

# **The Impact of a Computer Training Program on the Ministry of Education and Higher Education Staff to Improve Computer Skills and Productive Performances**

**Mohamed S. AbuShugair**

Curriculum and Educational Technology Department, College of Education  
Islamic University, Gaza, Palestine

**Magdy Aqel**

Curriculum and Educational Technology Department, College of Education  
Islamic University, Gaza, Palestine

**Ali. H. Abuseada**

Curriculum and Educational Technology Department, College of  
Education  
Islamic University, Gaza, Palestine

DOI: 10.6007/IJARBSS/v5-i6/1697 URL: <http://dx.doi.org/10.6007/IJARBSS/v5-i6/1697>

## **Abstract**

The current study aims at identifying the impact of the training program (International Computer Driving Licence, CDL), which is used to improve skills and productivity performances, on the of Education and Higher Education Ministry staff, the sample consisted of 216 school head teachers and head teachers assistant in east and west directorates in Gaza city.

The researchers applied the two study tools, which were the computer skills questionnaire, and training impact measuring questionnaire, to in the staff workplaces, the results have shown the statistically significant differences at level ( $\alpha = 0.01$ ) for of the post application,

That means, the training program has positive and good effect on computer skills enhancement.

Moreover, the results also indicate that the staff average of the acquired skills and experiences was higher than the needed percent competence required (80%). The study recommended to work on the different training programmer for the Ministry staff as well as identifying the training needs for each one.

**Key words:** computer training, computer skills, productive performances.

## **Introduction**

Training is considered one of the important means that used for individual performance enhancement. New knowledge and skills are obtained through it, as well as some attitudes and behaviours that enable him/her to upgrade his/her working efficiency, which leads to the best outcome. The organization targets achievement is the main goal

All people, inside and outside the institutional framework, are in need of training. New staff are also in need of it, initially, for a better performance during their duties acting, in addition to those ones who are at the head of their work for more being skillful. Furthermore, training is an important phase for their skills' insufficiency treatment besides supporting them with new skills that pace with the modern worldwide technology and progress. (Allaqi,2007, p.325).

At present, training becomes a successful investment in human factors. It is considered one of the most important main ways of suitable human resources formation in terms of quantity and quality as equal. Training works on providing staff with necessary executive-technical information and skills for their effective and efficient work. In general, such an aspect, training will affect the organization itself positively. (Al-Sharah, Al-Tarawnah, 2008).

Training is considered a means for improvement, increasing skills, achieving efficiency and acquiring new skills in all organizations. (Paretti, 1994).

The importance of training, individually and organizationally, is remarkable in many elements, such as: developing the individual skills and abilities as well as building their efficiencies (Hussein, 1999), as well as helping individual adapt with working variables and achieving the effectiveness in all workers' performance through good use for working tools, developing groups' working and decreasing working incidents (Claude, 1995) and helping improving the individual productive efficiency, providing organizations with well-prepared needed human force for posts and preparing staff for abnormal works through working on developing the scientific and skillful abilities so as to use the best for new techniques (Formation, 1995)

Governmental and private sector's organizations seek to invest in training why it is considered a means for upgrading the staff' abilities that affect the organization achievement and competition. Training becomes important and continuous due to rapid variables and the international competition. For this reason, the need for the organization adaptation with such variables becomes so urgent. Labor market requirements and developments taking place, nowadays, owing to these variables imposed on training system to raise the ceiling of the challenge and the adoption of the outstanding training logo to achieve quality output. There is a need to be sure training activities themselves are so effective to be linked to performance measurement that helps the organization achieve its goals. Measuring the return from the training or assessing the impact of training represents one of the themes that have emerged in the field of human resources development, in the past years, so as to ensure the quality of production and output (Naser, Ilham, 2001).

This study aims at measuring the effect of the computer training program (ICDL) on the Education Ministry staff' skills as well as its effect on the performance and production in their work in different posts and titles: teachers, head teachers or administrative ones.

## **The Study Framework:**

### **The Study Problem**

Training is one of these educational activities that are so essential to the Education and Higher Education Ministry for its staff acquire the necessary knowledge and skills that are needed to act and do their missions effectively. Staff training has been assigned to the Educational Institution for Training and Qualifying (EITQ) which performs courses in different fields: humanitarian, languages and computer. ICDL is one of the most important computer courses that are held under (EITQ) piloting. This course is the theme of this study because (EITQ) has designed a training programme in computer and measured the effect of having such a programme on the Ministry staff' performance, production and efficiency in the field work. The problem has been successfully defined through the following questions:

- 1- What computer skills, that belong to Education Ministry Staff, need to be improved?
- 2- What productive executions, that belong to Education Ministry Staff, are needed to be improved?
- 3- What is the general view of the training programme in computer use?
- 4- What effect does the training programme have on computer skills and productive executions in the Education Staff' working?

### **The Study Hypotheses:**

1. There is a statistically significant difference between the average grades staff in computer skills before and after the training program for the post application.
2. There is a statistically significant difference between the average grades in staff productivity performances before and after the training program for the post application.

### **Objectives of the Study:**

The present study aims to:

1. Identify a list of computer skills to be improved with the Ministry of Education and Higher Education staff.
2. Identify the extent of improvement in the computer skills of the participants in the training program.
3. Identify the extent of improvement in the performance and productivity of the participants in the training program.

### **Importance of The Study.**

The importance of current study is as follows:

1. Give a feedback to the Ministry of Education and a clear picture of the conduct of training and the obstacles facing them, as well as the extent to which the training objectives that have been planned in advance.
2. Identification of the strengths points of the training and promote it, identify weaknesses points and treatment, in addition to determine applied aspects which are participants needed and thus focus on.
3. This study provides a research tool, and the results could help researchers in similar studies.

## **The Limitations of the Study:**

The study was confined to the limits of head teachers and head teacher's assistant in east and west Gaza directorate, under the Ministry of Education and Higher Education, in addition to the participated in the training program entitled Computer Driving License, The training program was carried out at the Educational Institution for Training and Qualifying (EITQ), under the Ministry of Education and Higher Education.

## **The Study Terms**

### **1. Training Programme**

Is a set of activities organized, planned and ongoing efforts to provide staff of the Ministry of Education and Higher Education the skills in dealing with the computer and the internet, in order to improvement and development to change their behaviours and performance in a positive way.

### **2. Performance and Productivity**

It is the indicator shows the ability of Ministry of Education and Higher Education staff who received the training program to achieve a certain level of output in their field, compared to the inputs that have been invested for the purpose, and was measured by special paragraphs.

### **3. Computer Skills**

Is the ability of Ministry of Education and Higher Education staff who received the training program, on the performance skills and procedures in the computer (Word, spreadsheet, presentations, Internet and e-mail), measured through the test has been prepared for it.

## **The Theoretical Framework and Literature**

### **The Concept of Training**

Many researches introduced the concept of training from different point of views, but at the end, all of them agreed on its role in rising the efficiency of staff and the institution.

Hiqi (2004: p.98) state that training " is an action or activity of human resources management activity, which works in determination the needs of staff in all organizational levels for

460

development and qualification in the light of the existing strength and weakness points in their behaviors and during the work".

Abed Albaqi (2000, P. 233) defined the training " planned activity aims to provide individuals with a wealth of information and skills which lead to an increasing of the individual performance rates in the work".

While, Aukaili (1996, P.233) state that the "training is a planned process uses method and tools in order to create and improve the individual skills and abilities, as well as expanding and enrich his/her knowledge for an effective performance by learning and rising his effective level of efficiency, hence, rising the efficiency of the institution where he works in a group work".

The importance of training and its advantages:

The importance of training in the three main aspects:

1. An increasing of the productivity and organizational performance, through clarity of the objectives, streaming of the work, developing their skills to achieve the desired goals and contributing to link staff objectives with those of institution.

2. Contributing to create internal and external positive trends towards the institution, as well as contributing of opening up the institution to the outside community, in order to develop their programs, abilities and renewal the needed information to formulate the objectives and implement the policies.

3. lead to the clarification of the general policy of the institution, developing a leadership styles, rationing of the administrative decisions and building an effective base for internal communication. (Hussein and Ali, 2003, P.109)

Abu Bakr (2004, P.2) mention that the training is considered one of the basic doorways to develop the institution's abilities to achieve the competitive advantages, as well as by preparing the qualified staff, and able to bear the burdens and strategic responsibilities in order to achieve this advantages.

Training as an input for continuous education lead to:

- Amendment the values and attitudes that have to adjust in accordance with value system.
- Enhancement the existing values and attitudes of staff which may be similar to prevailing values in the institution (Abidat,12,2003).

The institutions that don't give interest to the training or those which don't have continuous improvement to the training program, it will be in a dilemma, due to the numerous changes that occurred in the work environment, this changes require reconsideration with skillful and cognitive structure and human resources abilities to fit the new environmental requirements (Alzaid,4:2009).

Training may have positive or negative impact or may have no impact (Al-Bishi,2009) so it is necessary to measure the impact and evaluate the training process through the suitable

procedures, whereas the evaluation is a comprehensive and continuous process, and it includes the rectification of training objectives, its content, time, place, methods and the occupied educational materials.

(Al-khuzami 1999) defined the evaluation as an administrative process to judge the extent of progress of employee compared to the duties and behaviors after complete the training program in a specific period, not more than one year. As a result of this evaluation, a report for employee included the legal and administrative impacts. The evaluation included the trainees performance before, during and after of the training program, in order to recognize the advantages and disadvantages points of training program in performance after the end of the various training stages, in addition to recognizing the required technical and human resources inputs to improve the performance level and the staff training needs.

Bashat (292:1978) pointed out that the evaluation of training aims to measure the impact that training effects on the trainees, and to determine the amount of trainees advantages that they obtained from the training process, knowledge, skills and the behavioral changes they have.

The objectives of the training impact measuring:

- Identify what have been implemented from the training plan and what objectives are achieved.
- Measuring the effectiveness of the training program and teaching methods and its role to fulfill the training needs.
- Estimating the trainee efficiency and achievement of the training objectives.
- declare strengthen and weakness points in the training in order to rectify the weakness and enhancing the strength.
- Recognizing the occurred changes in trainee skills and performance.  
(Hemdan,1990:199-198)

The importance of evaluating training's impact:

- |  |   |
|--|---|
| - Improvement the performance.   | -Improvement the productive.                |
| -Behavior changing.  | -Lessening the training costs and duration. |
| -Competition.  | -Excellence.                                |
| -Increasing the number of beneficiaries and gain their satisfaction. (Alnaser,2011). |   |

Evaluation divided according to the training impact into five types:

1. Evaluation of the Head: one of the most important axis of work achievement, this evaluation aims to judge to how extent this head is an effective in following up his/her subordinates in order to achieve organization's objectives and his opinion about the trainer performance after the training.
2. evaluation of the subordinate: It focuses on the subordinate as one of work achievementthemes, it aims to judge how far the training program objectives in the performance of this employee are achieved and its impact on his/her mental, skillful, emotional level from the view point of the subordinate.

3. Evaluation from the view point of the subordinator: aims to diagnose and treat all elements and aspects of the work, from the action plan to its implementation phase in the organizations as a result of training.
4. Evaluation the tools in the work: this aims to judge on the quality and efficiency of the material elements that related to the work as training impact such as equipment, machines.
5. Evaluation of the training environment: aims to determine to how far the work environment-building, utilities, equipment, and furniture- is suitable, to helping the staff to complete the work.

Many studies referred to the importance and the impact of training during the in-service. Mohammed& Fattah (2011) study aimed to identify the training's impact in the development of staff performance, in order to contribute in developing their abilities and skills in a manner consistent with their job needs, the finding showed, there were a relation between the training programs and performance development, also it showed the necessity of interest in train all administrative levels, in order to increase individual skills in all areas.

A study of Al-Najjar (2011), aimed to identify the reality of training programs in its different areas, and its relation with job performance to the Education and Higher Education Ministry staff in Hebron- Palestine governorate, the researcher depended on the descriptive approach and used the questionnaire as a tool for data collection, the sample was 368 staff(male &female). The finding indicated that there were differences in the training program from the view point of staff, due to gender, job tittle, specialization, directorate, age, years of experience and qualifications. Moreover, positive relation among staff responses about the reality of training program and job performance.

A study of (Al Rabia',2007) aimed to find out the impact of training on the institution productivity, a study case of Sonelgaz institution focused on the requirements of training system and its various stages, as well as studying its impact on the individual productivity in the institution. The finding showed the great importance of the development of the human resources through training and its impact in improvement of the quality, achieving competition and increasing the profitability of the institution, this will achieve by adopting the policies and strategies which allow to improve its human resources and improving its performance.

A study of (Al-Aazmi,2007) aimed to evaluate the efficiency of administrative training program in the Ministry of Public Works of Kuwait from the viewpoints of trainees, the sample was 107 trainees, the finding showed differences in trainees trends about the effectiveness of training program, due to age, administrative level, experience and qualification, the reaction of trainees were positive after completion the training program, and show the good and useful training impact.

In another study conducted by (Al-Rifa'I,2000), aimed to determine the extent of the occurred changes on behavior and performance of the beneficiaries trainees from in-service training and their different job status. This study reached to the significant impact of training on performance

In the same context, the study conducted by (Al-Khatib,1996) aimed to identify the effectiveness of the in-service training program of first class math teachers at secondary

schools in improvement their classroom teaching practice, the sample was consisted of 20 teachers from directorate of education in BaniKanana district in Jordan. Study's finding showed improvement of classroom teaching performance of teachers who joined the training program. From the foregoing, it's clear that training as an activity and a major task of the contemporary institution functions seeks to improve the staff performance in the institution, in addition to give staff the necessary and the required skills which enable them to cope the different changing in the internal and external environment, whereas the training's strategy should have to concentrate on the analysis of strengths and weakness points in the currently behavior and performance of the staff, and to determine the necessary training's need and then put the effective training programs, in order to have an expected behavior and performance contributing in improvement staff performance professionally and effectively. Consequently, this lead to make technical changings on the ways and methods of work, and the high efficiency of staff in their performance due to of the new scientific and technical skills they have agreeing with various changing and development in the external environment of the institution.

## **The Study Procedures**

### **Research Methodology:**

Researchers use the experimental method in this study to measure the impact of the training program on development dealing with the computer skills of the trainees in the four programs (Word, Excel, PowerPoint, Internet).

### **The study population and sample size**

The study population consisted of all teachers and head teachers and head teachers assistant, working in the Ministry of Education and Higher Education. The sample for the study consisted of 216 participants from head teachers and head teacher's assistant in the west and east of Gaza directorates.

### **The Study Design**

The study relied on experimental design per one set, where the target sample subjected to a training computer program. After the trainees completion the program and pass the program test, the trainees back to their work. Then, after a period of time it was apply the study instrument to measuring the training impact on computer skills and performance and productivity.

### **The Study Variables**

The independent variable: The training program.

The dependent variables: Computer skills, Performance and productivity.

### **The Training Program:**

Computer training is from the important programs in the Ministry of Education and Higher Education to improve the performance of the staff, especially in the administrative aspects, where the current training program focused on it.

Computer Driving License have been selected as standard certification of the concepts and basic skills required in administrative work, which was adopted from the certificate "International Computer Driving License" (CDL Foundation, 2007), with some modifications to suit the work needs in the Ministry of Education, it has included the following training topics:

- Basic Concepts of Information technology
- Using The Computer and Managing Files
- Microsoft Word
- Microsoft Excel
- Microsoft Access
- Microsoft PowerPoint
- Information & Communication

The participants were divided into two groups according to their job category, a group of head teachers and other for head teachers assistant, both groups were trained on computer skills of 50 hours of training, the training program spread to 25 meeting, and the time period was 10 weeks, participants takes enough time for practical training in computer skills, At the end of the training program, the participants underwent a final exam to measure the possession of specific computer skills.

## **Prepare a List of Computer Skills**

Researchers depend on the following sources to prepare list of computer skills:

- Viewing educational literature topics related to the current study.
- Take advantage of the educational studies and researches related to the current study.
- The practical experience of the researchers in the study field.

The researchers chose four main skills of the training program themes, to work on improving the performance of staff, and were as follows (word processing, spreadsheets, presentations, Internet and e-mail)

A set of sub-skills was emanated from each main skill, where the list initially included 18 sub-skill of the most important sub-skills that can be included under the main skills.

## **Control of the List**

The list offered to on a group of arbitrators and experts to express an opinion and observations, and in the light of this, it has been reworked some paragraphs, by deleting and adding other paragraphs, the list in its final form become containing the (16) items distributed in four dimensions, which are as follows:

### Word processing using Microsoft Word

- Data entry and printing.
- Formatting (font, paragraph).
- Scheduling tables and signs.
- Mail Merge.

#### Electronic tables using Microsoft Excel

- Data entry (numbers-history-texts - ...).
- The formats for each type of data.
- Calculation formulas and functions.
- Graphic charts.

#### Presentations using Microsoft PowerPoint

- Dealing with slides (Add-delete-rearrangement).
- Add the items by the slice (Text-Table- Photos.)
- Dealing with animation in PowerPoint.
- Slide show control.

#### Internet and e-mail

- Dealing with Internet browsers.
- The mechanism to deal with the favorite.
- Search for information in the Internet.
- Dealing with internal e-mail and mail.

By preparing the list, it has been answer of the first question of the study.

## **The Study Tools**

### **Computer Skills Evaluation Card**

The researchers adopted the list of computer skills as a base for making the scale, and it has been prepared through the following steps:

- Identifying the main themes for computer skills.
- Word Skills.
- Excel Skills.
- Power Point Skills.
- Internet & E-mail Skills.

Change skills items to others start with present verb to be observed and measured behaviourally.

Each item has been given a weight that is listed according to the three-handed graded (extremely appeared – quite appeared – slightly appeared). "Extremely appeared" has got grade 3, "Quite Appeared" has got grade 2 and "Slightly appeared" has got grade 1.

## **A. Scale Validity**

### A.1 Trustees Validity

The scale has been judged by a group of experts and trustees to give their notes and recommendations. Some modifications have been taken place on some of the (20) items according to these recommendations and notes, by the researchers themselves, to be at the end (16) ones.

#### A.1.1 Internal Consistency Validity

Internal Consistency Validity (ICV) is the harmony, that takes place among items, during the individual performance (Abo-Libdah,1982, P.72). What means, all the scale items take a part in measuring an individual characteristic. The (ICV) has been measured through finding the correlation coefficient for each centre, of the scale validity itself, according the scale items in general. The table below shows that:

Table 1

The correlation coefficients for each item of the scale according to the total mark

Main Skills	Sub-Skills	The correlation coefficient
<b>Word Skills</b>	Entry and print the data	.808(**)
	Assort lines and paragraphs	.823(**)
	Identify tabs and tables	.824(**)
	Mail Merge	.754(**)
<b>Excel Skills</b>	Entry data (number – date – text)	.833(**)
	Assort the data of each input	.844(**)
	Write computational functions formula	.777(**)
	Draw Charts	.780(**)
<b>PowerPoint Skills</b>	Deal with slides (adding – removing – re-arranging)	.809(**)
	Add elements to the slides (text – table – image)	.821(**)
	Deal with Power Point motion regulations	.782(**)
	Control the slideshow	.802(**)
<b>The Internet &amp; E-mailing Skills</b>	Deal with the Internet Browsers	.734(**)
	Deal with favourites mechanisms	.699(**)
	Search for information	.700(**)
	Deal with e-mails	.710(**)

The table shows that all the scale fields are a cursor at a level of ( $\alpha = 0.01$ ). that means that the scale is trustful, coverage and applicable.

## B. Scale Reliability

The reliability means giving approximately, the same criterion for all results when the scale will be applied on the same group of individuals, (Odah,1998). The scale reliability has been measured via Alpha coefficient through using statistical packages (SPSS) program. The value of Alpha coefficient was (0.95) and it is higher than the neutral value (0.52) which indicates the scale is high-steadily and applied easily.

## Performance & Productivity

There are some resources were used to prepare the scale of performance and productivity:

- Going through the educational literature and subjects related to the study theme.
- Taking benefits of the educational studies and research on training programs and their impact.

Accordingly, researchers have identified an 8-theme set that are relevant to performance and productivity as follows:

- 1- Overall Performance.
- 2- Time Exploitation.
- 3- Increasing Productivity.
- 4- Innovation.
- 5- Decision making.
- 6- Solving problems.
- 7- Increasing the experience and decreasing the expenses.
- 8- Increasing information and skills and applied accurately.

## A. Scale Validity

### A.1 Trustees Validity

The scale has been judged by a group of experts and trustees to give their notes and recommendations. Some modifications have been taken place on the items according to these recommendations and notes, by the researchers themselves, to be at the end (8) ones.

### A.2 Internal Consistency Validity

Internal Consistency Validity (ICV) has been measured through finding the correlation coefficient for each centre, of the scale validity itself, according the scale items in general. The table below shows that:

Table 2

The correlation coefficients for each item of the scale according to the total mark

No.	Sub-Skills	The correlation coefficient
1	Overall Performance	**0.67
2	Time Exploitation	**0.7
3	Increasing Productivity	**0.66
4	Innovation	**0.65
5	Decision making	**0.75
6	Solving problems	**0.76
7	Increasing the experience and decreasing the expenses	**0.75
8	Increasing information and skills and applied accurately	**0.77

The table shows that all the scale fields are a cursor at a level of ( $\alpha = 0.01$ ). that means that the scale is trustful, coverage and applicable.

## B. Scale Reliability

The scale reliability has been measured via Alpha coefficient through using statistical packages (SPSS) program. The value of Alpha coefficient was (0.86) and it is higher than the neutral value (0.52) which indicates the scale is high-steadily and applied easily.

### The Study Plan

There are some steps have been followed, by the researchers, so as to apply this study as follows:

#### The First Phase:

Preparing the theoretical part of the study by going through the educational literature and some old researches related to the study itself as well as seeking experts' consultancy and some other fields' researchers.

Going over some old studies that have been carried out on training programmes and computer skills.

#### The Second Phase:

Preparing the 18-item scale in its first edition to be judged and evaluated by some experts and trustees for recommendations to have a final one. Including and excluding some items according to these recommendations as well. The final edition consists of 16 items.

## **The Third Phase:**

- Applying study tool (Assessment Questionnaire) on the study sample (216) of head teachers and head teachers assistant in the government schools relate to the Ministry of Education and Higher Education.
- Applying the questionnaire of training impact measurement in their workplaces after a period of training program.

## **The Fourth Phase:**

- 1- Assessing the trainees performance after the end of training program.
- 2- Converting the assessment into quantity grades on the assessment questionnaire.
- 3- Processing the finding statistically, analysis and explain it.

## **Study Findings and its Explanations**

### **Findings Relates to The First Hypothesis:**

The first hypothesis states "there is a statistically significant difference among staff degrees in computer skills before and after the training program for the post application", to make sure of hypothesis, (T) test have been implemented on the correlated samples, the following table shows the results.

**Table 3**  
T-Test of correlated samples in computer skills

The skill	Application	The arithmetic average	Number	The standard deviation	T	Sig.
Word	Before	8.3	218	2.7	15.7	0.01
	After	10.8	218	1.5		
Excel	Before	7.6	217	2.8	16.6	0.01
	After	10.7	217	1.7		
PowerPoint	Before	7.7	218	3.1	16.4	0.01
	After	11.1	218	1.7		
Internet	Before	9.6	217	2.6	9.9	0.01
	After	11.2	217	1.7		
Total	Before	33.3	218	9.6	17.6	0.01
	After	43.9	218	5.4		

The previous table shows that all skill's mean after training program are higher than before training with statistically significant differences at level ( $\alpha=0.01$ ) for the post application, which indicates a positive impact of training program on development of computer skills.

### **Findings relates to The Second Hypothesis:**

The second hypothesis states "There is a statistically significant difference among staff grades in productivity performances before and after the training program for the post application.", to make sure of hypothesis, (T) test a have been implemented on the correlated samples, the following table shows the results.

**Table (4)**  
T-Test of correlated samples in Productivity of performances

<b>No.</b>	<b>Experience and skills gained from the training</b>	<b>Not changed</b>		<b>Improved slightly</b>		<b>Greatly improved</b>	
		<b>No.</b>	<b>Ratio %</b>	<b>No.</b>	<b>Ratio %</b>	<b>No.</b>	<b>Ratio %</b>
<b>1.</b>	Overall performance	0	%0	32	%29.6	76	<b>%70.4</b>
<b>2.</b>	Exploiting time	2	%1.9	31	%28	75	<b>%69.4</b>
<b>3.</b>	The increase in production	1	%0.9	39	36.1%	68	<b>%63</b>
<b>4.</b>	Ability to innovate	4	%3.7	50	%46.7	53	<b>%49.5</b>
<b>5.</b>	Ability to make decisions	5	%4.6	31	%28.7	72	<b>%66.7</b>
<b>6.</b>	Ability to solve problems	4	%3.7	32	%29.6	72	<b>%66.7</b>
<b>7.</b>	Increase experience and reduce work expenses	2	%1.9	39	%36.1	67	<b>%62</b>
<b>8.</b>	Increase the information,	0	%0	32	%29.9	75	<b>%70.1</b>

---

**skills and accuracy  
accomplished**

---

The previous table shows that most trainees had great improvement in the skills and experiences, mostly increased more than(%60) and when making T-Test for one sample and comparing the grades mean with the mastery degree (80%), the results also shows there is statistically significant at ( $\alpha=0.01$ ) level significance, value of (T) came to(6.6) for of trainees, which indicates that the skills and experiences mean of trainees is increased than the required mastery degree which is(%80).

The previous finding clearly shows the effectiveness and impact of training program on the computer, the participants, nowadays, have the computer skills perfectly in(Word, Excel, PowerPoint, Internet and Email), this impact has been retaining after the end of the training program, and this is due to the clear desire of head teachers and head teachers assistant in learning computer skills, in addition to the practical practice of the learned skills during and after the course, as well as using it in their administrative work which positively reflected on their profession and capability, these skills leading to the positive impact in productivity and performances.

The widely spreading of computer particularly in the uses of governmental work, and the greatly rely on computer to complete many administrative task. All that led the participants to learn and to make use of training, where the head teachers have to do many computerized administrative tasks by themselves. On the other hand, it is no longer acceptable the staff in an important administrative position doesn't use the computer well. Hence, the private desire and the internal motivation of the participant were an important factors in the positive impact of training and retention of even after the end training process.

The finding shows that, most trainees had great improvement in the learned skills and experiences in the productivity performances, mostly increased over (%60).This reflects the importance and the positive impact of computer in various domains of the administrative work, and this in line of many study's findings explaining the effectiveness and the positive impact of computer, the studies of(Raja Mohammed & Ibtisam Fattah, 2011), (Al Rifaay,2000),(Al-Khatib, 1996), (Al-a'azmy, 2007), (Al-Rabba', 2007),(Al-Najjar,2011) pointed out to the training's effectiveness on the software in increasing the productivity performances in general.

## **Recommendations:**

After reviewing the results of the current study, the researchers suggest the following recommendations:

- 1- The need to concentrate on the various training program of Ministry of Education staff, in the particularly the matter of computer.
- 2- Identifying the special training needs of Ministry of Education staff and preparation of the operational plan for training programs.

- 
- 3- Motivating the staff to participate in the training program through material or moral incentives.
  - 4- Making use of the staff knowledge of technology by integrating it with student curriculums, as well as through organized administrative work of school management.

## References

1. Abbas, S., Ali, A. (2003). Human Resources Management. 3rd edition, Dar Wael for publication. Amman.
2. Abdalbagi, S. (2000). Human Resources Management from the scientific and practical point. University House. Cairo
3. AbuBakr, M. (2004). Human Resource Management: An Introduction to achieve competitive advantages. University House. Alexandria
4. Alaqi, M. (2007). Human Resources Management. 2nd edition. Scientific Khawarizem for publication and distribution. Jeddah.
5. Alkhozami, A. (1999). Technology performance, from evaluation to improved. part1.
6. Alnasser, E. (2011). Assessing the impact of training. seen on 5-5-2015 at <http://altadreeb.net/articleDetails.php?id=376&issueNo=14>
7. Alsharaa, A., & Tarawneh, T. (2008). Training strategy and its impact on the performance of staff in the Jordanian Public Shareholding industrial companies. The Arab Academy for Banking and Financial Sciences Branch-Karak, Jordan.
8. Al-Zayed, H. (2009). The impact of training in raising the efficiency of the staff performance. A field study on the textile industry companies. Damascus University, Faculty of Economics.
9. Azmi, J. M. (2007). Evaluation of the effectiveness of the administrative training programs in the Ministry of Public Works of Kuwait from the standpoint of trainees. Master dissertation. Amman Arab University for Graduate Studies, Jordan.
10. Barzucchetti, S. & Claude J. (1995). Evaluation of the training and performance. *Liaisons* (p-19). Paris.
11. Bashat, A. I. (1978). The foundations of training, Arab Renaissance Publishing House.
12. Bishi, M. N. (2009). The entrances and methods of measuring the impact of training. Institute of Public Administration-Saudi Arabia.
13. CDL Foundation (2007). [www.cdlfoundations.com](http://www.cdlfoundations.com)", seen on 20/4/2015.
14. Hamdan, M. (1990). Design and implementation of training programs. Modern Education House - Amman.
15. Hiqi, K. (2004). Human resources management: a strategic entrance. Dar Wael for publication. Amman.
16. Hussein, R. M. (1999). Human Resources Management. Modern University Office, Alexandria.
17. Ibdat, B. (2003). The training needs for managers and of favorite training strategies in the Jordanian banking sector. Unpublished Master dissertation, Yarmouk University.
18. Khatib, A. (1996). The effectiveness of the in-service training program on classroom teaching practices for mathematics teachers of first secondary grade. Master dissertation, Yarmouk University.
19. Paretti, M. J. (1994). Human resources and personnel management, (p184). Paris-France.

20. Mohammad, R. J., Fattah, I. A. (2011). The impact of training programs in the development of the performance of staff - An Empirical Study of the Ministry of Science and Technology. Magazine of Baghdad College of Economic Sciences University (No. 27).
21. Najjar, A. (2011). Training programs and their impact on the performance of the Palestinian Ministry of Education and education staff in Hebron - the reality and aspirations. Master dissertation, Hebron University, College of Graduate Studies and Research.
22. Rabiee, B. (2007). Training effect on the productivity of the organization: the case of Sonelgaz. Master dissertation, University Mohamed BorkrhBoumerdes. Algeria.
23. Rifai, Y. (2000). The impact of in-service training on the performance and behavior of the staff beneficiaries from training in Kuwait. Administrative magazine, Issue 81, Year 22.
24. Soyer, J. (2003). Training Function. 3rd edition, Publishing Organization, (P.292). Paris.
25. Yusuf, I & Rafii, M. (2001). Educational Evaluation. 2nd edition, Riyadh AlRoshud library.