BIRZEIT UNIVERSITY

Birzeit University

Faculty of Graduate Studies

MBA program

"The Role of Training Programs in Improving Employees Job Performance

in Water Service Providers in Palestine".

" دور البرامج التدريبية في تحسين أداء موظفي مقدمي خدمات المياه في فلسطين"

A Thesis prepared by

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In partial fulfilment of the requirements for the degree of Master's in Business Administration at the Faculty of Graduate Studies of Birzeit University, Palestine

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ABSTRACT

This research aims to assess the role of training on employees' job performance of Water Service Providers in Palestine using Kirkpatrick's evaluation model. The survey research design method and quantitative approach were adopted. Structured questionnaires were used as survey instrument for this purpose to gather the primary data. The study population consists of all employees of Water Service Providers in Palestine at different functional levels, who have received training programs during the previous three years. The study population consisted of (1340) employees, of whom (249) were trained through the Palestinian Water Service Providers Union, while (1091) employees work in (16) water service providers received training through their organizations. Convenience sampling method has been used due to Covid-19 pandemic that has resulted in constant closures, limited mobility, and staff irregularity in their jobs with changing working hours. The questionnaire was distributed to (640) employees, among whom (312) returned valid ones, SPSS statistical software was used to analyse the data.

Most of the respondents through their answers confirm the important role of training on their job performance. According to their responses, training brought new skills and potentials for employees, introducing new ways and methods to perform their tasks and jobs, in addition to enhancing their abilities to solve problems. The results also clearly indicate that training improves employees' behaviors, by enhancing employees' self-confidence, raising their morale, and enhancing a culture of knowledge exchange among employees and the relationship among them. Moreover, the results show that training contributes to improving the quality of the provided services, in addition to reducing the time of completing operations and tasks assigned to the employees. The results also indicate that there is a moderate positive relationship between the training and employee's performance of Water Service Providers in Palestine. The findings also show that there is a positive effect of training on employees job performance, as the results indicate that the reaction and behavior levels affects the performance of all employees in their various jobs, which is a similar result for non-water employees. It also showed that the learning level affects the performance of water technicians and specialists. The research discusses many suggestions that may contribute to improving the training programs for Water Service Providers in Palestine, which requires efforts from the relevant and competent authorities to adopt effective, clear and objective training policies. The researcher also suggests creating a unified database for everything related to training for Water Service Providers in Palestine, in addition to adopting a national training plan for them. It is also necessary to adopt a continuous evaluation system for training programs and continuous follow-up of employees' performance.

Keywords: Training, Job Performance, Kirkpatrick, Human Resources, Water Service Providers.

ملخص تنفيذي

هدفت هذه الدراسة إلى التعرف على دور البرامج التدريبية في تحسين أداء موظفي مقدمي خدمات المياه في فلسطين باستخدام نموذج كيرك باتريك لتقييم أثر التدريب. اعتمد الباحث منهج المسح الكمي وقد تم استخدام الاستبانة كأداة رئيسية لجمع البيانات. تكون مجتمع الدراسة من جميع موظفي مقدمي خدمات المياه في فلسطين بمختلف مستوياتهم الوظيفية والذين تلقوا برامج تدريبية خلال السنوات الثلاث الماضية. بحيث تتكون مجتمع الدراسة من (1340) موظفاً، منهم (249) تلقوا برامج تدريبية من خلال اتحاد مقدمي خدمات المياه في فلسطين، بينما تلقى (1091) موظفاً يعملون لدى (16) مقدم لخدمات المياه التدريب من خلال مؤسساتهم. استخدم الباحث اسلوب العينة المتوافرة لصعوبة توفر عينة عشوائية بسبب جائحة كورونا وما ادت اليه من محدودية الحركة وعدم انتظام دوام المؤسسات واختلاف اوقات العمل، حيث تم توزيع (640) استبانة وبلغ عدد الاستبانات المستردة والصالحة للتحليل الاحصائي (312) استبانة، وتم استخدام برنامج (SPSS) الاحصائي لتحليل البيانات. أكد معظم المبحوثين من خلال إجاباتهم على أهمية الدور الذي تلعبه البرامج التدريبية في تحسين ادائهم الوظيفي، من خلال اكسابهم مهارات وقدرات اضافية، وادخال طرق واساليب جديدة للعمل، وتعزيز قدراتهم على حل المشكلات. اضافة لذلك يعمل التدريب على تحسين سلوك الموظفين من خلال تعزيز ثقة الموظفين بأنفسهم ورفع معنوياتهم، وتعزيز ثقافة تبادل المعرفة بين الموظفين والعلاقة بينهم. كما أظهرت النتائج أن التدريب يساهم في تحسين جودة الخدمات المقدم، بالإضافة إلى تقليل الوقت المستغرق لإنجاز العمليات والمهام الموكلة للموظفين. كما اظهرت النتائج وجود علاقة إيجابية متوسطة بين التدريب وأداء موظفي مقدمي خدمات المياه في فلسطين. كما تظهر النتائج ان هناك تأثير ايجابي للتدريب على اداء الموظفين، حيث تشير النتائج ان مستوى رد الفعل والسلوك يؤثر على أداء الموظفين كافة بمختلف وظائفهم، وهي نتيجة متقاربة للموظفين الغير العاملين في مجال المياه. كما اظهرت ان مستوى التعلم يؤثر على أداء موظفي ومختصي المياه (الفنيين) العاملين لدى مقدمي خدمات المياه في فلسطين. اضافة لذلك، ناقش البحث العديد من الاقتراحات التي قد تسهم في تحسين واقع برامج التدريب لدى مقدمي خدمات المياه وما يتطلب ذلك من بذل جهود حثيثة من الجهات المختصة وذات العلاقة لاعتماد سياسة تدريب فعالة وواضحة وموضوعية، واقترحت انشاء قاعدة بيانات موحدة بكافة ما يتعلق بالتدريب لدى مقدمي خدمات المياه، وكذلك اعتماد خطة وطنية للتدريب خاصة بهم. اضافة لاعتماد نظام تقييم مستمر لبرامج التدريب ومتابعة اداء الموظفين باستمرار، وغير ذلك من الاقتراحات التي قد تسهم بتحسين واقع التدريب لدى مقدمي خدمات المياه في فلسطين.

الكلمات المفتاحية: التدريب، الأداء الوظيفي، كيرك باتريك، الموارد البشرية، مقدمي خدمات المياه.

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My sincere gratitude and thanks to my wonderful and supportive father, who was as a bridge over which all obstacles crossed…..

To my mother, who lit my path with the light of her eyes…

To my wife, my sweet heart and first supporter…..

To my daughters, the most beautiful thing in my life….

To my lovely colleagues and friends…..

DECLARATION

This Thesis is submitted to Birzeit University in partial fulfilment of the requirements for the degree of Master in Business Administration. This thesis represents my own original work towards this research degree and contains no material that has been previously submitted for a degree at this University or any other institution.

Signature: Ala'a M. Hammad

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1.1 Introduction

Human capital is the most vital and valued asset of any organization and the most important element affecting its work in its various stages. It is also the key to organizational success through which the firm achieves a competitive edge and distinguishes itself from others (Riandi & Sitorus, 2021). Therefore, organizations should have qualified and well-prepared human resources (who possess) or with the required skills, information, knowledge and various methods to conduct their businesses, in order to achieve the desired goals efficiently and effectively (Prayuda & Yunita, 2021). In this changing world characterized by technological advances, globalization and intensive competition; improving employee performance has become a necessity for organizations to meet the changing needs and bridging the gaps between goals and actual performance (Sudhakar & Gnanasekaran, 2020). Enhancing employees' performance through training has become a common issue among researchers, management practitioners and policy makers (Landa, 2018). Employee training considered as indispensable strategic tool by many organizations, as well as the catalyst needed by individuals to improve and enhance their job performance and capabilities (Mamy, Shabbir, & Hasan, 2020). Training has also become a major investment in human capital, as it provides employees with the necessary information, skills, technical and administrative capabilities to increase their effectiveness, and thus perform their job and duties efficiently, which reflects positively on the overall organization performance (Al-Saoub, 2019).

Given to the importance of employees' job performance, as it is the main determinant of achieving organization's goals, and the fact that training is one of the means through which the

level of employee's performance can be improved, it has become necessary to know the impact of training on employees' job performance of Water Service Providers in Palestine.

The importance of this stems from the importance of the water sector in Palestine, which is considered as one of the most development sectors. It is also a political, economic and social debate due to the challenges facing this vital sector. Recently, the Palestinian Water Authority (PWA) and the Water Sector Regulatory Council (WSRC) have reformed the water sector in Palestine by focusing on building effective organizations taking the responsibility and ensuring the provision of decent and fair services to citizens, and building a healthy sector governed by clear laws and regulations whereby roles and responsibilities are clearly defined (WSRC, 2017). Programs have also been adopted to monitor the performance of Water Service Providers in Palestine by setting key performance indicators that play a major role in improving provider performance. One of the most important of these indicators is the focus on human resources, so employee's performance and productivity is directly reflected on the provider's performance as a whole and the quality of the provided services (WSRC, 2016).

In view of the important role of human resources in building effective organizations, this study focuses on the role of training programs on employees' job performance of Water Service Providers in Palestine.

1.2 Problem Statement

The lack of qualified and effective human resources is one of the main performance constraints that limit the effectiveness and efficiency of organizations in achieving the required adaptation to their environment, which in turn contributes significantly to reducing the ability of these organizations to provide their services in the required manner (Arimuthukumar, 2019).

By noting and monitoring the reports published on the official websites of the Palestinian Water Authority and Water Sector Regulatory Council regarding the performance of Water Service Providers in Palestine, most of Water Service Providers in Palestine suffer from a clear organizational weakness at the technical, administrative, and financial levels (PWA, 2013). There was also a discrepancy in employee productivity (WSRC, 2020). In order to achieve effective management and good governance in the water sector, it was recommended to invest in human resources and build the capacity of employees to improve their job performance as a strategic goal. This is achieved through the continuous training of employees working in the water sector, identifying their training needs and supporting their participation in training programs (PWA, 2016). Recently, many training programs have been implemented for Water Service Providers in Palestine. This requires investigating the relationship and impact of these programs on employees' performance. Therefore, this study examines the relationship between training programs and their effect on employee's job performance of Water Service Providers in Palestine.

1.3 Research Questions

The research problem could be stated in the following research questions:

1. What is the extent of the integration of Water Service Providers employees in Palestine into training programs, and what kind and number thereof?

2. What is the relationship between employees' training and employee's job performance of Water Service Providers in Palestine?

3. What is the effect of training on employees' job performance of Water Service Providers in Palestine?

4. Are there significant differences for respondents' answers about training effects on employees' job performance due to the background differences; (Gender, Age, Qualifications, Work Experience's, Nature of the Work, Workplace, Career Level, and Number of obtained Courses).

1.4 Conceptual Framework

Independent Variables: Training:

- Reaction Level
- Learning Level
- Behaviour Level
- Results Level

Dependent Variables: Employees Performance.
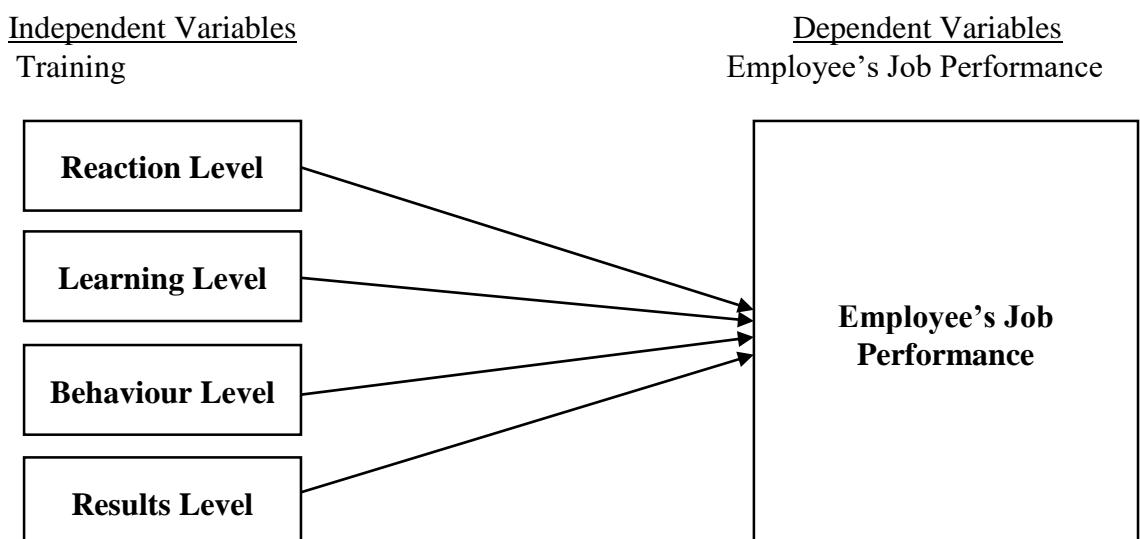
Figure 1.1: The relationship between the independent and dependent variable.

Source: Prepared by the researcher, based on Kirkpatrick's Four Level of Training Evaluation (Kirkpatrick & Kirkpatrick, 2016).

1.5 Research objectives

The study aims to identify the concept of training and shed light on the reality of training programs in Water Service Providers in Palestine, and to determine the extent of the integration of Water Service Providers employees into training programs and their type and effect. It also aims to identify the relationship between training and employees job performance. In addition to investigate the extent of the trainees' benefit from the training programs, acquiring new skills and experiences, and its role on their job performance and the performance of the organization. In addition to find if there is a significant difference in responses according to respondents gender, age, qualifications, work experiences, nature of work, workplace, career level, and number of courses obtained.

1.6 Research Importance

The study targets the water service sector in Palestine, which is considered one of the most vital sectors in Palestine, and because of the importance of the human capital in the process of managing the firm and achieve its goals, the training process has become an integral part of firms objectives. For the researcher's knowledge, this research is considered the first study that deals with training assessment and its role on employees' job performance in the water sector in Palestine. The research will assist human resource professionals in Water Service Providers in Palestine to understand the importance of training programs and its impact on employees' performance. The results and suggestions of this study will assist in developing guidelines to improve training reality for Water Service Providers in Palestine.

Chapter Two

Literature Review

Chapter Two: Literature Review

2.1 Training

2.1.1 Introduction

Human resources are the basis for any organization's success because of its main role in achieving the goals and strategies. The achievement of continuous organizational growth and development is linked to the presence of an effective human capitals, so it is necessary to train employees continuously to achieve a high level of job performance in their workplace (Ashkanani, 2019). Training programs should be designed on the basis of specific and consistent needs and objectives. Effective training programs are successful tools in transmitting knowledge and skills to the workforce, as they help to improve understanding among trainees' as well as build their self-confidence and increase their motivation (Bani-Khalid, 2019).

2.1.2 The Concept of Training

Training is defined as a systematic effort to improve employees' skills, experiences, knowledge, and behaviours, which contribute to performance improvement (Jeffrey & Prasetya, 2019). This definition intersects with Riandi & Sitorus (2021), Mamy et al. (2020) and Shantha (2019) definition, as they referred to training as a planned, systematic, organized, and continuous process aimed at enhancing employees' skills and abilities, increasing their knowledge and improving their behaviour and trends so that they can perform job efficiently and effectively. Training is also defined as the systematic development of the knowledge, skills and attitudes required by employee's to perform a particular task or function efficiently (Al-Qurashi & Al-Juhani, 2019).

According to Karim (2019), training is the continuous administrative and organizational efforts aimed to change employees' skills, knowledge and behaviours now or in future characteristics so that they can meet the work requirements or developing their practical and behavioural performances better. This is very similar to the definition of Alsayyed, Swis, Ghalion, & El-Mashaleh (2019) for training, which defines as a process of learning knowledge and advanced work methods to bring changes in individuals' behaviours, habits, knowledge, skills and abilities to improve their work performances in order to achieve organization goals. Where Hamada (2018) consider that training is a process of change in the trainee's thinking and behaviour in light of the actual needs and problems faced by the work.

2.1.3 The Importance of Training

Training is a key component of human resources management practices in developing and improving organization's staff, so that organization can direct its employees to what it wants to achieve by providing them with the required skills and techniques that will enable them to perform their expected duties in a satisfactory and correct manner (Samwel, 2018). One of the most important factors for an organization's success in achieving its goals is the efficiency of its employees involved in its operations, their abilities to work, and their adaptation to the changing levels of techniques used in the business (Chhy, 2019).

The continuous change in the modern business environment especially in the field of technology requires continuous development of employees' skills, which necessitates the need for organizations to introduce systematic training programs for its employees. This is because well-trained personnel are like valuable assets of an organization and responsible for its progress and stability (Eltayeb, Abdel-Qadir, Salim, & Al-Jahwari, 2020). Training also directly contributes towards achieving business goals and objectives, achieve a change in employees' behaviour, enable them to do their jobs better and in new ways, make them more productive, and enable them to keep up with new methods and techniques and dealing with the new machines and equipment's (Karim & Choudhury & Latif, 2019). By integrating employees into training programs, trainees can also acquire new knowledge, skills, experience and problem-solving capabilities, which increases employee efficiency and productivity and enhances the organization's ability to face various challenges and difficulties that may face by creating a skilled and resilient employees capable of dealing with various conditions and stresses (Arimuthukumar, 2019). Training also encourages employees to achieve progress in their work and support them financially and ethically by increasing their self-confidence and exploring their abilities. This enhances the organization care about employees because they feel the organization's interest in them and their development (Darshani & Thennakoon, 2018).

2.1.4 Training Objectives

Training in its various forms, methods and levels aims to increase returns, by investing in the human capital, and providing individuals with the knowledge or skills that improve their performances at the work. That, training aims to reduce the gap that exists between the knowledge or skills that already exist among employees before training on the one hand and the information and skills that these individuals need to gain on the other hand, thus developing and improving capabilities, skills, attitudes and tendencies, which leads to improving staff efficiency (Bani-Khalid, 2019).

According to Ghoneim (2018), the main objective of the training is to ensure the availability of skilled and qualified workforce with the best skills and information to serve the organization. In addition, there are four other objectives as below:

1. Individual objectives: These objectives are useful for employees in achieving their personal goals, which in turn enhances individuals' contribution to the organization.

2. Organizational objectives: Which help the organization achieve its primary objectives by bringing individuals' effectiveness and the availability of a skilled workforce.

3. Functional objectives: keeping up the department's contribution at a level appropriate to the firm needs.

4. Social objectives: To make sure that the firm is socially and ethically responsible towards the society's needs and challenges.

2.1.5 Training Characteristics

The training process has several characteristics, some of them can be identified as follows (Al-Maghrabi, 2016, 47) & (Abu Al-Nasr, 2012, 17):

1. Training is a major activity and not a luxury thing that the organization resorts or gives it up by choice.

2. Training is an integrated system consists of a set of parts and interconnected elements with a mutually beneficial relation.

3. Training is a comprehensive process, includes all the administrative levels of the organization (senior, middle, supervisory and executive management), in which training should be provided to all levels in the organization.

4. Training is an administrative process that is expected to have effective factors in order to succeed, including clarity and consistency of objectives, clarity and reality of the policies, balance of plans and programs, availability of human resources and continuous monitoring and follow-up plans.

5. Training is a technical process that requires specific expertise and specializations that should be exist. This includes; specialized expertise in defining training needs, designing training programs, preparation of development training curricula and scientific materials, selecting training methods, and in implementing training programs and transferring knowledge and patterns of desired behaviour for trainees.

2.1.6 ADDIE Five-Step Training Development Process

ADDIE model is considered a common model used in the training field to create an effective training program through five phases: Analysis, Design, Development, Implementation, and Evaluation (Kurt, 2019, 2).

1- Analysis of training needs:

Training Needs Analysis (TNA) is a significant activity in creating effective training programs, described as the systematic examination and analysis of the current and desired efficiency levels of the organization. It also offers information on the current level of employees' efficiency, the skill areas most requiring improvement and the manners by which this may best be accomplished (Ludwikowska, 2018). According to Ta'ani (2013), training needs defined as information, skills, technical or behavioural capabilities that are intended to be enhanced or modified due to changes, movements or promotions or solving business problems that may arise in the organization. Training needs analysis is the gap between the existing audience's knowledge and skills and the desired outcomes or behaviours. It should address the strategic / long-term training needs and / or the current training need (Dessler, 2016, 247).

Training needs analysis is identified in many organizations according to three levels (Mondy & Martocchio, 2016, 217):

A. The first level is the organizational analysis, which focuses on the firm's strategic mission, goals, and plans along with the results of strategic human resource planning.

B. The second level is the task analysis, which focuses on the tasks required to achieve the organization goals, where it determines the type of training needed, and whether it is required to give the trainees skills, information or new trends.

C. The third level is the person analysis, to identify those individuals who needs training, what they need to improve their performance, and what kind of knowledge, skills, and abilities they need.

In determining training needs, it is important to specify who should be assigned the task of identifying these needs, as it has a major role to play in determining a precise identification of training needs. There are several parties determines the required training needs (Khalil, 2016):

A. The employee who performs the work: The individuals' are considered a basic source in determining the training needs, because they know the details of the work and its parts and the most important problems that may face them in performing the required job.

B. The direct officer: who supervises the employees and know the nature of their work, the relationship of this work with other works, and the need of their subordinates of knowledge and skills to perform their tasks as required.

C. The training officer in the organization who is in constant contact with the employees and obtains data from them and works on analyzing these data to come out with precise identification of the current and future training needs of the personnel.

D. External consultant: belongs to an independent training or advisory body specialized in this type of activity, and may sometimes replace the training specialist.

This can be done through various methods used by organizations to recognize training needs, such as observation, questionnaires, interviews, documents review, and tests (Ludwikowska, 2018).

2- Designing the training program:

After completion of the analysis and identification of training needs, the designing of the overall training program is initiated. Training design means planning the overall training program including training objectives, training methods, structure, duration, and program evaluation. Additional steps include setting up performance objectives, creating a training outline, choosing the method of delivering the program, verifying the overall design of the program with management, the firm also reviews the content of the potential program content (including workbooks, exercises and activities) and estimates a budget for the training program (Dessler, 2016, 250).

The design phase includes the following:

A. Setting training objectives

Training objectives must address the performance deficiencies that are identified in the needs analysis and what the organization seeks to achieve from the training program. In addition, it should define the desired knowledge, skills, and behaviours that individuals should gain from the training, so that it should include specific measurable criteria that are linked to the overall objectives of the organization (Khalil, 2016).

B. Defining training contents

After defining the training objectives in a clear, specific and measurable manner, the topics that will be covered during the training program should be determined. The training material should reflect the organization's needs and should achieve the required improvement in the individual's performance in a way that leads to increase the efficiency and effectiveness of the organization (Ghoneim, 2018).

C. Choosing the type of training

Where training takes many types and forms, and categorized into several forms including (Ashkanani, 2019):

o   Training in terms of time, where the training is divided in terms of the time of its implementation into two parts, pre-employment training and in-service training.

o   Training in terms of location, training is divided according to where is it located. raining programs are carried out for several types, including training within the organization and outside the organization.

o   Training in terms of purposes, training is categorized according to the purposes that the organization seeks to achieve into several types, including refreshing training, skills training, behavioural or trends training, and training for promotion.

D. Identifying Training methods

There are many training methods and techniques used in training programs. The selection of the most appropriate method of training depends on several factors such as the objectives of the training program, the topics involved, cost, time, and others. These methods include lectures, case studies, simulation, electronic training, role-playing, sensitivity training, and managerial games, etc (Al-Maghrabi, 2016, 54).

3- Developing the training program

After completion of the initial design phase of the program through the main ideas, it is necessary to work on developing the training program by re-organizing the ideas and formulating training objectives more clearly and adding anything that would support the training program to achieve the desired goal. This means actually assembling/creating the training's program content and materials. It means choosing the actual content the program will present, as well as the specific instructional methods (Dessler, 2016, 253).

4- Implementing the training program

After completing the process of designing and developing the training program, it must be translated into practice. Implementing means actually providing the training, at this phase, all the procedures and preparations required for the implementation of the training program should carried out (Al-Saoub, 2019).

5- Evaluating of the training program

This is the last stage of the training process. At this phase, the efficiency of the training program and the extent of its success are measured in achieving its desired objectives. The evaluation process may be carried out during the training course to detect gaps and deviations, and to improve the positive results achieved. In addition, evaluation aims at verifying the proper implementation of training plan, revealing the competence of the trainers and determining the extent to which the trainees benefited from the training, the extent to which the training program satisfies the organization's needs and the appropriateness of the training methods used. (Al-Maghrabi, 2016, 61).

2.1.7 Training Evaluation Models

According to Choudhury & Sharma (2019), there are different evaluation models that are used for evaluating the effectiveness of training programs, such as Kirkpatrick Model by Donald Kirkpatrick (1959), Context-Input-Reaction-Outcome (CIRO) approach by Warr, Bird, & Rackson (1970s), Context-Input-Process-Product (CIPP) evaluation model by Daniel Stufflebeam (1983), Kaufman's five-level Evaluation (1992), and Phillip's Evaluation approach by Phillips (1996).

A. Kirkpatrick's (1959) Four-Level Training Evaluation Model

This model was developed by Dr. Donald Kirkpatrick in (1959), he introduces a pragmatic and straightforward four levels of training evaluation, namely Reaction, Learning, Behaviour, and Results (Kirkpatrick & Kirkpatrick, 2016, 9). Kirkpatrick model is one of the best evaluation methods as the most widely used model (Saxena, 2020; Keshroud & Abdulqader, 2020). This model provides an intellectual framework that could serve as a basis for determining the nature of the information to be collected and is one of the strongest and most comprehensive models in demonstrating the role of training and its effect on the employee and organization (Dorri, Akbari, & Sedeh, 2016).

The evaluation process has been divided into four levels:

1. **Reaction:**

    The training assessment process starts by measuring the trainees' feedback and impressions about the training process by recognizing the trainees' sense, felt, and their personal reactions to the training or learning experience (Kirkpatrick & Kirkpatrick, 2016, 10). In the case that trainees' reaction is negative towards the training itself, it is natural that the extent of its benefit and the impact of its skills, knowledge and trends is not at the required

level. Therefore, the organizational objectives for which the training is designed are not achieved (Paull, Whitsed, & Girardi. 2016).

2. Learning

This level measures the extent to which trainees acquire new skills, knowledge, abilities, attitudes, facts, ideas, theories, and values based on their participation in the training or intervention (Kirkpatrick & Kirkpatrick, 2016, 10). This is done in different ways, the most important of which is through pre-test, post-test and comparing the results (Dorri et al., 2016). Kirkpatrick believes that the assessment of learning in training programs aimed at providing skills is relatively easier than measuring in training programs that aim to provide trainees with knowledge and information related to principles and facts (Abbadi & Omar, 2017).

3. Behaviour

Where changes in trainees' behaviour and the way in which the employees perform their tasks and their abilities to apply learned knowledge and skills (Kirkpatrick & Kirkpatrick, 2016, 10). These changes are measured by comparing trainees behaviour and performance before and after their participation in the training program. This requires a pre-assessment of the trainees before their participation, taking into account that there is a difficulty at this level where the trainees may not have the appropriate opportunity in their works to apply what they learned or the overlap of training results with other external factors (Abu Sheirah, 2017).

4. Results

Results assessment is the impact on the organization or environment derived from the improved trainee's performance. Where this level is intended to measure the extent to which the training program reflects organizational results by measuring the enhancement

in employee's performance, production rates, public satisfaction and quality, on the one hand, and reducing costs, turnover and accidents on the other hand, by comparing organizational results before and after the implementation of the training program (Abbadi & Omar, 2017). Reactions, learning, and behaviour are important, but if the training program does not provide measurable results, then it may mean that it has not achieved its objectives (Dessler, 2016, 273).

B. CIRO Evaluation Model

Peter Warr, Michael Bird, and Neil Rackham proposed CIRO model in (1970), it is based on the evaluation of four aspects of training, which are Context, Input, Reaction, and Outcomes. CIRO model focuses on both pre- and post-training assessment. Its key strength in considering the objectives (Context) and the organizational resources available (Input) (Choudhury & Sharma, 2019). Context assessment focuses on obtaining and using information related to the current operating situation to define the training needs and setting training objectives. Input level deals with the design and delivery of the training activities and includes information about alternative training methods or techniques that can be used to choose the best training intervention. Reaction evaluation in this model is close to that of Kirkpatrick's model with a greater focus on collecting and using information and suggestions from participants about the training they received to enhance and find ways to improve the training program. Outcome evaluation presents the training results and includes immediate, intermediate, and ultimate outcomes, which are similar to the learning, behaviour, and result levels of Kirkpatrick. Immediate evaluation seeks to assess improvements in skills, knowledge, or attitudes. Intermediate evaluation refers to the effect of training on employee's performance and applying what has been gained into the workplace. Ultimate evaluation seeks to measure the effect of training on the organisational performance as a whole (Masta & Janjhua, 2020; Saxena, 2020; Al-Mughairi, 2018).

C. Phillip's ROI Evaluation Model

Kirkpatrick model focuses only on evaluating effectiveness of training without assessing the economic value or monetary benefits of a training program. Thus, Phillips (1996) proposes a practical way to assess training contributions by adding a fifth level to Kirkpatrick model called Return on Investment (ROI) and extending level one to include the intentions of trainees to apply what will be gained from the training program to their workplace. Return on Investment (ROI) is considered as a financial metric that can be used to measure investments in training and development and helps organization's to compare the program's monetary benefits with its costs by providing valuable data and solid proof of payback for training expenses compared to monetary benefits through cost-benefit analysis. The process of assessing return on investment is considered as a difficult and expensive process, it is a complicated task within a complicated system, and calculating ROI may be a more subjective measure. In addition, the net benefits of training are overlap with other organizational factors and are difficult to separate (Saxena, 2020; Choudhury & Sharma, 2019; Saha, 2017).

D. CIPP Evaluation Model

Daniel L. Stufflebeam (1983) developed the CIPP model of program evaluation, which stands for Context, Input, Process, and Product. He believes that the most important purpose of evaluation is to improve the functioning of a program itself (Sudhakar & Gnanasekaran, 2020). The CIPP model was comprehensively performed in order to understand the activities within the training programs from program design to completion (Mawardi, 2019; Bukit, Bastari, & Putra, 2019). Context level includes evaluation of training needs analysis and setting objectives based on these needs and to decide whether these objectives are acceptable to the organizations, community and culture, and decide their importance. Input level is concerned with evaluating the program content and material. It is intended to evaluate to what extent program strategies,

activities, processes and procedures support the defined objectives in the needs and context assessments. Input assessment can also be conducted in order to discover sources that can be used in the training process. Process evaluation is concerned with the implementation of the training programme and is a continuous evaluation of the execution of the action plan established by the organisation. Product evaluation assess and explain the achieved training objectives (Pramono, Sarliyani, & Purwanto, 2020; Aldapit & Suharjana, 2019 ; Al-Mughairi, 2018).

E. Kaufman's five-level Evaluation

Kirkpatrick model does not care much to integrate the effect training on society. Roger Kaufman and John Keller (1994) developed an expanded version of Kirkpatrick model which widens the span of training effect assessment beyond the organization, including how training benefits society with additional value and continuous improvements. Kaufman widens Kirkpatrick model by adding a fifth level of evaluation to assess the social outcomes and the effects of training on society and expanded the first level of Reaction into to involve enabling and reaction (Choudhury & Sharma, 2019). Kaufman's evaluation model consists of five levels: Input and Process, Acquisition, Application, Organization Output, and Societal Outcomes. Input and Process level divided into two parts Enabling and Reaction (Input and Process); Enabling aims to evaluate the quality and availability of the organizational resources, which are considered as input to reaction, which assess the acceptability and efficiency of the used resources and methods in the training. Acquisition level assess the acquisition of competencies and skills. Application level aims to assess the application and using of the gained skills and knowledge in the workplace. The organization output level aims to assess results, contributions and the extent to which the organization benefits from training. Finally, Societal Outcomes level assesses social issues by evaluating the society and customers

responsiveness, consequences and returns, and the effect of training on the organization customers and society as a whole (Saxena, 2020; Al-Mughairi 2018; Tripathi & ArtiBansal, 2017; Saha, 2017).

2.1.8 Justification for why adopting Kirkpatrick Model as a theoretical framework

Kirkpatrick model has been adopted as main theoretical framework for this research for several reasons; part of them related to the scope of the thesis and others related to the theoretical importance of the model. For the practical aspects and as I mentioned at the end of the description of the various evaluation models, Kirkpatrick model proved to be the best suitable model for this thesis. It proposes four dimensions of evaluation, each of which is related to evaluation the impacts of training itself on trainees performance; it does not delve into the training programs and the contexts that precedes the designing of the training programs as CIRO and CIPP models suggests and which is not within the scope of this thesis. Phillips ROI model was excluded from being the theoretical framework for this thesis because it is concerned with calculating the monetary benefits obtained during a specific period for a given investment in training programs, which does not fit with this study. Moreover, this thesis' main goal is to assess the impacts of training on employees' job performance within their organizations not within their societies; therefore, Kaufman model for evaluation does not suit the scope of this thesis.

For the theoretical aspects, Kirkpatrick model is considered the foundation of the most training evaluation models, so it is the base that is used by the previous models to directly or indirectly build their own models (AlShorafa, Amuna, Aqel, & Alkurd, 2020; Russ-Eft & Preskill, 2009). Therefore, this model is the most accepted and widely used for evaluation and it has been utilized for more than 50 years as a main evaluation model for training, characterized by its

simplicity and ease of understanding and application (Sudhakar & Gnanasekaran, 2020; Masta & Janjhua 2020; Saxena 2020; Kashar, 2018; Saha, 2017; Tripathi & ArtiBansal, 2017; La Duke, 2017; Dorri et al., 2016; etc.). It remains the best model in the eyes of many from ancient time to present. This was emphasized by Newstrom (1978), Alliger and Janak (1989), Holton (1996), Bassi and Cheney (1997) Bates (2004) and others, who are asserted that Kirkpatrick model is the widely recognized model in training evaluation. Kirkpatrick's evaluation model has continued to be adopted to for evaluating the effectiveness of training programs in many contemporary researches (Keshroud & Abdulqader, 2020; Albaar & Paristiowat, 2019; Zare & Vizeshfar, 2019; Mulyani, Isnaeni, & Sutarto, 2019; Heydari, Taghva, & Amini, 2019; Al-Mughairi, 2018; Kashar, 2018; Jones, Redmond, Griffith, Hewedi, & Abdelhakim, 2018; Aqel, 2018; Dorri et al., 2016; etc.).

For the practical and theoretical reasons mentioned above, this study adopts Kirkpatrick evaluation model as a theoretical framework to assess the impacts of training on employees' job performance in Water Service Providers in Palestine.

2.2 Employees Performance

2.2.1 Introduction

Employee's job performance is one of the most important issues that have received a great attention from researchers and practitioners, because of its importance at the individual and organizational levels (Anesukanjanakul, Banpot, & Jermsittiparsert, 2019; Al-Zaidi, 2019). Moreover, employees' performance is a major concern in every organization, as each organization seeks to improve and increase its employees' performance, and it is also one of the main factors that shows the strength and stability of organization (Sriviboon, 2020; Jermsittiparsert & Boonratanakittiphumi, 2019). It is clear that all organizations seek to perform efficiently and effectively in order to achieve their planned goals at the lowest possible costs, and this cannot be achieved without a satisfactory staff performance. In this changing world with intensive competition, improving employee's performance has become a necessity for the organization to be able to compete and differentiate from other organizations (Murtaji, 2019).

2.2.2 The concept of Employee's Job Performance

Okafor, Ofobruku, Happiness, and Agbaeze (2019) define employee's performance as the employees' ability to achieve individual assigned tasks on a regular basis that accomplish business goals. Riandi & Sitorus (2021) stated that employee's performance is the result of the job and work behavior that has been achieved during a certain time, tasks, and responsibilities. Whereas Bani-Khalid (2019), Muchhal & Solkhe (2017), and Vasanthi & Basariya (2018) define employee's job performance as the degree of achievement and completion of a job's various tasks and responsibilities in a way that meet the desired goals. According to Hermina & Yosepha (2019), employee's performance is defined as the quality and quantity of work achieved by an employee in carrying out his/her duties in accordance with the assigned responsibilities. Ababsa & Abboud (2016) explain employee's performance as the sum of the results achieved by the individual as a result of individual efforts and exploitation of his/her skills, knowledge and opportunities to carry out the assigned tasks and duties.

According to Al-Qurashi & Al-Juhani (2019), job performance refers to a set of administrative behaviors that are expressed by the employee. Vithanage & Arachchige (2017) clarify that job performance is work behaviours not only result of individual forces or pressures, but because of the interaction and harmony between the internal forces of the individual and the external forces surrounding him/her. Lu, Guo, Luo, & Chen (2015) state that behavior, achievement and job performance cannot be confused. Behavior is what individuals do in the organization in which they work, and achievement is what remains of impact or production after individuals done their work. Performance is the interaction between behavior and achievement, that is, the sum of behavior and results achieved together.

2.2.3 Employee Performance Dimensions

Several dimensions determine employee's job performance. These dimensions differ from one organization to another, and this difference is according to organization's nature, the practiced activities and due to the criteria and standards that are used in performance measurement. Industrial firms focus on the productivity, production volume, and production time and product defects with little regard for behavioral matters.

The matter differs in services organizations, where these organizations focus on providing distinguished and high-quality services, and therefore focus on the individual's personal characteristics and behaviors and their cooperation with their colleagues and superiors at the workplace (Hasan, Altarawneh & Sarayreh, 2017; Aldhdar, 2016).

Through reviewing the previous researches and studies, they deal with a number of the most important dimensions (Kuruppu, Kavirathne, & Karunarathna, 2021; AlShorafa et al., 2020; Davidescu, Apostu, Paul, & Casuneanu, 2020; Alves et al., 2020; Turay, Salamah, & Riani, 2019; Murtaji, 2019; AlKhalayleh, 2019; Ibrahim, 2019; Doh & Shanini, 2019; Al-Zaidi,2019; Imam, 2018; etc.):

1. Productivity: which represents the relationship between inputs and outputs in the organization. Inputs mean the resources available to the organization, including human resources, while outputs mean what is produced or provided goods or services depending on the organization's nature (Isleem, 2018). Employee productivity reflects the extent to which individual's contributes to their works, the achievement of the organization's goals and the amount of exerted efforts (Francis, Oaya, & Mambula, 2019). Higher productivity contributes to faster reaching to the organization's goals,

and it also means an improvement in employee's contribution and the importance of his/her role in the job (Al-Ghammari, 2018).

2. Efficiency: which means the optimal use of organizational resources at the lowest possible cost. Employees are supposed to be efficient to promote an organization's profitability, growth and expansion. It is significant that employees perform the proper task and duties in a right manner. More outputs can be generated by working efficiently with the same amount of inputs / resources (Ghoneim, 2018).

3. Effectiveness: it means the standard that reflects the degree of achievement of the objectives set. It means performing the tasks and duties properly and in a right manner, and it is related to them for thespecific objectives of the organization, and thus the degree of achieving results (Ababsa & Abboud, 2016).

4. Quantity of work: The quantity or amount of work done refers to the volume of the work completed by an individual and his/her ability to bear the workload and manage the time of its completion (Aqel, 2018).

5. Quality of work: refers to the quality of work produced or the service provided regarding standards, mistakes, waste and rework (Bani-Khalid, 2019).

6. Timeliness: which refers to the speed of the individual's performance and how fast works and tasks are performed and completed, taking into account the efficiency and achievement (Khalaf, 2018).

7. Accuracy: Aqili (2017) indicates that the accuracy of performance is the level he has tasks and duties are performed in a manner that is consistent with the management expectations and aspirations, and this is done through predetermined criteria.

8. Work Commitment: it is a psychological obligation of an individual to the job and the organization. Employee's commitment characterizes the employee's relationship with the organization and the feeling of responsibility toward it, and has an influence in decision-making on a person's continuity in the organization or his/her work (Andrew, 2017). Committed employees feel a sense of belonging to the firm and recognize its goals and objectives. They are proactive, more positive towards their jobs and highly productive than less committed employees (Hamada, 2018).

9. Innovativeness: it refers to the ability to develop an idea, business, design, style, or anything else in a better, easier, more usable and more useful way. Innovativeness reflects employee's willingness to seek new ways, processes, and methods that are different from existing ones, finding creative and extraordinary solutions to problems and needs. This can lead to new products, services, and technological innovations, which may achieve a competitive advantage for the organization, success and distinction from others (Adubasim, Adim, & Ibekwe, 2018)

2.3 Relationship between Training and Employee's Performance

In the real business, organizational growth and development is affected by different factors, among these factors, employees' training which plays a significant role to improve employees' performances (Shantha, 2019). Enhancing employees' performance through training has become a common issue among researchers, management practitioners and policy makers (Landa, 2018). Present literature provides evidence that training positively affects personnel overall performance as well as organizational performance (Marnisah et al., 2021; Prayuda & Yunita, 2021; Riandi & Sitorus,2021; Arimuthukumar, 2019; Chhy, 2019; Turay et al., 2019; Jeffrey & Prasetya, 2019; Bani-Khalid, 2019; Njiraine, 2019; Shantha, 2019; Ameen & Baharom, 2019; Mathew & Kannan, 2019; Karim, 2019; Al-Sharaa,2019; Al-Ojili, 2018; Hamada, 2018; Ghoneim, 2018; Khalaf, 2018; etc).

According to Marnisah et al. (2021) findings, training plays active role in enhancing employees' performance by increasing their knowledge, expertise, and skills, so that they can keep up with development as well as changes in systems and technologies. Training also positively affects employees' implementation of the duties and responsibilities assigned to them so that employees will always try to achieve good work results. Turay et al. (2019) assessed the effects of employee training on employee's job performance. It was found that training has a positive and significant influence on employee's performance. Results indicated that proper training leads to greater productivity, where the investment in the development of employees' knowledge, skills and competencies through training will improve employees' productivity by exposing them to useful knowledge, skills and attitude that lead to better performance. This finding is consistent with Arimuthukumar (2019) study, which emphasized that training has a positive impact on employee's productivity through acquiring new skills, learning new work concepts and improve their work attitude. Chhy (2019) pointed out that employees training

contributes to higher productivity and promoted successful succession planning by decreasing staff turnover and reducing the cost of hiring new employees. This requires an effective training and a policy tailored to the needs of both the organization and the employees. Njiraine (2019); Shantha (2019); and Jeffrey & Prasetya (2019) explains that ongoing and organized training not only improve employee's productivity, but also improve the whole organization productivity by retaining highly qualified and well-trained staff. In addition Turay et al. (2019) proved that training has a positive impact on the individual's productivity; the study also indicated that training has a positive effect on employee's effectiveness and efficiency by improving their skills, knowledge, and abilities. So they can deliver better output and come up with more efficient ways of completing given tasks. Karim et al. (2019) argue that training helps employees to understand certain business processes, procedures, and widening their skill range and thus will make them able to tackle a wider variety of complicated problems at a faster rate and accomplish their tasks better and more efficient. Karim (2019) concludes that training raises employee's morale and inspires them to work harder and be more responsible. In addition, training enables employees to discover their strengths and weaknesses, making them more aware of how to do their tasks efficiently.

Jeffrey & Prasetya (2019) study shows that training plays a positive role on employee's commitment to their work, by reassuring employees that they are appreciated and valued by their employers, which in turn reinforces their commitments to the organization. Among these lines, Ameen & Baharom (2019) find that employees who attended training programs became more invested employees, and they show that they receive more performance awards, seeking more job promotions, and having better job attendance and commitment compared to those who did not attend training. Mathew & Kannan (2019) have argued that training seeks to enhance and improve employee's capabilities and serves to limit alternative employment options improving the commitment of employees in their organizations. Hamada (2018) and

Al-Ojili (2018) stressed that in order to use training as a mechanism to build employee's commitment, firms should ensure that training programs are relevant, communicated effectively, and able to meet employee's expectations.

The results of Njiraine (2019) study showed that employee's training has become one of the main factors that encourage staff innovativeness. Training inspires new thoughts, approaches to the firm, and employees will gain additional experience and the firm will benefit from possible new ideas and approaches that employees learned. Al-Sharaa (2019); Dostie (2018); Hamada (2018); and Al-Ojili (2018) assert that, training promotes worker's innovativeness, introduces employees to changes, encourages the development of their innovative behaviour and actively engages them in the process of creating and implementing new ideas, introducing or improving new work methods and processes, and also solving problems in innovative ways.

Khalaf (2018) proves that training breeds work accuracy, and this is achieved through employees training on the correct process and procedures and increasing their understanding of how to complete their tasks correctly and pay attention to the details, which increase accuracy and improve job performance. Al-Rawashdeh (2018) state offers effective training programs on firm systems and the possibility of using different practices and techniques to work is the best way to avoid mistakes and improve employee's accuracy and provides a set of standards for employees to follow.

Ghoneim (2018), Samwel (2018), and Al-Ojili (2018) report that training improves employee's ability to accomplish the assigned tasks and increase the amount of completed works by motivating them and urging them to strive to achieve and increase their abilities, their knowledge and understanding of work requirements and their capabilities to bear more responsibilities. In addition to keeping pace with future change and learning new methods for

doing their jobs. Hamada (2018) assert that staff training increases the speed of completing assigned tasks on time.

Keshroud & Abdulqader (2020) and Rafiq (2015) studies used Kirkpatrick model to evaluate training programs. The results indicated that there is a significant effect of the four evaluation variables on the employees and organization performance. The evaluation of the reaction level showed the importance of closely matching training content with the job contents for all participants, and the importance of having well-trainers with the use of various training methods. In addition to paying attention to the training environment and training facilities. This will promote the optimum utilization of the training process to enhance employees' performance. This finding match with Aqel (2018) study, which indicated that reaction level has an effect on employee's job performance. According to Keshroud & Abdulqader (2020) and Rafiq (2015) The findings of the learning level assessment revealed that the participants' knowledge had improved and their learning curve increased so that they use the gained knowledge in their professional and personal life as well. Their performance has improved and their efficiency has increased. Training has also enhanced their desire to work and increased their productivity. The results also indicate that behavior and result levels also have significant effects on employees' performance. Employees' behavior and attitudes changed significantly and positively after training. Their inner discipline increased as well as their self-confidence, and their skills improved. They are also able to apply the skills and knowledge gained from the training in their work with high confidence. In addition, the overall productivity has increased, employee's efficiency and willingness to work have increased, and all this contributed to more achievement in the firm's goals and raising its overall performance. Rafiq (2015) and Aqel (2018) both recommended that employees should be constantly involved in training programs.

2.4 Water Service Providers in Palestine

The Palestinian water sector is one of the vital sectors of sustainable development at the national level and is of particular political, economic and social importance. As the Palestinian territories suffer from water shortages in general, the high demand for water and the significant gap between demand and supply in the water sector is one of the major challenges facing the sector in the next few years. This is due to natural population growth and national development requirements, coupled with limited access to and use of water resources due to various constraints. The water sector also faces challenges in terms of its ability to establish and build solid institutions and the ability of these institutions to play their role effectively and efficiently. As well as its role related to infrastructure development (PWA, 2018).

The promulgation of the new Water Law in 2014 led to identify the regulatory and institutional framework for the water sector. According to this law, the powers of the relevant institutions are as follows (WSRC, 2017):

1. The Palestinian Water Authority (PWA): develops national water sector policies, water strategy, general water plans, sector development and restructuring, licensing and water resource control.

2. Water Sector Regulatory Council (WSRC): authorizes water and sanitation service providers, monitors their performance and agree to tariffs.

3. The National Water Company (wholesale water supply).

4. Services Providers: Regional water facilities, local authorities, Joint Councils, and associations that provide water or wastewater.

The Water Law defines the "Service Provider" as any water utility, including local authorities, shared services councils and associations that provide water or waste water services. According to this definition there are over (280) water and wastewater service providers in the West Bank and Gaza Strip. Even though the Water Law clearly states that regional water utilities should be established as an integral part of the structuring of the water sector, this step is considered a long term one according to the road map that the Palestinian Water Authority is working on to establish regional water utilities (WSRC, 2018).

Chapter 3
Research Design and Methodology

Chapter 3: Research Methodology

3.1 Introduction

This chapter discusses the methodological procedures and steps that have been followed in the field. It introduces the research design, study population and its sample, as well as the study tools and instruments, and the extent of its validity and reliability. In addition to the statistical treatment, data analysis and outcomes.

3.2 Research Design

This research utilized the survey research design method, where the quantitative approach is adopted. Structured questionnaires were used as survey instrument for this purpose to gather the primary data concerning the assessing of training effectiveness to improve employees' performance. The comparison, interpretation and evaluation were carried out to reach meaningful generalizations that increase the knowledge balance about the subject of study.

3- Population and Sample Size

This study is concerned with the effectiveness of the training programs and their role in employee's performance, the study population consists of all employees in Water Service Providers in Palestine at different functional levels, who have received training programs during the previous three years. The study population consisted of (1340) employees, who (249) were trained through the Palestinian Water Service Providers Union, while (1091) employees were working in (16) water service providers received training through their organizations.

The sample size of the study was calculated to be (300) employees of Water Service Providers in the west bank of Palestine, who have received training programs during the previous three years from all departments and sections. Due to Covid-19 pandemic, constant closures, limited mobility, and staff irregularity in their jobs with changing working hours, Convenience Sampling was used as only trained personnel who were available at the time of the study and willing to complete the questionnaire were selected. Their organizations were formally contacted to distribute the questionnaires to them. In spite of setting a systematic sampling procedure to ensure the selection of a representative sample, this procedure was ultimately impractical. Some of the selected employees were not on their job because they were home quarantined, some had their shifts time over, others were on annual leaves, and some refused to fill out questionnaires. The questionnaire were distributed to (640) employees, among whom (312) returned valid ones, representing 49% of the total study population. After examining the retrieved questionnaires, none of them was excluded due to the fulfilment of the required conditions. Consequently, (312) questionnaires were analyzed. Table (3.1) describes the samples chosen from each Provider.

The equation used to estimate the sample size is:

$$n = \frac{z^2 p(1-p)}{e^2}$$

Whereas:
n: Sample size
z : Confidence level 95% = 1.96
p: Indicator ratio = 50% to obtain the highest sample size
e :Percentage of error allowed by = %5.5

When applying the previous equation, the sample size is calculated to be approximately 300 forms.

Table 3. 1: Population size and sample for each organization

#	Organization	Number of Employees	Number of Trainees	Number of Distributed Questionnaires	Number of Respondents
1	Trainees of the Union of Palestinian Water Services Providers	---	249	249	55
2	Beitulla Municipality	32	3	3	2
3	Sourif Municipality	50	15	15	13
4	Aizaria (Bethany) Municipality	90	5	5	5
5	AbuDis Cooperative Society for Water	12	12	12	10
6	Asira Municipality	28	4	4	3
7	Joint Services Council for Planning and Development (Beit Liqya, Kharbatha al-Misbah, Beit Sira, Beit Nuba)	18	12	12	10
8	Hebron Municipality	1200	400	70	35
9	Water & Wastewater Department of Northwest Jerusalem	18	13	13	13
10	Tulkarm Municipality	450	200	70	54
11	Za'atara Municipality	12	10	10	10
12	Jericho Municipality	250	50	40	25
13	Salfit Municipality	60	30	30	25
14	Nablus Municipality	1800	300	70	27
15	Habla Municipality	20	7	7	5
16	Betunia Municipality	50	25	25	15
17	Azzun Municipality	35	5	5	5
	Total	**4125**	**1340**	**640**	**312**

Source: Directors of administrative affairs of Water Service Providers.

3.4 Research Instrument

After reviewing the literature and previous studies on the subject of the study, the researcher relied on a refereed and previously approved questionnaire from Aqel (2018) study, which aimed to assess the impact of return on investment of training on employees' job performance using the Kirkpatrick model. The questionnaire was reviewed and approved by the researcher's direct supervisor, as the model used in Aqel (2018) study is the same that was used in the current study which aims to evaluating the role of training through the Kirkpatrick model on employees' job performance of water service providers in Palestine.

The questionnaire is divided into two parts and basically included 51 items organized as follows: the first part is comprising eight items seeking demographic data (Questions from Q1.1 to Q1.8). The second part relates to the independent variable and its four dimensions: reaction level (seven items, questions from Q2.1 to Q2.7), learning level (eight items, questions from Q3.1 to 3.8), behavior level (eight items, questions from Q4.1 to Q4.8), results level (six items, questions from Q5.1 to Q5.6), and the dependent variable employee's performance (fourteen items, questions from Q.6.1 to Q6.14). The participants were asked to respond on a five-point Likert scale (5= strongly agree, 4= agree, 3= neutral, 2= disagree, 1= strongly disagree).

3.5 Hypothesis

Based on the research questions and literature review, the following hypotheses emerged;

- There is a significant relationship between training and employees' job performance of Water Service Providers in Palestine.

- There is a significant effect between training and employees' job performance of Water Service Providers in Palestine.

- There are significant differences for respondents' answers to training effects on employees' job performance due to the following variables (Gender, Age, Qualifications, Work Experience's, Nature of the Work, Workplace, Career Level, and Number of obtained Courses).

3.6 Validity of the tool

The validity of the tool is defined as the measure of the indicator for what is designed for it. Instrument validity was examined on average for all questions of "The Role of Training Programs in Improving Employees Job Performance of Water Service Providers in Palestine" study. In this case, all indicators have been designed to examine the role of training programs in improving employees job performance of water service providers in Palestine, this is done by finding the average of all indicators for all the dimensions in the form, and then finding the correlation of each indicators with the overall index. The form was examined, where it was found that all the questions characterized by very good credibility. The value of Sig for correlations is significant with a value less than 0.05 for all the questions.

Table 3. 2: Internal Validity Statistics

Indicators	Pearson Correlation	Sig. (2-tailed)
The content of the training programs is appropriate with the nature of my work	.528	0.000
The content of the training programs meets my needs and expectations of participating in	.587	0.000
The training period is proportional to the course content	.450	0.000
The time of training is proportional to the official working hours	.394	0.000
The trainers are distinguished with the required experience in the field of training	.564	0.000
Training organizers keep to surveying the trainees' opinions about the training courses	.510	0.000
The training facilities are suitable in terms of air-conditioning, lighting and furniture	.497	0.000
Training provides employees with new skills that qualify them for the job in which they work	.573	0.000
Training provides the trainees with the required technical skills	.587	0.000
Training programs contribute to introducing new ways and methods that enable the employee in his/her work	.632	0.000
Provided training programs help in reducing work errors	.626	0.000
Training programs stimulate teamwork when completing tasks	.628	0.000
Training programs increase the employees' sense of responsibility	.606	0.000
Training programs enhance time management skills	.581	0.000
Training programs enhance problem solving in various ways	.603	0.000
Training staff develop self-confidence	.549	0.000
Training contributes to changing some behavior patterns that affect the workflow	.545	0.000
Training promotes the culture of knowledge sharing for all workers at the same job level	.529	0.000
Training components are used to improve work methods and procedures	.606	0.000
Training contributes to increased knowledge exchange in all administrative levels	.617	0.000
Employees apply the knowledge gained from training to improve their work	.656	0.000
Training enhances the relationships between the employees	.638	0.000
Training contributes to rising employees' morale	.636	0.000
Training programs contribute to improving the quality of the provided services	.593	0.000
Training programs contribute to reduce the time of completing the operations and tasks assigned to me	.595	0.000
Training programs contribute to reduce the financial costs resulting from my execution of the works and tasks assigned to me	.584	0.000
Training programs contribute to improve the performance level of the business units in which I work	.596	0.000
Training programs contribute to increase my job satisfaction	.607	0.000
The organization is concerned with the information received from the business unit managers about the trainees' performance	.585	0.000
I carry out the works and tasks assigned to me according to the organization adopted standards	.579	0.000
I have knowledge of the works and tasks nature assigned to me	.487	0.000
I carry out the works and tasks assigned to me accurately	.541	0.000
I have the ability to take responsibility of the workload	.474	0.000
I prioritize the work interest before my personal interest	.410	0.000
I can adapt to any changes that may occur in the organization	.474	0.000
I take advantage of all the available resources at work while performing my job	.437	0.000
I participate in the decision-making process in the organization	.499	0.000

I do my work and tasks as quickly as possible	.490	0.000
I take advantage of the official working hours to accomplish the largest number of works and tasks assigned to me	.543	0.000
I carry out the works and tasks according to the specified time period for me by the administration	.488	0.000
I try to acquire new ways and working methods to perform and develop the work	.536	0.000
I collaborate with my co-workers to complete the required tasks	.556	0.000
I strive to improve my job performance continuously	.510	0.000

Table 3. 3: Structure Validity Statistics

Indicators	Pearson Correlation	Sig. (2-tailed)
Reaction Level	0.758	.000
Learning Level	0.813	.000
Behavior Level	0.827	.000
Results Level	0.767	.000
Employees Performance	0.746	.000

3.6 Reliability Analysis

Reliability analysis refers to the fact that a scale should consistently reflect the construct it is measuring. In table (3.4) it can be noted that the Cronbach's Alpha value for the overall questions is 94.4% which means that if we were to repeat this questionnaire the result of all answers on the *The Role of Training Programs in Improving Employees Job Performance in Water Service Providers in Palestine* would be the same where by the Cronbach's Alpha value for the all diminutions vary between 86.2% to 90.1% except for the Reaction level dimension (77.5% which is mid value) and therefore those answers are consistent.

Table 3. 4: Reliability Statistics

Dimension	Cronbach's Alpha	No. of Items
1. Reaction Level	77.5%	7
2. Learning Level	88.4%	8
3. Behavior Level	86.8%	8
4. Results Level	86.2%	6
5. Employees Performance	90.1%	14
All Dimensions	**94.4%**	**43**

Chapter 4
Data analysis & Results

Chapter 4: Data analysis & Results

4.1 Descriptive Analysis

- **Sample Distribution**

The following table (4.1) shows the gender distribution of the sample of a total of 312 respondents. The percentage of males was 71.2% and of females was 28.8% . The table below also show the age distribution of the sample where most respondents with a share of 72.5% are between 25 and 44 years old. Whereby 24.4% of the respondent was above 45years old. The qualification of the respondent who holding BA and MA was almost 70%, whereby 60% of the respondent have experience more than 11 years. The sample result also shows that 78.2% of the respondent have an administrative and other nature of work while 21.8% have water technician and water engineering nature of work. According to the results, 38.1% of the respondent from the northern governorates, 41.7% from the middle governorates, while 20.2% from the southern governorates of the west bank of Palestine. The results indicates that 39.4% of the respondents hold supervisory positions and heads of departments and above. In addition to that, 49.4% of the respondent has less than three courses during the last three years while 30.1% has 4-6 courses in the last three years.

Table 4. 1: Sample distribution

Personal Information		Count 312	Percentage %100
Sex / Gender	Female	90	28.8%
	Male	222	71.2%
Age	Less than 25 years old	10	3.2%
	25-34 years old	110	35.3%
	35-44 years old	116	37.2%
	45 years and above	76	24.4%
Qualification	High School	34	10.9%
	Diploma	49	15.7%
	Bachelor	169	54.2%
	Master	49	15.7%
	Ph.D.	6	1.9%
	Other	5	1.6%

Work Experience	Less than 5 years	41	13.1%
	6-10 years	84	26.9%
	11-15 years	64	20.5%
	16 years and above	123	39.4%
Nature of work	Administrative	127	40.7%
	Financial	48	15.4%
	Information Technology and Computer	21	6.7%
	Water technician / Water engineering	68	21.8%
	Other	48	15.4
Workplace / Governorate	North Governorate	119	38.1%
	Middle Governorate	130	41.7%
	South Governorate	63	20.2%
Career Level	Employee	176	56.4%
	Head Davison	65	20.8%
	Manager / Director	53	17.0%
	General Manager / General Director	5	1.6%
	Other	13	4.2%
Number of training courses the employee has received during the previous three years	3 courses or less	154	49.4%
	4-6 courses	94	30.1%
	7-10 courses	39	12.5%
	11 courses and more	25	8.0%

- **Correction Key**

The answers for each questions was designed to reflects to what extent the role of training programs in improving employees job performance of water service providers in Palestine mentioned in the following statements. In order to have a picture of the evaluations of respondents' answers and to analyze the results each statement was averaged, and the index of 100% was calculated to make it easy to the reader to read by dividing the each average by 5. Where the correction key for the class of the average was added to each statement of evaluation as follows:

Table 4. 2: Correction Key / weighted average of the respondents' answers

Value	Weight	Class	Average
Strongly Disagree	1	Very low	1.0 - 1.80
Disagree	2	Low	1.81 - 2.61
Neutral	3	Mid	2.62 - 3.42
Agree	4	High	3.43 - 4.23
Strongly agree	5	Very high	4.24 - 5.0

Analyzing Training Dimensions:

Reaction:

The table below of the total average of the Reaction diminution score was 3.86 with and index of 77% which has high class. The statement of "The content of the training programs is appropriate with the nature of my work" comes first in the score with 81%, followed by the statement "The trainers are distinguished with the required experience in the field of training" with 79% score. The last in order was "The training period is proportional to the course content" with index of 73%

Table 4. 3: Average and standard deviation and index of the Reaction dimension.

Statement	Mean	Std.	Percent	Opinion scale
The content of the training programs is appropriate with the nature of my work	4.03	.61	81%	High
The trainers are distinguished with the required experience in the field of training	3.97	.74	79%	High
The training facilities are suitable in terms of air-conditioning, lighting and furniture	3.93	.77	79%	High
Training organizers keep to surveying the trainees' opinions about the training courses	3.86	.78	77%	High
The content of the training programs meets my needs and expectations of participating in	3.85	.68	77%	High
The time of training is proportional to the official working hours	3.75	.87	75%	High
The training period is proportional to the course content	3.66	.91	73%	High
Reaction	**3.86**	**.50**	**77%**	**High**

Learning

The table below of the total average of the Learning diminution score was 3.94 with index of 79% which has high class. The statement of "Training provides employees with new skills that qualify them for the job in which they work" comes first in the score with 81%. Followed by the statement "Training programs contribute to introducing new ways and methods that enable the employee in his/her work" with 80% score. The last in order was "Training programs increase the employees' sense of responsibility" with index of 78%.

Table 4. 4: Average and Standard deviation and index of the Learning dimension

Statement	Mean	Std.	Percent	Opinion scale
Training provides employees with new skills that qualify them for the job in which they work	4.04	.67	81%	High
Training programs contribute to introducing new ways and methods that enable the employee in his/her work	4.01	.67	80%	High
Training programs enhance problem solving in various ways	3.94	.75	79%	High
Training provides the trainees with the required technical skills	3.92	.67	78%	High
Provided training programs help in reducing work errors	3.91	.73	78%	High
Training programs stimulate teamwork when completing tasks	3.89	.78	78%	High
Training programs enhance time management skills	3.88	.76	78%	High
Training programs increase the employees' sense of responsibility	3.88	.77	78%	High
Learning	**3.94**	**.54**	**79%**	**High**

Behavior

The table below of the total average of the Behavior dimension score was 3.95 with an index of 79% which is of the high class. The statement of "Training staff develop self-confidence" comes first in the score with 81%. followed by the statement "Training contributes to rise employees' morale" by 81%. Then the last ranking was "Training contributes to change some behavior patterns that affect the workflow" with index of 77%.

Table 4. 5: Average and Standard deviation and index of the Behavior dimension.

Statement	Mean	Std.	Percent	Opinion scale
Training staff develop self-confidence	4.04	.65	81%	High
Training contributes to rising employees' morale	4.04	.66	81%	High
Training contributes to increased knowledge exchange in all administrative levels	3.97	.76	79%	High
Employees apply the knowledge gained from training to improve their work	3.96	.71	79%	High
Training enhances the relationships between the employees	3.92	.80	78%	High
Training components are used to improve work methods and procedures	3.89	.77	78%	High
Training promotes the culture of knowledge sharing for all workers at the same job level	3.88	.78	78%	High
Training contributes to changing some behavior patterns that affect the workflow	3.87	.69	77%	High
Behavior	**3.95**	**.53**	**79%**	**High**

Results

The table below of the total average of the Results dimension score was 3.77 with an index of 75% which is has high class. The statement of "Training programs contribute to improving the quality of the provided services" comes first in the score with 77%. followed by the statement "Training programs contribute to reduce the time of completing the operations and tasks assigned to me with 77%. Then the last in order was "The organization is concerned with the information received from the business unit managers about the trainees' performance" with index of 72%.

Table 4. 6: Average and Standard deviation and index of the Results Level dimension

Statement	Mean	Std.	Percent	Opinion scale
Training programs contribute to improving the quality of the provided services	3.86	.72	77%	High
Training programs contribute to reduce the time of completing the operations and tasks assigned to me	3.84	.73	77%	High
Training programs contribute to improve the performance level of the business units in which I work	3.83	.71	77%	High
Training programs contribute to increase my job satisfaction	3.79	.81	76%	High
Training programs contribute to reduce the financial costs resulting from my execution of the works and tasks assigned to me	3.68	.83	74%	High
The organization is concerned with the information received from the business unit managers about the trainees' performance	3.62	.90	72%	High
Results	**3.77**	**.61**	**75%**	**High**

The table below of the total average of all training dimensions score was 3.88 with an index of 78%, which have high class. The learning and behavior dimensions come first in the score with 79%, and followed by the Reaction and Results levels, with a score of 77 and 75, respectively.

Table 4. 7: **Average and Standard deviation and index of all training dimensions**

Dimension	Mean	Std.	Percent	Opinion scale
Reaction	3.86	0.5	77%	High
Learning	3.94	0.54	79%	High
Behavior	3.95	0.53	79%	High
Results	3.77	0.61	75%	High
	3.88		**0.78**	**High**

Analyzing Employees Performance Dimension:

The table below of the total average of the **Employees Performance dimension** score was 4.22 with an index of 84%, which is has high class. The statement of "I strive to improve my job performance continuously" comes first in the score with 88%. Followed by the statement "I have the ability to take responsibility of the workload" with 87%. then the last in order was "I participate in the decision-making process in the organization" with index of 73%.

Table 4. 8: **Average and Standard deviation and index of the Employees Performance dimension**

Statement	Mean	Std.	Percent	Opinion scale
I strive to improve my job performance continuously	4.39	.59	88%	High
I have the ability to take responsibility of the workload	4.36	.65	87%	High
I carry out the works and tasks assigned to me accurately	4.33	.61	87%	High
I collaborate with my co-workers to complete the required tasks	4.30	.62	86%	High
I have knowledge of the works and tasks nature assigned to me	4.28	.62	86%	High
I do my work and tasks as quickly as possible	4.28	.63	86%	High
I prioritize the work interest before my personal interest	4.27	.72	85%	High
I take advantage of the official working hours to accomplish the largest number of works and tasks assigned to me	4.27	.59	85%	High
I try to acquire new ways and working methods to perform and develop the work	4.26	.64	85%	High
I carry out the works and tasks assigned to me according to the organization adopted standards	4.22	.60	84%	High
I carry out the works and tasks according to the specified time period for me by the administration	4.21	.66	84%	High
I take advantage of all the available resources at work while performing my job	4.14	.69	83%	High
I can adapt to any changes that may occur in the organization	4.13	.73	83%	High
I participate in the decision-making process in the organization	3.67	1.01	73%	High
Employees Performance	**4.22**	**.45**	**84%**	**High**

4.2 Inferential Statistics

- Testing the null hypothesis of no difference between respondents' answers to training effects on employees' job performance due to the following variables (Gender, Age, Qualifications, Work Experience's, Nature of the Work, Workplace, Career Level, and Number of obtained Courses).

- **Testing the null hypothesis of no Difference (or effect) of means between each Dimension for Male and Female**

The analysis Below (Table 4.9) was conducted to test if there is a significant difference between the male and female among the sub-dimension means. An independent samples T-test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences). For the reaction level the null hypothesis is rejected since the calculated sig. of Independent sample T- test was less than 0.05 level of significance, (average for female= 3.71, average for male = 3.93). For the learning level the null hypothesis is rejected since the calculated sig. of Independent sample T- test was less than 0.05 level of significance, (average for female= 3.81, average for male = 3.99)

Table 4. 9: T-test for equality of means among Gender categories

Dimension	T	Df	Sig. (2-tailed)	Mean Difference
Reaction	-3.461	310	.001	-.22
Learning	-2.733	310	.007	-.18
Behavior	-1.971	310	.0497	-.13
Results	-2.424	310	.016	-.18
Employees Performance	-1.347	310	.179	-.08
Avg_All	**-2.891**	**310**	**.004**	**-.14**

For the behavior level the null hypothesis is rejected since the calculated sig. of Independent sample T- test was less than 0.05 level of significance.(average for female= 3.86, average for male = 3.99). For the results level the null hypothesis is rejected since the calculated sig. of Independent sample T- test was less than 0.05 level of significance, (average for female= 3.64, average for male = 3.82)

In conclusion, gender has a significant difference in response to training with all four variables, as this was in favour of males more than females.

For the employees performance level the null hypothesis is retained since the calculated sig. of Independent sample T- test was more than 0.05 level of significance. That is gender does not affect the respondents' response to job performance.

Table 4. 10: Means and Standard deviation of the dimensions among gender categories

Dimension	Sex / Gender	N	Mean	Std. Deviation
Reaction	Female	90	3.71	.55
	Male	222	3.93	.47
Learning	Female	90	3.81	.64
	Male	222	3.99	.48
Behavior	Female	90	3.86	.59
	Male	222	3.99	.49
Results	Female	90	3.64	.71
	Male	222	3.82	.55
Employees Performance	Female	90	4.17	.45
	Male	222	4.24	.45
Avg_All	Female	90	3.90	.43
	Male	222	4.04	.38

- **The null hypothesis test for no Difference (or effect) for the means between the Dimension among Age levels**

The analysis Below (Table 4.11) was conducted to test if there is a significant difference between Age levels among the sub-dimension means. An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences).

Table 4. 11: ANOVA test for equality of means among Age categories

Dimension	F	Sig.
Reaction	1.576	.195
Learning	.603	.614
Behavior	1.194	.312
Results	1.915	.127
Employees Performance	.451	.717
Avg_All	**1.133**	**.336**

For the levels, the null hypothesis is kept since the calculated sig. was more than 0.05 level of significance for all the levels.

Table 4. 12: Means and Standard deviation of the dimensions among Age categories

Dimension	Age	N	Mean	Std. Deviation	Std. Error
Reaction	Less than 25 years old	10	3.96	.37	.12
	25-34 years old	110	3.87	.51	.05
	35-44 years old	116	3.80	.55	.05
	45 years and above	76	3.95	.43	.05
	Total	312	3.86	.50	.03
Learning Level	Less than 25 years old	10	3.93	.43	.14
	25-34 years old	110	3.94	.53	.05
	35-44 years old	116	3.89	.57	.05
	45 years and above	76	4.00	.52	.06
	Total	312	3.94	.54	.03

Behavior Level	Less than 25 years old	10	3.95	.49	.16
	25-34 years old	110	4.01	.52	.05
	35-44 years old	116	3.88	.56	.05
	45 years and above	76	3.96	.49	.06
	Total	312	3.95	.53	.03
Results Level	Less than 25 years old	10	3.82	.44	.14
	25-34 years old	110	3.86	.54	.05
	35-44 years old	116	3.67	.69	.06
	45 years and above	76	3.78	.56	.06
	Total	312	3.77	.61	.03
Employees Performance	Less than 25 years old	10	4.31	.35	.11
	25-34 years old	110	4.21	.46	.04
	35-44 years old	116	4.20	.45	.04
	45 years and above	76	4.26	.44	.05
	Total	312	4.22	.45	.03
Avg_All	Less than 25 years old	10	4.05	.32	.10
	25-34 years old	110	4.02	.41	.04
	35-44 years old	116	3.94	.41	.04
	45 years and above	76	4.04	.36	.04
	Total	312	4.00	.40	.02

- **Testing the null hypothesis of no Difference (or effect) of means for each Dimension among Education levels.**

The analysis Below (Table 4.13) was conducted to test if there is a significant difference between education levels among the sub dimension means. An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences).

Table 4. 13: ANOVA test for equality of means among Education categories

Dimension	df	F	Sig.
Reaction	5	.822	.534
Learning	5	1.185	.316
Behavior	5	1.072	.376
Results	5	1.150	.334
Employees Performance	5	.946	.451
Avg_All	5	.810	.543

For the all levels the null hypothesis is kept since the calculated sig. was more than 0.05 level of significance for all the levels.

Table 4. 14: Means and standard deviation of the dimensions among Education categories

Dimension	Level	No.	Mean	Std. Deviation	Std. Error
	High School	34	3.96	.62	.11
	Diploma	49	3.84	.53	.08
	Bachelor	169	3.87	.47	.04
Reaction	M.A.	49	3.77	.52	.07
	Ph.D.	6	4.03	.55	.23
	Other	5	4.00	.36	.16
	Total	312	3.86	.50	.03
	High School	34	4.09	.56	.10
	Diploma	49	3.99	.48	.07
Learning	Bachelor	169	3.92	.55	.04
	M.A.	49	3.83	.51	.07
	Ph.D.	6	3.80	.73	.30
	Other	5	4.00	.00	.00

	Total	312	3.94	.54	.03
Behavior	High School	34	3.98	.62	.11
	Diploma	49	3.96	.53	.08
	Bachelor	169	3.96	.53	.04
	M.A.	49	3.83	.46	.07
	Ph.D.	6	4.27	.57	.23
	Other	5	4.13	.35	.16
	Total	312	3.95	.53	.03
Results	High School	34	3.93	.52	.09
	Diploma	49	3.75	.60	.09
	Bachelor	169	3.79	.60	.05
	M.A.	49	3.63	.67	.10
	Ph.D.	6	3.61	.64	.26
	Other	5	3.67	.47	.21
	Total	312	3.77	.61	.03
Employees Performance	High School	34	4.22	.50	.09
	Diploma	49	4.15	.52	.07
	Bachelor	169	4.26	.41	.03
	M.A.	49	4.19	.47	.07
	Ph.D.	6	4.36	.52	.21
	Other	5	3.97	.08	.04
	Total	312	4.22	.45	.03
Avg_All	High School	34	4.07	.45	.08
	Diploma	49	3.98	.41	.06
	Bachelor	169	4.01	.39	.03
	M.A.	49	3.91	.40	.06
	Ph.D.	6	4.08	.49	.20
	Other	5	3.97	.06	.03
	Total	312	4.00	.40	.02

- **Testing the null hypothesis of no Difference (or effect) of means between each Dimension among Experience levels**

The analysis Below (Table 4.15) was conducted to test if there is a significant difference between work experience levels among the sub dimension means.

Table 4. 15: ANOVA test for equality of means among Experience categories

Dimension	Df	F	Sig.
Reaction Level	3	.636	.592
Learning Level	3	.023	.995
Behavior Level	3	.895	.444
Results Level	3	1.229	.299
Employees Performance	3	.118	.950
Avg_All	3	.253	.859

An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences). For the all levels, the null hypothesis is retained since the calculated sig. of sig level was more than 0.05 level of significance for all the levels.

Table 4. 16: Means and standard deviation of the dimensions among Experience categories

Dimension	Experience	N	Mean	Std. Deviation	Std. Error
Reaction Level	Less than 5 years	41	3.86	.52	.08
	6-10 years	84	3.90	.57	.06
	11-15 years	64	3.79	.52	.06
	16 years and above	123	3.88	.44	.04
	Total	312	3.86	.50	.03
Learning Level	Less than 5 years	41	3.94	.55	.09
	6-10 years	84	3.93	.58	.06
	11-15 years	64	3.95	.52	.07
	16 years and above	123	3.93	.52	.05
	Total	312	3.94	.54	.03

Behavior Level	Less than 5 years	41	4.01	.58	.09
	6-10 years	84	3.98	.57	.06
	11-15 years	64	3.98	.56	.07
	16 years and above	123	3.89	.46	.04
	Total	312	3.95	.53	.03
Results Level	Less than 5 years	41	3.79	.57	.09
	6-10 years	84	3.84	.64	.07
	11-15 years	64	3.82	.58	.07
	16 years and above	123	3.69	.60	.05
	Total	312	3.77	.61	.03
Employees Performance	Less than 5 years	41	4.25	.42	.07
	6-10 years	84	4.22	.47	.05
	11-15 years	64	4.20	.45	.06
	16 years and above	123	4.22	.44	.04
	Total	312	4.22	.45	.03
Avg_All	Less than 5 years	41	4.02	.38	.06
	6-10 years	84	4.02	.47	.05
	11-15 years	64	3.99	.42	.05
	16 years and above	123	3.98	.34	.03
	Total	312	4.00	.40	.02

- **Testing the null hypothesis of no Difference (or effect) of means for each Dimension among Non-Water employees and Water technicians**

The analysis below (Table 4.17) was conducted to test whether there was a significant difference between the non-water employees and water technicians among the sub-dimension means. An independent samples T-test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences). For the all levels, the null hypothesis is retained since the calculated sig. of Independent sample T- test was more than 0.05 level of significance.

Table 4. 17: T-test for equality of means among non-water employees and water technician categories

Dimension	T	Df	Sig. (2-tailed)	Mean Difference
Reaction Level	-.785	310	.433	-.05
Learning Level	-.114	310	.909	-.01
Behavior Level	.005	310	.996	.00
Results Level	-.172	310	.863	-.01
Employees Performance	-.420	310	.675	-.03
Avg_All	-.367	310	.714	-.02

Table 4. 18: Means and Standard deviation of the dimensions among Administrative & others and Water technician / Water engineering categories

Dimension	Nature of work	N	Mean	Std. Deviation
Reaction Level	Non-Water Employees	244	3.85	.48
	Water Technician	68	3.91	.57
Learning Level	Non-Water Employees	244	3.93	.54
	Water Technician	68	3.94	.54
Behavior Level	Non-Water Employees	244	3.95	.54
	Water Technician	68	3.95	.48
Results Level	Non-Water Employees	244	3.76	.61
	Water Technician	68	3.78	.58
Employees Performance	Non-Water Employees	244	4.22	.45
	Water Technician	68	4.24	.45
Avg_All	Non-Water Employees	244	3.99	.40
	Water Technician	68	4.01	.41

- **Testing the null hypothesis of no Difference (or effect) of means between each Dimension among Workplace**

The analysis Below (Table 4.19) was conducted to test if there is a significant difference between Workplace / Governorate among the sub-dimension means. An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences).

For the reaction level the null hypothesis is rejected since the calculated sig. was less than 0.05 level of significance, and this in favour of the Middle governorate; (average for North Governorate= 3.79, Middle Governorate = 3.98, average for South Governorate = 3.77).

Table 4. 19: ANOVA test for equality of means among Workplace categories

Dimension	Df	F	Sig.
Reaction Level	2	5.955	.003
Learning Level	2	2.156	.117
Behavior Level	2	.815	.444
Results Level	2	.881	.415
Employees Performance	2	3.072	.048
Avg_All	2	2.226	.110

For the employees Performance level the null hypothesis is rejected since the calculated sig. was less than 0.05 level of significance (average for North Governorate = 4.28, average for south Governorate = 4.11). For the other levels the null hypothesis is retained since the calculated sig. was more than 0.05 level of significance.

Table 4. 20: Means and Standard deviation of the dimensions among Workplace categories

Dimension	Workplace	N	Mean	Std. Deviation	Std. Error
Reaction Level	North Governorate	119	3.79	.50	.05
	Middle Governorate	130	3.98	.47	.04
	South Governorate	63	3.77	.55	.07
	Total	312	3.86	.50	.03
Learning Level	North Governorate	119	3.90	.54	.05
	Middle Governorate	130	4.01	.52	.05
	South Governorate	63	3.86	.57	.07
	Total	312	3.94	.54	.03
Behavior Level	North Governorate	119	3.92	.50	.05
	Middle Governorate	130	3.99	.51	.05
	South Governorate	63	3.92	.61	.08
	Total	312	3.95	.53	.03
Results Level	North Governorate	119	3.75	.60	.05
	Middle Governorate	130	3.82	.59	.05
	South Governorate	63	3.70	.65	.08
	Total	312	3.77	.61	.03
Employees Performance	North Governorate	119	4.28	.45	.04
	Middle Governorate	130	4.22	.40	.04
	South Governorate	63	4.11	.52	.07
	Total	312	4.22	.45	.03
Avg_All	North Governorate	119	3.99	.35	.03
	Middle Governorate	130	4.04	.40	.03
	South Governorate	63	3.92	.47	.06
	Total	312	4.00	.40	.02

- **Testing the null hypothesis of no Difference (or effect) of means between each Dimension among Career levels**

The analysis Below (Table 4.21) was conducted to test if there is a significant difference between career level categories among the sub-dimension means. An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences).

Table 4. 21: ANOVA test for equality of means among Career categories

Dimension	Df	F	Sig.
Reaction Level	4	.175	.951
Learning Level	4	1.034	.390
Behavior Level	4	.346	.847
Results Level	4	.186	.946
Employees Performance	4	.828	.508
Avg_All	4	.203	.937

For the all levels the null hypothesis is retained since the calculated sig. of sig level was more than 0.05 level of significance for all the levels.

Table 4. 22: Means and Standard deviation of the dimensions among Career level categories

Dimension	Career Level	N	Mean	Std. Deviation	Std. Error
	Employee	176	3.86	.50	.04
	Head Davison	65	3.88	.55	.07
	Manager / Director	53	3.85	.45	.06
Reaction Level	General Manager / General Director	5	4.00	.66	.30
	Other	13	3.92	.45	.12
	Total	312	3.86	.50	.03
	Employee	176	3.97	.53	.04
	Head Davison	65	3.87	.64	.08
Learning Level	Manager / Director	53	3.96	.46	.06
	General Manager / General Director	5	4.05	.63	.28
	Other	13	3.70	.40	.11

	Total	312	3.94	.54	.03
Behaviour Level	Employee	176	3.97	.54	.04
	Head Davison	65	3.95	.54	.07
	Manager / Director	53	3.89	.52	.07
	General Manager / General Director	5	3.93	.69	.31
	Other	13	3.86	.31	.09
	Total	312	3.95	.53	.03
Results Level	Employee	176	3.78	.57	.04
	Head Davison	65	3.74	.72	.09
	Manager / Director	53	3.78	.65	.09
	General Manager / General Director	5	3.80	.36	.16
	Other	13	3.65	.42	.12
	Total	312	3.77	.61	.03
Employees Performance	Employee	176	4.19	.45	.03
	Head Davison	65	4.26	.46	.06
	Manager / Director	53	4.26	.42	.06
	General Manager / General Director	5	4.47	.48	.22
	Other	13	4.24	.48	.13
	Total	312	4.22	.45	.03
Avg_All	Employee	176	4.00	.40	.03
	Head Davison	65	3.99	.44	.05
	Manager / Director	53	4.00	.40	.05
	General Manager / General Director	5	4.12	.42	.19
	Other	13	3.93	.21	.06
	Total	312	4.00	.40	.02

- **Testing the null hypothesis of no Difference (or effect) of means between each Dimension among number of training courses obtained**

The analysis Below (Table 4.23) was conducted to test if there is a significant difference between nu Number of training courses the employee has received during the previous three years categories among the sub-dimension means.

Table 4. 23: ANOVA test for equality of means among Number of training courses categories

Dimension	df	F	Sig.
Reaction Level	3	1.118	.342
Learning Level	3	.877	.453
Behavior Level	3	1.375	.251
Results Level	3	1.204	.308
Employees Performance	3	2.126	.097
Avg_All	3	1.541	.204

An ANOVA test was conducted to check if the null hypothesis is retained (there is no significant statistical differences) or rejected (there is significant statistical differences). For the all levels, the null hypothesis is retained since the calculated sig. of sig level was more than 0.05 level of significance for all the levels.

Table 4. 24: Means and Standard deviation of the dimensions among number of training courses categories

Dimension	No. of obtained courses	N	Mean	Std. Deviation	Std. Error
Reaction Level	3 courses or less	154	3.82	.49	.04
	4-6 courses	94	3.89	.56	.06
	7-10 courses	39	3.98	.46	.07
	11 courses and more	25	3.83	.40	.08
	Total	312	3.86	.50	.03
Learning Level	3 courses or less	154	3.89	.55	.04
	4-6 courses	94	3.96	.59	.06
	7-10 courses	39	4.03	.45	.07
	11 courses and more	25	3.97	.41	.08
	Total	312	3.94	.54	.03

Behavior Level	3 courses or less	154	3.91	.54	.04
	4-6 courses	94	4.03	.55	.06
	7-10 courses	39	3.97	.47	.08
	11 courses and more	25	3.87	.44	.09
	Total	312	3.95	.53	.03
Results Level	3 courses or less	154	3.71	.61	.05
	4-6 courses	94	3.80	.60	.06
	7-10 courses	39	3.91	.52	.08
	11 courses and more	25	3.78	.70	.14
	Total	312	3.77	.61	.03
Employees Performance	3 courses or less	154	4.17	.49	.04
	4-6 courses	94	4.28	.42	.04
	7-10 courses	39	4.21	.38	.06
	11 courses and more	25	4.36	.32	.06
	Total	312	4.22	.45	.03
Avg_All	3 courses or less	154	3.95	.42	.03
	4-6 courses	94	4.04	.42	.04
	7-10 courses	39	4.05	.32	.05
	11 courses and more	25	4.03	.27	.05
	Total	312	4.00	.40	.02

- **The relationship between employees' training and employee's job performance of Water Service Providers in Palestine.**

The analysis below represents the Pearson's correlation analysis, The Null Hypothesis statistics that there is no significant relation between Training and its dimensions (reaction, learning, behavior, results) and Employees Performance of Water Service Providers in Palestine, and the Alternative Hypothesis stats that there are significant relation between Training and its dimensions and Employees Performance of Water Service Providers in Palestine.

Table 4. 25: Pearson Correlation analysis between Training and Employees Job Performance.

Employees Performance	Pearson Correlation	Sig.
Training (4 Dimensions)	.493	.000
Reaction Level	.404	.000
Learning Level	.405	.000
Behavior Level	.461	.000
Results Level	.381	.000

The correlation analysis indicates that there is significant (sig less than 0.05) moderate positive relationship between Training (in all its dimensions) and Employees Performance of Water Service Providers in Palestine, which equal 49.3%. As well as between training dimensions (Reaction, Learning, Behavior, Results), each separately, and employees performance which vary between 38% to 46%.

- **Determinants of the employee performance: Regression analysis**

To find out the effect of training (with its four dimensions together) on employees performance, the researcher used the multiple linear regression test using the Stepwise method. The Null Hypothesis stated that; Training with the dimensions (Reaction, Learning, Behavior, Results) does not regress Employees Performance (there is no model). While the Alternative Hypothesis stated that; Training with the dimensions (Reaction, Learning, Behavior, Results) does regress Employees Job Performance (there is a model).

The researcher developed three models to investigate the effect of training on the performance of Water Service Providers' employees. In Model (1), the effect of training on the performance of all employees, including water and non-water employees, was examined. Model (2) investigated the effect of training on the performance of non-water employees only. While Model (3) examined the effect of training on the performance of water and water technicians employees only.

Table (4. 26) summarizes the results related to the effect of training on the performance of employees of Water Service Providers in Palestine with the three models.

Model	Dependent Variable	R	R Square	Adjusted R Square	Std. Error	F	Coefficients B		T	Sig.
Model (1), *for all employees (Water & Non-Water employees)*	Performance	0.495	0.245	0.24	0.390	50.2	Constant	2.33	12.13	.00
							Behavior	0.29	5.81	.00
							Reaction	0.19	3.64	.00
Model (2), *for Non-Water employees only*	Performance	.49	.24	.23	0.39	37.3	Constant	2.39	10.8	.00
							Behavior	.30	5.37	.00
							Reaction	.165	2.63	.00
Model (3), *for Water employees only*	Performance	.52	.27	.26	.385	24.2	Constant	2.55	7.37	.00
							Learning	.43	4.92	.00

The regression analysis coefficients for the first model (for all employees – water and non-water employees) indicate that only Reaction and Behavior levels affect employee's performance as there sig is less than 0.05. The results of the multiple linear regression shows that the R was 49.5% with R-square was 24.5% and the F-test = 50.2 for the model.

The final equation for Model (1) will be as follows:

Employee performance = Constant + B1* Reaction level + B2* Behavior level

Employee performance = 2.33 + 0.192* Reaction level + 0.292* Behavior level

Based on the respondents' answers, a 1% increase in the reaction level will lead to an increase in employee's performance level by 0.19%, and the same in the behavior level will lead to an increase in the performance level by 0.29%

The regression analysis coefficients for the second model (non-water employees only) indicate that only Reaction and Behavior levels affect non-water employee's job performance as there sig is less than 0.05. The results of the multiple linear regression shows that the R was 49% with R-square was 24% and the F-test = 37.3 for the model.

The final equation for Model (2) will be as follows:

Employee performance = Constant + B1* Reaction level + B2* Behavior level
Employee performance = 2.388 + 0.165* Reaction level + 0.30* Behavior level

Based on the answers of the respondents, an increase in the level of interaction by 1% will increase in the employee's performance level of 0.165%, and the same is in the behavior level will lead to increase in the performance level by 0.30%

The regression analysis coefficients for the third model (water employees only) indicate that only learning level affect Water employee's job performance as its sig is less than 0.05. The results of the multiple linear regression shows that the R was 52% with R-square was 27% and the F-test = 24.2 for the model.

The final equation for Model (3) will be as follows:

Employee performance =Constant + B1* learning Level
Employee performance =2.554 + 0.428* learning Level

Based on the respondents' answers, a 1% increase in the learning level will lead to an increase the performance level by 0.428%.

Chapter 5

Discussion and Conclusions

Chapter 5: Discussion and Conclusions

The scope of this research aims to assess the role of training on employees' job performance of Water Service Providers in Palestine using Kirkpatrick's evaluation model. Most of the respondents through their answers confirm the important role of training on their job performance. According to their responses, training brought new skills and potentials for employees, introducing new ways and methods to perform their tasks and jobs, in addition to enhancing their abilities to solve problems.

Descriptive statistics in the form of means as listed previously in tables (4.3-4.7) provide evidence that training is an essential key that definitely leads to enhancement in performance and increased productivity. The results also clearly indicate that training improves employees' behaviors, by enhancing employees' self-confidence, raising their morale, and enhancing a culture of knowledge exchange among employees and the relationship among them. Moreover, the results show that training contributes to improving the quality of the provided services, in addition to reducing the time of completing operations and tasks assigned to the employees. This improves the performance level of the firm units in which the trainees work, and contributes to reducing the financial costs resulting from their execution of their work, which enhances the organization performance as a whole.

The findings of this study are in line with several studies (Kuruppu, et al., 2021; Prayuda & Yunita , 2021; Mamy et al. 2020; Shantha, 2019; Landa, 2018; Arimuthukumar, 2019; Chhy, 2019; Turay et al., 2019; Jeffrey & Prasetya, 2019; Bani-Khalid, 2019; Njiraine, 2019; Shantha, 2019....etc.) which provide evidence that training positively enhances personnel overall performance and generates benefits for employees knowledge, skills, abilities, competencies and behaviors, as well as organizational performances.

Inferential statistics, on the other hand generated tabulated statistics that shows the results of correlations, coefficients and regressions on the data collected from 312 respondents through questionnaire. The analysis indicates that there is significant moderate positive relationship between training and employees performance of Water Service Providers in Palestine.

It is clear from the results that there is a significant effect of training at its levels (reaction and behavior) on employee's job performance for non-water employees (administrators, financial, auditors ... etc.) of Water Service Providers in Palestine. On the other hand, the results indicate that there is a significant effect of training at the learning level on the job performance for water technicians and specialists of Water Service Providers in Palestine.

These findings are in line with Aqel (2018) study regarding the results related to non-water employees, which showed that training in the dimensions of reaction and behavior significantly affects job performance. Keshroud & Abdulqader (2020) and Rafiq (2015) also indicated that reaction and behaviour levels affects employee's job performance. This makes sense to some extent, as non-water employees may have greater interest and be influenced by the capabilities of trainers and the appropriateness of the content of training programs, its duration and training environment and facilities. In addition to the importance of training in enhancing behavioral aspects, developing self-confidence, raising morale, and developing employees' relations with each other, which affect their job performance. While the interest of water specialists is learning new skills, acquisition of required professional and technical knowledge and experience, identify new ways and methods that enable them to perform their work efficiently and reduce work errors, in addition to learning the necessary experiences for the practical field work, network extensions, tests, etc. Thus, the influence of the learning side may be much greater than other levels on employees' performance. This is consistent with Keshroud & Abdulqader (2020) and Rafiq (2015) findings that learning level affects job performance.

During the study, the researcher noticed the existence of many issues related to the training situation of Water Service Providers in Palestine, by visiting many water providers in order to conduct the field study, it was noticed that there were no training records for the employees of many providers. In addition to the variation in the extent of employee integration into training programs, as some providers do not have trainees at all, so the researcher was not able to target their employees. On the contrary, the percentage has exceeded 70% of the total number of employees for other Water Service Providers as shown in table (3.1). It was also proved through the respondents' answers (table 4.1) that about 50% of the employees received less than three training programs during the past three years.

In the context of what has been clarified in this study regarding the importance of training for organizations and employees, and the followed results related to the employees of Water Service Providers in Palestine. The relevant authorities concerned with water management in Palestine should strive to set effective, clear, and objective training policies and create an enabling training environment. In addition to establishing a unified database that includes an analysis of the actual needs of the employees of Water Service Providers, in addition to integrated training records about trainers, trainees and training topics, and allow continuous evaluation of the training process and the performance of the trainees. An integrated national training plan for Water Service Providers can also be prepared in cooperation with partner or civil organizations, so that the actual common training needs are determined and is implemented by these organizations. Thus, training is directed towards covering actual needs, integrating the efforts of supporters and funders into a common purposeful framework.

Water service providers are also required to design training strategies and build their own special training programs for their employees, and to set a financial allocation in its annual budget or to mobilize external financial support for that. It is necessary to align the training

needs of their employees with the business objectives, and to have mandatory and basic training programs for all employees in order to improve knowledge, skills and capabilities. In addition to have a continuous evaluation system for training programs and their impact on employees performance. Management should also facilitate the transfer of learning and experience, provide support before and after employee training and provide effective and continuous feedback during and after training sessions. Employees should also value the significance of training programs to enhance their skills and abilities, and participate actively in training activities; they should also take advantage of all self-development opportunities provided to them by the organizations so that they become a knowledge-based persons.

Similar to any other scientific endeavor, this research has certain limitations. In the light of Covid 19 pandemic, the researcher faced great difficulty in accessing the study sample due to the constant closures, limited movements, irregular working hours, and the refusal of some institutions and individuals to participate in the survey. This resulted in the unavailability of a random sample that represents Water Service Providers employees. This also made difficult to conduct interviews with the top management of Water Service Providers, so the researcher relied on the quantitative approach only to find answers to questions through the analysis of quantitative data, therefore qualitative research can be used in the future studies. In addition, the assessment of study variables and their effect on job performance are all based on the respondents' perceptions and attitudes while filling out the questionnaires, so some of errors and bias may exist in the data set.

Future researches can further develop the current work by studying other variables that might have an effect on employees' job performance, such as employees' empowerment, capabilities, satisfaction, inspiration and the effectiveness of the organization along with other work conditions in relation to employees training to make more valuable results that may increase the importance of employees training.

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Appendix

- Questionnaire - Arabic Version

BIRZEIT UNIVERSITY

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جامعة بيرزيت

كلية الدراسات العليا

برنامج ماجستير إدارة الأعمال

الأخ الكريم، الأخت الكريمة،،،

تحية طيبة وبعد،

يقوم الباحث بإجراء دراسة ميدانية بعنوان:

"دور البرامج التدريبية في تحسين أداء موظفي مقدمي خدمات المياه في فلسطين"

وذلك كدراسة بحثية لإتمام متطلبات درجة الماجستير في إدارة الاعمال، لذا نأمل من حضراتكم الإجابة على أسئلة الاستبانة بدقة، حيث أن صحة نتائج الدراسة تعتمد بدرجة كبيرة على دقة إجاباتكم، وإنّ تعاونكم معنا يعزز البحث العلمي في فلسطين، علماً أن كافة المعلومات التي سترد في هذا الاستبيان لن تستخدم إلا لأغراض البحث العلمي، نطمح لمشاركتكم ودوركم الكبير في إنجاح هذه الدراسة، ولكم جزيل الشكر .

الباحث

علاء حمّاد

0598131404

Am.hammad9@gmail.com

</div>

القسم الأول: المعلومات الشخصية:

1- الجنس: ( ) ذكر ( ) أنثى

2- العمر: ( ) أقل من 25 عام ( ) 25-34 عام
( ) 35-44 عام ( ) 45 عام فما فوق.

3- المؤهل العلمي: ( ) ثانوية عامة ( ) دبلوم ( ) بكالوريوس
( ) ماجستير ( ) دكتوراه ( ) غير ذلك

4- الخبرة العملية: ( ) أقل من 5 سنوات ( ) 6 – 10 سنوات
( ) 11 – 15 سنوات ( ) 16 سنة فما فوق

5- طبيعة العمل: ( ) إداري ( ) مالي ( ) حاسوبية ( ) فني / هندسة مياه
( ) غير ذلك: _____

6- مكان العمل / المحافظة: ( ) الشمال ( ) الوسط ( ) الجنوب

7- المستوى الوظيفي:
( ) موظف ( ) رئيس قسم ( ) مدير ( ) مدير عام ( ) غير ذلك

8- عدد الدورات التدريبية التي حصلت عليها خلال الثلاث سنوات السابقة:

( ) 3 دورات فأقل ( ) 4 – 6 دورات ( ) 7 – 10 دورات ( ) 11 دورة فأكثر.

القسم الثاني: مجالات الدراسة:

المحور الأول: تقييم رد فعل المتدربين:

يهدف لتقييم انطباعات ورضا المتدربين المشاركين حول محتوى البرامج التدريبية ومدى استجابتها لاحتياجاتهم التدريبية

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	البند	#
					يلائم محتوى البرامج التدريبية طبيعة عملي	1
					يلبي محتوى البرامج التدريبية احتياجاتي وتوقعاتي من المشاركة فيها	2
					تتلاءم فترة التدريب مع محتوى الدورة التدريبية	3
					يتناسب توقيت التدريب مع مواعيد العمل الرسمية	4
					يتميز المدربون بالخبرة المطلوبة في مجال التدريب	5
					يحرص القائمون على التدريب على استطلاع اراء المتدربين حول البرامج التدريبية	6
					القاعات التدريبية ملائمة من حيث التهوية والإضاءة والاثاث	7

المحور الثاني: تقييم التعلم:

يهدف لتقييم مدى نجاح التدريب في زياد المعارف والمهارات لدى المتدربين.

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	البند	#
					يُكسب التدريب المتدربون المهارات الجديدة التي تؤهلهم في الوظيفة التي يعملون بها	1
					يزود التدريب المتدربون بالمهارات الفنية المطلوبة	2
					تساهم البرامج التدريبية المقدمة في التعرف على أساليب جديدة تمكن الموظف في مجال عمله	3
					تساعد البرامج التدريبية المقدمة على التقليل من أخطاء العمل	4
					تعمل البرامج التدريبية على تحفيز العمل بروح الفريق عند إنجاز المهام	5
					تزيد البرامج التدريبية من الإحساس بالمسؤولية	6
					تنمي البرامج التدريبية مهارات إدارة الوقت	7
					تعزز البرامج التدريبية مهارة حل المشاكل بطرق مختلفة	8

المحور الثالث: تقييم السلوك

ويهدف لتقييم التغيرات التي حدثت في سلوك المتدربين نتيجة للبرنامج التدريبي وإمكانية تطبيق المهارات المكتسبة في العمل

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	البند	#
					ينمي التدريب لدى الموظفين الثقة بالنفس	1
					يساهم التدريب في تغيير بعض أنماط السلوك التي تعرقل سير العمل	2
					يعزز التدريب ثقافة مشاركة المعرفة على جميع العاملين في نفس المستوى الوظيفي	3
					يتم توظيف عناصر التدريب لتحسين أساليب وإجراءات العمل	4
					يساهم التدريب في زيادة تبادل المعرفة في جميع مستوياتها الإدارية	5
					يقوم المتدربون بتطبيق المعارف المكتسبة في تحسين اعمالهم	6
					يطور التدريب علاقات الموظفين مع بعضهم البعض	7
					يساهم التدريب في رفع الروح المعنوية لدى المتدربين	8

المحور الرابع: تقييم النتائج التنظيمية

ويهدف لتقييم أثر التدريب على مستوى المؤسسة

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	البند	#
					ساهمت البرامج التدريبية في تحسين مستوى الجودة للخدمات المقدمة	1
					ساهمت البرامج التدريبية في تقليل وقت انجاز العمليات والمهام الموكلة لي	2
					ساهمت البرامج التدريبية في خفض التكاليف المالية الناجمة عن ادائي للمهام الموكلة لي	3
					ساهمت البرامج التدريبية في تحسين مستوى أداء وحدات العمل التي أعمل بها	4
					ساهمت البرامج التدريبية في زيادة مستوى الرضى الوظيفي لدي	5
					تهتم المؤسسة بالمعلومات الواردة من مديري وحدات العمل حول أداء المتدربين	6

المتغير التابع: الأداء الوظيفي

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	البند	#
					أقوم بإنجاز الاعمال الموكلة لي طبقاً للمعايير المعتمدة في المؤسسة	1
					تتوفر لدي معرفة والمام بطبيعة المهام الموكلة لي	2
					أقوم بتنفيذ المهام والاعمال الموكلة لي بدقة	3
					لدي القدرة على تحمل مسؤولية الأعباء الموكلة الي في العمل	4
					أقدم مصلحة العمل على مصلحتي الشخصية	5
					أستطيع التكيّف والتأقلم مع أي تغيرات قد تحدث في المؤسسة	6
					أقوم باستغلال كافة الموارد المتاحة في العمل أثناء أدائي الوظيفي	7
					أشارك في عملية اتخاذ القرارات في المؤسسة	8
					أحرص على إنجاز العمل والمهام بأسرع وقت	9
					أقوم باستغلال أوقات الدوام الرسمي في انجاز أكبر قدر من الاعمال الموكلة لي	10
					أقوم بتنفيذ المهام والاعمال وفق المدة الزمنية المحددة لي من قبل الإدارة	11
					أحاول اكتساب طرق وأساليب عمل جديدة لأداء وتطوير العمل	12
					اتعاون مع زملاء العمل لإنجاز المهام المطلوبة	13
					أحرص على تحسين أدائي الوظيفي بشكل مستمر	14

BIRZEIT UNIVERSITY

**Birzeit University
Faculty of Graduate Studies
MBA program**

Dear Respondent,

I am currently pursuing a Master of Business Administration degree from Birzeit University. In partial fulfilment of the degree, I am conducting a field study about *"The Role of Training Programs in Improving Employees Job Performance in Water Service Providers in Palestine"*.

I would like to invite your participation in this survey by filling up the attached questionnaire. I would greatly appreciate it if you could take a few minutes to complete this form for me. Please note that all survey responses will be kept strictly confidential and all data from this survey will be reported only in the aggregate.

Thanks for giving up your valuable time to assist me in this research.

**Ala'a Hammad
MBA student**

Section One : Personal Information:

1- **Gender**: ( ) Female ( ) Male

2- **Age**: ( ) Less than 25 years old ( ) 25 – 34 years ( ) 35 – 44 years
( ) 45 years and above

3- **Qualification:** ( ) High School ( ) Diploma ( ) Bachelor
( ) Master ( ) PhD ( ) Other

4- **Work Experience**: ( ) Less than 5 years ( ) 6-10 years ( ) 11-15 years
( ) 16 years and above

5- **Nature of Work:** ( ) Administrative ( ) Financial ( ) Information
Technology and Computer ( ) Water technician / Water engineering ( ) Other

6- **Workplace / Governorate:** ( ) North Governorate ( ) Middle Governorate
( ) South Governorate

7- **Career Level:**

( ) Employee ( ) Head Division ( ) Director ( ) General Director ( ) Other

8- **Number of training courses employee obtained during the previous three years:**

( ) 3 courses or less ( ) 4-6 courses ( ) 7-10 courses ( ) 11 courses and more.

Section Two: Study Variables:

A: Independent Variables:

1. Reaction Level:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The content of the training programs is appropriate with the nature of my work					
2	The content of the training programs meets my needs and expectations of participating in it					
3	The training period is proportional to the course content					
4	The time of training is proportional to the official working hours					
5	The trainers are distinguished with the required experience in the field of training					
6	Training organizers keep to surveying the trainees' opinions about the training courses					
7	The training facilities are suitable in terms of air-conditioning, lighting and furniture					

2. Learning Level:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Training provides employees with new skills that qualify them for the job in which they work					
2	Training provides the trainees with the required technical skills					
3	Training programs contribute to introducing new ways and methods that enable the employee in his/her work					
4	Provided training programs help in reducing work errors					
5	Training programs stimulate teamwork when completing tasks					
6	Training programs increase the employee's sense of responsibility					
7	Training programs enhance time management skills					
8	Training programs enhance problem solving in various ways					

3. Behaviour Level

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Training staff develop self-confidence					
2	Training contributes to changing some behaviour patterns that affect the workflow					
3	Training promotes a culture of knowledge sharing for all workers at the same job level					
4	Training components are used to improve work methods and procedures					
5	Training contributes to increased knowledge exchange at all administrative levels					
6	Employees apply the knowledge gained from training to improve their work					
7	Training enhances the relationships between the employees					
8	Training contributes to rising employees morale					

4. Results Level

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Training programs contribute to improving the quality of the services provided					
2	Training programs contribute to reduce the time of completing the operations and tasks assigned to me					
3	Training programs contribute to reduce the financial costs resulting from my execution of the works and tasks assigned to me					
4	Training programs contribute to improve the performance level of the business units in which I work					
5	Training programs contribute to increase my job satisfaction					
6	The organization is concerned with the information received from the business unit managers about the trainees' performance					

Dependent Variable: Employees Performance

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I carry out the works and tasks assigned to me according to the organization adopted standards					
2	I have knowledge of the works and tasks nature assigned to me					
3	I carry out the works and tasks assigned to me accurately					
4	I have the ability to take responsibility of the workload					
5	I prioritize the work interest before my personal interest					
6	I can adapt to any changes that may occur in the organization					
7	I take advantage of all the available resources at work while performing my job					
8	I participate in the decision-making process in the organization					
9	I do my work and tasks as quickly as possible					
10	I take advantage of the official working hours to accomplish the largest number of works and tasks assigned to me					
11	I carry out the works and tasks according to the specified time period for me by the administration					
12	I try to acquire new ways and working methods to perform and develop the work					
13	I collaborate with my co-workers to complete the required tasks					
14	I strive to improve my job performance continuously					