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Study the impact of training and development programs on the organizational behavior of employees at the University of Tikrit

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Abstract

Research regarding the influence of training and development programs on employee organizational behavior at Tikrit University has several specific goals. This is intended to assess the relationship between training and job performance by reviewing methods of training and access the completeness of the training regimen and its relevance to employee needs, and also by examining how training programs influence and employee task performance. Employees at Tikrit University, who served as the research sample in various educational programs (Management and economics, natural sciences, law, agriculture, and Islamic studies), were chosen by simple random means. A random sample of 250 individuals was gathered, After collecting the questionnaires, 200 of the questionnaires were received that were appropriate for analysis. The researcher chose the descriptive survey method because it was most beneficial for this project. The information from the survey was then analyzed using statistical software (SPSS version 27). The primary findings of the researcher were that training and development programs have a significant impact on improving the performance of employees because training will increase their abilities and skills in order to achieve company goals more easily. The researcher recommends developing a comprehensive training program that meets the needs of various employees, including technical and personal skills, to ensure an improvement in overall performance.

Keywords: Training and development programs, training methods, training needs, organizational behavior, Tikrit University

Introduction

HR training and development aims to supplement recruitment with additional functions. It's not sufficient for the Human Resources department to choose employees and bring them in; it must also prepare these people and develop their full potential to complete the work assigned to them, acquire information and knowledge, implement new practices, and improve their skills to perform the tasks assigned to them. Refine the functions and responsibilities assigned to them. The main goal of training is to provide individuals with specific skills and expertise that will help them improve their performance, or training will help individuals correct mistakes in their field of expertise and specialize them. Development is how an organization provides its employees with the necessary skills. Therefore, training and development are essential in formulating and implementing organizational strategies. In addition, training and development create a diverse and adaptable workforce, promote the adoption of new technologies, and increase productivity and profits, all leading to competitive advantages.

Search Problem

Tikrit University faces numerous challenges regarding employee performance and work environment behavior, affecting the quality of education and advanced services. Despite the existence of professional training and development programs, their effectiveness in improving employee organizational behavior and increasing efficiency remains in question. The research problem examines the relationship between professional training programs for employees.

This requires examining the impact of program content, training methods, and the extent to which employees interact with them. In addition, barriers that may hinder the realization of the intended benefits of these programs must be identified.

The most critical questions of the current study include:

1. The impact of training and development programs on the professional participation of employees at Tikrit University is discussed?
2. How do these programs affect improving employee collaborative behaviors?
3. What factors influence the effectiveness of training and development programs in changing employee organizational behaviors?

Through these questions, the study provides recommendations for improving training and development programs to meet employees' needs and promote their positive behaviors.

Research Objectives

The researchers identified the main objectives of the study based on the following points:

1. The extent to which training and development programs affect the organizational behavior of employees.
2. Analyze the effectiveness of training content and methods by evaluating the training programs' materials and techniques, the training scope, and suitability for employees' needs.
3. Investigate the link between training and performance by studying the connection between training and development programs and employee performance on job.

Importance of Research: The researcher summarizes the significance of this study into two parts:

Scientific Importance: The significance of the variable in the field of research and its impact as a contemporary variable in the organization of development is particularly evident in its theoretical aspects, which include a general description of the primary contributions of scholars in the

field regarding the impact of training and development on the behavior of employees. This topic helps to explain the effect of training and development on the organization and identifies the fundamental attributes that affect and influence the behavior of employees in the organization.

Applied importance

This investigation attempts to deduce the potential of training and development initiatives towards altering the behavior of employees at Tikrit University. Through field research, it is possible to identify shortcomings and weaknesses that hinder them from achieving their desired goals. The significance of the study lies in the expected results, which can help activate strategic human resource management practices to develop.

Research hypothesis

The researchers proposed the following research hypotheses:

Primary hypothesis: The impact of training and development on employee behavior in the organization is significant when the level of significance is less than (0.05), this hypothesis is composed of several sub-hypotheses that are explicitly stated as follows:

1. **The first sub-hypothesis:** The significance level of training resources on employee organizational behavior is less than (0.05) and has a statistically significant impact.
2. **The second sub-hypothesis:** The significance level of training plans on employee organizational behavior is less than (0.05) and has a statistically significant impact.
3. **The third sub-hypothesis:** The impact of training on employee behavior in organizations is significant when the p-value is less than (0.05).

Default scheme of the study

The hypothesis scenario aims to illustrate the logical relationship between the variables of the main study or related sub-studies. Figure (1) shows a schematic diagram of this relationship.



Fig 1: Default search schema

Study Tool: A comprehensive study was conducted after reviewing the relevant literature and previous studies. This questionnaire had personal information and four different

components in two primary vectors. These topics had 25 items that were placed strategically in each dimension, as illustrated in Table 1.

Table 1: Shows the axes and dimensions of the questionnaire.

| Axis | Dimension | Number of ferries | Total |
|--------------------------------------|-------------------|-------------------|-------|
| Training & Development Programs | Training Methods | 5 | 15 |
| | Training Programs | 5 | |
| | Training needs | 5 | |
| Organizational behavior of employees | - | 10 | 10 |
| Total | | 25 | |

Research sample: The staff of Tikrit University was chosen by simple random means and used as the research population for various educational programs (Management and economics, Science, Law, Agriculture, and Islamic studies). After collecting the 250 questionnaires, the random selection of 200 individuals participated in the study. The questionnaires were completed.

Research Methodology

The researcher chose the descriptive survey method because it was most effective for this type of research. The information from the survey questionnaire was then analyzed using statistical software (SPSS version 27).

Previous studies

A study (Ebtisam Ahmed Fattah, 2011) ^[1], entitled "The Impact of Training Programs on Developing the Performance of Employees: An Applied Study in the Ministry of Science and Technology, Department of Hazardous Materials and Environmental Research" The study deals with the knowledge of employees' performance development after training to facilitate the development of their skills and competencies as per the requirements of their functions. The study aimed to show the benefits of exercise and the extent to which trainees benefited. This used a checklist that addressed training indicators and performance development. The results of the analysis showed that there was a correlation between training programs and performance development. The researchers stressed that emphasis must be placed on training managers at all levels to improve individuals' skills in various areas.

The first topic: The theoretical side

Training & Development Concept

Organizations strive to equip their employees with the skills required for their future. It envisions "preparing individuals and developing their skills to perform the jobs assigned to them and helping them acquire a wealth of information and knowledge to provide them with new ways of carrying out their careers and to improve their skills in carrying out the jobs, which duties and responsibilities they have been assigned. Training is mainly about providing individuals with specific skills and expertise that will help improve their performance, or training helps individuals correct mistakes in their field and work.

Objectives of training and development programs

Training and development of employee organizational behavior aims to achieve many benefits, including:

1. To improve the performance level of employees by acquiring knowledge and new skills in the field
2. Its work is to increase employees' creativity and

introduce creative thinking so that they can adapt to their work and overcome the difficulties they face.

3. To cultivate and develop healthy attitudes of employees towards their appreciation, the value of work, and the related social impacts and consequences.
4. To track employees' practical and technical progress in their professional field and various fields of knowledge related to their work.
5. To improve the ability of employees to solve practical problems at work, both formally and in a university environment, in a scientific and applicable way.
6. To encourage employees with standards to take a critical attitude towards their practices.

Importance of training and development programs

Training programs and their development are critical in the work environment and positively impact individuals and organizations. Some Importance of Training Programs and Their Development

- **Improve Skills and Performance:** Training programs help develop and improve employees' technical and personal skills, enhancing their job performance.
- **Improve Employee Satisfaction:** Providing learning and development opportunities can increase employee satisfaction and help increase loyalty to the company.
- **Promote Innovation and Creativity:** Training programs can promote creative thinking and improve an individual's ability to find new solutions to challenges.
- **Increase Promotion Opportunities:** Developing skills and knowledge can increase employee promotion opportunities within an organization.
- **Improve Work Efficiency:** Training programs can increase work efficiency and reduce errors by teaching necessary skills.
- **Integration of Technology and Innovation:** Training programs help employees qualify to use new technologies and innovations in their work areas.
- **Improve Leadership and Management Capabilities:** Training programs can help develop leadership and management skills that contribute to achieving the organization's goals.
- **Promote a Culture of Continuous Learning:** Organizations are encouraged to offer training programs promoting continuous employee learning and development.
- **Improve Organizational Efficiency:** Training programs can positively impact an organization's overall performance and achievement of its goals.
- **Improved job flexibility:** Training programs can provide employees with the skills they need to respond to the changing challenges of the work environment effectively.

Dimensions of training and development programs

The dimensions can be represented as follows:

Training Methods

The methods used in training facilitate the understanding and assimilation of the subject matter and promote the necessary interaction: necessary attitudinal changes and the development of required training behaviors. The selection and implementation of appropriate training methods are essential for the success of the training process and the effective and efficient achievement of training objectives. There are many different training methods, and it is the responsibility of management to select the most effective methods for training employees. The development of training methods depends on the change in perspective and perception of training and the time and money invested in the training process. Before training, concepts were based on lectures and theoretical parts, as technical training was mainly scientific. Still, with the development of ideas and technology and the emergence of specialized educational centers, much research has been conducted on training methods.

Training Plan

After creating the training plan, the integration process starts with understanding the training requirements and developing the goals, information, skills, or behaviors relevant to the employees. Therefore, the content of the training program varies from location to location.

The training plan is developed in the following stages:

- a) Determination of the training program's goals by studying and identifying the training needs to break down these needs into training objectives that can be met and achieved in one or more training programs. Taking into account the organizational conditions and environment.
- b) Identification of training materials, as they are an integral part of the training process. The use of written materials or audio or video presentations in the implementation of training, as well as application exercises related to them, must match the training style

and the type of trainees. It must be linked to the planned training objectives.

- c) Selection of training materials, i.e., h. components that the trainer uses to achieve the objectives of the presentation of the training subject. These means range from simple means such as films, regulatory presentations, and videos to interactive means using modern technologies. These methods must be appropriate to the type of training participants and the content of the training materials.

The concept of organizational behavior of employees

Behavior is the product of everyday life experiences and beliefs, feelings, values, and relationships with others, considering how a person interacts with others. In summary, the cognitive behavior formed by people is also the result of a series of behaviors and social situations in addition to emotions, feelings, and sensations. Behavior is defined as the set of actions, values, and beliefs that guide us in dealing with people in various situations. Behavior is the cognitive component given by an individual in certain situations, and it entirely depends on emotions and feelings, which determine the behavior.

The second topic: the practical side

This investigation aims to learn what impact does training and development programs have on the behavior of employees at Tikrit University from the perspective of the institution's employees. The results are derived from the participants' feedbacks regarding the research instrument's findings.

Research Community

I am representing the learning community among the faculty and staff of Tikrit University.

Research Sample

The investigation was confined to a random sample of 200 employees from various universities. The composition of the study's sample is listed in Table 2.

Table 2: Information about the research participants

| # | Variable | Category | Repetition | % |
|---|----------------------|--------------------|------------|------|
| 1 | Sex | Male | 115 | 58% |
| | | Female | 85 | 43% |
| | | Total | 200 | 100% |
| 2 | age | Under 30 years old | 71 | 36% |
| | | 31 to 40 years old | 40 | 20% |
| | | 41 to 50 years old | 43 | 22% |
| | | More than 50 years | 46 | 23% |
| | | Total | 200 | 100% |
| 3 | Academic achievement | Bachelor | 105 | 53% |
| | | Higher Diploma | 47 | 24% |
| | | Master | 25 | 13% |
| | | Dr. | 23 | 12% |
| | | Total | 200 | 100% |

Stability of the study instrument

The tool's stability was evaluated by calculating the Cronbach's alpha coefficient. Table (2) indicates the degree of consistency of each axis and the number of associated items with each axis. It's crucial

to recognize that all of the Cronbach's alpha values are greater than or equal to (0.7), which indicates that the tool possesses stability and that the preparation, creation, and evaluation of the tool, as well as the research goals, are all legitimate.

Table 3: Validity coefficient for measuring the study tool

| Axis | Dimensions | Number of ferries | Validity coefficient |
|--------------------------------------|-------------------|-------------------|----------------------|
| Training & Development Programs | Training Methods | 5 | 0.782 |
| | Training Programs | 5 | 0.810 |
| | Training needs | 5 | 0.791 |
| Organizational behavior of employees | | 10 | 0.836 |
| Total paragraphs | | 25 | 0837 |

Research findings and discussion on the focus of training and development programs

Dimension (Training methods)

Table 4: Shows the arithmetic mean, standard deviation, and training methods.

| No. | Paragraphs | Mean | Standard deviation | Rank |
|--------------------|--|------|--------------------|------|
| 1 | The training methods used in training programs help improve the skills of employees. | 3.64 | 1.02 | 1 |
| 2 | The diversity of training methods (Such as workshops, lectures, and practical training) contributes to improving the employees' practical experience | 3.54 | 1.08 | 2 |
| 3 | The trainers' interaction during the training sessions enhances the understanding of the topics raised. | 3.20 | 1.34 | 5 |
| 4 | Using technology (Such as presentations and videos) in training programs increases learning effectiveness. | 3.28 | 1.24 | 3 |
| 5 | The means of training helped employees in applying the knowledge and skills acquired in daily work. | 3.24 | 1.14 | 4 |
| Arithmetic average | | 3.38 | 1.164 | |

Table (4) demonstrates that the average average of the three dimensions' means is 3.38, with a standard deviation of 1.164, and it indicates that the paragraph "The methods of training used in the training program enhanced the abilities of the workers" had the highest average of (3.64) with a standard deviation of (1.02), while the paragraph

"Interaction. During the training, the instructor increased the students' understanding of the topics he covered) and attained the lowest average of (3.20) with a standard deviation of (1.14).

Dimension (Training Programs)

Table 5: Shows the arithmetic averages and standard deviations. Training Programs

| No. | Paragraphs | Arithmetic mean | Standard deviation | Rank |
|----------------------------|---|-----------------|--------------------|------|
| 1 | The training programs offered are tailored to the professional needs of the employees | 3.26 | 1.24 | 5 |
| 2 | The content provided in the training programs is of high quality and great benefit. | 3.34 | 1.15 | 3 |
| 3 | The duration of the training programs is sufficient to cover the topics comprehensively | 3.44 | 1.47 | 2 |
| 4 | The employee receives adequate support from the trainers during the training programs. | 3.46 | 1.33 | 1 |
| 5 | Employees' knowledge and skills from training programs can be applied daily. | 3.31 | 1.29 | 4 |
| Arithmetic average average | | 3.362 | 1.20 | |

Table (5) shows that the average numerical average for dimension is low, with a standard deviation of (1.20) and an average of (3.36). He observed that trainers had a sufficient amount of support in the paragraph "Workers through the training program" that it attained the highest average of

(3.46) with a standard deviation of (1.33). Conversely, "Sales" has the lowest average numerical score of (3.26), with a standard deviation of (1.24).

Dimension (Training needs)

Table 6: Illustrates the average numbers and standard deviation. The demands of training

| No. | Paragraphs | Mean | Standard deviation | Rank |
|----------------------------|--|-------|--------------------|------|
| 1 | That precise training needs to relate to the employee's current skill. | 3.43 | 0.81 | 4 |
| 2 | Staff should be involved in the training needs identification process | 3.64 | 0.73 | 1 |
| 3 | The training needs assessment process is effective and helps improve the programs offered. | 3.38 | 0.64 | 5 |
| 4 | Developing skills is essential to success in the job | 3.58 | 0.67 | 2 |
| 5 | Skills development is essential to success and excellence in the career field, and investing in training is an investment in the future. | 3.51 | 0.75 | 3 |
| Arithmetic average average | | 3.508 | 0.72 | |

Table (6) shows that the dimension (Training requirements) has a mean of (3.508) and a standard deviation of (0.72). The results show that the paragraph "employees should participate in the process of identifying training requirements" had the highest average (3.64) with a standard deviation of (0.73), in contrast, the process of

identifying training requirements is beneficial and facilitates the improvement of educational programs had the lowest average (3.38) with a standard deviation of (0.64).

The second axis (Organizational behavior of employees)

Table 7: Illustrates the average number of employees and their standard deviation in regards to organizational behavior.

| No. | Paragraphs | Mean | Standard deviation | Rank |
|--------------------|---|------|--------------------|------|
| 1 | Total commitment to the tasks entrusted to achieve the objectives of the institution | 3.50 | 1.10 | 6 |
| 2 | Introduce new and innovative ideas to improve processes and tasks at work | 3.58 | 0.99 | 4 |
| 3 | Dealt well with work pressures and maintained good performance even under challenging circumstances. | 3.63 | 0.80 | 2 |
| 4 | Practical continuous work with the rest of the employees and work management improves the work environment. | 3.43 | 0.87 | 8 |
| 5 | Adhere to deadlines for handing over tasks and be careful not to delay work | 3.56 | 0.86 | 5 |
| 6 | Dealing with colleagues and customers professionally at all times | 3.45 | 0.70 | 7 |
| 7 | Make informed business decisions based on available information and sound analysis | 3.37 | 0.93 | 9 |
| 8 | Adapt to changes in the work environment and adapt to new conditions easily | 3.65 | 0.68 | 1 |
| 9 | Adhere to ethical values and principles in all aspects of work and always do the right thing. | 3.42 | 0.87 | 10 |
| 10 | Openness to learning and acquiring new skills, always striving to improve knowledge and ability | 3.61 | 0.81 | 3 |
| Arithmetic average | | 3.52 | 0.861 | |

Table (7) reveals Average arithmetic mean of the axis is (Organizational Behavior of Employees) is (3.52) with a standard deviation of (0.861). It shows that the paragraph "Adapts to changes in the work environment and adjusts to new conditions easily" achieved the greatest average of (3.65) with a standard deviation of (0.68). Conversely, the paragraph "Devotion to ethical values and principles in all aspects of employment and always doing the right thing"

had the lowest average of (3.42) with a standard deviation of (0.87).

Hypothesis testing

The first primary hypothesis: There is a statistically significant influence of training and development programs on organizational behavior at < 0.05 level of significance for employees in the firm.

Table 8: Shows the relationship between training and development programs and employees' organizational behavior.

| Organizational behavior of employees | | | | | | |
|--------------------------------------|-------------|------|--------|-------|-------|-------|
| Axis | Correlation | Beta | t-test | F | R | R2 |
| Training & Development Programs | 0.641** | 0.52 | 9.52 | 22.41 | 0.619 | 0.620 |
| Sig | | | 0.000 | 0.000 | | |

Table (8) indicates that the correlation coefficient (0.641**) is significant, and it indicates that there is an average positive association between training and development programs and employee behavior in the organization, the coefficient of determination (0.620) is associated with the finding that 62% of the variance in employee behavior can be explained by (training and development programs), which means there are additional factors that influence their behavior. The F value (22.41) has a significant degree of 0.000 (the degree is less than 0.05), which indicates that

training and development initiatives have a significant impact on the behavior of employees in the organization. The t-test of the simple regression model was significant (9.52), which implies a significant association between the two variables with a p-value of 0.000. The investigator considered the hypothesis to be significant.

The first sub-hypothesis: The effect of training methods on employee organizational behavior is statistically significant, with a significance level of less than (0.05).

Table 9: Illustrates the connection between training methods and employee conduct in organizations.

| Organizational behavior of employees | | | | | | |
|--------------------------------------|-------------|------|--------|--------|------|----------------|
| Dimension | Correlation | Beta | t-test | F-test | R | R ² |
| Training methods | .548** | .95 | 8.91 | 23.10 | .682 | 0.683 |
| Sig | | | 0.000 | 0.000 | | |

Table (9) shows that the correlation coefficient (0.548**) indicates an average positive association between training methods and employee conduct in the organization. The coefficient of determination (0.683) was estimated to be 43.8% of the variation in employee behavior that is attributable to (Training methods), which means that other factors have an effect on the behavior of employees. The F value (23.10) is significant at the 0.000 level, which is less than 0.05, which indicates that training methods have a significant impact on the behavior of employees in the organization. The t-test of the simple regression model was significant (8.91), which implies a significant association between the two variables with a probability of 0.000. The investigator considered the hypothesis to be significant.

statistically significant effect on employees' organizational behavior at a level less than (0.05).

Table 10: Illustrates the connection between training programs and employee conduct in the organization.

| Organizational behavior of employees | | | | | | |
|--------------------------------------|-------------|------|--------|--------|-------|----------------|
| Dimension | Correlation | Beta | t-test | F-test | R | R ² |
| Training Programs | 0.590** | 0.83 | 7.66 | 20.72 | 0.676 | 0.677 |
| Sig | | | 0.000 | 0.000 | | |

Table (10) demonstrates that the correlation coefficient (0.590**) is indicative of a typical positive association between the training program and the behavior of employees in organizations. The degree of determination was estimated to be (0.677), which means that the variance between the individual behavior of 67 7 employees can be

The second sub-hypothesis: Training programs have a

attributed to (The training program), which means that other factors influence the behavior of employees. The F value is (20.72), and the significance level is 0.000 (the level is less than 0.05), which indicates that the training program has a significant effect on the behavior of employees in the organization. The t-test of the simple regression model was significant (7.66), and also exhibited a significant association between the two variables, with a level of significance of 0.000. The researchers considered the hypothesis to be significant.

The third sub-hypothesis: The effect of training needs on employee organizational behavior is statistically significant, with a significance level of less than (0.05).

Table 11: Illustrates the connection between training requirements and employee conduct in the organization.

| Organizational behavior of employees | | | | | | |
|--------------------------------------|-------------|------|--------|--------|-------|-------|
| Dimension | Correlation | Beta | t-test | F-test | R | R2 |
| Training needs | 0.588** | 0.78 | 8.95 | 31.54 | 0.678 | 0.679 |
| Sig | | | 0.000 | 0.000 | | |

Table (11) indicates that the correlation coefficient (0.588**) is an average of 0.6 positive connections between training requirements and employee conduct in the organization. The coefficient of determination (0.679) was estimated to be 67.9% of the variance in employee behavior at work that can be attributed to (training needs plan), which means that other factors have an effect on employee behavior at work. The F value (31.54) has a p value of 0.000 (less than 0.05), which indicates that the training regimen has a significant impact on the behavior of employees in the organization. The t-test (8.95) of the simple regression model shows a significant association between the two variables with a p value of 0.000. The investigator considered the hypothesis to be significant.

Conclusions

1. Training and development programs significantly improve employee performance because training improves employees' skills and abilities to achieve organizational goals more effectively.
2. Research shows that employees who receive continuous training and development are more loyal to their company. Employees feel that the company's investment in their development reflects their appreciation and motivates them to stay in the work environment.
3. Training programs have been shown to promote collaboration and teamwork among employees, which improves relationships between colleagues and increases team effectiveness.
4. Training programs contribute to developing employees' leadership and management skills, allowing them to make better decisions and positively impact their team.
5. Employees who receive continuous training can better adapt to changes in their work environment, making dealing with new pressures and challenges more manageable.
6. Training can help employees think creatively and find innovative solutions, which can improve company processes and products.
7. Employees who receive training are more receptive to feedback and seek to improve their performance based

on the feedback they receive.

8. Research shows that training and development programs contribute to higher job satisfaction among employees because they feel valued and gain personal development within the organization.

Recommendations

1. Design a comprehensive training program that meets the needs of a diverse workforce, including technical and soft skills, to ensure comprehensive performance improvement.
2. Conduct regular assessments of employee training needs to ensure that the programs provided meet changes in the work environment and market requirements.
3. It is best to encourage employees to actively participate in training programs through incentives promoting cooperation and collective participation.
4. A learning environment that promotes continuous learning should be created by providing necessary resources such as libraries, online courses, and seminars.

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