An Analytical Study of Training at Governmental Institutions in the State of Kuwait: Theory and Practice

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Abstract
Most organizations are always concerned with developing their staff's skill in a way that suits their professional abilities and needs with their performance weakness. Actual and developing skills required to indicates the management gap, organization training which emerge through the analysis of various profitability and possibility. Aim of the research identifying the methods that used to analyze training of governmental organizations in the State of Kuwait which reduce material and moral wastage to achieve maximum profitability. Descriptive method throughout the developing a questionnaire able to achieve the research objective. Sample of 35 governmental organizations and jointly private organizations involved with research. Current result indicate that most organizations focus on overt factors in their analysis of training needs to acquire research objective. However, analytical of descriptive method used to preparing a questionnaire as achieved the objectives of the present research and the result indicate that training needs for poor performance skills of the employee, productivity, and quality. This research conclude that Kuwait organizations focus on the phenomena of training needs for assignment but not its causes that leads to the selection of inaccurate training programs. Kuwaiti organizations frequently used that theoretical methods for identifying the training which bring the success in those institutions. This research finally conclude that Kuwaiti organizations still work and act as if they were in the 1970s and 1980s.
Keywords: Training Needs, Governmental Institutions.

I.   Introduction

Organization impact depends on various perspective while training fixed for target goal. Training into the organization needs analysis for various inputs as part of a sub-system for training system which comprised of the quality of employee performance. Training appears clearly when deficiencies that lead to an inability to satisfactorily perform a task are identified in employee information or skills [1]. On the other hand, training need analysis as the stage of choosing training from the training system as a whole with the experiences that usually coverup for ineffective performance at work [2]. This also identified the difference between required training with the actual performance of individual training within organization. Beside of that strategic goals of individual organization help to achieved within the training budgets. Analysis demonstrated that any training activity carried out by the organization will be based on actual and accurate needs that directly impact the profits of the organization. Moreover, typical organizational training also needs the aims to build training policies which help to improve production quality throughout organization policies [3]. Training also develop the necessary skill for the employees which enable them independent workflow. Company or organization transform to learning culture among employees. Training results obviously being initiatives development as it become positive without any fad inside of organization.

II.   Literature Review

The statistical quantitative results were linked to how to expand the base of interpretations and conclusions to ensure the progress of the implementation process and the sustainability-based programs to achieve the training philosophy to ensure the flow of the organization's culture. Knowledge and skills need to acquire by identifying with their goals and objectives, those are very important for planning and helps individuals to move forwards (Al-Athari, 2015). Employees required to train eight knowledgeable contents like linguistic, logical, visual, social, rhythmic, kinetic, the intelligence of nature, and the intelligence of the self. Successful management overcoming employee frustrations for further enhancement operations. Typical successful management also shed light on the importance that holding a series of enlightening meetings to enhance the idea of optimal job behaviour.

In order to able to identify training courses and trainees, it's necessarily to define training needs periodically. The analysis of training needs consists of three parts: institutional, work, and individual analyses. Institutional analysis evaluates training that will be required based on specific organizational needs. Whereas organizations entering new industries or markets so, training need skills and knowledge that associated with the new environment, requirements for new management systems or workforce. Several analyses have done through particulars as below.

A. Work analysis

Work analysis identifies the skills, knowledge and abilities required for each job or group of jobs. This type of analysis may also include interviews with managers and employees, and analysis of previous on-the-job challenges that associate with performance.

B. Individual analysis

Individual analysis aims to identify individual training needs based on prior performance, experience, and weaknesses. This analysis is based on employee performance reviews, as well as through interviews and written surveys filled out by managers and employees. Such training aimed to teach parents of these groups to qualify them through evening study at local colleges instead of relying on any formal educational qualifications. Teacher initiative may consider for an opportunity to enhance skills and practices for achieving the status of a well-trained and qualified teacher. Some analysis on various research as briefly describe subsequently here with its result and gap.

C. Research based analysis

Research found from University of Wyoming regarding high-quality services in non-profit organizations for successful implementation based on strengthening administrative capabilities. This study suggested as lack of awareness of implementation strategies that hinder successful training programs [7]. The study also focused on eliminating the formal supervisory development process and increasing awareness of the goal of the training process.

Case study on quality derived from e-school and user satisfaction in Kenya as research suggest that user satisfaction does not contribute to the schools' success in terms of evaluation of variables [8]. Another research conducted on higher education sector in the period of 20 weeklong leadership development problem. This study suggests for the mission to training plan and development factors that affect leadership skills [9]. Training on Nigerian oil workers job performance found that how effected their ability to provide adequate services to the public, where oil production capacity decreased [10]. Recommendations and appropriate policies suggest that effective training and development improve skill and quality whereas after the training of employee data found that percentages (ka-2) to test the declared hypotheses for professional knowledge of standards as employee performances. Another study conducted on Saudi Arabia private sector where relationship improved in between policies and knowledge transfer. That study summarized along five categories on training improvements where tools, techniques need to train the trainees, supply and demand for the training program, management practices to support training of knowledge exchange and transfer of skills between trainees and trainers. The importance of training needs which must be defined as depend on the nature of work and individuals who are to be trained in the same field [5]. Therefore, training needs may include mastery of skills, knowledge, and attitudes. As such management has a role in identifying training needs based on employees' weaknesses and deficiencies. Thus, the process of identifying training needs is the result of joint efforts and cooperation between several parties (trainers, trainees, and functional managers). Training plans should encompass the design of the training program, adapting to the individual differences of the trainees, efficiencies, costs and location of training [6]. Training in Kuwait faces some difficulties, the most important of which are:

1. Training departments within ministries and the general administration do not find a clear path according to their legal and official links and dependencies.
2. Absence of training budgets and departments' decision-making autonomy.
3. Lack of coordination between departments and failure to benefit from experiences.
4. Lack of objectivity in establishing, monitoring and evaluation.
5. Attention to quantity without quality in training plans.
6. Vision ambiguity in some institutions.

As discussed above, the existing literature on the topic deals training needs from a theoretical, administrative, and actual point of view. It highlights training's importance in achieving desired objectives and controlling production quality, efficiency, profitability, and investment. A focus on technical training required and group training is highlighted. It is also important to conduct post-training evaluations on an ongoing basis as part of process of labor distribution, transportation, and advancement into leadership positions. Prior literature also emphasizes the importance of international consultations for group work that needs to use technologically

advanced electronic systems and distance education, and the importance of choosing the appropriate training for the quality of education, the trained group with trainer's competence for training program.

III.   Research Importance
Determining training needs is an important component of the training system. Therefore, training experts are interested in the process of identifying training needs and its tools, for the organization or job level. The advantages of job level analysis have several advantages, including:
1. Increasing employee engagement as they participate in describing their job duties.
2. Providing supervisors with the necessary skills to manage employee performance.
3. Achieving employee professional growth.

There are four popular models for the training evaluation process that related to the context of the topic [23]:
1. Kirkpatrick's style, which is widespread.
2. Tread Way Parker's style, in which the evaluation is divided into four groups.
3. The Bell System method, a new classification of results as discussed at a conference held by the American Association for Training and Development.
4. Cero's method, which is a general method for classifying evaluation types, suggested by Peter War, Michael Bird, and Neil Rack Ham.

Training needs mastery of skills, knowledge, and attitudes. Based on employees' weaknesses and deficiencies management set the role of training to identifying as requirement. Thus, the process of identifying training needs is the result of a joint efforts and cooperation between several parties (trainers, trainees, and functional managers). Training plans should encompass the design of the training program, adapting to the individual differences of the trainees, efficiencies, costs and location of training [24]. Training plan should be a continuous and permanent process due to the change in and variety of problems as conditional work. Training needs integrated research and analysis due to effective limited training budgets. This also identify strategic objectives that recognizing skills gap.

IV.   Research Problem Questions and Objectives
Many organizations fail to determine the target level of performance in advance since performance levels are often renewed informally and undocumented because they hold former employees' status. Most employees do not meet the standards performance requirements as considering of their absence [11]. Standards performance for each job and task measures the employee performance for training needs. Therefore, it is important for successful organizations to measures satisfaction and dissatisfaction level and it bring the necessary training needs. Organizations training and root caused symptoms to make distinguish between them that help to make decision for administrative system [12]. Studying training help as most important steps in improving performance and motivate employees to remain throughout highlighted of annual training plans.
Most difficult issues facing as training experts in terms of converting skills, knowledge, and trends throughout training programs. In this case, determine training needs and associated of collecting information like promotions, transportation, work records, new work policies, raising the level of performance, new products and planning for career progression could be the sources for that [11]. Training requirements and incorporated training lists may also define through analysing information which identifying and summarize the research problems.
1. What are the training needs indicators in government institutions in the State of Kuwait?
2. What are the most common training needs analysis methods used in government organizations in the State of Kuwait?
3. What are the factors that affect the success of the training program in government institutions in the State of Kuwait?
4. Are government institutions in the State of Kuwait interested in analysing the training needs programs on an ongoing basis?

As mention above problems identify that importance of this research as conducted in this study. The aim of the research also accesses to the extent in previous studies that supported and determine from the point of view in the government apparatus that link to following objectives as follows:
1. Identify the activities and methods used in the Kuwaiti government organizations to perform training needs analysis.
2. Reduce the material, time and effort inefficiencies in order to identify the most profitable methods for the organization through comprehensive, specialized and studied training.
3. Raise the level of performance, new products, future career planning, and self-evaluations.

4. Help decision-makers to change or amend administrative systems based on actual training needs of concern to workers, commensurate with their work environment.

The effective planning, design and implementation of training mainly depends on the effectiveness of identifying training needs, required type of training, trainees, required level of performance, and training objectives [4]. The study of the research looked at previous studies that related in the same field [13-22] and used them as a basis for the creation of the research questionnaire.

V.   Research Terms
In terms of training needs, organization need to know the address of shortage or deficiency. Overall training system depend on the testing and determination part. These phenomena of testing system usually identify due to ineffective work performance and find the different between the required performance and the actual performance [25].

Terms of the research for the training needs which is bounded with the lack, imperfection and neediness. These help to achieve the desire goal from failure of achievement. Skilled employee's performance fit in higher position for competencies with their duties which also depends on individual related knowledge, experience behaviours and attitudes [26]. In this study, researchers focus on the training needs practically for deficiencies in the performance of workers in the organization in which they work - for any reason, which must be included in future plans in the training programs that provided to trainee in order to improve, develop and raise the quality of performance and production. The process of determining training needs depends on technical, personal and behavioural skills. The user must also be familiar with statistical principles, work well in teams, constantly upgrade their knowledge, and display patience and integrity. Furthermore, the user should be professional at work, honest and loyal to the institution [27].

VI.   Research Procedures
Research procedures and development follow some identical analysis with due to its formulative calculation that find out clear picture of result. Throughout the method and statistical package tools (SPSS Vergien 19.0) program operations that hold frequencies (T) percentages, descending order of percentages for extent approval, three dimensional graphs to resent results. Moreover, training also needs some organizational, job and behavior analysis. The procedure of analytical research is briefly described as below.

D. Research tools
This research focused on the training needs of government institutions as attempted to evaluate the extent to which these organizations apply training principles as reviewed in previous discussion. The questionnaire included some items as the assessments of the importance analysis like training tools which is necessary for Kuwaiti governmental institutions and organizations.

E. Research sample
The sample included training and development department managers and directors from 48 Kuwaiti government and jointly owned organizations, which were identified using the Kuwaiti Ministry of Planning records. 48 questionnaires were distributed, and 35 responses were collected, representing a response rate of 73%. Figure 1 below demonstrates that most Kuwaiti government institutions are represented in the research sample. It is included 6 important sectors: (Left to Right) according to the activity sciences, service institutions, manufacturers, hotels and restaurants, transport and financing institutions, and construction companies.
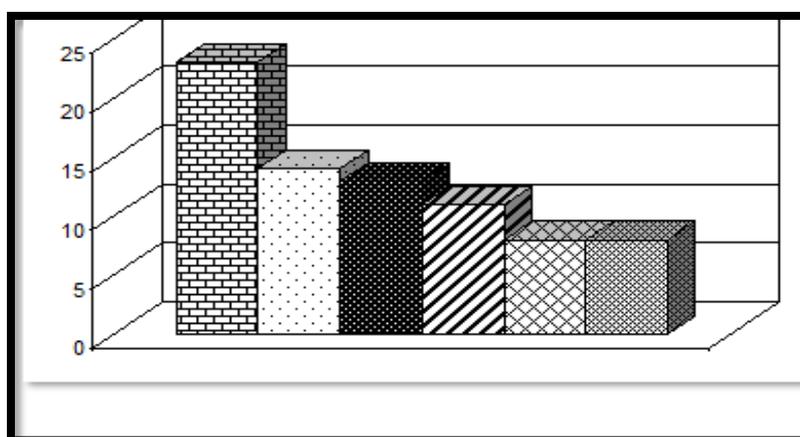

Figure 1: Distribution of the sample of six important sectors

F. Honesty and consistency

The questionnaire was designed and presented to some academic specialists in the field of educational administration, measurement, and evaluation. Then an exploratory study was conducted to evaluate how long it takes to answer the questions, estimate the ease of filling out the survey, the clarity of the language used, and the clarity of the instructions.

G. Research methodology

The descriptive analytical method was used in this analysis. Descriptive analytical research is considered one of the most appropriate research methodologies to describe phenomena qualitatively and quantitatively. Methodology of this research also based on the descriptive analytical approach that using a questionnaire as found the majority of organizations focus on training needs, and not necessarily on the factors of poor performance, which leads to the establishment of training programs that are not commensurate with the actual needs of the organizations.

H. Research participants

The sample includes directors of training and development departments and quality control centers in Kuwaiti government and jointly owned organizations.

I. Presentation and discussion

Few points as associated with some questions and answers have been discuss for training related development as subsequently provided in this section.

1)   What are the training needs indicators in government institutions in the State of Kuwait?

Table (1) as summarized the most important indicators for analysing training needs in government institutions. Study of this research identified 11 indicators and asked respondents to indicate the level of their agreement using a 3-point scale: small = 1, to some extent = 2, large = 3. Lack of existing skills of both trainers and trainees or poor performance. poor production was both in second place. The most detrimental practices identified are the employees of transfer frequency that among departments and two labour rotations.

Table 1: Training needs analysis indicators, arranged in descending order, according to respondent agreement.

Descending order by large extent of agreement	Indicators for training needs analysis	Large range	To some extent	Small range	Total
1	Using new working methods	100	0	0	100%
2	Lack of skills	92.5	7.5	0	100%
2*	Poor performance or poor production	92.5	7.5	0	100%
4	Lack of information	60	20	20	100%
5	Poor quality	40	55	5	100%
6	Customer dissatisfaction	12.5	57.5	30	100%
7	Low spirits	7.5	20	72.5	100%
8	High employee absence rate	7.5	17.5	75	100%
9	Lack of productivity	7.5	12.5	80	100%
10	Frequent transfer of employees among departments	0	25	75	100%
11	Two labor rotations	0	25	75	100%

2)   What are the most common training needs analysis methods used in government organizations in the State of Kuwait?

As summarized in Figure (2), that identified the following important conclusions:
1. Process analysis was identified as being most important.
2. Questionnaires and direct observations were the next most effective tools.
3. Tests and measurements of productivity were least effective.
4. It is observed that respondents require modern advanced methods such as analysis of processes, tests, and observations to measure productivity.
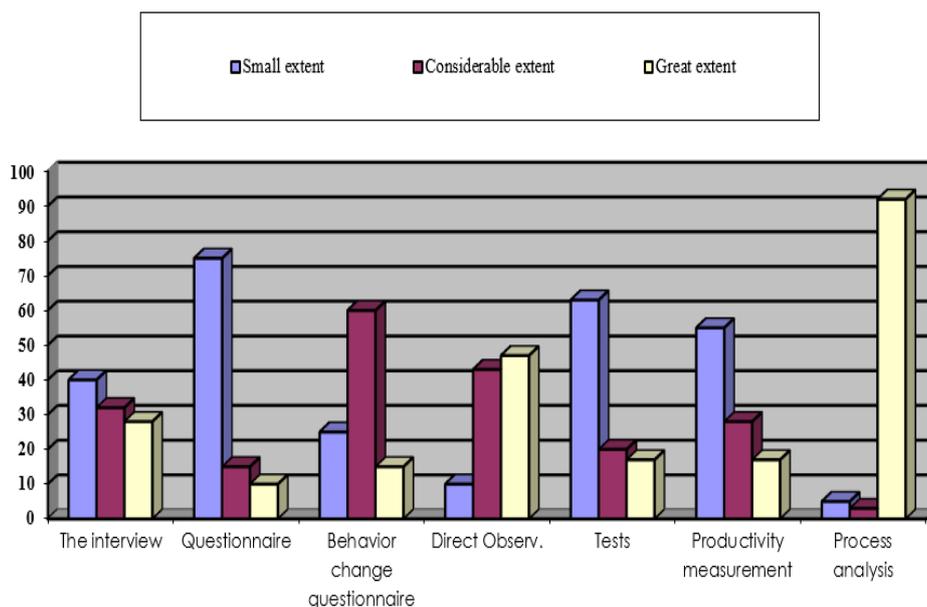5. These results are also consistent with prior literature outcomes.

Figure (2): Methods of Training Needs Analysis

3) What are the factors that affect the success of the training program in government institutions in the State of Kuwait?

Table (2) summarizes several success factors that were presented to the respondents, who were asked to indicate extent of each factor's importance and sensitivity to the success in their training programs. The aim of this part determines the elements that fit the Kuwaiti institutions in comparison with international institutions. The study showed that the most important factor for the success of the training program in Kuwaiti organizations is the presence of a distinguished trainer and a distinguished training program, followed by the necessity for employees to familiarize themselves with computer skills. Furthermore, 90% of respondents see the administration's support and commitment to training programs as a crucial factor. From the statistical analysis, it becomes clear that most of the factors that Kuwaiti organizations consider to contribute as the success of their training activities are consistent with the international factors identified in the seventies and eighties: new trainers, a good training program, computer skills and management support, and training environment (John, 1984).

Table (2): Training program success factors in government institutions, arranged in descending order by level of respondent agreement.

Descending order by respondent agreement	Governing factors for training success	Percentages of answer range			
		Agree	To some extent	Do not Agree	Total %
1	Excellent coach	100	2	0	100%
2	Excellent training program	100	0	0	100%
3	Computer skills of employees	97	4	3	100%
4	The training system	92	5	3	100%
5	Support and commitment of senior management to training	90	6	0	100%
6	Appropriate training systems	62	7	3	100%
7	Organization culture	47	8	28	100%
8	Measurable outputs	35	9	25	100%
9	Change in the behaviour of trainees	30	10	25	100%

The remainder of the factors, organizational culture, revenue measurement, and the training system, date back to the 1990s (Miles, 1998). This demonstrates that Kuwaiti organizations are converging towards international practices, adopting global developments in training systems. It is also likely that Kuwaiti organizations will affect global training methods since Kuwait is an open country which sends the majority of

Kuwaiti government employees for international training, especially to the UK and the USA. Therefore, these trainees are exposed to new and advanced training methods and modern trends in training. And finally, findings reach as consistent with prior research as found in the next question.

4)   What are government institutions in the State of Kuwait interested in analyzing the training needs programs on an ongoing basis?
The survey findings for this question as summarized in Figure (3) below. The results indicate that the extent of continuity of training needs analysis in government institutions is satisfactory, and these institutions carry out analysis and evaluation of the training needs on an ongoing basis.
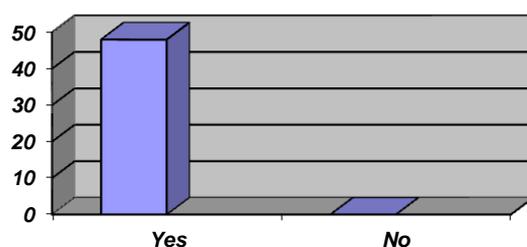

Figure (3) Continuous Training Needs Assessment

Though these results are consistent with the majority of prior research, they contradict the Al Ali's findings (1998), which indicated that, in a sample of 500 trainees from government institutions, 80% of institutions do not carry out any kind of studies to analyse training needs. It is noticeable that the majority of those responsible for development and training in Kuwaiti institutions do not recognize the importance of training needs.

VII.   Results
Training needs analysis as determine by organizational individual's that associated with knowledge, skills, and trends. Trainers play multiple roles: teacher, mentor, work facilitator, consultant, expert, change agent, rectifier, author, designer of distance education programs, conference organizer, and innovator. The research sample included 35 government and jointly owned organizations (governmental and private sector) in the State of Kuwait. The most indicative results of the analysis are related to new work tools, and the lack of performance, productivity, and quality. The most widely used method for determining training needs in Kuwaiti organizations is the method of task or job analysis, followed by direct observation during work. The research also shows that most important success factors governing training programs in Kuwaiti institutions are a good trainer, followed by a good training program, then the skills of employees in using computers, and management support for the training system. It also concluded that Kuwaiti organizations are still in the era of the seventies and eighties.

VIII.   Conclusion and Recommendations
This research conclude with the Kuwaiti organizations as focus on determining the training need, which in turn is reflected in the selection of imprecise training programs. Aim of this research identify and understand the methods as used in analysing training needs in Kuwaiti government organizations, specifically to reduce material and moral waste that achieve highest profits for the institution. Analysing training needs allows for the development of specialized education, training targeted to work functions, and identify programs that fit organizational objectives. Based on this some recommendation as stated follows.
1. Encouraging and taking the standard control quality exchange of training experiences for the Arabian Gulf region, Arab and international levels by observing proper evaluation.
2. Organizing periodic training courses for employees according to years of experience, academic qualifications and job titles that contain seminars, conferences, and workshops in favour of technological change.
3. More training needs in higher education for leaders and program coordinators for their effectiveness in developing leadership skills, and self-esteem in administrative situations as encounter.

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