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**EFFECT OF PARTICIPATION IN DESIGN  
ON TRAINEE SATISFACTION**

**by**

**Abdullatif S. Al-Abdullatif**

**A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Doctor of Education  
Department of Educational Leadership**

**Western Michigan University  
Kalamazoo, Michigan  
December 1995**

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**Abdullatif S. Al-Abdullatif**

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## **CHAPTER I**

### **INTRODUCTION**

#### **Rationale**

**Human resources development, in a general sense, refers to the formation of a skilled society through education, training, and development (Nadler, 1984). Human resources are considered one of the most influential aspects in the development of a society. The importance of human resources development is that it provides a major tool which influences all other development components. Human resources determine the strength and the capacity of a society for social and economic development. Therefore, all governments and private organizations are continuously planning to increase the productivity and efficiency of manpower. The importance of HRD emerged on a world-wide scale due to the desire to respond to pressure to change. The pressure for change has forced organizations to search for different means and tools of bringing about the needed change. One powerful means of bringing about change or human resource development in organizations is training.**

**Training today is on its greatest growth. More and more workers will need to be retrained, not just once but several times in their work lives. New hires will need new and better training. The economy is challenging companies and governments to improve their service and performance in order to hold on to their market share. This struggle**

will demand a greater and greater attention to human capital through training and so the demand for all sort of training will grow well into the twenty-first century or longer (Mitchell, 1993). There is no absolute measure whereby we can indicate appropriate response to change. Rather, organizations must constantly re-examine their operations to cope effectively with a changing economic picture. This process can help managers identify some decisions to be made about HRD during a time of declining economy (Nadler, 1979). One dominating issue is how to develop and implement sound training programs to insure quality and return on the investment in training. The first step in this direction is to evaluate the merit and worth of training programs.

#### Statement of the Problem

Training approaches cover a wide spectrum of types. Many prescriptive models have been developed for planning, designing, implementing, and evaluating training programs, but little is known about the effectiveness of the different training models. Jahns (1981) identified five training models each of which is distinguished by a certain division of responsibility between trainers and organizations and by different premises about the role of performance expectations throughout the training process. These models include the menu model, the special-order model, the diagnostic model, the collaborative model, and the organizational learning model. Treffman (1978) proposed five different training models including the preservice education model, the orientation training model, the induction model, the in-service training model, and continuing education model. Sherwood (1983) identified three broad categories: in-career

education, in-career training, and on-the-job development.

Training approaches, in general, fall into four categories: formal training, on-the-job training, action training, and non-formal training (Kerrigan & Luke, 1987). Each of these categories is applicable to certain situations and needs. Formal training consist of discrete, time-bound, packaged teaching sessions. In-service training falls almost exclusively in this category. Two general types of designs are utilized in the formal training category: packaged training, and custom-tailored training. In packaged training, various modules are combined into a training program and offered to interested and qualified persons. This is believed to be the most common type of formal training in developing countries (Honadle & Hannah, 1982). The content and process in custom-tailored training, on the other hand, are specifically related to the special goals and needs of the organization and its employees. The recent trend toward custom-tailored training has been in response to the disadvantages of pre-packaged training.

This study is concerned with the evaluation of two types of formal in-service training programs in terms of trainee's reaction. Evaluating these types of training programs and comparing the results might be the first step toward judging the impact of these training models and deciding where to spend time and money to get cost-effective training.

### **Purpose of the Study**

Several training-evaluation theorists have proposed systematic models for identifying areas or data levels to which evaluators might look for evaluation information. The

most widely accepted approach to training evaluation is attributed to Donald Kirkpatrick. Kirkpatrick (1979) suggested four criteria for training evaluation: reaction, learning, behavior, and results. Newstrom (1978) stated that all four criteria are important and no particular order of value can be assigned to them. In other words, an argument can be made for the utility of reaction data as a practical prerequisite to program success. London (1989) noted that employees are the internal customers of the training organization, and their satisfaction with training is important. They must view training as applicable to their job, interesting, and consistent with their learning abilities. The general assumption is that if trainees like the training program, they are most likely to learn from it and try to use what they learned in their job and ultimately benefit the organization.

The purpose of this study is to evaluate and compare two formal administrative in-service training designs namely the packaged training programs and the custom-tailored training programs in terms of trainee's satisfaction and participation in the needs assessment process. The correlation between the two dependent variables will be tested across the two groups representing the independent variable.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

**The purpose of this chapter is to review selected literature related to this study. The review is organized in four sections. The first part cover training perspectives and approaches including a brief discussion of formal training cycles. The second part discuss the training designs relevant to the independent variable in this study. The last two parts will deal with dependent variables in this study including training needs assessment analysis and trainee satisfaction with the training program.**

#### **Training Perspectives and Approaches**

**Human resource development can take several forms. HRD can be constructed as training, education, or development. Some feel that it is important to distinguish activities aimed at generating learning to enhance one's current job performance (training) from those activities aimed at preparing an employee for some future job assignment (education) and from those activities aimed at generating learning for the growth of the trainee without any direct ties to current or future job performance (development) ( Nadler, 1984). However, all HRD programs share a basic logic: HRD is meant to produce something of value to the organization, something that will help the organization to better meet its goals (Brinkerhoff, 1978). Therefore, employee training and development is any attempt to improve current or future employee performance by increasing through learning an employee's ability to perform, usually by changing the**



employee's attitudes or increasing his or her skills and knowledge (House, 1967).

Training approaches, in general, fall into four categories: formal training, on-the-job training, action training, and non-formal training (Kerrigan & Luke, 1987).

A variety of training models have been developed for use in conducting formal training programs. The most comprehensive model is the Instructional Systems Development (ISD) model initially developed for military training and now is used throughout the world (Logan, 1982). Others include the "competency-based model" of training (Blank, 1982), the "mastery learning system" (Block, 1970), and the "performance-based system" developed by Foley (1985). These models may differ in the phrasing and the details of the training phases and steps, but each follows a similar process that includes five major phases (Kerrigan & Luke, 1987). A systematic approach to training development is consisted of five phases: analysis, design, development, implementation, and evaluation (Bullard et al., 1994).

The analysis phase seeks to identify training needs. Analysis is conducted to determine that a performance problem exists and that the problem is training-related.

The design phase uses the outputs of the analysis phase to develop an overall structure or framework for the training. The framework resulting from the design provides the link between analysis and the development of training materials. Design provides a structured decision-making process to decide what to train and how to train.

The development phase involves the actual creation of all necessary training materials. Both trainer and trainee materials are developed using the objectives, instructional method, and media decided upon in the design phase.

The implementation phase focuses on the preparations and delivery of training. The preplanning of logistical arrangements, a training agenda, and practice ensure the delivery of training session that captures and keeps trainees' interest.

The evaluation phase provides the critical feedback loop to ensure that training improves performance on the job. Evaluation is a continuing process occurring during all the phases of instructional development (see Figure 1).

Post-training evaluation measures the outcome(s) of the training. An outcome, which is a result of training, may be in the form of an attitude, a knowledge or skill, a job behavior, or an effect on the organization.

Several training-evaluation theorists proposed systematic models for identifying areas or data levels to which evaluators might look for evaluation information. The most well-known and widely used framework for classifying areas of evaluation comes from Kirkpatrick (1979). He suggested four levels of evaluation:

1. Reaction. Reaction is defined as what the participants thought of the particular training program. The reactions are obtained usually through end-of-course

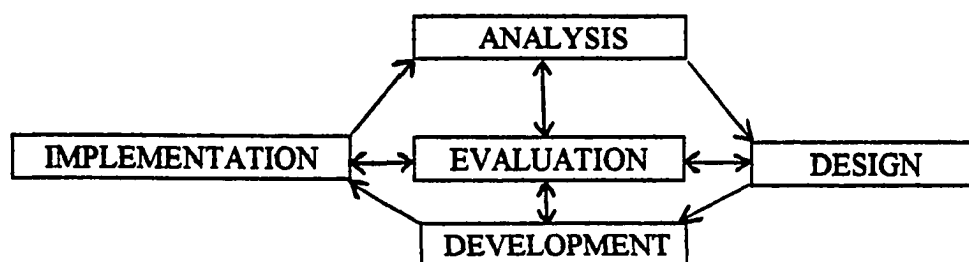


Figure 1. Training Phases as a Systematic Process.

Source: Bullard, R., Brewer, M., Gaubas, N., Gibson, A., Hyland, K., & Sample, E. (1994). *The Occasional Trainer's Handbook*. Englewood Cliffs, New Jersey: Educational Technology Publications, p. 5-1.

reaction forms and generally measure the trainer's performance, the difficulty and relevance of the training content, methodology, facilities, and use of media. This level of data is a vital component of training evaluation. Robinson and Robinson (1989) pointed out that this is crucial information because if people are not satisfied with the learning experience, they probably will not use what they have learned and will undoubtedly advise others not to attend.

2. **Learning.** This level of evaluation is concerned with measuring the learning of principles, facts, techniques, and skills presented in the training program. There are many different measures of learning performance, including paper-and-pencil tests, learning curves, skills practices, and job simulations.

3. **Behavior.** This level measures the changes in job behavior as a result of the training program. Data on this level may be collected from before-and-after comparison, observations, self-rating scales, and follow-up.

4. **Results.** Evaluations at this level are used to relate the results of the training program to the organizational improvement. Some of the results that can be examined include cost saving, work output improvement, and quality changes. In this level every effort should be made to isolate other variables which could have caused the improvement.

Another way of classifying types of evaluation according to the information collected comes from Parker (1973). As with Kirkpatrick's model, Parker has divided the information levels into four groups: (1) job performance, (2) group performance, (3) participant satisfaction, and (4) participant knowledge gained.

Warr, Bird, and Rackham (1970) developed a unique approach to classifying types of evaluation. As with the two previous approaches, there are four general categories of evaluation studies. They form the letters CIRO (context, input, reaction, and outcome). The context evaluation stage involves obtaining and using information to determine training, needs and objectives. Input evaluation refers to the process of collecting evidence and using it to decide the training resources and methods. Reaction evaluation involves obtaining and using information about participant's reactions to improve the training process. Outcome evaluation is the objective measure of results of training to improve future programs.

Brinkerhoff (1987) developed a practical evaluation model called the six-stage model. The six-stage model uses problem-solving and decision-making aspects of educational evaluation. Stage I asks: Is there a good reason to do some training? Stage II asks: Is the training design good enough to implement? Stage III asks: Is the design installed and working? Stage IV asks: What reaction in terms of skills, knowledge, and attitude changes have occurred? Stage V asks: Have changes lasted: Did they use it on-the job? Stage VI asks: What difference did the training make for the organization: Was it worth it? The model identified activities used to evaluate merit (Stages II, III, and IV) and those used to evaluate worth (Stages I, V, and VI). Merit tells how well something was done; worth describes whether the "doing" had any valuable results. The benefit of these evaluation models is that they provide for the evaluation of both training processes and training outcomes.

Due to questions of validity and reliability, persons using student ratings of

instructors and courses to collect reaction information tend to disagree on the type of instrument to be used. Nearly every college, university, or department has developed an instrument which it feels meets its needs. However, researchers have ready access to the experience and rating instruments developed at institutions of higher education. It is not difficult to adapt an instrument to fit local needs, since most rating scales contain both a surplus of items and blank spaces for the insertion of additional items. The questionnaire's length and the selection of items depend on the purpose of the evaluation. Seldin (1984) encouraged people desiring an evaluation program to adapt, not adopt, an existing program by tailoring it to meet local needs, politics, and traditions.

### Formal Training Design

Formal training consists of discrete, time-bound, packaged teaching sessions with the length of each typically varying from three days to four weeks, with some being three months to one year (Stifel et al., 1977). Participants in formal training are usually from the same vertical level or stratified category of an organization. Pre-service training falls almost exclusively in this category, yet formal training is also popular for in-service training, with participants from unrelated organizations (Paul, 1983).

As a result of technological advances and the need to make training relevant to organizational contexts, two general types of design are now utilized in the formal training approach: packaged training, and custom-tailored training. In packaged training, various modules are combined into a training program and offered to interested and qualified persons. This is believed to be the most common type of formal training in

developing countries (Honadle & Hannah, 1982). Such packaged programs are offered by universities, various institutes of public administration and management, and training centers within government agencies and ministries. Packaged training is provided for both preservice training and in-service training. Unfortunately, the content of packaged formal training programs is too often established with little attention given to the specific needs, capacities, or incentives of those individuals who will be participating. In other words, the analysis phase of development often evolves from a vague or a prior needs statement. The curriculum often follows preestablished content modules designed for the ideal or average student (Kerrigan & Luke, 1987). In this sense, formal training is similar to education. Differences between formal education and formal training are not always distinguishable, but usually revolve around the levels of abstraction required in the learning process. Education usually covers the more theoretical and conceptual, with longer-term payoffs, whereas, formal training tends to focus on task-related knowledge and skills with the hopes of more immediate application (Kerrigan & Luke, 1987).

In an extensive review of the literature in management development, Sherwood et al. (1983) concluded that there is one major disadvantage with formal training packages. When participants return to their organizations following training, they find it difficult to apply the new skills to job-relevant problems, thus, transfer of training becomes problematic. Stimulated generally by the increasing pressure for conducting training needs assessment and establishing appropriate training objectives to increase the relevance of training to the participants and their organizations, there has been a recent trend in formal training to provide training programs that are more individualized and

custom-tailored to specific organizations.

In custom-tailored training, the content and process is specifically related to the unique goals, objectives, and needs of the organization, as well as to the individual skill requisites of particular employees. This approach seems consistent with empirical data indicating that formal training addressing actual organizational or managerial problems is more highly rated by participants and their managers (Dinsmore, 1975). Each of these training design in the formal training approach has its strengths and weaknesses. Kerrigan and Luke (1987) summarized the advantages and disadvantages of formal training designs (see Figure 2).

### Training Needs Assessment Analysis

Training needs assessment analysis is conducted to determine if training is the appropriate solution to a performance problem, ensure that training is oriented specifically to the job performance, decide where resources will needed, and define the expected results or outcomes of training. Conducting analysis results in defining the need for training, defining the target audience, describing tasks of the target audience, and defining the expected outcomes of training (Bullard et al., 1994). Once analysis information is obtained, it serves as a firm foundation and direction for the design, development, implementation, and evaluation of training.

Defining the need for training identifies the root causes of performance deficiencies and possible solutions to improve performance. Deficiencies in performance may be related to management issues instead of training issues. However, if the root cause

Design	Advantages	Disadvantages
Packaged	<ol style="list-style-type: none"> <li>1. Perceived increased career status and credibility of the training participant, particularly in cultures that place high value on certificates and diplomas.</li> <li>2. Exposure to new ideas and perspectives.</li> <li>3. Potential for developing peer-level, personal contacts with managers from another organization, functional sector or region.</li> <li>4. Rest and relaxation away from the pressing problems of the manager's daily work routines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficulty in translating classroom learning to behavioral changes on the job.</li> <li>2. Lack of formal diagnosis of the management trainee's particular, individual needs.</li> <li>3. The training content may have little relevance.</li> <li>4. Lack of reward system to sustain the use of new skills.</li> <li>5. Expensive to send more than a few individuals at one time.</li> </ol>
Custom-Tailored	<ol style="list-style-type: none"> <li>1. Can fulfill precise organizational objectives.</li> <li>2. More effective training design due to content relevance.</li> <li>3. Payoffs are system wide.</li> <li>4. When participants participate in the needs assessment and initial planning, their commitment to the training and learned skills is enhanced.</li> </ol>	<ol style="list-style-type: none"> <li>1. Involves substantial organizational resources in terms of both time and costs.</li> <li>2. Produces changes in the existing relationships between organizational groups.</li> </ol>

Figure 2. Formal Training Designs.

Source: Kerrigan, J. & Luke, J. (1987) Management Training Strategies for Developing Countries. Boulder, Colorado: Lynne Rienner Publishers, P. 79.

is insufficient knowledge or skill, training may be offer a solution (Mager & Pipe, 1984)

The trainees are often referred to as the target audience. It is important to define who the target audience is before the design of the training. Not defining the target audience may result in training that is too sophisticated, too complex, too elementary, or totally inappropriate for trainees.



Describing the tasks that will be the focus of the training helps to develop an understanding of what should be included in the training. The information gathered in describing the tasks is used as a base for making specific training design decisions and for developing training materials.

Defining expected outcomes of training from various sources is necessary to focus the training for effectiveness and efficiency and to provide the basis for evaluation of training results.

A wide variety of methods for training needs assessment have been illustrated in the training literature (Goldstein, 1989; Mager & Pipe, 1984; McGehee & Thayer, 1961; Moore & Dutton, 1978; Stufflebeam, 1977). Newstrom and Lilyquist (1979) developed a systematic framework for the critique of each method. They reviewed twelve of the more common approaches such as advisory committees, assessment centers, attitude surveys, observations, performance appraisals, interviews, and questionnaires. They also identified five criteria for differentiating among needs assessment methods. They are employee involvement, management involvement, time required, cost, and the relevance of data gathered. Other criteria could also be included such as degree of familiarity with the technique and organizational level for which the method is best suited. They then built a contingency model in which they evaluated the methods against the five classic criteria for differentiating among them. Trainers can use the model as a basis for making decisions about which assessment method to use in a given situation.

Needs assessment approaches and techniques vary a great deal from the very

sophisticated procedures to straightforward informal ones. The objective of training, level of analysis, and the theoretical orientation are some of the factors that influence the choice of needs assessment techniques. McGehee and Thayer (1961) developed a comprehensive model for assessing the various levels of needs in an organization. Their model consists of three levels: organizational data sources, operations or job data sources, and individual data sources. Moore and Dutton (1978) provided a list of data sources from which training needs can be assessed based on McGehee and Thayer's (1961) model. Their model is very comprehensive in that it covers almost every possible need. For example, organizational data are concerned with issues such as organizational mission and objectives, work planning, and management requests. Operations data are concerned with performance standards and job analysis. Individual data are concerned with performance problems, level of knowledge and skills, and productivity.

Needs assessment models are not limited to one of these areas or levels. Some studies attempt to combine two or more of these categories. For example, Dilaruo (1979) combined organizational audit with group performance. He defined training needs assessment as a process of gathering data that falls into four major categories: to define the need for training, to identify the solution, to specify those needing training, and to provide the planning details for delivery of training. Dilaruo's model is based on performance analysis at the organizational and group level. It is a search for data that compares the actual level of performance to the desired level of performance. The discrepancy, then, is the problem that training can remedy.

A more comprehensive model was developed by Mager and Pipe (1984). The

model takes the form of a flow chart to analyze the performance problem. Their model consists of several questions. The first question is to describe the performance discrepancy. The second question is to assess whether the discrepancy is important or not. If it is not, then no further questions should be asked. If the discrepancy is important, then the next question would be: Is it a skill deficiency? If it is a skill deficiency, then, two questions must be considered: Could they do it in the past?, and Is the skill used often? If they have not done it in the past, then training should be considered. If they have done it in the past, then practice or feedback should be arranged. If the discrepancy is not a skill deficiency, then other issues should be considered. Some of these issues include the assessment of whether a performance is being punished, a non-performance is being rewarded, or some other obstacles exist. The model offers no training for any of these performance problems.

Some training needs assessment approaches focus on the individual. For example, Shafritz and Hyde (1979) developed a model called "training demand". This model follows a trend that emphasizes the notion that training needs should flow from the process of career planning and development. In other words, training needs should be based on the individual as the focus of analysis instead of the organization or the job. The model is based on the assumption that employee interest and enthusiasm are effective criteria for insuring the success of training programs.

To avoid providing training to meet non-training problems, needs analysis has been construed as a problem-solving effort as evidenced by Mager and Pipe's (1984) performance analysis, Rummler's (1976) performance audit, Brinkerhoff's (1987) six-

stage evaluation model, and Bullard et al's (1994) needs analysis. These models follow the systematic decision-making process model developed by Drucker (1974) which include five steps in decision making:

1. Define the problem.
2. Analyze the problem.
3. Develop alternatives.
4. Decide on the best solution.
5. Convert decisions into effective actions.

These models lead the training needs analyst to ask and attempt to answer a series of questions to define the need for training. The following are some key questions that are usually asked when using these models of training needs assessment:

1. Who initiated the training request?
2. What is the performance problem or opportunity that has prompted the request for training?
3. What is the performance discrepancy?
4. Is it important?
5. Is it a skill or knowledge deficiency?
6. What is the underlying cause of the problem?
7. What are the possible solutions?
8. Which solution is best?
9. Is training an appropriate solution to the problem?
10. What are the training outcomes that will help to solve the problem or to

meet the opportunities?

11. Who are the target audience?
12. What are the tasks of the target audience?
13. What resources will be needed?

The answer to these questions come from many sources including organization, management, trainer, and trainee. There are several methods for gathering information to answer these questions. For example, information about the target audience can be obtained by reviewing available documentation or/and survey trainees and their supervisors before training. To describe the tasks of the target audience, we may review standards and requirements for performance, observe the employees performing the task, or interview job performers and their supervisors. These questions may be clustered into four critical components of the needs assessment process including performance analysis, alternatives analysis, planning, and selection. The involvement of trainees in these components may be used to measure the degree of trainees participation in the needs assessment process.

### **Trainees Satisfaction**

Literature in training philosophies and adult learning have emphasized the role of the trainees in the classroom. Traditional approaches to education and training have emphasized the role of the teacher or trainer. This approach of instructor-centered learning activities rely primarily on the instructor to personally deliver most of the instruction through lectures. Students have little control over the pace of instruction (Blank, 1982).

Educators and training experts have long questioned the validity of this approach. Young and Eddy (1982) have found that such an approach does not establish a climate that is more conducive for learning because it fosters short term memorization rather than integration.

According to the adult learning movement, adults are not only capable of self direction, but also they enjoy participating in decisions that directly relate to the quantity and quality of their learning (Bloom, 1976).

Research in this area outlines a series of conditions or steps that must be followed to ensure high-quality training that will enhance learning retention and easier application of newly acquired skills (Dalton, 1970; Dyer, 1983; Knowles, 1984; Lenze, 1982; Mitchell, 1993). Newstrom (1994) identified several factors that have stood the test of time and can serve as key guidelines for adult learning. They are:

1. **Feedback.** Adults learn best when they are provided with information on the results of their previous attempts. This feedback should be accurate, timely, specific, and tailored to the needs of the individual (Dyer, 1983; Lenze 1982; Newstrom, 1994).

2. **Reinforcement.** Adults desire supportive comments when they have performed well. Reinforcement serves as a powerful force to encourage the repetition of the desired behavior (Dyer, 1983; Knowles, 1984; Newstrom, 1994).

3. **Practice.** Enough practice opportunities must be provided to ensure that the skill will be retained and recalled when needed (Dyer, 1983; Mitchell, 1993; Newstrom, 1994).

4. **Involvement.** Most adults are active, responsible individuals who seek and

enjoy some degree of flexibility. One method for tailoring programs to fit their needs is to allow them to participate in one or more phases of the development process such as needs analysis, design, discussion, or evaluation (Knowles, 1984; Newstrom, 1994).

5. **Relevance and practicality.** Most adults are driven by the need to use their time and energy wisely. They demand that training be relevant to their perceived current and immediate needs, and be presented in a manner that makes it easy to put to work in the near future (Dalton, 1970; Dyer, 1983; Lenze, 1982; Mitchell, 1993; Newstrom, 1994).

6. **Personal gain.** Adults are inclined to ask, "what's in it for me?" and they will be most inclined to change if they can expect to derive a personal gain (Newstrom, 1994).

7. **Behavior models.** Providing live examples during training can be highly useful. Behavior modeling typically incorporates several primary element: observing someone successfully performing a role, receiving a framework or guidelines that explain what the steps involved are and why they work, and then having opportunities to imitate the successful performance and receive feedback on the attempt (Newstrom, 1994).

8. **Supportive environment.** This is a multifaceted factor that cuts across physical and psychological domains both within and outside of the training experience itself. Training facilities provide an important physical context, and they should be accessible, well equipped, adaptable for a variety of applications, physically and aesthetically comfortable, and nondistracting. Psychological support encompasses both the trainer's role and the role of top management (Dalton, 1970; Knowles, 1984; Lenze, 1982;

Newstrom, 1994)

9. **Self-esteem.** Many adults have a strong drive to maintain and improve their self-image. Trainers must consequently be careful to interact with trainees in ways that encourage growth and change while not removing the sources of their self confidence (Dalton, 1970; Newstrom, 1994).

10. **Methods and visual aids.** Trainers need to select instructional methods (such as case analysis, role playing, or group discussion) that match the objectives of learning, the nature of trainees, the resources of the organization, and the instructor's experience. These methods should be carefully supplemented with an appropriate variety of visual aids (such as videotape, slides, or handouts) that stimulate at least the aural and visual senses and possibly the tactile one also (Dyer, 1983; Knowles, 1984; Mitchell, 1993; Newstrom, 1994).

The failure of many trainees to use the knowledge and skills learned in training programs point to a severe problem with transfer of training. The question is what can organizations do to increase the probability that transfer of training will occur? Broad (1992) proposed a comprehensive program that holds substantial promise for sharply improved results. This program is built upon recognition of three major role players who share responsibility in the transfer management process. These are the trainer, the trainees, and other organizational managers. Each of these person can elect to intervene at one or more of three fundamental time periods--before, during, or after training--to assist the transfer process. A comprehensive review of the training literature disclosed seventy-nine distinct strategies that have been and can be used to aid the transfer



process. Key examples include the following actions: involve trainees in program planning, prevent training interruptions, create support system, and give positive reinforcement.

The implications of adult learning principles and transfer strategies for training is that nontraditional education is learner-centered. The effective instructor of adults, therefore, is more concerned with assisting learners toward positive change than advancing a particular discipline.

Another area that would influence the quality of training and trainees satisfaction is trainer qualification. In 1983, the American Society for Training and Development (ASTD) completed a study which produced 102 critical outputs which training and development practitioners produce for each other and for the individuals and organizations who use training and development products and services. The study also produced the Competency Model for the Training and Development Field. The model presents, defines, and provides behavioral anchors for the thirty-one competencies which are most important for producing the critical outputs of the field. Nadler (1984) developed similar competency list and call it "The Roles Model". The model indicates three major roles and twelve sub-roles. Spaid (1986) searched the literature and came up with six sets of qualifications with five factors under each qualification. These qualifications cover almost the same categories in the (ASTD) and Nadler models. Some key qualifications included in these models are: expert, facilitator of learning, communicator, change agent, and designer of learning programs.

Trainer qualifications are the tools of trainer to perform his/her role as an agent

for change. Obviously no trainer can control or even influence most of the conditions that create change, but he/she can guide it. In other words, a trainer shapes the environment to make it conducive to change. The depth and impact of any change to be achieved relates directly to the degree of control a trainer has over the learning environment (Mitchell, 1993).

The adult learning principles and the trainer qualifications are the components of high quality training. They may be clustered into six critical areas and used to measure the quality of training and the degree of trainee's satisfaction with the training program. These areas are: relevance and practicality, trainer qualification, methods and media, evaluation and feedback, training environment, and overall program assessment.

### Summary

Chapter II focused on the literature related to the independent variable and the dependent variables in this study. First the general training perspectives and approaches introduced to explain the training function in the context of HRD activities including some evaluation models used to measure training outcomes, followed by a review and comparison of two formal in-service training designs which are the categories of the independent variable. The chapter then focused on the needs assessment process, models, methods, and questions as a basis for the development of the part of the research instrument intended to assess trainees involvement in the needs assessment process. Four critical areas of participation were identified including performance analysis, alternatives analysis, planning, and selection. The chapter ended with the

**discussion of trainee's satisfaction criteria and the identification of the six critical areas of satisfaction including relevance and practicality, trainer qualification, methods and media, evaluation and feedback, training environment, and overall assessment. Chapter III will operationalize the study variables in the context of the setting for the study and discuss the study methodology and procedures.**

## **CHAPTER III**

### **METHODOLOGY**

This study is concerned with the evaluation of two types of design for formal in-service training programs in terms of trainee's satisfaction and participation in the needs assessment process. The study will utilize a causal-comparative research design. The questionnaire method will be used to collect data needed for this study. This chapter is organized in six parts. The first provides an overview of the research design, including a discussion of the independent variable and the dependent variables respectively. The second part describes the setting. The third part describes the population and sample. The fourth part discusses the development of the research instrument. The fifth part discusses the data collection procedures. The last part deals with data analysis including the appropriate test of significance.

#### **Research Design**

The research design for this study is causal-comparative study where the independent variable exists naturally and is not manipulated.

The purpose of this study is to answer three major questions:

Question 1: Is there a relationship between the type of in-service training design and the trainees perceived satisfaction with the training program?

Question 2: Is there a relationship between type of in-service training design and

the degree of trainees participation in the needs assessment decisions?

**Question 3:** Are satisfaction and perceived participation related, no matter what form of in-service a person has participated in?

To answer the research questions a quasi-experimental design will be utilized. Two groups of trainees will be selected randomly from each type of in-service training design. The independent variable is the type of in-service training design: operationally defined as pre-packaged and custom-tailored. Therefore, one group will be enrolled in the pre-packaged in-service training programs and the other group will be enrolled in the custom-tailored in-service training programs.

In this design, there will be two experimental groups and no control group. However, because the two groups are given different treatments, control is present in the sense of comparison (Kerlinger, 1986). The independent variable which is the type of in-service training design will be related to the dependent variables which are the degree of the trainee's satisfaction with the training programs and the perceived degree of trainee participation in the needs assessment process.

While this design does not provide conclusive causal evidence, it does yield useful information concerning the nature of phenomena (Isaac & Michael, 1982). In a quasi-experiment study, it is imperative that adequate description of the samples be provided so that an assessment of internal and external validity might be made.

### **Independent Variable**

The independent variable of this study is the type of in-service training design

which are independent of the outcome itself and assumed to cause an effect on the dependent variables.

In-service training in this study utilize two types of training design: Packaged design and custom-tailored design. In packaged training, methods are integrated and packaged into content modules. The various modules are combined into a training program and offered to interested and qualified participants (Kerrigan & Luke, 1987). Packaged-training programs are designed by the training provider based on the formal listing of duties and responsibilities of the job without consulting with the potential service receivers.

In custom-tailored training, the content and process is specifically related to the unique goals, objectives, and needs of the organization as well as to the individual skill requisites of employees (Kerrigan & Luke, 1987). Custom-tailored design utilizes some kind of cooperative approach which allows for more involvement of employees, supervisors, and training managers.

In this study the types of in-service training design are operationally defined as follows:

Packaged in-service training programs are the type of training programs that developed by the Institute of Public Administration (IPA) of Saudi Arabia utilizing the packaged training design to provide civil servants with skills, knowledge, and attitudes to enhance their job performance. A menu of more than 150 in-service training programs in 16 categories is made available to government agencies to choose from and select qualified employees to attend.

IPA uses an eight-step procedure for the design and development of this type of in-service programs. The steps include (1) identifying training targeted jobs, (2) identifying each job's primary tasks, (3) identifying related tasks of the training targeted jobs, (4) identifying the required abilities to perform each task, (5) assessing training general and specific goals and objectives, (6) specifying training admission requirements, (7) specifying behavioral objectives of each training activity, and (8) developing training curriculum (Algabbani, 1989).

Custom-tailored in-service training programs are the type of training programs that developed by IPA upon the request of some government agencies utilizing the custom-tailored training design to meet special training needs which are not already covered by the institute's regular in-service training programs.

IPA uses more cooperative approach to assess the training request of this type of training. A team of two or three IPA trainers analyze the training needs in cooperation with the requesting agency and develop a tailored training program to meet the identified needs.

The type of in-service training design will be verified by asking the respondent to specify the kind of training he participated in and coding the questionnaires to identify the type of training program even before the distribution of the questionnaires. The number of training programs involved in the study will be described below.

### **Dependent Variables**

The degree of satisfaction as perceived by trainees and the degree of participa-

tion in the training needs assessment decision-making process are the dependent variables of this study.

Trainee's satisfaction is defined as a measure of "customer satisfaction" (Kirkpatrick, 1979). It involves collecting data that reflect how the participant feels about the training program. Kirkpatrick (1979) calls this data level "reaction data". Data related to this area can be gathered at the end of the training program. Reaction sheets ask participants to rate format, instructor presentation, use of media, and usefulness of content (Gutek, 1988).

Trainee satisfaction will be operationalized as the rating of trainees on thirteen aspects of the training program. Items in this part of the questionnaire will be divided to cover six critical areas as follows: (1) relevance and practicality (two items), (2) trainer qualification (four items), (3) methods and media (two items), (4) evaluation and feedback (two items), (5) training environment (two items), and (6) overall assessment (one item) (Dalton, 1970; Dyer, 1983; Knowles, 1984; Lenze, 1982; Mitchell, 1993; Nadler, 1984; Newstrom, 1994; Spaid, 1986). The degree of satisfaction will be measured by a five-point Likert-type scale on a questionnaire. The variable score is the sum of satisfaction ratings with each statement concerning major aspects of the training program. The scale for each item ranges from "very dissatisfied" to "very satisfied". Thus, the satisfaction scores may range from 13 to 65.

Participation in decision making refers to the extent to which managers allow their subordinates in the work group to participate in the decisions affecting their jobs (Steers, 1981).



Trainee participation in the needs assessment decisions can be operationalized as the degree of trainee involvement in thirteen aspects of the training needs assessment process measured by a five-point Likert-type scale for each item. Items in this part of the questionnaire will be divided to cover four critical areas as follows: (1) performance analysis (three items), (2) alternatives analysis (two items), (3) planning (five items), and (4) selection (three items) (Mager & Pipe, 1984). The five point item scales indicates the degree of participation ranging from "not at all" to "to a great extent". The variable score is the sum of rating for each item. Thus, the participation scores will also range from 13 to 65.

Six concomitant variables including age, agency, years in public service, position, years in position, and level of education will be incorporated into the questionnaire to generate biographical data. These items will be used to describe the sample and explain some findings.

### Setting

The setting for this study is the Institute of Public Administration (IPA) of Riyadh, Saudi Arabia. IPA was established on April 10, 1961 as a part of the first practical step toward administrative reform.

In addition to its main campus in Riyadh, IPA has three branches: Jeddah branch to serve the Western Region, Dammam branch to serve the Eastern Region, and the Women branch in Riyadh to train women and prepare them to participate more actively in the national development efforts.

IPA offers three major services for the government agencies: (1) training, (2) consultation, and (3) research. The scope of IPA training function includes five types of training programs: (1) executive development programs, (2) pre-service programs, (3) English language programs, (4) in-service programs, and (5) special programs.

Executive development programs are seminars and workshops aimed at promoting the practical and academic skills of top management officials in the field of public administration and its related disciplines.

Pre-service programs are designed for the preparation of Saudi personnel in the different fields of administration. These programs aimed at university and high school graduates.

English language programs are provided for pre-service trainees whose studies require a specific level of English proficiency and for IPA employees who are planning to study abroad. Below is a discussion of the areas specific to this study.

### **General In-Service Programs**

These programs aim at providing civil servants with skills, knowledge, and attitudes to enhance their job performance. These programs encompass most public administration specialization as well as other related disciplines such as middle management, planning specialists, office managers, and computer programmers. In this study we will refer to this type of program as general in-service training programs (GITP). General programs are designed from needs analysis based on the formal listing of duties and responsibilities of the job without consulting with the potential service receivers.

General in-service training programs are classified to correspond to the positions classification in the Saudi civil service code. There are 20 position classification groups in the Saudi civil service code. Each group includes certain positions that fall within one position category such as management, secretarial work, public relations, etc. IPA designed general in-service training packages around these position classification groups and categories. When the program is designed and packaged, it is made available to interested government agencies four times a year. When an agency wants to train one of its employees, it simply matches that employee's position with IPA's in-service training program that is designed for the particular position (Algabbani, 1989).

### **Special Programs**

These programs are designed from an analysis to met special training needs of some government agencies which cannot be met through general in-service training programs. Special programs utilize a cooperative approach to assess the training needs of potential participants which allows for more involvement of employees, supervisors, and training managers in the service receiver agencies. If an agency has a temporary and immediate training needs that cannot be met through existing general in-service training programs, it can request a special training program to meet these training needs. Such requests exist when an organization needs to train its employees to perform special tasks or when a major reform is introduced to an organization and training is needed to enable the employees to adapt to the new situation. In this case IPA analyzes the training request with the requesting agency and responds with tailored training program designed

to met the identified needs (IPA, 1986).

This type of programs include programs such as custom procedures program for the Custom Department, educational planning program for the Presidency of Girls Education, and farmer employee relation program for the Ministry of Agriculture and Water. In this study we will refer to this type of programs as special in-service training programs (SITP).

According to an IPA achievement report (1993), special training programs remain a small part of IPA's total training effort, comprising about 8% of the total training programs. While general in-service training programs occupied about 60% of the total training programs. The same report shows that IPA trained 17,725 participants in 1993 and a total of 225,000 since its establishment in 1961. The number of training programs and the number of trainees in each type of training depends on the number of training requests and applications for each training session and the resources and facilities available. Usually, IPA offers 50-70 general in-service training programs every semester and about 5-10 special training programs. Table 1 shows the number of training programs in each type of training and the number of trainees in each type of training program for 1993.

The duration of training programs vary from three week to eight week with some special training programs lasting for three months.

In-service training, which is the focus of this study, includes general in-service training programs and special training programs. these two types of programs were divided for organizational purpose. The difference between the two types of programs

Table 1

## Number of Training Programs and Trainees by Type of Training in 1993

Type of Training	Number of programs	Number of trainees
Executive development programs	30	1,524
Pre-service programs	50	2,033
In-service programs	150	11,928
Special programs	20	542
English language programs	35 Five levels	1,698
Total	285	17,725

is that the latter are designed to meet a special training needs which could not be met through the packaged and ready to use in-service training programs.

## Population and Sample

In-service training programs offered by IPA of Saudi Arabia are the focus of this study. In-service training at IPA includes two types of training design: general in-service training programs and special in-service training programs.

The population of interest will be all trainees enrolled in the two types of in-service training programs offered by IPA during the third training session of 1995 (March and April). The total number of trainees expected to be over 3,500 trainees enrolled in about 130 general in-service training programs (GITP) and about 10 special in-service training programs (SITP).

The target population will be all trainees enrolled in the general and special in-service training programs offered by IPA main campus in Riyadh, Saudi Arabia during the third training session of 1995. The total number of trainees in the main campus for this session was expected to be over 2,300 trainees enrolled in about 89 general training programs and about 3 special training programs. The sample was drawn from the main campus only because of the variety of training programs offered in the main campus are not offered at the other three branches.

This study utilized a causal-comparative model, therefore, the sampling unit was the training programs but the analysis unit was trainees. Because special training programs are unique and small by comparison, all special training programs offered were included in the sample. To avoid misrepresentation, a random sample of the same number of programs was selected from the general in-service training programs. According to this sampling plan all 3 special programs and 3 general programs were sampled from 89 general programs and matched in duration with the special programs with approximately 75 trainees in each group of programs assuming that there were 20-25 trainees in each program. The total participants was expected to be 120-150 trainees enrolled in 6 training programs. Samples of this size are large enough to test the null hypotheses with sufficient power. Table 2 shows the training programs included in the sample.

### **Development of Research Instrument**

The questionnaire method was used as the research instrument to collect the

**Table 2**  
**Training Programs Included in the Study Sample**

<b>Program Design</b>	<b>Program's Name</b>	<b>Duration</b>
<b>GITP</b>	<b>Computer Data Analysis</b>	<b>8 Weeks</b>
<b>GITP</b>	<b>Technical Supervision for Statisticians</b>	<b>7 Weeks</b>
<b>GITP</b>	<b>System Analysis and Design</b>	<b>6 Weeks</b>
<b>SITP</b>	<b>Loan and Collection</b>	<b>8 Weeks</b>
<b>SITP</b>	<b>Population Statistics</b>	<b>7 Weeks</b>
<b>SITP</b>	<b>Harboring Prevention</b>	<b>6 Weeks</b>
<b>Total</b>	<b>6</b>	

desired data. After a careful examination of currently used training evaluation forms and a survey of the literature cited in Chapter II of this study, the Trainee Opinion Questionnaire (TOQ) was developed by the researcher and considered to be an appropriate research instrument to measure the research variables. The purpose of the TOQ is to measure the rating of trainee satisfaction with major aspects of the training program and the degree of trainee involvement in major aspects of the training needs assessment process. The TOQ also documents the types of in-service training design under study and measure some demographic variables for sample defense and description. The TOQ was used at the end of training session. Anonymity of subjects participating in the study was stressed and reassured in the script.

The following section documents the procedures that will be used to develop the TOQ instrument.

### **Stage I: Instrument Plan**

The initial undertaking was the selection or development of an appropriate instrument. An instrument was needed that could measure and provide information on critical areas of trainee satisfaction with in-service training and trainee involvement in the needs assessment process. Since an existing instrument covering these critical areas and applicable to in-service training was not found, the development of an appropriate instrument was undertaken.

After the examination of many instruments, factor analytic studies, and pools of items, the Trainee Opinion Questionnaire (TOQ) was developed. The items that were selected for use in this instrument were those items that appeared to cover the various aspects of each variable as thoroughly as possible. The items that were suggested by the item pools, other instruments, and the literature were sorted into the three parts of the questionnaire. The first part measures trainee satisfaction the second part measures trainee involvement in the needs assessment process, and the third part measures demographic data deemed relevant.

A standard response choices such as “very satisfied” to “very dissatisfied” and “not at all” to “to great extent” were selected for their ease in administration and in scoring. A multiple-choice and open-ended format were also used in part three of the questionnaire.

Items in the first part of the questionnaire were divided to cover six critical areas (Dalton, 1970; Dyer, 1983; Knowles, 1984; Lenze, 1982; Mitchell, 1993; Nadler, 1984;



Newstrom, 1994; Spaid, 1986) as follows: (1) relevance and practicality (two items) (Dalton, 1970; Dyer, 1983; Lenze, 1982; Mitchell, 1993; Newstrom, 1994), (2) trainer qualification (four items) (Nadler, 1984; Spaid, 1986), (3) methods and media (two items) (Dyer, 1983; Knowles, 1984; Mitchell, 1993; Newstrom, 1994), (4) evaluation and feedback (two items) (Dyer, 1983; Lenze, 1982; Newstrom, 1994), (5) training environment (two items) (Dalton, 1970; Knowles, 1984; Lenze, 1982; Newstrom, 1994), and (6) overall program assessment (one item) (Braskamp & Ory, 1994).

Participation in decision making refers to the extent to which managers should allow their subordinates in the work group to participate in the decisions affecting their jobs (Steers, 1981).

Items in the second part of the questionnaire were divided to cover four critical areas (Mager, 1988; Mager & Pipe, 1984; Steers, 1981) as follows: (1) performance analysis (three items) (Mager & Pipe, 1984); (2) alternatives analysis (two items) (Mager & Pipe, Steers, 1981); (3) planning (five items) (Mager, 1988); and (4) selection (three items) (Mager, 1988; Steers, 1981).

Six concomitant variables including age, agency, years in public service, position, years in position, and level of education were incorporated into the third part of the questionnaire to generate biographical data. These items will be used to describe the sample and explain some findings. (See Appendix A for the initial items included in the questionnaire).

### **Stage II: Panel Review**

A professional review panel of five members was asked to examine the draft instrument for scope and appropriateness of response format, thus providing evidence regarding its content validity. Validity refers to the extent to which an instrument measures what it is intended to measure (Ary, Jacobs, & Razavieh, 1990).

The panel of experts was composed of two evaluation specialists who both hold a doctoral degree in evaluation or HRD and three graduate students specializing in evaluation or HRD.

The panel was asked to read each item and indicate whether the item is relevant to the study variables from an evaluation perspective and judge the clarity of item wording. An item that yielded unclear or irrelevant data in the opinion of three panel members was changed or deleted from the instrument (See Appendix A for panel materials, e.g. letter of invitation, task description, and first draft questionnaire). Two items (items 1 and 2 in part 1) were found to have two different ideas and consequently split to represent each idea. Some items (e.g., items 11 and 12 in part 1) were found to be unclear and were changed. Other items (e.g., items 6 and 15 in part 2) were suggested by three or more of the panel members and were added to this part. Several items and directions were also revised based on the suggestions of the review panel.

### **Stage III: Pilot Test**

A pilot test was conducted prior to administering the questionnaire to estimate

the reliability of the instrument. Reliability refers to the extent to which a measuring device is consistent in measuring whatever it measures (Ary, Jacobs, & Rezavieh, 1990).

Approval of the Human Subjects Institutional Review Board (HSIRB) was secured prior to implementation of the pilot test (See Appendix B).

A group of 30 graduate students from the Department of Educational Leadership at Western Michigan University was selected for the pilot test. The students were asked to fill in the questionnaire, to write next to each item if they could not understand the language or if it seemed unclear to them, and to indicate how it could be improved. Items that proved to be confusing were revised based on the suggestions of the respondents (See Appendix C for letter to the professors and script for students).

Analysis of the data from the pilot test included both reliability estimates of the measure of the dependent variables and the discrimination power of each item. The estimate of reliability was based on the use of coefficient alpha on the two dependent variables. Table 3 reports the results of such analysis.

The data indicated that the reliability of the instrument was very respectable for the two dependent variables. The discrimination index also indicated that all item total correlations in the item analysis were positive.

Table 3

Reliability Coefficient for the Pilot Test

Dependent Variable	Satisfaction	Participation
Coefficient Alpha	0.93	0.95

#### **Stage IV: Final Form**

The final form of the questionnaire was based on the information obtained from the panel of experts review and the pilot test. Thus, items in the first part of the final form of the questionnaire were divided to cover six critical areas (Dalton, 1970; Dyer, 1983; Knowles, 1984; Lenze, 1982; Mitchell, 1993; Nadler, 1984; Newstrom, 1994; Spaid, 1986) as follows: (1) relevance and practicality (four items) (Dalton, 1970; Dyer, 1983; Lenze, 1982; Mitchell, 1993; Newstrom, 1994); (2) trainer qualification (four items) (Nadler, 1984; Spaid, 1986); (3) methods and media (two items) (Dyer, 1983; Knowles, 1984; Mitchell, 1993; Newstrom, 1994); (4) evaluation and feedback (two items) (Dyer, 1983; Lenze, 1982; Newstrom, 1994); (5) training environment (two items) (Dalton, 1970; Knowles, 1984; Lenze, 1982; Newstrom, 1994); and (6) overall program assessment (one item) (Braskamp & Ory, 1994). The variable score is the sum of satisfaction ratings with each statement concerning major aspects of the training program. The scale for each item ranges from "very dissatisfied" to "very satisfied". Thus, the satisfaction scores may range from 15 to 75.

Items in the second part of the final form of the questionnaire were divided to cover five critical areas (Mager, 1988; Mager & Pipe, 1984; Steers, 1981) as follows: (1) performance analysis (three items) (Mager & Pipe, 1984); (2) alternatives analysis (two items) (Mager & Pipe, 1984; Steers, 1981); (3) planning (six items) (Mager, 1988); (4) selection (three items) (Mager, 1988; Steers, 1981); and (5) overall participation (one item). The five point item scales indicates the degree of participation ranging from

"not at all" to "to a great extent". The variable score is the sum of rating for each item. Thus, the participation scores will also range from 15 to 75.

Six concomitant variables including age, agency, years in public service, position, years in position, and level of education were incorporated into the third part of the questionnaire to generate biographical data (See Appendix D).

The final form was translated into Arabic. The Arabic version was reviewed by five Saudi graduate students. The students were asked to make judgments of clarity of the items in addition to their judgment for item language improvement (See Appendix E for the research instrument in Arabic).

#### Data Collection Procedures

During the last week of IPA third training session of 1995, the Arabic version of the questionnaire was send to the Department of Planning and Development at IPA of Riyadh, Saudi Arabia with a letter requesting their assistance and explaining the purpose of the study, the sample, and the data collection procedures. The questionnaires were given to the training program registrars of all programs included in the sample through the assistance of IPA Planning and Development Department and in-service training units. The registrars were asked to administer the questionnaire by the end of the training programs. A letters and debriefing sheets were provided for the registrars including the purpose of the study and the anonymity of responses. The registrars were instructed to read the cover page to IPA trainees, collect the questionnaires, fill out the debriefing sheet, place all materials in the envelope provided, seal it, and return it to the

Department of Planning and Development to be send back to the researcher (See Appendix F for sample, debriefing sheet and letters).

The respondents answers to the items of the questionnaires were transformed into numbers using coding sheets. The coding procedures involved assigning quantitative codes to the descriptive and qualitative responses in order to utilize statistical analysis to test the research hypotheses.

### Hypotheses and Data Analysis

In this study the following hypotheses were tested:

Hypothesis 1: The mean satisfaction score for trainees who participated in the general in-service training programs will be different from the mean satisfaction score for trainees who participated in the special in-service training programs at an alpha level of .05.

Hypothesis 2: The mean score for participation in the needs assessment process for special in-service trainees will be different from the mean participation score for regular in-service trainees at an alpha level of .05.

One-way analysis of variance was the statistical procedure that was used to test the null form of the first two hypotheses.

Hypothesis 3: The correlation between the degree of trainees' participation in the training needs assessment process and the degree of trainees' satisfaction with the training program will be more than zero at an alpha level of .05.

The Pearson correlation coefficient procedure was used to test the third

**hypothesis.**

### **Summary**

**This chapter delineated the design of the study and described the procedures that were used to conduct it.**

**The chapter identified the independent and dependent variables, described the setting, population, and sample, and documented the details of the development of the research instrument. Then follows a discussion of the general procedures of administration including data collection and the procedures for the analysis of data. Chapter IV will report the results and the finding.**

## **CHAPTER IV**

### **RESULTS OF THE STUDY**

**This chapter presents the results of the study including an overview of the study, characteristics of the instrument, characteristics of the sample, and testing of the hypotheses.**

**The finding of the study are presented based on the testing of the three hypotheses. Each hypothesis was tested with data obtained from two different groups of trainees (general in-service training programs trainees and special in-service training programs trainees). The independent variable of this study was the type of in-service training design. In-service training in this study utilize two types of training design: packaged design represented by three general in-service training programs (GITP) and custom-tailored design represented by three special in-service training programs (SITP). The dependent variables were the degree of satisfaction with the training program as perceived by trainees and the degree of participation in the training needs assessment process as perceived by trainees.**

#### **Instrument Characteristics**

**The instrument used in the research resulted from extensive development and pilot testing. The instrument consisted of thirty-eight items, fifteen items for each dependent variable, six items for demographic data, and two items for the independent**



variable. The panel of experts confirmed the validity of items related to the dependent variables. The pilot test confirmed that the items were clearly stated and gave an estimate of reliability.

The trainee opinion questionnaire (TOQ) yielded two scores for each participant. The scores were determined by adding the items associated with each dependent variable. Table 4 shows the characteristics of each variable across all participants.

**Table 4**  
**Characteristics of the Dependent Variable Measures**

	<b>Overall Mean</b>	<b>Low Score</b>	<b>High Score</b>	<b><u>SD</u></b>	<b>Coeff. Alpha</b>
<b>Satisfaction</b>	60.04	28.00	75.00	8.14	.86
<b>Participation</b>	44.68	12.00	75.00	16.30	.95

Table 4 presents the general view of the way participants perceived their satisfaction with the training programs and their participation in the needs assessment process. The scale of measurement was on five-point Likert scale where 1 = very dissatisfied, and 5 = very satisfied. The mean score for satisfaction was higher than the mean score of participation with ratings ranging from 28 to 75 and standard deviation of 8.14.

As far as the reliability of the instrument, the Coefficient Alpha was the statistical procedure used to determine the reliability of the instrument in this study. The

instrument was found to be very reliable for the two dependent variables with .86 for satisfaction and .95 for participation.

### Characteristics of the Sample

The population of the study consisted of trainees enrolled in the two types of in-service training programs offered by IPA during the third training session of 1995 (March and April). The data were collected from a pool of six IPA in-service training programs. The sample consisted of 115 trainees who completed the questionnaire administered during the final weeks of the training programs. There were 61 trainees in the three general in-service training programs (GITP) and 54 trainees in the three special in-service training programs (SITP). There were twenty-one trainees in computer data analysis program, twenty trainees in technical supervision for statisticians program, twenty trainees in system analysis and design program, fifteen trainees in loan and collection program, nineteen in population statistics program, and twenty trainees in harboring prevention program. The design was based on an estimate of 20-25 trainees per program or 120-150 participants. The actual number of trainees enrolled in the six in-service training programs was one hundred thirty-two trainees. The resultant sample size of 87% of the potential pool made the design sensitive to differences between the two groups. The differences between the number of enrolled trainees and the number of participants in the study because of trainees who dropped out of the programs or choose not to participate in the study. Table 5 describes some characteristics of the training programs included in the sample.

Table 5

**Characteristics of Training Programs Included in the Study Sample**

<b>Program Design</b>	<b>Program's Name</b>	<b>Duration</b>	<b>No. of Enrolled Trainees</b>	<b>No. of Participants</b>	<b>Percent</b>
<b>GITP</b>	<b>Computer Data Analysis</b>	<b>8 Weeks</b>	<b>25</b>	<b>21</b>	<b>84</b>
<b>GITP</b>	<b>Technical Supervision for Statisticians</b>	<b>7 Weeks</b>	<b>25</b>	<b>20</b>	<b>80</b>
<b>GITP</b>	<b>System Analysis and Design</b>	<b>6 Weeks</b>	<b>24</b>	<b>20</b>	<b>87</b>
<b>SITP</b>	<b>Loan and Collection</b>	<b>8 Weeks</b>	<b>17</b>	<b>15</b>	<b>88</b>
<b>SITP</b>	<b>Population Statistics</b>	<b>7 Weeks</b>	<b>20</b>	<b>19</b>	<b>95</b>
<b>SITP</b>	<b>Harboring Prevention</b>	<b>6 Weeks</b>	<b>22</b>	<b>20</b>	<b>91</b>
<b>Total</b>	<b>6</b>		<b>132</b>	<b>115</b>	<b>87</b>

At this point the biographical data about the trainees in the sample will be presented in a descriptive manner. The data will be utilized in a more analytical manner in a later stage of this study. The data will be presented in six different categories: Age of trainees, government agency, number of years in public service, employment level, number of years in position, and level of education.

**Age of trainees.** The mean of trainees age for the total sample is 34 years with standard deviation of 7.51. The age of the participants ranged from twenty-one to fifty-three years with 60% of trainees between the age of twenty-one and thirty-four years.

These data indicate that the majority of participants were homogeneous in terms of age and relatively young. The mean of trainees age for group I (GITP) is 33 with standard deviation of 7.00. For group II (SITP) the mean is 35 with standard deviation of 6.80.

Number of years in public service. The length of service for the trainees who participated in the study ranged from one year to thirty-four years with a mean of 11 years and standard deviation of 7.76. The mean for group I is 11 years with standard deviation of 7.14. The mean for group II is 12 years with standard deviation of 8.42.

Number of years in position. The number of years the respondents spent in their current position grades range from one to thirteen years. 88% of the respondents were in their current job between one and four years, 9% have been in their current job for five to seven years, and 3% spent eleven to thirteen years. The mean for the total sample is 3 years with standard deviation of 1.51. The mean for group I is 3 with standard deviation of 1.53. For group II, the mean is also 3 and the standard deviation is 2.52.

Table 6 presents some characteristics of trainee's age, years in service, and years in current position.

Employment level. The civilian trainees who participated in this study hold positions that range from third level to eleventh. 22% of the respondents were in the lower management level between grades three and five. 58% of the respondents were in the middle management positions rank between grades six and nine. 6% were at the higher management level between the tenth and eleventh grades. 14% of the respondents hold military rank. The median level for the total sample was 8th grade. The median for group I was also 8th grade. For group II, the median was 7th grade.

Table 6

## Summary of Trainee's Age, Years in Service, and Years in Position

Variable	N	Mean	SD
<b>Age</b>			
Total Sample	110	34.26	7.51
GITP Sample	60	33.41	7.00
SITP Sample	50	35.28	6.80
<b>Years in Service</b>			
Total Sample	110	11.34	7.76
GITP Sample	60	10.73	7.14
SITP Sample	50	12.08	8.42
<b>Years in Position</b>			
Total Sample	100	2.99	2.06
GITP Sample	52	2.84	1.53
SITP Sample	48	3.14	2.52

**Level of education.** The level of formal education for the trainees who participated in the study ranged from some with less than junior high school education to those with Masters degrees. In the group with less than junior high school education there were twenty-three trainees or 21.5% of the respondents. The most cited level of education was the high school level with forty-three of the trainees having a high school

diploma or 40% of the total sample. Those with college degrees totaled thirty-nine trainees or 36.4% of the total sample. Finally, two trainees had a Masters degree comprising only about 2% of the total sample. The median for the total sample was 2 which represent Bachelor degree. The median for group I was also 2. For group I I, the median was 1 which represent high school diploma.

Table 7 represents a summary of trainees level of employment and level of education.

Government agency. Though trainees included in the sample worked for 21

Table 7

Summary of Trainees Level of Employment and Level of Education

Variable	N	Median	Majority
<b>Level of Employment</b>			
Total Sample	105	8.00	6
GITP Sample	56	8.00	6
SITP Sample	49	7.00	9
<b>Level of Education</b>			
Total Sample	107	2.00	1
GITP Sample	56	2.00	2
SITP Sample	51	1.00	1

different government ministries and agencies, 69% of the respondents were employed by 3 ministries. The highest concentration of trainees (36%) came from the Ministry of Finance and National Economy. From the Ministry of Defense and Aviation came the second highest concentration (23%), followed by the Ministry of Interior (10%). The mode for government agency for the total sample was 2 which represents the Ministry of Finance and National Economy. The range of the government agency for the total sample was 20. The mode for group I was 1 which represent the Ministry of Defense and Aviation. The range for group I was 20 agencies. For group II, the mode was 2 representing the Ministry of Finance and National Economy and the range was 18 agencies.

### Test of Hypotheses

The data were analyzed primarily through the use of the SPSS statistical program. The data were examined by using the reliability analysis, correlation coefficient, and analysis of variance. The following presents the statistical analysis for the three hypotheses.

**Hypothesis #1:** The mean satisfaction score for trainees who participated in the general in-service training programs will be different from the mean satisfaction score for trainees who participated in the special in-service training programs at an alpha level of .05.

The null hypothesis was tested by ANOVA one-way analysis of variance to see if there was a difference between the two groups regarding the perceived satisfaction

with the training programs. The ANOVA yielded an F ratio of 1.33 with 1 and 113 degrees of freedom and a probability of .24. Tables 8 and 9 present the results of the analysis of variance.

Table 9 reveals no statistically significant difference ( $p < .05$ ) in trainees satisfaction with the training programs. Based on these data, it was not possible to reject the null hypothesis. Thus, the data from the two training design groups did not support the first hypothesis. In other words, no evidence was found to support differences between

**Table 8**  
**Group Means and Standard Deviations for Satisfaction Scores**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>General In-service Training Programs</b>	<b>61</b>	<b>60.86</b>	<b>8.86</b>
<b>Special In-service Training Programs</b>	<b>54</b>	<b>59.11</b>	<b>7.22</b>

**Table 9**  
**Analysis of Variance Summary for Satisfaction Scores**

	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>	<b>P</b>
<b>Between</b>	<b>1</b>	<b>88.49</b>	<b>88.49</b>	<b>1.33</b>	<b>.24</b>
<b>Within</b>	<b>113</b>	<b>7474.28</b>	<b>66.14</b>		



the perceived satisfaction for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs.

**Hypothesis #2:** The mean score for participation in the needs assessment process for special in-service trainees will be different from the mean participation score for general in-service trainees at an alpha level of .05.

To test the second null hypothesis, the same procedures were followed as for the first hypothesis. Table 10 and 11 presents the summary of the analysis of variance.

According to Table 10 the mean participation score of group I, the general in-service training programs (47.58) is higher than that of group II, the special in-service training programs (41.46).

Table 11 indicates a statistically significant difference between the perceived participation in the needs assessment process for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. The results yielded an F ratio of 4.11 with 1 and 112 degree of freedom and probability of .04. Based on these data, it was possible to reject the null

Table 10

Group Means and Standard Deviations for Participation Scores

Group	N	Mean	SD
General In-service Training Programs	60	47.58	15.47
Special In-service Training Programs	54	41.46	16.74

Table 11

## Analysis of Variance Summary for Participation Scores

	df	SS	MS	F	P
Between	1	1064.62	1064.62	4.11	.04
Within	112	28992.00	258.85		

hypothesis. Thus, the perception of individuals in GTP indicated more participation, although in fact the training was not specifically designed for their units.

**Hypothesis # 3:** The correlation between the degree of trainees participation in the training needs assessment process and the degree of trainees satisfaction with the training program will be more than zero at an alpha level of .05.

The Pearson correlation coefficient procedure was used to test the third null hypothesis. The results yielded a correlation of .28 with  $p < .05$ . Table 12 presents the

Table 12

Correlation Coefficient Between Participation and Satisfaction  
Across the Two Groups

	Participation
Satisfaction	.28*

\*  $p < .05$

correlation coefficients between the perceived participation in the needs assessment process and the perceived satisfaction with the training program across the two groups.

Table 12 indicates a statistically significant correlation between participation and satisfaction. Based on these data, it was possible to reject the null hypothesis. Thus, the data from the two groups supported the third hypothesis. This correlation is particularly interesting. Persons who rated the participation in the needs assessment process high were likely to exhibit high satisfaction with the training program. In other words, participation in the training needs assessment process and satisfaction with the training program are related no matter what form of in-service training a person has participated in.

While there was a statistically significant correlation between participation and satisfaction across the two groups, the question was do the correlation differ from zero within group. The correlation coefficients between participation and satisfaction within group yielded another interesting results. Using an alpha of  $p < .05$ , it was possible to reject only one null hypothesis. The correlation between satisfaction and participation in the GITP group was judged as different from zero. The correlation between the variables in the SITP group may be due to sampling error. Tables 13 and 14 present the correlation coefficients within group.

The lower correlation between participation and satisfaction for group II (SITP) combined with lower satisfaction mean and lower participation mean contradict the assumption that special in-service training programs are specifically related in content and process to the unique goals, objectives, and needs of the organization as well as to the individual skill requisites of particular employees and therefore more highly rated by participants.

Table 13

**Correlation Coefficient Between Participation and Satisfaction  
Within Group I (GTP)**

Participation	
Satisfaction	.31*

\*  $p < .01$

Table 14

**Correlation Coefficient Between Participation and Satisfaction  
Within Group II (SITP)**

Participation	
Satisfaction	.22

### Summary

The results of this study tended to support the third hypotheses. The results did not support the first hypothesis. In other words, no evidence was found for differences between the perceived satisfaction for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. A statistically significant difference was found between the perceived participation in the needs assessment process for trainees who participated in the general

in-service training programs and trainees who participated in the special in-service training programs. However, the direction of the difference does not support special training designs. Indeed, trainees in the general programs had higher perceived participation. There was a statistically significant correlation between participation and satisfaction across the two groups and within the general group indicating that persons who rated the participation in the needs assessment process high were likely to exhibit high satisfaction with the training program no matter what form of in-service training a person has participated in. Finally, the data analysis showed a respectable reliability for the two dependent variables items in the TOQ instrument.

In Chapter IV the findings of the study have been reported. A discussion of these results follows in Chapter V.

## **CHAPTER V**

### **DISCUSSION AND RECOMMENDATIONS**

**This study was designed to evaluate and compare two formal administrative in-service training designs namely the packaged training programs (general in-service training programs) and the custom-tailored training programs (special in-service training programs) in terms of trainee's satisfaction and participation in the needs assessment process. No evidence was found for differences between the perceived satisfaction for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. A statistically significant difference was found between the perceived participation in the needs assessment process for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs with general program trainees scoring higher. There was a statistically significant correlation between participation and satisfaction across the two groups as well as within the general group indicating that persons who rated the participation in the needs assessment process high were likely to exhibit high satisfaction with the training program no matter what form of in-service training a person has participated in.**

**This chapter presents a discussion of the study and its findings. First, the problems and procedures that were discussed in early chapters are reviewed. Second, recommendations and implications for practice are presented. Finally, areas for further**

study are suggested.

### **Discussion of Findings**

**Administrative training approaches aim at changing managerial behavior in certain directions. These changes are intended to improve the employee's individual performance and the performance of the administrative system, eventually leading to greater success in achieving organizational goals.**

**There are four general training approaches available for enhancing managerial talent: formal training, on-the-job training, action training, and non-formal training. Formal training utilize two types of training design: Packaged design and custom-tailored design. In-service training in this study utilize the two types of training design and referred to them as general in-service training programs (GITP) and special in-service training programs (SITP).**

**The problems and issues identified in the early chapters provided the rationale for conducting this research. Little empirical data has emerged comparing and contrasting the advantages and disadvantages of the two formal training designs. Much has been written comparing the effectiveness of certain methods used within the formal training approach.**

**To provide an initial analysis of the strengths and weaknesses of the four training approaches, some studies took a nonempirical approach to assess the training approaches in relation to contemporary learning theory and behavioral change theory.**

**Utilizing adult learning theories and training needs assessment decision making**

process, this study attempted to evaluate the two formal in-service training designs in terms of trainee's satisfaction with training and participation in the needs assessment process. Using a causal-comparative research design, the independent variable which is the type of in-service training design was related to the dependent variables which are the degree of the trainee's satisfaction with the training programs and the perceived degree of trainee participation in the needs assessment process. In this design, there were two experimental groups and no control group. However, because the two groups are given different treatments, control is present in the sense of comparison (Kerlinger, 1986). While this design does not provide conclusive causal evidence, it does yield useful information concerning the nature of phenomena (Isaac & Michael, 1982).

Like all initial efforts at capturing the subtle differences of complex activities, various gaps will likely remain. Nevertheless, there is general limitation that can be made at this point. There are many difficulties in evaluating training approaches and designs. There is an inherent problem in identifying causal relationships between training activities and improved organizational performance. Training designs within each approach can enhance or inhibit the success of each approach. Similarly, the trainer's skill and learner's motivation and readiness are variables that can skew the results of any approach and make comparisons nearly impossible.

Keeping this general limitation in mind, this study was built on two major theoretical generalizations:

1. Successful training is based fundamentally on effective assessment of training needs at the organizational level, job level, and individual level. Regardless of the



particular approach or design, training needs assessments are required to identify training priority areas relevant to the trainee's particular situation and organizational context. Training then becomes supportive of organizational growth and development.

2. Each training approach can be enhanced by ensuring that the specific training designs within each approach reflect current insights into adult learning theory and behavioral change processes. These recent insights indicate that the existence of certain conditions can tremendously enhance the effectiveness of the training design in influencing managerial behavior. For example, training that provides practice, feedback, and reinforcement is more effective in skill building than training that does not provide these opportunities (Kerrigan & Luke, 1987).

Using these generalizations as a foundation, this study tried to answer three major questions:

Question 1: Is there a relationship between the type of in-service training design and the trainees perceived satisfaction with the training program?

Question 2: Is there a relationship between type of in-service training design and the degree of trainees participation in the needs assessment decisions?

Question 3: Are satisfaction and perceived participation related, no matter what form of in-service a person has participated in?

To answer the research questions a quasi-experimental design was utilized. Two groups of trainees were selected randomly from each type of in-service training design. The data were collected from a pool of six IPA in-service training programs. The total sample consisted of 115 trainees who completed the questionnaire administered during

the final weeks of the training programs. There were 61 trainees in the three general in-service training programs (GITP) and 54 trainees in the three special in-service training programs (SITP).

Differences between groups were measured and tested for significance using a one-way analysis of variance. The Pearson correlation coefficient procedure was used to test the correlation between the perceived participation in the needs assessment process and the perceived satisfaction with the training program across the two groups as well as within group.

The results of this study tended to support the third hypothesis. The results did not support the first hypothesis. The evidence was in the opposite direction of the second hypothesis. In other words, no evidence was found to support differences between the perceived satisfaction for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. A statistically significant difference was found between the perceived participation in the needs assessment process for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. However, the general in-service trainees had the higher participation score. There was also a statistically significant correlation between participation and satisfaction across the two groups as well as within the general group indicating that persons who rated the participation in the needs assessment process high were likely to exhibit high satisfaction with the training program. The correlation coefficients between participation and satisfaction within group yielded another interesting results. While

there was a statistically significant correlation between participation and satisfaction within the general group, group I (GITP) had a statistically significant correlation .31 with  $p < .01$  whereas group II (SITP) had a correlation of .22 with  $p < .10$ . The lower correlation between participation and satisfaction for group II (SITP) combined with the lower participation mean contradict the assumption that special in-service training programs are specifically related in content and process to the unique goals, objectives, and needs of the organization as well as to the individual skill requisites of particular employees and therefore more highly rated by participants.

#### Recommendations and Implications for Practice

The administrative training system in Saudi Arabia is composed of three major parties: the Central Training Committee (CTC), the Institute of Public Administration (IPA), and other government agencies. The training policy statement specifies that the CTC, a coordinating committee linking government agencies and training institutions, is responsible for making a system-wide annual training plan. The plan must be based on the needs identified by the line agencies in cooperation with the training institutions (Civil Service Council, 1978). The policy, however, stops short of addressing the specific procedures and responsibilities of assessing training needs within the government agencies (Algabbani, 1989).

IPA assumed that every government agency performs a needs assessment study and, based on the findings, select public employees to attend in-service training. Unfortunately, in practice this is not always the case. Civil servants are sent to receive

training for a variety of reasons that are not necessarily based on objective needs assessment methods. This arrangement shows that in-service training in Saudi Arabia suffers from the lack of a systematic mechanism for assessing training needs. Training by its very nature is a response to a need, and the success or failure of training depends on how much that need has been satisfied. Therefore, if the need is not clearly identified at the outset, training can only be judged after the fact (Nowilati, 1985).

This study shows very clearly that the perceived satisfaction with the training program and the perceived participation in the needs assessment process are related, no matter what form of in-service training a person has participated in. But it is particularly acute in the general training programs. The statistically significant correlation between participation and satisfaction across the two groups and in the general group underscores the importance of attending to a thorough and accurate needs assessment as a prerequisite to effective training regardless of the particular strategy. The correlation coefficients between participation and satisfaction within group yielded another interesting results. While there was a statistically significant correlation between participation and satisfaction within the general group, group I (GITP) had higher correlation .31 with  $p < .01$  then group II (SITP) which had a correlation of .22 with  $p < .10$ . The lower correlation between participation and satisfaction for group II (SITP) combined with the lower participation mean contradict the assumption that special in-service training programs are specifically related in content and process to the unique goals, objectives, and needs of the organization as well as to the individual skill requisites of particular employees and therefore more highly rated by participants. This

contradiction undermined the advantages of special in-service training approach as a tool for conducting training needs assessment and establishing appropriate training objectives to increase the relevance and practicality of training to the participants and their organizations.

Based on the findings of this study, a number of recommendations will be presented for improving the training policy and process in Saudi Arabia. For the most part, these are recommendations for improving special in-service training, but some recommendations focus on training in general.

First, the training policy in Saudi Arabia should be translated into detailed procedures for assessing training needs at the national level, organizational level, and individual level. This policy should be integrated into the national five-year plans. The training activities thus become directly supportive of national programs. The link between national goals and training can be established with a national training policy that reflects the national plan and identifies training targets and priority areas. Training then becomes relevant to the achievement of national objectives. Similarly, organizational needs assessments are required to identify training priority areas relevant to the manager's particular situation and organizational context. Training then becomes supportive of organizational growth and development. The training needs assessment at the individual level should supplement the national and organizational analyses in identifying the employees' particular training needs in terms of his/her current job and his/her career development.

Second, IPA and other government agencies must recognize the vital role of the

employee in the needs assessment process. Employees should be encouraged to initiate their training needs and participate effectively in the analysis of performance problems and level of knowledge and skills needed to satisfy their training needs. When trainees participate in the needs assessment and initial planning, they bring important input into the process and develop strong commitment to the training and learned skills.

Third, IPA in cooperation with CTC and other government agencies must develop and implement a systematic evaluation process to assess the merit and worth of its training programs and use the results of evaluation as a base for improving the process and the content of training.

Fourth, IPA should develop an effective mechanism for identifying trainees' needs and expectations before the start of the training process. The trainers should be briefed ahead of time about the expectations of each trainee group in order to make the necessary adjustment.

Fifth, the training packages should be modified continuously to reflect the actual training needs and bring about greater utilization of effective training methods that facilitate trainees' participation and input into the training activities.

Finally, IPA should develop training programs for training managers and training specialists focusing on needs assessment procedures and techniques in order to develop a shared perception of systematic needs assessment among them and improve their ability to conduct needs assessment studies for their agencies and use it as a base for the training plans.

### **Areas for Further Study**

**This study was designed to evaluate and compare two formal administrative in-service training designs namely the packaged training programs (general in-service training programs) and the custom-tailored training programs (special in-service training programs) in terms of trainee's satisfaction and participation in the needs assessment process. No evidence was found to support differences between the perceived satisfaction for trainees who participated in the general in-service training programs and trainees who participated in the special in-service training programs. A statistically significant higher mean was found in the perceived participation in the needs assessment process for trainees who participated in the general in-service training programs as opposed to trainees who participated in the special in-service training programs. There was a statistically significant correlation between participation and satisfaction across the two groups as well as within the general group indicating that persons who rated the participation in the needs assessment process high were likely to exhibit high satisfaction with the training program no matter what form of in-service training a person has participated in. This study has answered some of the questions and clarified some of the issues regarding the in-service training. Still, further research is needed to answer remaining questions and clarify other issues. Therefore, the following related areas remain as potential research topics for further study.**

- 1. This study can be replicated to examine the individual items in the TOQ to provide more specific suggestions tailored to individual items rather than general areas.**

Such study may provide stronger treatments of the individual components of needs assessment process and the individual variables affecting satisfaction with training program.

2. Future research in needs assessment should focus on comparing needs assessment practices in different administrative settings. Such empirical study may identify some generalizable patterns that may close the gap in the needs assessment literature between prescriptive approaches and reality and add more practical understanding of the needs assessment process.



## **APPENDICES**

**Appendix A**  
**Panel Review Instrument**

<<Title>> <<Name>>  
Educational Leadership Department  
Western Michigan University  
Kalamazoo, Michigan 49008

March, 8, 1995

Dear <<Title>> <<Lname>> :

The purpose of this letter is to ask you to help me in reviewing the first draft of my dissertation questionnaire. Because of your expertise and understanding of the evaluation of Human Resource Development programs, I would like you to serve as a member of the Content Validity Panel to review the instrumentation for my doctoral dissertation research in the Educational Leadership Department.

Your assistance in validating the instrument will be greatly appreciated. The task should take no longer than twenty minutes. If you agree to participate I will provide you with the purpose of the study, the task, and the draft of the questionnaire.

I look forward to hearing from you soon. My home address is 3405 Kenbrooke CT., Kalamazoo, Michigan 49006. My home phone number is (616) 372-0017. Thank you

Sincerely,

Abdullatif Al-Abdullatif  
Doctoral Candidate

Mary Anne Bunda, Ph. D.  
Dissertation Chair

<<Title>> <Name>>  
 Educational Leadership Department  
 Western Michigan University  
 Kalamazoo, Michigan 49008

March, 8, 1995

Dear <<Title>> <<Lname>>:

Thank you for your response and agreement to participate in the content validity panel to review my research instrument. The purpose of this study is to evaluate and compare two types of design for formal in-service training programs in terms of trainee's satisfaction with the program and the degree of participation in the needs assessment process.

Enclose please find the draft of the questionnaire. Part I of the questionnaire represent the first dependent variable (satisfaction with the training program). Part II represent the second dependent variable (participation in the needs assessment process). Part III refers to the independent variable (item # 7) and other demographic information.

I will appreciate you taking a few minutes of your valuable time to review the questionnaire items. Feel free to make any suggestion regarding content, order, wording, or whatever else you consider necessary. For instance, please comment on directions and format.

As you review the items, I need you to place a number (close to each item) that best describes your opinion regarding each item. The numbers are 1, 2, and 3, according to the following scale:

1= "It is not clear that this question should be asked of the participants on this topic". That is it is unrelated to the variable description.

2= "It is useful, but not clear enough that a question be asked of the participants on this topic".

3= "It is very clear that a question be asked of the participants on this topic".

I need this input from you regarding each item to go ahead with the content validation of the questionnaire. I will contact you soon to pick up the questionnaire . If you have any question, please feel free to contact me. My home address is 3405 Kenbrooke CT., Kalamazoo, Michigan 49006. My home phone number is (616) 372-0017. Thank you

Sincerely,  
 Abdullatif Al-Abdullatif  
 Doctoral Candidate

Mary Anne Bunda, Ph. D.  
 Dissertation Chair

## **Trainee Opinion Questionnaire**

## Part I

### Directions

The following are statements about your present training program.

- Please read each statement carefully.
- Decide how satisfied you feel about the aspect of your training program described by the statement.
- Check the box corresponding to your answer.
- Do this for all statements. Please answer every item.

This is how I feel about the following aspects of the training program I just completed:

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
1. Relevance and practicality of knowledge to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Relevance and practicality of skills to my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor's knowledge of subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor's organization of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor's clarity of presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor's responsiveness to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Training methods used in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Audio-visual media utilized in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The evaluation methods used in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Feedback about assignments, practices, and tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
11. The training physical environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The training psychological environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Overall training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part II

### Directions

The following are statements about activities done prior to your present training program.

- Please read each statement carefully.
- Decide to what extent did you participate in each activity described by the statement.
- Check the box corresponding to your answer.
- Do this for all statements. Please answer every item.

To what extent did you participate in the following activities prior to this training program:

	Not at all	To little extent	No opinion	To some extent	To great extent
1. Identifying the performance problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifying the importance of the problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying the cause(s) of the problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identifying the possible solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Choosing the best possible solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assessing my personal training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Developing the training program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	To little extent	No opinion	To some extent	To great extent
8. Identifying skills and knowledge needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Developing the training evaluation criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Developing support system for training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Identifying the target population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Selecting the training agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Selecting your training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part III

#### Directions

For questions 1-5, please fill out the demographic information. For questions 6, please check one box.

1. Age: .....

2. Ministry or agency:.....

3. Years in public service:.....

4. Position grade:.....

5. Years in position:.....

6. Level of education:

High school ☐

Bachelor degree ☐

Masters ☐

Doctoral degree ☐

Other (Please specify):.....



7. Please state your training program's name and duration:

Program name:.....

Program duration:.....

**THANK YOU FOR YOUR PARTICIPATION**

## **Appendix B**

### **Human Subjects Institutional Review Board (HSIRB) Letter of Approval**

---

**WESTERN MICHIGAN UNIVERSITY**

---

Date: February 23, 1995

To: Al-Abdullatif, Abdullatif S.

From: Richard Wright, Interim Chair

Re: HSIRB Project Number 95-02-15

This letter will serve as confirmation that your research project entitled "In-service training in Saudi Arabia: An evaluative study" has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Feb 23, 1996

xc: Bunda, Mary Anne, EDLD

**Appendix C**  
**Pilot Test Instrument**

<<Title>> <<Name>>  
Educational Leadership Department  
Western Michigan University  
Kalamazoo, Michigan 49008

March, 1995

Dear <<Title>> <<Lname>>:

My name is Abdullatif Al-Abdullatif. I am a Doctoral Candidate at Western Michigan University in the Educational Leadership program with an emphasis in Human Resource Development (HRD). I have chosen to evaluate two types of in-service training design in terms of trainees satisfaction with the training program and trainees participation in the training needs assessment process.

I would like to ask your permission to include students from your class EDLD << >> for the pilot test of the research instrument. The student in your class will be asked to fill out a questionnaire about the last in-service training program they attended.

At no point will any individual be identified. Thus, the information they provide will be anonymous. I would appreciate it if you could give me twenty minutes from your class during the Winter Semester to conduct this pilot test.

I look forward to hearing from you soon. My home address is 3405 Kenbrooke CT., Kalamazoo, Michigan 49006. My home phone number is (616) 372-0017. Thank you

Sincerely,

Abdullatif Al-Abdullatif  
Doctoral Candidate

Mary Anne Bunda, Ph. D.  
Dissertation Chair

**Script**

**Dear Student:**

**My name is Abdullatif Al-Abdullatif. I am a Doctoral Candidate at Western Michigan University in the Educational Leadership program with an emphasis in Human Resource Development**

**(HRD). I have chosen to evaluate two types of in-service training design in terms of trainees satisfaction with the training program and trainees participation in the training needs assessment process.**

**I would like to ask your permission to participate in the study sample. At no point will any individual be identified and you have the right not to participate. Thus, the information you provide will be anonymous.**

**Before you fill out the questionnaire, please think about the last in-service training program you attended. fill out the questionnaire and return it to IPA representative.**

**The task will take no longer than fifteen minutes of your time. If you have any question, please feel free to ask.**

**Thank You**

**Appendix D**  
**The Research Instrument in English**

## Trainee Opinion Questionnaire



## Part I

### Directions

The following are statements about your present training program.

- Please read each statement carefully.
- Rate your level of satisfaction with the training program in which you have participated.
- Check the box corresponding to your answer.
- Do this for all statements. Please answer every item.

This is how I feel about the following aspects of the training program I just completed:

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
1. Relevance of knowledge to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practicality of knowledge to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Relevance of skills to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Practicality of skills to my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor's knowledge of subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor's organization of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor's clarity of presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor's responsiveness to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Training methods used in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Audio-visual media utilized in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Tests and practice methods used in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Feedback about assignments, practice, and tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Dissatisfied	Dissatisfied	No Opinion	Satisfied	Very Satisfied
13. The physical environment for training (facilities, equipment, air conditioning, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The psychological environment for training (safety, comfort, interaction, etc. ).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Overall satisfaction with the training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part II

### Directions

The following are statements about activities done prior to your present training program.

- Please read each statement carefully.
- Decide to what extent did you participate in each activity described by the statement.
- Check the box corresponding to your answer.
- Do this for all statements. Please answer every item.

To what extent did you participate in the following activities prior to this training program:

	Not at all	To little extent	No opinion	To some extent	To great extent
1. Identifying the performance problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifying the importance of the problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying the cause(s) of the problem or deficit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identifying the possible solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all	To little extent	No opinion	To some extent	To great extent
5. Choosing the best possible solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Describing the tasks of the target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Assessing my personal training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Developing the training program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Identifying skills and knowledge needed to satisfy my training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Developing the training evaluation criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Developing support system for training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Identifying the target population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Selecting the training agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Selecting your training program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Overall involvement in the needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part III

#### Directions

For questions 1-5, please fill out the demographic information. For questions 6, please check one box.

1. Age: .....
2. Ministry or agency:.....
3. Years in public service:.....
4. Position grade:.....

5. Years in position:.....

6. Level of education:

High school ☐

Bachelor degree ☐

Masters ☐

Doctoral degree ☐

Other (Please specify):.....

7. Please state your training program's name and duration:

Program name:.....

Program duration:.....

**THANK YOU FOR YOUR PARTICIPATION**

**Appendix E**  
**The Research Instrument in Arabic**

### عزيزي المشارك في البرنامج التدريبي:

#### بعد التحية

يقوم السيد/ عبد اللطيف بن صالح العبد اللطيف مبعوث معهد الادارة العامة الي جامعة غرب متشغن في الولايات المتحدة الأمريكية بإعداد دراسة تتعلق بتقويم ومقارنة البرامج التدريبية والخاصة بهدف تحديد درجة رضاء المتدرب عن البرنامج التدريبي ومدى مشاركته في عملية تحديد الاحتياجات التدريبية وذلك كجزء من متطلبات رسالته لشهادة الدكتوراة في مجال تنمية الموارد البشرية.

ونظرا لما لهذه الدراسة من اهمية للمبتعث وللمعهد، امل التعاون معنا في تعبئة الاستبيان المرفق وتسليمه لممثل المعهد. علما بان جميع المعلومات سوف تعامل بسرية تامة وسوف تستخدم لاغراض البحث فقط.

شاكرين ومقدرين تعاونكم.

## إستفتاء رأي المتدرب

## القسم الأول

### تعليمات

الفقرات التالية تتعلق ببرنامجك التدريبي الحالي:

- ارجوا قراءة كل فقرة بعناية.
- قرر مدى شعورك بالرضاء عن عناصر برنامجك التدريبي التي تصفها فقرات الاستفتاء.
- ضع إشارة في المربع الذي يتفق مع اجابتك.
- افعل ذلك لجميع الفقرات. ارجوا الإجابة على جميع الفقرات.

هكذا اشعر بالنسبة للعناصر التالية للبرنامج التدريبي الذي أنهيته مؤخرا:

غير راضي جدا غير راضي لا اعرف راضي راضي جدا

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. علاقة المعارف بطبيعة عملي.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. امكانية تطبيق المعارف في عملي.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. علاقة المهارات بطبيعة عملي.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. امكانية تطبيق المهارات في عملي.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. المام المدربين بالمحتوى العلمي و التطبيقي للبرنامج.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. تنظيم المدربين لمواد البرنامج.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. وضوح المدربين في شرح محتوى البرنامج.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. تقبل واستجابة المدربين لأسئلتي.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. طرق التدريب التي استخدمت في البرنامج.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. الوسائل السمعية والبصرية التي استخدمت في البرنامج.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. الامتحانات والتطبيقات العملية التي استخدمت في البرنامج. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. شرح المدربين لنتائج الامتحانات والتطبيقات والواجبات.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



غير راضٍ جداً غير راضٍ لا أعرف راضٍ راضٍ جداً

13. البيئة الطبيعية للتدريب ( التهوية، الأضاءة،

☐ ☐ ☐ ☐ ☐

التجهيزات، الخ.)

14. البيئة النفسية للتدريب ( الراحة النفسية، الأنسجام،

☐ ☐ ☐ ☐ ☐

التفاعل الإيجابي، الخ.)

15. الرضاء عن البرنامج التدريبي بشكل عام.

☐ ☐ ☐ ☐ ☐

## القسم الثاني

### تعليمات

الفقرات التالية تتعلق بالأنشطة والقرارات التي اتخذت قبل بداية برنامجك التدريبي الحالي:

- أرجوا قراءة كل فقرة بعناية.

- قرر الى اي مدى شاركت في الأنشطة والقرارات التي تصفها فقرات الاستفتاء.

- ضع إشارة في المربع الذي يتفق مع اجابتك.

- افعل ذلك لجميع الفقرات. أرجوا الأجابة على جميع الفقرات.

الي اي مدى شاركت في هذه الأنشطة والقرارات التي سبقت هذا البرنامج التدريبي:

لم تشرك إطلاقاً في حدٍ قليل لا أعرف في حدٍ ما في حدٍ كبير

1. تحديد مشكلة الأداء الوظيفي او فرصة التطوير الإداري

☐ ☐ ☐ ☐ ☐

الدافعة للتدريب.

2. تحديد مدى اهمية مشكلة الأداء الوظيفي او فرصة التطوير.

☐ ☐ ☐ ☐ ☐

3. تحديد اسباب مشكلة الأداء الوظيفي.

☐ ☐ ☐ ☐ ☐

4. تحديد الحلول الممكنة للمشكلة.

☐ ☐ ☐ ☐ ☐

5. اختيار الحل المناسب.

☐ ☐ ☐ ☐ ☐

6. تحديد الوظائف التي يستهدفها التدريب.

☐ ☐ ☐ ☐ ☐

لم تشاركه إطلاقاً في حدائق لا اعراف في حدائق في حدائق

7. وصف واجبات الوظائف التي يستهدفها التدريب. ☐ ☐ ☐ ☐ ☐
8. تحديد احتياجاتك التدريبية. ☐ ☐ ☐ ☐ ☐
9. تحديد الأهداف التدريبية للبرنامج. ☐ ☐ ☐ ☐ ☐
10. تحديد المعارف والمهارات اللازمة لسد احتياجاتك التدريبية. ☐ ☐ ☐ ☐ ☐
11. تحديد معايير تقييم البرنامج التدريبي. ☐ ☐ ☐ ☐ ☐
12. تطوير النظم المساعدة للتدريب. ☐ ☐ ☐ ☐ ☐
13. اختيار جهة التدريب. ☐ ☐ ☐ ☐ ☐
14. اختيار برنامجك التدريبي. ☐ ☐ ☐ ☐ ☐
15. مشاركتك في عملية تحديد الاحتياجات التدريبية بشكل عام. ☐ ☐ ☐ ☐ ☐

### القسم الثالث

#### تعليمات

ارجوا تعبئة المعلومات المطلوبة في الفقرات التالية:

1. العمر:.....
  2. جهة العمل:.....
  3. سنوات الخدمة:.....
  4. المرتبة الوظيفية:.....
  5. عدد السنوات في المرتبة:.....
  6. المؤهل العلمي:
- ☐ الثانوية      ☐ البكالوريوس      ☐ الماجستير
- ☐ الدكتوراة      غير ذلك ( فضلاً حدد ):.....
7. اسم البرنامج التدريبي:.....
  8. مدة البرنامج:.....

شكراً لمشاركتك

**Appendix F**  
**Data Collection Procedure Documents**

<<Title>> <<Name>>  
 Planning and Development Department  
 Institute of Public Administration  
 Riyadh, Saudi Arabia 11141

April, 9, 1995

Dear <<Lname>>:

As you know I am in the data collection stage for my doctoral dissertation. IPA has been selected as the setting for the study. The purpose of this study is to evaluate and compare two types of design for formal in-service training programs in terms of trainee's satisfaction with the program and the degree of participation in the needs assessment process. The independent variable is the type of in-service training design: operationally defined as pre-packaged (general in-service training programs) and custom-tailored (special training programs).

Enclose please find a list of the training programs included in the study sample, a copy of the research questionnaire, a letter to the program registrar, and debriefing sheet. Please make enough copies for all programs in the study sample, put enough copies in envelopes labeled with the name of each program, and distribute the envelopes among the training programs registrars and ask the program registrars to administer the questionnaire by the end of the training programs. I also asked the program registrars to send all responds to you so you can send them back to me for data analysis.

Your assistance in administering the research instrument is greatly appreciated. If you have any question, please feel free to contact me. My home address is 3405 Kenbrooke CT., Kalamazoo, Michigan 49006. My home phone number is (616) 372-0017. Thank you

Sincerely,

Abdullatif Al-Abdullatif  
 Doctoral Candidate

Mary Anne Bunda, Ph. D.  
 Dissertation Chair

**Table 2**  
**Training Programs Includede in The Study Sample**

Program Design	Program's Name	Duration
GITP	Computer Data Analysis	8 Weeks
GITP	Technical Supervision for Statisticians	7 Weeks
GITP	System Analysis and Design	6 Weeks
SITP	Loan and Collection	8 Weeks
SITP	Population Statistics	7 Weeks
SITP	Harporing Prevention	6 Weeks
Total	6	

< < Title > > < < Name > >

April, 1995

< < Department > >

Institute of Public Administration  
Riyadh, Saudi Arabia 11141

Dear program registrar:

My name is Abdullatif Al-Abdullatif. I am a Doctoral Candidate at Western Michigan University in the Educational Leadership program with an emphasis in Human Resource Development (HRD). I have chosen to study two types of in-service training design in terms of trainees satisfaction with the training program and trainees participation in the training needs assessment process.

Please administer the questionnaire, fill out the debriefing sheet, place all materials in the envelope provided, seal it, and return the sealed envelope to the Department of Planning and Development. No one should have access to the raw data.

Your assistance in administering the research instrument is greatly appreciated. If you have any question, please feel free to contact me. My home address is 3405 Kenbrooke CT., Kalamazoo, Michigan 49006. My home phone number is (616) 372-0017. Thank you

Sincerely,

Abdullatif Al-Abdullatif  
Doctoral Candidate

Mary Anne Bunda, Ph. D.  
Dissertation Chair

**Debriefing Sheet**

**Name of the training program:.....**

**Number of trainees enrolled in the program:.....**

**Number of people in the class:.....**

**Duration of the program:.....**

**Date of data collection:.....**

**Time of data collection:.....**

**Your Name:.....**

**Your Signature:.....**

**THANK YOU**

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