



The Impact of Education and Training on the Performance of the Manpower in the Ministry of Education to Increase the Productivity

Dr. Mohammad Tawfeeq Alqudah

Researcher

Al-Tamimi Group of Companies for Trade, Contracting and Services, Doha, Qatar

Dr.alqudah2020@gmail.com

Abstract

Advanced abilities, knowledge, and skills of the qualified workforce in a worldwide market have proven to be a significant source of competitive advantage. Employees are the most important element of any running business, and the success of any business largely depends on the staff, that why investment in the employees is a good way to keep up with the challenges and boost the desired outcomes.

This research aimed to study the impact of education and training on the performance of the manpower in the Jordanian Ministry of Education to increase the productivity. A quantitative methodology (survey) was adopted for the purpose of achieving the research objectives, where a questionnaire with closed ended questions examining the impact of education and training on the performance of the manpower in the Jordanian Ministry of Education, has been distributed online among a sample of 60 employees working in the human resources department in Jordanian Ministry of Education.

The collected responses were analyzed by SPSS 24, and the results showed positive availability of suitable training programs in the Jordanian Ministry of Education, and absence of obstacles and internal or external factors that hinder training in the Ministry of Education, where the Ministry avoids this through the systematic planning and preparation of training programs, and the involvement of trainees in the selection and evaluation of training programs.

Results also showed, significant negative relationship between availability and suitability of training and educational programs implemented in the Jordanian Ministry of Education, which improve employees' productivity and the existence of internal and external factors affecting the training and educating programs implemented by the ministry.

The researcher recommends the necessity of activating the role of the training management, focusing on identifying training needs, giving manpower equal opportunities to attend training courses, and planning to cover these needs to increase the effectiveness of training.



Keywords: Training, Education, Performance, Manpower, Productivity, Jordanian Ministry of Education, Jordan.

الملخص

أثبتت القدرات والمعرفة والمهارات المتقدمة للقوى العاملة المؤهلة في السوق العالمي أنها مصدر مهم للميزة التنافسية للموظفون هم أهم عنصر في أي نشاط تجاري، ونجاح أي عمل يعتمد إلى حد كبير على الموظفين، وهذا هو السبب في أن الاستثمار في الموظفين هو وسيلة جيدة لمواكبة التحديات وتعزيز النتائج المرجوة.

يهدف هذا البحث إلى دراسة أثر التعليم والتدريب على أداء القوى العاملة في وزارة التربية والتعليم الأردنية لزيادة الإنتاجية. تم اعتماد منهجية كمية (مسح) لغرض تحقيق الأهداف البحثية، حيث تم توزيع استبيان عبر الإنترنت يحتوي على أسئلة مغلقة تدرس تأثير التعليم والتدريب على أداء القوى العاملة في وزارة التربية والتعليم على عينة من 60 موظفا يعملون في قسم الموارد البشرية في وزارة التربية والتعليم الأردنية.

تم تحليل الردود التي تم جمعها بواسطة SPSS 24 وأظهرت النتائج توافر إيجابي لبرامج التدريب المناسبة في وزارة التربية والتعليم الأردنية، وغياب العقبات والعوامل الداخلية أو الخارجية التي تعوق التدريب في وزارة التعليم، حيث تتجنب الوزارة ذلك من خلال التخطيط المنهجي وإعداد البرامج التدريبية، وإشراك المتدربين في اختيار وتقييم البرامج التدريبية. أوضحت النتائج وجود علاقة سلبية قوية بين توافر وملاءمة البرامج التدريبية والتعليمية المنفذة في وزارة التربية والتعليم الأردنية، والتي تعمل على تحسين إنتاجية الموظفين ووجود عوامل داخلية وخارجية تؤثر على برامج التدريب والتنقيف التي تنفذها الوزارة.

يوصي الباحث بضرورة تفعيل دور إدارة التدريب، والتركيز على تحديد الاحتياجات التدريبية، وإتاحة فرص متساوية للأيدي العاملة لحضور الدورات التدريبية، والتخطيط لتغطية هذه الاحتياجات لزيادة فعالية التدريب.

الكلمات المفتاحية: التدريب، التعليم، الأداء، القوى العاملة، الإنتاجية، وزارة التعليم الأردنية، الأردن.



1. Introduction

Enhanced organizational performance, effectiveness, and quality are essential organizational goals that any company should achieve to prosper in the contemporary extremely competitive business environment. Nonetheless, this largely relies on the fineness of the staff who is supposed to convert the available inputs into the desired outcomes to accomplish the organization's intended goals. To achieve so, operational workers should have the required skills, experience, qualifications and capabilities (Obiekwe, 2017).

There has been widespread opposition to investment in public service training due to the assumption that workers' recruited should be eligible, that assumable they have already been prepared for their work, and that if this is not the case, this could be a proof that initial staff selection was at fault' (Okotoni & Erero, 2005).

This argument has been abandoned as there is a clear need for training in both the private and public sectors. Many researchers have acknowledged the view that the development of manpower stays a valid method for maximizing corporate efficiency and also interpret the development of manpower as the method of training administrators, specialists and all employees the expertise, skills required for current and future task achievement (Abomeh, 2012).

The significance of efficient employee training and development makes corporations spend a huge portion of funds and time on training to assist staff members to learn job-concerning skills (Dowling & Welch, 2005). Training is, therefore, an essential requirement for any company that needs to achieve optimum performance via efficient and effective staff performance (Taiwo 2007). Training is an organization's attempt to promote learning amongst its staff, and development is an initiative that is more focused on expanding an employee's skills for potential obligations (George & Scott, 2012).

2. Problem Statement

Organizations are facing strong competition in the current international markets; so it is now necessary for companies to use their workers' performance as a tool to obtain a competitive edge. There are numerous contributing agents to any company's success, these factors contain; assets, machinery, property, manpower, etc. These agents are truly significant, but the human factor is the most crucial one.



Notwithstanding the growing impacts of training, the literature on the training and development in developing countries remains limited (Debrah & Ofori, 2006).

Training and development is an area that every company has to acknowledge and its main objective is to enhance the capabilities of the workers so that the company can optimize their human resources' effectiveness and productivity. It could be a benefit to companies if they win their employees' "hearts and minds" and get them to associate themselves with the organization (Armstrong, 2009).

3. Research Objectives

This study main objective is to discover how education and training effects the performance of the manpower in the Jordanian Ministry of Education impacts the productivity; other objectives could be summarized as follows:

- To find out whether the Jordanian Ministry of Education have education and training programs.
- To find out whether their education and training programs are tailored to suit all of their employees.
- To investigate the obstacles faced by the Jordanian Ministry of Education when implementing education and training programs.
- To highlight the internal and external factors that could affect the education and training.

4. Research Questions

In attempt to address this study problem the researcher has put forward the following questions;

- The main question of this study can be summarized as what is the impact of the education and training on the performance of the manpower in the Jordanian Ministry of Education

Other questions could be summarized as follows:

- Does the Jordanian Ministry of Education have education and training programs?
- Are the education and training programs tailored to suit all of the Jordanian Ministry of Education employees?



- What are the obstacles that the Jordanian Ministry of Education face when implementing their education and training programs?
- What are the internal and external factors that affect the education and training programs?

5. Significance of the Study

The importance of this study stems from the fact that the subject of training is a continuous process, as human resources derive their value from the knowledge, skills and capabilities they possess, and this knowledge, skills and capabilities are constantly changing according to the business needs and the needs of the individual himself. Therefore, continuous training achieves the continuous development of human resources (Manpower).

Moreover, the significance of the study also lies in the fact that it deals with a vital and very important institution for Jordanian society which is the Jordanian Ministry of Education. The Ministry of Education plays an important and vital role in the lives of the Jordanian people in general, and students and teachers in particular. Accordingly, the human resources (manpower) in the Ministry of Education represented by teachers and educational supervisors as well as administrative mentors are the live ammunition that guarantees this governmental institution the continuity in fulfilling the role assigned to it, raising the level of education and improving performance, which requires more attention to its training and education.

Finally, conducting such a study contributes to evaluating the appropriateness of the training process in the ministry to the needs of workers as well as investigating the internal and external factors and obstacles that limit their effectiveness, thus providing an effective training framework and educational action plans that would improve employees' performance and productivity. Additionally, this research paper will serve as a reference for researchers and students in the field of human resources management and its various programs later.



6. Literature Review

In the rapidly evolving world of business and environmental instability, companies recognize that they need to be able to manage emerging challenges. Businesses must invest in training programs in order to make their staff sufficiently skilled to handle challenges and make efficient decisions in time to stay competitive in the market (Tai, 2006). Effective training is advantageous in a number of different ways, as it plays a crucial part in establishing and maintaining abilities, at the individual and organizational scale, which would in return engage in the organizational change process (Valle, Marti'n, Romero, & Dolan, 2000).

6.1 Training

Training is frequently used to narrow the gap among present and anticipated performance in the future. Training and development is a function that human resources development (HRD) is responsible for, this was claimed as a significant function of human resources management (HRM) (Weil & Woodall, 2005). Successful training and development programs' goal is to improve the performance of the workers. Training is about closing the gap between the current performance and the ideal quality one (Elnaga & Imran, 2013).

Training and development are defined by Obi and Zakari (2007) as any initiatives to enhance the present or future performance of a worker by improving the capacity of the employee to function by learning, typically through enhancing the skills and knowledge of the worker. Jones, George, and Hill (2000) assume that training concentrates mainly on educating employees of organizations on the way to conduct their jobs and aiding them in gaining the skills and knowledge needed to be successful employees. Training is about acquiring knowledge and skills for work purposes, training is more job-oriented or task-oriented (Jones, George, & Hill, 2000).

Training contains all practices designed to equip students with the knowledge and skills they need to carry out their current jobs. Training contains all practices designed to equip students with the knowledge and skills they need to carry out their current jobs. It is a corporate endeavor designed to assist employees to learn the fundamental skills necessary to successfully carry out the tasks and functions for which he is employed (Mondy, Noe, & Premeaux, 2002).



Training might be offered by various methods including coaching and mentoring, peer cooperation, and subordinate involvement. Such teamwork allows workers to engage effectively in the work and create better results, thereby boosting the performance of the company (Elnaga & Imran, 2013). Ofobruku (2015) asserts that the development of manpower enhances the efficiency of employees which in return would allow the corporation to obtain better overall performance of organizations. To meet business objectives, expenditure in human capital is required to ensure that employees possess the necessary proficiency and expertise to function effectively in a dynamic and complex climate.

6.2 Performance of the Manpower

Manpower performance is regularly measured by outcomes and products. However, it can likewise be measured regarding behaviors and conducts (Armstrong, 2006). Nassazi (2013) expressed that manpower's performance is estimated against the performance criteria set by the association. There are various measures that can be mulled over when estimating performance, including proficiency, productivity, effectiveness and quality measures as briefly clarified below .

Proficiency implies for the capacity to deliver the ideal results by utilizing as insignificant assets as could reasonably be expected while effectiveness is the capacity of workers to meet the ideal target or goals. However, productivity is noticed as a proportion of output to the process input. It is a proportion of how the individual, association and industry changes over input into products and ventures (Al-Mzary et al., 2015). The proportion of how much product is created per unit of assets utilized. Moreover, quality is the attribute of items or administrations that bear a capacity to fulfill the expressed or inferred needs (Kotler & Armstrong, 2002).

Hence, as stated by Nassazi (2013), it is the duty of the organization chiefs to guarantee that the associations endeavor to and in this manner accomplishes superior levels of performance and productivity. This thusly infers supervisors need to set the ideal degrees of performance and productivity for any periods being referred to, which also requires him to determine the training needs and appropriate training programs for his/her employees based on his/her assessment of them and their skills.



Therefore, the training aims in general to form or reshape the behavioral pattern of the members of the target group, in order to bridge the gap between their current performance and the level of performance they are expected to achieve, and the training goals are results that are being designed and approved before starting the training process. The most important training objectives for the organization are to eliminate weaknesses, whether it is for the current or expected future performance. By addressing weaknesses in performance, performance can improve which is reflected in positive results at the organization's overall productivity level and contributes to its development and continuity (Elnaga & Imran, 2013).

Generally, the training is no longer limited to merely working to rehabilitate who entered the profession without prior preparation, or merely intervening to solve an urgent problem related to employee performance or the results envisaged by the organization, nor is it merely remedial programs to solve problems or corrective programs aimed at addressing the defects of pre-employee preparation before the service, but training became part of an integrated process aimed at developing workers professionally, scientifically and culturally, and became part of the continuous improvement process in the organization (Mwesigwa, 2010).

7. Research Methodology

This section describes the research methods used to execute the study which allows the researcher to accomplish the study objective, which is to discover how education and training of the manpower in the Jordanian Ministry of Education impacts their performance especially their productivity, the procedures for collecting and analyzing data, then obtaining the outcomes related to the research goals and objectives is what research design implies as stated by Kothari (2004).

The author chose to use a quantitative approach in achieving the study goals and answering its questions. The quantitative method can uncover patterns in research which could formulate facts using measurable data; therefore, primary data will be collected with the mean of a questionnaire. Owens (2002) pointed out the benefits of quantitative research design as its quality since the information gathered cannot be gathered from other resources, it has an unbiased representation of the targeted population and standardization of assessment since the same information is collected from all respondents.



The population of this research is the employees working in the human resources department in Jordanian Ministry of Education. A random representative sample was selected from this population consisted from 60 participants who filled the online questionnaire after it was sent to them via e-mails. The research's questions are answered by the data analysis results obtained from Statistical Program for Social Studies (SPSS), with the utilization of arithmetic averages, percentages and frequencies as well as Pearson correlation to check relations between variables. However, Cronbach's Alpha test was utilized to check the reliability and internal consistency between questionnaire's items before distributing it over the study sample.

The study tool (questionnaire) was designed by the researcher based on previous similar studies and literature. It consisted of three different parts with a set of closed ended questions (data) directed towards collecting data on the different study variables. The first part of the questionnaire consisted of questions covering socio-demographic information of the selected sample participating in this study. The second section of it incorporates 14 items that are asking about the availability of training and educational programs in the Jordanian Ministry of Education and their suitability for improving employees' productivity. However, the last section of it, which is the third section, consisted of 12 items which are concerned about identifying the internal and external factors and obstacles affecting the training and educating programs implemented by Jordanian Ministry of Education.

As stated previously, the reliability of the tool and its items was determined through Cronbach's Alpha test by SPSS before distributing the tool over the study sample members. The Cronbach's Alpha was determined to be (0.89) for the first scale items and (0.85) for the second scale items. However, it was (0.83) for the overall tool items, meaning that the tool's reliability is acceptable as long as Cronbach's Alpha value higher than (0.7). On the other hand, the validity of this questionnaire was assured by presenting it to a group of referees specialized in the field of training and human resources management, where the items were modified according to their observations and directions, and therefore we have a ready questionnaire and it was distributed to the selected sample.



8. Results & Analysis

8.1 Socio-demographic Statistics

The online questionnaire was filled by 60 employees working in the human resources department in Jordanian Ministry of Education. A descriptive statistical analysis was implemented to identify the socio-demographic characteristics of the sample members.

Table (1) below shows the socio-demographic characteristics of the study sample as it was obtained from SPSS.

Table 1: The socio-demographic characteristics of the study sample

Variable	Categories	Frequency	Percentages
Gender	Male	42	70%
	Female	18	30%
Age	26-30 Years	10	16.7%
	31-35 Years	15	25%
	36-40 Years	25	41.7%
	More than 40 Years	10	16.7%
Marital Status	Single	16	26.7%
	Married	44	73.3%
Qualifications	Bachelor's Degree	37	61.7%
	Master's Degree	20	33.3%
	Doctoral Degree	3	5%
Years of Experience	3 years	9	15%
	4-6years	13	21.7%
	7-10 years	18	30%
	More than 10 years	20	33.3%

The descriptive statistics of the socio-demographic data of the study sample shows that the majority of the respondents are male with a percentage of (70%) while female represents (30%). The most participated age category in this survey was 36-40 years old with a percentage of (41.7) % followed by (25%) individuals of 31-35 years old as shown in the Table (1) above. Most of the study sample members were married and well educated having Bachelor's degree at least (61.7%), a Master's degree (33.3%) or a Doctoral degree (5%).

According to years of experience, Table (1) shows that employees with 3 years of experience or less are few, representing only (15%) of the sample. On the other hand, the vast majority of the study sample possesses more than 10 years of experience with a percentage of (33.3%) followed by 7-10 years of experience at (30%),



which indicates that the study sample is composed from highly qualified people who have knowledge in the field of the study, and this shows their ability to answer the research questions with credibility and high efficiency.

8.2 Results related to the impact of education and training on the performance and productivity of the manpower in the Jordanian Ministry of Education

In order to identify the availability of training and educational programs in the Jordanian Ministry of Education and their suitability for improving employees' productivity as well as the internal and external factors affecting the training and educating programs implemented by the ministry, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were elicited using a five-point Likert scale were calculated via SPSS, where means ranging from (1-1.80) were considered very low, from (1.81 to 2.60) were considered low, from (2.61-3.40) were considered moderate, from (3.41-4.20) were considered high and from (4.21-5.00) were considered very high.

- **The availability of training and educational programs in the Jordanian Ministry of Education and their suitability for improving employees' productivity**

Table (2) shows the descriptive summary of the responses to the indicator items used to measure the availability and suitability of training and educational programs for improving employees' productivity and performance in the Jordanian Ministry of Education.

It appears from the Table (2) above that the arithmetic means that measure the availability and suitability of training and educational programs for improving the Ministry employees' productivity ranged from (3.2500-4.3500). It can be noticed that item (11), which states that "Training programs help you in gaining competence and proficiency to work effectively in a dynamic and complex environment", represents the highest agreed mean statement (4.3500, St. =0.91735) and was followed by item (5) in which it stated that "The training programs helped you get the job done more elaborately and more quickly" with a mean (4.3333, St.= 0.47538) and item (8) in which it stated that "The experiences you have learned in training help you to improve your performance" with a mean (4.3333, St.= 0.54202).



The overall mean for this axis was (4.0119) which shows that most of the study sample highly agrees with the items of this part of study showing that there is a sound interest in training programs in the Jordanian Ministry of Education, and that employees agree that these programs contribute to raising their efficiency and increasing their production through their accomplishment of work more accurately and quickly, and working more effectively in a dynamic and complex environment.

Table 2: Summary of participants' responses to items measuring the availability and suitability of training and educational programs for improving the Ministry employees' productivity

Statement	Mean	Std. Deviation	Rank	Level
1. There are annual training plans to train workers in the Jordanian Ministry of Education	3.8167	0.81286	11	High
2. Senior management regularly studies training needs of the Ministry	3.2500	0.95002	14	Moderate
3. Training and educating courses are to be entered according to a planned schedule.	4.0000	1.00844	9	High
4. The trainees are chosen according to the performance evaluation criteria	3.6500	1.25988	12	High
5. Training needs are determined according to the planned career path.	4.1667	0.94181	7	High
6. The training methods used encourage the trainees to be innovative and creative	4.2667	0.63424	4	Very High
7. The training programs helped you get the job done more elaborately and more quickly	4.3333	0.47538	2	Very High
8. The experiences you have learned in training help you to improve your performance.	4.3333	0.54202	3	Very High
9. The content of the training process helps improve your awareness of the nature of your role in the job	4.1167	0.55515	8	High
10. You have had better positive trends and skills after completing the training programs.	4.2167	0.78312	6	Very High
11. Training programs help you in gaining competence and proficiency to work effectively in a dynamic and complex environment.	4.3500	0.91735	1	Very High
12. The Ministry of Education's workforce training program improved its service delivery	3.9500	0.85222	10	High
13. Training programs has prepared you for promotion and managerial succession.	3.4833	1.08130	13	High
14. Training programs has improved your career development.	4.2333	0.74485	5	Very High
Overall	4.0119	0.75686		High



- **The internal and external factors and obstacles affecting the training and educating programs implemented by Jordanian Ministry of Education**

Table (3) shows the descriptive summary of the responses to the indicator items used to measure the internal and external factors affecting the training and educating programs implemented by the ministry.

Table 3: Summary of participants' responses to items measuring the internal and external factors affecting the training and educating programs implemented by the ministry

Statement	Mean	Std. Deviation	Rank	Level
1. The absence of planning and systematic preparation for training programs in the human resources department in the ministry.	1.6167	0.76117	9	Very Low
2. Lack of cooperation and coordination between the human resources department in the Jordanian Ministry of Education ministry and the training department.	1.8333	0.78474	3	Low
3. The lack of a connection between the training courses selected by the ministry and its work targets.	1.8833	0.76117	2	Low
4. Favouritism in choosing the trainees, where the trainees are chosen according to the preferences of the manager and not according to their actual need for training.	1.4333	0.56348	12	Very Low
5. Poor training material, where the selected training courses lack the ability to achieve the required development in the skills and abilities of individuals	1.7667	0.59280	6	Very Low
6. Failure to involve employees in determining their training needs.	1.6000	0.74105	10	Very Low
7. Lack of competent trainers and the trainer's inability to communicate information or develop skills	1.8167	0.85354	5	Low
8. There is a shortage of materials and services for the training process in the ministry	1.8333	0.92364	4	Low
9. The time period allocated to the training courses did not match the objective of the training programs	1.5833	0.61868	11	Very Low
10. The financial allocations for training are not commensurate with the required training programs.	1.7333	0.84104	8	Very Low
11. The lack of a systematic evaluation process for training courses.	2.0833	1.02992	1	Low
12. The lack of trained staff involvement in the evaluation of the training courses	1.7333	0.51640	7	Very Low
Overall	1.7431	0.69507		Very Low



It appears from the Table (3) above that the arithmetic means that measure the internal and external factors affecting the training and educating programs implemented by the ministry ranged from (1.4333-2.0833), showing that there are less agreement from the Ministry's employees regarding the existence of internal or external factors affecting the training programs implemented by the Ministry. It can be noticed that item (11), which states that "The lack of a systematic evaluation process for training courses", represents the highest agreed mean statement (2.0833, St. =1.02992) and was followed by item (3) in which it stated that " The lack of a connection between the training courses selected by the ministry and its work targets." with a mean (1.8833, St.= 0.76117) and item (2) in which it stated that "Lack of cooperation and coordination between the human resources department in the Jordanian Ministry of Education ministry and the training department." with a mean (1.8333, St.= 0.78474), but with low level of agreement also.

Moreover, item (4) which stated that "Favouritism in choosing the trainees, where the trainees are chosen according to the preferences of the manager and not according to their actual need for training." and item (9) stated that "The time period allocated to the training courses did not match the objective of the training programs" have the lowest means of (1.4333) and (1.5833) respectively, with the lowest agreement from the sample members regarding its content.

Furthermore, the overall mean for this axis was (1.7431) which shows that most of the study sample are very highly disagreed with the items of this part of study showing the nonexistence of obstacles as well as internal and external factor that affect the implemented training and educational programs in the Jordanian Ministry of Education.

This indicates that the most prominent obstacles to training represented by the lack of a fair mechanism for selecting the trainees, and the lack of planning and organization from the Ministry in their selection, where most of the options are usually selected according to the wishes of the managers and not according to the requirements, are not presented in the Jordanian Ministry of Education.

It also shows that these factors were easily overcome in the Ministry through the systematic planning and preparation of training programs in the human resources management in the Ministry and the involvement of trainees in the selection and evaluation of training programs,



which confirms what was reached in the previous section in which the employees highly agreed on the effectiveness and availability of training programs in a way that contributed to their high efficiency and production.

8.3 Testing the Relation between Study Variables

The correlation between availability and suitability of training and educational programs implemented in the Jordanian Ministry of Education which improve employees' productivity (V1) and the existence of internal and external factors affecting the training and educating programs implemented by the ministry (V2) was tested through Pearson correlation in SPSS, where results are as shown in the following Table (4):

Table 4: The person correlation between the study variables

Variables	r (Pearson correlation value)	significance
V1 & V2	-0.885**	0.00

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

Table (4) shows that there is a strong significant negative relationship between availability and suitability of training and educational programs implemented in the Jordanian Ministry of Education which improve employees' productivity (V1) and the existence of internal and external factors affecting the training and educating programs implemented by the ministry (V2), $r(58) = -0.885$, $p = 0.000 < 0.05$.

9. Conclusion & Recommendations

This study aimed at investigating the impact of education and training on the performance and productivity of the manpower in the Jordanian Ministry of Education. The results generally showed positive availability of suitable training programs in the Jordanian Ministry of Education, and that employees agree that these programs contribute to raising their efficiency and increasing their production through their accomplishment of work more accurately and quickly, which shows a positive impact of training and education on the productivity and performance of manpower.



Moreover, the results showed that there are not many obstacles and internal or external factors that hinder training in the Ministry of Education where the Ministry avoids this through the systematic planning and preparation of training programs in the human resources management and the involvement of trainees in the selection and evaluation of training programs.

Furthermore, results also showed significant negative relationship between availability and suitability of training and educational programs implemented in the Jordanian Ministry of Education which improve employees' productivity and the existence of internal and external factors affecting the training and educating programs implemented by the ministry.

Based on the results of the study, the researcher recommends the necessity of activating the role of the training management, focusing on identifying training needs using special forms, and conducting a survey to identify strengths and weaknesses, giving manpower equal opportunities to attend training courses, and planning to cover these needs to increase the effectiveness of training.

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