



**THE ROLE OF TRAINING IN HUMAN  
RESOURCE DEVELOPMENT**

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# **THE ROLE OF TRAINING IN HUMAN RESOURCE DEVELOPMENT**

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## THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Shaho Saeed Braim titled “THE ROLE OF TRAINING IN HUMAN RESOURCE DEVELOPMENT: EMPIRICAL EVIDENCE FROM IRAQ” is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

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## **DECLARATION**

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

**Name Surname: Shaho Saeed Braim**

**Signature :**

## **FOREWORD**

First of all, I need to express my genuine gratitude to some individuals who helped me produce my thesis, and I am deeply thankful for their support, contributions, thoughtful discussions, advice, and guidance. Without a doubt, if it were not for them, I would not have been able to finish my thesis.

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## **ABSTRACT**

The present study is carried out to examine the role of training in terms of training programs, effective training material, and training methods in human resource development, such as new skills, knowledge, and capabilities. The study selected KIIB bank in Erbil city, for obtaining empirical data. In this regard, the survey questionnaire is used as an instrument for data collection and managed on all bank departments as a study population. The samples are directors, financial managers, bank's secretary of the chairman, investment managers, branch managers, sharia compliance managers, and IT experts who support online banking. Thus, the study sample is 50 managers who willingly participated in the survey. The independent study variable is training, and the dependent is human resource development. The study problem is the lack of leaders, and managers conscious regarding the significant role of active training strategies, programs, useful training materials that develop employees' skills, and abilities to improve organizational performance and achieve organizations goals effectively. The study problem is recognized by investigative valuations, devoted to the impact and relationships between training, and the dependent is human resource development. Therefore, a conceptual model was arranged, then proposed study hypotheses, and the empirical data analysis was conducted using SPSS v26. The results showed that training positively and significantly related to human resource development. Results also established that training significantly impact human resource development.

**Keywords:** Training, Development, Human Resources, Human Resources Management, and Kurdistan International Islamic Bank (KIB).

## ÖZ (ABSTRACT IN TURKISH)

Bu çalışma, eğitim stratejileri, programları ve kapsamlılık eğitim materyali açısından yeni beceriler, bilgiler ve yetenekler gibi insan kaynakları geliştirmedeki eğitimin rolünü incelemek için gerçekleştirilmiştir. Çalışma, ampirik verileri elde etmek için Erbil kentindeki KIIB bankasını seçti. Bu bağlamda, anket anketi veri toplama aracı olarak kullanılır ve bir çalışma popülasyonu olarak tüm banka departmanlarında yönetilir. Örnekler direktörler, finans yöneticileri, bankanın başkan sekreteri, yatırım yöneticileri, şube yöneticileri, şeriata uyum yöneticileri ve çevrimiçi bankacılığı destekleyen BT uzmanlarıdır. Dolayısıyla, araştırmanın örneklemini ankete isteyerek katılan (50) yönetici oluşturmaktadır. Bağımsız çalışma değişkeni eğitimidir ve bağımlı olan insan kaynağı geliştirmedir.

Çalışma problemi, aktif eğitim stratejilerinin, programlarının, çalışanların becerilerini geliştiren yararlı eğitim materyallerinin ve organizasyonel performansı iyileştirme ve organizasyon hedeflerine etkili bir şekilde ulaşma becerilerinin önemli rolü konusunda bilinçli liderlerin ve yöneticilerin eksikliğidir. Çalışma problemi, eğitim arasındaki etki ve ilişkilere adanmış araştırmacı değerlendirmelerle tanınır ve bağımlı olan, insan kaynakları geliştirmedir. Bu nedenle kavramsal bir model düzenlenmiş, daha sonra önerilen çalışma hipotezleri ve ampirik veri analizi SPSS v26 kullanılarak yapılmıştır. Sonuçlar, eğitimin insan kaynakları gelişimi ile olumlu ve önemli bir şekilde ilişkili olduğunu gösterdi. Sonuçlar ayrıca eğitimin insan kaynakları gelişimini önemli ölçüde etkilediğini ortaya koydu.

**Anahtar Kelimeler (Keywords in Turkish):** Eğitim, Geliştirme, İnsan Kaynakları, İnsan Kaynakları Yönetimi ve Kürdistan Uluslararası İslam Bankası (KIIB).

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## **ABBREVIATIONS**

**AML:** Anti-Money Laundering Law

**CBI:** Central Bank of Iraq

**ETM:** Effective Training Materials

**HRD:** Human Resource Development

**HR:** Human Resources

**HRM:** Human Resources Management

**IT:** Information Technology

**KIIB:** Kurdistan International Islamic Bank

**TM:** Training Methods

**TP:** Training Programs

**%:** Percentage

**R<sup>2</sup>:** R Square

## **SUBJECT OF THE RESEARCH**

In this study, the subject is managers in different management levels who work for KIIB within the bank's branches in Erbil, Iraq, who willingly accepted the invitation to participate in the survey by answering the survey questionnaires indicators self-administered in KIIB branches and their departments.

## **PURPOSE AND IMPORTANCE OF THE RESEARCH**

The primary purpose of the current study is to investigate the role of training in human resource development as empirical evidence from Iraq. Therefore, this study's importance embodied that practical training and its programs improve employee satisfaction and improve employee retention. Employees appreciate being able to build new skills, improve their job performance, and potentially evolve towards more challenging roles.

## **METHOD OF THE RESEARCH**

This study applied a quantitative method. The quantitative method is used in the study, when the researcher aimed to obtain empirical data by questioning direct respondents. However, the quantitative method is useful when the researcher tries to collect and analyze numerical data. It is also built more on creative plans and data results more willing and contented to realize. This description states that the quantitative method is mediator than other methods for analyzing numerical data. Whereas, it shares large amounts of data and figures. Therefore, a viable method of this study is quantitative.

## **HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM**

The study problem is the lack of leaders, and managers conscious regarding the significant role of active training strategies, programs, useful training materials that develop employees' skills, and abilities to improve organizational performance and achieve organizations goals effectively (Abdullah et al., 2020; Othman et al., 2020).

Therefore, this study emphasizes the effect of some factors indicating the effectiveness of training in developing employee abilities. The study attempted to answer the main research question: To what extent does training develop human resources' skills and abilities. The study hypotheses are about training relational impact on human resources development.

### **POPULATION AND SAMPLE (IF AVAILABLE)**

In this study, the population is all managers working at KIIB branches, those numbered around 100; however, according to the KIIB (2017), the bank is all employees are 596, but since this study investigates the role of training in human resource development. We surveyed managers only, who worked as bank directors, financial managers, bank's secretary of the chairman, investment managers, branch managers, sharia compliance managers, and IT experts who support online banking. Thus, the study sample is (50) managers who willingly participated in the survey.

### **SCOPE AND LIMITATIONS / DIFFICULTIES**

This study may not be limitless since there are insufficient vital and appropriate resources, written documents on the training strategies, and programs. Therefore, the researcher faced some difficulties. However, respondents were often unable to provide the required information. As a result, the actual condition became complicated to detect. The respondents did not want to answer all the questions, as they occupied their routine and professional work. A more comprehensive definition makes covering the entire region difficult. Taking approval from the KIIB authority has been a long process. We had to begin procedures to obtain data from the KIIB mentioned above, which allowed the researcher to obtain partial empirical data. Accordingly, a more significant survey sample may have made better outcomes to the generalization of the results. Consequently, future studies should focus on the larger population and samples, such as manufacturing companies.

# 1. CHAPTER ONE: Introduction and Study Background

## 1.1. Introduction

Organizations, including banks, to succeed in achieving their goals depend mainly on the workforce's efficiency in performing their tasks, their productive capacity, and the speed of adaptation to the levels of technology used. Hence, the workforce's preparation and suitable requirement can be considered a way to reach the goals (Smith & Smith, 2007). Training in the contemporary world is the tool and its means of development. That during-service training is the basis that achieves the continuous development of workers in a manner that guarantees to carry out their tasks, responsibilities, and duties in a manner that is appropriate to the developments of their work, their work that was not present at the time of pre-service preparation, and the results of many types of research have shown training has an essential role in the growth of culture and civilization in general. The importance of this emerges as the basis for all human learning, development, and development, hence society's progress and its construction (Appelbaum, Bailey, Berg, & Kalleberg, 2000). It is also a tool that has the best investment and employment. It has been able to achieve efficiency and efficiency in performance and production. Training is a new knowledge. It adds various information, gives skills and capabilities that affect directions, adjusts ideas, changes behavior, develops habits and methods, and thorough training. The preparation continues for the profession as long as the Its requirements are variable due to the influence of several factors, such as the explosion of knowledge represented in technical progress in all areas of life, as well as the ease of flowing information from one society to another and from one civilization to another (Ashton, & Sung, 2002).

Training plays an essential role through the role it plays in developing and developing the workforce at all levels and providing that workforce with developments and experiences that necessitate its awareness, especially as we live in a renewed and rapidly developing world in all structural and mechanical aspects. From here, we find that the decision-maker in any facility puts Within the framework of applied plans, a continuous training system is in place, as this contributes to the desired results of this training, which is good giving and quality of production for all levels (Batt, 2006).



Banks, and economic institutions are witnessing increasing technical changes, transformations, and developments due to the impact of intense competition resulting in turn from the phenomenon of globalization, which has made these institutions in a difficult situation, with which the typical performance is not sufficient to counter the effects of these changes. However, the situation requires them to work to improve their performance to high levels. It enables it to reconcile with its competitors; that is, it gives it the ability to compete at the global level to ensure the survival and achievement of the goals for which it was established. Human resource development has received increased attention by the researcher on the macro or partial levels, for what this development plays for the human element. It plays a vital role in achieving comprehensive development. As a practical component of any economic transformation and progress, the importance of human resources is considered one element that guarantees good performance and organizational effectiveness. Human resource development has also become one of the most critical topics due to considering this type of resource as the most critical resource that contributes to any institution's success in the long run. Comprehensive human resources are the most important and most crucial component compared to the rest of the institutions' resources (Boselie, 2005). Training, with its new knowledge, novel ideas, and various information, provides workers with many skills and capabilities, influencing trends, improving performance methods, developing an individual's capabilities, and helping to renew his outlook on the nature of the role plays in the organization, and thus raises his productivity and the organization benefits from this in the effectiveness of achieving its goals. Training also represents a more important field in the career qualification of human resources as a necessity to build individuals' competence when joining work and address their performance problems and develop their various capabilities and enable them to respond to accelerated information (Bowen & Ostroff, 2004).

This study is organized into four chapters. Chapter one describes and explains the study's topic, identifies the research problem, the significance of the study the framework, which includes the study model and hypotheses. The second chapter will review the relevant literature and theoretical models that concentrate on training, HRM, and HRD. The third chapter will provide the research methodology, which includes the design of the study. Chapter three dealt with the methodology, which included study

method and design, the study context that KIIB bank in Erbil. This chapter also addressed the study population and sampling, data collection procedures, data analysis, survey reliability and validity, and study subject. The chapter addressed the role of training in human resources development, based on empirical data obtained from KIIB bank managers. Thus, this chapter included statistical tests of the data accessed, such as descriptive statistics analysis and variance analysis using independent t-test and ANOVA. Also, correlation analysis and regression, and linear linearity statistics. However, the study's final section is conclusions and recommendations that revealed conclusions from empirical findings recommendations. The study expected contributes, limitations, and suggestions for future studies.

## **1.2. Research problem**

Banking institutions are considered as a significant sector, which is linked to everyday business functions. Each of them pursues to achieve specific goals that are impossible to achieve if the appropriate human resources are not available. However, human resources' task is not limited to the organization's human resources needs, the selection, and provision of these needs. Instead, it includes broader topics such as improving competencies through training, as it is among human resources management functions that developed individuals' skills and capabilities (Storey, 2001). Accordingly, the training function has become an investment that will return to the banking institutions by acquiring additional skills, concepts, rules, new trends, and bank-level by improving the quality of banking services and increasing it. The management must provide the material capabilities and specialists for training, which may be costly to the organization. Still, the return is profitable by improving individuals' efficiency and performance and raising productivity, thus ensuring the institution's survival (Smith & Keating, 2003). The study problem is the lack of leaders, and managers conscious regarding the significant role of active training strategies, programs, useful training materials that develop employees' skills, and abilities to improve organizational performance and achieve organizations goals effectively (Abdullah, Mustafa, Othman, & Sadeq, 2020) (Othman, Mustafa, Abdullah, & Sadeq, 2020). Therefore, this study emphasizes some factors indicating the effectiveness of training in developing employee

abilities. The study attempted to answer the main research question: To what extent does training develop human resources' skills and abilities.

### **1.3. Research Importance**

Training is a process that helps develop the knowledge and skill set for employees to advance and change their performance in the workplace. Training provides awareness of the information needed to do a specific job, the knowledge to improve the job, and the skills needed to demonstrate employee capabilities. Training is considered adequate only when it addresses the knowledge/skills gap and prepares employees for the future with a new skill set (Vinesh, 2014). Training programs boost employee satisfaction and improve employee retention. Employees appreciate being able to build new skills, improve their job performance, and potentially evolve towards more challenging roles. Employees feel their value to a company where employee education is promoted, building up the workforce at all levels and furnishing that workforce with improvements and encounters that require its mindfulness, mainly as we live in a restored and quickly creating the world in all essential and mechanical viewpoints. From here, we find that the leader in any office puts Within the structure of his applied plans, a constant preparing framework is set up, as this adds to the ideal aftereffects of this preparation, which is acceptable giving and nature of creation for all levels.

As a powerful part of any economic change and progress, the human asset's significance is viewed as one of the components that ensures excellent execution and authoritative viability. Human asset advancement has likewise gotten one of the most significant points because of this asset's thought as the most significant asset that adds to any establishment's accomplishment over the long haul. Far-reaching HR is the most significant and most significant segment contrasted with the remainder of establishments' assets. Training occupies an essential place among the administrative activities to raise production efficiency and improve work methods by changing individuals' skills and abilities to develop behavior patterns that they follow in performing their work (Laursen & Foss, 2003).

## **1.4. Study Purposes**

The primary purpose of the current study is to investigate the role of training in human resource development as empirical evidence from Iraq. Training is one of the critical functions of human resources management as it falls within the advanced ranks in the list of factors of success of institutions in the world since its great importance (Laursen & Foss, 2003). That is reflected through employees' performance and keeping pace with the rapid changes that affected all work environments and formed pressures in all directions on institutions that must be adapted by focusing on training its employees to better their performance (Smith & Billett, 2005). Thus, the study also attempted to reach the following purposes:

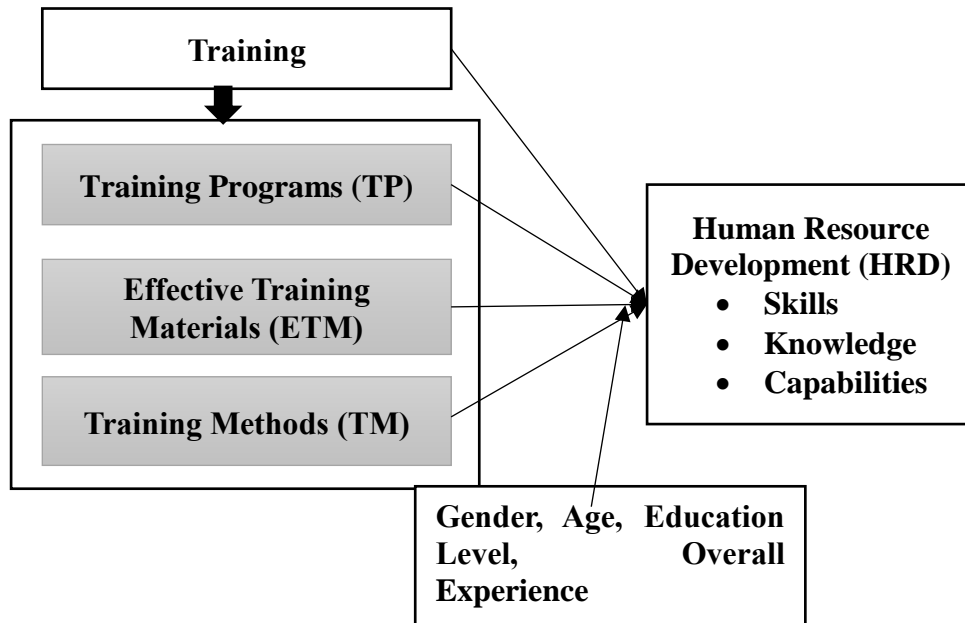
1. Reveals the role of employees' training in enhancing their needs for new skills, knowledge, and capabilities?
2. Identifying the comprehensive training material improves new skills, knowledge, and capabilities.
3. Finding the training material's diversity in enhancing new skills, knowledge, and capabilities.

## **1.5. The Conceptual Study Model and Hypotheses Development**

### **The Conceptual Study Model**

The ultimate purpose of this study was to investigate the role of training in human resource development as empirical evidence from Iraq. Fig. 1.1, below reveals the conceptual study model. The model four constructs. These variables are training programs (TP), effective training materials (ETM), training methods (TM), and human resource development (HRD), measuring by improving skills, capabilities, and knowledge. A similar model was examined by (Smith & Smith, 2007); in their research, they investigated the impact of training in human resource development in organizations. Mulang (2015), in his research, examined the significance of training for improving human resources. However, based on this model, the study proposed the following hypotheses.

Şekil 1: The Study Conceptual Model



Source: Developed by Researcher Based on the Literature Reviewed

### Hypotheses Development

Vinesh (2014) indicated that training and development is the field concerned with organizational activity aimed at bettering individuals and groups' performance in an organizational setting. It is a combined role called human resources development (HRD), meaning the development of HR to remain competitive. In their research, Smith, and Smith (2007) investigated the impact of training in developing HRM in Australian organizations. Results found that training significantly affects human resource development. Mulang (2015) analyzed the significant role played by training in promoting HR development in the organization.

*H1:* Training in terms of (training programs, effective training materials, and training methods) positively and significantly related to human resource development (HRD).

*H1a:* Training programs (TP) positively contribute to human resource development (HRD).

*H1b:* Effective training materials (ETM) positively contribute to human resource development (HRD).

*H1c:* Training methods (TM) is positively and significantly contributing to human resource development (HRD).

*H2a:* There are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's gender.

*H2b:* There are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's age.

*H2c:* There are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's education level.

*H2d:* There are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's overall experience.

## **1.6. Reasons for Choosing the Topic**

The human element is one of the essential resources in different organizations, as the resources and other components of the organization depend on the efficiency of the human element in its management (Vinesh, 2014) as it is the key to success in achieving the effectiveness of the use of other elements (raw materials, management, marketing, money) and then the required goals. Developments in society and the world increase the importance of developing human wealth as an entry point for progress and increasing interest in developing human capabilities and competence. Without this, other resources cannot be invested, and there will remain an apparent deficit in obtaining high levels of performance and quality (Otman, Mustafa, Abdullah, & Sadeq, 2020). However, since training is essential in the functioning of working life and to achieve a balance between the needs of the institution and the needs of individuals, the organization needs qualified individuals who help it achieve its goals since the emergence of some problems in institutions in dealing with the training process.

Furthermore, finding an effective way to deal with the institution's training process strategy in human resources development.

## **2. CHAPTER TWO: Literature Review**

### **2.1. History development for manage human resources**

Manage human resources as a modern form aren't a time balance, but they are result for many developments which return to the industrial REVOLUTION's beginning these developments contributed in show need to manage human resources in a facility, many of reasons change increased interest in manage human resources as a specialist job and management's branch, here are some of those reasons (Boxall, 2003).

1. Industrial expansion and development in the modern age (problems happened between management and human resource, that led to need to specialist management that specialize in human resources problems in corporations)

2. Greet expansions in culture and education chance for workers.

3. Increase government intervention in relations between workers and employers (issuing laws and legislations for work, this led to importance specialist existence to create joining between management and individuals)

Of the most important stages that it went through manage human resources in mid-nineteenth century to date: (Butler, et al., 2004).

The first stage: industrial life's developments: (the industrial revolution):

The industrial life developed after the industrial revolution where the industry was forbidden before that in specialized cults system, where industrialists practiced , for example, their handcraft In homes using simple tools , In terms of human resources development the industrial revolution was the beginning of many of human problems where:

Looked at worker like a commodity could buy and sell them, after the management based on machine more than it's basing on worker.

The appearance many of the frequent jobs , that require skill due large factory system , however, the industrial revolution led to greet increase in the commodity production.



The second stage: appearance scientific management movement : of the developments that contributed in the emergence of the importance of human resources management where spread scientific management movement led by Taylor , who arrived to 4 for management, namely :

1. Development of management share: Taylor intends to replace the experimental method (or true or false way) with scientific way that based on Boolean principles and structured notice evaluate aspects of the activity that are related in job where simplifies the work required based on the highest resources and equipment used.
2. Scientific selection for workers: Taylor consider it the basis for the success of human resources management.
3. Interest in developing and teaching human development (Taylor confirmed that the worker will not produce the energy required of him until he is ready to work)
4. Real cooperation between management and human resource: Taylor confirmed it is possible reconciliation of the worker's desire in increase his wages and desire employer in reduce the work's cost by increasing labor productivity by share in increase the income for increase the productivity rate.

The third stage: growth international organizations:

At the beginning of the twentieth century, The international organization in countries have grown and strengthened, especially in transportation and heavy materials, workers unions tried increase the things, reduce work hours and change scientific management movement that help in the emergence workers unions.

The fourth stage: the beginning of the First World War:

Where appeared use new methods to test the employees before set them up like (-B), it was successfully applied to work for avoid their failure's reasons after employ them, with development scientific management and industrial psychology by some of its specialists.

Apparently the human resources management appears in facilities to help with employment, training, health care and industrial safety and could it take into

consideration these vanguards which help in formation human resources management in its modern sense (Guest, 2002).

Interest in social welfare increased for worker during create social services and housing centers. Establishing these centers marks the beginning of the emergence of the human resources department in 1919 and 1920 and it established many of human resource revenues in public institutions (Huselid, 1995).

The fifth stage: Between the First World War and the Second World War:

The end of the twenties and the beginning of the thirties of the twentieth century witnessed developments in the field of human relations where it did Hothon's experiment which conducted by Elton Mayo. Experience has convinced many of the importance of workers' satisfaction with their work, and providing them with what suits them and working conditions.

The sixth stage: after Second World War until now:

In this stage the work's scope has expanded which the human resource management doing it, where it contained on training and development employees, put programs you motivate them and rationalization human relations and not only save the human resources files and adjust their attendance, extravagant, and routine work.

### **Human resources management concept**

Before pointing to human resources management concept, it sheds light first on term "human resources".

Resource concept:

Max Sorpin: it is something that has value and can be used, and either available or not available and requires some effort to make it available, and individual can make it tool could used it for doing job or to satisfy the need or for solve the problem. (Laursen & Foss, 2003).

Robert Packer: it is services are present in the community and available to anyone who need it: Packer describe it also :it is the six economic, social and material resources available in a society and material resources available in a society which contribute in submit people's needs and solve their problems.

## **Human resources concept**

Human resources definition they are the workforce (individuals) size and the groups in the organization which differ in its composition and its experience in its behavior and ambitions, where different in their job, administrative levels and professional paths. (Marchington & Zagelmeyer, 2005).

Human resources: it is first -class mental energy, in tellectual ability and information source and suggestions, and it's active and capable ingredient to positive participation in opinion and writing, where human resources is one of the most important elements of work and production.

It was introduced by Peter Drucker, leader of MBO at the School of Management with human resources goals, namely it is the only real resources, very organization has one real resource is the individual or the person, the resource in any organization and it is a source of all success as it managed well and is the sources of failure if it is poorly managed (Smith A. , 2003).

It also means the group of individuals and groups in the organization in a specific time and they differ in terms of their experience or, their orientations and their levels and human resources used to achieve the goals of the organization (Smith A. , 2006).

Generally, means the concept of human resources all processes like the layout, regulation, guidance and control for all sides related to individuals, in order to preserve it and develop it and educate her without the need for any administration (Smith & Billett, 2005).

## **Importance and objectives of human resources**

By this requirement, we will learn the importance that lies in the importance of human resources and it is most important goals (Smith & Dowling, 2001).

First: the importance of human resources

1. Its interest in individuals as the main human resources in the organization.
2. Developing the skills of workers in the organization.
3. Developing appropriate training plans for employees.

Another importance of human resources is:

1. Provide advice and praise to executives in all sides related to employees.
2. Providing all procedures related to working personnel to ensure better productivity and high performance.
3. Ensure coordination between all activities related to working individuals and administrative units in the institution
4. It assist managers in uncovering major difficulties and problems related to work and affecting on individuals.

Second: the goals of human resources management

1. Attracting qualified job seekers who want join their employees.
2. Good selection of individuals applying to work in the organization.
3. keep new workers in organization
4. Developing a highly motivating and encouraging system.
5. Developing workers' capabilities and skills.
6. Training workers, forces raise their efficiency and tell them the latest development in their work field.
7. Giving powers and assistance to the workers to make them provide the best tools.

### **The most important human resources management function**

Human resources management functions interest based on specialized activities related to working individuals in organization, including: (Smith & Hayton, 1999).

1. Planning human resource, related to determine the required requirements from workers 'forces in the organization (by quantity and type) based on activities type which must doing it in the organization.

2. Job analysis, description, and rating; this activity related to job analysis and rating and define surrounding jobs and responsibilities in all functional level in the organization.

3. Choose and set system: this activity related to define choose and set ways the employees during procedure appointments choices, interviews and conditions which is necessary to that.

4. Design wages and motivation system: by doing this it is designed wages system related to all specific job level, in addition to determine financial incentives and moral at the individual and collective level for workers in organization according to the performance surrounding them.

5. Preparing training plans: where allowed continue in the pursuit towards improving and developing workers' skill in the organization through it this is done through the appropriate training and development programs for them.

6. Design performance evaluation system: based on that established administrative and organizational controls for performance evaluation the workers according to the rules and regulations through which the method of justice and equality is regulated in general evaluation for individuals, collective performance and a social and health care for workers in organization

7. Put transfers upgrades system: this mission put promotions and transfers control for workers in organization.

8. Maintenance and care of employees: this function is concerned with setting occupational and industrial safety controls, health, and social care systems for workers in the organization.

9. Providing services to employees: this function is concerned with setting social, cultural, and entertainment services and all the facilities, which contribute to improving the prevailing relations between work, trust, affection, goodwill and other important controls in creating loyalty and belonging to the organization.

So it is clear that: human resource management means all activities related to working individuals is starting with the selection and appointment processes according to the planning needs of the organization, during provide efficient facilities during create loyalty and belonging to the organization and finally with retirement.

This is service to the organization and whenever this organization has the ability, you achieve the goals efficiently, whenever it does so to achieve the concerned organization's effective strategies to achieve its goals with greater worth.

### **Human resources development**

It is considered the most important jobs in the organization, which interested in human resources and efficient investment in this organization, during a group of policies required to implement this during this object it is divided into four requirements it is: (Abbas & Yaqoob, 2009).

The concept of human resource development before we touch the concept of human resource development, starting we see the need to determine the intended of development then the human resource development.

Definition of development: it will likely be the first of the word "development" in the modern sense "Yijin Steele" who suggested a plan to develop the world in 1939.

According to the modern perception, we define development that: it is the result of interrelated and continues political, economic, social and administrative interactions and all of them -of equal degree -independent and dependent factor together.

Development is defined that: development change and improvement of intended and organized awareness in economic, social, political, cultural and administrative aspects, with the aim of moving in society from the desirable state to the undesirable state.

### **Human resources definition**

Organizations although different, use two types of resources for achieve its goals, material and human resources, this the last type is motive and using for first type (Anam Amin & Lodhi, 2013).

The human resources in the foundation are the entire individual who work in it. In addition, they are collection of individuals and groups which forming the organization in specific time and they differ among themselves in their composition, behavior and job.

Human resources development definition: we could give you many definitions for human resources development, including:

It is stage which come after getting suitable individuals for doing works, it hope to raising their skills and experience level during suitable training for performed work type (Githinji, 2014).

It is one of the basic foundation in motivation and save on develop capacity and competencies for human, it is educational way witch give the knowledge, information, theories or principles to the people, that which increase its energy for work and production.

In addition, it called the changing in knowledge, skills, interests, valuable, bearings, inclination capabilities, experiences and own knowledge for building the society levels (Antwi, Opoku, Seth, & Margaret, 2016).

But for us and in the end the human resources development mean that which work to increase knowledge, skills, capabilities and competencies for human resources which enjoy it by society and which are developed according to activities and methods, including training, learning, performance evaluation, continues training, communication, preparation and human relations (Appiah, 2010).

## **Human resources development**

Based on in the most of the facilities on four basic levels (Arghode & Wang, 2016).

### **1. Senior management:**

bearing responsibility, create and arrive future vision for human development concept in facility, and based on that every behavior taken by man led to growth or progress the workers forces, and must revision system, facility structure and people.

Resource policies, creating an appropriate environment in which individual can succeed and prosper, provide the action plan by departments and following up on procedures.

2. Supervisory management: it carries the basic responsibilities to ensure that individuals learning opportunities to determine their potential and this potential responsibility it means the following:

Presenting work to encourage and support the acquisition of skills, knowledge and directions that individual need to be able to carry out their work in a unified manner and evaluate performance to help individual develop their skills and review and evaluate results.

The line manager, in fact, is the most important element in the development of individual. He is the closest to monitoring actual behavior, and is able to reveal the capabilities of the individual and his problem, he cares about that, he is more able to define his training needs and define the main responsibilities that the direct manager bears for the development process as follows: (Ascher, 2013).

Participation in choosing the individual and assigning him to work.

Monitor actual performance and assistance to overcome performance problems.

Detecting the individual is training needs and training on the job.

Use reward and punishment systems to direct actual behavior in the right directions.

3. The individual:

As a member of the organization's team, he is responsible for knowing his needs related to daily work, future career changes and aspiration.

3. The specialized entity: the facility may have a specialized position responsible for individual development, and sometimes the personnel affairs department is responsible and sometimes the training departments are either within the personnel affairs department or independently from it, and sometimes training and development is part of another area of activity.



## **2.9. Human resources definition**

First: reasons for human resource development (Asaw, Argaw, & Bayissa, 2015).

human resources development and need to it became the great worried source for human resources management, that is in light of the current challenges and circumstances, which could circumvent it or avoid it, so that the most important and supreme reasons which contributed in building need to human resources development in the institutions, they are as follows:

1. Increase in workers number whence their components and skills, and emergence of jobs which has private and complex qualities or open job.
2. Improvement the skills and capabilities and knowledge of human resources to save their different levels including performance, directing new human resources and introduce them to their jobs.
3. Providing self-motivation for human resources to increase its efficiency and improve it in terms of quantity and quality.
4. Formation human resources for confrontation the variables, which surround the foundation in various, fields and make it the first line of defense in protecting and stabilizing the institutions.
5. Create opportunities for human resources for progress to jobs with greater responsibilities.
6. The formation of human cadres to face the challenges imposed by the external environment with the institution in several areas such as the globalization of employment and the spread of competitive spaces between goods and services produced with different specifications, sizes, advantages and characteristics, including designs, equipment, installations and various processes.

Second: human resource development goals:

Through the previous definition of human development, the goals of human resource development in general can be defined as follows: (Azara, Naqavi, & Khan, 2013)

1. It enables individual to live healthy for a long time, by satisfying their basic needs by providing them with the necessary clothing, the provision of drinking water, provision of necessary clothing, the provision of the necessary sanitary facilities and services.
2. Personnel education and literacy.
3. Ensuring the full participation of women in all areas of life
4. Consecration of political freedom and popular participation and respect for human rights, justice and addition.

Make human resources adaptable with technological developments in addition to this goals, the general assembly for United Nations determined eight basic goals for human resources development during this period from 2000 to 2015, namely:

1. Eradicate extreme hunger and poverty or reduce individual's rate, which live with less than one Dollar in the day, and malnutrition's rate to the half.
2. Investigation generalization primary learning, during guarantee all the children are able to complete the primary learning.
3. Strengthen the equality between both genders, during make woman adaptable to live her life and destruction on disparity between both genders in primary and secondary learning.
4. Reduce the death rate for children during reduce the death rate for children under five by two-thirds.
5. Improve man's health during reduce the death rate during their pregnancy and birth by three quarters.
6. Develop inclusive and international partnership for development, during repair moral soul, trade system with especially dealing for the poorest countries.

### **2.9.1. Requirements have to considerate theirs for human resources development**

human resources development which emanate from strong future vision of human resources capabilities and possibility, it has one goal related to this vision in

addition to an appropriate strategy for investigation this goals, for investigation human resources development have to considerate the following requirements:

1. Organization human resources job during way enable of matching between individuals properties and organization's needs.
2. Providing individuals with experience in human resources development where divided to three levels:
  - Senior management level, which requires energetic and essential properties, namely: understand, honesty conviction of human resources, adequate conviction in strategic entrance importance and desire to continue with it and create suitable atmosphere for work.
  - Unit or department level, allowed this level work closely with direct manager for help in develop plans and policies of human resources development where it is the closest not for actual human behavior to human resources and discover their behavior and problems and therefore able to determine their training needs.
  - Operations Level: Identify skills related to the relationships between human resources and technical expertise in specific jobs and specific operations for training and development.
3. Effective management of human resources and the completion of its work and tasks with high efficiency, and this requires the presence of specialists with high scientific experience.
4. Linking human resource development to the organization by identifying strategy, needs, management, and operational level, and drawing strategic plans to meet those needs.
5. A future and cultural vision for the development of human resources by submit positive values for the security of the human resources of the organization and a future vision for the continuous contribution to training and development of the workforce and its role in achieving the goals of the institution, the institute.
6. Defining the goal and policy of resource development that is, moving from the general future vision to the importance of human resource development to

express this vision with policies that clearly define the goal of human development in the enterprise.

7. Developing human resource development strategies, There are three strategies to achieve this goal:
  - The first strategy (perceptual): It includes modifying ideas, beliefs and way of thinking based on many curricula such as books, films, training programs, etc., all of which are basic forms of communicating information, whether in one or two directions.
  - The second strategy (behavioral): This strategy tries to change the behavior directly within a specific environment, such as Model behavior or role-playing role so that the behavior changes and the environment does not change.
  - The third strategy (environmental): Assuming modification of the current work environment for human resources such as job recycling or team building.

## **2.10. Human resource performance**

The issue of performance is receiving increasing attention in all developed and developing societies alike, everyone work on

Improving and raising the level of performance to the point that it has become a benchmark and a primary indicator of economic and administrative progress.

Concept of human resource performance:

The term performance is widely used in business, yet it is difficult to give a simple definition and specified, among the definitions of human resource performance. (Batool & Batool, 2012).

The degree of achievement and completion of the tasks that make up an individual's work, and reflects how an individual fulfills or fulfills the requirements of the job out.

- It is the result of a series of activities related to a job, department, or department that an employee or manager undertakes to achieve a goal a certain.

The level achieved by the individual worker when performing an operation, in terms of the amount of work provided by the party.

- From the above, it can be said that the performance represents the results reached by the organization's various activities through Reconcile between its various resources during a specific period of time, which reflects the extent of achieving the goals or the extent of improvement Use available resources.

## **2.11. Human resource performance evaluation**

The performance appraisal process is the first step that leaders in the organization take in the process of improving individual performance to encourage good performance and remedy poor performance.

### **2.11.1. Definition of human resource performance department**

Performance appraisal is defined as a formal system organized by the human resources department in the organization and tends to set of foundations and the scientific rules and procedures according to which the performance evaluation process is carried out, whether that is heads, subordinates or working team that is ,all its employees, so that each administrative level assesses the level of performance, Below it starts from the top of the organizational hierarchy, through its administrative levels, and reaches its base (Bilal, Shah, Kundi, Qureshi, & Akhtar, 2014).

The best estimate of the performance of each employee is provided separately over a period of time to estimate the level and quality of his performance, and implemented the process for determining whether performance is good or not, and in which areas this evaluation may include the assigned work to the individual, his efforts, or his behavior.

### **2.11.2. Methods of evaluating human resource performance**

There are many methods used to evaluate the performance of the organization's employees, including: (Celik, 2011)

1. Official progression way: This method is considered one of the oldest, simplest and most common methods. Performance is measured the worker according based on specific standards such as quality, performance, amount of performance and knowing work type , appearance and cooperation etc. Scores are assigned on the basis of 1 to 5 (poor, acceptable, good, very good, outstanding) where it

represents number 1 is the lowest rating and 5 the highest, despite the ease of this method and the low costs of setting it up, it assumes the same weights for all qualities, although the costs for these different characteristics between each other. And the criteria used are the subject of controversy and are not accurate in addition to and the possibility of the supervisor's basin evaluation process.

2. The ranking method: It is an easy and old method for correction the performance of employees, where the department manager preparing the names list of his employees and arranges them in ascending or descending order according to their efficiency ratio, for example, one number is given to the best, then the graduate until it reaches the person at the end of the list, who represents the worst where this table is not negative and not based on functional criteria and then comparison between people, this is how the manager takes sides in the arrangement process, therefore, it is better for more than one person to cooperate in handling the arrangement alongside the manager provided that they are aware of the performance of the workers whose work performance will be evaluated.
3. The Critical Facts Method: The aim of using this method is to exclude the possibility of evaluation on a personal basis performance is evaluated here based on the worker's behavior during work, The direct manager of the workers records in his file the facts and events that occur during work, whether good or bad , during the periodic evaluation process, the manager reviews this file in preparation for issuing his judgment on the work performance this method is characterized by personal bias and the evaluation process is related to significant events that occurred throughout the evaluation period, but this method requires some kind of direct supervision of the workers There is an innate possibility of a supervisor's tendency to record bad facts and underestimate positive accomplishments.
4. Selection method: This method is based on a checklist of specific questions and phrases about the worker's performance. The direct supervisor answers these questions, and then the HR department gives weight to these answers (Without the resident's knowledge). Depending on the importance and weight of each sentence or question from the advantages of this method, its simplicity and

ability to be converted to fit every group of jobs. However, its main disadvantage is that the rater is given the same weight for each question.

5. The written report method: It is a simple method through which the manager or supervisor writes a detailed report about the worker describes his weaknesses in addition to the skills he possesses and which can be developed in the future and the extent of the possibility. Career progress and promotion of the worker despite the abundance of information could that the report includes the opposite of what the supervisor has in terms of ideas, style and writing method, as this method does not contain standard specifications for the form of the report, and what are its components, and its lengthening in addition to the fact that the report depends on the skill of the translator, and for these reasons, the report may lose the element of comparison with the reports. As for the other mediators who are prepared, they are different.
6. The method of managing the objectives: the previous methods depend on the management in the evaluation process, where the line manager is responsible for determining the evaluation criteria and for judging the efficiency of the performance of his subordinates. Where the agents participate with their boss in the evaluation and standards of performance, in the past and future.

### **2.11.3. Human resources performance evaluation criteria**

Performance evaluation includes three basic aspects, which determined types of evaluation criteria are determined. These aspects or types describe good performance in three aspects: (Del Valle, Castillo, & Rodriguez-Duarte, 2009)

First: Criteria for describing personal characteristics

Means the positive personal qualities that an individual must demonstrate during the performance of his work, as it enables him to perform them successfully and efficiently, for example: honesty, Sincerity, belonging, and the person who shows his performance in it. There is no doubt that it will reflect positively on his performance, which contributes to the evaluation of this good performance. The evaluation of the traits is not an easy thing, as it requires the evaluator to monitor the performance

continuously, in order to be able to reveal the extent of his presence with him the reason for this difficulty is due to the fact that it is intangible.

Second: Standards for describing behavior

Behavior means the positive behaviors issued by the individual subject to the evaluation and indicates the good aspects in his performance. These behaviors include, for example: cooperation, perseverance at work, initiative, difficulties and difficult problems, good dealing with customers, etc. The evaluation of these positive behaviors by the evaluator also requires constant follow-up by him. The performance of the person evaluating their tool and thus evaluating it also describes the difficulty, but to a lesser degree than evaluating characteristics (Ellis, 2014).

Third: Criteria for describing results:

Outcome criteria clarify what is intended to be achieved by the individual evaluating his performance, and which can be measured and evaluated In terms of quantity and quality, or cost, time and return, these achievements represent the objectives required of it There is no doubt that these criteria are more accurate in describing good performance, but it is difficult to use it in assessing human resources that perform work with intangible productivity for example, the human being who performs administrative work, and the results are evaluated which achieved by the individual by comparing his actual achievement with what is specified in it, and then determining the level of this achievement (Elnaga & Imran, 2013).

## **2.12. The role of training in human resource development**

Training is an activity that the organization pays great attention to, as it aims to develop the capabilities of human resources in work and through it provides the individual with the new information and skills required to achieve the organization's strategy in the environment, if the nature of the changes that organizations undergo at the present time, whether technical or organizational, have become duty on it the necessity to match human resource capabilities with the latest developments in order to achieve what it wants organizations, and it became necessary for them to search for appropriate training programs for human resources in centers various training. The training function is also seen as a complement for employment. It is not enough for organizations to choose and appoint employees, but these individuals must be identified



and their capabilities developed to do works based on them and helping them to acquire new information and knowledge, providing them with new working methods, and refining their skills training has multiple impacts on human resource performance, the most important of which are: (Emeti, 2015)

To develop a sense of loyalty and loyalty to the organization.

Reducing absenteeism from work and work sessions.

It strengthens human relationships between individuals and develops their attitudes.

Raising awareness of human resources about the importance of training and gaining their ability to search for new and updated work in various fields

(Teaching): a broad term that includes the context of a topic and aims to provide information on the part of the individual to develop his habits and habits.

(Development): It is about developing a person's abilities in a way that helps them understand the problems they are facing, on the term coaching there are a number of definitions, including: (Gosh, Satyawadi, Joshi, Ranjan, & Singh, 2012).

1. Training: it is the continuous activity of the organization that emphasizes the individual to bring about change in his knowledge and skills and his technical capabilities to meet a specific need in a person's present and future, in light of the requirements of the work that stands for his sake and under his light, future expectations include work within that organization.
2. Training: An organizational process changes the attitudes and feelings of the trainees in order to increase and improve their reactions and performance.
3. Training: is the organizational development of the information, skills and ideas that must be available to the trained individual to perform his duties in the required manner.
4. From the above-mentioned definitions, it can be said that training is related to human activity which general purpose is to emphasize improvement can be done individually and collectively, and in either case it can be organized In a way that can be developed through information and action in order to do things better and this will increase organization capacity and effectiveness.

### **2.12.1. Importance of training**

Training is of great importance to organizations in various ways and this is due to the benefits accruing either to the individual or to the organization (Glaveli & Karassavidou, 2011).

The importance of training for the organization: (Hafeez & Akbar, 2015)

- Increase organizational performance.
- Training contributes to creating a positive attitude for employees towards work and organization.
- External assistance in updating and updating information to suit different variables in the living environment.
- Leads to issuing executive decisions and developing methods, principles and terms of reference of the administrative presidency.

The importance of training for individuals: (Helmy, 2015)

- External assistance to improve their understanding of the organization and clarify their roles in it.
- Helps solve their problems at work.
- It develops to increase performance in performance and provides opportunities for employee development and development.
- External assistance in developing self-management skills and increasing employee welfare.

Training principles and objectives:

#### **1- Principles of Training**

Training practices have a set of general principles that must be taken into account at various stages (planning implementation, follow-up, monitoring and evaluation), and the principles of training are summarized in the following points:

- A. Rationing: training must be done according to a rules and regulations that have been applied within the organization.

- B. Existential logic: Training should be based on a logical, realistic, accurate and clear understanding of the logic of the needs' training.
- C. Targeting: The training objectives must be clear and objective, and they must be implemented and defined in terms of time, location, volume and cost.
- D. Comprehensiveness: Training must cover all aspects of human development in terms of skills, knowledge and will and capacity.
- E. Grades: The beginning of the training should be the beginning of the solution to the normal issues and then the planned planning and the organizer towards a more complex topic.
- F. Continuity: Training begins with individual entrepreneurship and continues step-by-step to develop, provide the individuals, and assist the employees to adapt and continue to adapt to current and future changes.
- G. Adaptation: The training system and its performance must be developed to keep pace with the development of tools, tools and methods to meet retraining needs and adapting to the employees' professional level and providing them with job services (Hogarh, 2012).

The training basics are as follows:

- Continuity (altruism): means the continuation of the training practice.
- Recognition: means that everything is worth learning.
- Self-awareness: that is, development is a general self-act.
- Interaction (interaction): between the trainer and the trainee and the ability of both to benefit and benefit.
- Generalization: The trainer benefits from the results of training in various personal activities and benefits from management and science and other things.
- Positive (positive): Training is a positive activity.
- Self-control (training): Training includes all employees at all levels of management.

### Training objectives:

- Increase the knowledge and training of the trainees.
- Trainees acquire the necessary skills to develop their skills in management.
- Developing the positive desires of the trainees towards their work and their peers.
- Increased stress in the workplace that appears to increase training.
- Increase the product that finds itself in the educational circuit by increasing the level of knowledge and reducing the rate of fall I have a student.
- With the trainees going out with things related to their work in the learning circle.
- Developing human relations in school communities.
- Raise the level of the individual through the acquisition of professional and practical skills used in the workplace (Jagero, Kombo, & Mlingi, 2012).

### Traditional goals:

Among the goals of the training are educational goals such as: (Kennedy, 2009) Training of new employees and introducing them to the organization, The organization's policies and activities, and the laws in force in the organization, giving specific information and skills for some employees when making changes to rules and procedures. Conducting extensive exchanges within the organization.

### Problem-solving goals: These goals aim to:

- Finding solutions to specific problems in the organization by addressing them through preparing and training employees until they can handle those problems.
- Using advanced scientific methods so that problems are not clearly defined here as it is for the traditional purposes, it requires the ability to identify, analyze, make comparisons and make appropriate choices for a solution Problems.
- Innovative goals: These goals find themselves at a high level in the training mission and aim to: (Khanfar, 2014).
- Achieving a high level of productivity and performance.

- To achieve this goal, you want to use advanced scientific tools and special aspects that include high ethics and support.
- For organizations that employ employees to make programs and training methods more innovative.

### **2.13. Types of training programs**

In this section, we will discuss the most important types of training programs: (Khattak, Rehman, & Rehman, 2014).

The types of training programs vary from writer to writer but we can divide the training into one type and classify them As follows:

- Training by purpose.
  - Site training.
  - Training in terms of time.
1. Targeted Training: We can classify training in terms of purpose:
    - Increasing information means increasing the ability of the individual to create creative ideas that can be adapted to the individual's work and confrontation challenges and overcome them.
    - Skills training: by raising the level of individual performance, this is achieved through acquiring knowledge and new skills in the field of work or continuous development.
    - Creating desires: developing the good desires of the individual appreciating his or her work, and appreciating effects the Social related to his work and subsequent implications.
    - Training for promotion: This is done through preparing the individual well prepared to perform the tasks required by his new job this is to gain knowledge and skills.
  2. Training in terms of location and place: In this way, the trainer uses the same materials and tools he used In the process of work after the end of training.

- Provide confirmatory opportunities for employee training while providing opportunities for inexperienced employees to perform work under the supervision of a skilled employee.
- Take advantage of the time when production pressure is not in training with an explanation and explanation of the detailed technical aspects.
- Red position on open door policy for staff suggestions on how to improve work.
- Competing for employees in their proposals, inspections and encouragement is considered additional and advanced training for employees.
- The arrangement can be classified in terms of location into two vertical parts (Kiweewa & Asiimwe, 2014)
- Training in the job.
- External training.

### 3. Training in terms of time

Pre-employment training: this preparation aims to prepare individuals in a scientific and behavioral manner to understand the tasks assigned to them correctly and at an adequate time to get-get-a job.

Pre-employment training is required for an individual before starting working life, in a way that is not possible for any university graduate who does not need him due to differences in the nature of their academic life and the nature of their working life; so, these exercises are a fun way to get into working life.

B-On-the-job training: it is a training provided to the employees who serve them with the aim of providing them with new information and experiences in their field of work to achieve their full potential.

Methods for determining training needs.

In this chapter, we will discuss the concept and importance of identifying training needs, their methods, and the challenges they face.

The concept and importance of training needs.

Through this section, we will present the concept of training needs and their importance.

Identifying training needs can be defined as information, aspects, skills, capabilities, or technical behaviors aimed at developing or manipulating due to changing circumstances or due to exchange or problem solving.

#### Importance of training needs

1. Determining the training needs of decision-makers leads to an effective and accurate level, and by planning and graphing, it brings scientific facts to the reality of work problems and creates work obstacles.
2. Identifying training needs reduces costs and financial expenditures.
3. That there is an opportunity to raise the level of individuals in their jobs and transfer them to more advanced jobs and then employ new people (Najeeb, 2013).

#### Methods for determining training needs:

In this section, we will present to you the most important methods that we can use to determine training needs, which will include the following:

The first method is to organize the analysis; it is the answer to the important question: Where is the required training? (In any department or branch) and the next way to analyze work (analyze work) this is an answer to another important question: what kind of training is required (skills, knowledge)? In addition, what part of the profession needs training? The third method: analyzing the individual who seems to have a role in answering his important question also: What kind of training does an individual need (Nikandrou, Brinia, & Bereri, 2009).

The importance of training needs is also due to:

1. Organizational analysis (Organizational analysis)

The goal is to determine the appropriate amount of organization for a specific and desired business goal, to provide an active organization, and to define the changes that should be more active.

2. Breaking down the goals of the organization (analyzing the goals of the organization).

A clear understanding of the goals of the organization provides a solid foundation through which we can determine the extent of the organization's activity and the extent of its success in achieving the goals it has already set, and the extent of its distance from achieving those goals.

3. Organization chart analysis (organization analysis)

This is done with the aim of defining the plan appropriately for the specific objectives of the organization, researching the departments and units that make up the plan, and knowing the extent of the distribution of authority and responsibilities and the amount of focus and assignment in the authority.

4. Job Analysis (Job Analysis):

It aims to analyze and define the types of skills, information and entities required to complete the work and to define the criteria by which it is used individual comparisons can be obtained, including studying and analyzing a group of departments this includes a description of specific tasks for a particular profession and profession. The rate of implementation and the changes or changes that occur in these sections.

5. Individual analysis (individual analysis)

It aims to identify the types of information, skills, and aspects an employee needs to develop a person's performance it will increase the productivity rate, increase the professional motivation and personality of the employees, and the training officials will be responsible for their own research and development activities. His motivation, willingness to learn, needs he wants to fill, and possibly level His intelligence with age, race, and general health (Obi-Anike & Ekwe, 2014).

Problems and obstacles that deepen the training process:

Here we will learn about the problems that hinder the identification of training needs, namely: (Onyango & Wanyokie, 2014)

First: The scientific lack of identification of training needs for the following reasons:



Lack of management awareness of the importance of identifying training needs accelerate the implementation of training programs so that there is no waiting time to determine the actual needs.

Attention to magnitude, not essence, and training of trainers is not related to their learned skills or behavior.

Training depends on the untrained and the uninterested.

Second: Repeat the same training programs with more than one training plan. Repeating training needs with the same plans: contrasts with technology, the emergence of new people, a mixture of others, and the increasing preparation of qualified competencies.

Third: The training does not meet the actual training needs. Upon evaluation, we find that the training did not meet the needs, because the unspecified needs were not identified in the form of specific training objectives in terms of time and quantity, design of a specific program, trainers, implementation, financing, and successful evaluation.

Fourth: There is a clear lack of data on which training depends in some institutions. You have a flawed Information systems due to the lack of a brother in modern methods in all information and its processing, and the lack of awareness of the competent manager or training officer or the training official as important information for the success of training.

Fifth: errors occurred in updating training needs, and that the training need contradicts what is already in place, In fact, it is the inability to separate the training problem from the other problems. Training problems are solved by training, Here, training may harm them more than it helps. So what training is done in the employee His qualifications and specializations are inappropriate, ambitious and motivating, and the reason may be the weakness of the incentive system.

Sixth: Weakness in conveying influence so that information is added instead of developing the employee's capabilities, skills, behavior, and performance.

Therefore, training considered that training has inputs, processes and outputs, and that training aims to achieve it, Changes in the individual's behavior, mentalities and

attitudes to meet the needs therein, and the reason is due to input trainers, time style, program content, and so on.

Seventh: Individuals' lack of interest in training programs, even if their goal is to schedule and develop the capabilities of employees and to enrich their information. This may be due to the trainees not participating in determining their training needs, and not being heard their suggestions and opinions on the skills, information and methods that would help them do their jobs better.

Eighth: Using a questionnaire to measure the needs that fits with his system and it may not be suitable for another system, but the performance must be adapted and technology if you want to reuse it.

Stages of the training process: (Otuko, Chege, & Douglas, 2013).

First: the stage of data collection and analysis:

Through this requirement, we will get to know the information that the training process needs through:

1. If the identification of needs is a prerequisite for the success of the program design process, then the process of gathering information analysis Related to needs is just as important as identifying the variables that are included in the needs identification problem Training, this is the reason. This stage of the five procedural stages when planning training is an important element in the insight process towards identifying the need and determining the effects and facts related to the topic of training needs, and these facts include the following: (Raza, 2014)
  - Information about the organizational tree in the organization (productivity, service).
  - Information on human resources and materials (experiences, qualifications, capabilities, skills, and behavior).
  - Information about the organization's policy towards goal setting.
  - Information about the organization's reception style and its suitability for the work structure.

- Information about the organization's basic duties, tasks and activities, how to exercise it and determining the extent of the gap between what exists as a function and what has been achieved.
- Information about the marketing activity of this organization.
- Information about the reality of the prevailing emotions (friendliness, sympathy, fear, neglect).
- Information about the level of discipline in the organization (penalties, absences, accounts).
- Information about planning, training and decision-making policy towards the future and their effectiveness in achieving the organization's growth (the ability of the system to create new jobs or to amend regardless of specializations, duties and goals in light of the changing market).
- Information about the effectiveness of the committees held and the number of times they were held.
- Information on the objectivity of writing annual competency reports.
- Information on the form and type of authority within the organization.
- Information about the climate prevailing in the organization (Awards - Salaries - Trust - Responsibility).
- Information on quality standards and monitoring.
- Information about the organization's success in evaluating performance (Sila, 2014).

The training needs determination stage:

We will discuss in detail the most important methods used to determine training needs. The methods that determine training needs are: (Sultana, Irum, Ahmed, & Mehmood, 2012)

1. Note: It is indirectly monitoring employees to find out strengths and weaknesses in performance that need training in order to address them.

2. Continuous discussions with employees and supervisors: Conduct continuous discussions with employees and listen to their suggestions and complaints to know what they are asking for from the training courses that help them do their work to do their work better.

One of the advantages of this method is providing opportunities for the employee to show weaknesses in his performance, and among its disadvantages is that many.

Weaknesses try to take advantage of it for many courses. It is also possible to discuss with supervisors who know the weaknesses in the performance of their subordinates, when and where they can be trained, but who have flaws this method biases some supervisors to nominate some employees.

3. Survey: asking questions upon the employees 'request to answer them, determining the problems they are facing, their causes, and proposals for solving them. Although its cost is low and does not require a long time to obtain information, it may be misunderstood in some questions, and therefore the answers on which the wrong decisions are based.

4. Submit complaints from unions and federations:

Where the latter is based, because of repeated work accidents or the feeling of workers belonging to this union, are not given an opportunity to develop themselves.

5. Job performance evaluation:

The best way to compare actual performance with what was planned in terms of quantity and quality is to know the weaknesses accurately and work to address them. Accordingly, we denied the validity of the hypothesis, which it considers the best way to determine the needs of the training program.

The design phase of the training program:

The program design process goes through several stages, starting from setting goals to trained people, and all of this is as follows: (Tanveer, Shaukat, Alvi, & Munir, 2011).

1. Defining program objectives: In this stage, the objectives of the program, the aspects it aspires to achieve, and the problems it seeks to address through

developing knowledge and updating trainees' information in various related fields are determined. Program topic.

2. Definition of training material: It refers to a set of information, concepts, facts, examples, or scientific models that explain a specific topic, as this material must be produced in a manner commensurate with the scientific level for trainees, As well. Use graphics and illustrations whenever possible, there must be a logical sequence in presenting this information and concepts.
3. Selection and method of training: Through the medium that the trainer uses to present the training topic, that is, it is the equipment and requirements that contribute to the transfer of the training material and the delivery of concepts and meanings, and it is called training methods. As for the training method, the methods used to convey the training topic include lecture, discussions, case study, etc.

In fact, choosing the right method depends on several considerations:

The scientific considerations were the simplicity of the method design, the number of trainees, and the difficulty of the program.

Considerations regarding the component or trainer, such as the ability to use this method.

- Economic considerations represented in the price of this method and its suitability for the training budget.

4. Duration of the training program:

In general, we can say that there is no typical time period for implementing any training program, as the duration varies from one program to another, based on several considerations, including:

- The nature and quality of the problems that the program addresses and the skills that must be imparted to the trainees.
- Training methods used, and there are methods that require more time than others do: (Raza, 2014).

A. Determine the location of the training: this location varies depending on the type, purpose, type and nature of the training program. A comparison is made between holding the program inside or outside the institution, but in general it is required in the place of training to provide the appropriate atmosphere for the trainee and absorb the training material and to be suitable for serving the purposes of training in terms of providing all the needs of seats, lighting, ventilation, cleanliness and calm.

B. Selection of apprentices: Selecting trainers is an important process, they must have full experience in the subject of training, and it is not enough for their constituents to be limited to the most important senior in the organization, or that they are only lectured or miserable, but they must have the full ability to communicate information convincingly and in a clear and enjoyable manner characterized with competence, high level and sophisticated behavior, as well as organizing a program to prepare and develop trainers inside or outside the institution that targets their technical qualifications and behavior through indoctrination, and this confirms the importance of scrutinizing the process of selecting a trainer from the Personal interview that determines his personal characteristics, degree of professional and scientific readiness, degree of experience, patience and the ability to use an integrated mix among them, training methods can also organize a program to prepare and develop trainers inside or outside the institution, with the aim of qualifying them technically and behaviorally by providing them with skills in the foundations of training, preparing curricula, using training methods, preparing and designing tests.

A. Selection of trainees:

The levels and patterns of technical performance and transactions differ upon training or trainees at the beginning of their nomination. The success of the training program requires the selection of individuals who are genuinely interested in the training. Avoid selecting individuals genuinely interested in training on an objective basis.

- Absorbing the trainees in a program that does not relate to their specializations or exceeds the degree of their absorption or who are not interested in this training, which leads to wasting the efforts and costs of training without charge.

- The positions of some presidents on nominating people who have previously received the same program or individuals who want to get rid of them for some time or who want to bear their expenses without hindrance.
- Nominating the insufficient large number of trainees due to the reluctance of the presidents to nominate them, and when the zero grant for training abroad is considered a gift given to those close to officials and managers, and this leads to an increase in the cost of training.

The stage of rejection and evaluation of training programs:

The training process includes three stages as follows:

1. Evaluation before implementing the training program:

This evaluation shall be through reviewing the opinions of trainers or trainees about the training program in terms of the topics it includes, its training, the degree of detail or summary, and the problems it poses as well in terms of training methods and methods .the period, place and dates of the training so that the program is accepted or It is a survey of the opinions of the trainees' heads and their subordinates in the training program, the accurate identification of training needs takes into account these things for their importance and usefulness, as the heads deal with the trainees and identify the positive and negative points in their information and opinions, Then, looking forward to contributing to identifying the topics that should be included in the training program (Sila, 2014).

2. Evaluation with rejection of the training program:

The evaluation here is for the purpose of ensuring the progress of the training process and the sessions follow the program according to the previously set goals in ensuring that each training session achieves its intellectual goal within the framework of the big goals and that the trainers' efforts in the appropriate means and methods for the origin of the training material and evaluation is the distribution of the obstacle of each training course.

3. Evaluation after the end of the training program:

The first question that comes to mind after the completion of the implementation of any training program is the question about the results achieved by this program and

the expansion of its reach to the goals of the ruler and the extent of success in meeting the training needs and this is reflected in the change in the behavior of hope towards the better, the increase in productivity, the improvement of the image and quality of products ... etc.



## **3.CHAPTER THREE: Methodology**

### **3.1. Study Method**

This study applied a quantitative method. The quantitative method is used in the study, when the researcher aimed to obtain empirical data by questioning direct respondents regarding the role of training in human resources development. Methods comprise the procedures used for generating, collecting, and evaluating data. The researcher obtained data for the study by distributing the questionnaire, prepared and distributed to KIIB managers. However, according to, a quantitative method is useful when the researcher tries to collect and analyze numerical data. It is also built more on creative plans and data results more willing and contented to realize. This description states that the quantitative method is mediator than other methods for analyzing numerical data. Whereas, it shares large amounts of data and figures. Therefore, a viable method of this study is quantitative.

#### **3.1.1. The Study Design**

To examine the role of training in human resources development, the study procedures are the impact and association between the study variables. The study design and its facilities to set the relationship between study variables training and human resource development in this context. However, this procedure is an approach to collecting and analyzing them on the relations among study variables. Moreover, this survey's design was appropriate for this study as it allows the researchers to collect data and information on both independent and dependent variables using the questionnaire. Besides, this design permitted the researcher to combine both qualitative and quantitative study methods. Then, the study approach services the quantitative method.

#### **3.1.2. The Study Context**

The current study is conducted based on empirical data obtained from the KIIB bank for investment and development. This joint-stock business exercises banking

services and financial activities, investment, and particular activities under the Iraqi central bank (CBI) regulation and control. All its activities are subject to the banks' law No. 94 for 2004, and Islamic banking law No. 43 for 2015, besides the company's regulation No. 21 for 1997, as amended, the Anti-Money Laundering Law (AML) No. 93, in 2004, and the regulations, principles, instructions, and orders issued by the CBI. In all its commercial and financial processes, the bank obeys the provisions and Islamic Sharia principles. Bank branches have been linked together through networks. It is also possible to transfer money through the soft network. As well as the transfer of funds through the Western Union. The bank is also trying to open 20 additional Western Union centers throughout Iraq to expand its services. Services are provided to all individuals, companies and investors.

- Savings accounts
- Confirm import and export warranties
- Securing local and international letters of credit
- Providing a sophisticated banking system through the internet and SWIFT network
- Fast money transfer through Western Union
- Buying and selling foreign currencies
- International income and financial transformation
- ATM service to withdraw the Iraqi dinar and US through the use of cards, and will be issued Visa card, Mastercard, and other types of insurance cards
- Investment in tourism, industrial, agricultural and commercial projects.
- Play the role of broker for the exchange of shares in the Iraqi market for securities
- Partnership in the investments of domestic and foreign companies
- Participate in the reconstruction of insurance companies and national and international investment
- Involving the shares of domestic and foreign companies
- Commercial investment in a subsidiary of the bank or investment in ordinary sectors

Now you can get your trust fund in the Kurdistan International Bank to deposit your trust in the branch of Dohuk.

### **3.1.3. The Study Population and Sampling**

In this study, the population is all managers working at KIIB branches, those numbered around 100; however, according to the KIIB (2020), the bank is all employees are 596, but since this study investigates the role of training in human resource development. We surveyed managers only, who worked as bank directors, financial managers, bank's secretary of the chairman, investment managers, branch managers, sharia compliance managers, and IT experts who support online banking. Thus, the study sample is (50) managers who willingly participated in the survey.

### **3.1.4. Data Collection Procedures**

To obtain the data needed to complete this master study and reach the results with the achievement of thesis objectives, firstly, the researcher relied on recent academic articles, books, and previous studies related to training, HRD, and HRM. However, to obtain empirical data, the questionnaire was used as the primary tool in data collection. The questionnaire is considered one of the most common and effective means of gathering information, which is a set of questions arranged on a specific topic, which is placed on a form sent to the persons concerned by mail or delivered by hand in preparation for obtaining answers to the questions contained therein. Though, the survey provides the opportunity to the respondents to answer with a kind of credibility and clarity because it is not entirely linked to the work, in addition to being secret, and because everyone does not know the answers of others, which prepares fear about the respondents to answer with complete credibility. Interviews were also conducted with the sample members to clarify some of the questionnaire items, if necessary, to obtain correct answers.

## **3.2. Data Analysis**

The parametric and un-parametric statistical tests are applied to examine the proposed study hypotheses regarding the data analysis, the scale reliability is tested using the Cronbach's alpha index. Descriptive statistics are also used to define the variable's dimensions; however, the correlation coefficient is used to find relationships

between variables. Hence, the Spearman correlation coefficient is applied when two variables and their scopes are linked. The multiple linear regression (enter method) and simple regression analysis are used to perceive the study model's statistical significance and then rank the model's frequent parameters' significance. Finally, an independent t-test and ANOVA were also applied to reveal significant differences regarding the role of training in human resource development, according to the respondent's characterizes.

### 3.3. Survey Reliability and validity

The survey questionnaire reliability means that it gives the same result if it was redistributed more than once under the same conditions. In other words, the questionnaire's reliability means stability in its results and does not change significantly if it was redistributed to the individuals of the sample several times during specific periods. From these results shown in Table 1, it becomes clear that the value of the Cronbach's Alpha coefficient was high for the independent variable (training), where it reached 0.890, while the value for the dependent variable human resource development (HRD) was 0.887, which are high values greater than 0.60, it means that there is a strong relationship between the expressions of the questionnaire and the same statement applies to the total reliability coefficient is 0.889 based on the that, we have confirmed the validity and consistency of the questionnaire, which makes us fully confident in its validity to analyze the results and answer questions of research and choice of hypotheses.

*Table 1: Reliability Test*

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>No. of Items</b>	<b>N</b>	<b>%</b>
<b>Training</b>	<b>0.890</b>		<b>50</b>	<b>100.0</b>
Training Programs (TP)	0.813		50	100.0
Effective Training Materials (ETM)	0.798		50	100.0
Training Methods (TM)	0.870		50	100.0
<b>Human Resource Development (HRD)</b>	<b>0.887</b>	<b>7</b>	<b>50</b>	<b>100.0</b>
<b>Overall</b>	<b>0.889</b>	<b>17</b>	<b>50</b>	<b>100.0</b>

### 3.4. Study Subject

In this study, the subject is managers in different management levels who work for KIB with the bank's branches in Erbil, Iraq, who willingly accepted the invitation to participate in the survey by answering the survey questionnaires indicators self-administered in KIB branches and their departments. The study sample distribution was presented according to their personal characteristics: it includes gender, age, education level, and overall experience. The percentage of males is greater than the percentage of females in this sample, as the percentage of the male is estimated at 62%, compared to the percentage of females estimated at 38%, (see Table 2).

*Table 2: Distribution of the Study Sample According to Gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percent %</b>
<b>Male</b>	31	62
<b>Female</b>	19	38
<b>Total</b>	<b>50</b>	<b>100</b>

Table 3, shows that the study samples are mostly from the age group (31-40) with an estimated rate of (44%), according to the approval of 22 members of the study sample. The percentage of individuals belonging to the age group (30) was 36%, and the percentage of the age group (41-50) was 16%.

*Table 3: Distribution of the Study Sample According Age Groups*

<b>Age Groups</b>	<b>Frequency</b>	<b>Percent %</b>
<b>Less than 30 Years</b>	18	36
<b>From 31 – 40 Years</b>	22	44
<b>From 41 – 50 Years</b>	8	16
<b>51 and Above</b>	2	4
<b>Total</b>	<b>50</b>	<b>100</b>

Table 4, shows the frequency and percentage of the survey sample, or KIIB bank managers' education level, 44% or (21) i managers are bachelor degree holders, where 34% or (17) survey contributors in KIIB banks hold master degrees. Diploma degrees

came at 16%; however, Ph.D. degree holders 6% (3) managers. It means that KIIB bank's managers who contributed to the survey were university certificate holders.

*Table 4: Distribution of the Study Sample According to Education Level*

<b>Education Level</b>	<b>Frequency</b>	<b>Percent %</b>
<b>Diploma</b>	8	16
<b>Bachelor</b>	21	44
<b>Master</b>	17	34
<b>PhD</b>	3	6
<b>Total</b>	50	100

Table 5, demonstrates that most KIIB bank's managers who participated in the study their overall job experience is between 11-15 years, at the rate of 38%, or (19) managers of the overall sample. Besides, less than 5 years came at the rate of 34% or (17) participators. While 24% or (12) managers experienced was between 5-10 years. Also, 4% or (2) managers of the whole study sample experienced 16 years and more.

*Table 5: Distribution of the Study Sample According to Overall Experience*

<b>Overall Experience</b>	<b>Frequency</b>	<b>Percent %</b>
<b>Less than 5 Years</b>	17	34
<b>From 5-10 Years</b>	12	24
<b>From 11-15 Years</b>	19	38
<b>16 and More</b>	2	4
<b>Total</b>	50	100

## **4. CHAPTER ONE: Analysis and Finding**

This chapter aimed to investigate the role of training in human resources development, based on empirical data obtained from KIIB bank managers. Thus, this chapter included statistical tests of the data accessed, such as descriptive statistics analysis and variance analysis using independent t-test and ANOVA. Also, correlation analysis and regression, and linear linearity statistics. The results showed in the tables and figures below.

### **4.1. Empirical Results**

#### **4.1.1. Descriptive Statistics of Study Variables**

This section aimed to tests the study variables and their indicators; hence, these qualified-on survey contributors' responses to rate the significance of the training components and their indicators, namely, training programs (TP), effective training materials (ETM), training methods (TM) and human resource development (HRD) on five-point Likert Scale. Accordingly, a descriptive analysis describes the significant components and indicators of the variables using mean, and standard deviations.

##### **4.1.1.1. Analyzing Training**

In the first place, the phrase (training leads to increasing the ability of individuals to think creatively) came in with an arithmetic average of 10.4 and a standard deviation of 0.81 and in a general direction OK because the value of this average belongs to the field (3.4 - 4.19) according to the Likert five-point scale, which indicates that training courses increase the creation of new creative ideas, which is the supreme goal of training in Islamic banks, and came second in the phrase (the training renews knowledge among individuals). The mean value is 4.04, and a standard deviation of 0.95 is in an acceptable general direction, which indicates that this means that most of the sample is Knowing the importance of training in acquiring new knowledge, and came in the third-order the phrase (training promotes knowledge and skills of individuals) with an average of 3.92 and a standard deviation of 0.85 and in a general trend in agreement which indicates that this means that most of the sample is aware of the importance of training in developing the acquired knowledge, as it came In the fourth place is the phrase (you think that the

training program that you participated in helps you to develop your skills) with an average of 3.87 and a standard deviation of 1.22.

*Tablo 6: The Results of Descriptive Analysis of the Training Dimensions*

<b>Descriptive Statistics</b>							
<b>Items</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Direction</b>	<b>Arrangement</b>
<b>1</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.92</b>	<b>0.85</b>	<b>Agree</b>	<b>3</b>
<b>2</b>	<b>50</b>	<b>2</b>	<b>5</b>	<b>4.10</b>	<b>0.81</b>	<b>Agree</b>	<b>1</b>
<b>3</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>4.04</b>	<b>0.95</b>	<b>Agree</b>	<b>2</b>
<b>4</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>3.18</b>	<b>1.37</b>	<b>Undecided</b>	<b>7</b>
<b>5</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>2.88</b>	<b>1.57</b>	<b>Undecided</b>	<b>10</b>
<b>6</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>2.88</b>	<b>1.49</b>	<b>Undecided</b>	<b>9</b>
<b>7</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.78</b>	<b>1.22</b>	<b>Agree</b>	<b>4</b>
<b>8</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.74</b>	<b>1.12</b>	<b>Agree</b>	<b>5</b>
<b>9</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.14</b>	<b>1.37</b>	<b>Undecided</b>	<b>8</b>
<b>10</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.64</b>	<b>1.24</b>	<b>Agree</b>	<b>6</b>
<b>Overall</b>				<b>3.53</b>	<b>0.87</b>		

Valid N (listwise) 50

Skills development, as stated in the fifth place the phrase (the training program adds the creative skills to work) with an average of 3.74 and a standard deviation of 1.12. and in a general trend in agreement which indicates that the respondents see that the training program helps to develop creative ideas, and as it came in sixth place the phrase (The use of modern methods and techniques in the training process) with an average arithmetic average of 3.64 and a standard deviation of 1.24 and in an acceptable general direction, which indicates, according to the opinions of the sample members, that the training process requires the use of modern technology for its success, for example, training in the field of automated calls requires programs and automated media, as it came in the seventh rank is the phrase (you see that your job is done easily) with an arithmetic average (3. 18) and a standard deviation of 1.37 and in a neutral general direction.

As stated in the eighth position of the phrase (the training process is organized logically). As stated in the eighth position, the phrase (the training process is organized



logically) with an arithmetic average of 3.14 and a standard deviation of 1.37 and in a general, neutral direction the same in relation to this phrase, the answer to this phrase has not been resolved and based on the average mean value of the corresponding field we can say that There is logic in organizing the training process for the middle staff, each in a specialization, and the ninth position came in the phrase (the institution evaluates performance when designing the answer to this phrase and based on the value of the average close to the field that does not agree, can say that performance evaluation is before designing training programs because the process Performance evaluation is what shows us the training needs of weak and intermediate employees to train them on deficiencies, in the latter came in the tenth place the phrase (the institution studies the training needs of the employee based on the performance results) with an average of 2.88 and a standard deviation of 1.55 and in a neutral general direction did not separate In answering this phrase, and based on the relative average value of the non-corresponding field, we can say that the study sample does not see the institution under study as a brother. Performance results are determined to determine training needs, but there are other criteria for that.

#### **4.1.1.2. Analyzing Human Resources Development**

In the first place, the indicator (training improves jobs in terms of their components) came with an arithmetic average of 3.90 and a standard deviation of 0.79 and in a general trend OK because the value of this average belongs to the field (3.4 - 4.19) according to Likert's five-point scale which indicates that the study sample members see that training has a role in improving jobs in terms of their components.

The second indicator about training towards developing the capabilities of innovation and creativity among employees in the institution) came with an average of 3.90 and a standard deviation of 0.93 and in a general direction which indicates that the respondents see that training is its highest goal is the development of creativity and innovation among employees, the third order came up with the phrase (improving human resource skills to maintain performance) with an average of 3.82 and a standard deviation of 0.96 and in a general direction OK because the value of this average belongs to the field (3.4 - 4.19) according to the Lekart five-point scale, which indicates that development is directly related In training according to the opinions of the study sample, the phrase (helps in educating individuals about the importance of training and giving

them the ability to search for new ones) came in the second place with an average of 4.12 and a standard deviation of 0.69 and in a general direction S which indicates that training affects positively the employees awareness of its importance and earns them the ability to search for new, and came in the third arrangement the phrase (training helps in developing the skills of individuals and this leads to improving their performance in the institution) with an average of 4.04 and a standard deviation of 1.07 and in an approved general direction which indicates.

*Table 7: The Results of Descriptive Analysis of the HRD Dimensions*

<b>Descriptive Statistics</b>							
<b>Items</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Direction</b>	<b>Arrangement</b>
<b>1</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.90</b>	<b>0.79</b>	<b>Agree</b>	<b>1</b>
<b>2</b>	<b>50</b>	<b>2</b>	<b>5</b>	<b>3.82</b>	<b>0.96</b>	<b>Agree</b>	<b>3</b>
<b>3</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.68</b>	<b>0.94</b>	<b>Agree</b>	<b>4</b>
<b>4</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.58</b>	<b>1.39</b>	<b>Agree</b>	<b>6</b>
<b>5</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.62</b>	<b>1.12</b>	<b>Agree</b>	<b>5</b>
<b>6</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.56</b>	<b>1.25</b>	<b>Agree</b>	<b>7</b>
<b>7</b>	<b>50</b>	<b>1</b>	<b>5</b>	<b>3.90</b>	<b>0.93</b>	<b>Agree</b>	<b>2</b>
<b>Overall</b>				<b>3.72</b>	<b>0.83</b>		

Valid N (listwise) 50

However, the individuals of the study sample see that the training programs help them in developing their skills to perform their tasks in the best way, as came in the fourth place the phrase (strengthening relations between individuals and developing their attitudes) with an average of 3.76 and a standard deviation of 1.04 and in a general direction OK because the training courses come out of daily work Routine and formal to an atmosphere of freedom and lack of responsibility and thus the establishment of informal relations between workers, which leads to the consolidation of social relations between workers later and this helps to increase the productivity of workers in the performance of their work.

It also came in the fifth rank (developing the price of workers belonging to and loyalty to the organization) with an average of 3.74 and a standard deviation of 0.94 in

a general trend that indicates that the training courses help to integrate into the institution and increase the sense of belonging to this institution with a variation in the degree of affiliation among workers according to years of professional experience the acquired where the institution becomes as their second family because most of their time is inside the institution, and as the sixth place came in the phrase (the institution gives workers opportunities for training in order to improve performance) with an average of 3.74 and a standard deviation of 1.10 and in an acceptable general direction which indicates the institution under study sends employees in training circles after evaluating their performance to improve the performance level of weak and middle employees.

#### 4.1.2. Hypothesis Testing

##### 4.1.2.1. Correlation Analysis

To check the first hypothesis stated that training in terms of (training programs, effective training materials, and training methods) was positively and significantly related to human resource development (HRD), we used a correlation test. Table 8, shows the significant relationship between training and human resource development, ( $R=0.697$ ,  $\text{Sig}0.000<0.05$ ). Table 9 shows that there are positive and significant relationships between training components namely; training programs, effective training materials, training methods, and the human resource development dependent variable through  $r$  ( $0.526^{**}$ ,  $0.640^{**}$ , and  $0.512^{**}$ ) respectively.

*Tablo 8: Correlation Analysis*

		<b>Training</b>	<b>HRD</b>
<b>Training</b>	Correlation Coefficient	<b>1.000</b>	<b>.697<sup>**</sup></b>
	Sig. (2-tailed)	.	<b>.000</b>
<b>HRD</b>	Correlation Coefficient	<b>.697<sup>**</sup></b>	<b>1.000</b>
	Sig. (2-tailed)	<b>.000</b>	.

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

**N=50, Note, HRD= Human Resource Development**

Consequently, all training components, namely, training programs, effective training materials, and training methods, have positive relationships with human resource development ( $\text{Sig}0.000<0.05$ ). Besides, (Table 22) shows that effective

training materials (ETM) and training programs (TP) reached the most substantial positive relationship with human resource development (HRD), compared to the relationships between training methods (TM) and human resource development. Hence, the hypothesis (H1) is accepted.

*Tablo 9: Results of Correlation of Analysis between Training Components and Human Resource Development*

	TP	ETM	TM	HRD
				<b>0.526**</b>
				<b>0.000</b>
				<b>0.640**</b>
				<b>0.000</b>
				<b>0.512**</b>
				<b>0.000</b>
				<b>1.000</b>

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

c. Listwise N = 50

**Note,** TP= Training Programs, ETM= Effective Training Materials, TM= Training Methods, HRD= Human Resource Development.

#### 4.1.2.2. Regression Analysis

The results of the regression analysis showed in support of the study hypotheses (H1a, H1b, and H1c) that training programs (TP), effective training materials (ETM), training methods (TM), and human resource development (HRD) are positively and significantly contributing to human resource development (HRD). The regression result is a calculation that reveals a dependent variable's prediction from one and more independent variables. The result of ( $R^2$ ) is 0.563, which means that the independent variables that training programs (TP), effective training materials (ETM), training methods (TM) explained 56.3% of human resource development (HRD) participation. Results also showed an f-test value where F (47.175), significant at p-value ( $0.000 < 0.05$ ), which is appropriate for the study model, therefore, the model has it is vital in regarding how training, and it is components impact human resource development (HRD).

Tablo 10: Regression Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	
<b>1</b>	<b>0.697a</b>	<b>0.563</b>	<b>0.503</b>	<b>0.46230</b>	
Model	Sum of Squares	df	Mean Square	F-test of Significance	Sig.
<b>Regression</b>	15.143	1	15.143	<b>47.175</b>	<b>0.000<sup>b</sup></b>
<b>Residual</b>	17.141	48	0.162		
<b>Total</b>	32.272	49			

a. Dependent Variable: Human Resource Development

b. Predictors: (Constant): Training

The results of regression coefficients, t-values, and p-value showed in support of Hypothesis ((*H1a*, *H1b*, and *H1c*) that that training programs (TP), effective training materials (ETM), training methods (TM), and human resource development (HRD) are positively and significantly contributing to human resource development (HRD) in terms of ( improves skills, knowledge, and capabilities), ( $\beta = 0.609$ ,  $p=0.000$ ). The results showed that improvement in training programs (TP), effective training materials (ETM), training methods (TM), by 1% would increase the human resource development (HRD) at KIIB bank by 0.609. The results also established that positive improvements in training programs (TP), effective training materials (ETM), training methods (TM) have a positive impact on human resource development (HRD) at KIIB bank by 42.4%, 58.7%, and 51.5%, respectively, (see Table 11).

Tablo 11: Regression Coefficients and T-values

Hypotheses	Regression Analysis	Standardized Coefficients ( $\beta$ )	t-value	p-value	Result
<i>H1</i>	<b>Training ---&gt; HRD</b>	$\beta = 0.609$	9.601	0.000	Supported
<i>H1a</i>	<b>TP ---&gt; HRD</b>	$\beta = 0.424$	6.062	0.00	Supported
<i>H1b</i>	<b>ETM ---&gt; HRD</b>	$\beta = 0.587$	8.155	0.000	Supported
<i>H1c</i>	<b>TM ---&gt; HRD</b>	$\beta = 0.515$	7.650	0.000	Supported

**Note**, TP= Training Programs, ETM= Effective Training Materials, TM= Training Methods, HRD= Human Resource Development.

#### 4.1.2.3. ANOVA Test

To check the hypotheses (H2a, H2b, H2c, and H2d) that stated there are no significant differences in managers' perspectives regarding the role of training in human

resource development, according to the respondent's gender, age, education level, and overall experience. We used ANOVA to clarify if there is a significant variance between the survey sample replies, with demographic variables.

*Table 12: Results of ANOVA Analysis According to Gender and Age Groups*

<b>Personal Characteristics</b>	<b>Source of the Contrast</b>	<b>Total of squares</b>	<b>DF</b>	<b>Means squares</b>	<b>(F)</b>	<b>Sig</b>
	<b>Between Groups</b>	0.000	1	0.000		
	<b>Within Groups</b>	37.025	48	0.771		
	<b>Total</b>	37.025	49			
	<b>Between Groups</b>	0.001	1	0.001		
	<b>Within Groups</b>	33.444	48	0.697		
	<b>Total</b>	33.445	49			
	<b>Between Groups</b>	0.000	1	0.000		
	<b>Within Groups</b>	31.832	48	0.663		
	<b>Total</b>	31.833	49			

The results explain that for all demographic variables in regards to the role of training in human resource development (Sig>0.05), therefore, there is not a variance in the values between male and female managers, while, F (0.992; Sig0.800> 0.05). However, for age groups F (0.966; Sig0.866> 0.05). Thus, there are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's gender. Also, no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's age (see Table 12).

. The results explain that for demographic variables such as education level, and overall experience in regards to the role of training in human resource development (Sig>0.05), where education level F (4.980; Sig0.904 >0.05), and overall experience F (2.190; Sig 0.402> 0.05). Therefore, according to the respondent's education level, there are no significant differences in managers' perspectives regarding the role of training in human resource development. Besides, there are no significant differences in managers' perspectives regarding the role of training in human resource development, according to the respondent's overall experience, (see Table 13).

*Table 13: Results of ANOVA Analysis According to Education Level and Overall Experience*

Personal Characteristics	Source of the Contrast	Total of squares	Temperature	Averages of squares (F)	Sig
	Between Groups	9.077	3	3.026	
	Within Groups	27.948	46	0.608	
	Total	37.025	49		
	Between Groups	4.181	3	1.394	
	Within Groups	29.256	46	0.636	
	Total		49		
	Between Groups	6.317	3	2.106	
	Within Groups	25.516	46	0.555	
	Total	31.833	49		

#### 4.2. Result of Hypotheses Testing

As revealed in Table 4.9, the results reviewed the scheduled hypotheses that all the hypotheses in regards to the role of training and its components, namely; training programs (TP), effective training materials (ETM), and training methods (TM) in human resource development (HRD) and the effects of independent variables on the dependent variable are accepted.

*Tablo 14: Result of Hypotheses*

	Hypotheses	Results
<b>H1</b>	Training in terms of (training programs, effective training materials, and training methods) is positively and significantly related to human resource development (HRD).	<b>Accepted</b>
<b>H1a</b>	Training programs (TP) is positively and significantly contributing to human resource development (HRD).	<b>Accepted</b>
<b>H1b</b>	Effective training materials (ETM) is positively and significantly contributing to human resource development (HRD).	<b>Accepted</b>
<b>H1c</b>	Training methods (TM) is positively and significantly contributing to human resource development (HRD).	<b>Accepted</b>

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<b>H2a</b>	According to the respondent's gender, there are no significant differences in managers' perspectives regarding the role of training in human resource development.	<b>Accepted</b>
<b>H2b</b>	According to the respondent's age, there are no significant differences in managers' perspectives regarding the role of training in human resource development.	<b>Accepted</b>
<b>H2c</b>	According to the respondent's education level, there are no significant differences in managers' perspectives regarding the role of training in human resource development.	<b>Accepted</b>
<b>H2d</b>	According to the respondent's overall experience, there are no significant differences in managers' perspectives regarding the role of training in human resource development.	<b>Accepted</b>

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## **CONCLUSION AND RECOMMENDATION**

### **Conclusions**

This study is carried out to examine the role of training, such as training programs (TP), effective training materials (ETM), and training methods (TM), in human resource development (HRD). To reach the study's primary purpose, the researcher tested the association between training and human resource development by investigating the empirical data obtained from the survey sample, KIIB managers in Erbil. Therefore, the researcher absorbed the impact of training in this relationship. Based on the findings of the descriptive statistics, training is a necessary and imperative process indispensable and represents a real investment in the human resource to acquire new skills and provide them with information and knowledge regularly. That employees can keep up with the labor market requirements and keep pace with technological developments. The results found that training significantly related to the development of human resources. Results also showed that effective training materials (ETM) and training programs (TP) reached the most substantial positive relationship with the human resource development (HRD), compared to the relationships between training methods (TM) and human resource development. The findings of regression analysis established that statistically, training affects human resource development; however, results established that positive improvements in training programs (TP), effective training materials (ETM), training methods (TM) have a positive impact on human resource development (HRD). According to the survey sample's characteristics, the Anova test demonstrated no significant variances between respondents' replies toward the role of training in human resource development (HRD).

### **Recommendations**

HR makes up the principal component of the businesses, including banks. Thus, HR training and development are complete necessities. For the KIIB bank and other organizations, including commercial banks, to have sufficient staff, highly skilled human capital, and business growth, managers should invest in developing employees by implementing training programs, useful training material, and training methods.

Training and development are at the core of the business organizations striving for continuous growth and improvement. It is a learning process provided to new and existing employees who gain technical knowledge and skills, and develop performances to be more effective in their jobs. While the lack of adaptation of the courses and determining the training period, as a result of providing several subjects quickly, leads to the trainees' lack of understanding and the failure to achieve the training process's goal. The effort to develop the capabilities and skills of employees in other fields, acquire skills and experiences of other business opinions with different tasks, and strive to make the training process an ongoing process to keep abreast of growths and developments in various fields diversify skills and expertise.

Performance evaluation is a necessary process that organizations must perform, develop appropriate programs, and make the necessary decisions. The evaluation also includes the employee's performance. Performance evaluation can be done by knowing the extent of the employee's ability to perform the job they occupy and the possibility of transferring them to a position higher than the current job or downloading it and even layoffs.

### **Contributes, Limitations and Suggestions**

This study contributes to the literature by providing a theoretical context. Besides, it offers implications for the HRM literature, as training is essential and has a significant position in institutions today. Its importance does not differ either for large institutions that possess the capabilities and can train employees by their means (internally) or small institutions that train employees externally. Since they do not have sufficient capabilities, the training process increases information and knowledge, develops skills and capabilities and changes behavior, raises competencies, and reflects positively on improving its performance and, in general, starting from improving its employees' performance. Furthermore, the study results are collected in the present study literature procedure, which has been practiced to find a statistically significant association between training and human resources development.

This study may not be limitless since there are insufficient vital and appropriate resources, written documents on the training strategies, and programs. Therefore, the

researcher faced some difficulties. However, respondents were often unable to provide the required information. As a result, the actual condition became complicated to detect. The respondents did not want to answer all the questions, as they occupied their routine and professional work. A more comprehensive definition makes covering the entire region difficult. Taking approval from the KIIB authority has been a long process. We had to begin procedures to obtain data from the KIIB mentioned above, which allowed the researcher to obtain partial empirical data. Accordingly, a more significant survey sample may have made better outcomes to the generalization of the results. Consequently, future studies should focus on the larger population and samples, such as manufacturing companies.

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## LIST OF ATTACHMENTS (IF AVAILABLE)

### Survey Questionnaire



### Dear: Respondent

This survey questionnaire form is a part of the master study titled “The Role of Training in Human Resource Development” in partial fulfillment of the degree of master in the business administration department.

I will be pleased to contribute to the survey by responding to the survey indicators that confer your HR experiences and knowledge. Please respond as honestly as possible to the following indicators by mark (√) in the correct place, inferring your view. All the data and information will remain confidential. Also, the outcomes will be combined by categories and reported only by statistical summaries.

Thanks in advance.

Shaho Saeed Braim

Master Student

## Section I: General Information

1. **Gender:** Male (    ) Female (    )
2. **Age:** Less Than Years 30 (    ), 30-40 (    ), 41-50 (    ), 51 years and over (    ).
3. **Education level:** Diploma (    ), Bachelor's degree (    ), Master's degree (    ), PhD (    ).
4. **Overall Experience** Less than 5 Years (    ), 5-10 Years (    ), 11-15 Years (    ), More than 15 Years (    ).

## The Scale of the Training

N	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Training develops the knowledge and skills of individuals.					
2	Training increases the ability of individuals to think creatively.					
3	The training renews the knowledge of individuals.					
4	Seeing your job is done efficiently.					
5	The Foundation studies the training needs of the employee based on the performance results.					
6	The Foundation evaluates performance when designing training programs.					
7	The training program that you participated in helps you to develop your skills.					

8	The training program adds creative skills to work.					
9	The training process is organized logically.					
10	Your institution uses modern methods and techniques in the training process.					

### The Scale of Human Resources Development

N	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Training improves jobs in terms of their components.					
12	Improve human resource skills to maintain performance.					
13	Training provides human resources for the changes surrounding the institution.					
14	It enables individuals to fulfill their personal needs.					
15	Human resources are adapted to technological developments.					
16	It helps to live in a healthy environment (providing the needs of the worker).					
17	It seeks to develop the capabilities of innovation and creativity of employees in the organization.					

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## CURRICULUM VITAE

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### **Education and Training:**

<b>Degree</b>	<b>Institution</b>	<b>Time Interval</b>
<b>Bachelor of Science</b>	Salahaddin University- Erbil, the College of Administration and Economics. Business Administration Department. (Iraq).	2016
<b>Master of Science</b>	Karabük University, Faculty of Business. Business Administration Department. (Turkey).	2021

### **Languages Skills:**

<b>S</b>	<b>Languages</b>	<b>Level</b>
1	Kurdish	Mother Language
2	Persian	Very Good
3	Turkish	Good
4	English	Good