

Training and its Impact on the Performance of Employees at Jordanian Universities from the Perspective of Employees: The Case of Yarmouk University

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Abstract

The objective of this paper is to examine the attitudes of administrative leaders and administrative employees concerning the training courses provided, as well as the impact of training on employee job performance at Yarmouk University in Jordan. The study is carried at a Malaysian small and medium enterprise (SME). Findings indicated that training courses are related to the training needs of the employees to a medium degree, and that there are several conditions which determine selecting eligible employees for training. Results indicated also that there is relationship between effective training and employees' job performance. Based on the results of the study, several recommendations were provided.

Key terms: Training, Performance of Employees.

Introduction

Human resources are the main asset at modern organizations, which makes the skills mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resources. The impact of training on employee job performance research area in HRM. The way an organization train's its staff can influence its efficiency (Iqbal et al, 2014, Padamanaban & Shakeel-UI-Rehman, 2013; Elanga & Imran, 2013). Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organization as a whole. Thus, training practices can be the main factor for the success of a firm, which justifies their evaluation through research. Influence of human resource management and training practices on organizational performance has been an important topic of research recently (Manning, 2015; Jayakumar & Sulthan, 2014; Treven et al, 2015).

Several advantages can be achieved through training, including the enhancement of job satisfaction among employees, in addition to commitment and collective empowerment (Voegtlin et al, 2015; Ajibade & Ayinla 2014; Sung & Choi, 2014).

An important factor related to training is the use of modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning process (Teck-Hua & Catherine, 2015; Mishra & Smyth, 2015; Alwekai, 2015).

Attracting the attention of learners in training is related to an important issue, which forms the basis for the success of training practices, namely the attitudes of trainees towards the training practices and outcomes. Positive attitudes towards training practices maximize the benefits gained by trainees (Nu'man, 2006).

Despite the increase in the research papers investigating the impact of training on the performance of employees, few studies have tackled the issue at the universities, which are special organizations, so this study aimed at investigating the attitudes of employees towards training and its impact on the performance of employees at a Jordanian important university which was the second university to be established in Jordan.

Theoretical Framework and Review of literature

Concerning the differences in employee performance before and after training several variables which have been used in this research include: quality/quantity of work, planning/ organizing, initiative/ commitment, teamwork/ cooperation and communication (Paat and Rumokoy, 2015). The results of their study showed that quality/ quantity of work, planning/ organizing, initiative/ commitment, teamwork/ cooperation and communication have a significant difference in employee performance before and after training. The training program is one of the valuable systems as a way to improve employee performance. Therefore, management of Bank Indonesia is recommended to increase the effectiveness of training and enhance the variety of the material and module that would be given in the training program ((Paat and Rumokoy, 2015).

The study of (Nu'man, 2006) aimed to measure the relation of training to individuals performance who work at the Middle management level in the university and to compare point of views of upper management and individuals at the middle management with regard to the training process in terms of (defining the training needs , trainers selection, designing of training courses and training process evaluation), Furthermore, the study aimed to provide some recommendations which may help the university to enhance the efficiency of its training

programs which make the university plays an important role in the development of skills, expertise and knowledge in the training domain. The population of the study consisted of individuals who work at Taiz University. They were (240) male and female employee. According to the nature of the study they were divided into two groups: first, consisting of (70) male and female employees, were the administrative leadership, president, vice presidents general managers and alike. Second group consisting of (170) male and female employee, were the managers and department heads (middle management) at Taiz University. This study dealt only with individuals who attended training courses. Results showed the neglect the modern training methods; instead, the focus is on the traditional methods in providing training courses. Results showed also that the trainees' selection method is ineffective, whereas, there are no clear standards for the selection process. Favoritism and personal opinions play a role in trainee's selection process, in return, this negatively reflects the training process. The study has revealed that the process of training evaluation is ineffective which decreases the benefit rate that the university had attained from conducting training courses.

The main objective of the study of Falola and his colleagues (2014) was to examine the effectiveness of training and development on employees' performance and organization competitive advantage in the Nigerian banking industry. The researchers used the descriptive research method using two hundred and twenty three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results showed that a strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings indicates that there is strong relationship between the tested dependent variable and independent construct.

Adeniji et al (Adeniji, Badalona & Adeniji, 2012) explored employee training programs in the university libraries of River State University of Science and University of Port-Harcourt in Nigeria. The researchers administered questionnaires among librarians in the said universities and found that the success or failure of a training program depends much on the type of staff educational attainment and the skill they acquired from the training.

Bin Atan and colleagues (Bin Atan et al, 2015) examined the impact of training on employee job performance. The study was carried at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. The functional area which is associated with the effective human resource management practices of the company selected for the study has been examined comprising of training and employees' job performance. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire. Findings of the study indicated that there is a significant relationship between effective training and employees' job performance.

Diamantidis and Chatzoglou (2014) examined the medium- to long-term effects of training programs on firms by means of an integrated research model combining the principal factors that the existing literature has shown to be related to training transfer and also by examining the relationship between training transfer and operational performance. The transfer factors chosen in the study included the training design, trainee self-efficacy and work environment. The validity of this model is tested by applying the structural equation modelling approach to data from 126 employees who have participated in various training programs in a number of Greek organizations. The results indicate that the design of a training programme has the strongest impact on post-training job performance, along with trainees' self-efficacy and post-training behavior.

Al-Awawdeh (2011) conducted a study which aimed mainly to analyze the relationship between a strategy of training and staff performance statistically. The study aimed to determine the potential effect of key personnel, performance, which were identified in the theoretical part of the study. The independent variables; training system, training and obstructions were tested by using simple regression method; SPSS. A sample of 120 employees was chosen out of 651 administrative departments employees at Al al-Bayt University. The results showed statistically significant effects of all independent variables on the performance; the effect was statistically significant on morales. The effect of transaction of the two independent variables of performance was also positive. The study showed that there is a need to have scientific methods to determine the training needs of workers in Al-Bayt University, as well as work on building training programs that focus on obstacles practice and work to resolve them. Recommendations of the study included developing training programs in the light of global developments that provide training opportunities for trainees to face what may result from changes in the world, which means re-training from time to time.

Problem of the Study:

The problem of the present study is related to the gap between the expected performance and the actual performance of the employees at the administrative departments at Yarmouk University in the governorate of Irbid in the Hashemite kingdom of Jordan. This gap can be bridged through well designed training programs, so, the present study explores the impact of in-service training programs on the performance of administrative employees at Yarmouk University from the perspective of the administrative staff.

Questions of the study:

- 1- What are the attitudes of the administrative leaders and employees towards the components of training (identifying the training needs, the selection of trainees and the design of the training courses)?
- 2- Is there a relationship between in-service training at Yarmouk University and the performance of administrative employees?
- 3- Are there differences between the attitudes of administrative leaders and employees towards the training process?

Hypotheses of the study:

Based on the problem of the study, the researcher formulated the following hypotheses:

H 1: There are no statistically significant differences between the attitudes of administrative leaders and employees towards the components of training.

This hypothesis can be subdivided into three minor hypotheses:

H 1-1: There is no statistically significant difference between the attitudes of administrative leaders and employees towards the identification of training needs.

H 1-2: There is no statistically significant difference between the attitudes of administrative leaders and employees towards the selection of the trainees.

H 1-3: there is a statistically significant difference between the attitudes of administrative leaders and employees towards the design of the Training Process.

H 2: There is a statistically significant relationship ($\alpha \leq 0.05$) between the attitudes of administrative leaders and administrative employees concerning the impact of training on the performance of employees.

Method of the Study:

Tools of the study:

The tools of the study included two questionnaires, the first questionnaire is related to the attitudes towards the components of the training programs, which were designed by the researcher based on the relevant literature, and which is subdivided into three sections. The first section is related to the identification of the training needs (10 items), the second is related to the selection of trainees (11 items), and the third section which is concerned with the design of the training courses (13 items).

The second questionnaire is concerned with the relationship between training and performance of employees and consisted of 15 items. Likert five points scale was used for responses to the items of both scales. Means ranging from (1 to 2.33) were considered as low, and means ranging from (2.34 to 3.67) were considered as medium and means higher than 3.68 were considered as high.

Reliability of the tools was determined through the use of Cronbach Alpha, and the reliability coefficient value was (0.738) for the first scale and (0.683) for the second scale, which are considered acceptable values for the purposes of the present study. Concerning the validity of the tools, the scales of the study were reviewed by a group of specialized referees at two Jordanian universities (Yarmouk university and Al-Albait University), and the items of the tool were modified based on their comments.

Sample and Population of the study:

The sample of the study consisted of two groups taken from the population of the study which incorporated the administrative leaders and employees at Yarmouk university in the academic year 2014-2015: the first group included the administrative leaders at Yarmouk University including the deans and heads of departments (n=40). The second group consisted of the administrative employees (n=40).

Table (1) below shows the characteristics of the sample of the study:

Table (1):
 Characteristics of the sample of the study:

Characteristics		Administrative leaders		Administrative employees	
		number	percentage	number	percentage
Gender					
Male	62	36	45%	26	32.5%
Female	18	4	5%	14	17.5%
Total	80	40	50%	40	50%
Age					
Less than 30 years	22	2	2.5%	20	25%
31-40 years	36	18	22.5%	18	22.5%
41 years and more	22	20	25%	2	2.5%
Total	80	40	50%	40	50%
Years of experience					
Less than five years	12	0	0%	12	30%
6-10 years	23	8	10%	15	19%
11-15 years	21	1	1%	20	25%
16 years or more	24	31	39%	9	11%
Total	80	40	50%	40	50%

Table (1) shows that the majority of the sample members are males (62) with a percentage of 77.5%, compared to the females (n=18) with a percentage of 22.5%. This applies to both of the groups of the study and is more evident in the administrative leaders group (of which 36 were males compared to 4 females with percentages of 90% and 10% respectively).

Concerning age, the table shows that the majority of the sample members belong to the group of (31-40 years) whose number is 36 members with a percentage of 45%, followed by those whose age is either below 30 years or more than 41 years.

In terms of the number of the years of experience, the table shows that the employees with less than five years of experience were few (12) with a percentage of 30%. However, the three other categories were similar in number (23 with 6-10 years of experience, with a percentage of 19%, 21 with 11-15 years (25%) and 24 with 16 years or more (30%).

Analysis of results:

In order to identify the attitudes of the administrative leaders and employees at Yarmouk university towards the components of training programs (identification of the training needs, selection of trainees, and the design of the training courses), the means and standard deviations of the responses of the participants of the sample of the study to the relevant items in the scale were calculated, with the consideration that means ranging from (1 to 2.33) were considered as low, and means ranging from (2.34 to 3.67) were considered medium and means higher than 3.68 were considered high.

First: Results Related to the Attitudes of Administrative Leaders

Table (2) below shows the means and standard deviations for the levels of the identification of the training needs among the members of the administrative leaders at Yarmouk University:

Table (2):

Means and standard deviations of the levels of the identification of the training needs from the perspective of the members of the administrative leadership at Yarmouk University:

Item number	The item	Mean	Standard deviation	Level
8	The method used in identifying the training needs is based on the work requirements	3.41	1.25	medium
1	Training needs are identified based on the regular assessment of performance	3.34	1.34	medium
9	Training needs are identified through comparing the current abilities of employees and the new requirements of work	3.29	1.28	medium
3	Training needs are identified through comparing the expected performance to the actual performance	3.26	1.18	Medium
6	Training needs are determined based on personal relationships	3.20	1.50	Medium
10	Training needs are identified for new jobs and posts	3.6	1.27	medium
2	Training needs are identified through direct observation	3.05	1.22	Medium
7	Training needs are identified based on the set priorities	2.91	1.37	Medium
5	Training needs are identified based on the introduction of new technologies	2.87	1.18	medium
4	Training needs are identified based on certain standards	2.87	1.18	medium
Total		3.12	0.77	medium

The results in table (2) shows that item (8), which states that " The method used in identifying the training needs is based on the work requirements" had the highest mean (3.41), which indicates that the respondents agree highly with the content of the item.

Items (5 and 4), which state that " Training needs are identified based on the introduction of new technologies" and " Training needs are identified based on certain standards" had the lowest mean (2.87) for both of them which indicates that training needs are neither based on the introduction of new technologies, nor on certain standards.

Table (3):

Means and standard deviation of the levels of the items related to the selection of trainees from the perspective of the administrative leaders at Yarmouk University:

Item number	Item	Mean	Standard deviation	Level
7	Personal relations play a role in the selection of trainees	3.34	1.38	medium
6	Training courses are provided based on the needs of the trainee	3.32	1.27	medium
8	Favoritism plays a role in selecting the trainees	3.30	1.55	medium
3	Trainees at the university are selected based on identified skills and competencies required for their work	3.24	1.31	Medium
1	Trainees are selected based on set standards	3.17	1.36	medium
11	Seniority is the basis for selecting trainees at the university	3.00	1.25	Medium
2	Trainees are selected based on published standards	2.98	1.21	Medium
10	Academic qualification is the basis for selection of trainees	2.93	1.24	medium
4	Trainees are selected based on annual assessment reports	2.84	1.33	medium
5	Employees have equal chances for being selected for training programs	2.68	1.33	medium
9	Results of performance assessment are the basis of the policies selection of trainees	2.60	1.11	medium
Total		3.04	0.73	medium

Table (3) shows that item (7) which states that " Personal relations play a role in the selection of trainees", had the highest rating (3.34) which indicates a high degree of agreement with the content of the item among the administrative leaders at Yarmouk university. This result can be ascribed to the fact that favoritism is a dominant phenomenon in Jordan in which Yarmouk University is located.

Item (8) which states that " Favoritism plays a role in selecting the trainees" with its high rate can be ascribed also to the same phenomenon used in explaining item (7).

Item number (9) which states that "Results of performance assessment are the basis of the policies selection of trainees" came last with a mean of (2.60) and a standard deviation of (1.11).

Agreement with the remaining items ranges were between (2.68-3.24), which indicates a medium level of agreement with the content of these items among the administrative leaders at Yarmouk University.

These results indicates faulty practices applied in selecting trainees for training courses at Yarmouk University, which may affect the quality of training at the university.

Table (4) shows the results related to the attitudes of the administrative leaders concerning designing the training courses at Yarmouk University.

Table (4):

Attitudes of the administrative leaders concerning designing training courses at Yarmouk University:

Item number	The item	Mean	Standard deviation	level
3	Time of the training sessions is suitable to the working hours	3.58	1.16	medium
1	Designing training courses is based on well stated aims and standards	3.54	1.21	medium
6	The content of the training courses is repeated from time to time	3.44	1.18	medium
5	Courses aiming at solving work problems are developed	3.24	1.11	medium
8	Content of training courses is delivered through lecturing	3.24	1.04	medium
7	Content of the course is related to the requirements of work	3.23	1.13	medium
2	Previous courses achieved their aims	3.17	1.05	medium
10	Content of training courses is delivered through workshops	2.90	1.08	medium
4	External training courses were successful in achieving their aims	2.85	1.28	medium
13	Content of training courses is delivered through the management decisions method	2.71	1.26	medium
9	Content of training courses is delivered through conferences method	2.58	1.01	medium
12	Content of training courses is delivered through the contests method	2.51	1.17	medium
11	Content of training courses is delivered through role playing method	2.50	1.01	medium
Total		3.05	0.65	medium

Table (4) shows that item (3) which states that "Time of the training sessions is suitable to the working hours" had the highest mean (3.58) with a standard deviation at (1.18).

Item (1) which states that "Designing training courses is based on well stated aims and standards", came second with a mean at (3.54) and a standard deviation at (1.21) which indicates that training courses provided at Yarmouk University have clear aims and standards which is a positive feature.

Item (11) which states that "Content of training courses is delivered through role playing method" had the lowest mean (2.50) which indicates that role playing is not used frequently. This indicates that traditional methods are used in delivering the content of training courses at Yarmouk University.

Table five below shows the means and standard deviation concerning the impact of training on the performance of employees from the perspective of administrative leaders at Yarmouk University.

Table (5):

Means and standard deviations concerning the impact of training on the performance of employees from the perspective of administrative leaders at Yarmouk University:

Item number	Item	Mean	Standard deviation	Level
7	Training courses enhance the level of trainees at the university.	3.98	1.02	High
8	Training courses increase the efficiency of employees	3.87	1.04	High
10	Training courses at the university improves job satisfaction of the trainees	3.86	1.03	high
11	Training courses at the university improve the self-confidence of trainees	3.69	1.01	high
9	Training courses decreases the routine of daily work	3.39	1.22	medium
12	The repetition of the content of the training courses enhances the mastery of the skills learned	3.38	1.05	medium
2	The impact of training courses on the performance of employees is assessed	3.28	1.23	medium
4	Training courses achieve the aims of the university	3.20	1.24	medium
3	Training programs are evaluated based on their impact on the performance of employees	3.17	1.23	medium
6	Trainees are assessed at work in order to evaluate their mastery of relevant skills	3.16	1.28	medium
1	Performance of the employee prior and after training are compared in order to evaluate the impact of training	3.06	1.36	medium
5	Effectiveness of training courses is evaluated regularly	2.96	1.28	medium
Total		3.42	0.80	medium

Table (5) shows that item (7) which states that "Training courses enhance the level of trainees at the university" had the highest mean (3.98), followed by item (8) which states that "Training courses increase the efficiency of employees", with a mean at (3.87) which is similar somehow to the results related to item (10).

Item (5) which states that "Effectiveness of training courses is evaluated regularly" had the lowest mean (2.96) and a standard deviation at (0.80) which indicates the lack of regular evaluation of training courses in terms of the performance of employees.

Second: results related to the attitudes of the administrative employees:

In order to identify the attitudes of the administrative employees concerning the components of the training courses (identification of the training needs, selection of trainees, and the design of the training courses), means and standard deviations of the responses of the study participants from among the administrative employees at Yarmouk university were calculated, with the consideration that means ranging from (1 to 2.33) were considered as low, and means ranging from (2.34 to 3.67) were considered as medium and means higher than 3.68 were considered as high.

Identification of training needs:

Table (6) below shows the means and standard deviations for the levels of the identification of the training needs among the members of the administrative leadership at Yarmouk University:

Table (6):

Means and standard deviations of the levels of the identification of the training needs from the perspective of the members of the administrative leadership at Yarmouk University:

Item number	The item	Mean	Standard deviation	Level
8	The method used in identifying the training needs is based on the work requirements	3.62	1.23	Medium
9	Training needs are identified through comparing the current abilities of employees and the new requirements of work	3.49	1.21	Medium
1	Training needs are identified based on the regular assessment of performance	3.45	1.33	Medium
3	Training needs are identified through comparing the expected performance to the actual performance	3.32	1.23	Medium
10	Training needs are identified for new jobs and posts	3.31	1.32	medium
2	Training needs are identified through direct observation	3.26	1.05	Medium
7	Training needs are identified based on the set priorities	3.14	1.23	Medium
5	Training needs are identified based on the introduction of new technologies	3.09	1.23	medium
4	Training needs are identified based on certain standards	3.07	1.19	medium
6	Training needs are determined based on personal relationships	3.05	1.55	medium
Total		3.28	0.75	medium

Concerning the results related to the attitudes of administrative employees towards the identification of training needs, table (6) shows that item (8), which states that "The method used in identifying the training needs is based on the work requirements" had the highest mean (3.62, st=1.23), which indicates that the respondents agree highly with the content of the item, which is similar to the results obtained for the administrative leaders.

Item (9) which states that "Training needs are identified through comparing the current abilities of employees and the new requirements of work" followed with a mean of (3.49) and a standard deviation of (1.21).

Item (6) which states that "Training needs are determined based on personal relationships" had the lowest mean (3.05, st=1.55).

Means of the remaining items (3.45-3.07) indicates a medium degree of agreement with the content of the items. In general, the mean was (3.28) which is significant.

Table (7):

Means and standard deviation of the levels of the items related to the selection of trainees from the perspective of the administrative employees at Yarmouk University:

Item number	Item	Mean	Standard deviation	Level
8	Favoritism plays a role in selecting the trainees	3.72	1.33	High
7	Personal relations play a role in the selection of trainees	3.62	1.24	medium
6	Training courses are provided based on the needs of the trainee	3.45	1.20	medium
1	Favoritism plays a role in selecting the trainees	3.44	1.30	medium
2	Trainees are selected based on published standards	3.17	1.11	
3	Trainees at the university are selected based on identified skills and competencies required for their work	3.15	1.34	Medium
10	Academic qualification is the basis for selection of trainees	3.08	1.25	Medium
11	Seniority is the basis for selecting trainees at the university	2.95	1.25	Medium
4	Trainees are selected based on annual assessment reports	2.83	1.34	medium
5	Employees have equal chances for being selected for training programs	2.81	1.33	medium
9	Results of performance assessment are the basis of the policies selection of trainees	2.69	1.29	medium
Total		3.17	0.72	medium

Table (3) shows that item (8) which states that "Favoritism plays a role in selecting the trainees" had the highest mean (3.72) with a standard deviation of (1.33), followed by item (7) which states that "Personal relations play a role in the selection of trainees", which had a mean of (3.62, st=1.24) which indicates a high degree of agreement with the content of the items among the administrative leaders at Yarmouk university. This

result can be ascribed to the fact that favoritism is a dominant phenomenon in Jordan in which Yarmouk University is located.

Item number (9) which states that "Results of performance assessment are the basis of the policies selection of trainees" came last with a mean of (2.69) and a standard deviation of (1.29) which similar to the results obtained for the administrative leaders.

Agreement with the remaining items ranges were between (3.45-2.81), which indicates a medium level of agreement with the content of these items among the administrative leaders at Yarmouk University.

These results indicates faulty practices are applied in selecting trainees for training courses at Yarmouk University, which may affect the quality of training at the university.

Table (8) shows the results related to the attitudes of the administrative leaders concerning designing the training courses at Yarmouk University.

Table (8):

Attitudes of the administrative employees concerning designing training courses at Yarmouk University:

Item number	The item	Mean	Standard deviation	level
6	The content of the training courses is repeated from time to time	3.69	0.86	Medium
1	Designing training courses is based on well stated aims and standards	3.63	1.03	Medium
8	Content of training courses is delivered through lecturing	3.52	1.05	Medium
3	Time of the training sessions is suitable to the working hours	3.47	1.13	Medium
2	Previous courses achieved their aims	3.37	0.98	Medium
7	Content of the course is related to the requirements of work	3.32	1.21	Medium
4	External training courses were successful in achieving their aims	3.29	1.28	Medium
10	Content of training courses is delivered through workshops	3.23	1.12	Medium
5	Courses aiming at solving work problems are developed	3.12	1.16	Medium
13	Content of training courses is delivered through the management decisions method	2.88	1.28	Medium
9	Content of training courses is delivered through conferences method	2.81	1.18	Medium
11	Content of training courses is delivered through role playing method	2.77	1.17	Medium
12	Content of training courses is delivered through the contests method	2.70	1.16	Medium
Total		3.22	0.69	Medium

Table (8) shows that item (6) which states that "The content of the training courses is repeated from time to time" had the highest mean (3.69) with a standard deviation at (1.18) followed by item (1) which states that "Designing training courses is based on well stated aims and standards" with its mean at (3.63) and a standard deviation at (1.03).

Item (12) which states that "content of training courses is delivered through the contests method" had the lowest mean (2.70, st=1.16) which indicates that contests method is not used frequently. This indicates that traditional methods are used in delivering the content of training courses at Yarmouk University.

Table (9) below shows the means and standard deviation concerning the impact of training on the performance of employees from the perspective of administrative leaders at Yarmouk University.

Table (9):

Means and standard deviations concerning the impact of training on the performance of employees from the perspective of administrative employees at Yarmouk University:

Item number	Item	Mean	Standard deviation	Level
7	Training courses enhance the level of trainees at the university.	4.07	1.00	High
11	Training courses at the university improve the self-confidence of trainees	3.98	0.86	High
8	Training courses increase the efficiency of employees	3.88	0.92	High
10	Training courses at the university improves job satisfaction of the trainees	3.69	0.94	High
12	The repetition of the content of the training courses enhances the mastery of the skills learned	3.64	1.01	Medium
2	The impact of training courses on the performance of employees is assessed	3.51	1.25	Medium
9	Training courses decreases the routine of daily work	3.50	1.19	Medium
4	Training courses achieve the aims of the university	3.29	1.11	Medium
1	Performance of the employee prior and after training are compared in order to evaluate the impact of training	3.29	1.39	Medium
6	Trainees are assessed at work in order to evaluate their mastery of relevant skills	3.28	1.26	Medium
3	Training programs are evaluated based on their impact on the performance of employees	3.21	1.21	Medium
5	Effectiveness of training courses is evaluated regularly	3.00	1.13	Medium
Total		3.53	0.75	Medium

Table (9) shows that item (7) which states that "Training courses enhance the level of trainees at the university" had the highest mean (3.98) with a standard deviation of (1.00), followed by item (11) which states that " Training courses at the university improve the self-confidence of trainees ", with a mean at (3.87) and a standard deviation at (0.86).

Item (5) which states that "Effectiveness of training courses is evaluated regularly" had the lowest mean (3.00) and a standard deviation at (0.75) which indicates the lack of regular evaluation of training courses in terms of the performance of employees.

In general, the attitudes of the administrative employees at Yarmouk University towards the impact of training on performance at work are similar to the attitudes of the administrative leaders.

Testing the hypotheses of the study:

First Main Hypothesis: there are no statistically significant differences between the attitudes of administrative leaders and employees towards the components of training.

This hypothesis was subdivided into three minor hypotheses:

H 1-1: there is no statistically significant difference between the attitudes of administrative leaders and employees towards the identification of training needs.

H 1-2: there is no statistically significant difference between the attitudes of administrative leaders and employees towards the selection of the trainees.

H 1-3: there is a statistically significant difference between the attitudes of administrative leaders and employees towards the design of the Training Process.

Table (10) below compares the results related to the administrative leaders to the results related to the administrative employees at Yarmouk University:

Process.

Table (10):

Comparison between the results related to the attitudes of the administrative leaders to the results related to the attitudes of the administrative employees at Yarmouk University:

The variable	Attitudes of administrative leaders				Attitudes of administrative employees			
	Mean	Standard deviation	level	Rate	Mean	Standard deviation	Level	Rate
Identification of training needs	3.12	0.77	Medium	2	3.28	0.75	Medium	2
Selection of trainees	3.04	0.73	Medium	4	3.17	0.72	Medium	4
Design of training programs	3.05	0.65	Medium	3	3.74	0.69	Medium	3
Impact of training on performance	3.42	0.80	Medium	1	3.53	0.75	Medium	1

Table (10) shows an agreement and similarity between the attitudes of both the administrative leaders and administrative employees in the rates of the components of the training process, and that the difference is below the level of significance ($\alpha \leq 0.05$).

The results also showed that training, from the perspective of both leaders and employees, had a positive impact on the performance of employees at Yarmouk University.

Table (11) below shows the results of independent sample t-test of the attitudes of administrative leaders and administrative employees

Table (11):

Results of independent sample t-test of the attitudes of administrative leaders and administrative employees.

Variable	Calculated value	Tabular value	Degree of freedom	Value of statistical significance
Identification of training needs	1.334	1.96	187	0.184

Table (11) shows that there is no statistically significant difference between the attitudes of the administrative leaders and the attitudes of the administrative employees in terms of the identification of training needs, which is showed by the calculated value of "t" (1.334), which is smaller than the tabular value (1.96), and the significance value (0.184) was bigger than (0.05) which is ascribed by the researcher to the importance of identifying the training needs.

Thus, the null first minor hypothesis is accepted.

Second minor hypothesis:

Table (12) below shows the results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the selection of trainees.

Table (12):

Results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the selection of trainees.

Variable	Calculated value	Tabular value	Degree of freedom	Value of statistical significance
Selection of trainees	1.153	1.96	187	0.251

Table (12) shows that there is no statistically significant difference between the attitudes of the administrative leaders and the attitudes of the administrative employees in terms of the identification of training needs, which is showed by the calculated value of "t" (1.153), which is smaller than the tabular value (1.96), and the significance value (0.251) was bigger than (0.05) which is ascribed by the researcher to the importance of the selection of employees for both of the groups in the sample of the study.

Thus, the null second minor hypothesis is accepted.

Third minor Hypothesis:

Table (13) below shows the results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the design of the training programs developed at Yarmouk University.

Table (13):

Results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the design of the training courses developed at Yarmouk University.

Variable	Calculated value	Tabular value	Degree of freedom	Value of statistical significance
Identification of training needs	1.639	1.96	187	0.103

Table (13) shows that there is no statistically significant difference between the attitudes of the administrative leaders and the attitudes of the administrative employees in terms of the identification of training needs, which is showed by the calculated value of "t" (1.639), which is smaller than the tabular value (1.96), and the significance value (0.103) was bigger than (0.05) which is ascribed by the researcher to the importance of the design of the training courses.

Thus, the null third minor hypothesis is accepted.

Testing the second Main Hypothesis:

H 2: There is a statistically significant relationship ($\alpha \leq 0.05$) between the attitudes of administrative leaders and administrative employees concerning the impact of training on the performance of employees.

Table (14) below shows the results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the impact of the training courses developed at Yarmouk University on the performance of employees.

Table (14):

Results of independent sample t-test of the attitudes of administrative leaders and administrative employees towards the impact of the training courses developed at Yarmouk University on the performance of employees.

Variable	Calculated value	Tabular value	Degree of freedom	Value of statistical significance
Identification of training needs	0.897	1.96	187	0.371

Table (13) shows that there is no statistically significant difference between the attitudes of the administrative leaders and the attitudes of the administrative employees in terms of the identification of training needs, which is showed by the calculated value of "t" (0.897), which is smaller than the tabular value (1.96), and the significance value (0.371) was bigger than (0.05) which is ascribed by the researcher to the importance of the design of the training courses.

Thus, the null second main hypothesis is accepted.

Conclusion

This study aimed at investigating the attitudes of administrative leaders and administrative employees towards the components of training programs and the impact of training on the performance of employees at Yarmouk University. The results in general showed positive attitudes towards the identification of training needs through the developers of training programs, the selection of employees and the design of training programs. Results also showed positive attitudes towards the impact of training on the performance of employees at the universities despite some reservations concerning some of the effects of the training programs which are achieved at the university.

Based on the results of the study, the researcher recommends introducing more training programs for employees, which are more suitable to the skills needed at work, as well as giving employees equal opportunities for attending the training courses. Using modern methods for delivering the content of the training is also recommended.

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