

# Training for Improving Staff Performance in the Light of Empirical Experience from Qatar

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*Abstract: The aim of this paper is to evaluate the impacts of training on the Ministry of Culture and Sports' employees' performance by getting the feedbacks provided by the employees on the training programs provided by the ministry. The methodology applied in this study included a survey handed out to 100 employees working in the Ministry of Culture and Sports and interviewing one key person: the Head of Training Department in the ministry. A key major finding is that few employees at the Ministry of Culture and Sports are not satisfied enough with the provided training programs adopted by the organization. It is recommended that more effective, integrative, intersecting, enjoyable and practical programs should be supported.*

*Keywords: training, staff, performance, Ministry, Culture, Qatar*

## 1. Introduction

This research study investigates and evaluates the impacts of training on the performance of the employees working in the Ministry of Culture and Sports. The importance of this work is that it explores how training can be reflected in the employees' performance.

**The problem statement:** To what extent are the employees working at the Ministry of Culture and Sports satisfied with the training provided by the ministry? And what is the impact of training programs on the employees' performance?

**The objectives** of conducting this study are to find out the current strategies of the Training Department in the Ministry of Culture and Sports, to identify the importance of training for the employees, to find out how the employees needs for training are recognized and satisfied, to explore to what extent the employees are satisfied with the training programs provided to them by the Ministry of Culture and Sports, to evaluate to what extent training is reflected in the employees'

performance, to identify how the employees' performance can be reflected in dealing with clients and to determine how to improve and implement a successful corporate training strategy to maximize productivity and profitability.

## **2. Literature Review**

Training is very important to expand the employees' knowledge and improve their experience in their workplaces. It helps to address weaknesses, improves employees' performance, ensures consistency and increases employees' satisfaction (Frost, 2011).

### **2.1. Training Definition**

Training is defined as a particular process applied at work place to provide the employees with the knowledge and the skills required to operate within the systems and standards set by the management (Kim, 2011).

### **2.2. Employees' Training and Development**

Training and developing employees are associated with increasing and enhancing the knowledge, awareness, proficiency and skills of employees for doing particular jobs associated with their job descriptions. Development requires enhancing and increasing the employees' growth in all aspects. While training increases, enhances and improves employees' job skill, developments play a very important role in shaping employees' attitudes and improving their performance constantly (Bose, 2012). To ensure the efficiency of each business department in an organization, it is important to implement training and development successfully. This can help the organisation to attain a better organisational efficiency, enhanced profitability and greater competitive practices. This stage can produce collaborative efforts between each level of management and also the functions performed within an organisation. Furthermore, training is very important for the organization to develop the recognition and production of its employees. An employee uses the skills which help him for better performance. An employee recognizes what is taught to him and transfers the recognized thoughts and learned concepts into productive outcomes (Noe, 2013).

### **2.3. Objectives of Training and Development**

A key objective of the individual training development includes the matching of personal need with the organisational need to make the organisational growth

through the personal growth (Andrew, 2010). Moreover, handling equipment, materials and tasks can be positively enhanced by training and accordingly safety and time management can be ensured. The most qualified employees to hold higher jobs are those who are well prepared and trained to improve their advanced skills. In brief, training and development aim at enhancing higher productivity, quality improvement, wise time management, safety, and use of technology (Jones and Lockwood, 2004).

#### **2.4. Training Designing Process Concept**

Noe (2013) affirmed that training design process concept or theory passes through seven different stages. The first stage is conducting needs assessment through things like organizational analysis, personal analysis and task analysis. The second one is ensuring employees' readiness for training: through attitudes and motivation as well as basic skills. The third one is creating a learning environment based on learning objectives, meaningful material, practice, feedback, modelling and program administration. The fourth one is by ensuring transfer of training based on self-management and peer and manager support. The fifth stage is developing and evaluation plan by identifying learning outcomes, choosing evaluation design and planning cost-benefit analysis. The sixth stage is selecting training method such as traditional and E-learning. The seventh stage is monitoring and evaluating the program by conducting evaluation and making changes to improve the program (Noe, 2013).

#### **2.5. Theory of Performance and its Role in Training and Development**

According to the Theory of Performance (Campbell, 1990), there are six initial concepts which can be developed and shared to outline a framework that is possible to be applied for the purpose of eliciting the performance and developing it. Effective training can result in better performance which in return results in creating more welcomed and appreciated outcomes. According to Williams (2002), there are types of performance which are done individually while there are some other types which are done in groups. Training is one of the most fundamental factors which improve performance and goes side by side with it to elevate to more advanced stages. The elements on which the performance relies are context, knowledge levels, skills levels, individual factors, identify levels and fixed factors

This theory states that individuals have the abilities which enable them to do excellent jobs if such abilities are well invested in, utilized, supported and trained. The theory can be applied in the Ministry of Culture and Sports in implementing its six levels of performance to enhance the knowledge, skills, abilities and

productivity of the employees. As the organization works on improving the level of its employees' knowledge, skills, productivity, and experience, this theory can serve in this respect. However, the theory is still criticized as not being implemented perfectly. One reason behind this according to Harvey and Martinko (2003) is that it lacks an obvious attribution of performance to motivation. Motivation is considered an essential factor for better performance as it encourages the individuals to enjoy their work and to their jobs more interestingly. Furthermore, according to Frye (2011), Campbell theory is restricted to a single-item measure of the overall job satisfaction, which is only preferable to a limited scale which depends on the sum of just specific job satisfaction. Thus, there is a drawback to this technique, because it cannot comprehensively evaluate the internal consistency reliability of just a single item measure of performance.

## **2.6. Impacts of Training and Development on Employees' Performance**

The chief purpose of any firm should be linked to improving performance which can be improvised by adopting efficient training and development programs. In the business sector, employees' performance positively contributes to maintaining improved productivity, customers' loyalty and organization profitability (Elnaga and Imran, 2013). Training and development contributes to enhancing employees' performance through increasing their efficiency and accomplishing the overall goal of the organization. This is achieved by increasing employees' capacities, skills and knowledge to take the proper actions associated with the tasks associated to their job. Training deals with the know-how, acquisition of understanding, techniques and practices. It helps to close the gaps between the current performance of employees and the one expected and targeted by the organization management (Jan and Yousafzai, 2014). Moreover, employees' productivity and performance efficiently are enhanced by training and development. Employees' productivity is associated with the employees' efficiency to do their jobs. Employees' performance is associated with employees' job related activities which are expected of them and how they can be able to execute these activities. Employees' performance and productivity can be enhanced by training and development which brings many benefits that are considered effective factors to reach this target. They include improving, and maintaining employees' enhancement, job knowledge, techniques, skills, ability, competency and morale (Elnaga and Imran, 2013). Employees' enhancement is associated with enhancing employees' jobs and essential skills, especially by enabling the employees to undertake new tasks and responsibilities and provide them with the opportunity to develop their abilities and skills. This better prepares the employees for more promising promotions and positive organizational changes. Their skill shortages can be well addressed too. Employees' improved performance increases their self-confidence and motivations. Also, stress and turnover can be reduced. More

positive healthy learning culture in the organization workplace can be supported too (Greeno, 2006).

Training and development also positively enhances employees' performance with regard to their job knowledge, which is associated with job enhancement by making employees more aware of the job tasks and responsibilities to do specific job-related tasks. This all make the employees have clearer understanding of their jobs which fit into to the organization's overall work picture (Sims, 2007). This requires enhancing both techniques and skills. Technique is associated with the employees' ability and manner with which they can employ their technical skills more professionally to do the assigned tasks. Training and development enable employees' positive performance through enabling the employees to employ the proper methods and procedures in any specific job in the organization, especially when dealing with technology (Kandula, 2006). Employees' skills are associated with their ability to perform the assigned tasks. Training and development enhance employees' expertise, adeptness, talents, artistry, aptitude, talents and virtuosity to perform well. Employees' skills, thus, are developed and their attitudes are adjusted to the work required situation (Cardy and Leonard, 2014).

In addition employees' abilities are positively enhanced by training and development. Employee ability is associated with the possession of the skills or the means to do their jobs. This ability or proficiency is enhanced by training and development to trigger the employees' talents and raise the sense of accomplishment. Their potential and aptness are positively enhanced. Both intellectual and physical abilities are enhanced by training and development. Intellectual abilities are enriched by increasing knowledge and do activities which are processed mentally. Physical abilities are also enhanced by knowing how to deal with things properly, especially tangible things like computers, telephones and other equipment. The way the employees use their body language and employ both verbal and non-verbal communication with customers is also enhanced by training and development. This helps to create job fitness (Stack, 2011).

Employees' competency, which is an aspect of their ability, is also enhanced by training and development. An employee competency is also integrated with having job related knowledge, efficient skills and positive attitudes. Thus, competency is not a separate concept, but it almost integrates with all what can be employed to utilize employees' ability to perform skillfully. Training and development enhance employees' technical or functional competencies, core competencies and leadership competencies. Functional competencies include having specific skills and knowing how to perform efficiently. Core competencies are essential to be possessed to help employees perform properly using competencies like discipline, team work, and good behavior. Leadership competencies can be also enhanced by being able to lead teams and having more responsibilities, commitment and obligation while cooperating with other members of the staff (Ricci and Tesone, 2005).

Employee morale is also positively enhanced by training and development by building up employees' disciplines, confidence and enthusiasm. It grows the sense of belonging and strengthens the ties of cooperation among the employees. It grows team spirit, self-esteem. This also can be done through raising the employees' sense of responsibility to save the company time and reduce costs. It raises employees' awareness to be committed to the organization's values and establish positive attitudes towards the organization's management, co-workers and guests. This can be reflected positively on the employees' performance and productivity (Chukwuemeka, 2012).

## **2.7. Job Satisfaction and Job Performance**

Cook (2008) stressed that one of the key factors of job performance is job satisfaction. There are some causes such as conscientiousness, assertiveness, friendliness, and self-evaluation, side by side with cognitive facility and job difficulty. Hardy et al (2003) believe that there are other important factors which play important roles in job satisfaction, especially motivation provided by the job place. Promoting the satisfaction of employees helps to increase their productivity. Campbell et al (1990) state that job performance comprises the noticed behavior the employees practice at their work place to achieve the mission, vision and goals of their places of work. It provides them with interest at work and results in fruitful productivity. Thus, performance is mostly a behavior than just an outcome. Performance is a staff behavior which results in positive outcomes.

## **2.8. Training and Performance**

Robinson et al (1998) affirmed that training responds to different needs, especially work environment needs, business needs, learning needs and most importantly performance needs. Performance improves with training. Gaertner et al (2004) attributed the perfectness of performance to the perfectness of training. However, they affirmed that any training should be based on business strategy which involves a planned course of action carefully made to align the business with its environment well, so that it can respond more efficiently to the forces which can passivity or negatively influence staff performance.

## **2.9. Evaluation of Performance**

Employees' performance can be efficiently by supervisors and the Human Resources Department in the organization for the purpose of identifying the training and development needs for each employee based on different standards such as self-appraisals and supervisors' feedback. Performance Evaluation is

regarded a multi-purpose tool which can be employed for the purpose of measuring the employees' actual performance against the expected one (Houldsworth and Jirasinghe, 2007). It is the role of the HRM in the organization to smooth the progress of staff performance evaluation in order to take account of its manpower; it also measures its contributions to the organisational goals. Reasons for conducting the performance evaluation are mainly for strengthening the overall organisational performance through the individual performance improvement, for identifying the existing potentials for utilising to handle the future higher position vacancies (Tzafrir, 2005).

Planning, training and development should be practised effectively in the organization in order to achieve higher productivity. In addition, the adaption of evaluation system to distinct the organisational culture, environment and the informing of higher management principles and objectives and also the assisting of management peoples are major roles of HRM people. Many functions particularly the identification of desired targets of performance, self-assessment of the individual person, and the elimination of complexity should be ensured (Uzundu, 2013). Based on evaluated performance, it is possible to evaluate the employee training needs. Thus, it is possible to design and adapt efficient training programs to enhance employees' performance. (Andrew, 2010).

### **3. Methodology**

#### **3.1. Research Design**

The research design adopted in this study is descriptive as it is essentially connected with searching for data that respond to the research questions through using two key methods: quantitative and qualitative.

#### **3.2. Study Approach**

For the purpose of gathering information on the methods used in this study in order to evaluate the feedback of the employees working at the Ministry of Culture and Sports in Doha Qatar on different issues associated with training applied in the ministry. It was also searched to seek qualitative data based an interview conducted with a key management personnel working in the Ministry. Thus, the targeted collected data was based on two primary sources: quantitative and qualitative data. Furthermore, the secondary sources extracted from books, journals and websites were useful to construct relevant interview questions and questionnaire.

### **3.3. Type of Data Collection (Instruments)**

Both questionnaire and interview questions serve to collect data related to the research questions. A questionnaire was handed out to 100 employees working in the Ministry of Culture and Sports in Doha, Qatar. An interview was conducted with a key personnel working in the organization: the Head of Training Department Mr. Sultan Al Hemeedi

### **3.4. Sample**

A sample of 100 employees working in the Ministry of Culture and Sports in Doha, Qatar was reached during their working time in the ministry.

### **3.5. Procedure**

The respondents were assured that their personal information would be kept confidential and they were free to provide their most accurate feedback to the questionnaire questions. It took four days to distribute and get the respondents feedback during the aforementioned period and time.

### **3.6. Data Analysis**

SPSS was employed to reach statistical results for the purpose of reaching reliable findings and discuss them and evaluate them.

## **4. Results and Conclusions**

### **4.1. Quantitative Results**

The quantitative results present the data obtained from the surveyed employees. They contain both demographic and rating data.

#### **4.1.1. Demographic Results**

- Most of the employees served in this study are between 26 and 55 years old.
- Up to 56% of them were females.



- Up to 75% were nationals whose primary language is Arabic.
- While up to half of them are BA and higher degrees holders, the other half are vocational and high school documents' holders.
- Most of employees have two years or more experience with the ministry with annual income that exceeds QR100, 000 (36,500 USD).

#### 4.1.2. Rating Results

Table 1.  
Rating Results

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Ministry of Culture and Sports provides me with effective training programs.	3%	27%	21%	47%	2%
2. I enjoy the training programs provided to me by Ministry of Culture and Sports.	4%	17%	29%	45%	5%
3. The training programs help me to improve my performance at work.	4%	13%	19%	29%	35%
4. I have the best opportunities to learn in various modern training methods.	5%	17%	15%	46%	17%
5. The training programs I get help me to advance in my career.	6%	18%	21%	46%	9%
6. There is a positive match between the training provided by Ministry of Culture and Sports and the staff practices.	8%	12%	7%	36%	37%
7. Ministry of Culture and Sports provides all staff with fair training opportunities.	6%	14%	33%	35%	12%
8. Ministry of Culture and Sports management supports me with adequate training in a safe environment.	3%	8%	16%	36%	37%
9. I have good access to different resources to improve my acquainted learned skills.	4%	12%	3%	52%	29%
10. The training programs provided by Ministry of Culture and Sports live up to my expectations.	4%	13%	12%	45%	26%
11. Ministry of Culture and Sports considers training as a part of the organizational strategy.	2%	4%	12%	48%	34%
12. Overall, I am satisfied with all concepts and practices associated with training and development at Ministry of Culture and Sports.	8%	17%	9%	43%	23%

- Regarding if the Ministry of Culture and Sports provides the employees with effective training programs, up to 30% did not agree on that.
- Up to 21% do not enjoy the training programs provided to them by Ministry of Culture and Sports.
- Up to 16% did not consider that training programs provide them with accurate information related to their job description.
- About one fifth of them did not regard that the training programs helped them to improve their performance at work.
- Up to one quarter of them did not consider that that the Ministry of Culture and Sports provides them with integrated training programs which contribute to better performance.
- About one fifth regarded that they have the best opportunities to learn in various modern training methods, and that the Ministry of Culture and Sports provides all staff with fair training opportunities.
- Up to one quarter of them didn't agree that the training programs helped them to advance in their career,
- Up to 16% didn't consider themselves have good access to different resources to improve their acquainted learned skills.
- Up to 19% said that that they were not encouraged by their management to utilize the best of their skills and abilities at work.
- 15% said that that the Ministry of Culture and Sports staff did not show care and interest in the training programs.
- Up to 20% didn't consider that the training programs provided by Ministry of Culture and Sports live up to their expectations.
- Up to 18% didn't regard that they were given good opportunities to brainstorm new ideas based on the learned programs.
- The majority considered that the Ministry of Culture and Sports considers training as a part of the organizational strategy.
- Overall, two thirds of the surveyed employees assured that they are satisfied with all concepts and practices associated with training and development at Ministry of Culture and Sports.

## **4.2. Qualitative Results**

- The Ministry of Culture and Sports in Qatar provides different programs to enhance the employees' professional development.
- It has contracts with training centers like Alafdalia Training & Consulting, E'dad Centre.
- It recognizes the employees' training needs based on supervisors' feedback and annual employee performance appraisals.
- To ensure the efficiency of training, it measures training impact through the reports provided by the supervisors on the employees' performance as well as the employees' feedback to evaluate their satisfaction.
- It also works on improving training and development by listening to the employees' voice and selecting the most appropriate training centers and strategies to match employees' training needs.

## **4.3. Recommendations**

It is recommended that the Ministry of Culture and Sports make specific improvement to improve training and development which can be positively reflected on the employees' performance. It is also recommended that more effective training programs which live up to the expectations of the employees and meet their training needs for better performance and better productivity should be managed.

Furthermore, training programs should be more interesting, practical, enjoyable, interactive and integrated. They should cover the employees' needs, and provide accurate up-to-date information relevant to the nature of each job description. As well, training programs should positively contribute to increasing staff abilities, skills and performance.

Moreover, training programs should address the employees' needs and provide them with equal and fair opportunities for training. Finally, providing the staff with opportunities to employ their skills and abilities in their work can serve the ministry and the staff altogether.

## **4.4. Conclusions**

This thesis evaluates the impacts of training on employees' performance in the Ministry of Culture and Sports in Doha, Qatar. The importance of this work is that it explores how training can be reflected in the employees' performance. The

problem statement sought to be investigated was: "To what extent are the employees working at the Ministry of Culture and Sports satisfied with the training provided by the ministry? And what is the impact of training programs on the employees' performance?" Based on this, it was sought to find out the current strategies of the Training Department in the ministry, to identify the importance of training for the employees, to find out how the employees needs for training are recognized and satisfied, to explore to what extent the employees are satisfied with the training programs provided to them, to evaluate to what extent training is reflected in the employees' performance. To sum up, this thesis evaluated the impacts of training on employees' performance in the Ministry of Culture and Sports in Doha, Qatar. Also, the employees' training needs are satisfied based on their self-evaluation and supervisors' feedback. It is still needed to improve, diversify and adapt training programs to meet the expectations of all employees and enhance their performance.

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