Role of Training in Human Resources Development in Societies Sultanate of Oman as a model

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Abstract
This research investigates the issues that hinder the successful performance of staff performance in Oman. The specific objective focuses on how training helps improve staff’s performance and organization’s outcomes. The researcher used three main approaches: the descriptive approach, the analytical approach, and the practical approach.

The study results find that training is not a factor of high importance in Oman and faced some challenges. A questionnaire is used as the main tool of the study, also the study employs personal interviews with a number of officials from the Ministry of Civil Service in Oman. The study sample focuses only on some sectors in Oman (Public Sector). This sample can be generated to a large group of companies and staff in Oman. Furthermore, all personnel should be qualified and inspired principles who have leading characteristics in encouraging their staff. This will increase organizational performance as well as outcomes. Therefore, the study recommends that there should be special attention given by the government to train government staff.

Key words: Training, Training Process, Electronic Training, Motivation.

1.0 Introduction.
Training is one of the main tools used to develop human resources in institutions and communities. Training is "teaching or developing in oneself or others, any skills and knowledge that relate to specific useful competencies."¹ In general, most researchers and scholars agree that any organization's achievement of its desired goals and aspirations is largely linked to the available potentials and capabilities of its human resources.² It is also noted that Islam has focused and paid great attention to training exercises since its emergence because of the significant role of training in developing the capabilities and potentials of individuals which in turn contribute to the development of communities. The Prophet Mohammed (peace be upon him) was keen to train and teach those who he employed in Muslims’ dealings. His caliphs also did so. For example, Omar ibn Al-Khattab (may Allah be pleased with him) was keen to meet his friends and
his delegates to different Muslim countries during the pilgrimage seasons. In these meetings, he trains and educates them as well as discusses with them all matters concerning Muslims and the Islamic countries in that period.³

Training has gained wide international attention in the modern era, given its importance and role in developing and improving the performance of organizations and human resources. Today, many organizations and institutions are progressing to change and improve the behavior of their members through training sessions that hoped to produce better behaving members after the completion of the training period. Those members are expected in turn to contribute more to the process of development in their institutions. Several studies have revealed the vital role of training in raising efficiency of human resources and improvement of the organization's performance. In this respect, the study of Alaa Al-Din Saksaf entitled "The role of training in improving the performance of human resources"⁴ explains the impact of training on improving the performance of human resources at the Sonelgaz complex (The National Company for Electricity and Gas) in Algeria. The study comes up with a number of results and it found that there is a strong relationship between training and improvement of Sonelgaz’s human resources’ performance.

Despite the increasing global concern about training, there are still many institutions and organizations complaining about not achieving their objectives of training programs. They also suffer from low performances. Unfortunately, some management leaders of institutions, especially governmental ones, still have a strong belief that training is an initial process that is temporary and becomes less important when one’s number of years of experience increases.

1.1 Research Problem.

Many organizations complain locally about the inability to achieve the desired objectives of the training processes for their employees, which leads to a shortage of trained and qualified staff in these institutions, and consequently has many negative effects on the general level of the performance of the institution and its inability to adapt various changes and global developments. It is well known that human resources are the most important resources and resources in any society and any institution, which is the direct cause of progress and development.

Several studies have addressed the importance of human resources and their role to improve the performance of the employees and development of societies. Both studies of Taleb Al-Sayabi (2017)⁵ and Wafa Al-Kindi (2016)⁶ clearly discuss the importance of human resources to develop the
society in Oman. Moreover, the study of Mahdi Ali Juma (2008)\(^7\) shows the importance of investment in training to the local Human Resources in the country to avoid the increasing number of exported labor and experiences which work in the government sector. Locally, the study of Saleh Al-Fahdi (2009)\(^8\) shows that there was a weakness in achieving the objectives of training programs in the government sector in the country, due to several reasons including the lack of training programs and training desire. The researcher investigates the underlying causes of this problem and attempts to find an analysis of these issues in order to find solutions that would help improve the training and skills of the employees.

1.2 Research objectives and hypothesis:

Objectives:
The study aims to:
- Identify the importance, objectives and the role of training in the development of human resources.
- Classify and define the basic stages of training process that should be followed by the officials, in order to ensure the success of the training process and desired training.
- Determine the challenges and constraints of training Human Resources in the public sectors in Sultanate of Oman to find solutions.

Hypotheses:
- **First hypothesis**: lack of motivations in government sector negatively influences the desire of training for employees.
- **Second hypothesis**: lack of financial budgets in government sector affects the number of training programs in different ministries.

1.3 Training: Conceptualization, Importance, Objectives and Methods.

The Concept of Training:
Over the past years, several various definitions have been proposed in an attempt to define training. Some have defined it as a carefully and precisely designed activity which aims at providing individuals of a given organization a comprehensive set of knowledge and skills that ultimately lead to the improvement of the level of employees’ performance.\(^9\) Training is defined as an attempt sought by an organization to change the behavior of its staff and their current work practices by enabling them to use new methods to accomplish their work, so that their achievement becomes easier.
and better quality after the completion of the training period. Training is a continuous process in which an organization seeks to improve the performance of its employees by making positive changes and leading these employees to acquire new skills and knowledge. Simply, training can be defined as "a continuous, organized and planned process that deals with the present and the future, and includes all areas of work in order to achieve the objectives of the organization and to develop the employees’ performance and skills". Training is characterized by a set of characteristics and features including:

1. Training is a human activity designed to bring about a change in the behavior of individuals and groups.
2. Successful training is not random, but carefully planned.
3. Training is a continuous process that does not stop at a certain stage.
4. Training is a successful future investment in the long term.
5. Training aims to improve the efficiency of human resources and increase the productivity of the organization.

1.4 The Importance of Training.
The importance of training process has two main dimensions: the importance of training for the individual and the importance of training for the organization. It is noted that the final results of training generally affect society, leading to its well-being and development. It also ultimately leads to achievement of the common interests of the individual and the organization.

1.5 The importance of training for the individual.
1. It works on the self-development of the employees and motivates them to make more efforts.
2. It increases the self-confidence of the employees, it also increases the overall achievement of individuals and their completed tasks.
3. It motivates employees to think, develop and innovate at work.
4. It makes use of existing experiences of employees.
5. It improves individual decisions and helps them solve their work problems.

1.6 The importance of training for the organization.
1. It positively modifies the behavior of employees in the organization.
2. It increases overall production rates in the organization and improves the organization's competitive position in the markets.
3. It creates a kind of loyalty and belonging of the employees to the organization.
4. It contributes to reducing reliance on imported foreign expertise.
5. It helps to clarify the organization’s general policies.
In addition, training helps to develop human relations in the organization, strengthening the relationship between management and employees and developing their potentials to accept different processes of change. Training also helps employees adapt to various changes in the organization.15

1.7 The Objectives of Training.
Training processes generally aim to achieve a set of objectives. These training objectives can be divided into three main types: individual-related objectives, organizational-related objectives and community-related objectives.16

1. Objectives related to the individual: they aim to develop individuals’ skills as well as provide them with new significant skills.
2. Objectives related to the organization: they aim to improve the overall level of work performance. The objectives and desired outcomes of the training processes and the impact of training on the organization's performance can be illustrated in Figure (1).17
3. Objectives related to society: they aim to achieve the welfare and ensure interest of society. The contribution of training to the achievement of society's objectives can be seen in Figure (2).18

Figure (1) Training- results and impacts on organization’s performance

Figure (2) Role of training in achieving society’s objectives
1.8 Types and methods of training.
The different types and methods of training used are due to several reasons, including: the variety of topics and objectives of training, different career levels of trainees, different skills, cultures and academic qualifications, and finally the different circumstances related to the training process (place, time and tools). Based on the needs, training types can be divided into four subtypes as follows:

1. The needs of the organization: they are divided into two types: specialization and leadership.
2. The needs of the country: they are also divided into two types: internal training and external training.
3. The needs of individuals/employees: they are divided into three categories: self, individual and collective.
4. Needs of work: This type is divided into: previous training, guidance training, and on-the-job training. It should be noted that the training process has recently witnessed a remarkable development and advancement. Several types of training have emerged such as open training, distance training, simulation and other methods that utilize advanced technology and modern technology.

1.9 Basic Stages of Training Process.
In order for the training process to succeed and achieve the desired goals, it must pass through several major stages. These stages are five main stages as shown in Figure (3). The following is a detailed explanation of each stage.

![Figure 3: Five main stages of Training Process](source: The research’s drawing)

2.0 First Stage: Data collection and analysis:
In this stage, the collection of data and information of the training program and related variables takes place.
2.1 Second Stage: Identification of Training Needs:

Training needs are the gap between the current employees’ performance and their expected performance. This stage reflects a particular problem or need for employees with regard to their level of knowledge and skills. The benefit of identifying the training needs is the achievement of the organization’s objectives and reduces the cost of training programs. Identifying the training needs improves the employees’ ability to succeed, thus achieving the organization’s objectives through informing the employees of the required skills and knowledge they should learn and gain in the future.

Training needs are defined by identifying their three main components: knowledge, skills and directions. See Figure 4 below.

![Figure 4: Components of Training Needs](image)

With the progress and development in these days, many organizations are currently using many modern models to help them define their training needs, such as Robert Meger, Peter Byte, the Dogan Laird’s model and the Milan Cooper’s model.

2.2 Third Stage: Designing of Training Programs

The design stage of the training programs comes after the completion of the training needs assessment stage. In this stage, it is necessary to take into account several basic elements such as setting objectives in the light of the training needs, level of training, training topics, effective training methods,
identification of the appropriate time and place for training programs, selection of trainers with competence and experience and finally the budget allocated for the training program.

2.3 Fourth Stage: The implementation of the training programs:
In this stage, the training program schedules are prepared, the scientific material is prepared, the using times for various methods are specified, and the trainers and trainees are continuously monitored.

2.4 Fifth Stage: Follow-up and evaluation of training programs:
This stage is very important to ensure the success of the plans and training programs implemented. The follow-up and evaluation of the training programs is divided into four main stages: follow-up and evaluation during planning and designing, follow-up and evaluation during the implementation stage, follow-up and evaluation after completion of programs and follow-up and evaluation after enrollment. In general, the evaluation of training programs seeks to achieve several objectives, including the following:

1. Ensuring that training programs achieve the desired objectives.
2. Identifying the strengths and weaknesses in the process of training programs.
3. Determining the cost of the training program and compare it with the benefit of training.
4. Developing and improving the level of training programs in the future.
5. Ensuring the clarity and effectiveness of the content of training programs.
6. Identifying the category of participants in future training programs.

Recently, there are several models that evaluate the training processes, such as Kirk Patrick’s model, which is one of the most widely used models for organizational training. This model assumes four levels of evaluation of training:

Level 1: Reactions and impressions of participants.
Level 2: Measuring the level of changes and learning for the participants.
Level 3: Measuring the level of changes in the behavior of the participants.
Level 4: Measuring the effects and results of training in achieving the objectives of the organization.

2.5 Basic principles and conditions for effective training:
The training process is subject to a set of basic principles at all stages, and the effectiveness of the training is directly related to the availability of a set
of conditions. The following are the basic principles of the training process:

1. Legitimacy: The training process must take a form of legitimacy and be compatible and not contradictory to the laws and regulations in force in the country and the organization.
2. Logic: Training must be based on a clear and accurate understanding which is consistent with the needs of the organization for training programs.
3. Inclusiveness: The training process must include all career levels and not limited to one particular level.
4. Continuity: The training process does not stop at a certain point, but is continuous, and starts from the first moments of employment.
5. Graduation and realism: It is necessary to gradually step up in the training process to address simple problems and issues since their emergence and then gradually to address the most complex problems. It is also necessary that the training process must address reality and daily work-related issues.
6. Flexibility: The training process must have a high level of flexibility so that it can employ modern tools in the training process, and it must adapt to the developments in this field.

2.6 Excellent Trainer: Characteristics and basic skills

The actual training begins first with the trainer (coach). The institution must first successfully prepare the trainer so that he can perform his work efficiently. A successful trainer must possess a set of specific skills and characteristics including:

1. Good looking and self-confidence.
2. Objectivity in presentation and calmness.
4. Creativity and the ability to use diverse methods.
5. Good listener and self-development.
6. Mastering the language of dialogue and good use of body language.

In general, training has been seen as a profession. Therefore, the successful trainer has to master a set of basic skills that enable him to perform his mission successfully, including:

1. Skills of asking questions in the right time.
2. Skills of explanation and interpretation of any ambiguity.
3. Skills of using the available materials and teaching aids.
4. Dynamic interaction with trainees in the training room.

2.7 Basic conditions for effective training:
A set of basic conditions must be presented in order for the training processes to be effective and achieve the desired objectives successfully and effectively. These conditions are as follows:

1. Continuous follow-up of trainees after undergoing training programs to ensure that the training has been implemented, and to help solve any problems that may stand in the way of achieving the same.
2. The importance of acknowledging the importance of training and its benefits by the employees.
3. The necessity of the training programs to be suitable for the actual needs of the employees, and to ensure the selection of suitable and appropriate training methods and tools.
4. Providing an appropriate administrative environment and offering flexibility to help employees maximize the use of knowledge and skills acquired during the previous training period.
5. The training process should be viewed as a continuous activity and a continuous need.
6. Taking into account the development and modernization of training processes.
7. Ensuring continuous support for training processes and granting the required budgets.

2.8 Administrative training between centralization and decentralization:

1. Centralized Administrative Training:
Centralized training means the presence of a specific body concerned with all training operations starting from the planning and ending with the evaluation process. This approach is one of the most widely used approaches across the globe. In the United States, there is a central management training under the Public Service Council. In Britain, there is also a central department of the Ministry of Finance. In addition, there are central bodies concerned with training in some East Asian countries such as Malaysia where there is a National Institute of Public Administration (INTAN). Moreover, in the Arab countries there are 19 centers distributed in some Arab countries, as shown in Table (1).
Table (1): Centers and institutions concerned with central training in some Arab countries

<table>
<thead>
<tr>
<th>#</th>
<th>Center/Institute</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>National Center for Planning and Administrative Development</td>
<td>Iraq</td>
</tr>
<tr>
<td>2</td>
<td>National Institute for Administrative Development</td>
<td>Egypt</td>
</tr>
<tr>
<td>3</td>
<td>Institute of Public Administration</td>
<td>Jordan</td>
</tr>
<tr>
<td>4</td>
<td>National School of Management</td>
<td>Algeria</td>
</tr>
<tr>
<td>5</td>
<td>Management &amp; Productivity Development Center</td>
<td>Syria</td>
</tr>
<tr>
<td>6</td>
<td>Institute of Public Administration</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>7</td>
<td>Academy of Administrative Sciences</td>
<td>Sudan</td>
</tr>
<tr>
<td>8</td>
<td>Department of Training and Administrative Development</td>
<td>Bahrain</td>
</tr>
<tr>
<td>9</td>
<td>National Institute of Public Administration</td>
<td>Yamen</td>
</tr>
<tr>
<td>10</td>
<td>National Institute of Management</td>
<td>Libya</td>
</tr>
<tr>
<td>11</td>
<td>National School of Management</td>
<td>Tunisia</td>
</tr>
<tr>
<td>12</td>
<td>National School of Public Administration</td>
<td>Morocco</td>
</tr>
<tr>
<td>13</td>
<td>Department of Training</td>
<td>Kuwait</td>
</tr>
<tr>
<td>14</td>
<td>National Institute of Management and Development</td>
<td>Lebanon</td>
</tr>
<tr>
<td>15</td>
<td>Institute of Public Administration</td>
<td>Oman</td>
</tr>
<tr>
<td>16</td>
<td>Institute of Public Administration</td>
<td>Qatar</td>
</tr>
<tr>
<td>17</td>
<td>Institute of Administrative Development</td>
<td>Emirates</td>
</tr>
<tr>
<td>18</td>
<td>National School of Management</td>
<td>Mauritania</td>
</tr>
<tr>
<td>19</td>
<td>Somalia Institute for Administrative Development</td>
<td>Somalia</td>
</tr>
</tbody>
</table>

2. Decentralized Administrative Training:
Decentralized training means that there are several bodies that carry out various training processes and procedures including planning, implementation and evaluation. Decentralized training may take several forms, for example, expert institutions and specialized centers.  

It can be said that the adoption by an organization of any of the two methods in the training process depends on several factors and criteria including: the ability of the training to meet the actual training needs of the participants, the extent to which training is observed for the individual circumstances of the participants, the availability of trainers and the modernity of the methods used in the training processes which must be up-to-date.
2.9 Similarity and difference between training and human resources development:

Both training and human resources development meet in the main focus which is the human being. Some may confuse the concept of training and development, but the concept of human resources development is more comprehensive and broader than the concept of training. Programs of human resources development in any organization are not only meant to prepare for existing needs but also expanding and encompassing everything that is forthcoming and expected in the future. Despite the similarity between training and human resources development, it is possible to distinguish between training and human resources development through the following Table (2).  

<table>
<thead>
<tr>
<th>Differences</th>
<th>Training of Human Resources</th>
<th>Human Resource Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Granting employees required skills to overcome work challenges</td>
<td>Preparing employees for promotions</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Limited time frame</td>
<td>Long time frame</td>
</tr>
<tr>
<td>Beneficiary</td>
<td>Un-administrative employees</td>
<td>Administrative employees</td>
</tr>
<tr>
<td>Evaluation</td>
<td>After completion of training programs</td>
<td>Continuous evaluation within the organization’s objectives</td>
</tr>
<tr>
<td>Needs identification</td>
<td>Identified based on current employees’ performance</td>
<td>Identified based on organization’s future plans</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Short-term</td>
<td>Long-term</td>
</tr>
<tr>
<td>Budget</td>
<td>Limited</td>
<td>More costly than training</td>
</tr>
</tbody>
</table>

The budgets allocated directly affect the determination of the direction either for training or development, and it can be said that training focuses heavily on the principle of specialization, unlike the development that focuses on a number of dimensions and has larger application processes.  

In conclusion, both training and development aim to achieve one common objective: to bring human resources significant new skills that the organization may need at the present time or in the future. Training and development also attempt to grant employees strength in their performance and motivation for better work environment.  

Researchers agree on the need for key elements to be achieved in training programs, leading to a successful evaluation of training programs. These elements are:
1. **Objectives**: Are objectives formulated clearly and applicably?
2. **Scientific content**: How relevant is scientific content to the objectives, whether the content was presented objectively and in an organized manner?
3. **Appropriate design of the program**: What is the extent of clarity of concepts and expressions used, and how appropriate is the time frame to the program?
4. **Training activities**: What is the extent to which there are appropriate examples in the program and were feedbacks received after each activity?
5. **Flexibility of program**: What is the degree of flexibility of the program, taking into account the individual differences among participants?
6. **Credibility**: How accurate and correct are the data and the scientific material used?

### 2.10 Modern electronic training

E-training is one of the most advanced methods used in the training of individuals and groups. This type of training is characterized by many advantages and benefits. It depends mainly on the use of computers (CBT), the Internet and its multimedia, so that both the organization and the individual have an easy process of training and learning. It also saves a lot of time and effort spent on this process.\(^{42}\)

E-training has several definitions: It is an organized activity that seeks to change the behavior patterns of employees, improve the level of skills and performance, increase the ability to deal with problems and challenges and advance efficiency and productivity.\(^{43}\) It has also been defined as "the exchange of information through the computer for the purpose of training and knowledge management".\(^{44}\)

Before deciding to apply e-training, an organization must ensure that trainees are able, knowledgeable and trained to use this method.\(^{45}\)

In general, there are several reasons that promote organizations to shift from traditional training to modern electronic training, for example:\(^{46}\)

1. Meeting with the change in the external environment of the organization in the context of the importance of human resources in achieving the objectives of the organization.
2. Competitive spirit and willingness of organizations and institutions to stay in top of the industries.
3. The need to reduce the cost and time spent in the traditional methods of training.

With regard to the advantages of e-training over other methods of training for individuals and groups, e-training has many advantages for both the individual and the organization. It reduces the total cost of the training.
process. It also ensures that the effort and time spent on the training process are minimized. On the other hand, trainees can be trained at any time and in a manner that suits their conditions. This flexibility allows employees to develop their computer and internet skills.\(^{47}\)

Although e-training has many advantages, some of the disadvantages associated with it are:\(^{48}\)

1. The lack of e-training to achieve interaction which is as in the traditional method between the trainer and the trainee.
2. E-training is generally limited to some training programs and some believe that this type of training is not practical.
3. Increase the boredom of some trainees and lead to fatigue because of the frequent use of technology and the lack of some trainees for enough knowledge of the technologies involved.
4. Some do not accept change and do not like to adapt modern techniques.

2.11 Leading international experiences in human resources development
Humans are the real capital of societies and are a successful future investment. The modern era has witnessed many pioneering experiences in relying on human resources in developing countries and societies. These experiences include the Indian experience, the Japanese experience and the Malaysian experience.

2.12 The Indian experience: The Indian government annually spends about 50 billion dollars on various training operations. On the other hand, the United States spends twice that amount annually on training. This confirms the significant role of training in resource development in organizations in particular and in societies in general.\(^{49}\)

2.13 The Japanese experience: The Japanese experience in training is one of the most successful experiences. Training is one of the most important elements and pillars of the renaissance of modern Japan. It was a direct cause of its progress and development leading it to be among top developed countries. The Japanese approach relies heavily on on-the-job training to build a productive workforce, in contrast to the US approach in training which offers training by external sources such as centers, institutes and vocational schools. This approach has proven its success.\(^{50}\)

Japan has sought to coordinate and integrate formal education with actual training in the work environment, which was subsequently a major reason for the development of its human resources and advancement. The government has followed a number of steps and measures.\(^{51}\)
1. Training during the academic education in order to reduce the gap between formal education and the requirements of the labor market and its needs. The knowledge gained in formal education positively affect the training of technical skills, and it is also mutually comprehensive.

2. Requiring employers to train graduates so that they become familiar with the work and be able to accomplish it.

2. Provide workers with various skills that enable them to perform their tasks and enhance their productivity.

2.14 The Malaysian experience: The Malaysian experience is the best example of modern human and economic development, which was carried out by Muslims in the modern era. This experience was characterized by its ability to deal with various difficulties and challenges that faced it since its emergence.52

Since the beginning of its renaissance, Malaysia is very interested in the development of its human resources. The government had sought to finance and support many research studies which later helped to separate science and knowledge across the country. The government has taken many measures and steps to improve its human resources, most notably the establishment of specialized institutes to train teachers and other industrial training. It has been concerned with the preparation and training of teachers in accordance with its national policies and strategies. It also sought to establish several training institutes for students and qualify them to enter the labor market.53

2.11 Motivations and their role in the training process and the development of human resources

Motivations in the training process play an important and vital role. Motivations are defined as the sense that individuals generate toward performing and engaging in an activity.54 It is often observed that individuals may have the ability to perform an activity, but they do not have the motivation and desire to do so. Motivations are divided into two main types:55

1. Moral motivations: such as the process of involving employees in decision-making.
2. Material motivations: such as incentives and bonuses.

Due to the importance of training in the development of human resources, the researcher aimed to identify the challenges and constrains that faced the human resource training programs in the public sector institutions in the Sultanate of Oman. The researcher made a questionnaire and conducting a series of interviews with a number of employees in the public sector. Also, the researcher made personal interviews with the officials concerned with training plans and programs in the various governmental institutions in the country. The results were as follows:

### 1- Results of the questionnaire:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (%)</th>
<th>Agree (%)</th>
<th>Neutral (%)</th>
<th>Not Agree (%)</th>
<th>Strongly Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of training programs at the workplace.</td>
<td>42.6</td>
<td>33.2</td>
<td>12.8</td>
<td>9.1</td>
</tr>
<tr>
<td>2</td>
<td>Lack of consistency in training programs with the actual need of the employees training programs.</td>
<td>28.2</td>
<td>38.4</td>
<td>19.1</td>
<td>12.5</td>
</tr>
<tr>
<td>3</td>
<td>Lack of electronic training programs.</td>
<td>43.6</td>
<td>36.8</td>
<td>12.5</td>
<td>6.8</td>
</tr>
<tr>
<td>4</td>
<td>Lack of motivations during training.</td>
<td>61.1</td>
<td>29.0</td>
<td>5.7</td>
<td>3.1</td>
</tr>
<tr>
<td>5</td>
<td>Existence of motivations and how it reflects on the employees desire for training.</td>
<td>70.2</td>
<td>23.2</td>
<td>4.4</td>
<td>1.6</td>
</tr>
</tbody>
</table>

- (42.6%) of the participants strongly agree that there is a lack of training programs in the public sector institutions in Oman, whereas (38.4%) of the participants agree that the training programs offered in the public sector are not consistent with the employees’ needs in the training programs. (43.6%) said that there is a shortage in the electronic training programs in the public sector. The percentage of those who strongly agree that there is a lack of motivations during training was a bit higher. (61.1%) of the participants believe that there is a lack of motivations during the training and (70.2%) of them state that it is important to have motivations to convince employees to engage in the training programs.
2- Results of the interviews:

A. Lack of experience of officials and training staff:

One of the main reasons of the lack of experience in the training of the organization is the large number of internal changes carried out by the organization for working staff and the failure of the staff to stay in their job for long periods. As the training profession is one of the most sensitive and accurate jobs that requires a high level of knowledge and experience in the environment and working conditions, the process of acquiring experience and knowledge in this field is a long process and requires effort and knowledge of the working environment. When organization promotes the trained personnel to other different departments, the staff lose the experience gained during that period and begin the process of learning different experience, especially if the alternative employee is not from the sector of human resource development.

B- Lack of accuracy in specifying the necessary tools for training.
Some ministries and government agencies in the Sultanate suffer from a lack of precision in determining the training needs of the employees. Thus, the desired results and objectives of the training process are not to be accomplished. Some government agencies also nominate a number of employees for programs that are not commensurate with their occupational needs, or deliberately integrate staff with different training needs into one program, resulting in the eventual failure in achieving the desired program objectives properly.

C- Lack of budgets allocated for training programs
Some ministries and government institutions suffer from a lack of financial budgets allocated to the training operations, which results in a reduction in the number of participants benefiting from these programs and training activities. Lack of budget also affects the training process for some programs and for some limited fields.

D- Lack of trainers’ experience
The limited experience and competencies of the internal training process in the organization led the organization to have an agreement with other organizations for training. This has led to increase in the cost of the training programs. Thus, the desired outcomes have not been accomplished. This is due to the fact that the trainer does not know all necessary weaknesses and mechanisms of the company he is giving a training program at.
E- Lack of motivation

The motivation of the employees plays a major role in the extent of benefiting from the training plans and training programs organized by the employer. Unfortunately, the institutions of the government sector do not realize the importance of motivation at the workplace.

The researcher believes that due to the lack of incentives in the government sector, most of highly professional employees prefer working in the private sector. This leads these expertise either for early retirement or leaving the government sector to the private one.

F- Inefficiency in evaluating the outcome of the training programs:
Most government agencies are currently evaluating the training outcomes of the programs during the implementation or in the end of the training program, but at the same time they often overlook the issue of evaluation after the end of the program. It is shown in the government sector that the employees do not show any improvement out of the training programmes.

G- Misuse of the outcomes of the training programs
The lack of benefit from the training outputs in government sectors is due to the fact that the organization changes the job of the employee immediately after the completion of the training period without considering the previous employee’s specialized training programs as well as the background. In general, there are other factors contributing to these challenges such as weak educational programs in the academic stages, which caused the inability of individuals in the community to cope with the various scientific and technical developments.

According to the previous results: the two hypotheses of the study are proven valid.

3.0 Recommendations:

1- Identifying clear and accurate training strategies and policies for human resources development in accordance with current and future requirements and needs.
2- Developing plans and projects to benefit from local expertise and competencies in government institutions in a way consistent with the scientific and training backgrounds.
3- Accuracy in the process of identifying the employees’ training needs in accordance with their occupational needs to ensure the
achievement of the desired objectives and effectiveness of the training program.

4- There should be strategies followed to increase the motivation of employees with different types of incentives including moral and material incentives. This will have impact on the employee's behavior towards the development of his skills and the acquisition of new skills and good experiences.

5- Establishing training centers and institutes for training new trainees and employees joining government institutions. This should be done under the supervision of the Ministry of Civil Service.

6- Educational institutions in the Sultanate should use modern technologies in the educational process in public schools, and should focus on the practical side rather than the theoretical part.

4.0 Conclusions

Training is one of the most important tools used to develop human resources in institutions and societies. Recently, training has received international attention as a result of its importance and effective role in improving the performance of organizations and their employees. Many researchers in the field of management consider that training is a successful future investment for organizations in the long term. The results of the questionnaire showed that (75.8%) of the participants agree and strongly agree with the statement which says that there is a lack of training programs in public sector institutions in the Sultanate of Oman. Moreover, (66.6%) of the participants said that there is a lack of consistency between the training programs and the actual needs of employees from the training programs.

As a result of the recent progress and development in technology and information systems, the importance of human resources training has increased and a new type of training which is (electronic training) has emerged. The previous results show that (80.4%) of the participants agree and strongly agree that there is a lack of electronic training programs in the public sectors. People in charge of training should take into consideration the importance of finding a good trainer. That is one of the most important reasons for the success of the training process and the achievement of its objectives. It is also necessary to take into account the availability of appropriate incentives as it motivates individuals to participate in the training process and seek to develop their skills and improve their behavior.
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11. ibid, p. 9
12. ibid, p.9
17 Reference previous. p. 148.
22 Ibid., pp. 140-146.
25 Ibid. p. 59.
27 Ibid., p. 192.
28 ibid., p. 194.
29 ibid., p. 194.
34 ibid., pp. 27-28.
37 ibid., p. 84
44 ibid., p. 17
48 ibid., pp. 26-27.
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51 ibid., p. 15
55 ibid., p. 115

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