

Workforce and Organizational Performance Development: An Analytical Study of the Training Efforts at Kuwaiti Government Institutions

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Abstract: *Training has become part of our life, as it is essential for improving performance, adding new skill or new information, or guiding some ideas or behaviours using well-informed and well thought out plans that consider training needs. It is necessary for building a constructive workforce. The present study aimed at investigating the opinions and views of trainees at Kuwaiti governmental institutions about the training programs offered to them. The study included six aspects that highlight the extent to which training programs at these institutions keep up with modern training methods and programs, and also the extent to which the infrastructure is appropriate for meeting the requirements of training programs in an integral way that incorporates the most up-to-date technological programs which achieve the tasks and functions of trainees are different governmental institutions. The study also investigated the factors, which make training programs fail to attain their goals. Training programs tend to use theoretical lectures. In the light of these results, the researchers made several suggestions and recommendations for developing training programs.*

Key Words: *Training, Kuwaiti Governmental Institutions.*

1. INTRODUCTION:

The importance of staff training and development in organizations has increased significantly in recent years due to the vital role as playing in the development of individuals and increased the effectiveness on them. Training is used to prepare workers and provide them with the required skills and strategies to assume greater responsibilities [10]. Employees mostly enjoy the skills offered like the integrated investment system that through on training and development for the additional task. The diverse educational activities to increased employee's knowledge, performance and skills to prepare the accomplishment of necessary tasks or any event of the future. Training and retraining of the workforce are some of the most fundamental ways in which organizations maintain the effectiveness of their workers and increase their level of understanding of any task or method of work. This can be achieved by combining physical, social, cognitive, and skill acceptance to effectively empower employees to do their work. Such steps are important components of an organization's success. The logic behind of any institutions as view of training and retraining the integral and overlapping elements of their investment plans. Development and training should be used to provide staff with the skills and knowledge required to produce or develop products or services, thus maintaining market share and increasing its attractiveness become of the part in labour market. Thus, training and development methods have now changed dramatically, particularly in terms of education, learning and technology utilization in knowledge management. As a result, the marketplace changes rapidly due to local and global trends, knowledge contained within an organization becomes its one of the most valuable strategic sources. Rapid technological changes, on the other hand, have increased the demand for trained, educated, and skilled labour, reflected in increased pressure on training and education professionals to find appropriate, effective, and relevant training programs [4]. That is why, the American Organization of Training and Development sectors begun to increase disbursements in training and development, as highlighted.

2. STUDY FOCUS:

Knowledge-based products are among the factors that facilitate the transfer of capital between countries at a rapid pace that making workers the most important, if not the only, source of competitiveness for these institutions [1]. In developed countries where salaries are high staff must always work to create value and knowledge-based services. Training programs for the workforce are based on individual abilities and career progression. They include human resources strategy plans, methods of work within organizations, job and productivity assessments, business development practices, and other organization-specific mechanisms. The training programs thus provide workers with support to improve the quality of work and facilitate the exchange of experiences among employees [5]. Vocational and technical training is a vital driving force for socio economic growth and technological development. It helps to achieve quality to meet the challenges posed by poor funding and traditional teaching methods that lead to modest improvements in

efficiency. Therefore, training has become an integral part of performance which improvement initiatives as a way to add new skills, knowledge, and behaviours with plans that designed with a view to employee as training needs. Therefore, following related research questions may rising for governing many organizations in the State of Kuwait.

Question 1: How are training programs perceived by employees?

Question 2: Are modern training methods being employed?

Question 3: What are the anticipated effects of the training and education?

Question 4: What functions does training serve?

Question 5: What are common challenges associated with training methods?

Question 6: What are the factors that contribute to the failure of training programs?

Above questions sequentially explored within the study of this research to get the suitable results in its discussion section.

3. STUDY OBJECTIVES:

Human resources are critical in improving production and performance in organizations. The workforce is a valuable national asset, and therefore Kuwaiti organizations should invest in building up the expertise of their employees and in increasing their productivity. This investment should be adequately planned and managed that must be incorporate accurate information in order to predict, plan and forecast the needs of the labour market and the enterprises. Training is a building block in revitalizing enterprises, improving operational models and building up a solid social security infrastructure for workers. Thus, objectives of this research are as follows:

- Understand employee perceptions of training programs in government institutions in the State of Kuwait.
- Develop labour force strategies that are governed by civil service laws.
- Highlight the extent to which technological training programs are in line with the strategies applied by Kuwaiti government organizations.
- Identify the challenges that limit training programs' success and recommend associated actions.

Training and development always focus as need to be an understanding of the workers' needs, associated guidance, and motivation mechanisms understanding.

4. STUDY IMPORTANCE:

For employee development strategies to be effective, they need to be linked to the organization's core strategy. Study found that 63% of high performing U.S. organizations reported that their staff had a full understanding of the organization's objectives [6]. An effective workforce strategy and management, together with training plans at all levels, is no longer enough to address the problems of organizations; instead, the focus should be on developing individuals' efficiency [7]. These strategies must provide real strategic value for the organization, directly contribute to accomplishing its goals, and be based on requirements linked with on-the-job performance [16]. Kuwaiti organizations have clear strategic development plans linked to the overall strategy and objectives, designed to meet the needs of improve organizational performance through investment in its people. The Impact of organizational culture on employee performance and managing organizational culture is important for successful business management and for encompasses understanding the individuals within the unit. An organization's culture may be altered as new employees are onboarded and developed. Therefore, it is important to view the workforce as a valuable national resource, which is to be developed, motivated and incentivized.

5. LITERATURE REVIEW:

A study by focused on the effectiveness of training programs of insurance companies operating in the Gaza Strip. The intent was to identify improvements to employee development programs so as to ensure that the goals of each company were met [8]. The study used the descriptive and analytical statistical methods to analyse the data, using a sample of 50 employees working in the International Trust Company for Insurance, National Insurance Company, Al Ahliya Group Insurance Company and Almultazim Insurance and Investment Company. The results of the study revealed the need to assess the individuals' competency levels before and after their internships in order to see how much their abilities and skills have changed. Furthermore, the organizations planned on continuing with their training processes for the foreseeable future. Jordanian industrial publicly held companies are implementing clear training strategies and the associated impacts on employee performance [6]. The study encompassed a random sample of 40 out of the 81 Jordanian industrial public companies registered in the Amman Financial Market. A questionnaire was sent to employees and 200 responses were collected. The study concluded that more attention and support from senior management is required in order to adopt clear training strategies emanating from the company's general strategy, and

that management needs to diversify the training programs and styles offered to employees. Furthermore, there should be a focus on using modern technology as a basis for implementing training programs to improve employee performance. The study also highlighted key obstacles companies face when adopting an effective training strategy; namely: lack of organizational culture, lack of highly qualified trainers, and rigidity of laws and regulations. Alrishidi's (online) study explored the application of comprehensive quality management in private schools with its mechanisms and parameters for changing school in the current management model to a more efficient and effective organizational style. The practical procedural aspect of the study included a statistical approach to assessing the willingness of private school departments to evaluate the performance of standards set by the Abu Dhabi Education Council that monitor the views of private school directors and managers related to organizational change and development based on the same guidance. Change is defined as a long-term effort supported by senior management to develop methods of problem-solving and rejuvenation of organizations by taking into consideration corporate objectives and its functions that thinking about changing or developing the internal environment, synchronizing with the external environment which cooperating with all members by focusing on the task forces in the council, taking advantage of behavioural science and theory. The participation of managers in private schools of the Council was important because it reinforced the spirit of commitment to and effectiveness and understanding of change. Change is the result of evident and invisible interactions that occur, randomly or as planned, and is therefore a phenomenon that is relevant to life and human existence. More study demonstrated that the capabilities and potential of educational institutions as forming of student-to-student cultural competencies in the regional municipalities of the Russian far East and provided directions on interactions between government training institutions and their leadership [7]. This is done through educational process systems that emphasize ethical values and social and political activities in interactions between non-governmental organizations, government, leadership authorities, university departments, public organizations of the state, and leaders in higher education institutions. The National Center for Vocational Education Research (NCVER) (2015) in Australia conducted a study on vocational training between January and March, 2015, evaluating programs provided by government agencies for vocational education students, ways of financing them, and the culture and awareness of community members. The opportunities offered by education and training systems were illustrated by the training programs and their clients, and by how the government adapted and transformed these vocational education programs for other purposes. Another study conducted through survey on training and language assessment as a way of promoting effective education. The state programs survey demonstrated the importance of comprehensive assessments in five Hong Kong teacher-training institutions to the results of pre-service teacher evaluations [8]. The study emphasizes the importance of evaluating language among teachers and preparing literacy training courses in this field. Malaysian Education Development Scheme explored the use of financial and human development to achieve the national aim of quality education [9]. To finance Malaysia's high-income developed countries, to cooperate by sending out students who are able to teach in the formal and informal path to developing cognitive awareness is a necessity of life. In this activities, 32 trainees, employers and supervisors working on industrial projects were interviewed to provide feedback on training methods. The study identified the factors leading to effective education and served as a guide for policy makers in the implementation of the universal education system.

Relevant study found that, explored the development and availability of financial and human resources in Nigerian education institutions which provide specialized training programs [9]. The study's sample consisted of 200 students and 80 employees. After the statistical data were processed using the Pearson correlation coefficient, the findings indicated that funding for programs to develop the labour force after graduation, whether from the government or private sector, was inadequate. Evaluation education policies in place to develop talent and meet challenges. This study demonstrated the importance of higher education in the knowledge economy to achieve competitive advantages in a globalized world [11]. Thus, political decision-makers supported broad-based planning and investment as a platform for human talent development, and development comparisons were held at three educational centres, Malaysia-Singapore-Hong Kong, to set targets, develop local talent, and attract foreign talent. In doing so, they sought to plan the shoring up of the workforce to support domestic interests and move away from ethnic accounts. Integrating information technology in education and learning at higher education institutions in Nigeria's Delta State where 560 students and lecturers from 4 out of 7 institutions in the Niger State were surveyed. The results showed that the level of availability of Information Communication and Technology (ICT) in education and learning is low, and that the use of ICT increases educational opportunities and meets education objectives; however, the level of funding for such technology is low. Implications of training on manpower development in developing countries in Africa, which 20 years ago began implementing e-learning for both individuals and organizations [12]. It was a time-investment and conforming to global partnerships and government institutions to slander the labour force so that it can withstand and compete for the global economy. Developing countries have recently become interested in e-education, the resulting practices, and the development of the labour force. Another study conducted on Training Workforce Development for Tomorrow. The study discussed the challenges countries and nations have faced, such as a changing demographic composition, minorities facing unemployment, and labour force trends, putting vocational training at risk [17]. Existing research has

presented the experiences of industrially developed countries such as Hong Kong, Malaysia, and Australia and developing countries such as Nigeria, which aim to enter the knowledge economy through investment in human capital and ICT integration into training programs. These studies have called for the internationalization of higher education institutions through training programs, stressing the importance of an integrated economic policy between governmental and non-governmental institutions. Challenges facing such efforts include lack of infrastructure for electronic laboratories, halls and classrooms, inefficiency of economic finance policies, poor handling of training activities between industrial firms and government and non-government sectors, and low awareness of technology among trainees.

6. STUDY TERMS & METHODOLOGY:

Training define as "a short-term educational intervention aimed at building a person's knowledge, skills and behaviours to meet current and future business needs and build training on the basis of the needs and culture of the organization" [13]. Based on various terms, there are different types of training:

- **Remedial training:** It helps employees to meet the basic needs of their job.
- **Orientation training:** This helps to aims to introduce workers into the culture of the organization.
- **Qualifications training:** Typical training aims to help people meet performance requirements, thereby increasing their productivity.
- **Cross training:** It aims to teach people new skills.
- **Traditional training:** It is the planned training that follows the systems design model.

The training seeks to raise the efficiency of employees and improve institutional performance. Training unlike education which encompasses theory and practice, is largely practical. Pre-service training is linked to the concept of preparation, and in-service training modifies and adjusts behavioural specifications and can only occur with application. This study also has defined the direct form of education in which important behavioural skills are created, modified, or updated that depending on practical and applied methods. As the conceptual framework developed that used to compare Kuwaiti practices with those of the developed world. A survey was distributed to participating institutions to assess their views on the importance of training and associated methods and implications for organizations.

A. Statistical methods

We used SPSS Vergan 19 to calculate the following:

- Cronbach's Alpha stability factor.
- Repetitions percentage (%).
- Descending percentages.

B. Study tools

The questionnaire contained two main sections:

Section 1: General data that includes the names and workplaces of the trainees.

Section 2: Six axes along the objectives of the study:

- **1st axis:** 6 yes / no questions on the trainees' perspectives on training programs and how they contribute to the development of organizations.
- **2nd axis:** 10 3-point scale ratings of the training methods used in the training programs.
- **3rd axis:** 7 questions related to the expected effects of on-the-job training in government organizations in the State of Kuwait.
- **4th axis:** Questions relating to the current training functions:
 - Part 1: 4 questions related to enterprise training
 - Part 2: 9 questions related to the functions of enterprise training
- **5th axis:** Questions related to problems with training methods along four key issues: training halls, technological methods, applying new skills and knowledge at work, and factors that prevent workers from applying new ideas at work.
- **6th axis:** 14 questions related to factors that lead to the failure of training programs in Kuwaiti government institutions.

C. Test validity

The initial questionnaire was presented to arbitrators with training expertise, faculty members from the Department of Business Administration and trainers from the University of Kuwait to verify the clarity of questions and the ability to achieve the objectives of the study. The views of the arbitrators were considered, and the necessary adjustments were made.

D. Test stability

To ensure a stable questionnaire, a sample survey was conducted and retested and Cronbach’s Alpha was calculated. The stability factor was 0.68, which is statistically acceptable.

7. RESULTS AND DISCUSSION :

Study focused found different questions as related training programs that may rising for governing of many organizations in the State of Kuwait. In this result and discussion section try to find throughout discussion as stated sequentially in following.

Question 1: How are training programs perceived by employees?

The participants were asked about their views on training strategies. The results indicated that the organizations understood the importance of training for the development of the organization and were committed to using training for that purpose. Furthermore, these strategic plans were rooted in the overall organizational strategy and the training programs were linked to the objectives and strategies of the organization. Formal training and development plans were put in place under the supervision and control of the Civil Service Office.

Table 1. Summarizes these results.

No.	Answers	Response range		
		Yes	No	Total
1	Training is important for the development of the organization.	100%	0%	100%
2	The organization is working to provide staff with the required training programs.	100%	0%	100%
3	The organization has a clear strategy for developing its staff.	100%	0%	100%
4	The staff development strategy stems from the organization's major strategy.	100%	0%	100%
5	Training is linked to the organization's goals and strategy.	100%	0%	100%
6	The organization has a clear formal training plan.	92.5%	7.5%	100%

The findings result support of two previous studies. Harbridge Consultant Group (1991) demonstrated that from 1982 to 1991, the percentage of British organizations that linked the development of workers to the organization's objectives increased from 33% to 54%. Research found that 66.7% of Kuwaiti organizations linked the workforce strategy to the main strategy [14].

Question 2: Are modern training methods being employed?

Study found that traditional training methods, which rely on a trainer conducting a session in a training room, are the most commonly used methods in government organizations, followed by on-the-job training and on-job skills development. Computer training was used by only 37.5% of respondents. The internet and multimedia as training methods were used even less frequently. Previous discussed as stated, training has an important role to play in the development and advancement of the organization. Organizations should look for new and effective training methods and not only adhere to traditional training methods [15].

Table 2. Methods used for training.

No.	Method of Training	Percentage of response range %			
		Very High	Average	Very Few	Total
1	Classroom training	72.5	27.5	–	100%
2	Out-of-duty training	52.5	25	22.5	100%
3	On-the-job training	55	17.5	27.5	100%
4	Train and refine skills	52.5	17.5	30	100%
5	Rotate	40	37.5	22.5	100%
6	Using a training computer	37.5	20	42.5	100%
7	Use of technology in training	12.5	27.5	60	100%
8	Internet	5	25	70	100%
9	Multimedia	2.5	7.5	90	100%
10	E-mails	2.5	22.5	75	100%

Rapid changes in the work environment amplify the need to support workers through education and training [10]. The most common and widespread method of training in this era is through the use of technology capable of combining numbers, letters, voice and picture, driving up the use of the Internet and multimedia in training.

Question 3: What are the anticipated effects of the training and education?

The most anticipated effects of training on the performance of employees in Kuwaiti institutions are an increase in productivity, improvements in performance levels, and helping employees apply new ideas in the workplace. Achievement of functional and customer satisfaction came in last. The study highlights the need for attention to employee functional satisfaction since employee’s satisfaction is linked to productivity and performance. These findings are consistent with the views of the American Society for Training and Development as like the Kuwaiti Civil Service Office in their view of training. The two emphasized the importance of training in the transfer of skills, knowledge and information to the working environment, and the achievement of a high level of performance. Furthermore, Kuwaiti institutions believe that training helps employees increase productivity, apply new ideas at work, and increase knowledge.

Table 3. Effects of training on employee performance

No.	Effects of the training	Percentage of response range %			
		Agree	Not Sure	Do Not Agree	Total
1	Increase productivity	97.5	2.5	-	100%
2	High-quality performance	97.5	2.5	-	100%
3	Apply new ideas at work	95	5	-	100%
4	Employee knowledge	95	5	-	100%
5	Increase profitability	-	12.5	87.5	100%
6	Job satisfaction	37.5	35	27.5	100%
7	Customer satisfaction	17.5	65	17.5	100%

These findings are consistent with prior studies.

Question 4: What functions does training serve?

The main findings here are that employees strongly believe that training increases the quality of employee work, and helps them get introduced into the organization and new tasks. From an organizational perspective, training allows companies to identify new ways of doing business and adapt to changes in trends and behaviors. Tables (4.1) and (4.2) summarize the results.

Table 4.1. Importance of training functions as rated by participants.

No.	Training Functions	Percentage of response range %			
		Agree	Not Sure	Do Not Agree	Total
1	Help staff perform their tasks in high quality.	100	-	0	100%
2	To introduce new employees to the work.	77.5	0	2.5	100%
3	To introduce staff to new procedures and technological changes within the Organization.	80	5	15	100%
4	Provide employees with an opportunity to develop their knowledge and skills.	100	0	0	100%

Table 4.2. Training tasks for employees in government institutions

No.	Training tasks	Percentage of response range %			
		Agree	Not Sure	Do Not Agree	Total
1	Learn new ways to do business.	100	0	0	100%
2	Change trends.	15	55	30	100%
3	Change behaviours.	40	37.5	22.5	100%
4	Exchange of information.	85	7.5	7.5	100%
5	Learn from others' mistakes.	45	47.5	7.5	100%
6	Increase their knowledge.	100	0	0	100%
7	Strengthen relationships between workers.	85	15	0	100%
8	Performance Development.	100	0	0	100%
9	The highest quality of production.	95	2.5	2.5	100%

Question 5: What are common challenges associated with training methods?

Organizations around the world face challenges associated with different training methods. These problems vary from country to country based on their level of development, the extent to which training methods are developed, and the nature of each country's environmental climate.

This research found several findings emerged. Participants indicated that the training facilities are not conducive to training following practical modern trends. They are suitable for theoretical lectures but prevent interaction between participants and therefore trainees are not able to effectively participate.

Table 5. Problems with training methods

Problems with training methods		Percentages of how much % is answered			
		Agree	Not Sure	Do Not Agree	Total
Training rooms Rooms	One-way and without interaction.	52.5	2.5	45	100%
	They are used for training and do not give workers an opportunity to learn.	45	0	55	100%
	A theoretical rather than a practical set-up	65	0	35	100%
Technology	Provides information one way	60	25	15	100%
	No interaction between the trainer and technological methods	42	35	22.5	100%
	Difficult to design technological methods and techniques	64.1	30.8	5.1	100%
	Limited audio usage	75	22.5	2.5	100%
	The production of technological means is expensive	62.5	37.5	-	100%
	Workers' fear of technology	80	27.5	2.5	100%
	Management does not support the application of new ideas at work	31.4	-	68.5	100%
Applying new skills and knowledge at work Applying new skills and knowledge at work	Lack of overall management support	88.5	-	11.4	100%
Factors that prevent workers from applying new ideas at work	Organization culture	100	-	-	100%
	Employees are not satisfied	100	-	-	100%

Furthermore, use of modern technology, sound, and displays were listed as roadblocks. Trainees also indicated that management does not support ways to apply new skills and knowledge at work. The culture, capacity, and interaction with management in the government establishment are frustrating and discouraging for workers and for those who pursue government jobs.

Question 6: What are the factors that contribute to the failure of training programs?

There are 14 factors from prior literary studies and training theories were used as stated in table 6. From a research point of view, the repeated use of training methods was the biggest obstacle to success and that training facilities did not support desired training outcomes. A lack of departmental support was also a major driving factor. Other challenges included limited budget, lack of training availability, and stale training content.

Table 6. Factors influencing the failure of training programs.

No.	Factors that cause training programs to fail	Agree	Not Sure	Do Not Agree	Total
1	There are no rewards for acquiring new skills, <u>knowledge</u> and skills	60	17.5	22.5	100%
2	Insufficient time to implement the program	60	22.5	17.5	100%
3	The work environment does not support the skills and knowledge gained from the training	65	10	25	100%
4	Workers have no desire or encouragement	22.5	22.5	55	100%
5	Identifying the training need is inaccurate	42.5	17.5	40	100%
6	The learning need has changed after the course has been implemented	62.5	22.5	15	100%
7	Management does not support training program	72.5	10	17.5	100%
8	Insufficient budget for training	22.5	15	62.5	100%
9	Incompetence of the trainer	50	12.5	37.5	100%
10	Incompetence of training content	47.5	10	42.5	100%
11	The training method used	62.5	12.5	25	100%
12	The use of the same software for a long time under different labels	87.5	2.5	10	100%
13	Employees are unable to apply new ideas	60	2.5	37.5	100%
14	The training room environment is inappropriate	75	5	20	100%

These findings are consistent with prior studies of all the result as identify the minimum analytical approach in this study.

8. RECOMMENDATIONS:

Few recommendations have been pointed out from this study as its incorporate with workforce and organizational performance development that giving the employees flexibility to perform their work efficiently and demonstrate their creativity and innovation.

- Further cooperation and coordination between professional educational institutions and relevant government and non-government institutions (private sectors in the professional areas for interaction with professional environment activities in line with the policy of supply and demand in the diverse domestic and Arabian Gulf markets).
- Activate assessment results by preparing training programs to address individual vulnerabilities and highlight them.
- Funding of volunteer training programs for professional students prior to enrolling in service by specialized government or non-government professional sectors.
- To strengthen the policy of the knowledge economy and associated investment, and to internationalize higher vocational education for the development of a functioning labour force capable of competing in the world economy.
- To facilitate ICT-based educational and training programs by providing classrooms, laboratories and e-rooms capable of meeting the needs of trainees.

9. CONCLUSION:

Since achieving its independence in 1961, Kuwait has made changes and developments in all aspects of life, including education, trade, economy, and health. Most significantly, government has expanded, and these Kuwaiti government organizations have large training and education budgets. Kuwaiti organizations appear to have a clear strategy in developing personnel and training is linked to the organization's strategy. Furthermore, the majority have a formal training program designed according to training needs. The most commonly used training means are traditional ones, where there is no interaction between the trainer and the trainees, and technology is not used extensively in

training. Though training increased productivity and performance efficiency, there was no correlation between training and employee and customer satisfaction. Study of this research aimed to explore trainee views on training programs in the State of Kuwait in the extent to which training programs were considered to be in line with modern methods and training practices including the suitability of training facilities and technologies used like roadblocks to effective training and development.

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