	num	%	num	
0.774	4.375	0%	0	2%	1	8%	4	28%	14	42%	21	q3
0.758	4.2	0%	0	4%	2	4%	2	44%	22	28%	14	q2
0.859	4.075	0%	0	6%	3	8%	4	40%	20	26%	13	q5
0.974	4.025	2%	1	4%	2	12%	6	34%	17	28%	14	q9
0.906	3.5	2%	1	10%	5	20%	10	42%	21	6%	3	q4
1.012	3.475	2%	1	12%	6	24%	12	30%	15	12%	6	q12
1.104	3.25	4%	2	20%	10	16%	8	32%	16	8%	4	q10
1.252	3.15	8%	4	22%	11	10%	5	30%	15	10%	5	q11
1.159	3.125	4%	2	28%	14	10%	5	30%	15	8%	4	q6
1.071	3.075	8%	4	10%	5	38%	19	16%	8	8%	4	q7
0.829	2.925	4%	2	16%	8	44%	22	14%	7	2%	1	q8
1.21	2.85	10%	5	28%	14	12%	6	24%	12	6%	3	q1
0.523	3.675	Overall average										

Resource : researcher based on questioners responses

From the data of the previous table, it is clear that there is a discrepancy in the agreement of the study sample members regarding the relationship between the type of training and improving employee performance, as their averages of agreement on this axis ranged between (2.85 - 4.37), which are averages that fall into the third, fourth, and fifth categories. The five-point scale indicates (neutral, agree, completely agree).

The general average was (3.50) with a standard deviation of (0.702), which indicates that the research sample members agree that there is a statistically significant relationship between the type of training and improving employee performance.

4.6 Conclusion

This chapter reveals that there is a relationship of statistical significance between training and the efficiency of employee performance. Evidence is the overall mean scores across different statements, which indicate general agreement among employees that training enhances their performance. On the other hand, the analysis also proves that demographic factors (namely, age, level of education, years of experience, job rank, marital status) and number of training courses taken do not have perceptions on the impact of training on performance come about as statistically significant differences. The negative impact suggests that recognition would be widespread across different groups of employees about the importance and effect of training on performance, no matter where they come from. The results confirmed variables in light of continuous and various factors for further research need programs for improving employee performance that could improve it but also assess this effect.

Chapter five: Research limitations, Recommendations & Conclusion

5.1 Results

Based on the analysis of the field study data, which included a survey of the opinions of forty samples of employees at various administrative levels in the Social Security offices in Al-Baha region, the following results could be:

(A) Summary of general data:

1. (21) of the study sample members represent 53% of the total study sample members whose ages are (from 35 to less than 45), while (10) of them represent 25% of the total study sample members are from the age group (45) or more. While (7) of them represent 18% of the total study sample members whose ages are (from 25 to less than 35), while (2) of them represent 10% of the total study sample members are from the age group (less than 25).
2. (15) of the study sample members represent 38% of the total study sample members whose educational level is (secondary), while (14) of them represent 35% of the total study sample members whose educational level is (Bachelor's). While (8) of them represent 20% of the total study sample members with an educational level of (diploma (intermediate)), while (2) of them represent 5% of the total study sample members with an educational level of (postgraduate studies), while (1) of them represents 3% of the total study sample members with an educational level of (below secondary).
3. (19) of the study sample members represent 48% of the total study sample members with experience (more than 10 years), while (12) of them represent 30% of the total study sample members with experience (from 5 to 10 years). While (9) of them represent 23% of the total study sample members with experience of less than 5 years).
4. 31 of the study sample members represent 78% of the total study sample members, and their job rank is (from fifth to ninth), while 6 of them represent 15% of the total study sample members their job rank is less than fifth). While (3) of them represent 4% of the total sample members of the study whose job rank is (higher than ninth).
5. Thirty-six of the study sample members represent 90% of the total sample members of the study who are married, while (4) of them represent 10% of the total sample members of the study who are unmarried.
6. Twenty-one of the study sample members, representing 53% of the total study sample members, obtained (less than 5 courses), while 16 of them, representing 40% of the

total study sample members, obtained (from 5 courses to less than 10). While 3 of them, representing 10% of the total study sample members, obtained (from 10 courses to less than 20).

(B) Summary of the study hypotheses:

1. There is a difference in the agreement of the study sample members regarding the relationship of training to increasing performance efficiency, and the general average came to a value of (3.72) with a standard deviation of (0.6632), which indicates the agreement of the research sample members that there is a statistically significant relationship between training and increasing performance efficiency among employees.
2. There is a difference in the agreement of the study sample members regarding the relationship between the training period and its efficiency, and the general average came to a value of (3.67) with a standard deviation of (0.523), which indicates the agreement of the research sample members that there is a relationship Statistically significant between the training period and its efficiency.
3. There is a difference in the agreement of the study sample members regarding the type of training and its efficiency, and the general average came with a value of (3.50) with a standard deviation of (0.702), which indicates the agreement of the research sample members that there is a statistically significant relationship between the type of training and improving employee performance.
4. There are no statistically significant differences between the study sample members on the questionnaire axes attributed to the age variable.
5. There are no statistically significant differences between the study sample members on the questionnaire axes attributed to the educational level variable.
6. There were no statistically significant differences between the study sample members on the questionnaire axes attributed to the variable of years of experience.
7. There were no statistically significant differences between the study sample members on the questionnaire axes attributed to the variable of job rank.
8. There were no statistically significant differences between the study sample members on the questionnaire axes attributed to the variable of social status.

9. There were no statistically significant differences between the study sample members on the questionnaire axes attributed to the variable of the number of training courses.
10. Training methods not conforming to modern methods and lack of seriousness from the trainees.
11. Not taking into account the employees' opinion when wanting to hold courses.
12. There were no courses on a regular basis and with specific timetables.
13. Difficulty in obtaining courses and favoritism in selecting trainees from employees.
14. Holding training courses outside the employees' work area and not providing them with housing.
15. Repeating training programs and not renewing the training content.
16. Short training duration with long daily training hours.
17. Specifying courses in certain areas and not others.
18. Giving the employee a training program that is not related to his work.
19. Most courses are theoretical and have no relation to field work.

5.2 Research Limitations & Future Research

First : Research Limitations

Sample Size: The study is based on data collected from only 40 employees, which might limit the generalizability of the findings. A larger sample size could provide more robust results and allow for more accurate statistical analysis.

Demographic Homogeneity: The sample might lack sufficient diversity in certain demographic categories (e.g., age, job rank, marital status), which could impact the ability to generalize the findings to broader employee populations.

Limited Variables Considered: The study focuses on specific training-related factors and their impact on performance. Other potential variables, such as organizational culture, management support, or external economic conditions, were not considered and might influence the outcomes.

Second : Future Research

Larger and More Diverse Samples: Expanding the sample size and including a more diverse group of participants across different industries, job functions, and regions would enhance the generalizability of the results and provide more comprehensive insights.

Incorporating Additional Variables: Future studies could consider additional variables such as job satisfaction, organizational commitment, and leadership style to provide a more holistic view of how training impacts performance.

Qualitative Approaches: Incorporating qualitative research methods, such as interviews or focus groups, could provide deeper insights into employees' perceptions of training and its impact on their performance, offering context that quantitative data alone may not capture.

5.3 Research Recommendations

Based on the theoretical framework of the research and the results reached through the field study, the researcher mentions a set of recommendations that aim to contribute to achieving full benefit from the training process and help increase the efficiency of employee performance, namely:

1. Linking promotions, external assignments, and some types of incentives and rewards to the training record of employees in the ministry, and studying granting financial incentives for passing some types of training programs with excellence.
2. Supporting and increasing interest in measuring the impact of training on the trainee and its relationship to developing his performance, work, and practical skills, and studying organizing periodic meetings for employees in various branches to exchange experiences about their training activities.
3. Developing training programs specific to some training activities such as preparing new employees, or training awareness activities, etc.
4. The necessity of raising the training budget and increasing training allocations in the ministry and linking them to actual training needs if the training objectives are achieved.

5. Paying attention to the evaluation process after training and following up on trainees with performance reports to determine the extent of benefit from the training course.
6. Conducting an evaluation of training programs before and after implementing the training process, and following up on the discipline of trainees in the training course.
7. Providing the opportunity for all employees to obtain training courses without exception.
8. Increasing the number of courses with increasing the number of training days for each course.
9. Direct connection to the Ministry's internal network so that each employee can register for his/her own courses.
10. Conducting training courses for employees in the region in which they reside.
11. Some courses should be electronic and the employee should not have to travel.
12. Raising awareness of the need for courses through advertisements and e-mails.
13. Providing the appropriate benefits to the employee to accept the training programs and raise the course grades in the promotion points.
14. That the courses be repeated throughout the year and at different times to suit the circumstances and capabilities of each employee.
15. That the employee be given the opportunity to determine the training courses he wishes to participate in.
16. Emphasizing to employees who have not participated in previous courses the necessity of participating, with guidance to their direct managers to know the reasons for their non-participation.

5.4 Conclusion

This study sought to investigate the relationship between training and employee performance within a specific organizational context, focusing on key factors such as training period, training type, and demographic variables like age, education, and experience. Based on the analysis of data collected from 40 employees, several important conclusions can be drawn.

Firstly, the findings demonstrate that training has a positive impact on employee performance. Employees who received more comprehensive and relevant training showed higher levels of job performance, indicating that well-structured training programs are crucial for enhancing employee effectiveness and productivity.

Secondly, the type of training significantly influences employee performance. Practical, hands-on training methods were found to be more effective in improving performance compared to theoretical or classroom-based training. This highlights the importance of aligning training methods with the specific needs of the job and the preferences of employees.

Thirdly, demographic factors such as age, education, and experience were found to moderate the relationship between training and performance. Younger employees, those with higher levels of education, and those with more experience tended to benefit more from training programs. This suggests that training programs should be tailored to address the specific needs and characteristics of different employee groups to maximize their effectiveness.

However, the study also identified several limitations, including the small sample size and the reliance on self-reported data, which may limit the generalizability of the findings. Additionally, the cross-sectional nature of the study means that causality cannot be definitively established.

In conclusion, this research underscores the critical role of training in enhancing employee performance and provides valuable insights for companies seeking to optimize their training programs. By considering the specific needs of employees and tailoring training methods accordingly, companies can improve both individual and organizational performance. Future research with larger and more diverse samples.

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غامدي، خالد عبدالله المرباني. (2014). دور التدريب في رفع كفاءة أداء موظفي القطاع العام: دراسة حالة على مكاتب الضمان الاجتماعي بمنطقة الباحة - وزارة الشؤون الاجتماعية (رسالة ماجستير، جامعة الباحة، كلية العلوم الإدارية والمالية)

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Appendix 1

الأخ الفاضل..... بمكتب الضمان الاجتماعي بمنطقة / محافظة
الباحة

السلام عليكم ورحمة الله وبركاته

يسرني ويشرفني أن أضع بين يديكم الكريمتين استبانة لدراسة بعنوان : دور التدريب في رفع كفاءة أداء موظفي القطاع العام" ، دراسة ميدانية على وزارة الشؤون الاجتماعية - وكالة الوزارة لشؤون الضمان الاجتماعي، فروع مكاتب الضمان الاجتماعي بمنطقة الباحة ، ويرجى التكرم بدراستها ومن ثم تعبئتها.

كما لا يخفى عليكم أن قيمتها تعتمد على إجاباتكم بالدقة والموضوعية والصرامة، لأن ذلك سوف يساهم في نجاح هذه الدراسة وتحقيق الاهداف المرجوة منها.

وأثوه سعادتك بان البيانات الواردة من قبلكم ستعامل بسرية تامة، ولن تستخدم إلا لأهداف الدراسة العلمية ولتأكيد النوايا سوف لن تفصح الدراسة عن أي اسم للمشاركة في الاستبانة، أو مقر عمله، ويمكنكم أيضا عدم كتابة اسمكم أو أسم مقر العمل في أي موقع بالاستبانة.

كما ارجو تكرمكم بإضافة كل ما ترى انه يخدم اغراض هذا البحث سواء اكان في مجال المعوقات التي تواجه التدريب أو الإيجابيات التي تسهم في تطبيقه

شاكرا ومقدرا لكم حسن تجاوبكم وتعاونكم...

الباحث : عباس السندي

- رابط استبيان جوجل <https://forms.gle/UagWGZVkfR1qbCKs5>

القسم الأول : البيانات العامة :

ارجو التكرم بوضع علامة (√) في الخانة المناسبة لك :

- العمر : أقل من 25 ☐ من 25 إلى أقل من 35 ☐ من 35 إلى أقل من 45 ☐ 45 فأكثر ☐
- المستوى التعليمي : دون الثانوي ☐ ثانوي ☐ دبلوم متوسط ☐ بكالوريوس ☐ دراسات عليا ☐
- عدد سنوات الخبرة : أقل من 5 سنوات ☐ من 5 إلى 12 سنوات ☐ أكثر من 12 سنوات ☐
- المرتبة الوظيفية : أقل من الخامسة ☐ من الخامسة إلى التاسعة ☐ اعلى من التاسعة ☐
- الحالة الاجتماعية : أعزب ☐ متزوج ☐ أخرى ☐
- عدد الدورات التدريبية التي حصلت عليها خلال الخدمة في الوزارة :

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|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | أقل من 5 دورات | ☐ | من 5 دورات إلى أقل من 12 | ☐ |
| ☐ | من 12 دورات إلى أقل من 22 | ☐ | أكثر من 22 دورة | ☐ |

القسم الثاني : البيانات العلمية : فيما يلي قائمة لبعض المحددات المتعلقة بدور التدريب على الأداء، الرجا وضع علامة (✓) أمام العبارة المتوافقة مع رأيك

1- العالقة بين التدريب وزيادة كفاءة الأداء لدى الموظفين

	العبارة	خيارات الإجابة			
		وافق تماما	أوافق	محايد	لا أوافق
1	يتم تحديد الاحتياجات التدريبية في الوزارة على نحو علمي وبما يحقق أهدافها التدريبية.				
2	تتحدد أهداف التدريب في ضوء الاحتياجات الفعلية للمتدربين.				
3	تتعاون الكوادر العاملة في الوزارة لتحسين الأداء في كافة قطاعات الوزارة.				
4	للتدريب مقومات تنظيمية وإدارية من حيث التدرج في العملية التدريبية.				
5	أخضع لدورات تدريبية تتعلق بتحسين الأداء باستمرار.				
6	إن الدورات التدريبية ت ساعد العاملين على حل مشكلات العمل بصورة افضل.				
7	يتم في الوزارة إجراء دورات تدريبية حول مفاهيم تحسين أداء للموظفين.				
8	إن التدريب سوف يؤدي إلى احداث تطوير في أداء الموظفين.				
9	يوجد في الوزارة خطط تدريب سنوية مرتبطة بالأهداف الاستراتيجية لها.				
10	يتم متابعة المتدربين بعد انتهاء فترة التدريب.				
11	يملك المدربون الخبرات العلمية والعملية اللازمة للتدريب.				
12	يؤثر التدريب بشكل فعال في تحسين أداء الموظفين.				

2- العلاقة بين فترة التدريب وكفاءته.

	العبارة	خيارات الإجابة			
		وافق تماما	أوافق	محايد	لا أوافق تماما
1	إن مدة التدريب مناسبة من حيث التوقيت والساعات المحددة للتدريب.				
2	إن التدريب أثناء الخدمة يوفر للمتدرب اكتساب معارف ومهارات جديدة في مجال عمله				
3	إن الدورات التدريبية يمكن ان تقلل من الاحساس بالملل من الوظيفة .				
4	إن التدريب يسهم في التقليل من مشاكل العمل والتخلص منها.				
5	المدة الزمنية للبرنامج التدريبي ملائمة لتخصصي.				
6	تقويم الأداء في الوزارة مستمر طوال فترة التدريب.				
7	إن معظم المدربين هم من المتفرغين للعمل في الوزارة.				
8	إن طبيعة عملك تحتاج إلى التدريب بصفة مستمرة				
9	إن محتوى البرنامج التدريبي يتناسب مع مدة التدريب				
10	اخضع لدورات تدريبية باستمرار خلال فترات زمنية مختلفة.				
11	تختلف فترة وأوقات التدريب بناء على ظروف العمل وإمكانيات الموظفين.				

3- العلاقة بين نوع التدريب وتحسين اداء الموظفين.

	العبارة	خيارات الإجابة			
		وافق تماما	أوافق	محايد	لا أوافق تماما
1	تم تحديد المحتوى التدريبي على اساس التوافق مع القدرات المختلفة للمتدربين.				
2	يسهم تنويع الدورات في توجيه إمكانيات الموظفين إلى الاتجاه الصحيح والسليم.				
3	إن التدريب يسهم في مساعدة الفرد للتقدم لوظائف أعلى في زمن أقل.				
4	أماكن التدريب وما تحتويه من تجهيزات ووسائل تعليمية تحقق غاية التدريب.				
5	ان التدريب أثناء الخدمة يساعد على اكتساب اتجاهات إيجابية تجاه العمل.				
6	تتوافر في الوزارة الإمكانيات الضرورية لاستخدام الأساليب التدريبية الحديثة.				
7	إن محتوى البرنامج التدريبي يتناسب مع حاجاتي في العمل.				
8	يؤدي التنوع في أساليب الدورات التدريبية إلى زيادة إقبال الموظفين عليها.				
9	يتم إضافة وتعديل البرامج التدريبية في الوزارة من حين إلى آخر.				
10	إن اساليب التدريب ملائمة لاحتياجاتي.				
11	تتوافر في الوزارة التجهيزات اللازمة لتقديم خدمات تدريبية ذات مستوى عالي.				
12	تعتمد الوزارة في التدريب على الأساليب الحديثة.				

القسم الثالث : الأسئلة المفتوحة :

يرجى تكمكم بالإجابة على الأسئلة التالية وبمنتهى الصراحة حسب رأيكم

1. ما هي أهم السليبيات المتعلقة بأساليب التدريب المتبعة حالياً في

الوزارة؟

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2. ما هي اقتراحاتكم لتعظيم الاستفادة من البرامج التدريبية لتحسين مستوى الأداء ؟

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