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**Assessing the Efficiency of the Training
Process within the Ministry of Social
Affairs in the Kingdom of Saudi Arabia**

by

Mohammed Al Obaid

**Dissertation submitted in fulfillment of the requirements for
the Degree of Master of Arts by Research in Middle Eastern
Economy at the School of Government and International
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Abstract

Training is the main goal of any organization that has to apply itself to achieve objectives, and it can be helpful to change the whole work environment by developing the human resources of the organization. Training presents the harmony between the progress of the organization and the development of the employees, which means that whenever there is a training programmes implemented within the organization, there is a progress and increased high performance for both organization and employees.

This study examines the training process of the Ministry of Social Affairs in the Kingdom of Saudi Arabia, and demonstrates the training procedures used in this Ministry. Its purpose is to present recommendations and suggestions of the way to improve the efficiency of training programmes within the Ministry based on the results of the evaluation process of this study.

It shows that the sample of this study is the employees of the Ministry only, non managers or supervisors. The questionnaire method used in this study, and the questionnaires were distributed on the employees by using self-administrated technique which will enable the researcher to get much responses. This indicates that the descriptive statistical analysis was employed in this study in the form of frequencies and percentages. The statistical analysis SPSS was used in this study to analyze the results of the questionnaires, which demonstrates that the training process of the Ministry is not affective and not performing sufficiently, and presents that there are some obstacles that stand against the development of the training in the Ministry.

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Introduction

1. Introduction

Training is one of the basic tasks of any organization as part of the human resource development process, which aims at providing trainees with information and skills and different types of works for improving and developing the skills and abilities. It also aims to change the behaviour of the trainees which brings about increased and changed performance for the organisation.

In this continuously changing and dynamic world, training is considered as a main objective for public and private sector organisations as it has direct impact on employees' behaviour, skills and performance. Therefore, organisations setup high budget for training to create a new environment for their employees and to provide them with important information and skills which is finally improve them in their work for achieving organisational goals.

Public and private sectors and business companies establish training institutions aiming at encouraging employees with different levels to join training programmes, because they believe that training is important and presents benefits. Most sectors and companies have many future objectives and plans, and think that training is a good investment whenever employees apply what they got from training in their work environment. Because of the important role of training, public and private sectors have increased the number of training programmes available for their employees.

Although there are many public and private sector organisations invest in their employees and encourage them to get trained and to get benefit of training, there are still some obstacles for the trainees to apply their updated knowledge and skills in their work environment, or some senior managers, who fail to understand the importance of training, do not give enough opportunities for employees to have training at all.



Training aims at changing individuals and work environment by providing new skills, experiences, performance, working methods and behaviour, which leads them to contribute to the achievement of organization's objectives, and to improve the quality and the productivity. In addition, training aim at increasing the productivity, improving performance, developing individual's ability and skills, changing behaviour, following up the scientific and technology progress and using the new modern means and practical and theoretical methods. While it can be stated that the main objectives of training are development and change, change does not mean replacing an individual with another individual but it means changing working attitudes, the way to communicate with others, how to face the problems and solve them in the work environment.

It is obvious that training has two sides: firstly, changing individuals' skills and abilities, and secondly changing attitudes and behaviour. However, training becomes an administrative training process, which is used continually by many organizations to provide a modern administrative development. It is possible to summarize that training is not only for providing trainees with important information but also for acquiring them with experiences and new skills, changing behaviour and getting ability to use the practical modern methods. In addition, training is the link between the training requirements and the objectives of training to develop the human resources to achieve organizational goals.

There is a need for a real cooperation between administrative head managers, who are in charge of developing skills and abilities for employees, and those who are in charge of designing and managing training programmes. This particularly leads to identify the characteristics of specialist department, which is responsible for designing, managing and implementing training programmes. This department must have the experience and qualified consultants who are able to setup the appropriate training programmes for all employees. It is clear to note also that employees are responsible for utilizing and acquiring the new skills, and increasing their general culture.

2. Aims of the Study

This study aims at examining the training process within the Ministry of Social Affairs in the Kingdom of Saudi Arabia. It also attempts to identify the training procedures used in this Ministry, and evaluate this process. Finally, it aims at providing recommendations and with the aims of suggesting the way to improve the efficiency of training programmes within the Ministry based on the results of the evaluation process of this study.

It is expected that this study will answer the following questions:

1. What is the training process pursued in the Ministry and how is it conducted?
2. Do employees think that senior managers and decision makers within the Ministry satisfied and convinced of the importance of the training?
3. Are there motivations for employees to have training?
4. What is the opinion of the employees regarding the process, nature and consequences of training programmes?
5. Do slow training procedures used within the Ministry affect on the success of training?

3. Overview of the Research

This study is divided into five chapters: Literature Review chapter discusses the idea of training and the needs of training for organizations as well as providing various definitions of training. It also demonstrates the aspects of training and models of training for evaluation. Lastly, it discusses the effectiveness and efficiency in training before providing a survey of the empirical studies related training programmes.

Research Methodology is the second chapter of this study, which provides detailed information regarding the research process undertaken in conducting and analyzing the data of this study. The main research method used in this study is the quantitative method, namely questionnaire among Ministry's employees. This chapter shows also

that the procedures used in this survey to get findings from the questionnaire beginning with reviewing the questions of the questionnaire. Then translating the questionnaire from English to Arabic language by a specialists translator to make sure that both English and Arabic copies of the questionnaire have the same meaning, as a process is discussed. The questionnaires were distributed among the sample of this study, which are the employees of the Ministry by using self-administered style for efficiency.

Introducing the Ministry of Social Affairs is done in the third chapter, which provides a full description of the Ministry, the activities, the departments and the branches where they are located in the Kingdom of Saudi Arabia.

Chapter four presents the results of the questionnaire, which shows the findings of the questionnaire, which is based on descriptive statistical analysis in the form of frequencies and percentages .

Discussion is conducted in the fifth chapter, which shows evaluations and recommendations of this study. Finally, there is a list of bibliography at the end of this study, which has been used by researcher to help him finding research data.

Chapter One

Training, Aspects of Training and Training Evaluation: A Literature Review

1.1. Introduction

The importance of training arises from organizational need to have a modern structure and high performance. Organizations provide different training programmes for their employees in order for earning skills and, hence, demonstrate good performance at work place. In addition, training plays an essential role in developing the employees' abilities to adjust to the demands of change and modern technology to improve effectiveness and efficiency.

Training is, thus, considered as one of the basic objectives within organizations, which implies that organizations should provide the right training for the right people at the right cost. In addition, the main aim of training is to help organizations to accomplish their objectives, but at the same time it means an investment in employees for getting a better performance, and to help the employees to develop their abilities.

As a comprehensive approach to training through functional understanding, Reay (1991: 14) defines it as "a collection of actions, which enables the organization to achieve its goals through enabling, empowering and developing to its fullest, the potential of the individuals within that organization". Achieving organizational goals are related to development of organizations, and therefore "training and development are now firmly centre-stage in most organizations, if not all" (Bennett,1993:x).

Training is also considered to be the link between the trainees and the organization, and is implemented to suit the requirements of the employees and the performance of the organization. Finally, training depends on the trainees to attain the required performance of the organization.

According to Armstrong (1996:529), the particular objectives of training are:

- "develop the competence of employees and improve their performance;
- Help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within;
- Reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible".

Training, as the objectives indicate, is a process in which staff can learn new methods and skills in order to develop their thoughts, abilities and experiences in the work place. King (1964:125), therefore, states that the training process is related to the development of trainee's abilities, and that training helps employees to reach a specific level of performance.

According to Bennett (1988:1), many organizations offer training for their employees to increase the efficiency and skills, and to inculcate the basic principles of the organization with the objective of raising the performance of all organization's employees, and added that training is also for leaders and managers and is not only for regular employees.

Training is also a substantial factor affecting the progression of administrative development. The success of training activities depends on the linkage of these activities with the organization's activities as a whole. Therefore, the training system is considered to be a part of organization's policy and plans. It indicates that a systematic training method is needed, and it is important for an organization to accomplish its objectives through its own current and future human resources capabilities. For instance, "the organization development (OD) approach which tends to be adopted by trainers with a behavioural science background. They apply behavioural science training techniques to stimulate organization change, and their perception of training needs includes assisting people in their relationships with others, especially in the context of group dynamics" (Kenney and Reid, 1986:21).

After this brief introduction, the following sections discuss the definition of training, aspects of training, models of training, effectiveness and efficiency of training and finally the empirical studies related to the training programmes.

1.2. Defining Training

It is important to identify the term 'training' and ask where it comes from: "the verb 'to train' is derived from the old French word 'trainer', meaning 'to drag' . Hence such English definitions may be found as: to draw along; to allure; to cause to grow in the desired manner; to prepare for performance by instruction, practice, exercise, etc" (King,1964:125).

Training is considered to be an essential aspect of the process of administrative development. It starts by recognizing and realizing the training requirements, designing the training programmes, fulfilling the training and then evaluating the training. To reflect all of these features, Armstrong (1996:529) defines training "as the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience". Moreover, the definition provided by the Manpower Services Commission (1981:43) expands Armstrong's definition by referring the details of the activities it involves and also reflects on its purpose:

"a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organizations".

In addition, training is defined by many writers as behavioural change with regards to skills, knowledge and attitudes or improving these skills. Others define it differently. Jinks (1979:2) states that training is an "organized procedure which brings about a semi-permanent change in behaviour, for a definite purpose". By referring to the consequences of training, Wills (1993:9), therefore, defines training as a "transfer of defined and measurable knowledge or skills".

Goldstein (1993:3) defines training by referring to the benefits of training as "the systematic acquisition of skills, rules, concepts, or attitudes that result in improved performance in another environment". Therefore, training is also defined as developing, improving and increasing the employees' abilities in order to have accurate performance in current and future jobs.

Kenney and Reid (1986:52-53) believe that training is an investment, and that its many advantages justify organizations' investment in training because it leads employees to attain a higher standard of working with good skills and knowledge in the following manner:

- "Training helps employees to learn their jobs quickly and effectively, thus minimizing learning costs;
- Existing staff can be helped by training to improve their work performance and to keep up-to-date in their specialist fields. The present and future standards of work required by the organization is more likely to be achieved and maintained if employees are well trained;
- A greater volume of work can be expected from trained staff, partly because they work more rapidly and partly because they make fewer mistakes;
- A reduction in work errors benefits an organization in two other ways. First, management can spend more time on planning and development activities instead of correction mistakes. Secondly, costs of correction errors are eliminated;
- Labour turnover among new staff, if caused by ineffective learning and inadequate training, can be reduced. Staff who are helped by induction, and other training, to learn their jobs rapidly are more likely to achieve a high level of job satisfaction soon after joining the company and so tend to remain longer;
- Retention of staff is an advantage to an organization only so long as their skills and knowledge contribute to its operation. By retraining staff, new abilities replace obsolescent ones;

- Training in safe working practices reduces accidents, resulting in social and financial benefits to employers, employees and society;
- An organization with a reputation for providing good training tends to attract better applicants for its vacancies;
- Employees are less likely to become frustrated and leave if training and development opportunities are available for furthering their careers with their present employer;
- An organization needs a flexible workforce to operate efficiently when staff are absent through sickness or on holiday. Training increases employees' versatility by extending their range of expertise to include related jobs;
- The general morale of an organization is enhanced by effective organization development (OD) and individual employee training interventions. Taken together these approaches can improve an organization's ability to accept and implement change, to become more proactive and so be able to take greater advantage of new opportunities”.

In overall, it is possible to define training as one of several available means for organizations to achieve their objectives in an efficient manner. In other words, changing the current training methods with modern training methods paves the way for a better new performance for organizations, which can be achieved by training. It is, therefore, necessary to note that for an effective training process, there is a need to identify the weakness areas of training process, the training needs, those who needs training very precisely and to analyze how best the training needs might be met.

Bramley (1990: xv) also identifies the features of effective training as follows (1990:xv):

- "Training should be a systematic process with some planning and control rather than random learning from experience;
- It should be concerned with changing concepts, skills and attitudes of people treated both as individuals and as groups.

- It is intended to improve performance in both the present and the following job and through this should enhance the effectiveness of the part of the organization in which the individual or group works".

From the above mentioned definitions, it is clear to note that training is based on planned processes to acquire appropriate attitudes, knowledge and skills necessary to accomplish the organizational objectives in a changing environment.

1.3. Aspects of Training

It is suggested that training is a part of organizational progress, development and high performance. In any organization, there is systematic training process, which helps organization to continue with high performance. Different aspects of training are considered below by Kenney and Reid (1986:184) as:

- "deciding whether training can help to resolve or prevent a problem, and if so determining whether training is the most cost effective approach;
- identifying what learning is needed and setting learning objectives;
- deciding which training strategy or strategies to adapt and planning appropriate training programmes and arrangements to meet this need;
- implementing the training and ensuring that employees are assisted to acquire the skills, knowledge and attitudes they require;
- evaluating the effectiveness of the learning at appropriate times during and after the training; and
- satisfying any residual learning requirements" .

Coussey and Jackson (1991:112) state that "the type of training to be given must be planned in priority order, again, to be consistent with equal opportunity objectives and departmental needs". The training must be related to organizational needs and objectives, and meet individual managers' needs.

1.3.1. The importance of training in solving or preventing work problems

Most organizations believe that training is important to help them achieve high performance and change in knowledge, skills and attitudes in order to achieve their goals.

Many organizations do training for their employees for different reasons, for example, the enlargement of jobs within organizations requires employees to have other skills and knowledge, and some employees might need new skills due to the changing nature of the business. Also, changing job entirely requires knowledge of the procedures and responsibilities of the new job.

Coussey and Jackson (1991:108) suggest, therefore, that training is important for the following reasons:

- " to raise awareness;
- to get things started or give a signal that things are moving;
- to get support;
- to develop a strategy for changes in practices;
- to impart information, knowledge and understanding;
- to give new skills and enhance experience, and
- to make up for past under-achievement or lack of experience and develop confidence".

In supporting this, Denton (1995:5-12) states that there was a study a short time ago by the U.S. Department of Labour about 155 companies. Two different companies were selected to analyze their performance. Only one of these companies performed training programmes but the other was not. It clarified that the company that performed training programmes had a 19 per cent increase in productivity over a three year period.

To further reflect on the importance of training, Taylor (1996:277) suggests that "a country's international competitiveness and economic performance is significantly

influenced by its skilled work force and, as a result, its standard of living". It is worth noting that training is important for better performance.

Hence, training is essential factor in any organization, and helps to overcome most of the problems and maintain the high level of the organization. New systems and machines within organizations cannot be operated by unskilled employees. Employees should be ready to use any new machines or equipments or a new working style, which is necessary for the operation of the organization.

It is clear that training is the most effective solution for the work related problems that any organization may face, and also maintains the high standards of the organization. It is important to note that organizations should be aware of their own requirements, their weakness, the specific departments to be developed, number of employees needing training, the performance they hope to attain and the objectives that need to be achieved.

1.3.2. Establishing Training Objectives

Organizations must identify their requirements and expectations from training in order to set their training objectives. Training designers must be aware of what the trainees already know and are able to do, and also what the trainees are expected to know and to be able to do at the end of a training programme.

Jackson (1989:6) states that there is a need to understand the objectives of training in order to achieve the required performance. Scarpello and Ledvinka (1988:496) demonstrate the training objectives as follows: "training professionals suggest that trainee objectives should be stated explicitly and answer three questions:

1. What should the trainee be able to do after training?
2. Under what conditions should the trainee be able to perform the trained behaviour?
3. How well should the trainee perform the trained behaviour?"

Moreover, Stout (1993:50-51) suggests that the most appropriate form of training depends on "set training objectives; the skills, experience and expertise of your

trainers; available training facilities and material; the learning abilities of your trainees".

Furthermore, Pepper (1984:99) suggests that "the more training and development are given to an organization's staff, the more readily and effectively will that organization, in the face of economic or other environmental and technological changes, recognize and adapt to deal with its new operational requirements". Grant and Smith (1984:121), therefore, state that "training programmes must be related specifically to improving performance to meet the goals defined for the job".

It is clear that explicit objectives help to motivate and manage trainees' efforts during training and encourage them to achieve the set objectives. It indicates that an organization must set training objectives, implement them and evaluate them at the end of training programmes.

1.3.3. Training Strategy

First and foremost, a strategy is a set of decisions and actions that determines the long-term performance of an organization. Organizations' strategies must be appropriate for their resources, environmental circumstances, and core objectives. So, the process involves the organizations' strategic advantages with the business environment that organizations face. Objectives put organizations into a position to implement their missions effectively and efficiently.

Indeed, organizations have particular goals, and have to make some changes in their policies for the development of their human resources. These policies must adapt with these changes. Moreover, the reason behind this change is to create new training methods to help an organization to be more developed.

Armstrong (1996:409) therefore argues that:

"Resourcing strategy contributes to the formulation of business strategy by identifying opportunities to make the best use of existing human resources and by pointing out how human resource constraints may affect the implementation of the proposed business plans unless action is taken. Those

constraints might include skill shortages, high recruitment, training and employment costs, or insufficient flexibility".

In addition, Armstrong (1996: 409-410) states that strategy consists of the following:

- "acquisition strategies, which define how the resources required to meet forecast needs will be obtained;
- retention strategies, which indicate how the organization intends to keep the people it wants;
- development strategies, which describe what needs to be done to extend and increase skills (multi-skilling) to fit people for greater responsibility, and also define the outputs required from training programmes;
- utilization strategies, which indicate intentions to improve productivity and cost-effectiveness;
- flexibility strategies, which show how the organization can develop more flexible work arrangements;
- downsizing strategies, which define what needs to be done to reduce the numbers employed".

It is important to note that strategy involves a long –term view of skills, knowledge and resources that organizations need. Strategy should not only include the employees' requirements but also those of managers to meet the needs and the whole environment of organizations.

1.3.4. Training Implementation

After identifying training requirements, training objectives and setting training strategy, the next step is to develop ways to achieve and carry out these objectives. It is considered that selecting an appropriate environment for training is important as it enables trainees to learn most effectively.

Williams (1994:72) demonstrates the training implementation as following:

- "Set objectives and targets for the people you manage;
- Monitor the achievement of these targets;

- Make decisions or recommendations regarding pay and rewards;
- Review performances and identify ways of improving them;
- Devise performance and career development plans and pass these on to a central personnel function;
- Review and improve the relationship between you and each of your subordinates".

Hence, Christie (1983:112) believes that all managers and supervisors within organizations should participate in all phases of training:

"Managers contribute to the success or failure of training programmes. When they participate in the needs analysis and design of training programmes, when they match performance problems to training design, and when they sell training to their subordinates, managers cause results to happen."

This implies that designing of appropriate designing is necessary. "In designing training, you must be clear what the training is for, and what particular needs are to be met. The answer will depend on the level of staff, their function and the stage of equal opportunity development your company has reached" (Coussey and Jackson, 1991:113).

It is also suggested that organizations need to classify employees and departments to select the number of trainees that need to be trained. According to Armstrong (1992:153) it is necessary to identify the need for training, training requirements, competent training, and to seek highly qualified and experienced persons to plan and carry training out.

It is possible to note that training process has many phases. One of these phases is implementation of training, which comes after identifying the training requirements of the organization and setting up the objectives and the strategy of the training process. This means that this phase is important to carry out the strategy of the training sufficiently.

1.3.5. Training Evaluation

Evaluation the training is another important step in any systematic approach to training. Rose (1964:204) explains that importance of training evaluation by stating that: "training programmes are evaluated to find out if the goals and objectives of the training have been met, and to determine if the results were meeting the needs of the organization". He also suggests that evaluation is a supplementary part of the instructional process. So, training programmes, instructors and the methods used in training are evaluated as to whether they met organizations' objectives.

In the training process, there is always a need to follow up and evaluate the training process in order to ensure that the training process is applied accurately (Armstrong, 1992:154). Hence, organizations evaluate training for many reasons, which can be divided into two parts: to improve the training and development process, and to decide whether or not to continue it.

Phillips (1997:36-38) presents and demonstrates the most specific reasons of evaluation, and states that evaluation is undertaken for the following reasons:

- To determine whether a programme is accomplishing its objectives;
- To identify the strengths and weakness in the human resource development process;
- To determine the cost/benefit ratio of any human resource development programme;
- To decide who should participate benefited the most or the least from the programme;
- To reinforce major points made to the participants;
- To determine if the programme was appropriate;
- To gather data to assist in marketing future programmes.

Coussey and Jackson (1991:121-122) believe that many techniques can be used to evaluate the effectiveness of training on behaviour. There are two kinds of questionnaires to measure the changes in the behaviour of the employees:

1. **"Initial questionnaire:** to be completed immediately after training, and includes the following points:

- What changes did you find most useful and why?
 - Which did you find least useful and why?
 - Were any of your needs not met?
 - Describe what action you will take as a result of the training.
 - Identify what changes you will make in your working standards and decision-making.
 - What outcomes do you expect to achieve in six months/a year?
2. **Follow-up questionnaire:** to be completed in six or nine months later, which includes the following points:
- Describe how this was helpful in the last six months.
 - Did you take this action? If not, why not?
 - Did you make these changes? What was the result? If not, why not?
 - Did you achieve these outcomes? If not, why not?"

As to the reasons of evaluation, Taylor (1996:290) suggests that there are three reasons for evaluating training objectives:

1. It indicates the overall effectiveness of training in achieving the objectives.
2. It provides information which can be used to judge the effectiveness of the training department.
3. It helps employees to succeed in order to prove themselves for future positions within organizations.

Westerman and Donoghue (1989:73-74), therefore, state, in terms of consequences of training, that "Evaluation of training programmes can be viewed from several different perspectives – validation / feedback / reinforcement, budgeting, cost-effective training, cost / benefit analysis, and best mix of cost / benefits".

Evaluation the training is part of the training process which helps to find what changes and effectiveness that employees acquired, and helps organizations to

develop the training process. Thus, there is relationship between the training and the evaluation of the training, which implies that evaluation must be conducted by organization to be sure that the training process is undertaken accurately. As presented previously by different researchers that evaluation of training is important for organizations to know if they achieved their objectives or not.

1.3.6. Continuing Development

The idea of training is only a process to help the employees to develop their necessary skills and comprehension related to the objectives of the organization. They have to be able to continue and create new skills and if necessary techniques and elaborate these within an organization. In addition, an accurate training process can help the staff to increase their administrative proficiency and skills (Armstrong, 1992:155).

It is important to note that managers within an organization have the key role in following up the employees and finding the abilities that each employee has. As a result of this, those managers can select the best-qualified person for an appropriate position. This will be a motivation to all employees to prove their abilities, raise their production and create new techniques.

Armstrong (1992:155) states that training and work must be merged together, implying that managers should urge the employees to learn from their mistakes and the problems that they face, and so the experience of challenge and success will be acquired during the daily work. To ensure this taking place, the persons who are in charge of the organization, for example directors, are responsible for following the continuing development activities of the employees in order to be sure that it has been implemented. It is suggested for this purpose that organizations have to arrange meetings, workshops and conferences, which help employees to develop and acquire more experiences. Therefore, organizations should encourage their employees and stimulate them into continuous training.

Armstrong (1992:156) claims that firms should arrange some activities for the staff to develop their abilities. In order to demonstrate the concept of training, it is suggested that any organization must know that training programmes are part of the successful

administrative process within an organization. Armstrong (1992:157) suggests also that an organization must elaborate the process of training programmes, and must increase the number of the opportunities for employees to acquire skills, proficiency and performance for continuous development.

Kenney and Reid (1986:27), for instance, state that "The Central Policy Review Staff Report (1980) argues that one of the major weaknesses in the UK's training provision is 'the concentration on initial training at the expense of updating and retraining provision later in life'". Therefore, Kenney and Reid (1986:27) suggest that "There are some indications that both government and progressive employers in the UK are coming to the view that all people of working age, whether currently employed or unemployed, must be given frequent opportunities to update their existing skills and, should their jobs become obsolete, given help to acquire new work skills and knowledge". Kenney and Reid also (1986:27) argue, therefore, that "this is the philosophy of continuing development".

Training, thus, is not only a process that terminates with the end of training programmes but is also a process that starts with training and continues with improvement and development of the employees demonstrating their skills, behaviour, attitude and good performance within organizations. It requires that employees should develop themselves and change their working methods to reflect the outcome of training as a means to acquire skills, knowledge and attitude.

1.4. Models of Training for Evaluation

It is considered that an organization has to pursue and estimate employees' effectiveness and performance in order to be sure that they have obtained knowledge and reached the required proficiency. It is important to note that the reason behind training is to improve and develop the performance of the employees and to increase the organization's activities. "The organization will be looking for evidence of how the changed job behaviour influences other employees and the way the company functions. This would mean measuring changes in overall organizational functioning with respect to productivity, output and costs," (McKenna and Beech, 1995:174). In

other words, as Bramley (1990:36) states that the purpose of training is to elaborate and change the staff's effectiveness and effort. This indicates that an organization estimates the expected consequences with the staff's current appearance. Therefore, the expected change should be compared with the new performance of the employees (Bramley, 1990:36).

According to Robinson and Robinson (1989:91) employees' skills and knowledge should be equal to the expected results. To examine change, it is widely believed that it is better to observe the staff on the way they act and perform within the working environment. Bramley (1990:37), therefore, believes that an organization has to observe employees' activities and the way they carry out their duties during the working hours.

Evaluation of the training and its impact may not necessarily an easy exercise, as "probably it is true to say that there is a scarcity of good training evaluation studies" (McKenna, 1994:212). However, "It is possible to follow up changes in attitudes back to the workplace to discover to what extent they have been maintained, but it is doubtful if this will actually produce useful information. One is still left with the assumption that changes in attitudes imply changes in behaviour at work. An approach which seems more likely to help with evaluation is through the use of behaviour scales to measure changes in the ways in which things are done" (Bramley, 1990:57).

Never the less, Kirkpatrick's model is extensively used in the literature for evaluating purpose. According to Kirkpatrick (1975:1-16), there are four main techniques for evaluating training programmes as follows:

1. *Reaction* defined by Kirkpatrick as "how well the trainees liked a particular training programme. Evaluating in terms of reaction is the same as measuring the feelings of the conferees". This technique involves asking trainees for their impressions on the training programme. He believes that this technique is successful and many training directors and companies use it to evaluate the reactions to programmes.
2. *Learning* defined by Kirkpatrick as "What principles, facts, and techniques were understood and absorbed by the conferees?". He believes that this

technique is more difficult than the Reaction technique in terms of evaluation.

3. *Behaviour* defined as the changes in job's behaviour resulted from the training. This type of technique is applicable to all types of training programmes. This technique is also more difficult than the Reaction and Learning because it requires help from statisticians, specialists, advisors and consultants for advice.
4. *Results* defined as the tangible results of training programme in terms of reduced cost, improved quality and quantity, decreased grievance rates and increased productivity.

Benabou (1996:96) states that "almost all organizations conduct some kind of evaluation, but very few do it at the fourth level. This is because many trainers think that business results evaluation is difficult or impractical to perform...". Taylor (1996:21) also believes that there are many internal and external factors, which affect the performance of the organizations, and it is hard to find a relationship between training intervention and organizational success. For instance, Ralph and Stephen's (1986:69-75) survey demonstrates that 86% of 500 major companies in human resources departments evaluate their training programmes by using the trainee reaction technique where they believe that it is appropriate to them.

In addition, there are six well-known training evaluation methods to measure the evaluation of the training programmes: questionnaires, interviews, tests, observation, self-assessment and performance appraisals. It is important to note that an organization works on following up all the expected activities and the development of the employees to see what development employees have as a result of training. As mentioned above, different tests were suggested to identify the change of the performance of the employees resulted from training, and the extent of their understanding of the new knowledge, experience, skills and behaviour which reflects the good performance of the organization.

1.5. Effectiveness and Efficiency in Training

Evaluating the training programmes within organizations leads to ask two questions in order to know whether the training programme was efficient and effective or not:

1- Did the training programme achieve most of its objectives in a rational way?

This question can be quietly answered by observing the changes achieved during training and investigating the process completely.

To know whether the training programme was effective, it requires asking more difficult question:

2- Was the training programme an effective?

This question involves more complex investigation which means that not only finding whether training programme was implemented accurately but also whether it deserved to be sponsored by organization.

Westerman and Donoghue (1989:15) therefore relates the training necessity to the job design, when he states that "The term 'job design', when used in connection with the information technology environment, refers to the activities necessary for developing a better understanding of the human resources needs which will lead to more effective and efficient performance. The objectives of these activities are:

- To avoid deterioration of the information technology working environment;
- To avoid the building up of dissatisfaction and negative tension in relationships;
- To avoid frustration and friction at any level within the information technology environment.

To meet these objectives, management must develop an approach, specifically for the information technology environment, which should include:

- The assessment of existing behaviour motivators;
- The assessment of existing environment factors which influence the performance of personnel;
- The building of a 'culture' in which personnel are given every encouragement to grow, where this encouragement can generate

creative drive directed towards taking the corporate commercial and information technology strategic plans along in a positive way".

Huang (1996:13-14) states that trainer should take into consideration the culture of the trainees when designing training programmes, and suggests that if the trainer did not recognize the characteristics of the trainee's culture and history and background, the best programmes that he presents will not be effective. Werther and Davis (1985:239), therefore, believe that "learning principles are the guidelines to the ways in which people learn most effectively".

Coussey and Jackson (1991:109) state that training may not be effective due to the following reasons:

1. Unpopularity: Trainees will not wish to attend training, which is seen as a way of changing their attitudes;
2. Irrelevance: Do participants have the authority to change practices as a result of the training? The training must be related to individual and organizational needs, and be pitched at the appropriate level;
3. Ineffectiveness: Much equal opportunities training has been ineffective because it is too theoretical or generalized, often because a standard ' off-the-shelf ' package is used".

Organizations should look at the trainees' past, history, education and job skills in order to attain effective training programmes. It is important to note that the content of training course and objectives must be supplementary to the training plan in order to have an efficient and effective training programme.

1.6. Reviewing the Empirical Studies Relating to Training Programmes

Although many studies discussed training, most of them demonstrated training as one of the basic principles and strategies within organizations but took slightly different approaches. This section aims at providing a survey of the studies conducted on the evaluation of the training programmes.

A study by Bruke (1986) on the effectiveness of managerial training discussed and analysed seventy previous studies relating to training evaluation in order to find the connection and the common factor between these studies, and discussed also the relationship between training and evaluation. It indicated also that there are four standards for evaluation: Self-learning, objective learning, behaviour and results. It concluded that the previous studies that discussed the training and evaluation needed to be developed and should present more information about the obstacles that affect the effectiveness of training, evaluation standards and evaluation methods. It indicated that the trainers or the managers within organizations must concentrate on the objectives that the training programmes will achieve as well as the standards that are used. In addition, the trainer level plays an important role in the effectiveness of the training.

Another study by Alpander (1986) related to training the trainers discussed and analysed one hundred and fifty five different companies in the USA in terms of the content of the training programmes, changes in the behaviour of the trainers and the required expectations. In other words: training programmes are not only concentrate on the common traditional skills of the employees such as planning, organization, leadership and surveillance, but also to aim to develop some epistemic behaviour skills, communication skills and personal effectiveness with other people. It demonstrated that most American companies concentrate on the training programmes that present planning, organization, leadership and surveillance.

Jleeson's study (1988) investigated the training needs for forty seven different iron and engineering companies to identify the training needs for regional directors and supervisors in those companies in order to promote employees' abilities, to encourage them and to raise productivity. It showed that there is a need to concentrate on different aspects of training such as:

1. Understanding and recognizing companies' objectives;
2. Recognizing the administrative skills, and how they are applied within companies;
3. The skills to listen, understand and response to others' needs;
4. Effective communication skills;

5. How to accept administrative changes;
6. How to work as a member of a team;
7. The skills of authorization, and the responsibility in making-decisions.

Post-training behaviour is analysed by Weiner (1990) by using the behaviour model to measure the range of skills and changes on the administrative supervisors after training in one of the biggest financial services companies in the USA. He asked the employees to observe the level of changes, and write down any changes they might observe in their supervisors' behaviour. It showed that there is a big difference in the behaviour between those who were trained and others who were not.

Long in his study (1990) applied the famous four techniques of Kirkpatrick in training evaluation – reaction, learning, behaviour, results- and how to use these techniques as basic principles in decision making in the training process. He investigated one hundred and fifty two administrative employees in three different training organizations, and asked employees to evaluate the training programmes of the projects department. He distributed employees randomly into five groups, and asked the first four groups to evaluate the training programme by using one of Kirkpatrick's techniques only. He asked the fifth group to evaluate the training programme by using all four Kirkpatrick's techniques. Finally, he asked all the groups about the results of their evaluations. It demonstrated that the Kirkpatrick's technique (results) had the highest percentage in measuring the decision making in the training process, then behaviour, learning then reaction.

Regarding training need measurement, Umiker and Conlin (1990)'s study focused on job performance evaluation and training needs for supervisors, and was about how job performance evaluation affects the identification of training needs. It demonstrated the idea of understanding the training needs of supervisors in order to present appropriate training programmes. It suggested that organization should distribute a list of training needs on the trainees, and requires that this list has to be filled with a number from 1 to 3:

1. Means: Skill is very important;
2. Means: Skill is important;
3. Means: Skill is less important.

This list has to include the following subjects:

- Job description;
- Individual spoken communication;
- Prepare memorandums and other written communications means;
- Employment and interviews procedures;
- How to deal with fastidious employees;
- On-the-job training;
- Time and energy administration;
- Follow up productivity and costs;
- Adaptation with administrative changes within organization;
- Personal effectiveness skills;
- Meetings administration;
- Analysis and problem solving.

A study by Akin and Lee (1990) on applying new methods in supervision training programmes demonstrated the idea of changing training procedures from acquiring issues and common skills such as solving problems or leading and etc., to improve the performance in work field. This idea is based on the principle of productivity culture. This idea was applied in the USA in one company. Training included a workshop in observation skills, personal meetings and illustration data. At the end of the study, it showed that trainees became more capable of understanding their jobs accurately.

Tesoro's study (1991) on administrative continuing development as a result of training used all Kirkpatrick's techniques in evaluating training (Reaction – Learning – Behaviour – Results) in order to estimate a training programme for administrative leadership in five hundred companies in the USA. Tesoro used the following procedures:

1. Reaction: At the end of training programme, he distributed a questionnaire on the trainees in order to know their satisfaction on the training programme;
2. Learning: He did some tests on the trainees (before and after);

3. Behaviour: After three months of training, he distributed a questionnaire on the managers' and trainees' friends in order to measure the behaviour after training.
4. Results: He collected some information from the departments that trainees were working in.

It also showed that there is an obvious improvement in administrative leadership skills after three months but it did not present any direct relation between the administrative leadership programme and the organization's achievement of its objectives. It showed that the continuing development in evaluating training programmes was an effective and simple method to be applied in training evaluation.

Frazier (1991) discussed training evaluation process for one hundred and fifty personnel managers in the USA. He demonstrated the trends and the competences of those managers in applying the training evaluation process accurately, and also showed that those managers focus much on the reaction technique despite the fact that they believe that this technique is less effective. Although those managers believed that other evaluation techniques such as (learning – behaviour – results) are sufficient, effective and present complete results in training evaluation they rarely use them. In addition, Frazier's study showed that those managers believe that they are unqualified in designing and applying the fourth evaluation technique (results).

Robertson in his study (1992) on training efficiency used Kirkpatrick's techniques' in evaluating training for personnel managers. As a result of training, there are positive results on the trainees' trends, recognition and performance:

1. For Reaction: positive results which illustrate that 65% of trainees are satisfied, and believe that training programme is useful.
2. For Learning: there are also positive changes in trainees' trends as a result of evaluating the performance before and after training.
3. For Behaviour: there are also positive changes in trainees' behaviour after training.
4. For Results: the expected positive results were achieved in the performance of the trainees.

A study by Horner (1993) on training advantages estimated the training advantages according to changing standards in the trainees' behaviour, and showed that about fifty individuals joined the training programme. A measurement was designed to classify the behaviour and performance of the trainees after training as follows:

1. Estimation of the performance of the trainees by testing them before training;
2. Three months after training, there is another test to estimate trainees' performance.

Levine (1993) in a study on training programme development showed that training programme should be designed according to the training needs of organization. It required an organization to find a qualified trainer and appropriate training programme related to trainees' jobs. The trainer also has to be familiar with the trainees' work as well as the taught subjects, which are technical skills, job content, how to deal with individuals and motivate them.

A study by Al Mutawa (1993) on the impact of administrative training in increasing productivity was applied on Riyadh Regional Principality employees, and discussed some negative procedures undertaken in the training process. In addition, it discussed the problem of decreased productivity. The researcher used description analysis, and tried to answer whether the administrative training has positive impact on increasing productivity or not. Al Mutawa's study demonstrated that there are some disadvantages which have an affect on productivity, such as employees are working in which it is not related to their qualifications, which means that each employee should be in a suitable job; administrative absence and indiscipline within the principality; there are no motivations or incentives; promotions for employees come late.

In addition, it showed that there are some training disadvantages such as short training courses; the training programmes are theoretical, and there are no application programmes; employees believe that training is helpful for promotion and that attending training programmes will help them to be promoted. Promotions are based on the number of training programmes that employees attended. Finally, it found that training programmes are not consistent with the nature of the employees' work.

Al Shahry (1992) in his study on the role of training in developing the security officers in the Kingdom of Saudi Arabia used analytical methods of data analysis and

emphasized that training is important to achieve objectives. His study showed that training increases individuals' capabilities and productivity. It also discussed the importance of training for security officers, training problems and how to overcome these problems. In addition, it showed also the influence of training on behaviour, human relations and Islamic basics. Moreover, the study demonstrates that training is important to develop the efficiency of individuals, and should be offered to all employees in all sector; the concern of the government about training is reflected in the establishment of many specialist training institutions. To have a sufficient training programme, there is a need for a training basis such as scientific measurement for training needs, planning and selecting qualified trainers; there is need to evaluate training programmes in order to avoid obstacles; training changes individuals' behaviour and attitudes; there are new training methods, and the currently used training approaches need to be developed; training needs are important as well as training subjects.

Al Mutery's study (1989) focussed on the training needs in training institutions and centres in the Ministry of Interior in the Kingdom of Saudi Arabia, and showed that there is no previous study discussing the training needs of security departments, and showed that all previous studies focussed on civil jobs and the private sector. Al Mutery used the description method, and clarified that there are many methods to identify effective training needs. His study showed that some institutions use comprehensive scientific methods for training, and others focus on the public objectives for training.

Evaluating the training programmes implemented by the Institute of Public Administration in Jordan was the subject of a study by Azab (2002). He distributed questionnaires to the trainees and interviews with trainers. The results showed that trainees have better performance, and they have many motivations to attend training such as promotion for higher career and to develop knowledge and learn skills and behaviour. In addition, lectures method was the most important used method as well as group work was preferable.

Kalifah's study (2001) aimed at determining "the current condition of strengths and weakness of the training programmes implemented by the Department for Human

Resource Development and Training Centres in different education regions". His study included 377 teachers. The training programmes were inefficient for the development of teachers' behaviour for many reasons as follows:

1. There are no qualified professional trainers to perform their jobs accurately;
2. There is no evaluation for trainees;
3. The objectives of training programmes are not clear;
4. There are inappropriate training methods;
5. Trainers depend on a limited number of training methods such as lectures and discussions.

Tejada (2006), on the other hand, aimed at identifying "the relationship between training methods and effectiveness by trainees" and presents employees of a company in the United States with thirteen methods of training to specify the training methods they prefer: Case studies, computer-assisted programmed instruction, computer simulation, conference methods with discussion, games, lectures, live cases, multimedia presentations, one-on-one instruction, programmed instruction, role play, videotapes and video teleconferences. His study included that trainees prefer technology based training methods such as computer simulation, multimedia presentation and computer-assisted programmed instruction.

In reflecting on the above-mentioned empirical studies, it is clear that all the above studies used different samples in analyzing and discussing training related issues. Some samples not only discussed the impact of training programmes on the trainees' skills, behaviour, attitude and performance but also on supervisors and managers. Although many evaluation techniques were used but they differ from one to another.

Some studies used one technique only: reaction or behaviour, and some others used all Kirkpatrick's techniques: reaction, learning, behaviour and results. Most studies are similar in results. Some of them show positive results for expected objectives, some present solutions to improve the process of training, and others urge that training programmes are theoretical, for a short period of time and thus are not appropriate to the nature of the employees' work.

On reflecting the above surveyed studies, it is possible to say that the importance of training arises from the organizations' objective to achieve an appropriate performance. Moreover, it is clear that all studies discuss that most organizations undertake the evaluation of training programmes as a main procedure in the training process, which helps them to find out problems and solve them. The survey also demonstrates that the evaluation's results are important and present new suggestions for developing the training programmes within organizations.

In addition, these studies show that the supervision training programmes depend on the common traditional skills such as: planning, organization, leadership and surveillance more than developing epistemic behavioural skills, communication skills and personal effectiveness. Moreover, these studies demonstrate that organizations must identify the training needs and training subjects, which means that training should be based on real training needs.

In concluding, there are some similarities and some differences can be drawn from the findings of the studies surveyed above:

1. Both studies urged that training programmes are important in developing the training process and to achieve organizations' objectives;
2. The studies above discussed the impact of training on organizations, companies and government departments, but this study discusses the impact of training on all organizations, and focuses on government departments in developing the training process;
3. Each study discussed above focused on one part of the aspects of training but this study focuses also on improving the effectiveness and efficiency of the human resources within the Ministry of Social Affairs in Saudi Arabia.

Regarding this study, it differs from the above studies in terms of objectives and training methods as well as focusing on the improvement of the efficiency of training programmes for human resources.

1.7. Summary

Although, the need for human resource management arises out of the scarcity of resources, which go to satisfy human requirements, it is possible to say that the development of human resources depends on the correct understanding of the process of development and training. It is considered that the whole training process consists of leadership, managers, employees and motivations, training programmes and the working environment which contribute to the success of training programmes.

To understand the process of training programmes, it requires different steps such as identifying the training needs, the purposes of training, setting objectives of training, deciding which strategy can adapt with the training needs, implementing the training, evaluate the training and finally continuing the development of training that an organization should follow and apply in order to reach its objectives. Evaluation is important part in the training process, which estimates the objectives of training with the current performance, and provides answers of how far the training achieved its purposes.

It is suggested that an organization should focus on the problems and obstacles that make the training process underperforms. This poses many questions about the whole training process, which needs to find a variety of solutions and evaluations. It is important to note that there is a need to apply sufficient training process in order for developing a comprehensive training process.

Chapter Two

Research Methodology

2.1. Introduction

This chapter attempts to reveal the steps are used by researcher for investigating this research, as there is a need for any researcher to plan his research, to clarify the aims and the objectives of the research. This indicates that there are some procedures have to be followed to establish an accurate method to conduct the research.

According to Moore (2000:1) it is necessary to know the idea of the research and the objectives that are needed to be accomplished. This indicates that there is a need for researcher to understand carefully the reasons for writing the research in order to get appropriate and accurate findings.

It is reasonable for any researcher to know the systematic guidelines of the research. This will be helpful to reach required results as it is demonstrated by Moore (2000:1) "A clear, unambiguous research aim coupled with a precise statement of research objectives will provide [one] with an initial sense of direction. It will enable [one] to design the research project, selecting the most appropriate methods. It will also provide the basis for managing the research once the project is underway. It will also be an invaluable guide when it comes to analyzing the results and making sense of it all".

In addition, Moore (2000:4) also emphasizes this idea by asking different questions to assure that there are some procedures have to be followed to attain goals as following:

- "What are you trying to achieve?
- What are the important issues?
- Who will benefit from, or be affected by the project?
- What things will change as a result of the project?
- Why has the project been established?"

As it is noted above that it is applicable to identify the reasons of writing the research, problem of the research and the solutions to solve these problems. This implies that there are many steps that researcher has to follow and apply to reach the objectives of the research. It demonstrates also that the reason behind selecting an appropriate method to apply in the study based on the objectives of the study.

For a successful study, it requires to identify the types of research methods, which assists researcher to select an applicable method for his study and that the selected research method has to be sufficient for the study to locate concrete findings to discuss, comment, analyse, evaluate and provide recommendations. In addition, every method is good to be used in any study to search the main problem of the research, but it requires that the selection of the method must be based on the aims and the environment of the study.

This chapter, hence, discusses research methodology issues such as research design and research methods. Details of data collection procedure are also provided. Finally, it concludes with a discussion on how is the questionnaire is prepared and distributed among employees of the Ministry. In addition, it discusses limitations and the main difficulties that faced during the data collection process.

2.2. Research Methodology

Methodology is related to planning of the research with the objective of identifying aims of the research, to achieve the objectives of the research and to select an appropriate research method for the study. Moore (2000:12) explains the function of research methodology by stating that "the essential thing is to be able to select the methods that are most likely to achieve the objectives of the research".

There are two kinds of research methodology: quantitative and qualitative methodologies. These can be used to collect data that the researcher needs, and based on the kind of survey that he wants to do. It is necessary to note that researcher is capable to use more than one methodology for the study in order to give more clarifications and accurate results, but this study will apply the quantitative method only

because it aims to reveal the perspective and opinions of the participants regarding various aspects of the training programme in question.

2.3. Research Designs

Davis and Cosenza (1985:90) state that "research design can be thought of as the road map for researchers...". To support this, Nachmias and Nachmias (1996:99) suggest that research design is "the 'blueprint' that enables the investigator to come up with solutions to these problems and guides him or her in the various stages of the research". In emphasizing the guiding role of research design, Zikmund (1997:49) adds that research design is "a master plan specifying the methods and procedures for collecting and analyzing the needed information".

Research design, therefore, includes the objective of the study, data and the design technique, which is finally finding a solution for the research problem. It is clear that designing is planning to get the information needed which means that researcher starts by identifying purpose and the problem of the research, then selects an appropriate method for the study, then plans his approaches to achieve objectives.

Jankowicz (1995:172) suggests that there are four main research designs:

1. "Archival methods, in which you direct your questions at people and at written sources, concerning issues and events in the past in order to understand the present and predict the future, using either historical review or biographical analysis;
2. The case-study, in which you explore issues both in the present and in the past, as they affect a relatively complete organizational unit (single case study) or group of organizational units (comparative case study), and in which you look to the future by means of the recommendations you make;
3. The survey, in which you direct your questions at a relatively large group of people, in order to explore issues largely in the present;
4. The field experiment, in which you identify the relative importance of one or more variables in situations (and these are limited in business project work)".

In addition, research design should be based on the nature and the necessities of the study. Jankowics (1995:173) illustrates the way to use a specific research design or technique as following:

"What is important is that you don't regard the more structured techniques and the methods with which they're associated as 'better' or in some way more 'scientific' simply because they're quantitative, or because many studies go from the qualitative to the quantitative as understanding progresses...everything depends on the level of understanding which is possible in the management environment, and structure and quantification are, in themselves, no guarantee of freedom from error".

By reflecting on the types of research design, this research is designed as a case study based on questionnaire survey design, as it aims to analyse the issues related to training (as a subject) in an institution (Ministry of Social Affairs) in a particular country (Saudi Arabia) by collecting primary data through questionnaire.

2.4. Research Method

It is clear to note that method is the researcher's tool to assemble and analyse the data collected for the research, which should be suitable for the research objectives.

Research method draws the map for the researcher to find solution for the problem of the study, which is reflected on by Ghauri *et al* (1995:83) "Research methods refer to the systematic, focused and orderly collection of data for the purpose of obtaining information from it, to solve/answer our research problems or questions".

Hence, for collecting data, there is a need to know firstly what research method will be used, then identify the used technique in order to gather information related to the research objectives. To support this, Jankowicz (1995:172) defines the difference between 'method' and 'technique' as following: Method is "a systematic and orderly approach taken towards the collection of data so that information can be obtained from those data", and technique is "particular, step-by-step procedures which you can follow in order to gather data, and analyse them for the information they contain".

It is important to note that there are two main research methods:

Quantitative Method: It is associated with survey research method to collect data. This means that there are specific procedures undertaken by researcher to reach the real and required information from respondents. Quantitative method namely questionnaire is a method that help researcher to get the data fast, which means that researcher may hand out the questionnaire to his research sample and soon take the response.

It is possible to say that quantitative method has some procedures, which are always used by researchers precisely to get their findings. Bryman and Bell (2003:68-69) describe the main steps in quantitative method as following: "Theory - Hypothesis - Research design - Devise measures of concepts - Select research site(s) - Select research subjects/respondents - Administer research instruments/collect data - Process data - Analyse data - Findings/conclusions - Write up findings/conclusions".

Qualitative Method is a detailed description and understanding of the situation by investigation and observation through the interviews. Miles and Huberman (1994:6) state that the qualitative method is:

- “depends on a deep familiarization with a normal or typical real-life situation;
- involves you in the search for significant themes running through disparate sources;
- results in a holistic understanding of the situation of the factors involved and how they interrelated, identifying the less obvious issues as well as those which initially grab your attention;
- demands that you take your informants seriously in their own language, and from their own point of view, suspending your personal and project-related preconceptions while you are gathering data, no matter how legitimate those preconceptions might be;
- seeks to discover how people understand the situation or issue you are investigating, and how that understanding guides their actions;
- seeks to develop knowledge by linking the accounts people give to an underlying body of theory".

The difference between quantitative and qualitative methods is demonstrated by Cooper and Schindler (2005:124) as follows:

"This distinction is based mainly on the kind of information used to study a phenomenon. As their names suggest quantitative studies rely on quantitative information (i.e. numbers and figures), while qualitative studies base their accounts on qualitative information (i.e. words, sentences and narratives)".

It is obvious from the above two methods that researchers have to select an appropriate method that suits their objectives and needs. However, there is no one method can be used by all researchers but the method should be matched with the research aim. To support this, Simon (1969:4) illustrates it as following:

"There is never a single, standard, correct method of carrying out a piece of research. Do not wait to start your research until you find out the proper approach, because there are many ways to tackle a problem – some good, some bad, but probably several good ways. There is no single perfect design. A research method for a given problem is not like the solution to a problem in algebra. It is more like a recipe for beef Stroganoff; there is no one best recipe".

As long as this research is concerned, it uses the quantitative method by using questionnaire to gather data or information from the employees of the Ministry of Social Affairs, which can be coded and statistically analyzed.

2.4.1. Questionnaire

Questionnaire is considered to be as an important tool for the research to collect information. A questionnaire guides researcher for collecting data, where researcher knows what kind of information needed, and the method to measure it. Sekaran (2003:236) defines the questionnaire as a "reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. Questionnaires are an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest. Questionnaires can be administered personally, mailed to the respondents, or electronically distributed".

Relevance and accuracy is an important issue with questionnaire, and therefore Zikmund (1991: 296) demonstrates it as following:

"Relevance and accuracy are the two basic criteria to be met if the questionnaire is to achieve the researcher's purposes. To achieve these ends, a researcher who plans to systematically design a questionnaire will be required to make several decisions, typically but not necessarily in the order listed below:

1. What should be asked?
2. How should each question be phrased?
3. In what sequence should the questions be arranged?
4. What questionnaire layout will best serve the research objectives?
5. How should the questionnaire be pretested? Does the questionnaire need to be revised?"

It is a fact that questionnaire leads to attain precise answers, which means that respondents will feel comfortable to response to the questions of the questionnaire with no pressure or help from others. To support this, Ackroyd and Hughes (1981:66) state that "Questionnaires are sometimes used without an interviewer, the respondent completing the questionnaire without any assistance other than the guidance provided through the written instructions on the questionnaire itself".

It is clear from these different definitions that the procedures of the questionnaire are undertaken in a proper way which will help the researcher to receive data as fast as possible. The used procedures or steps to hand out and get back the questionnaire differs from one research to another which requires different kinds of questionnaires where there are different questions based on the purpose of the research. Hence, questionnaire is considered to be as some questions given to the respondents to be completed. Once the respondent finishes answering these questions, questionnaire will be examined to study the case of research problem with the research objective.

Regarding the administration of the questionnaire, Bryman (1989:41) states that "It is often the case that questionnaires are handed out to respondents who return them at a collection point or through the mail". It is likely to note that there are many techniques for administering questionnaire which will help the researcher to select an appropriate one to suit the study.

Saunders *et al* (1997:282-283), therefore, state that "the design of a questionnaire differs according to how it is administered, and in particular the amount of contact you have with the respondents.

1- Self-administered

- On-line questionnaire
- Postal questionnaire
- Delivery and collection questionnaire

2- Interviewer administered

- Telephone questionnaire
- Structured interview

The choice of questionnaire will be influenced by a variety of factors related to the research question and objectives, and in particular by the:

- characteristics of the respondents from whom you wish to collect data;
- importance of reaching a particular person as respondent;
- importance of respondents' answers not being contaminated or distorted;
- size of sample you require for your analysis, taking into account the likely response rate;
- types of question you need to ask to collect your data;
- number of questions you need to ask to collect your data.

The choice of questionnaire will also be affected by the resources you have available, and in particular the:

- time available to complete the data collection;
- financial implications of data collection and entry;
- availability of interviewers and field workers to assist;
- ease of automating data entry".

Self-administered questionnaire is most appropriate for most researchers, as it will help the researchers to reach to the respondents as fast as possible, which means that this type of questionnaire assists the researchers to avoid mistakes and get back most of responses.

It is clear that questionnaire is a technique of collecting data, which has advantages and disadvantages as it is illustrated by Oppenheim (1992:102):

"The main advantages are:

- Low cost of data collection;
- Low cost of process;
- Avoidance of interviewer bias;
- Ability to reach respondents who live at widely dispersed addresses or abroad;

The main disadvantages are:

- Generally low response rates, and consequent biases;
- Unsuitability for respondents of poor literacy; for the visually handicapped, the very old or for children below the age of, say, ten; often unsuitable for people with language difficulties;
- No opportunity to correct misunderstandings or to probe, or to offer explanations or help;
- No control over the order in which questions are answered, no check on incomplete responses, incomplete questionnaires or the passing on of questionnaires to others;
- No opportunities to collect ratings or assessments based on observation".

Thus, an accurate questionnaire must be characterized by clarity and explicitness in order to be read and to be answered completely by employees. Many questions are presented through questionnaire to characterize the current condition of an organization. Due to the objective of this study and the need of researcher to get an accurate data, questionnaire is distributed among the employees of the Ministry of Social Affairs to find out the effectiveness of the training and the real obstacles that stand against the effectiveness of the training process.

2.4.2. Preparing the questionnaire

Questionnaire is used in this study as a tool for investigating and gathering data which will enable the researcher to find solution for the problem and to answer the research questions. The accurate questionnaire must be characterized by clarity and explicitness in order to be read and to be answered completely by employees.

The questionnaire used in this study was divided into nine sections, and begins with personal information. It is better to start with easiest questions to be completed by respondents with confidence then moving to the complex questions. It consists of (44) questions. It can be noted that the nature of the questions of the questionnaire is close ended which will enable the respondents to select their answers. A sample of the questionnaire can be found in appendix section.

Sampling is an important technique to conduct scientific study. Saunders *et al* (1997:125) suggest that sampling in research "enables a higher overall accuracy than does a census". It is important to note that the researcher should select the suitable sampling design for his study, and one of these is random sampling which is mostly preferable for most researchers. It indicates that this type of sampling will help them to reach their objectives, and will identify that the responses will be accurate due to the comprehensive survey of the employees and will also avoid the selection of the responses from particular employees. This study uses randomly procedure in distributing questionnaires on the employees of the Ministry in order to get the required higher accurate results.

2.4.3. Testing Validity and Reliability

It demonstrates that questionnaire must be clear to enable the respondents to answer all questions. This also will enable the researcher to get assessment of the questions' validity and reliability for the collected data which means that the questionnaire should has validity and reliability. This indicates that the questions should be reviewed by specialists in order to have consistency of the questionnaire. Mitchell (1996:199) suggests that "As well as allowing suggestions to be made on the structure of your questionnaire, this will help establish content validity". This means that once the questions are reviewed, the questionnaire will be successful.

In addition, this will help the respondents to understand and answer all questions. By reviewing all questions, the researcher will know that the questions were reliable and suitable. The self-administered technique in distribution questionnaires will help the researcher to observe the problems of the questionnaire. This can be done by giving the respondents another questionnaire, and ask them to fill them for identifying the

problems of the questionnaire. Bell (1999:128) states that the researcher should ask the respondents to answer another questionnaire to identify the following:

- 1- How much time the respondents spent to answer all the questions.
- 2- To be sure that the instructions of the questionnaire are clear.
- 3- To identify unclear questions.
- 4- To identify the questions that the respondents found them difficult to answer.
- 5- The respondents' opinions are important to identify unimportant questions.
- 6- To identify the way in which the form of the questionnaire is good.
- 7- To identify if there are any comments.

The reliability means that the responses have to be harmonized with the questions. It demonstrates by Mitchell (1996:199) "outlines three common approaches to assessing reliability. They are:

- 1- Test re-test: The questionnaire therefore needs to be administered twice to respondents. This may result in difficulties, as it is often difficult to persuade respondents to answer the same questionnaire twice.
- 2- Internal consistency: involves correlating the responses to each question in the questionnaire with those to other questions in the questionnaire.
- 3- Alternative form: This offers some sense of the reliability within your questionnaire through comparing responses to alternative forms of the same question or groups of questions".

Hence, a particular procedure followed in constructing the questionnaire for this study:

1. Reviewing a number of questionnaires related this study;
2. Focusing on the clarity and relevance in preparing the questionnaire;
3. The questionnaire should be attractive and not too long to encourage the respondent to fill it;
4. Distributing the first draft of this questionnaire on some of Ph.D students who are specialists in the same field, and for some specialists in SPSS (Statistical Package for the Social Sciences) in order to be sure that this questionnaire covers all the important subjects, to answer the research questions, and to be sure that analyzing these questions would be possible;

5. As a result of some comments, there are some amendments and changes as well as adding and deleting some questions;
6. The researcher decided to use SPSS system in analyzing the questionnaires.

This is to indicate that validity has an affect on the reliability. When validity gets high measure, the reliability will be also high but when validity gets low measure, it means that there is no reliability. There are two types of validity: internal and external. Internal validity demonstrates a specific idea, but the external validity demonstrates the results of the study as general. In addition, Alomar (2004:68) suggests that validity has many types such as face validity, content validity, construct validity, predictive validity and concurrent validity.

Bryman (2001:71) indicates that Cronbach's alpha test is important to investigate the reliability of the questionnaire, and refers that this test is comprehensively used by researchers to measure the reliability. As it can be seen in the table below that the Cronbach's alpha test for this study demonstrates that the degree of reliability is applicable and convincible.

The table below demonstrates the accuracy of the questionnaire which means that the questionnaire will be applicable to be applied on the employees of the Ministry. The researcher found out that the validity test will not be accurate, and will not achieve the required score for this study due to some questions of the questionnaire. It may require that some of questions of the questionnaire to be reviewed, and even some of the unimportant questions might have to be deleted to establish accuracy or reliability.

Finally, the researcher found out that there is only one question, in the second part of the questionnaire, had to be deleted to achieve reliability. By testing the validity after deleting the mentioned question, the researcher found that the test score is reasonable and got the required results.

	Number of items	Alfa Cronbach
Training Related Procedural Issues in the Ministry	3	.82
Reflecting on the Objectives of Training	5	.74
On the Nature and Consequences of Training Programmes	6	.63
Evaluating the Delivery of the Training Programmes	6	.62
Evaluating the Trainers and the Content of the Training Programmes	5	.83
Evaluating the Relevance and Achievements of the Training programmes	6	.80
Evaluating the Job Related Contributions of the Training Programmes	4	.67
Evaluating the Benefits of the Training Programmes and the Impact of Work Environment	5	.69
Total Validity		0.70

In overall, the validity and the reliability of the collected data and the response rate based on the designing of the questions, and the structure of the questionnaire is established.

2.4.4. Translating the questionnaire.

When questionnaire is designed and approved by the researcher's supervisor and reviewed also by a number of specialists, it is important to translate it into Arabic language because the questionnaire will be distributed on the Ministry's employees.

Most of the employees are not sufficient in English language, and they are speaking Arabic language which is finally will unable them to understand the questionnaire accurately.

It is essentially noting that translating the questionnaire from one language into another requires highly care in transferring the same meaning by another language which means by accuracy of translation, and not changing the original meaning. Bulmer and Warwick (1993:152) state that "The questionnaire schedule is thus first translated from the original language to the local language. It is then translated independently by another translator back from the local language into the original language. The result is then compared with the original version to identify and correct semantic errors in translation".

Finally, the questionnaire that was translated into Arabic language was given to specialist translators to check the translation, and to be sure that both copies of Arabic and English language questionnaires have the same meaning. An accurate translation of the questionnaire is important which helps the researcher and the respondents to stick into the same meaning. This means that questions of the questionnaire will not be changed in meaning wherever these questions in Arabic or English language due to the perfect translation.

2.4.5. Delivery and collection questionnaire technique

In this study, the researcher preferred to use self-administrative technique, which means that the researcher himself handed out the questionnaires and would taken back the questionnaires to and from each employee. This required hard efforts to collect most of the questionnaire, and to be sure that most of the questionnaires are received. On the other hand, it enabled the respondents to ask the researcher any question that they may feel is not clear.

Each questionnaire included the following items:

1. Covering letter clarifies the purpose of the questionnaire clearly and concisely, and a promise that all answers would be confidential. It is

important to explain why the researcher wants the respondent to complete the questionnaire, and also that the researcher will collect the questionnaire.

2. Letter from human resources manager of the Ministry asking employees to cooperate and help the researcher to collect the data needed.
3. At the end of the questionnaire, the researcher should thank the respondent for the time that he spent to fill the questionnaire.

Saunders *et al* (1997:305) reveal the questionnaires as "questionnaires are accompanied by a covering letter, which explain the purpose of the survey. This is the part of the questionnaire that a respondent should look at".

It is possible to say that it is preferable to use different respected words to satisfy the respondents, and to prove that their opinions are quite important (Saunders *et al*, 1997:308). Sekaran (2003:265) states that "population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate". To support it, Sudman (1976:11) states that "the process of selecting a grouping together all organizations under 'large' or 'medium' size is a first step in the stratification process". This means that the study may focus on all members of the organization who will be investigated. On the other hand, it may focus on some of population as it is illustrated by Zikmund (1997:413) "the process of using a small number of items or parts of a whole population to make conclusions regarding the whole population".

In this study, six hundred questionnaires were distributed on the Ministry's employees only, non for managers or supervisors, and a total of four hundred and fifty questionnaires were returned representing about 75% of the response rate from the sample of the general community by using self-administrative technique. This technique enabled the researcher to return back most of distributed questionnaires.

In fact, the response rate can be observed as high which indicates that the researcher used different types of tactics to improve the response rate by following-up and urging the respondents to respond and answering all questions of the questionnaires as fast as they can in order for increasing the response rate. The researcher used following-up tactic for some respondents who are busy and unable to respond quickly.

It can be noted that the response rate in this study is reasonable very good as it is described by Babbie (1991:182) "A response rate of at least 50 per cent is generally considered adequate for analysis and reporting. A response rate of at least 60 per cent is considered good, and a response rate of 70 per cent or more is very good".

2.4.6. Difficulties of the Study

In any study or research, it is most common that there are much of difficulties and obstacles facing the researchers in writing their researches. In this study, there are some difficulties faced the researcher such as:

1. Distributing the questionnaires among most of the employees of the Ministry. Some of them work in different branches in different cities. This means that researcher used another type of sending and receiving questionnaire by fax or email, and needs to wait to receive them back by the same way. This requires also much time to wait and reminding employees to assist to finish filling the questionnaires and send them back;
2. Some employees were not cooperative, and tried to keep the questionnaires with no respond and then returned them with no answering any question'
3. The researcher had no idea of using SPSS to analyze data, which required much time to find a professional capable of working on SPSS sufficiently and to help to give outcomes of the questionnaires.

It can be noted that there is an impact on this study due to these difficulties, but the researcher has an ambition to achieve his goals and to reach to his objectives that he planned for in this study. These difficulties encourage the researcher to work hard to prove that there is a problem behind the undeveloped training process in the Ministry. This indicates that there are some procedures will be undertaken by the researcher to overcome all the difficulties that he may face in his study.

2.5. Summary

This chapter describes the procedures used in this study to examine the current training process within the Ministry of Social Affairs in Saudi Arabia. This study is similar to the other studies in terms of the objectives and the considered time for the study. This study applies completely on the employees of the Ministry of Social Affairs in the Kingdom of Saudi Arabia. Questionnaire were applied and distributed on the employees only, non for managers or supervisors. The reason behind this specification is to find the substantial problems and obstacles that affected the training procedures.

For data collection, the researcher described the structure of the questionnaire and used self-administered questionnaire, and believed that this type of technique is fast to gather most of the distributed questionnaires. The researcher used another type of techniques, which is sending by mail or fax and collecting questionnaires due to the different cities whereas many employees work in different branches of the Ministry.

In addition, this chapter describes the system used to examine and present the results of the questionnaire. SPSS is used to analyze questionnaires, and to get the descriptive results from the data.

Chapter Three

The Ministry of Social Affairs: An Introduction

3.1. Introduction: Mission and Departments

This study aims to evaluate the training programmes taking place in the Ministry of Social Affairs of the Kingdom of Saudi Arabia, and therefore it is important that the Ministry should be introduced as a case institution.

Regarding the history and functions, the Ministry of Social Affairs was established on 24/12/1960. It performs speedy theoretical and practical efforts in the fields of social welfare and development. It also aims to contribute to the well-being of the citizens, to achieve the required needs and to assist the citizens to utilize their abilities and capabilities in forming social capital.

The government of the Kingdom of Saudi Arabia pays a continuous attention to the programmes and activities of the social welfare and development. This has been manifested by the Government's generous support to the budget of the Ministry, and also by offering the opportunity to the voluntary private sector in the field of social activities, which aims to contribute to the lives of individuals, the family and the society.

The Ministry has many departments and branches, and there is an important and clear role for each department and branch in providing the social services, which satisfy the needs of the beneficiaries. These services are provided in an integrated manner with the contribution of other institutions, families, and individuals.

This Ministry has two different main Deputies Ministry which complements each other in conducting the activities of the Ministry:

1. Deputy Ministry for Social Welfare and Development.
2. Deputy Ministry for Social Security and Public Housing.

The First Deputy Ministry focuses on Social Care and Social Development Departments, which takes care of orphans, the aged, and the handicapped (physical and psychological patients, mental deficiency and paralyzed). The Social Development Department, on the other hand, takes care of young people. The help from other disciplines and professional are utilized in their efforts, such as sociologists and psychologist help young people, direct them to the right way by helping not to go astray. This department also is responsible for social and sport centres in different areas in every city in Saudi Arabia.

The Social Security and Public Housing Deputy Ministry provides and secures incomes for deserving people who have no income at all. Some of them are given a monthly income and others are given an annual income. It also provides houses for needy people who have no places for living. In addition, the Ministry established a separate department under the name of The Department of Social Protection which assists people through a toll free phone line in case of any problem concerning social, psychological or violence issues.

This chapter will discuss the general objectives and the policies of the Ministry in providing social services to all people in the society, departments and branches of the Ministry and the effective role of the administrative development department in providing training to all Ministry's employees.

3.2. The General Objectives and the Policies of the Ministry

The general objectives and the policies of the Ministry contributes to the national development process of the country, its programmes and activities, to cope with the general objectives and the strategic principles of the national development plans, particularly, those which are concerned with the social development of the Saudi society.

These objectives and policies provide the necessary care and assistance to the Saudi society in order to participate into the development plans and to benefit of their

results. This will be accomplished through the continuous endeavours to promote the standards of the Saudi communities, families and individuals.

The objectives and policies of the Ministry are as follow:

1. Providing and increasing the efficiency of the sectors in order to perform their roles in an efficient and an effective manner;
2. Setting long-term plans for social research and studies, and determining the priorities which adjusting with the new social variables;
3. Providing social welfare to the individuals by the social welfare institutions;
4. Providing also social welfare to the individuals and families in their natural environments;
5. Taking care of the juveniles residing in the social institutes and reforming them;
6. Emphasizing on the family solidarity and increasing the concern of the programmes and services for families, orphans and those who are similar to them;
7. Providing more attention to the handicapped and introducing national programmes for their rehabilitation and welfare;
8. Emphasizing on the responsibility of the individuals and groups of the society towards social solidarity for developing the standards of the local communities by the private voluntary activities;
9. Developing the social development activities helps to cover the requirements within the society;
10. Supporting and encouraging the cooperative activities as well as spreading and developing these activities;
11. Providing social awareness and guidance programmes;
12. Emphasizing on the importance of the cooperative societies and charitable societies;
13. Emphasizing also on the importance of securing income by the Department of the Social Security in the Ministry for those who have no income within the society.

3.3. Structure and Hierarchy

In addition to the formal departments such as Minister's office and Ministerial secretary, Department of International Cooperation, Department of Public Relation and Social Information, Legal Department and Follow-up Department, Ministry has the following departments:

Information Centre

This centre is considered to be an essential aspect within the Ministry, and provides statistical data that helps in preparing plans and programmes of the social services. The main function for this centre is to collect and follow-up information from all departments in order to be a data base centre. It is also an effective means for information exchange between the departments within the Ministry, which are concerned with social development and welfare services inside and outside the Kingdom of Saudi Arabia.

Social Affairs Offices

These offices work to achieve the objectives and tasks of the Ministry in the regions where they are located. There are many Social Affairs offices in different cities in the Kingdom of Saudi Arabia presenting social services under the supervision of the Ministry.

General Department for Women Supervision

This department helps to achieve the objectives specified for the social homes, centres, institutes and societies of feminine nature. It also aims to contribute to the stability for the families and children who are covered by social welfare umbrella. There are many women supervision offices presenting social services to the female individuals in the society. These offices supervise the performance of social homes, centres, institutes and societies of feminine nature in the regions where they are located.

The General Department for Administrative and Financial Affairs

This department is divided into two main departments: Personnel Affairs Department and Finance Department. The former department is involved with administrative work related to employment, promotion and also in charge of a database for all the employees within the Ministry. Hence, it is in charge of the administrative organization of the human resources within the Ministry. Financial Department, on the other hand, is charged with the duties related to employees' salaries, financial transactions and debts, preparation of the Ministry's budget and follow-up all the Ministry's financial matters, and also following up the financial system of the Ministry.

The National Centre for Studies and Social Development

The Ministry is concerned with social studies and research in social work related fields in order to report, analyze and develop the social services. It is also concerned with setting plans and programmes for the services and the activities of the Ministry. In addition, this centre prepares the research work to participate in different scientific conferences and symposia for both local and international levels. This centre has some objectives as following:

- Providing technical consultation to the Ministry;
- Raising the process of the administration development, guidance health services, education, illiteracy eradication, cooperatives and women activities within the Ministry;
- Preparing useful educational materials to the public communication means;
- Assisting in the implementation of social and economical development activities in some selected regions. These activities form an integral part of the training elements in the centre;
- Presenting research and assessment studies. Their results can be utilized in the fields of training and community development.

Department of Planning and Administrative Development

This department has an essential role within the Ministry, as it is charged with the provision of training for all employees in order to raise the efficiency and skills of

those employees. As an administrative development department, it is responsible for training which gives all employees opportunities to be trained according to systematic procedures. Its additional duties are listed as follow:

- Providing training for the employees in the fields of community development and social welfare for senior staff management of high and medium levels, specialists and technical staff;
- Organizing specialized courses and seminars for all the Ministry's employees;
- Preparing the Ministry's projects and budget by coordination with the specialized departments;
- Collecting data that help this department for planning and organization;
- This department aims at increasing the efficiency and skills of the employees;
- Presenting future administrative plans and programmes for the Ministry.

3.4. Ministerial Top Hierarchy

This Ministry has two different main deputy Ministries in an integral manner to fulfil the objectives of the Ministry in providing the essential social requirements and the social services that many people need in the society. There is one Deputy Minister for each deputy Ministry.

3.4.1. Deputy Ministry for Social Welfare and Development

The responsibility of this Deputy Ministry is to manage, guide and run the affairs of the deputy Ministry in order to achieve part of the Ministry's general objectives. This agency focuses on social activities presented by two main assistant deputies Ministry as following:

Assistant Deputy Ministry for Social Welfare: This assistant deputy Ministry supervises the work progress in specified technical social departments and centres.

Many departments and branches are under its supervision as following: the General Department of Rehabilitation; the General Department for Welfare and Social Guidance; the General Department for Social Protection; Guidance Unit; Subsidies Department; General Department for Medical Services

Assistant Deputy Ministry for Social Development: This assistant deputy Minister also supervises the work progress in specified technical social departments and centres. Many departments and branches are under its supervision as following: The General Department for National Institutions and Societies, and The General Department of Social Development.

3.4.2. Deputy Ministry for Social Security and Public Housing

The role of this Deputy Ministry is to manage, guide and run part of the Ministry's activities in order to achieve part of the general objectives of the Ministry. Many departments within this Deputy Ministry undertake these tasks and objectives. In the general organized structure of the Ministry, the head of this deputy Ministry is the Deputy Minister for Social Security and Public Housing.

The tasks and objectives of this deputy Ministry are illustrated as in the following:

- Provide continuing financial income for individuals and families annually, monthly or immediate subsidies for those who are in need for help;
- Social specialists investigate each individual and family condition in order to be sure that everyone is worth to attain this subsidy;
- There are many social security offices in the Kingdom of Saudi Arabia, which are about (78) office affiliated to this Deputy Ministry. These offices receive all presented applications from people, individuals or families;
- Computer system is used to control the social security process and procedures.
- The continuing follow-up of this process and procedures is helpful to find out mistakes and avoid them;
- Providing field transportation means for social specialists to help them reaching individuals and families as fast as possible;
- The Department of charitable housing within this Deputy Ministry counts the

number of necessitous people, and provides houses for all of them;

- Studying the public services that these public houses need;
- Attending most conferences and forums or seminars that they discuss public housing conditions, and utilizing from all studies and researches that discuss and plan also for the development of the public housing;
- These studies and researches help to identify the real needs for public housing;
- Coordination with other public or private sectors who carry out public housing in order to identify the problems that they may face.

The Ministry of Social affairs has an affective role in the society, and the Governmet provides all the important requirements to assist the Ministry to undertake its social plans. There are two main Deputies Ministry, the Social Welfare and Development Deputy Ministry and the Social Security and Public Housing Deputy Ministry. These two Deputies Ministry have mutual roles and contribute in the development wheel that it is planned by the Government. In addition, these Deputies Ministry provide the proper social, economical and cultural development principles for some categories in different areas and cities in Saudi Arabia.

It is could be noted that the Social Welfare and Development Deputy Ministry cares of social services that related to the orphans, the aged and the handicapped (physical and psychological patients, mental deficiency and paralyzed). It cares also of young people by directing them to the right way, and help them not to go astray. It provides also sport facilities to entertain those young and to help them to spend useful time.

On the other hand, the Social Security and Public Housing Deputy Ministry has another essential role. It provides and secures incomes for deserving people who have no income at all. Some of them are given a monthly income and others are given an annual income. It also provides houses for needy people who have no places for living.

Chapter Four

Evaluation the Training Programmes in the Ministry of Social Affairs: Presentation of Empirical Evidence

This chapter discusses the results of the questionnaire conducted with the employees of the Ministry of Social Affairs in Saudi Arabia with the objective of evaluating the training programmes of the Ministry. While the research process is discussed in detail in the research methodology section, this chapter presents descriptive analysis used in analysing the primary data assembled through questionnaire, which is presented in the following sections.

4.1. Demographic Profile

As can be seen in table 4.1, the majority of respondents (37.8%) are between the ages of 31 and 39. Respondents over the age of 40 come second with 32.0%; and 30.2% of respondents are between the ages of 18 and 30 with a mean of 2.017. Table 4.1 shows that the male respondents constitute 69.3% of the sample and thus constitute a greater proportion of the sample than female respondents, represented by 30.7%. Overall sample mean value is 1.308 indicating that the majority of the respondents from age group of 31-39 and the closer groups. Thus, the distribution is skewed towards the younger age group.

In addition, the majority of respondents (50.9%) hold bachelors degree, and 32.2% of the respondents hold a high school degree by constituting the second largest group. 12.9% of respondents hold a high diploma, whilst respondents holding a masters degree make up only 3.3% of the sample, and PhD degree holders .7%, with a mean of 1.890.

Table 4.1 illustrates that the majority of the respondents (26.9%) have between 6 and 10 years job experience, and 25.3% of respondents have 11-20 years job experience. Out of the remaining respondents, 20.7% have between 3 to 5 years of job experience and 19.3% have 21 or more years job experience. Only 7.8% have less than two years of job experience, with a mean of 3.277.

**Table 4.1.
Demographic Distribution of the Respondents**

		Responses				
		18-30	31-39	40 and more		
Age	%	30.2	37.8	32.0		
		Male	Female			
Gender	%	69.3	30.7			
		Responses				
		High School	University	High Diploma	Master	Dr
Qualification	%	32.2	50.9	12.9	3.3	7
		Responses				
		Less than two years	3-5	6-10	11-20	21- more
Job Experience	%	7.8	20.7	26.9	25.3	19.3

4.2. Training Related Procedural Issues in the Ministry

It can be seen from table 4.2 that the majority of the respondents (47.3%) think that training procedures used within the Ministry are not performed accurately, 23.1% of respondents think that training procedures are performed accurately and 14.2% of respondents are not sure of the performance of the training procedures within the Ministry. 10.0% strongly disagree that the training procedures are performed accurately, but 5.3% of respondents strongly agree with the accurate performance of the training procedures, with a mean of 3.335.

In addition, table 4.2 illustrates that the majority of respondents (32.4%) think strongly that there is no announcement about holding internal and external training programmes for all employees within the Ministry, and 22.9% of respondents also disagree and think that there is no announcement about holding training programmes. Nonetheless, 20.0% of respondents agree and think that internal and external training programmes are announced, and 8.0% of respondents strongly agree and think that there is announcement about holding internal and external training programmes for all employees. The remaining respondents (16.7%) are not sure of the announcement of internal and external training programmes, with a mean of 3.517.

Table 4.2
Procedural Issues Related Training in the Ministry

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training procedures are performed accurately	%	5.3	23.1	14.2	47.3	10.0	3.335	1.09903	248.689
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Announce for internal, external training programmes	%	8.0	20.0	16.7	22.9	32.4	3.517	1.33512	71.622
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Many training programmes for all employees during the year	%	8.2	22.2	14.9	23.6	31.1	3.471	1.34655	68.822

Table 4.2 shows that the majority of respondents (31.1%) strongly disagree and think that there are no many training programmes for all employees during the year, and 23.6% of respondents also disagree and think that there are no training programmes. 22.2% of respondents think that there are training programmes for all employees during the year, and a further 8.2% strongly agree and think that there are training programmes for all employees during the year. The remaining respondents 14.9% are not sure about the training programmes for all employees, with a mean of 3.471.

4.3. Reflecting on the Objectives of Training

It demonstrates in table 4.3 below that the majority of respondents (52.0%) strongly think that training is a systematic part of the development plan for them, and 39.6% of respondents also agree. 2.7% think that training is not a systematic part of their development plan, and .7% strongly agree with them and think that training is not a systematic part of their development plan. The remaining respondents (5.1%) are not

sure about training as a systematic part of their workplace development, with a mean of 1.604.

In addition, table 4.3 illustrates that the majority of respondents (41.8%) think that training is important to get promotion, and 27.6% of respondents are strongly agree and also think that training is important to get promotion. Of the remaining respondents, 25.6% are not sure about the importance of the training for getting promotion, 4.9% think that training is not important to get promotion and .2% of respondents strongly think that training is not important to get promotion, with a mean of 2.084.

Table 4.3 shows that the majority of the respondents (46.9%) think that training is important to get financial allowance, and 20.7% are not sure about the importance of training for getting financial allowance. 18.2% of respondents think that training is not important to get financial allowance, and 1.3% of respondents are strongly disagree with the importance of training for getting financial allowance with mean of 2.482.

It is obvious from table 4.3 that the majority of respondents (53.6%) think that training is important to learn practical skills and improve performance, and 41.8% of respondents also agree about the importance of training for learning. Of the remaining respondents, 2.9% are not sure about the importance of training for learning, and 1.8% of respondents think that training is not important to learn practical skills and improve performance, with a mean of 1.528.

In table 4.3, the majority of respondents (52.7%) think strongly that training is important to develop practical and theoretical abilities, and 42.9% also think that training is important to develop these abilities. The remaining respondents (4.0%) are not sure and .4% thinks that training is not important to develop practical and theoretical abilities, with a mean of 1.522.

Table 4.3.
The Objectives of Training

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training is a systematic part of the development plan for me	%	52.0	39.6	5.1	2.7	.7	1.604	.76329	518.022
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training is important to get promotion	%	27.6	41.8	25.6	4.9	.2	2.084	.86092	265.889
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training is important to get financial allowance	%	12.9	46.9	20.7	18.2	1.3	2.482	.97674	253.267
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Learning practical skills and improve performance	%	53.6	41.8	2.9	1.8	-	1.528	.64384	382.516
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Developing practical and theoretical abilities	%	52.7	42.9	4.0	.4	-	1.522	.59747	383.298

4.4. On the Nature and Consequences of Training Programmes

As regards to the nature of the training programmes, in table 4.4, the majority of respondents (37.8%) do not prefer on-the-job training, although 37.1% of respondents do prefer it. Of the remaining respondents, 18.0% strongly prefer it, 4.9% strongly do not prefer it, and 2.2% are not sure whether they prefer it or not, with a mean of 2.744.

Table 4.4 also shows that the majority of respondents (52.2%) prefer off-the-job training but 23.6% do not prefer it. Of the remaining respondents, 9.8% strongly prefer it, 8.4% do not prefer it strongly and 6.0% are not sure whether they prefer it or not, with a mean of 2.686.

It demonstrates in table 4.4 that the majority of respondents (32.7%) think that internal training programmes are not sufficient and appropriate for employees, and 24.4% of respondents think strongly that internal training programmes are insufficient. However, 20.0% of respondents think that internal training programmes are sufficient. Of the remaining respondents, 18.4% are not sure of the importance of internal training programmes for employees and 4.4% of respondents think strongly that internal training programmes are sufficient and appropriate for employees, with a mean of 3.526.

Table 4.4
The Nature and Consequences of Training Programmes

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Prefer on-the-job training	%	18.0	37.1	2.2	37.8	4.9	2.744	1.26598	260.378
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Prefer off-the-job training	%	9.8	52.2	6.0	23.6	8.4	2.686	1.17965	334.111
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Internal training programmes are sufficient, appropriate for employees	%	4.4	20.0	18.4	32.7	24.4	3.526	1.18658	95.533
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
External training programmes are important for employees	%	39.8	38.4	16.0	2.9	2.9	1.906	.96264	299.911
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training programmes must be matched with employees' current jobs	%	44.0	46.4	4.2	5.1	.2	1.711	.79032	480.844
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Employees apply what they got from training	%	46.4	47.3	5.1	.7	.4	1.613	.65854	545.467

It can also be seen in table 4.4 that the majority of respondents (39.8%) believe that external training programmes are important for employees, and 38.4% also think that external training programmes are important. Of the remaining respondents, 16.0% are unsure of the importance of external training programmes, 2.9% of respondents think that these training programmes are not important and 2.9% of respondents think strongly that these training programmes are unimportant, with a mean of 1.906.

In table 4.4, the majority of respondents (46.4%) believe that training programmes must be matched with employees' current jobs, and 44.0% believe so strongly. Of the remaining respondents, 5.1% think that training programmes should not be matched with the employees' jobs, .2% are strongly disagree with the idea of matching the training programmes with employees' jobs and 4.2% are not sure, with a mean of 1.711.

Table 4.4 also illustrates that the majority of respondents (47.3%) think that employees should apply what they got from training and 46.4% of respondents believe this strongly. Of the remaining respondents, 5.1% are not sure, but .7% of respondents believe that employees should not apply what they got from training and .4% of respondents believe that there is no need to apply the new skills acquired from training, with a mean of 1.613.

4.5. Evaluating the Delivery of the Training Programmes

Regarding the evaluation of the delivery of the training programmes, table 4.5 depicts that the majority of respondents (52.0%) much prefer training to be delivered in the form lectures rather than other training methods, and it is also the preferred medium for a further 19.3%. Conversely, 28.7% of respondents prefer lectures less, with a mean of 1.766. In table 4.5, the majority of respondents (47.3%) also find the method of group discussion preferable in training to other training methods, and 36.4% of respondents also prefer it. 16.2% of respondents prefer it less, with a mean of 1.688.

It is also shown in table 4.5 that the majority of respondents (48.9%) find the method of programme handouts less preferable in training, although 29.3% of respondents prefer it, and 21.8% of respondents find it preferable, with a mean of 2.271. In table 4.5, the majority of respondents (64.7%) find exercises and drills in training more

preferable than other training methods and an additional 16.7% prefer it, but 18.7% of respondents find this method less preferable, with a mean of 1.540.

Table 4.5
Evaluating the Delivery of the Training Programmes

		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Lectures	%	52.0	19.3	28.7	1.766	.86827	76.440
		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Group Discussions	%	47.3	36.4	16.2	1.688	.73482	67.293
		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Programme handouts	%	21.8	29.3	48.9	2.271	.79660	52.853
		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Exercises or drills	%	64.7	16.7	18.7	1.540	.78938	199.080
		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Field visits	%	38.4	47.6	14.0	1.755	.68244	81.293
		Responses			Mean	Std. Deviation	Chi-Square
		More Preferred	Preferred	Less Preferred			
Audio visual aids	%	32.9	28.0	39.1	2.062	.84719	8.373

It is depicted in table 4.5 that the majority of respondents (47.6%) prefer the method of field visits in delivering training, and 38.4% of respondents prefer it more than other training methods. 14.0% of respondents do not prefer it much with a mean of 1.755. Table 4.5 also shows that the majority of respondents (39.1%) find the method of audio visual aids less preferable in training but 32.9% of respondents prefer it more than other training methods, and 28.0% of respondents also prefer it, with a mean of 2.062.

4.6. Evaluating the Trainers and the Content of the Training Programmes

It is important that the trainers and the content of the training programmes should also be evaluated. As can be seen in table 4.6, the majority of respondents (72.0%) are not

sure whether the presentation skills of the trainer are important or not, and 18.9% of respondents think that the presentation skills of the trainer are not important. 9.1% of respondents think that the presentation skills of the trainer is important with a mean of 2.628.

In addition, table 4.6 shows that the majority of respondents (51.6%) are not sure whether the quality of presented information is important or not but 34.9% of respondents think that the quality of presented information is important. 13.6% of respondents think that the quality of presented information is not important, with a mean of 2.166.

Table 4.6
Evaluating the Trainers and the Content of the Training Programmes

		Responses			Mean	Std. Deviation	Chi-Square
		Yes	No	Not sure			
The presentation skills of the trainer	%	9.1	18.9	72.0	2.628	.64540	309.213
		Responses			Mean	Std. Deviation	Chi-Square
		Yes	No	Not sure			
The quality of presented information	%	34.9	13.6	51.6	2.166	.91571	97.960
		Responses			Mean	Std. Deviation	Chi-Square
		Yes	No	Not sure			
The quality of training materials	%	15.3	39.8	44.9	2.295	.71834	67.373
		Responses			Mean	Std. Deviation	Chi-Square
		Yes	No	Not sure			
The trainer ability and knowledge	%	12.0	16.2	71.8	2.597	.69391	300.493
		Responses			Mean	Std. Deviation	Chi-Square
		Yes	No	Not sure			
Ability of passing information to the trainees clearly	%	37.3	13.8	48.9	2.115	.92237	86.453

Table 4.6 also shows that the majority of respondents (44.9%) are not sure whether the quality of training materials is important or not, and 39.8% of respondents think

that the quality of training materials is not important. 15.3% of respondents think that the quality of training materials is important, with a mean of 2.295.

Furthermore, table 4.6 shows that the majority of respondents (71.8%) are not sure whether the trainer's ability and knowledge is important or not, and 16.2% of respondents think that the trainer's ability and knowledge is not important. 12.0% think that the trainer's ability and knowledge is important, with a mean of 2.597 and Chi-Square of 300.493.

In table 4.6, the majority of respondents (48.9%) are not sure of the importance of passing information to the trainees clearly but 37.3% of respondents think that the ability of passing information to the trainees clearly is important and 13.8% of respondents think that the ability of passing information to the trainees clearly is not important, with a mean of 2.115.

4.7. Evaluating the Relevance and Achievements of the Training Programmes

As it can be seen in table 4.7, the majority of respondents (55.6%) think that the training programmes that they attended are related to their current jobs, and 26.9% of respondents believe this strongly. Of the remaining respondents, 11.3% are not sure whether the training programmes are related to their current jobs or not, 5.8% of respondents think that the training programmes that they attended are not related to their current jobs and .4% of respondents believe strongly that the training programmes are not related to their current jobs, with a mean of 1.973.

In table 4.7, the majority of respondents (65.1%) think that the training objectives are discussed at the beginning of the training programmes, and 14.9% of respondents are not sure whether training objectives are discussed or not. 13.1% of respondents believe that training objectives are discussed. Of the remaining respondents, 6.2% do not think that training objectives are discussed and .7% of respondents strongly believe that training objectives are not discussed at the beginning of training programmes, with a mean of 2.162.

Table 4.7 demonstrates that the majority of respondents (58.2%) think that the training programme they attended was successful, and 21.3% of respondents strongly

believe that the training programme they attended was successful. 16.4% of respondents are not sure whether training programme they attended was successful or not, and 4.0% of respondents do not think that training programme they attended was successful, with a mean of 2.031.

Table 4.7
Evaluating the Relevance and Achievements of the Training Programmes

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training programmes related to your current job	%	26.9	55.6	11.3	5.8	.4	1.973	.80875	443.578
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training objectives are discussed at the beginning of the training programme	%	13.1	65.1	14.9	6.2	.7	2.162	.75088	601.244
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training programme was successful	%	21.3	58.2	16.4	4.0	-	2.031	.73349	293.644
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training programme duration was appropriate	%	9.1	56.0	14.9	15.1	4.9	2.506	1.01490	380.911
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
a balance between theoretical, practical aspects	%	15.8	45.6	22.7	13.8	2.2	2.411	.98422	232.378
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training programmes achieved their goals	%	9.6	60.2	23.1	6.0	1.1	2.288	.76453	515.111

In table 4.7, the majority of respondents (56.0%) think that the duration of training programme was appropriate but 15.1% of respondents do not think that the duration of training programme was appropriate, and 14.9% of respondents are not sure

whether the duration of training programme was appropriate or not. Of the remaining respondents, 9.1% strongly believe that the duration was appropriate but 4.9% of respondents strongly believe that the duration of training programme was not appropriate with a mean of 2.506.

Table 4.7 also shows that the majority of respondents (45.6%) think that there is a balance between theoretical and practical aspects in training, and 22.7% of respondents are not sure whether there is a balance or not between theoretical and practical aspects in training. 15.8% of respondents strongly believe that there is a balance between theoretical and practical aspects in training. Of the remaining respondents, 13.8% think that there is no balance, and 2.2% of respondents believe that there is no balance between theoretical and practical aspects in training, with a mean of 2.411.

It is obvious in table 4.7 that the majority of respondents (60.2%) think that training programmes that they attended achieved their goals, and 23.1% of respondents are not sure whether training programmes that they attended achieved their goals or not. 9.6% of respondents believe that training programmes achieved their goals. Of the remaining respondents, 6.0% do not think that training programmes achieved their goals, and 1.1% strongly do not believe so with a mean of 2.288.

4.8. Evaluating the Job Related Contributions of the Training Programmes

Table 1.8 below shows that the majority of respondents (50.9%) find opportunity to discuss their job experience with other trainees, and 13.3% find it strongly. 10.0% of respondents are not sure whether they find opportunity to do so or not. Of the remaining respondents, 7.6% think that they do not find opportunity to do so, and .2% do not find this strongly, with a mean of 1.944.

It demonstrates in table 4.8 that the majority of respondents (60.4%) think that they get new useful ideas and skills from training, and 32.0% of respondents agree with this strongly. However, 6.0% of respondents are not sure whether they got new and useful ideas and skills from training or not, and 1.6% of respondents do not think that they got new useful ideas and skills from training, with a mean of 1.771.

In addition, table 4.8 demonstrates that the majority of respondents (56.4%) think that training is a motivation to implement new practices, and 36.4% of respondents agree with this strongly, but 4.9% of respondents are not sure whether training is a motivation to get new practices or not, and 2.2% of respondents do not think that training is a motivation to get new practices with a mean of 1.728.

Table 4.8
Evaluating the Job Related Contributions of the Training Programmes

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
I found opportunity to discuss my job experience with other trainees	%	31.3	50.9	10.0	7.6	.2	1.944	.85680	388.933
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
I got new ideas, skills from training	%	32.0	60.4	6.0	1.6	-	1.771	.62506	398.871
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training is a motivation to get new practices	%	36.4	56.4	4.9	2.2	-	1.728	.65550	367.742
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Training helps me to understand my job requirements	%	34.7	57.8	5.8	1.6	.2	1.748	.65158	579.578

It can be seen from table 4.8 also that the majority of respondents (57.8%) think that training helps them to understand their job requirements, and 34.7% do so strongly, but 5.8% are not sure whether training helps them to understand their job requirements or not. Of the remaining respondents, 1.6% do not think that training helps them to understand their job requirements, and .2% strongly do not think so, with a mean of 1.748.

4.9. Evaluating the Benefits of the Training Programmes and the Impact of Work Environment

An important aspect of training evaluation is to establish a perception about the benefits and the impact of the training programme. Table 4.9, therefore, shows that the majority of respondents (99.6%) think that head and senior managers do not believe in the importance of training, but .2% of respondents strongly think that head and senior managers think that training is important. .2% of respondents are not sure whether head and senior managers think that training is important or not with a mean of 3.991.

In addition, table 4.9 shows that the majority of respondents (98.9%) strongly believe that there is no support from head and senior managers for employees to have training but .4% of respondents strongly believe that there is a support for employees to have training and a further .2% of respondents agree with this. .2% of respondents are not sure whether there is support from management or not, and .2% of respondents also think that there is no support from head and senior managers for employees to have training, with a mean of 4.968.

It demonstrates in table 4.9 that the majority of respondents (39.8%) like to apply the new skills and knowledge that they got from training in their work environment but 21.3% of respondents lack the desire to apply the new skills in their work environment, and 15.1% of respondents strongly believe that they lack of desire to apply the new skills. Of the remaining respondents, 12.7% strongly believe that they like to apply the new skills, but 11.1% of respondents are not sure whether they like to apply the new skills or not, with a mean of 3.135.

In table 4.9, the majority of respondents 51.8% think that they lack a suitable work environment (PCs and equipment) and 11.3% of respondents strongly agree with this. 18.0% of respondents disagree and think that they do not lack a suitable working environment, and 7.8% believe this strongly. 11.1% are not sure whether they lack of office equipments or not, with a mean of 2.591.

Table 4.9 shows that the majority of respondents (40.2%) believe that work regulations are too inflexible to allow improvement, and 35.3% of respondents agree

with this. 13.6% of respondents are not sure whether there is inflexibility or not. Of the remaining respondents 6.7% think that work regulations are flexible, and 4.2% strongly agree with this with a mean of 1.993.

Table 4.9
Evaluating the Benefits of the Training Programmes and the Impact of Work Environment

		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Do head seniors managers think that training is important	%	.2	-	.2	99.6	-	3.991	.14897	888.040
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
There is a support from seniors managers	%	.4	.2	.2	.2	98.9	4.968	.31856	1750.356
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Lack of desire to apply new skills ,knowledge in my work environment	%	15.1	21.3	11.1	39.8	12.7	3.135	1.30677	123.667
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Lack of suitable work environment (PCs, equipments)	%	11.3	51.8	11.1	18.0	7.8	2.591	1.13926	296.400
		Responses					Mean	Std. Deviation	Chi-Square
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree			
Inflexibility of work regulations for improving	%	40.2	35.3	13.6	6.7	4.2	1.993	1.08951	250.267

4.10. Summary

In conclusion, this chapter provides the findings of the primary data gathered through questionnaire conducted with the employees of the Ministry of Social Affairs of Saudi Arabia. The data is analyzed by using a quantitative methodology. The questionnaire was divided into nine sections starting with demographic characteristics followed by the descriptive analysis of the research questions.

Finding accurate answers to research objectives required, briefly, the following method: the formulation of the questions to answer research questions, restating them in a format suitable for a questionnaire, distributing the questionnaire and the collection of data. Frequencies and percentages of the responses then have to be calculated, and this data tabulated to obtain the results of the questionnaire. Finally, these results have to be explained in the simultaneous contexts of understanding the responses to the questionnaire and relating these responses to the research questions and objectives.

It is clear from these results that the training process within the Ministry is not effective, and is not performing accurately. The study demonstrates that most employees of the Ministry have the desire to complete training and to develop their skills but that there are some obstacles standing in the way of the achievement of these desires. The slow procedures used by the Administrative Development Department to implement training for employees and the obstacles presented by head and senior managers render the training process of the Ministry ineffective.

Chapter Five

Discussion

This chapter first discusses the findings of this research which aimed at measuring the impact of training on the employees of the Ministry of Social Affairs in the Kingdom of Saudi Arabia. It also aims at contextualising it within the empirical studies in the literature review chapter. The results of the data analysis indicate that there is an association between the theoretical elements and the empirical studies presented in chapter one.

This chapter is divided into three principal sections. The first section discusses the research results and analysis of this study in conjunction with the findings of previous research. Secondly, the implications of the findings of the present study are discussed, detailing the conclusion that training within the Ministry of Social Affairs in Saudi Arabia is performed neither accurately nor particularly effectively. The last section explores recommendations that can be made in the light of this study's results to help to improve the training process within the Ministry of Social Affairs in Saudi Arabia. Finally, this study will discuss the contributions of this Study and Further Research.

5.1. Discussing the Results

5.1.1. Training procedures within the Ministry

Data analysis indicates that there are some obstacles impeding the training of the employees of The Ministry of Social Affairs. According to the responses depicted in table 4.2., 47.3% of trainees, the training procedures used within the Ministry are not performed accurately.

There are similarities between the results of this research and the previous studies mentioned in literature review chapter. A study by Akin and Lee (1990) demonstrates the idea of changing training procedures from focusing on current issues or common skills (such as solving problems or leadership), to emphasizing the improvement of

the employees' performance in their field of work. This idea is based on the principle of a 'productivity culture'. Akin and Lee show that when this change in training procedure is made, trainees become more capable of understanding their jobs accurately after the training process, which can be considered as a positive impact.

It is clear from the above that slow training procedures are delaying the implementation of a systematic training method and that various obstacles impeding training are preventing employees from benefiting from many training opportunities. In conjunction, these slow procedures and obstructions affect the whole training process, and this is reflected in the training performance in the Ministry.

5.1.2. Reasons for the participation of employees in training programmes

There are many reasons for employees to participate in training. This study shows that (39.6%) of employees consider training as important and (52.0%) consider it very important, and a systematic part of their development plan, and thus this the primary reason they engage in training. The results show that the second most important reason for seeking training is to get promotion, which is selected by 41.8% of respondents as important, and 27.6% as very important and the primary reason for their attendance at training programmes. Getting financial allowance is rated as the third important reason by 46.9% of trainees.

The fourth reason demonstrates that training to learn practical skills and improve performance is most important to 53.6% of trainees; additionally, training for learning new skills and getting high performance is important by 41.8% of them. The fifth reason indicated by results is training to develop practical and theoretical abilities. This was rated as important by 52.7% of trainees, and 42.9% of them think that training to develop practical and theoretical abilities is important.

This findings of this research is similar to Jleeson's study discussed in the literature review chapter (1988) in terms of motivations for employees to be trained, and which investigates forty seven different iron and engineering companies to identify the training needs for regional directors and supervisors in those companies in order to

promote employees' abilities, to encourage them and to raise productivity. In addition, Ali Al Shahry's study (1992) uses analytical description, and emphasizes that training is important to achieve objectives. His study shows that training increases individuals' capabilities and productivity. In this study, the researcher emphasizes that there is a need to know the requirements of training for the employees in order to develop employees' abilities and to achieve goals.

This study shows the importance of administering tests after training to identify the extent level of changes for employees. To emphasize it, Horner's study in literature review chapter (1993) estimates the training advantages according to changing standards in the trainees' behaviour, and shows that about fifty individuals joined the training programme. A measurement was designed to classify the behaviour and performance of the trainees before and after training. Horner's study shows that training has an affect and changes on trainees' behaviour, which reflects the employees' performance.

Azab in his study (2002) distributed questionnaires to the trainees and interviewed the trainers. The results shows that trainees display better performance after training, and they have many motivations to attend training such as promotion for higher career and to develop knowledge and learn skills and behaviour. In this study, the employees' responses emphasize that employees need to be trained in order to get promotion, to get financial allowances, to learn practical skills and to improve performance, developing both practical and theoretical abilities.

It could be argued from the above that the majority (53.6%) of trainees who attended training are interested in participating in training to learn practical skills and improve performance more than the other reasons mentioned with lower percentages as it was demonstrated in table 4.3.. To conclude, the majority of employees who attend training within the Ministry have a positive attitude towards developing their skills, abilities and performance, which all influence the performance of the Ministry. It is possible to say that investment in training will likely be useful for the employees of the Ministry.

5.1.3. Effectiveness of training methods

This study shows that the method of exercises and drills in training is extremely important, as indicated by 64.7% of responses, while the lectures method in training is rated as an important method by 52.0% of responses. The method of group discussion in training is found to be important by 47.3% of responses, and lastly the method of field visits in training is rated as important by 47.6% of responses.

The method of audio visual aids in training is rated as important by 32.9% of respondents of this study. In supporting this result, Tejada' study (2006) shows that trainees prefer technology based training methods such as computer simulation, multimedia presentation and computer-assisted programmed instruction. According to Azab's study (2002), lecture method is the most important method used, and group work was also shown as preferable. By comparing Azab's findings with the findings of this study, it is noticeable that this study shows that 52.0% of employees prefer lectures method, and 47.3% of employees preferring the group discussion method.

The selection of an appropriate training method leads to the proper effectiveness of training and achieves better performance. Conversely, unsuitable selection of training methods leads to unsuccessful training. According to Kalaifah's study (2001), there is a need for different types of training programmes, and not to depend on a limited number of training methods. It is possible to say that there are many different types of training methods used by many organizations to manage and implement their training.

It is possible to argue, therefore, that the method of exercises and drills in training is more acceptable and requires more participation from trainees of the Ministry and is thus extremely important, and the lectures method in training is also secondarily preferable and is rated as an important as it has shown in table 4.3. Both the method of group discussion in training is important in addition to the method of field visits in training.

5.1.4. Overall satisfaction about training

As discussed previously about training effectiveness, there is an effect on employees' performance in terms of training methods used to deliver training to them. This study

shows that the ability of passing information to the trainees clearly is the most important by 37.3% of trainees' responses.

The quality of presented information is rated as important by 34.9% of the sampled trainees. The presentation skills of the trainer are rated as important by 9.1% of trainees. The quality of training materials is rated as important by 15.3% of trainees. The trainer's ability and knowledge is rated as important by 12.0% of trainees. Bruke's study shows that the trainer's level has an important role in the effectiveness of the training.

As mentioned previously in the literature review chapter, Levine's study (1993) shows that an organization has to find a qualified trainer and appropriate training programme related to trainees' jobs. The trainer also has to be familiar with the trainees' work as well as the taught subjects, which are technical skills, job content, how to deal with individuals and motivate them. Bruke's study, also presented in literature review chapter (1986), indicates that the trainers or the managers within organizations must concentrate on the objectives that will be achieved by the training programmes. In addition, the trainer's level has an important role in the effectiveness of the training. Umiker and Conlin also (1990) demonstrate the idea of understanding the training needs of supervisors in order to present appropriate training programmes, and suggest that organizations should distribute a list of training needs to the trainees in order to encourage effective performance.

By comparing the findings of this study with Levine's, Bruke's and Umiker and Conlin's research, it is noticeable that the ability to pass information to the trainees clearly is important. This study demonstrates the importance of selecting a proper trainer who should be able to communicate with trainees and transfer the information clearly as well as the selection of suitable training programmes for employees.

It could, therefore, be argued that the ability to pass information to the trainees clearly is rated as an important and preferable skill for most of the trainees of the Ministry. Then the quality of presented information is important and comes as the second preference for the trainees; then next the quality of training materials is considered important. In addition, the trainer's ability and knowledge is important for the

trainees, then finally the presentation skills of the trainer is important and comes the last option for trainees of the Ministry. According to the responses in table 4.6., this means that the trainees of the Ministry think that the trainer's ability is important for passing on information clearly, which reflects the trainer's ability to implement an effective training session.

5.1.5. The Effectiveness of the Training Programme

For the development of an effective training programme in the Ministry, first of all there is a need to identify the training requirements, which the design of the training programme should then follow; it should then be evaluated to know if it has achieved the objectives of the Ministry. In terms of findings, there are similarities between this study and some other studies mentioned in literature review chapter.

In this study, the necessity that training programmes that employees attend be related to their current jobs is rated as important by 55.6%. For this reason, the idea of discussing training objectives at the beginning of the training programmes is the most important for having effective training programme was indicated by 65.1% and the training programme attended by employees being successful is rated as an important by 58.2%.

The duration of training programme being appropriate is considered as an important factor by 56.0%, while 45.6% consider the balance between theoretical and practical aspects in training as a crucial factor. That the training programme attended achieved its goals is considered important by 60.2%.

Tesoro (1991) uses all Kirkpatrick's techniques in evaluating training (Reaction - Learning - Behaviour - Results) in order to design a training programme for administrative leadership in five hundred companies in the USA. It shows that there is an obvious improvement in administrative leadership skills after three months, but it did not present any direct relation between the administrative leadership programme and the organization's achievement of its objectives. It shows that continual development in evaluating training programmes was an effective and simple method to be applied in training evaluation. Robertson's study, also presented in the literature

review chapter (1992) also uses Kirkpatrick's techniques' in evaluating training for personnel managers. As a result of training, there are positive results in the trends of trainees' recognition and performance.

To compare the findings of this study with Tesoro' and Robertson's study, the researcher emphasized that the employees have to be tested after training to be sure that training was effective and performed accurately, and to ensure continued development.

It can, therefore, clearly be seen that the effectiveness of training programmes within the Ministry is dependant on the idea of discussing training objectives at the beginning of the training programmes; this is the most important factor needed for trainees to experience an effective training programme. Secondly, the training programme attended achieved goals is also important. In addition, that the training programme attended by employees was successful is also rated as an important issue and that the training programmes attended by trainees be related to their current jobs is also considered important. Finally, the balance between theoretical and practical aspects in training is also important.

According to the responses in table 4.7., it means that the most of the trainees of the Ministry prefer discussing training objectives before starting their training, which is reflected in their performance and help them to benefit from an effective training experience.

5.1.6. The Benefits of Training

Investment in training leads to a change in the performance of the organization. Finding the opportunity to discuss job experience with other trainees is the most important factor for the benefits of training as rated by 50.9%, and getting new and useful ideas and skills from training is important to 60.4%. Training as motivation to get new practices is rated as an factor important by 56.4%. Additionally, training to help trainees to understand their job's requirements is important factor according to 57.8%.

In the literature, for instance, Weiner's study (1990) uses the behavioural model to measure the range of skills and changes on the administrative supervisors after training in one of the biggest financial services companies in the USA. He asks the employees to observe the level and nature of changes, and write down any changes they might observe in their supervisors' behaviour. This study shows that there is a big difference in the behaviour between those supervisors who were trained and those who were not.

It could be noted that getting training opens a wide space for trainees to think of the best training programme that could be useful for them and to get benefit of it. Firstly, getting new useful ideas and skills from training is the most important for trainees then secondly, training help them to understand their job's requirements is important factor, and then training is a motivation to get new practices is also rated as an important. Finally, finding the opportunity to discuss job experience with other trainees is important for accruing the benefits of training. As it was demonstrated in table 4.8., it means that trainees believe that training is important to get new ideas and skills which affect their performance.

5.1.7. Obstacles Impeding Training

It is important that the people who are in charge of an organization recognize the importance of training in developing and increasing the abilities and skills of the employees to improve performance, and in achieving future plans of an organization. These both affect the performance of an organization.

In some public as well as private sector organisations, there are some head managers or decision-makers who think of the future of their sectors. This leads them to plan for and develop the employees to encourage improved and increased performance both for the employees and the company. However, other managers think that training is not important and is a waste of time and money. This leads them to stop thinking of training or at least to stop allowing some employees to attend some training programmes as well as trying to argue that training should not be considered important.

Another important reason could be that managers try and prevent training and under perform in their sections because of a fear of the ambitions of other employees. Such managers fear that the talents and ambitions of modern, young employees, which would be augmented by training, might mean that these employees are promoted to the manager's job and take their positions.

Results also show that 99.6% of trainees believe that senior heads and managers do not believe in the importance of training. This means that the prevention of training and under performance is a problem within the Ministry. 98.9% of trainees believe that there is no support from senior heads and managers for employees to have training. This indicates that there is another important problem, as it demonstrates that those who are in charge in the Ministry do not support training. The application of new skills and knowledge in the work environment is rated as an important and desirable by 39.8% of trainees' responses. This indicates that there is a desire amongst employees of the Ministry to be trained in order to acquire new skills and knowledge to be applied in the work environment.

Lack of suitable work environment (PCs, equipment) is rated as important by 51.8% of trainees' responses. This reflects the employees experience that correct and sufficient office equipment is important and necessary to undertake their duties. The inflexibility of work regulations to allow improvement is getting negative responses by 40.2% of trainees. This also means that the training process and the regulations of the training programmes within the Ministry are not undertaken in a good or constructive manner.

In this study, one of the obstacles hindering training and which makes the training process under developed is the head and senior managers who are convinced that training is not important, will not develop the abilities of employees and will not increase the productivity of the Ministry and that it will lead employees to waste their work time. In supporting this, Al Mutawa's study (1993) in the literature review chapter discusses the impact of administrative training in increasing the productivity of Riyadh Regional Principality employees. He discusses some negative procedures undertaken in the training process that have an effect on the principal of utilizing training.

It could be argued that the senior heads and managers within the Ministry do not believe in the importance of training and that there is no support from such managers for employees to have training. This conclusion has to be drawn from the negative answers of trainees as it was demonstrated in table 4.9.. In addition, applying the new skills and knowledge in work environment is rated as an important, which indicates the importance of training for employees to have improved performance as well as the trainees' desire to have a suitable work environment (PC, equipment and other office requirements) to undertake their duties. Finally, the inflexibility of work regulations to allow improvement means that the training process and the regulations need to be improved and implemented in a better manner.

5.2. Implications of the Findings

The questionnaire, which was conducted with a sample of employees in the Ministry of Social Affairs of the Kingdom of Saudi Arabia, has nine sections, and each section has several questions. The second section could be considered the most important due to the training procedures used and the training process within the Ministry. It includes some important questions which are related to the objectives of this study, and shows how is the training process in the Ministry is carried out.

In overall, the findings show that the training procedures used within the Ministry are not performed accurately, that training opportunities tend to be for selected employees, that there is no announcement about holding internal and external training programmes for all employees within the Ministry, and that there are not many training programmes for all employees during the year.

As can be seen from the results, employees are in favour of training, and some of them believe in training to be important in developing their abilities, whilst others have different motivations for training. In addition, some employees believe that training enables them to change and develop in the work environment.

It should be noted that the results of the last section are rated as very important, because they display the effectiveness of the training process in the Ministry. The

findings show that there is a high ratio of respondents, who think that senior heads and managers of the Ministry think that training is not important. To evidence this, answers of another large group of respondents show that there is no support from senior heads and managers for training. Finally, the findings show that there are yet more responses demonstrating the inflexibility of work regulations to allow improvement.

It is clear from the above that the senior and head managers' view of training adversely impacts the efficient process of the training programme of the Ministry. It means that they do not take advantage of training to push the trainees up in order to develop and increase their administrative abilities, skills and behaviour. This will be reflected in the performance and the progress of the Ministry.

In addition, these results demonstrate that the training process in the Ministry is not performed accurately and need to be changed and developed according to systematic training methods. Moreover, the employees like to be trained in order to develop their skills and improve their performance. This means that the department in charge of applying and implementing training processes in the Ministry has to change the training methods used, and apply more modern methods of training and in sufficient quantity and quality in order to have new, improved performance and effective progress for the Ministry.

5.3. Recommendations

The results and implications of this research demonstrate that the training process in the Ministry is not performed accurately, and that the department responsible for training programmes performs insufficiently as well. This insufficient training process in the Ministry causes many obstacles for the efficient running of the Ministry, as it hinders best performance and prevents employees from achieving their goals as it does not provide suitable training programmes for them to attend. Therefore, making some recommendations is expected to help to improve the training process within the Ministry of Social Affairs in Saudi Arabia. The training process has to start by identifying the training needs, then training objectives, and then must set up a training

strategy, then implement the training, then evaluate the effectiveness of training and finally it must continue the development of training. These steps are discussed in the following sections.

(i) Determining the Training Requirements

The need to determine training requirements means that there is a need to identify the training needs of individuals to decide what an appropriate training programme would be for each employee. Due to organizations believing that training is helpful to improve the abilities, skills and knowledge of the employees, they need to look for areas of weakness that need to be developed and changed. This means that it is important for any organization to know what kind of training programmes it needs for its employees. The department responsible for training within the Ministry should detect the administrative problems that need to be changed, and must also find out which job skills are inexistent so that employees' skills can be developed and improved.

(ii) Identifying Training Objectives

The identification of training objectives draw attention to the reasons for undertaking training. To set up training objectives, there is a need to know what things that trainees can do, and will be able to do after training. It is essential also to demonstrate the work environment that will enable trainees to apply the new skills, knowledge and behaviour acquired from training, and to demonstrate how the trainees will apply the acquired knowledge sufficiently. This important factor also allows the understanding of the requirements of training in order to implement a successful training process which achieves its goals.

(iii) Setting Up a Training Strategy

This requires deciding a suitable training strategy, which can adapt with the main requirements, and planning appropriate training programmes to meet the need of training. This means that the strategy is an organization's plan for long-term, and thus must be suitable for organization's circumstances and objectives. In addition, an accurate training plan must be prepared for the long-term, annually and during the year for internal and external training programmes for all employees. Due to the

weakness of the training process, this factor will guide and instruct how to use the training process effectively. This means that there is a need to implement a plan to satisfy training needs.

(iv) Training Implementation

The implementation of training comes after determining training requirements and setting up objectives and a strategy. This means that this step ensures that settled objectives are implemented sufficiently to achieve the high performance for the organization. This step will ensure that trainees have essential reasons and tools for attending training programmes, and for acquiring the expected skills, knowledge and behaviour. The training plan should be implemented accurately to meet the objectives, and to help employees to avoid any kind of training obstacles and thus to attend any appropriate training programme. It is important to carry out training properly as this will help the training process to be developed in the Ministry. This development needs to occur by changing the whole systematic procedure used in the Ministry and applying the aspects of training that are mentioned in the literature review chapter accurately.

(v) Evaluation of the Effectiveness of Training

Evaluating the training programmes indicates whether training achieved its goals or not. In other words, to identify the following: if the objectives have been met, the outputs of training match the requirements of the organization, the strengths in the training process match and correct the weakness areas of the employees and the benefit of training programme offsets the cost. Evaluation determines whether the training programme was successful and whether it was appropriate or not. This can happen at different times during or after the training by using different types of evaluation such as questionnaires and interviews. This is another important factor, which will help to find the problems and the weakness of implemented training programmes.

The evaluation of the effectiveness of training can also be done by changing the whole training process to use the different aspects of training sufficiently. The evaluation step is one of the factors that enable the training process to be performed

accurately. This means that the Ministry has to set its training plan, implement training and then evaluate it by producing different tests after training to be sure that training is being performed in a proper way.

(vi) Continuing the Development of Training

Training is not only a training programme attended by trainees, and therefore it also has to be followed and developed in the work environment. This means that trainees have to prove that they have changed and developed by acting and performing in accordance with the new skills, knowledge and behaviour that they acquired from training; this reflects the results of training. It is, thus, also important to follow how employees change and develop after training in order to know whether they apply the new skills and improve their performance or not. This will reflect the success or failure of the training programme.

It is suggested that the Ministry has to follow up the changes in the performance of the employees to ensure that at the end of each training programme, employees have to come up with new skills and behaviour. This following up process can be done in the Ministry by distributing a questionnaire to supervisors or to the trainees' colleagues to find what changes that they observe in the trainees.

5.4. Contributions of this Study and Further Research

The purpose of this study is to test the training process within the Ministry of Social Affairs in the Kingdom of Saudi Arabia, and to determine the training procedures used in this Ministry, and to assess this process. Its purpose is also to present recommendations and suggestions to develop the efficiency of training programmes depending on the findings of the evaluation process of this study.

The findings of this study will be used to develop the training process within the Ministry, and will focus on the weak areas that are demonstrated from the results in order to improve the training process of the Ministry, and will be utilized for all employees. Furthermore, the analysis and discussion focused on the weakness areas,

and put forward suitable recommendations that will help to change and develop the employees' abilities, skills, knowledge and behaviour.

In addition, the findings of this study can be utilised in any government department in the Kingdom of Saudi Arabia, due to the nature of government regulations and civil service most of the departments have similar structures and also problems. This means that the study presents the basis and basics of an evaluation of training process that can be designed and implemented anywhere, particularly in government departments. It will also be useful for other studies relating to training and human resources development because it describes and defines the training process, and presents aspects of training and models of training. It has presented the basis of methods of training in such a way that will enable a researcher to utilize this study.

5.5. Concluding Remarks

Due to the weakness of the training process in the Ministry, it is clear that all the mentioned recommendations above must be applied. These recommendations will assist the Ministry to develop and change the current training process and procedures used in order to have a new systematic method of training. This will be reflected in the comprehensive development and progress of the training process in the Ministry.

Training is a main goal of any organization that has to apply itself to achieve objectives, and can be helpful to change the whole work environment by developing the human resources of the organization. It also represents the harmony between the progress of the organization and the development of the employees, which means that whenever there is a training programmes implemented within the organization, there is progress and higher performance for both organization and employees. Furthermore, training should be applied accurately by using the different aspects of training sufficiently.

Conclusion

Human resource is the main asset of any organization, and is one of the more expensive resources that an organization have and needs. For the success and development and progress of any organization, there is a need to focus on human resources and to understand that these resources are important and are the key to the development of an organization.

Training should be the main goal of any organization that has to apply itself to achieve objectives, and it can be helpful to change the whole work environment by developing the human resources of the organization. This is because of the fact that training presents the harmony between the progress of the organization and the development of the employees, which means that whenever there is a training programmes implemented within the organization, there is a progress and increased high performance for both organization and employees.

The involvement of employees in training will equip them with new knowledge, skills, behaviour, abilities and knowledge which will be reflected in the high performance of the organization. Then information and knowledge will be developed according to the changing needs of the organizations. This will make all organizations think of training as a main administrative subject that must be applied within organizations and will also lead them to set up a high financial budget for promoting training.

For successful training, public and private sectors have to follow the systematic methods used in training procedures in order to have good structure and performance within these sectors, such as identifying the training requirements, setting up policies and objectives, implementing the training, continuing and evaluating the effectiveness of the training with employees in the work environment. The majority of public and private sectors believe that training programmes are the most important tools for their success.

Many training techniques are used by different organizations to evaluate training programmes and to identify the effectiveness of training on employees. Some of training evaluation techniques aim at measuring its impact through measuring Reaction, Learning, Behaviour and Results. These techniques are aimed at showing that employees understand and like the training programmes that they attended, and also demonstrate that employees learn from training and that employees perform more accurately and effectively in their work environment after they return to work. Crucially, they also highlight the development of performance and the benefits of investment. This will be reflected in the employees' work environment.

Furthermore, organizations think of training as an investment that will bring returns and benefits to the organization whenever employees apply what they got from training in their work environment. In some public and private sectors, some head managers think that training is not important and it is useless to invest in employees in order to get some benefits. On the other hand, some other head managers in different public and private sectors believe that training is important and investment in employees is one of their objectives to achieve progress in and ensure high performance of their sectors.

It is possible to say that investment in employees is considered to be a motivation for them to work effectively and increase their skills and abilities, and investment in human resources is one of the important challenges for business organizations in the current age. This means that investment in human resources is important and increases financial benefits for organizations. It is clear from above that the purpose of training is to add new experiences and capabilities to the organization and to enhance its performance, and also to improve individuals' abilities and productivity by using new, modern, practical and theoretical methods of training.

Training means not only changing one person by another but also developing and changing employees' attitudes, and finding new methods for communicating and solving problems in the work environment. It means also that training develops the organization to have a new and modern performance. There is a relationship between training requirements and the objectives of the organization to accomplish wanted goals.

Coordination and cooperation is required between managers and the responsible department for arranging, managing and designing training programmes within an organization. The specific department of training should have the experience and qualified consultants, which enable them to select suitable training programmes for all employees and to manage training programmes accurately. Individuals within an organization have to work hard and develop their experiences and knowledge to ensure the high performance of the organization. This means that the development of the employees is the development of the organization.

It is clear that there is competition among public and private sectors for better performance. This competition is not only about the number of training programmes that an organization is managing but about the new performance of the employees, changing skills, changing attitudes and behaviour, getting new experiences and knowledge which is finally reflected in the performance of the organization among other organizations.

A questionnaire schedule is used in this study by surveying the employees to measure the training procedures within the Ministry of Social Affairs in the Kingdom of Saudi Arabia. It includes training procedures, reasons for employees to participate in training programmes, information related to the employees, opinions about training methods followed in training, overall satisfaction on training methods, the effectiveness of training programmes on employees, benefits from training and obstacles hindering training.

The findings demonstrate that the training process within the Ministry is not performed accurately. It shows also that employees need to be trained but that they face a variety of obstacles that stand against them, principally that the current slow training procedures undertaken in the Ministry have an affect on their ability to obtain training and that the head and senior managers are convinced that training is not important. It is, hence, clear that there are some issues and problems with training procedures in the Ministry; and therefore a proactive attitude has to be taken in the Ministry to utilise the benefits provided in an utmost manner by training the employees to establish an efficient working environment, which aims at maximising the objectives of the organisation.

APPENDIX

Questionnaire Form

Section One: Personal Information

(Please, tick where appropriate)

- 1- What is your age? 18-30 31-39 40 and more
- 2- What is your gender? Male Female
- 3- What is your educational qualification?
- Secondary (High School) Diploma
 University (College Degree)
 Master Degree Doctoral Degree
- 4- How many years of job experience do you have?
- Less than two years 3 – 5 6 – 10
 11 – 20 21 and more

Section Two: Pre – training procedure.

(Please, tick where appropriate to show your agreement or disagreement)

- 1- The training procedures are performed accurately within the Ministry.

Strongly agree Agree Not sure
 Disagree Strongly disagree

- 2- There is an announcement about holding internal or external training programmes

Strongly agree Agree Not sure
 Disagree Strongly disagree

- 3- There are different training programmes for all employees during the year.

Strongly agree Agree Not sure
 Disagree Strongly disagree

Section Three: Reason for participating in the training programme.

(Please, tick where appropriate to show your agreement or disagreement)

1- The training programme forms a systematic part of the organization's development plan for me

- Strongly agree Agree Not sure
 Disagree Strongly disagree

2- Is training important to get promotion in your job?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

3- Is training important to get financial allowance?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

4- Learning practical skills in the job and improve performance

- Strongly agree Agree Not sure
 Disagree Strongly disagree

5- Developing practical and theoretical abilities

- Strongly agree Agree Not sure
 Disagree Strongly disagree

Section Four: Information related to the employees

(Please, tick where appropriate to show your agreement or disagreement)

1- Do you prefer on-the-job training?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

2- Do you prefer off-the-job training ?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

3- Internal training programmes are sufficient and appropriate for employees.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

4- External training programmes are important for employees.

- Strongly agree Agree Not sure
 Disagree Strongly disagree

5- The training programmes must be matched to employees' current jobs

- Strongly agree Agree Not sure
 Disagree Strongly disagree

6- Employees apply what they got from training

- Strongly agree Agree Not sure
 Disagree Strongly disagree

Section Five: Opinions about training methods followed in your training.

Please, rank the following training methods according to how much they contributed to your learning (1 for more preferred, and 2 for preferred and 3 for less preferred).

Training Methods		1	2	3
1	Lectures			
2	Group discussions			
3	Programme handouts			
4	Exercises or drills			
5	Field visits			
6	Audio visual aids			

Section Six: Overall Satisfaction.

(Please, tick where appropriate to show your agreement or disagreement)

		Yes	No	Not sure
1	The presentation skills of the trainer			
2	The quality of presented information			
3	The quality of the training materials			
4	The trainer's ability and knowledge			
5	Ability of passing information to trainees clearly			

Section Seven: *The effectiveness of the training programme.*

(Please, tick where appropriate to show your agreement or disagreement)

1- Was the programme significantly related to your currently job?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

2- Were the training objectives adequately discussed at the beginning of the programme?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

3- Was the training programme successful?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

4- Was the training programme duration an appropriate?

- Strongly agree Agree Not sure
 Disagree Strongly disagree

5- The programme had a balance of theoretical and practical aspects

- Strongly agree Agree Not sure
 Disagree Strongly disagree

6- The training programmes had achieved their goals

- Strongly agree Agree Not sure
 Disagree Strongly disagree

Section Eight: *Benefits from the training.*

(Please, tick where appropriate to show your agreement or disagreement)

1- I found an opportunity to discuss my job experience with other trainees

- Strongly agree Agree Not sure
 Disagree Strongly disagree

2- I got new useful ideas and skills from training

- Strongly agree Agree Not sure
 Disagree Strongly disagree

3- Training is a motivation to get new practices

- Strongly agree Agree Not sure
 Disagree Strongly disagree

4- Training helps me to understand my job requirements

- Strongly agree Agree Not sure
 Disagree Strongly disagree

Section Nine: Obstacles.

(Please, tick where appropriate to show your agreement or disagreement)

1- Do head seniors and managers think that training is important

- Strongly agree Agree Not sure
 Disagree Strongly disagree

2- Is there a support from head seniors and managers for employees to have training

- Strongly agree Agree Not sure
 Disagree Strongly disagree

3- Lack of desire to apply the new skills and knowledge in my work environment

- Strongly agree Agree Not sure
 Disagree Strongly disagree

4- Lack of suitable work environment, (PCs, equipments,...etc)

- Strongly agree Agree Not sure
 Disagree Strongly disagree

5- Inflexibility of work regulations for improving

- Strongly agree Agree Not sure
 Disagree Strongly disagree

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