THE UNIVERSITY OF HULL

Employees training programmes of the Public Authority

for Applied Education and Training (PAAET)

in Kuwait an evaluation of current activities and

assessment of future needs

being a thesis submitted for the Degree of Ph.D

the University of Hull

By

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(May 1993).

To My Parents and Wife

Acknowledgements

I am greatly indebted to my supervisor, Mr. P. S. Milne, Senior Lecturer in the Adult Education Department, Hull University whose guidance and through supervision helped me to produce this work.

Sincere thanks and appreciation are due to Mr. A. Al-Meshal Director of the Training Co-ordination Department, and Mr. F. Al-Meharib Director of the Instructional Technology Centre, in the Public Authority for Applied Education and Training in Kuwait for their co-operation and support.

I am also most greateful to my wife, and our childern for sacrifices they have made during this study period.

(i)

Abstract

This study aims to examine critically the employees training programmes currently provided by Kuwait's Public Authority for Applied Education and Training (PAAET) in order to assess their effectiveness and identify problems. PAAET's history and development are outlined, and theories related to training (including computer applications) are presented. To ascertain current practice and the attitudes of concerned parties, questionnaires have been administered and interviews held with senior officials in the Training Co-ordination Department and other associated departments, as well as academic staff and trainees.

The results, together with the review of relevant theory, reveal various problems including unclear objectives, lack of Training Need Assessment, duplication of responsibilities, failures of communication, and inadequate evaluation and follow-up. Finally, recommendations are made to address these problems and enhance the effectiveness of PAAET's employees training programmes.

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1.1 General Considerations

PAAET's employee training programmes in Kuwait began in the early 1970s. In the beginning they were simple, but now the organisation is large and more complex. Initially, training was provided in a small section within the "Department of Technical and Vocational Education", but since the PAAET took over most of the duties of the former department, training activities have subsequently expanded and developed.

The PAAET's employee training programme is now fourteen years old (Since 1979). During this time, failure to examine many important issues, has affected the trainees' qualitative development. Such issues include:

(a) PAAET's training objectives, policies, and administration;

(b) Methods of assessing the training needs and trainees' selection criteria;

(c) The training methods used;

(d) Methods of course evaluation and follow up;

(e) Overall evaluation of programme performance.

Accordingly, this study is an attempt to provide a critical view of the present employee training programmes in PAAET in order to assess their effectiveness and specify the problems which are impeding the qualitative development of the PAAET's trainees.

1.2 Choice of the problem

Although there have been several attempts to observe the employee training programmes in PAAET, there has been no serious evaluation conducted. In addition, the recent training programmes since 1985-86 have been concerned with the quantitative development of trainees, rather than their qualitative development.

Therefore, there is a need to review the function of the training programmes in order to estimate their effectiveness and to identify other possible obstacles. It is felt that the failure to examine these issues may negatively affect the quality of the existing employee training programmes provided by PAAET, which consequently do not meet public sector needs.

1.3 Importance and Contribution of the Study

Since the responsibility for training public sector employee in Kuwait has been shifted towards the PAAET's employee training programmes in the last five years, the impact of this study lies in the recognition that such programmes are considered an investment in humman resources on the part of public sector authorities. This study is significant because it is designed to identify and analyse the PAAET's employee training objectives, policies and administration.

In addition, this study will investigate various aspects of the PAAET's current training programmes, such as: course objectives, training needs assessment, training methods used, methods of evaluating course achievement, etc. On the basis of this investigation, recommendations will be made with a view to improving PAAET's employee training activities in the future.

It is hoped that this investigation will be of value to:

i) PAAET's Board of Directors.

ii) PAAET's Training Co-ordination Department and other associated Departments.

iii) Course Arrangers, Lecturers, and Trainers in the PAAET's employee training programmes.

iv) Trainees' employers in the public sector.

v) Trainees in the PAAET's training programmes.

Although the scope of the study is limited, the research results may be of some value and generate interest among human resource developers, administrators, and other researchers, in assessing the effectiveness and investigating the defects of employee training.

1.4 Objectives of the study

The essential objectives of the study are to examine the PAAET's employee training programmes, and to identify obstacles which threaten successful training programmes. Other main objectives are to :

1) Explore and highlight the present status of the PAAET's employee training activities;

2) determine the attitudes of trainees towards their present training programmes;

3) assess the future needs for the PAAET's employee training programmes.

4) suggest answers to the research questions.

1.5 Research Questions

In order to achieve the objectives of the present study it is necessary to formulate more specific questions to clarify the key elements of the investigation. To this end, the following questions are posed:

1. How is employee training provided in PAAET, Kuwait ?

2. Are PAAET's employee training objectives and policies well-defined and planned ?

3. Are there any deficiences in the administration of the PAAET's employee training programmes ?

4. To what extent are the PAAET's employee course objectives clear to the trainees ?

5. Does PAAET use any form of training needs assessment in selecting trainees ?

6. What are the obstacles that confront the training methods in PAAET's employee training programmes ?

7. How can computer-based, training (CBT) contribute to the success of PAAET's employee training programmes ?

8.   How are trainees' achievements assessed in PAAET's employee training programmes ?

9.   How satisfied are the trainees with their courses ?

10. What are the future needs of PAAET's employee training programmes ?

1.6   Limitation of the Study

Since the study is concerned with the attitudes of trainees to training programmes, its scope is confined to the Training Co-ordination Department Director and Staff, other Departments' Directors, course arrangers, lecturers, trainers, and trainees who are associated with the PAAET's employee training activities in Kuwait.

1.7   Organisation of the Study

Chapter One presents a statement of the problem and the significance and objectives of the study.

Chapter Two provides general background information about the foundation and history of the state of Kuwait, with particular reference to the economic impact of oil, and to recent social and educational developments. This chapter will also indicate the distribution of the labour force in Kuwait.

Chapter Three describes the circumstances of establish-ment of the PAAET, and provides an overview of PAAET's

different organisational models and the responsibilities of its departments and committees.

Chapter Four looks at the development of the employee training activities in PAAET, their objectives, policies, and administration will be discussed.

Chapter Five reviews some literature related to the subject of training in general, and PAAET in particular.

Chapter Six is devoted to a discussion of the available literature related to computer-based training.

Chapter Seven deals with a review of the available literature related to the evaluation of training activites.

Chapter Eight explains the methodology of the study, and describes the design and administration of the question-naires and interviews conducted with the study samples.

Chapter Nine presents the results obtained from the empirical research regarding PAAET's employee training objectives, policies and administration.

Chapter Ten interprets and discusses the findings from the questionnaires and interviews related to PAAET's current employee training programmes.

Chapter Eleven interprets and discusses the findings from the questionnires and interviews related to PAAET's employee training programmes in future.

Chapter Twelve summarizes the study, presents the conclusions, and puts forward recommendations for enhancing the employee training development of PAAET in the future.

1.8 Terminology

A)   Public Authority for Applied Education and Training (PAAET)

The PAAET is a Governmental administrative body which supervises Applied Education Colleges and Training Centres.

B)   Training Co-ordination Department

This is the department in the PAAET which is designated to be responsible for employee training programmes.

D)   "Tailor-Made" courses

PAAET sometimes designs special courses for a specific authority in the Public Sector by agreement with the authority concerned. Courses of this type are referred to as "Tailor-Made" courses.

E)   Organisational Model or Structure

A structural organisation model is, in effect, a line management chart indicating the various administrative units

and levels of authority in the organisation such as: Deputy General Directors, the main Sectors, Departments, Directors, and other divisions.

F)   Course Arranger

This is the person with overall academic responsibility for conducting the course. He may be in charge of determining the objectives and contents of the course, selecting lecturers and trainers, overseeing the course academically and so on.

G)   Lecturer

He is one of the instructors in the PAAET's employee training programmes. In general, he is qualified to teach theoretical subjects rather than practical ones, and should have a university degree.

H)   Trainer

The trainer need not have a university degree. In general, he is qualified to teach practical aspects rather than theory.

I)   Trainee

He is an employee in either the PAAET or in one of the other authorities in the Public Sector, who has attended one or more courses in PAAET's training programmes.

Chapter Two :
Kuwait Background, and the Development
of the Labour Force

2.1 Introduction

The purpose of this chapter is to establish the setting in which the study is conducted. Thus, the chapter will contain two parts: the first will review the background of the state of Kuwait, while the second will focus on the distribution and development of the labour force in Kuwait.

Part one

The purpose of this part of the chapter is to cover the foundation of the state of Kuwait, its political setting, and the most significant events that have occurred during the period of its development, together with their historical impact.

The investigator will also make reference to:

i)   Kuwait's main geographical features and the influence of oil on its economic and social life.

ii) The most outstanding achievements of the country.

iii) The comprehensive development of the state of Kuwait.

iv) The influence of religion on Kuwait's society and politics.

2.2 Historical and Political Background

The name Kuwait appears to be derived from the word indicating what Al-Rashid (1978:P.32) describes as: " A square house built like a castle surrounded by small mean houses. This house was used as a port for ships from which a supply of food and coal could be obtained ".

The Kuwait Ministy of Information observed that:

> Kuwait was known by the name "Grane"
> under the rule of Sheikh Abdullah Bin
> Sabah (1762-1812), the second ruler of
> Kuwait. Earlier, before that date, the
> Danish traveller C. Niebuhr depicted
> Kuwait as Grane on his map and in the
> narrative about his voyage made in 1765.
> Several places in southern Kuwait still
> bear the name Grane. (1986:P.20)

The United Kingdom (UK) considered Kuwait as a peaceful port affiliated to the city of Al-Basra, Iraq.

Ismael (1982:P.40) the relationship between Kuwait and the UK started in 1775, when Al-Basra city fell under French siege. At that time, the British Commissioner requested the Kuwaiti Government to allow British ships coming from India and East Asia to use Kuwaiti territory.

Ismael also mentioned that:

> In January 1899, a secret agreement
> between the Sheikh and Britain was
> concluded. By this agreement Mubarak
> bound himself, his heirs and his succes-
> sors . . . not to receive the Agent or
> Representative of any Power or Govern-
> ment at Kuwait, or at any other place
> within the limits of his territory,
> without the previous sanction of the
> British Government; and further bound
> himself, his heirs and successors not to
> cede, sell, lease, mortgage, or give for
> occupation or the Government or subjects
> of any other power without the prior
> consent of Her Majesty's Government for
> these purposes.
> This engagement was also to extend to
> any portion of the territory of the
> Sheikh Mubarak, which may not be in the
> possession of the subjects of any other
> Government. (1982:P.7)

On June 19, 1961, during the rule of Sheikh Abdullah Al-Salem Al-Sabah, " an agreement was signed between Kuwait and the UK, stressing the sovereignty of Kuwait as a state facilitating the requirement of a welfare country." (Ministry of Planning, 1984:P.2). In the same year, Kuwait registered as a member of the United Nations Organization (UNO) and in 1963 become a member of the Arab League (Ministry of Planning, 1984:P.5).

The first Cabinet was formed in 1962, consisting of fourteen members. It has since been superseded by a Council of seven. Kuwait's Constitution declares that Kuwait is an independent Arab country, adopting a democratic system and derives its power from the nation, the source of all authority.

The ruling system stresses sepration of authorities but co-operation between them. The legislative authority is directed by the "Amir" (Prince) and the National Assembly, the executive authority of which is directed by the Amir and the Cabinet. The Constitution makes clear that no more than one third of the National Assembly members must be Ministers. Accordingly the Council of Ministers should not nominate more than 16 members in each legislative term, as the number of National Assembly members is fixed at 50. The appointed Ministers become members of the Assembly as a result of the post they hold. The remainder of the Assembly

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is elected by direct secret poll. All Kuwaiti males over the age of 21 years are eligible to exercise their franchise, while the Assembly candidate must be literate, of Kuwaiti citizenship and not less than 30 years of age. Kuwait is divided into 25 constituencies which elect two members each, for the legislative term of four years.

It should be noted that Kuwait has taken the initiative in people's participation in the Government. Its first Advisory Council in the Gulf and Arabian Peninsula was formed in 1921 during the regime of Sheikh Ahmed Al-Jaber Al-Sabah and was composed of 12 members (Ministry of Information, 1984:PP.15-20).

2.3 Geographical Setting

Kuwait's land generally is sandy desert and can be flat or rolling. Its area is approximately 17,818 square kilometres. It is wedged in the north-west of the Arabian Gulf and it lies between 28' and 30' north of the Equator and between 46' and 48' east of the Greenwich meridian. Fig. 2.1 shows the geographical setting of Kuwait.

The Kuwaiti climate has a long summer where the temperature sometimes rises as high as 51 C. Kuwait's summer runs from April to November. Because of the lack of rivers and the scarcity of rainfall, Kuwait depends on distilled water for both drinking and daily use.

Figure 2.1 : The Geographical Setting of Kuwait.
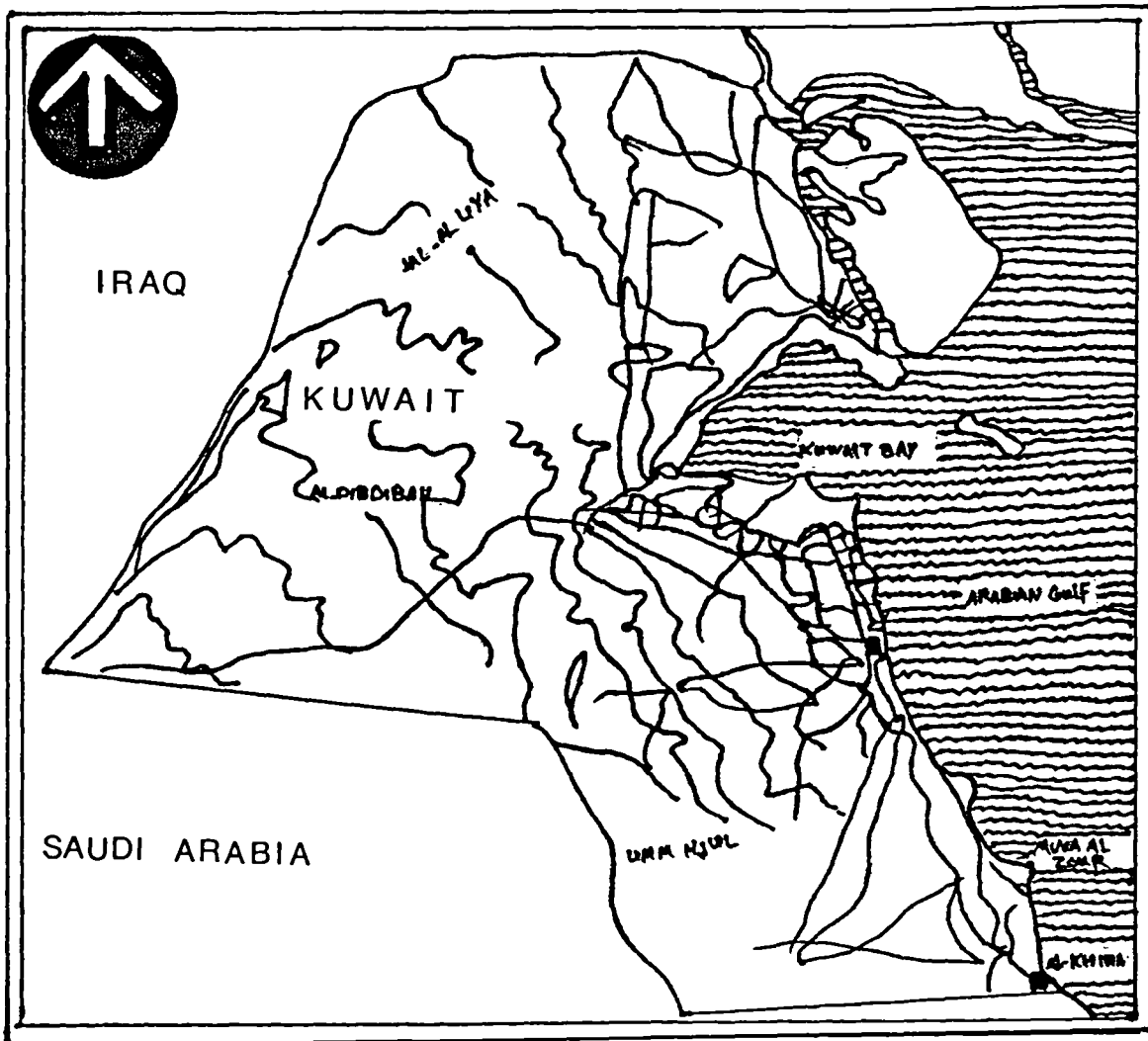
Source : (Ministry of Information, 1984, p.10)
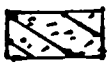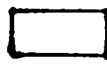
Figure 2.2 :The Distribution of Fertile Lalnd in Kuwait.

AFFORESTATION AREAS [[[[[[[NATIONAL PARK

AGRICULTURAL
EXPANSION   [---]COSTAL LAND
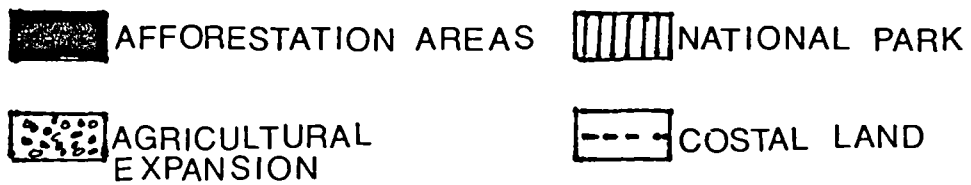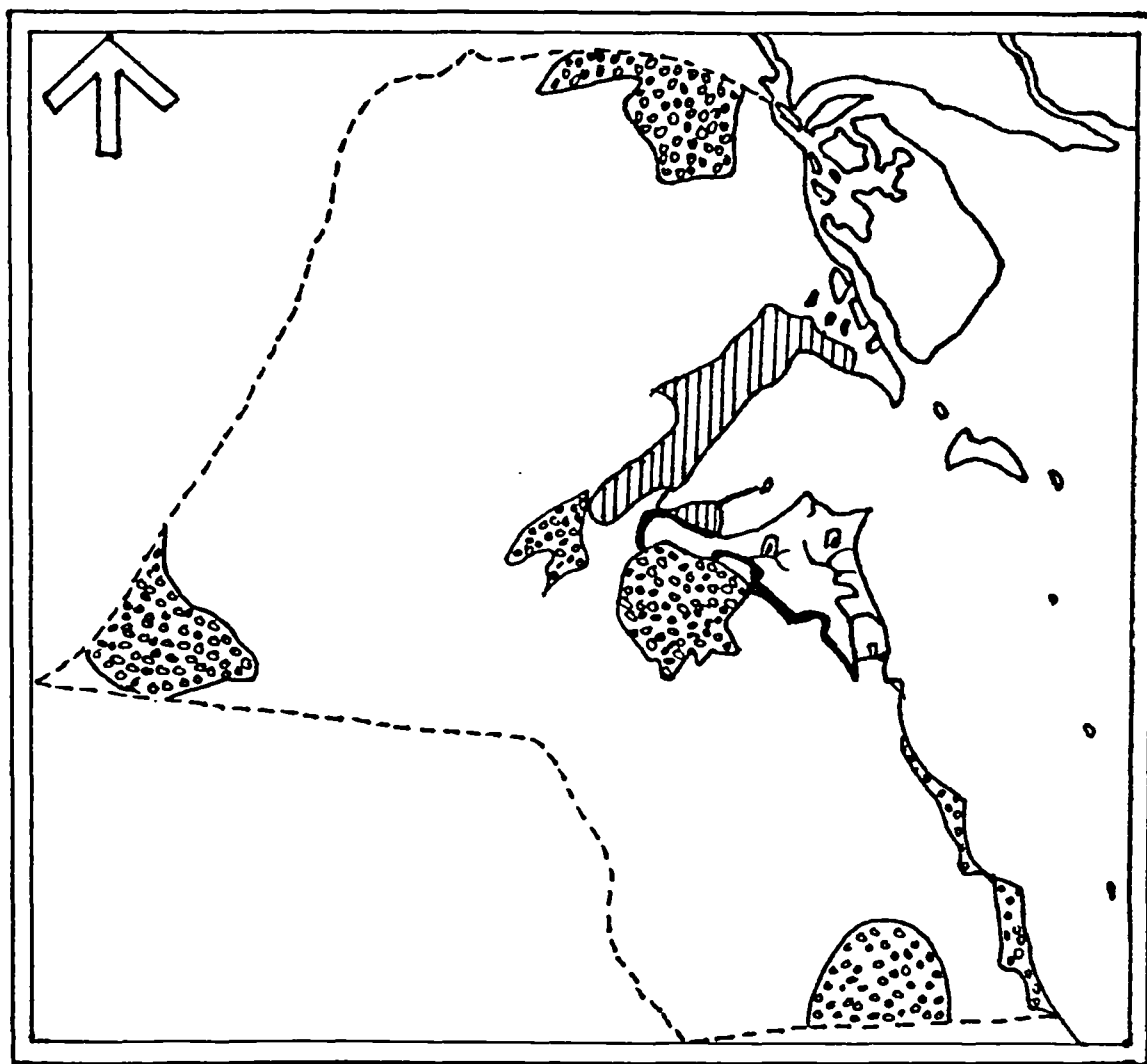
Source : (Ministry of Information, 1984, p.114)

Figure 2.3 : Governorates of Kuwait.
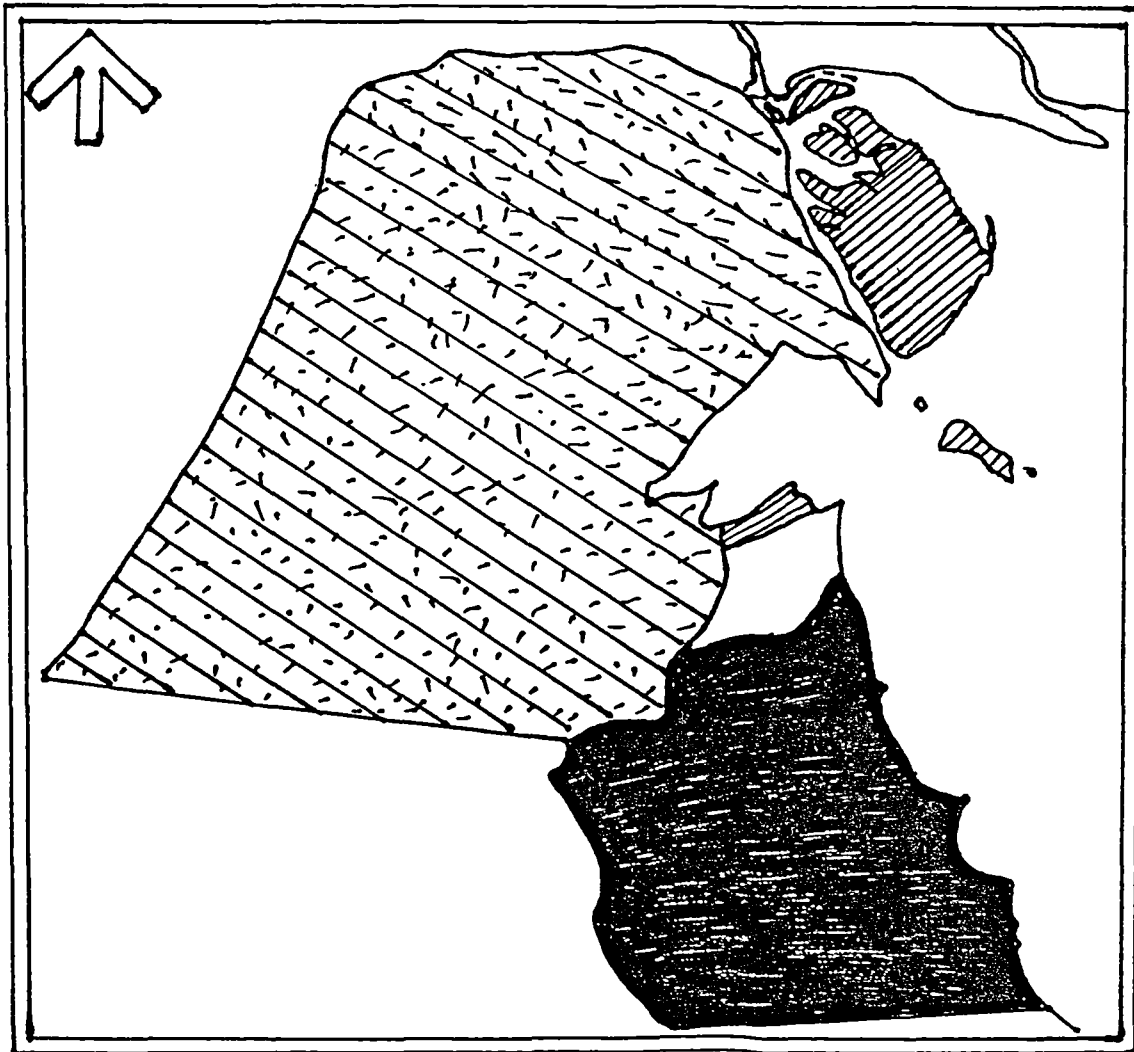
GOVERNORATE OF THE CAPITAL

GOVERNORATE OF JAHRA

GOVERNORATE OF HAWALLI

GOVERNORATE OF AHMADI

Source : (Ministry of Information, 1984, p.22)

The scarcity of water also forces Kuwait to import most of its foodstuffs, since its farms do not yield more than 27.0 % of its total requirements (Ministry of Information, 1984:PP.4-10).

Fig. 2.2 shows the distribution of fertile land.

2.4 Governorates

Kuwait is divided into four Governorates, namely, the Capital, Hawalli, Ahmadi, and Jahra. Fig. 2.3 shows the position of the Governorates.

Jahra Governorate, although the largest in size, covering an area of 11,500 square kilometres, has a population of only 18,997, while Hawalli, the smallest in size, covering an area of 620 square kilometres, is densely populated with a population of 752,223.

The Capital Governorate, which includes the island territory, occupies an area of 983 square kilometres and is comprised of 182,266 people. The fourth Governorate is Ahamadi, the oil-rich Governorate, which has some hills sloping towards the sea, which facilitate the gravitational flow of produced oil to the ports. Its area is 4,665 square kilometres and its population is 190,820. In the 1980 census, the population of Kuwait was recorded as 1,357,952. Table 2.1 shows the population increase between 1957 and 1980 and Table 2.2 shows the population of the Governorates.

The Central Statistics Department has estimated that Kuwait's population will reach 2.1 million by 1990 and 3 million by the year 2000, if the flow of immigration continues at the same level.

The percentage of Kuwaiti citizens among the total population is 42.6 % . The high percentage of expatriates in the country is due to the attraction of the country's security, stability, the services provided and availability of jobs, in view of the country's need for labour and the young age-structure of its population. Table 2.3 shows the population distribution in terms of sex, age groups and nationality in 1980.

2.5 Economic Setting

Due to the location of Kuwait in the Arabian Gulf, the people, prior to oil exploration, were known for their commercial relations with other countries, excelling in trade and diving for pearls. Consequently, they were well settled in their land as a result of the flourishing trade.

" Kuwaitis are the most famous in the Gulf for building of ships, both large and small, which enables them to reach India and East Africa." (Ministry of Oil, 1977:P.4).

Al-Rashid noted:

Table 2.1 : Population of Kuwait in Census Years 1965-1988

Year	Type	Males	Females	Total
	Total	200,707	120,914	321,621
1965	Kuwaiti	112,569	107,490	220,059
	Non-Kuwaiti	173,743	73,537	247,280
	Total	286,312	181,027	467,339
1970	Kuwaiti	175,513	171,883	347,396
	Non-Kuwaiti	244,368	146,898	391,266
	Total	419,881	318,781	738,662
1975	Kuwaiti	236,600	235,488	472,088
	Non-Kuwaiti	307,168	215,581	522,749
	Total	543,768	451,069	994,837
1980	Kuwaiti	280,649	284,964	565,613
	Non-Kuwaiti	495,990	296,349	792,339
	Total	776,639	581,313	1,357,952
1985	Kuwaiti	338,796	342,492	681,288
	Non-Kuwaiti	626,501	389,512	1,016,013
	Total	965,297	732,004	1,697,301
1988	Kuwaiti	268,968	267,603	536,571
	Non-Kuwaiti	764,359	577,070	1,341,429
	Total	1,033,327	844,673	1,878,000

Source: (Ministry of Information, 1991, p.27)

Table 2.2 : Population in the Governorates by Sex According

to Census Year 1975,1980 and 1985 *

1975			
Governorate	Male	Female	Grand Total
Capital	161,063	115,293	276,358
Hawalli	306,582	270,007	576,589
Ahmadi	75,778	65,478	141,256
Total	543,768	451,069	994,201
1980			
Capital	113,255	69,011	182,266
Hawalli	432,040	320,183	752,223
Ahmadi	128,686	103,957	232,643
Al-Jahra	102,658	88,162	190,820
Total	776,639	581,313	1,357,952
1985			
Capital	103,716	64,052	167,768
Hawalli	534,951	409,488	944,439
Ahmadi	176,795	128,267	305,062
Al-Jahra	149,835	130,197	280,032
Total	965,297	732,004	1,697,301

* Excluding Kuwaiti residing abroad permanently.

Source: (Ministry of Planning, 1991, p.28)

Table 2.3 : Population by Sex, Age and Groups in 1988

Age Group		Kuwaities	Non-Kuwaities	Total
0 - 4	M	40,005	79,557	119,562
	F	38,451	76.866	115,317
5 - 9	M	37,485	82,202	119,687
	F	35,679	78,660	114,339
10 - 14	M	35,931	68,103	104,034
	F	32,760	65,688	98,448
15 - 19	M	36,078	53,429	89,507
	F	36,015	54,832	90,847
20 - 24	M	31,017	44,482	75,499
	F	29,127	58,834	87,961
25 - 29	M	21,063	76,291	97,354
	F	20,979	61,341	82,320
30 - 34	M	13,377	98,739	112,116
	F	16,275	57,178	73,453
35 - 39	M	9,660	86,457	96,117
	F	16,044	45,218	61,262
40 - 44	M	8,505	64,400	72,905
	F	10,857	31,786	42,643
45 - 59	M	9,807	50,071	58,878
	F	10,689	20,539	31,228
50 - 54	M	8,190	30,935	39,125
	F	7,497	12,006	19,503
55 - 59	M	6,027	17,940	23,967
	F	4,515	6,049	10,564
60 - 64	M	4,704	6,624	11,328
	F	3,213	3,519	6,732
65 +	M	7,119	5,129	12,248
	F	5,502	4,554	10,056
Total	M	268,968	764,359	1,033,327
	F	267,603	577,070	844,673
	T	536,571	1,341,429	1,878,000

Source: (Ministry of Planning, 1991, p.29)

Oil exploration in Kuwait started in 1934, but the companies (British Petroleum Company and American Gulf Company) were not successful in their attempt until the year 1938 when oil was found in the Al-Burgan field. The work was discontnued in 1942 as a result of the Second World War. It was later restarted and in June 1946 the first tanker left with Kuwait explored oil. (1978:P.85)

Oil is the main source of income in the budget. It was estimated in 1983-1984 as 2,787.6 million Kuwaiti Dinar (KD); i.e. 91.8 % of the net income, while non-oil income was 249.4 million KD; i.e. 8.2 % in the same period.

Table 2.4 shows the exports of crude oil according to importing countries. The Kuwaiti Government desires to decrease the country's dependence on oil for its income, by encouraging industry and the production of commodities which can be utilized locally.

Several Government measures have been adopted to protect national produce, for instance by increasing the tax on imported goods and making available industrial sites at very low rent and with long leases, in addition to the Government control of capital. The Kuwaiti Industrial Bank also agreed in 1983 to finance 37 projects at a total cost of KD. 29 million.

Table 2.4 : Export of Crude Oil According to Importing

Countries in 1979 - 1983

Importing Countries	1979		1980		1981		1982		1983
	Quantity in (000)								
Importing Countries	Barrel	M. ton	Barrel	M. ton	Barrel	M. ton	Barrel	M. ton	Barrel
Kuwait Share	4,793	1,127	3,613	506	2,418	340	-	-	-
Arab countries	12,600	1,740	3,006	419	7,560	1,042	3,198	441	-
U.K.	57,486	7,924	45,428	6,263	16,323	2,250	-	-	-
France	32,340	4,464	22,843	3,157	7,119	981	-	-	-
Holland	94,752	13,055	59,821	8,256	27,627	3,813	9,242	1,276	29,589
Italy	73,829	10,171	1,771	243	2,522	348	8,877	1,223	541
Ireland	24.294	3,346	4,132	568	1,006	139	-	-	-
W. Germany	3,979	548	3,455	475	3,006	415	-	-	1,092
Spain	6,748	929	7,449	1,027	2,203	303	4,610	635	-
Belgium	-	-	222	31	-	-	-	-	1,559
Romania	-	-	4,097	565	4,938	680	-	-	-
Others	4,033	554	366	52	3,072	423	-	-	565
Total of European Countries	297,461	40,991	149,584	20,637	67,816	9,352	22,729	3,134	33,346
U.S.A.	5,393	743	7,469	1,031	-	-	-	-	3,219
Canada	6,023	829	5,888	704	2,330	322	-	-	1,042
Brazil	18,135	2,516	25,734	3,561	9,049	1,251	6,766	941	8,262
Total of American Countries	31,368	4,338	39,091	2,296	11,379	1,573	6,766	641	12,523
Japan	208,507	208,790	84,180	11,826	89,886	12,446	30,295	4,230	54,716
Singapore	42,529	5,865	44,845	6,195	19,178	2,647	1,102	155	18,555
South Korea	58,616	8,106	49,723	6,866	36,378	5,014	18,515	2,550	22,889
Taiwan	55,425	7,642	55,635	5,334	50,260	6,932	37,216	2,128	36,045
Philipines	10,004	1,378	8,366	1,155	6,779	934	6,837	942	6,138
Thailand	4,432	610	1,013	139	-	-	-	-	1,148
Malaysia	16,628	2,290	3,157	434	-	-	-	-	-
Others	-	-	818	114	1,106	153	-	-	-
Total of Asian Countries	396,141	54,681	247,737	32,063	203,587	28,126	93,965	13,005	139,491
African Countries	5,195	716	3,007	415	480	66	389	54	2,898
Australia	9,687	1,335	3,944	543	3,211	442	106	15	4,419
New Zealand	2,003	276	2,186	301	596	82	-	-	185
Total of Oceanic Countries	11,690	1,611	6,130	844	3,807	524	106	15	4,604
Other Countries	2,884	397	9,293	3,629	-	-	7,448	1,035	5,836
Grand Total	760,315	105,351	461,461	63,809	297,047	41,023	134,601	18,625	198,698

* 1983 Data in metric tons are not available.

Source :(Ministry of Planning, 1984a, p. 169).

In this way, the Bank has issued loans totalling of KD. 232 million since it was established. This amount, issued for 288 projects, was out of a total capital of KD. 499 million.

Kuwait's industrial strategy is based on several fundamental factors such as dependence on materials available locally, the collaboration of the Gulf Co-Operation Council members in certain projects and the adoption of automatic production methods. Accordingly, there are four industrial sectors being encouraged, namely: the Construction Materials sector, the Petro-Chemical sector, the Industrial Engineering sector and the Strategic Industry sector, which form the frame of the Gulf Co-Operation Council (Ministry of Information, 1984:PP.16-20).

Table 2.5 shows economic and social indicators during the period 1978-1982.

2.6 Social and Religious Setting

Article No. 2 of the Kuwait Constitution state that: "The religion of the State is Islam, and the Islamic Sharia (rules) shall be a main source of legislation." (The Constituent Assembly, 1962:P.6).

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Table 2.5 : Selected Economical and Social Indicators during 1978-1982

Item	1978	1979	1980	1981	1982
Total Estimated Mid-year Population.	1211198	1290019	1374921	1466431	1565121
Total area (sq.km.)	17818	17818	17818	17818	17818
Density of Population per sq.km.	68.0	72.4	77.2	82.3	87.9
Kuwait Population.	529860	549367	569594	590569	612318
Percentage of Kuwaitis.	43.7	42.6	41.4	40.3	39.1
Non-Kuwaiti Population.	681338	740652	805327	875862	952803
Percentage of Non-Kuwaitis.	56.3	57.4	58.6	59.7	60.9
Birth Rate Per 1000 Population(K.)	47.4	46.4	47.3	47.4	47.4
Birth Rate Per 1000 Population(N.K.)	33.6	30.7	30.0	27.5	26.5
Death Rate Per 1000 Population(K.)	5.4	5.4	5.1	4.6	4.6
Death Rate Per 1000 Population(N.K.)	3.0	2.8	2.5	2.3	2.3
Natural Increase Population(K.)	42.0	41.0	42.2	42.9	42.7
Natural Increase Population (N.K.)	30.5	28.0	27.4	25.2	24.2
Infant deaths Per 1000 births(K.)	38.5	36.5	31.1	27.9	26.1
Infant deaths Per 1000 births(N.K.)	26.0	25.0	23.9	19.8	19.0
Crude Oil Production in Million Barrels.	777.1	911.2	607.3	411.2	300.2
Production of Gas in Million Cubic Feet.	392828	460376	310066	223525	162723
Crude Oil Exports in Million Barrels.	642.8	760.3	461.5	297.0	134.6
Exports of Oil Products in Million Barrels	121.3	155.0	110.0	83.8	123.6
Value Added to Indus. Product.(Mill.K.D.)	280.3	574.3	439.9	372.8	424.2
Value Added to Agri.Product.(Mill.K.D.)	13.5	16.7	17.4	28.0	31.0
Government Revenue (Mill.K.D.)	3285	6146	4076	3008	3206
Government Expenditure (Mill.K.D.)	1728	2293	2703	2814	3113
No. of Beds in Government Hospitals.	4418	4211	5148	5036	5471
Population Per Bed.	274	306	267	291	286
Total No. of Doctors(Govt. & Private).	1703	1957	2341	2580	2726
Population Per Doctor.	711	659	587	568	574
No. of Private Schools.	60	59	62	66	69
No. of Students at Private Schools.	59424	61321	64964	69296	77967
Students at Kuwait University:					
1st Semester.	8615	8355	8713	10335	12085
2nd Semester.	8508	8736	8320	10083	11949

Source: (Ministry of Planning, 1984b, p.1)

(K) = Kuwaitis   (N.K.) = Non-Kuwaitis.

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Table 2.6 : Distribution of Population According to Sex and Religion between 1957 - 1980

Census Year	Muslim			Christian			Others		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Population									
1957	123,951	70,943	194,894	6,749	2,965	9,714	1,358	507	1,865
1965	269,638	170,049	439,687	14,693	9,947	24,640	1,981	1,031	3,012
1970	398,254	301,544	699,798	18,536	15,647	34,183	3,091	1,590	4,681
1975	517,808	426,973	944,781	22,711	22,007	44,718	3,249	2,089	5,338
1980	702,995	539,716	124,711	51,352	35,728	87,080	22,292	5,869	28,161
Percentage									
1957	93.9	95.3	94.4	5.1	4.0	4.7	1.0	0.7	0.9
1965	94.2	93.9	94.1	5.1	5.5	5.3	0.7	0.6	0.6
1970	94.8	94.6	94.8	4.4	4.9	4.6	0.8	0.5	0.6
1975	95.2	94.6	95.0	4.2	4.9	4.5	0.6	0.5	0.5
1980	90.5	92.8	91.5	6.6	6.2	6.4	2.9	1.0	2.1

Source : (Ministry of Planning, 1984a, p. 26)

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Article No. 35 of the Constitution stresses the freedom of belief: " Freedom of belief is absolute. The State protects the freedom to practice religion in accordance with established customs, provided that it does not conflict with public policy or morals." (The Constituent Assembly, 1962, p.6). Table 2.6 shows the distribution of population according to sex and religion in the census years 1957 to 1980.

Kuwaitis are liberally religious, ready to finance Islamic projects such as mosques. There are 550 mosques spread all over the country, 60.0 % of them being built by individuals. In addition, there are five religious societies, of which two are for women. These societies have a powrful influence on public opinion, particulary on the election of members of the National Assembly, on the Kuwait Student Union of the University and on Co-operative Societies.

The month of Ramadan (Feast month for Muslims) is one of the main religious seasons in Kuwaiti society, and the observer will notice the crowds of people in the mosques. Each Friday, families and friends gather together to break their fast after the sunset. The Dewan, which is a traditional sitting room, will be full of the Dewan - owner's friends, relatives and visitors discussing matters of social, economic or political interest.

The custom of theDewan has been institutionalised politically. As Mallakh explains:

> . . . Traditionally, the Government of
> Kuwait has been a very open and accessible one to its citizens.
> This is in no small measure because of
> the limited size of the indigenous
> population (472,530 according to 1975
> preliminary census figures) and to the
> personalized Arab mechanisms such as the
> "dewaniah", a specific day regularly set
> aside when Cabinet Ministrers' offices
> and even homes are open to any and all
> petitioners who wish to call.
> Family connections are very important in
> Kuwait. The Kuwaitis form a close-knit
> entity in which everyone knows about
> everyone else. (1979:P.5)

Since oil discovery, the Government has used the resulting revenues to provide the people with free social and health services, e.g. health care, distribution of houses at low prices and free education from nursery to the University. All these factors have created a secure and wealthy atmosphere.

Thus, although Kuwait is a young country with limited land and a small population, the country has been developed rapidly in last few decades. This phenomenon is due to the exploitation of oil which has enabled the country to establish many oil-related projects, and financed many non-oil projects and services.

Since oil discovery, the oil companies have been concerned about training, as they have employed many Kuwaitis in various positions. This situation has prompted the companies to establish job-orientation courses for the new workers.

Part two

In this part of the chapter, an overview will be presented of the labour force background and distribution in the state of Kuwait. We shall also cover the Government's human resource development programme. Moreover, three important aspects related to human resource development in the state of Kuwait are reviewed, namely:

i)   The contribution of the labour force in the public, and joint sectors.

ii)   The status of the employees training system in both the governmental sector and private companies.

iii) The role of the "Governmental Occupation Authority" in co-ordinating training activities.

2.7   Population Growth

The first population census in Kuwait was conducted in 1957. Little was known about the population of Kuwait before that date. The rate of growth for non-Kuwaitis since 1957 was higher than that for Kuwaitis. It is clear that this is attributable to the high rate of immigration, which is considered to be the main factor responsible for the increase in Kuwait's population (See Figure 2.4.)

Figure 2.4 : The Population Growth in Kuwait From 1957 to 1985

In Hundreds of Thousands
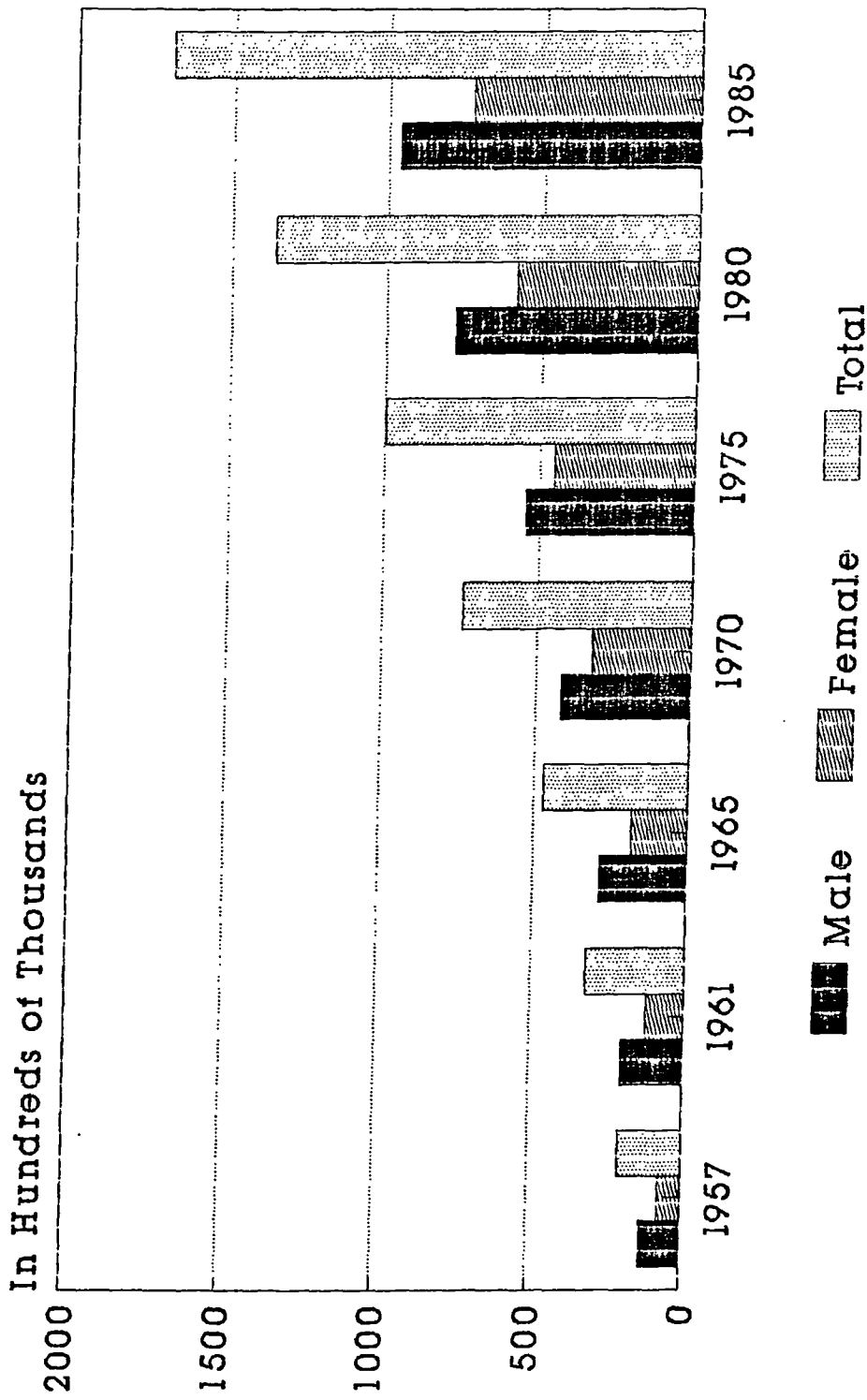
Source:(Kuwait Facts and Figures 1986, p.29)

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The rapid growth of the Kuwait economy has led to the creation of a vast number of work opportunities. The State's generous expenditure on social services creates an even greater demand for manpower, a demand which the native population alone has been unable to satisfy. Although the era of booming oil revenues has started to slacken, work is continuing to strengthen the economic base and maintain high rates of economic growth.

There are still development projects under way and services to be provided and none of these aims can be achieved without relying on regular in-flows of expatriate labour. Thus, foreign immigration to Kuwait, and the consequent high rates of population growth, will continue to play a fundamental role in bridging the gap between manpower demand and supply in the foreseeable future.

2.8 The Distibution of the Labour Force in the State of Kuwait

Statistical data which reflect the supply and use of the labour force are essential for manpower planning programmes, to facilitate the best utilization of human resources development on the national level.

The following figures show classification of the labour force by many variables, such as Group of Countries, Employment Status, Educational Status, Division of Occupation . . .etc.

Fig 2.5: The Kuwaiti Labour Force by Sex and Employment Status in 1985

By hundreds of Thousands

Male   Female   Total

Employed   Unemployed   Labour Force   Population
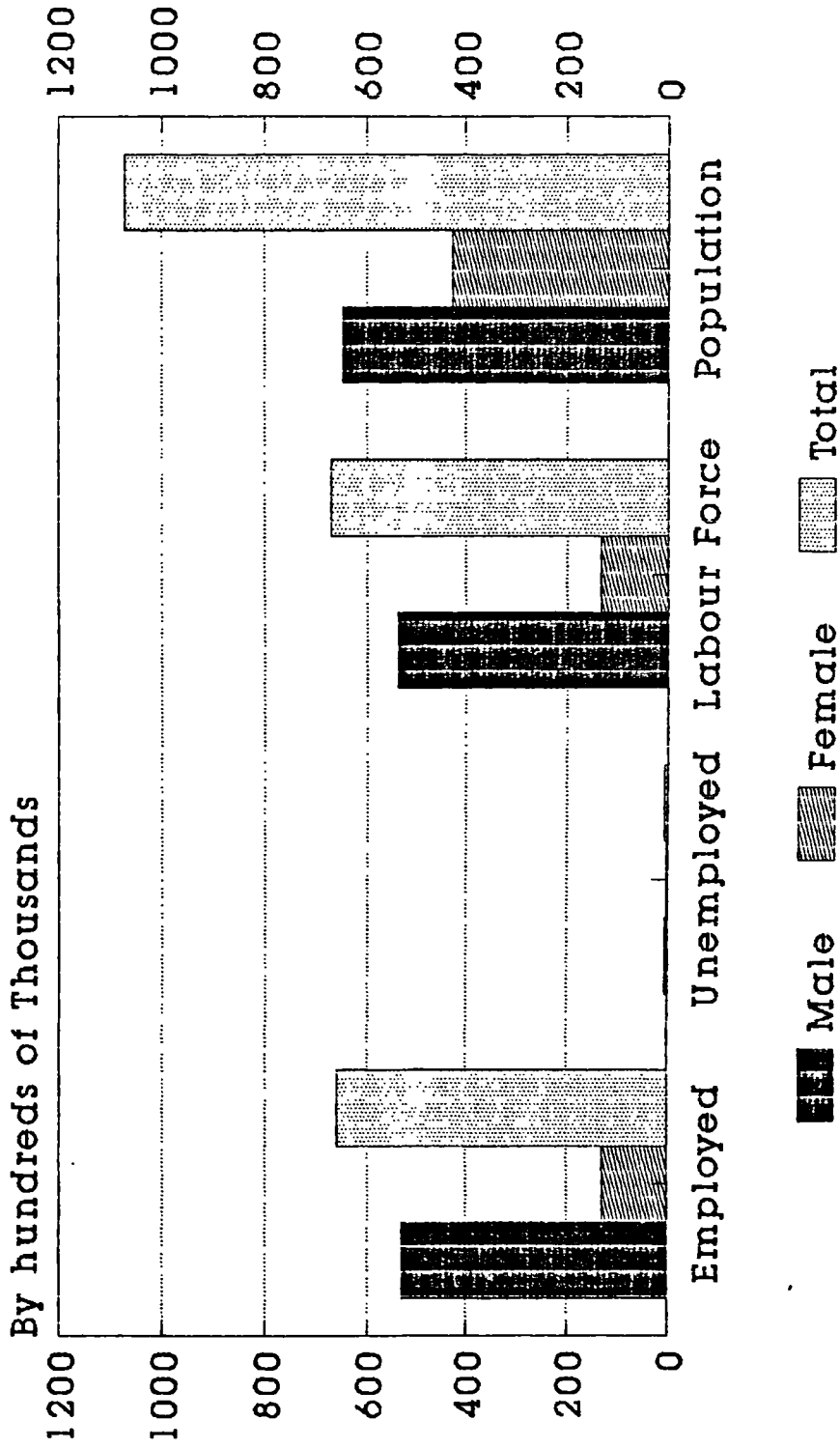
Source: (Annual Statistical Acstract
Kuwait 1988, p.127)

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Figure 2.6 : Non-Kuwaiti Labour Force by Groups of Countries and Sex in 1985

By Hundreds of Thousands

600
500
400
300
200
100
0

Arabian   Asian & African   American & European   Total

Male   Female   Total
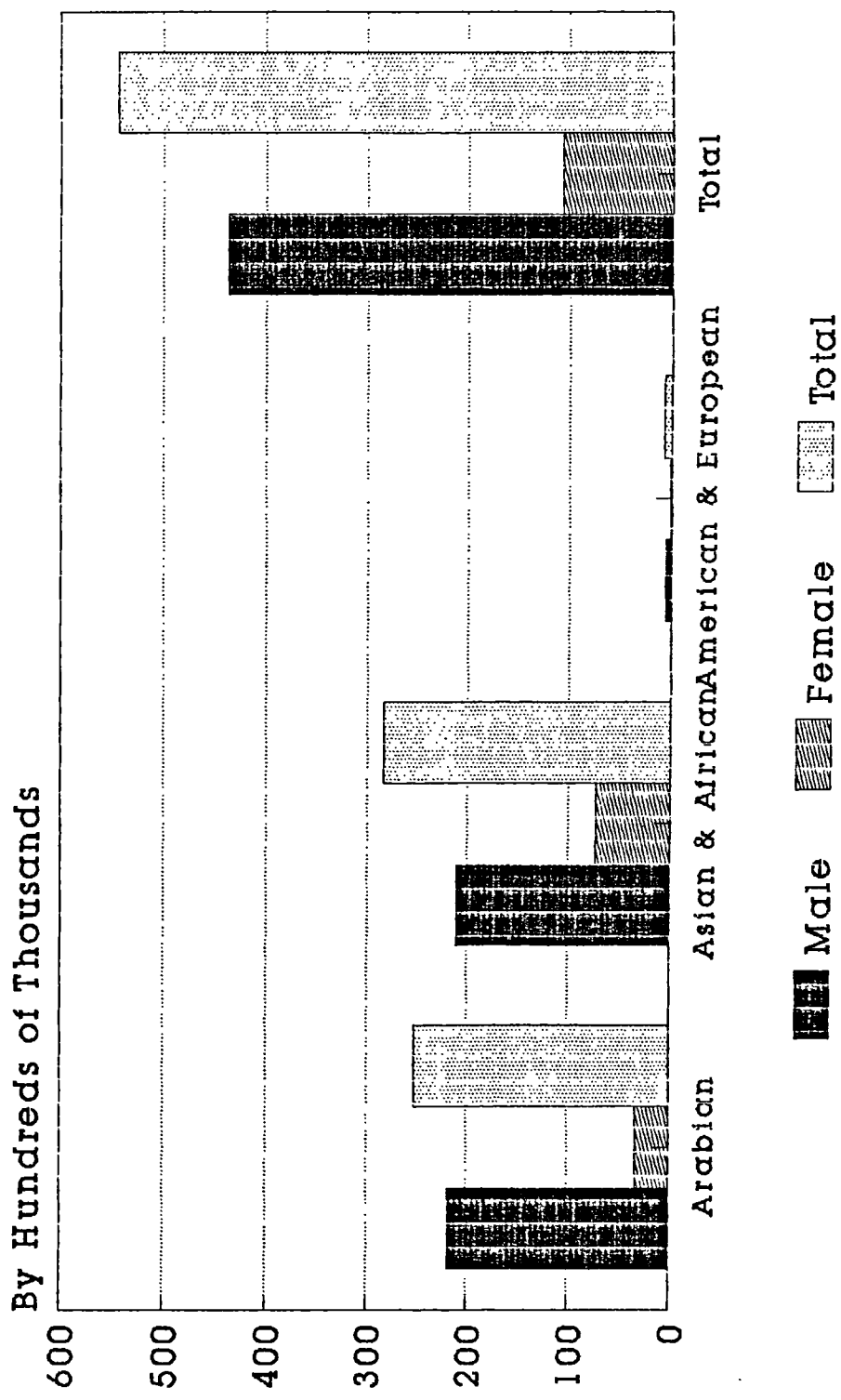
Source: (Annual Statistical Abstract 1988, p.128)

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Figure 2.7 : Labour Force (15 years and over) by Educational Status

Read & Write
163.987

Illiterate
152.272

Primary
53.036

Graduate & Post
83.53

Intermediate
84.922

Further Education
32.201

Secondary & Equiv
100.914
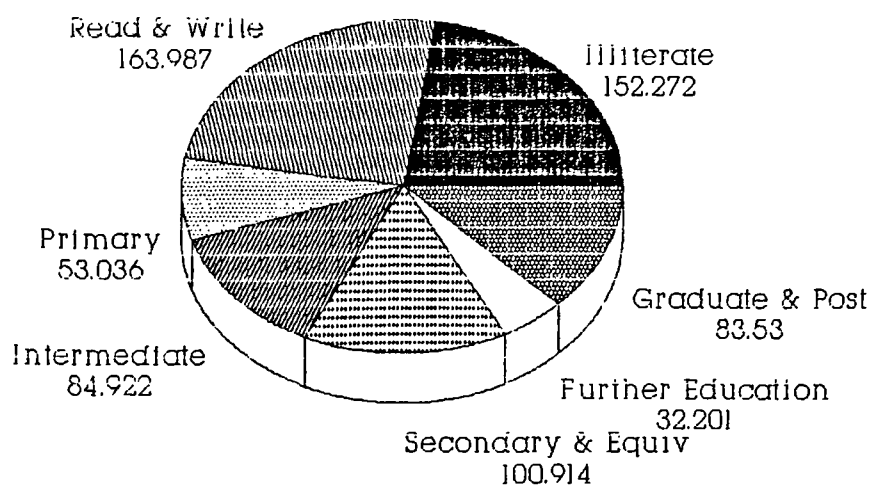
**Source (Annual Statistical Abstract
1988, p.135)**

Figure 2.8 Number of Employees in Government Civil Service * 1986.

General Occupations
02.972

Executve Jobs
0.143

Special Occupations
25.428

Allied Occupations
19.203

Assistance OccupatIoN
25.468

* Execluding Independent budget.
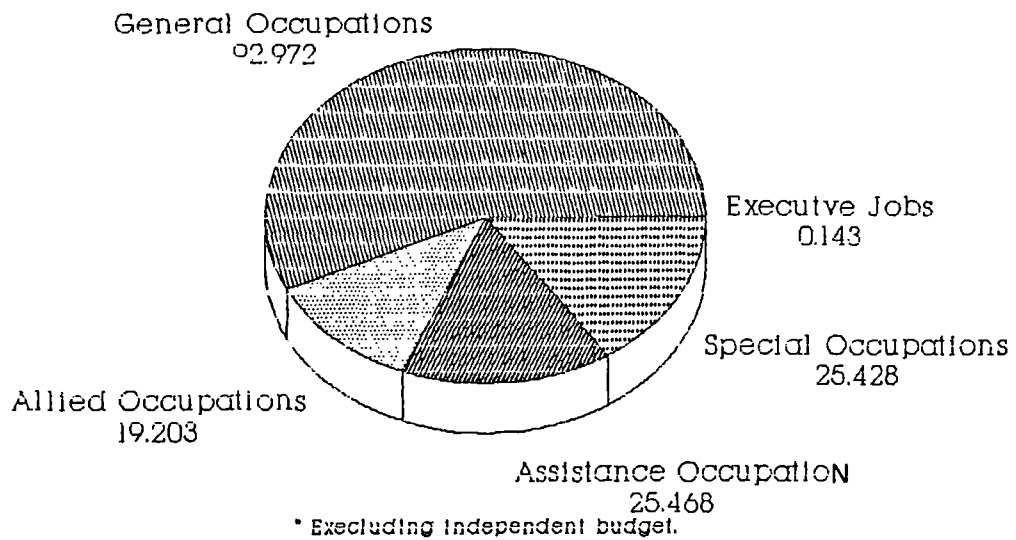
Source: (Annual Statistical Abstract
1988, p.167)

2.9 The Status of Employees Training Activites in Kuwait

A. Activities carried out by the Public Sector

The first initiatives in the field of employees training in Kuwait were by the joint sector oil companies in the early forties. Most Governmental Authorities conduct their own training programmes at different levels. The beginning of the eighties is considered as the real starting point from which most Governmental Authorities in Kuwait established employees training programmes in order to develop their own staff. Some of these authorities have expanded their activities and accepted employees from other authorities. Examples include the Public Authority for Applied Education and Training, Kuwait University, Kuwait Institute for Scientific Research, and the Ministry of Education

The Governmental Authorities implement training activities of various kinds. They use both on-the-job and off-the job training methods. Also, they have utilized training programmes outside Kuwait, while a recent trend has been to deal with specialist private companies from outside or inside Kuwait, in order to design and implement special training programmes for their employees. There are some variations in the training activities of the different Authorities, in terms of the training objectives, the extent of training activity, the level of the training programme etc. The following tables show the various kinds of training within the public sector authorities.

Table 2.7 : The organisational level of the training activities

in the following Governmental Authorities

The Authority	General Manage-ment.	Sub-Manage-ment.	Control Dept.	Dept.	Divisi-on.	Special Centre.
Kuwait Oil Co.		*				
Ministry of Public Health.			*			*
Interior Ministry.		*				
Ministry of Finance and Economy.				*		
(Kuwait University) Dept. of Public Administration.				*		
Authority of Scientific Progress.		*				
Civil Service Commission.			*			
Ministry of Ed.	*					
Institute for Scientific Research.		*				
P A A E T.				*		
Computer & Microfilm Training Centre.		*				
Central Statistical Office.	.			*		
Total	1	5	2	4		1

Source : (Civil Service Commission, 1987, p.75)

Table 2.8 : Level to which training is directed.

The Authority	Top Management.	Middle Management.	Supervision.	New Employees	Training Tecnician
Kuwait Oil Co.		*	*	*	*
Ministry of Public Health.	*	*	*	*	
Interior Ministry.	*	*			*
Ministry of Finance and Economy.	*	*	*	*	
(Kuwait University) Dept. of Public Administration.	*	*	*	*	
Authority of Scientific Progress.	*	*			*
Civil Service Commission.		*	*		
Ministry of Ed.	*	*	*	*	*
Institute for Scientific Research.	*	*	*	*	*
P A A E T.		*	*	*	*
Computer & Microfilm Training Centre.	*	*	*	*	*
Central Statistical Office.				*	*
Total	8	11	9	9	8

Source : (Civil Service Commission, 1987, p.75)

Table 2.9 :   Training staff Availability in   each Authority.

The Authority	Permanent Lecturers	Permanent Trainers	Planers	Technicians	Administrators.	Others
Kuwait Oil Co.						No Answer
Ministry of Public Health.						
Interior Ministry.						" "
Ministry of Finance and Economy.			6	4	1	" "
(Kuwait University) Dept. of Public Administration.	9		9			
Authority of Scientific Progress.			2	2	2	
Civil Service Commission.			2		2	
Ministry of Ed.			3	1	10	
Institute for Scientific Research.			8	3	1	Some Co-ordinators
P A A E T.	1	1		1	6	
Computer & Microfilm Training Centre.	18		1	1	4	
Central Statistical Office.	8		1			
Total	36	1	32	12	26	

Source : (Civil Service Commission, 1987, p.75)

Table 2.10 : Training facilities provided in each Authority.

The Authority	Lecture Room	Film Projectors.	Slides projectors.	Vedio Library	Printed Materials.	Others
Kuwait Oil Co.	*	*	*	*	*	
Ministry of Public Health.	*	*	*	*	*	*
Interior Ministry.						
Ministry of Finance and Economy.	*	*	*	*	*	
(Kuwait University) Dept. of Public Administration.	*		*		*	
Authority of Scientific Progress.						
Civil Service Commission.	*	*	*	*	*	
Ministry of Ed.	*	*	*	*	*	
Institute for Scientific Research.	*	*	*	*	*	
P A A E T.	*	*	*	*	*	
Computer & Microfilm Training Centre.	*	*	*	*	*	
Central Statistical Office.	*	*	*		*	
Total	10	9	10	8	10	1

Source : (Civil Service Commission, 1987, p.75)

Table 2.11 : Authorities which organise training

Programmes outside their buildings.

The Authority	Hotels in Kuwait.	Other Places in Kuwait.	Inside the benificial Authority.	Outside Kuwait.
Kuwait Oil Co.				
Ministry of Public Health.		*	*	
Interior Ministry.				
Ministry of Finance and Economy.				*
(Kuwait University) Dept. of Public Administration.	*			
Authority of Scientific Progress.	*			*
Civil Service Commission.		*		
Ministry of Ed.		*	*	
Institute for Scientific Research.	*	*		
P A A E T.		*	*	
Computer & Microfilm Training Centre.			*	
Central Statistical Office.				
Total	3	5	4	2

Table 2.12 : Co-operation with others in conducting the training programme.

The Authority	By Lecturers and Trainers.	By Lecture Rooms.	By Audio Visual Aides.	By Designing the programme.
Kuwait Oil Co.	*		*	*
Ministry of Public Health.	*	*	*	*
Interior Ministry.	*	*	*	
Ministry of Finance and Economy.	*			*
(Kuwait University) Dept. of Public Administration.	*			*
Authority of Scientific Progress.	*	*	*	
Civil Service Commission.	*	*	*	*
Ministry of Ed.	*			*
Institute for Scientific Research.	*	*	*	*
P A A E T.	*	*	*	*
Computer & Microfilm Training Centre.		*		*
Central Statistical Office.	*	*		*
Total	11	8	7	10

Table 2.13 : Training methods used in the Authority.

The Authority	Lect-ure	Open Discu-ssion.	Labs.	Work-shops.	Confe-rances	Role play
Kuwait Oil Co.	*	*	*	*	*	*
Ministry of Public Health.	*	*			*	
Interior Ministry.						
Ministry of Finance and Economy.	*	*	*			
(Kuwait University) Dept. of Public Administration.	*	*			*	
Authority of Scientific Progress.	*	*				
Civil Service Commission.	*	*				*
Ministry of Ed.	*	*	*	*		
Institute for Scientific Research.	*	*	*	*	*	
P A A E T.	*	*	*	*		
Computer & Microfilm Training Centre.	*	*	*		*	
Central Statistical Office.	*		.			
Total	11	10	6	4	5	2

Source : (Civil Service Commission, 1987, p.75)

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Table 2.14 : Method (s) used to publicise Training Programmes.

The Authority	news Papers.	Radio	T.V.	Pam- phlets.	circ- ulars.	
Kuwait Oil Co.				*		
Ministry of Public Health.				*	*	*
Interior Ministry.				*	*	*
Ministry of Finance and Economy.				*		
(Kuwait University) Dept. of Public Administration.				*		*
Authority of Scientific Progress.				*		
Civil Service Commission.					*	*
Ministry of Ed.	*	*	*	*		
Institute for Scientific Research.		*	*	*		*
P A A E T.	*			*		*
Computer & Microfilm Training Centre.				*		
Central Statistical Office.	*					
Total	3	2	2	10	3	6

Source : (Civil Service Commission, 1987, p.75)

B. Activities carried out by the Private Companies

The main role of the private companies which specialize in the training field is to implement training programmes for the public sector. Usually, the govermental authorities refer their training needs to such companies to determine their capability to conduct appropriate training programmes. Most foreign companies have their own lists of training programmes which they send to the governmental authorities.

Most private companies in Kuwait started their activities only recently, though a few of them launched their activities in the fifties, particularly those companies which dealt with the oil companies.

2.10 The Role of the Government Occupation Authority

The Government Occupation Authority is one of the most important Government Authorities because it oversees, administratively and financially, all of the other Government authorities. The main task of the Government Occupation Authority is to supervise occupations in the public sector. The development of employees' performance in the public sector has also been considered as one of the authority's duties since it was established in the early sixties. For various reasons, the authority did not perform this duty in its earlier years. For instance, developing trainees' performance was not considered as one of the authority's top priorities. Also, there was a lack of data concerning employees' backgrounds specializations, and courses they had

attended previously. The independent steps taken by the different authorities to develop their own employees also contributed to the Government Occupation Authority failure to fulfil this role.

In the mid-eighties, the Board Directors in the Governmental Occupation Authority felt that it was necessary to supervise and co-ordinate the training efforts in the different Governmental Authorities. Therefore, they established the Human Resource Development Centre, within the Governmental Occupation Authority, which is responsible for the following duties:

i) Carrying out studies related to Training Needs Assessment in different Governmental Authorities, and utilizing them to design appropriate training programmes.

ii) Participating in implementing and evaluating courses, with the co-operation of the concerned Authorities.

iii) Preparing the financial balances in conjunction with the Financial Affairs Department in the Governmental Occupation Authority; also analysing the training balancing projects implemented by the other parties.

iv) Organising and implementing training programmes for new employees (induction courses), in addition to other training programmes.

v) Providing the necessary technicans to aid trainers in the Instructional Technology field.

vi) Approving the annual training plan for the Governmental Authorities, and making the necessary suggestions.

vii) Suggesting guidelines for the Governmental Authorities' contracts with private training companies, either inside or outside Kuwait, and ensuring the Authorities' adherence to these guidelines.

viii) Conducting the necessary evaluation of the training programmes in different Authorities in order to determine whether they serve the State's development plans.

To clarify the nature of the work of the Human Resource Development Centre, it is interesting to note that in   The Annual Training plan (1991/1992) Administrative Development Affairs - the Governmental Occupation Authority, its role in implementing employees training in different Governmental Authorities was outlined thus:

> Since its establishment in 1989, the Human Resource Development Centre in the Governmental Occupation Authority has had overall responsibility for training for all Governmental Authorities, not with-standing the allocation of specific training responsibilities among different Governmental Authorities such as; the Governmental Occupation Authority, the Public Authority for Applied Education and Training, Kuwait Institute for Scientific Research, Kuwait University, and some Ministries such Education, Health, and Finance. The Governmental Occupation Authority designs, co-ordinates, and supervizes the in-job training programmes of the different Authorities." (1992:P.1)

In order to achieve the above tasks, the centre has set
out some objectives underlying the first stage of its plan
as follows :

1. Developing skills and knowledge of the Governmental
Authorities' administrative staff at different levels: top
management, middle management, supervisors and subordinates.

2. Providing staff for the Administrative Development
Units in every Governmental Authority.

3. Training the new employees in different Authorities,
and providing them with the necessary skills and knowledge.

4. Co-ordinating the Governmental Authorities' training
efforts, and allocating training duties among them.

5. Developing training methods in all Authorities.

6. Developing the level of performance of the Governmental
Occupation Authority staff according to current needs.

Since 1989, the Human Resource Development Centre has
organised courses in some selected areas in the management
field, directed towards employees in the public sector. In
terms of the centre's relationships with the other Authori-
ties, coordination is still weak.

According to the above illustration there are two fac-
tors which appear to have made the Government pay more
attention to developing its human resources: First, because
the economy of the country depends on oil as the main source

of revenue, there is a need for the government to ensure maximum utilisation of its single national resource, before it runs out.

Second, the existing situation of the population in Kuwait seems unusual, the number of the immigrants is more than the number of the citizen, this number of immigrants may be required at the present time, but in the near future this situation may created many problems such as unemployment among the Kuwaities, this status make the Government speed-up the policy of " Takuwet " which is substituting the vacant jobs by Kuwaities, and this process depends on retraining most of the new workers.

2.10 Summary

This chapter has attempted to established the economic and cultural context of the present study, with particular reference to labour force development. It has been shown that Kuwait is a small country with a young population. Oil reserves have made possible rapid economic development, but there is a need to diversify the economy, against the time when oil reserves run out.

Industrial development, and the need to reduce the heavy dependence on expatriate labour what is nown by "Takuwet" policy, require trained and qualified local personnel, highlighting the need for employees training.

Dispite the need for a well-organised training plan for the public sector as a result of the above circumstances, training activities are carried out by various public authorities and private companies, which differ greatly in their provision, and are not organised in a coherent plan. In this respect, the Government Occupation Authority, which is the only Governmental Authority designated to supervise and coordinate public sector training activities, has failed to perform its duty adequately, as stated previously.

Also, the low performance of the Government Occupation Authority, is considered as an obstacle to matching the training activities in the public sector with the requirements of the State National Plan set by the Ministry of Planning. Therefore, the National Five Year Plans lack adequate details in relation to training in the public sector.

These circumstances contribute to the diversity among the Governmental Authorities' training programmes, in such respects as training objectives, training policies, training need assessment . . etc. One of the public sector training authorities, the PAAET, will be examined in more detail in the next chapter.

Chapter Three:
A Study of the Public Authority for Applied
Education and Training (PAAET):
Establishment, Administration and Facilities

3.1 Introduction

In this chapter a general idea will be given of the establishment of the Public Authority for Applied Education and Training, (PAAET), and its administrative structure and facilities will be discussed. Finally, a general outline of each Department and its objectives will be provided.

The discussion in this chapter is based on information obtained from the PAAET official reports, and interviews with the PAAET staff.

3.2 The Development of Technical and Vocational Education in Kuwait

The PAAET's present standing reflects the development of technical and vocational education in the state of Kuwait, which can be classified into three stages. The first ran from 1952 to 1972, when this type of education was supervised by one of the Departments of General Education.

The second ran from 1972 to 1982, during which the Ministry of Education showed the importance it attached to technical and vocational education by establishing a separate Department for it and appointing an Assistant Under-Secretary for Technical and Vocational Education.

The third stage started in 1982 when the National Assembly showed interest in training, technical and vocational

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education and in 1982 established the Public Authority for Applied Education and Training.

Each stage was characterized by clear organisational and administrative features. The following is a review of the period from 1972 to 1982

3.3 Department of Technical and Vocational Education (1972-1981)

In 1972, Ministerial Decree No. 3 was issued (Ministry of Education, 1972:P.1) whereby "the Department of Technical and Vocational Education was established to supervise Technical schools". The Decree stated the objectives of the Department as " promoting Technical and Vocational Education in view of its vital role in the preparation of qualified manpower to meet the requirements of development." (Public Authority for Applied Education and Training, 1984:P.3).

In 1978, Ministerial Decree No. 7111 was issued (Ministry of Education, 1978) whereby the Department was reorganized and its jurisdiction defined. The main objectives of the Department were as follows:

a) To exert a concerted effort among Technical and Vocational Institutes towards common interests and objectives, putting forward the necessary recommendations to solve the problems facing them.

b) To propose new specializations to meet present and future demands, to refer the matter to the Supreme Council for

Technical Education for approval, and to make arrangements for implementation.

c) To prepare annual budgets to cover plans and to follow-up the implementation of the allocated budget.

d) To provide Institutes with teaching staff, technicians and other auxiliary jobs and improve their performance in co-operation with other agencies.

e) To furnish Institutes' libraries with the most up-to-date and sophisticated equipment.

f) To furnish Institutes' libraries with reference works, books and academic journals in all areas of specialization.

g) To provide general supervision of Institute employees and solve their problems.

h) To facilitate student field training.

i) To provide student development services: academic, social, cultural, sport and health.

j) To prepare annual reports on all activities of the Institutes of Technical and Vocational Education.

Article 2 of the Decree stated the duties of the Planning and Research Division and the Educational Services Division to be as follows:

3.3.1 Planning and Research Division
a) To prepare technical and educational projects, plans,programmes, and their implementation, and study the results of committee work in this respect.

b) To supervise the implementation and evaluation of plans and programmes and put forward suggestions for solving problems.

c) To prepare studies in respect of plans for new construction works, additions and alterations to Institutes.

d) To prepare scholarship plans based on the requirements for various specializations.

e) To prepare statistics, reports and technical studies and research on matters relating to Technical and Vocational Education and the problems encountered in providing Institutes with teaching and professional staff.

f) To set up committees formed from experts.

g) To prepare studies on the feasibility of implementing conference recommendations aiming at promoting Technical and Vocational Education as well as studies on the development of technical and administrative systems and procedures.

h) To furnish Institutes with audio-visual aids and books.

i) To study the recommendations concerning follow-up of graduates and put forward suggestions for dealing with any discrepancy between current graduation rates and the future requirements of the labour market.

j) To supervise the preparation of estimates in respect of the requirements of the units affiliated to this Division.

The following organisational Sections and Units were affiliated to this Division:

1. Planning and Follow-up Section.

2. Research and Technical Studies Section.

3. Information Unit.

3.3.2 Educational Services Division

The responsibilities of this division were:

a) To prepare, implement and evaluate field training programmes for students and put forward recommendations for curriculum development to meet the demands of the labour market.

b) To prepare and implement specialist training sessions aimed at raising the performance of Institutes' staff and community services, technically and professionally.

c) To prepare, implement and evaluate a programme for following-up graduates and develop the same, based on the results of follow-up.

d) To prepare statistics on graduates, to be used in research on the various areas of specialization.

e) To prepare, implement and evaluate the plan for the Institutes' cultural, social, sporting, health and artistic activities and implement recommendations for development.

f) To organise cultural, social, sporting, health and artistic activities for community service and development.

g) To study the results of analysis of student achievement and examinations and put forward appropriate recommendations.

h) To study the number of students to be admitted into each Institute and supervise student affairs.

i) To evaluate and develop student disciplinary regulations and penalties.

j) To furnish Institutes with the required resources in terms of encyclopedias, reference works, books and journals in the field of Technical and Vocational Education.

k) To study the results of follow-up of literary activities and put forward appropriate recommendations.

The following organisational Units and sections were affiliated to this Division:

1. Evaluation and Student Affairs Section.

2. Cultural, Social and Sports Services Section.

3. Training and Graduates' Follow-up Section.

4. Libraries Unit.

The Budget, Supplies and Secretariat sections were directly linked to the Director of the Department, as is clearly seen in Figure. 3.1, which shows the organisational model of the Technical and Vocational Education Department in 1978.

3.4 Department of Technical and Vocational Education (1981-1982)

In October 1982, Ministerial Decree No. 5373 was issued (Ministry of Education, 1982) whereby the structure of the Department of Technical and Vocational Education was re-organised as follows:

Assistant Undersecretary of Technical & Vocational Education

Director of Technical and Vocational Education Department

Department Secretary

Deputy Director for Planning & Research

Information Unit

Secretariate Section
- Mail Unit.
- Record Keeping & Typing Unit.
- Administrative Follow-up Unit.

Planning Section
- Planning Unit.
- Technical Follow-up Unit.

Research and Technical Studies Section
- Statistics Unit.
- Translation and Research Unit.

Budget & Supplies Section
- Budget and Accounts Unit.
- Personnel Affairs Unit.
- Supplies Unit.
- Stores Follow-up Unit.

Deputy Director for Educational Services

Libraries Unit

Cultural, Social & Physical Education Section
- Cultural Services Unit.
- Social Services Unit.
- Physical Education Services Unit.

Training and Graduates Follow-up Section
- Field Training Unit.
- Graduates Follow-up Unit.

Evaluation and Students Affairs Section.
- Evaluation Unit
- Student Affairs Unit.

Source: (Ministry of Education, 1978, p. 3)

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3.4.1 Planning and Research Division

This Division was concerned with the planning of Technical and Vocational Education programmes, research into manpower development and the preparation and follow-up of new community service applied programmes. The following organisational Sections were affiliated to this Division:

1. Planning and Follow-up Section.
2. Research and Technical Studies Section.
3. Community Service Planning Section.
4. Statistics and Information Section.

3.4.2 Registration and Student Affairs Division

This Division was concerned with registration and student affairs at Technical and Vocational Institutes and coordination of these activities.

The following organisational Sections were affiliated to this Division:

a) Admission and Registration Section.

b) Results and Certificates Section.

3.4.3 Educational Services Division

This Division was concerned with educational technology and library services, as well as students' field training and follow-up of graduates.

The following organisational Sections were affiliated to this Division:

a) Educational Technology Section.

b) Field Training and Graduates' Follow-up Section.

3.4.4 Student Development Division

This Division was concerned with preparing, developing
and co-ordinating student activity programmes in the arts,
cultural, social and sports fields, as well as student
services. The following organisational Sections were affili-
ated to this Division:

a) Cultural and Social Activities Section.

b) Student Services Section.

3.4.5 Budget and Supplies Division

This division was concerned with the purchasing require-
ments of Institutes and equipment maintenance. The following
organisational Sections were affiliated to this Division:

a) Budget Section.

b) Equipment and Supplies Section.

Figure 3.2 shows the organisational model of the Techni-
cal and Vocational Education Department in 1982.

3.5 Public Authority for Applied Education and Training
PAAET (1982-1990)

Although there have been some developments in the PA-
AETS' organisation and administration since its establish-
ment, the history of the Public Authority for Applied Educa-

Fig. 3.2 : Organizational Model of the Technical and Vocational Education Department (1982)
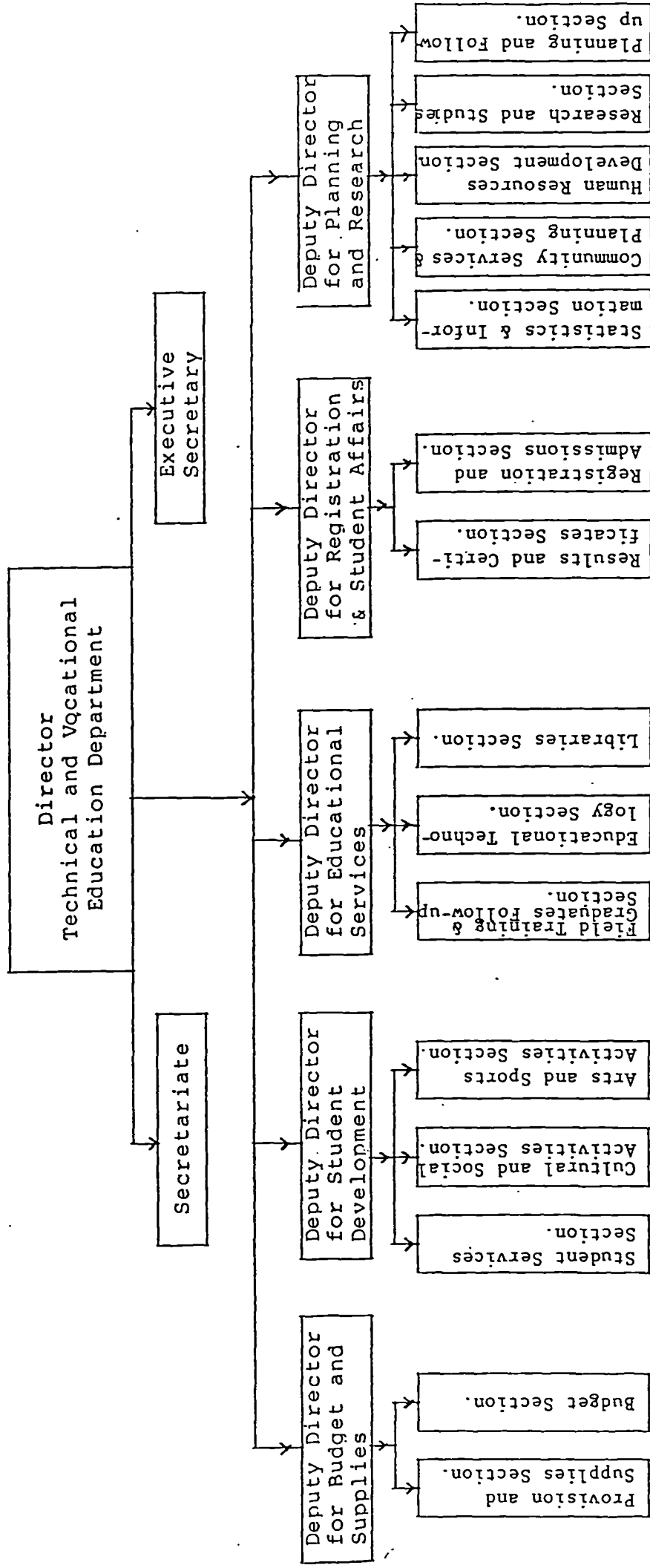
Source: (Al-Ahmed and Al-Hajessa, 1984, p.315)

tion and Training, from 1982 to 1990, can be divided into
two main stages: the first is the establishment stage, from
1982 to 1986. The second is the issue of the PAAET's strate-
gy from 1986 to 1990.

3.6 The Establishment Stage (1982-1986)

In December 1982, two months after Ministerial Decree
No. 5373 was issued, the prince of Kuwait, Jaber Al-Ahmed,
ratified the National Assembly resolution as Law No. 63/1982
concerning the establishment of The Public Authority for
Applied Education and Training - PAAET (Appendix, A). PAAET
is headed by an appointed Board of Directors chaired by the
Minister of Education as Supervisor. The membership con-
sists of:

1. The Director General of the Public Authority of Applied
    Education and Training.

2. The Under - Secretary for Planning.

3. The Under-Secretary for Education .

4. The Under-Secretary for Social Affairs and Labour.

5. The Deputy Director of the Civil Service Commission.

6. The Secretary - General of Kuwait University.

7. Representatives of:

    7.1 The Kuwait Chamber of Commerce and Industry.

    7.2 The Kuwait Labour Union.

    7.3 The oil sector (Appointed by the Minister of Oil).

8. Two competent and experienced Kuwaiti personalities ap-
pointed by the Council of Ministers for a four year period.

The Board of Directors' responsibilities are determined by the Council of Ministers according to the Education Minister's suggestions. Moreover, the Board of Directors is the supreme authority for applied education and training in the country and is responsible in particular for:

1. Correlating applied education and training plans and programmes and following-up their implementation.

2. Suggesting laws and decree drafts relating to Board duties.

3. The establishment and amalgamation of the Applied Education Institutes and Training Centres.

4. Correlating the admission conditions in those Institutes and Centres with the study system, period of study, choice of scientific degree, certification and the endorsement of final examination.

5. Determining the financial allowances set for students and trainees of those Institutes, together with payment regulations.

6. Setting financial and administrative rules and regulations.

7. Approving the PAAET budget draft and the final report before they are presented to the authorities concerned.

8. Enhancing applied education and training, including employee training.

9. Regulating scholarships and study leave for staff, students and trainees of the affiliated Institutes and Centres. (Assembly Council, 1982:PP. 3-5)

Fig.3.3 : Organizational Model of the Public Authority of . Applied Education and Training

Board of Directors

Director General

General Secretariate for Board of Directors.

Secretariate for Director General

Public Relations and Information Office — Public Relations | Informations

Data and Computer Centre — Data Section | Computer Section

Deputy Director General for Financial and administrative Affairs

Deputy Director General for Technical Affairs

Deputy Director General for Research and Planning Affairs

Director Department of Public Services — 1.1 1.2 1.3 1.4

Director Department of Finance and Administration — 2.1. 2.1..2 2.1.3 2.1.4 | 2.2 2.2...2 2.2.3 2.2.4

Director Department of Curriculum and Cultural Relations — 3.1 3.2 3. 3. 3.5

Director Department of Registration and Student Affairs — 4.1 4.2 4.3 4.4 4.5

Director Department of Institutes and Training Centres — 5.1 5.2 5.3 5.4 5.5

Director Department of Research & Applied Studies — 6.1 6.2 6.3

Director Department of Planning and Follow-up — 7.1 7.2 7.3

---

1. Department of Public Services
1.1 Transportation Section
1.2 Maintenance Section
1.3 Press Section
1.4 Nutrition Section

2. Department of Administration and Financial Affairs
2.1 Financial Affairs
2.1.1 Budget & Accounts Section
2.1.2 Rewards & Salaries Section
2.1.3 Provisions & Store Section
2.1.4 Auditing & Supplying Section
2.2 Administrative Affairs
2.2.1 Legal Affairs Section
2.2.2 Recruitment & Termination Section
2.2.3 Records, Relations & Sincererity Section
2.2.4 General Registration Section

3. Department of Curricula and Cultural Affairs
3.1 Curriculum Section
3.2 Specification Section
3.3 Manpower & Cultural Relations Section
3.4 Libraries Section
3.5 Supplies & Technical Section

4. Department of Registration & Student Affairs
4.1 Student Services Section
4.2 Admission Section
4.3 Student Records Section
4.4 Registration Section
4.5 Training & Graduates Follow-up Section

5. Department of Institutes and Centres Affairs
5.1 Physical & Technical Activities Section
5.2 Socio-Cultural Activities
5.3 Co-ordination Section
5.4 Community Services & In-service Training Section
5.5 Scholarship Section

6. Department of Research and Applied Studies
6.1 Research Section
6.2 Statistics Section
6.3 Translation and Publishing Section

7. Department of Planning and Follow-up
7.1 Planning Section
7.2 Follow-up and Evaluation Section
7.3 Construction & Projects Section

Source: (PAAET, Department of Planning, 1985)

Figure. 3.3 shows the organisational model of the PAAET. As shown in the model, the PAAET is headed by the Director General, assisted by three Deputy Director Generals: one for Planning and Development; another for Technical Affairs; and the third for Administration and Financial Affairs. They supervise the following Departments, each according to his respective authority and duties:

1. Department of Planning and Follow-up.

2. Department of Research and Applied Studies.

3. Department of Institutes and Training Centres Affairs.

4. Department of Registration and Student Affairs.

5. Department of Curriculum and Cultural Relations.

6. Department of Administration and Financial Affairs.

7. Department of Public Services.

There are also some Auxiliary Offices under direct supervision of to the Director General, such as the Public Relations and Information Office, as well as the Computer and Data Centre.

Decree No. 104/1984 issued on 9th February 1984 (PAAET, 1984) defines the responsibilities of each Department and Auxiliary Office as follows:

3.6.1 Department of Planning and Follow-up

i)   To suggest short-term, intermediate and long-term plans

for applied education and training, including budget planning and the programming of projects on a scale of priority.

ii) To follow up the implementation of on-going plans for applied education and training, assess them and identify trends of projects in accordance with future requirements.

iii) To strike a balance of co-ordination between the PAAET and other responsible bodies in the country with the aim of implementing plans and programmes that work in harmony with the set objectives.

iv) To establish the most appropriate ways and means for carrying out the follow-up and assessment of projects.

v) To prepare studies on the technical specifications, designs and economic usefulness of new construction projects, expansions, maintenance and extensions.

vi) To follow-up the implementation of projects and constructions, inspecting buildings that are to be used by the Authority, in terms of technical specifications and design.

vii) To undertake the necessary steps for the allocation of sites required for the projects of the PAAET.

viii) To consider the most efficient techniques for the best exploitation of the Authority's physical resources.

The following Sections are associated with this Department:

a. Planning Section.

b. Follow-up and Evaluation Section.

c. Constructions and Projects Section.

3.6.2 Department of Research and Applied Studies

A. Responsibilities in the Field of Research

i) To suggest methods of developing scientific applied research and the means of supporting it after conducting the necessary surveys.

ii) To conduct studies and research work as required by the different Departments in the Institute, especially research concerning the economics of the PAAET, including studies of cost and use.

iii) To co-ordinate the scientific research activities of the Institute with similar activities inside and outside the State.

iv) To study the needs of the society for technical and vocational programmes, including those which do not basically lead to the award of an academic qualification but which are in accordance with the State's aim to achieve and fulfil the individual's need for education and training that develops his ability , experience and skills and provides better chances for him in a developing society.

v) To study research proposals submitted by bodies concerned with the Institute and provide their requirements according to priority.

vi) To follow-up the fulfilment of research and studies according to rules.

B. Responsibilities in the Field of Statistics

i) To prepare statistics and data concerning applied education and training, including numbers of students and trainees, graduates of Institutes and Centres, manpower and the development of human resources, with special reference to training and activities.

C. Responsibilities in the Field of Translation and Publication

i) To issue the conditions for the publication of books and periodicals by their editing boards.

ii) To publish books and translations connected with the objectives of the Institues.

iii) To co-operate with local and foreign scientific Institutes in joint writing and translating projects.

The following Sections are associated with this Department:

    a. Research Section.

    b. Statistics Section.

    c. Translation and Publications Section.

3.6.3 Department of Institutes and Training Centres Affairs

A. Responsibilities in the Field of Co-Ordination among Institutes, Training Centres and Headquarters

i) To follow up the results of the work and academic committees of the Institutes' and Centres' councils, through

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co-ordination with the Departments concerned.

ii)   To co-ordinate job assignments, delegation and transfer of teachers/trainers in the Institutes and Training Centres.

iii) To take part in the selection of the teachers/trainers needed for the Institutes and Training Centres.

iv)   To co-ordinate common work between the Institutes and Training Centres in such a way as to avoid conflict of responsibilities between different Departments and Headquarters.

B.   Responsibilities in the Field of Students' and Trainees' Welfare

i)   To provide suitable care for students and trainees in the Institutes and Training Centres in the following fields:

1. Social activities.

2. Sports activities.

3. Cultural activities.

4. Arts activities.

5. Student housing.

6. Student health service.

7. Supplying student activity centres with necessary equipment.

8. Student and trainee councils.

C. Responsibilities for Community Service Programmes

i)   To supervise and follow-up community service programmes including execution procedures.

ii) To participate with the Public Relations and Information Office in publicising the importance of Applied Education and Training through a state guidance plan, to let individuals know of the importance of community service programmes.

D. Responsibilities for In-service Training Programmes

i) To organise specialized training courses, within the specializations of the Institutes and Training Centres, to improve the calibre and performance of Government employees and the Departments concerned.

ii) To offer programmes which satisfy special requirements put forward by different bodies (e.g. public, joint and private sectors) to develop the skills and experience of their employees in accordance with the needs of the bodies concerned.

The following Sections are associated with this Department:

     a. Physical and Arts Sections.

     b. Social and Cultural Activities Section.

     c. Co-ordination Section.

     d. Community Service and In-Service Training Section.

     e. Scholarships Section.

3.5.4 Department of Registration and Student Affairs

A. Responsibilities Concerning Admissions and Registration

i) To propose the general policy on registration and admissions at the PAAET Institutes and Training Centres.

ii) To set out guidelines for selecting and registering students and trainees according to their study training programmes and physical capacity, in co-ordination with the Institutes and Training Centres.

iii) To take necessary measures for admissions into the Institutes and Centres and co-ordinate the intake of students and trainees, with the aim of distributing new entrants among the various Institutes and Centres.

iv) To supervise the procedures for registration, withdrawal, cancellation and addition, as well as the final examination of each study/training term, re-enrollment, change of specialization, and discontinuation of study/training.

v) To supervise the implementation of regulations regarding student/trainee affairs, as well as the procedure for cashing their grants.

B. Responsibilities Concerning Results and Certificates

i) To follow-up progress of students/trainees from the moment they enrol in the Institute/Centres until they graduate, and prepare the results of examinations in each semester.

ii) To receive, keep, analyse and evaluate the examination results.

iii) To design and prepare the student/trainee certificates that will later be ratified.

C. Responsibilities Concerning Follow-up of Graduates

i)   To devise a systematic approach for following-up the placement of the Institutes'/Centres' graduates in the labour market.

ii)   To follow-up the graduates with a view to evaluating the extent to which their specialisms are adequate for the requirements of their target situations.

iii)   To prepare the statistics necessary for conducting a follow-up study of the graduates by the bodies concerned.

D. Responsibilities Concerning Student Services

To provide for adequate student development in the following fields:

- Educational advice.

- Vocational orientation.

- Social and psychological development.

E.   Responsibilities Concerning Field Training and Summer Courses

i)   To set out implementation programmes for field training and practical education.

ii)   To supervise and follow-up the procedures for holding summer courses. The following Sections are associated with this Department:

a. Student Services Section.

b. Admission Section.

c.   Student Record Section

d. Registration Section.

e. Training and Graduates Follow-up Section.

3.6.5 Department of Curriculum and Cultural Relations

A. Responsibilities Concerning the Applied Educational and Training Curriculum

i)   To follow-up the curricula and programmes of Applied Education and Training with a view to evaluating and developing them to meet arising needs.

ii)   To draw-up systems for writing books and pamphlets and set up the necessary committees for performing these duties.

iii)   To set out the guidelines for selecting the required published books according to the needs of the educational programmes.

B. Responsibilities Concerning Specifications

i)   To prepare job sampling studies and classifications of the technical and vocational jobs required by the labour market.

ii)   To determine the levels of proficiency required by the labour market.

iii)   To determine the standards and titles of the certificates awarded by the PAAET to the graduates of its educational programmes.

C. Responsibilities Concerning Libraries

i) To supervise the library sector at the Institutes and Centres.

ii) To set up the technical systems for the preparation of books, references and periodicals.

iii) To draw-up a general policy for the libraries, their development and achieving integration among them.

D. Responsibilities Concerning Equipment and Educational Technology

i) To provide the Institutes and Centres with educational technology and teaching aids in line with world development in these areas.

ii) To supervise the Sections concerned with educational technology and teaching aids at the Institutes and Centres in terms of optimal exploitation, methods of storage and maintenance.

iii) To lay down the technical specifications for the educational technology and teaching aids necessary for the PAAET.

iv) To follow up developments in the field of producing educational technology and ensure that these are properly applied in the Institutes and Centres.

v) To participate in the setting out of the technical specifications for this equipment and filter orders for such equipment, to reject those that do not reflect actual needs or those that exceed the approved financial allocations.

E. Responsibilities Concerning the Development of Manpower

The development of manpower is concerned with upgrading the performance level of those working for the PAAET and its Institutes and Centres through the following:

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i) Study missions and leaves.

ii) Programmes of academic and occupational development.

iii) Academic missions (eg. conferences, seminares, courses and exhibitions).

iv) Training courses for personnel.

v) Participation in setting out criteria for selecting those to be sent on missions, study leave, training courses and academic missions.

F. Responsibilities Concerning Cultural Relations and Scholarship

i) To develop cultural and educational relations between the PAAET and corresponding Authorities inside and outside Kuwait.

ii) To follow-up implementation of the annual plan for conferences, seminars and courses organised nationally and internationally by the PAAET and disseminate the acquired experience among the parties concerned at State level.

iii) To follow-up the implementation of the missions plan and make all necessary contacts for the success of this plan.

The following Sections are associated with this Department:

    a. Curriculum Section.

    b. Specifications Section.

    c. Developing Manpower and Cultural Relations Section.

d. Libraries Section.

e. Equipment Supplies and Technical Section.

3.6.6 Department of Administrative and Financial Affairs

A. Administrative Affairs Responsibilities

i)   To issue administrative decisions according to the legal framework.

ii) To study the needs of the Authority for human resources in co-operation with the concerned parties.

iii) To perform the following tasks:

1. Granting leave of all kinds.

2. Following-up absence.

iv) To study the housing situation of working staff.

v)   To prepare and keep for administrative purposes the confidential files on PAAET staff.

vi) To receive staff evaluation reports and present them to the Committee of Staff Affairs.

B. Financial Affairs Responsibilities

i)   To prepare the budget.

ii) To programme the budget and present a monthly report to the Director General.

iii) To monitor financial needs.

iv) To recommend local and external allowances.

v)   To prepare the salaries, wages and over-time payments.

vi)   To prepare the requests of the PAAET for necessary funds.

The following Sections are associated with this Department:

    a. Budget and Accounting Section.

    b. Salaries and Rewards Section.

    c. Deliveries and Stores Section.

    d. Auditing Section.

    e. Legal Affairs Section.

    f. Employment and Termination of Service Section.

    g. Leaves and Passports Section.

    h. General Record Section.

3.6.7 Department of Public Services Responsibilities

i) To nominate the requirements of public services and draw-up plans according to priority.

ii) To perform all duties related to public service such as:

    a. Food in the Institutes and Centres.

    b. Housing.

    c. Transport.

    d. Photocopying and editing.

The following Sections are associated with this Department:

    a. Housing Section.

    b. Transportation Section.

    c. Press Section.

    d. Nutrition Section.

    e. Maintenance Section.

3.6.8 Data and Computer Centre Responsibilities

i) To study the information needs of the Authority.

ii) To file the available information both nationally and internationally to make the utmost use of it.

iii) To strengthen the communication links between the Centre and similar Centres in Kuwait.

iv) To act as a Central Bank of Information.

v) To undertake continuous follow-up of data.

vi) To devise procedures to computerise functions formally performed manually:

    1. Financial and Administrative Affairs.

    2. Statistics.

    The following Sections are associated with this Centre:

    a. Data Section.

    b. Computer Section.

3.6.9 Public Relations and Information Office Responsibilities

i) To enhance public awareness of the importance of Applied Education to satisfy the social needs of Kuwait.

ii) To participate in symposia, conferences, seminars and exhibitions.

iii) To provide the different advertising bodies with news about the activities of the Authoritiy.

iv) To prepare television and radio programmes related to the Authority's concerns.

v) To issue periodicals, circulars and pamphlets.

vi) To receive and provide hospitality for delegations and guests.

The following Sections are associated with this Office:

a. Public Relations Section.

b. Information Section.

3.7 The PAAET's Nature and the Employee Training Activities

Although PAAET has a number of secondary obligations, the main reason for its establishment was to be responsible for all sorts of vocational and technical training in Kuwait. Therefore, the responsibility for employee training activities was not adequately considered in the establishment stage. This status is reflected in the PAAET's Organisational Model where employee training activities are allocated only a small sub-section in the training sector. Even so, employee training activities have expanded rapidly, and have not been confined to PAAET, but have been expanded to serve employee in the public sector.

In spite of the above situation, which is considered as contrary to the main objectives of PAAET's establishment, the rapid development of employee training activities in PAAET met with no objections, either from PAAET's Board of Directors or from outside bodies. The reasons for that may relate to the following:

1.   Absence of the Government Occupation Authority role   in
relation   to supervising the employee training   activities   in
the public sector, as stated in Chapter Two;

2.   Need for employee training programmes among the   authori-
ties   in   the public sector, most of which do   not   organise
such activities;

3.   Lack of an adequate planning system inside PAAET,   many
of   whose   activities do not serve   PAAET's   overall   objec-
tives.

However,   the   employee training activities in   PAAET   are
the   most   extensive   of all   authorities   arranging   employee
training programmes for employees in the public sector,   such
as Kuwait University, Ministry of Education, and the Govern-
ment Occupation Authority. Because of this status, the study
of   the   employee training activities in PAAET may   provide   a
guide   to many aspects of such activities in the   other   au-
thorities.

3.8   The Strategy Stage (1986-1990)

In   1986,   the PAAET Board of Directors approved   a   new
strategy for the Public Authority for Applied Education   and
Training. In terms of its objectives, the new strategy   does
not differ from the previous situation, but in terms of   the
methods   to   meet the PAAETS' objectives, the   new   strategy

brought about two main changes: First, it changed the Institutes' academic system from the Diploma, a two - year system, to the Bachelor, four - year system; following this by renaming the Institutes, which are now called Colleges.

The second development was that the new strategy made considerable changes in the PAAET's Organisational Model. The new model consists of three main sectors as follows:

- Applied Education and Research Sector.

- Training Sector.

- Administrative and Financial Affairs Sector.

The following is a description of the present Organisational Model for PAAET, which has been slightly modified since it was proposed as part of the strategy.

3.8.1 PAAET's Present Organisational Model

Although all the duties contained in the previous Organisational Model are allocated in the present one, the new Organisational Model has added new specializations which have been distributed among different sectors. The main difference between the present PAAET Organisational Model, compared with the previous one, is the existence of the sectors system, which has brought benefits to the training activities in PAAET (See Fig 3.4).

The following is a description of the duties of the new sectors, and their affiliated Departments:

Figure: 3.4 PAAET Organizational Structure

Figure: 3.4 PAAET Organizational Structure
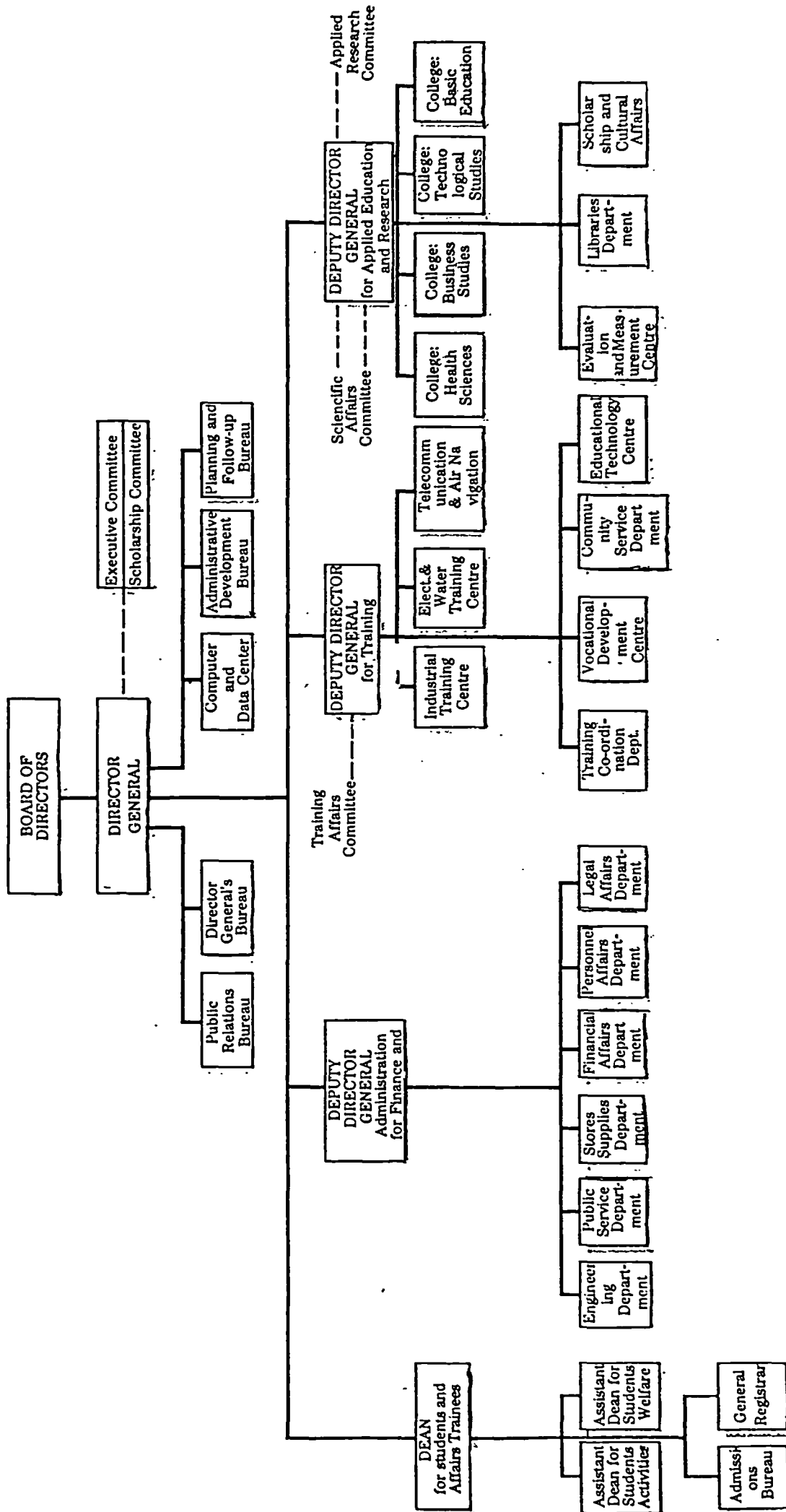
(Source: Public Relation Bureau, 1989)

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A. Appllied Education and Research Sector

This sector is responsible for scientific affairs, research and educational services, carried out through the affiliated departments and according to the Authority's Organisational Model. The following are affiliated to this sector:

1. Applied Education Colleges.

2. Scholarships and Cultural Affairs Department.

3. Evaluation and Measurement Centre.

4. Library Department.

5. Applied Research Committe.

6. Academic Affairs Committee.

B. Training Affairs Sector

This sector supervises all training activities through the departments belonging to it, including the Training Centres. The following are affiliated to this sector:

1. Training Centres.

2. Special Courses.

3. Training Planning and Coordination Department.

4. Educational Technology Centre.

5. Community Service and Continuing Education Department.

6. Vocational Development Centre.

7. Training Affairs Committee.

C. Administrative and Financial Affairs Sector

This sector supervises all administrative and financial affairs through the departments affiliated to it.

The following are departments affiliated to this sector:

1. Personnel Department.

2. Financial Affairs Department.

3. General Services Department.

4. Engineering Department.

5. Supply and Stores Department.

6. Legal Affairs Office.

7. Student's Library.

D. Departments Affiliated to the Director General's Office

These departments are responsible for proposing admission plans, scholarships, budgets, constructional projects within the Authority, technical and executive secretarial work for the Board of Directors and the Director General, suggesting ways of improving work systems, performance standards, planning the general policy for scholarships and endorsement of the plan, as well as preparation of various plans and programmes required for its execution.

They are also reponsible for the development and enrichment of mutual understanding between the Authority and all those dealing with it, including the provision, modernization and promotion of communication channels between the Authority and other institutions for the exchange of information.

These departments comprise the following:

1. Executive Committee.

2. Office of the Director General.

3. Public Relations Office.

4. Administrative Development Office.

5. Planning and Follow-Up Office.

6. Data and Computer Centre

7. General Committee for Scholarships.

3.9 Why the New Strategy

First of all, it is important to say that there were some unrealistic reasons behind the development of the new strategy, or what is called the political side of the new strategy. This strategy was proposed a few months after designation of a new General Director, who was appointed from outside PAAET. This movement with disapproval from some staff in the Institutes, who argued that the position of General Director should be filled by somebody from the Institutes' Faculty, and began to campaign against the new Director. The proposal of the new strategy at this particular time may be seen as a reaction by the new General Director against such propaganda.

Although there was a political side to the proposed strategy, there were also practical considerations which were been declared in the introduction to the strategy, such

as: the transformation from the Institute system (two aca-
demic   years) to the College system (Four   academic   years),
Modifying the PAAET's present Organisational Model to   cope
with the new changes.

However, the new strategy does not carry any   additional
benefits for the employee training activities. Their   position
in   the   proposed new Organisational Model is   at   the   same
level   as   in the previous one, as only   one   out   of   seven
sections in the training sector which is called the   "Train-
ing Coordination Department". Most of the strategy is relat-
ed   to   technical   aspects of the   transformation   from   the
Institute to the College academic systems.

3.10   Summary

The establishment of PAAET in 1982 reflects the increas-
ing   importance attached to the provision of   technical   and
vocational education, which prior to 1972, had not even   had
its own administrative authority.

In theory at least, the PAAET is responsible for a   wide
range of activities related to training provision: research
and   needs assessment , coordination, funding, provision   of
facilities   and   ancillary services,   student   and   employee
welfare   etc.,   which are carried out   through   a   recently-
modified   administrative structure of three sectors and   the
related   departments,   as well as those   affiliated   to   the
Director   General's Office. The aim is to   provide   training

which develops the individual's skills and experience and enhances his job prospects for the future. The employees training aspect of this work forms the subject of the forthcoming chapter.

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Chapter Four: Background,
Objectives, Policies Administration,
And Evaluation of the PAAET's Employee Training Function

4.1 Introduction

The discussion in this chapter is based on information obtained from the PAAET oficial reports, and interviews with the PAAET staff. The PAAET's employee training function will be covered, including the circumstances of the organisation's establishment, and the development of its activity until the time when the field work was conducted, with special reference to the trainees' backgrounds, and their allocation in the programme.

4.2 The Background

The end of the seventies may be considered as the time when the public sector organisations in Kuwait really started to formulate their own employee training activities within their organisational structures.

The basis of the PAAET's employee training function may be traced to the Department of Technical and Vocational Education (1972-81), (for more details see Chapter Three) which organised its first "Training Trainers" Course in 1978-79; this involved 11 trainees, allocated mainly to the small training centres affiliated to the PAAET.

Subsequently, employee' training activities progressed very slowly until the Department was abolished, and the Government established the Public Authority for Applied Education and Training, PAAET, which took over most of the duties from the former Department.

4.3   The Establishment of Training Co-ordination Department

In the year 1985-86 the PAAET founded the Training Co-ordination Department within the Training Sector to be in charge of the employee training programme.

Although the PAAET launched its real employee training programme in the year 1985-86, approximately three years after its establishment, the scope of its training activity has developed rapidly.   Table 4.1 shows the progress of employees' training programmes from 1985 to 1989. A striking feature of that period is that the balance between the numbers of the trainees in PAAET and in the other authorities in the public sector shifted dramatically toward the authorities in the public sector. This change may be attributable to the funding policy of the Government Occupation Authority, which pays expenses for trainees from other authorities to the PAAET as organiser of the employee training courses, but not for those from PAAET.

Although that policy does not actually affect the PAAET budget directly, for political reasons, PAAET, like any other Governmental Authority, prefers to increase its income as justification for greater budget allocation, to be argued each year when the budget is discussed by a special committee from the Ministry of Finance and Economy.

Table 4.1 : A general view of the progress of the PAAET employee

training programmes from (1985-86) to (1988-89).

The train-ing year	The course frequency	Number of organisa-tions particip-ation.	Numbers and allocation of trainees.		
			PAAET	Others *	Total
(85-1986)	8	11	46	35	81
(86-1987)	18	16	190	92	282
(87-1988)	36	31	357	270	627
(88-1989)	46	33	205	653	858

Source: (PAAET, Statistical Guide, 1989, p.112)

* Governmental public sector organisations.

4.4 Other Associated Departments

There are some departments and centres within and outside the training sector, which have their own duties but are associated with the Training Co-ordination Department in various ways. These are:

(i) Vocational Development Centre :

Due to the wide scope of the Training Co-ordination Department's responsibilities, PAAET established the Vocational Development Centre to be responsible for in-service training for staff of the PAAET Colleges and Training Centres. It is estimated that there are 700 Faculty Staff in the colleges and 180 Trainers in the Training Centres.

Although there is a similarity between this Centre and the Training Co-ordination Department, in the sense that they arrange training programmes, the Vocational Development Centre is limited to in-service programmes for the academic field; all the centre's activities are focused on the faculty staff for the PAAET colleges and training centres. Even so, there is consultation between the Centre and the Department.

(ii) Instructional Technology Centre :

This centre is responsible for instructional technology services for all PAAET's divisions: Headquarters, Colleges, and Centres. For the Training Co-ordination Department, the centre provides the following services:

i) To help Lecturers and Trainers in designing and preparing their instructional tools.

ii) To supply the courses with their day-to-day requirements, such as: overhead projectors, slide projectors, trainees' folders ...etc.

iii) To supply the courses with instructional video and audio tapes.

iV) To record and document on video tape the training programme activities.

(iii) Public Services Department :

This department supplies the courses with ancillary staff, and provides the refreshments.

(iv) Administrative Development Bureau :

According to the Administrative Development Bureau Establishment Act, the development of the PAAET administrative staff is the responsibility of the Bureau. For this reason, the Bureau was associated with the Training Co-ordination Department. Eventually, the Bureau began to arrange some "Tailor-Made" programmes for other public sectors.

(v) Training Programmes Evaluation Department :

The duty of this department was to evaluate the training programmes in the Community Service Department and the Training Co-ordination Department. However, it was abolished less than two years after it was established, when the department had managed to evaluate only 52 courses.

(vi)Computer Centre

The duty of this centre was to provide computer services for all PAAET's departments.

4.5 The Objectives and Policies

Although the staff in the Training Co-ordination Department and Administrative Development Bureau, have in mind certain broad concepts, there are no clearly written objectives for the PAAET's employee training programmes. Discussion of their purposes did not come onto the PAAET design maker's agenda until the Training Co-ordination Department was established. Moreover, discussion about the department's purposes was concerned more with the department's organisational chart and procedures than with a clear statement of its objectives.

When interviews were conducted with some of the planners and staff in the Training Co-ordination Department during the field work they gave some general indications of the employee training objectives which they thought were related to the PAAET's common aims, such as:

    i) The preparation and development of the National

       manpower,at various levels;

    ii) Responding to the needs of certain establishments

       for special programmes;

    iii) To improve PAAET employees' performance.

The main objective held by those who started the employee training function in PAAET was to organise specialized training courses, related to the specializations of the Colleges and Training Centres, for the promotion of Government employees and their performance, and to evaluate these courses with the Departments concerned.

The planners in the Administrative Development Bureau complained about of the lack of clearly stated objectives for the employee training activities in PAAET. They feel the objectives and policies should be stated carefully and in detail. For instance the Director of the Administrative Development Bureau Dr. Al-refai said:

> As a result of our participation in the employee training programmes, we feel that much of the effort was wasted, for two reasons: first, because the Leucturers and Trainers don't know the exact knowledge and skills they should deliver to the trainees. Second, many courses have different levels of trainees with different backgrounds.

The first reason for the waste of training efforts, according to Dr. Al-refai's statement, is related to uncertainty about the objectives of the course, in that the trainers do not know what kind of knowledge and skills are required. Although this obstacle seems to be related to the trainees only, it also related to the PAAET overall employee training objectives.

As a result of the above perspective, policy-making has naturally been left to the "Training Co-ordination Department" design-makers.

4.6 Administration

In PAAET's previous organisational chart, 1985 employee training activities were conducted by a small section within the Community Services Division, which had only limited duties, but afterwards, the new independent Training Co-ordination Department was given a prominent position in the PAAET training sector, see Fig. 4.1.

The department contains 25 full time employees, allocated between two units: planning and supervision. The first is concerned with preparing and arranging the training programme, the second is concerned with implementing and overseeing the daily training programme.

In addition to the low priority accorded to the employee training activities in both the present and previous Organisational Models of PAAET, as explained in Chapter Three, there is another problem facing the employee training activities, namely, the shortage of the staff in charge of overseeing the daily training programme. Although the Training Co-ordination Department has designated more than half of its staff to supervisory responsibilities, the department still require more staff.

Figure 4.1 : Organisational Chart of the Training Sector in PAAET.

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                    ┌─────────────────────┐
                    │   Deputy Director    │
                    │      General         │
                    │    for Training      │
                    └─────────────────────┘
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| Parallel Education | Industrial Training Centre | | Electrical & Water Training Centre | Telecommun- ication & Air naviga- tion Centre |

| Training Co-ordina- tion Department | Vocational Development Centre | | Community Service Department | Instructio- al Technol- ogy Centre |
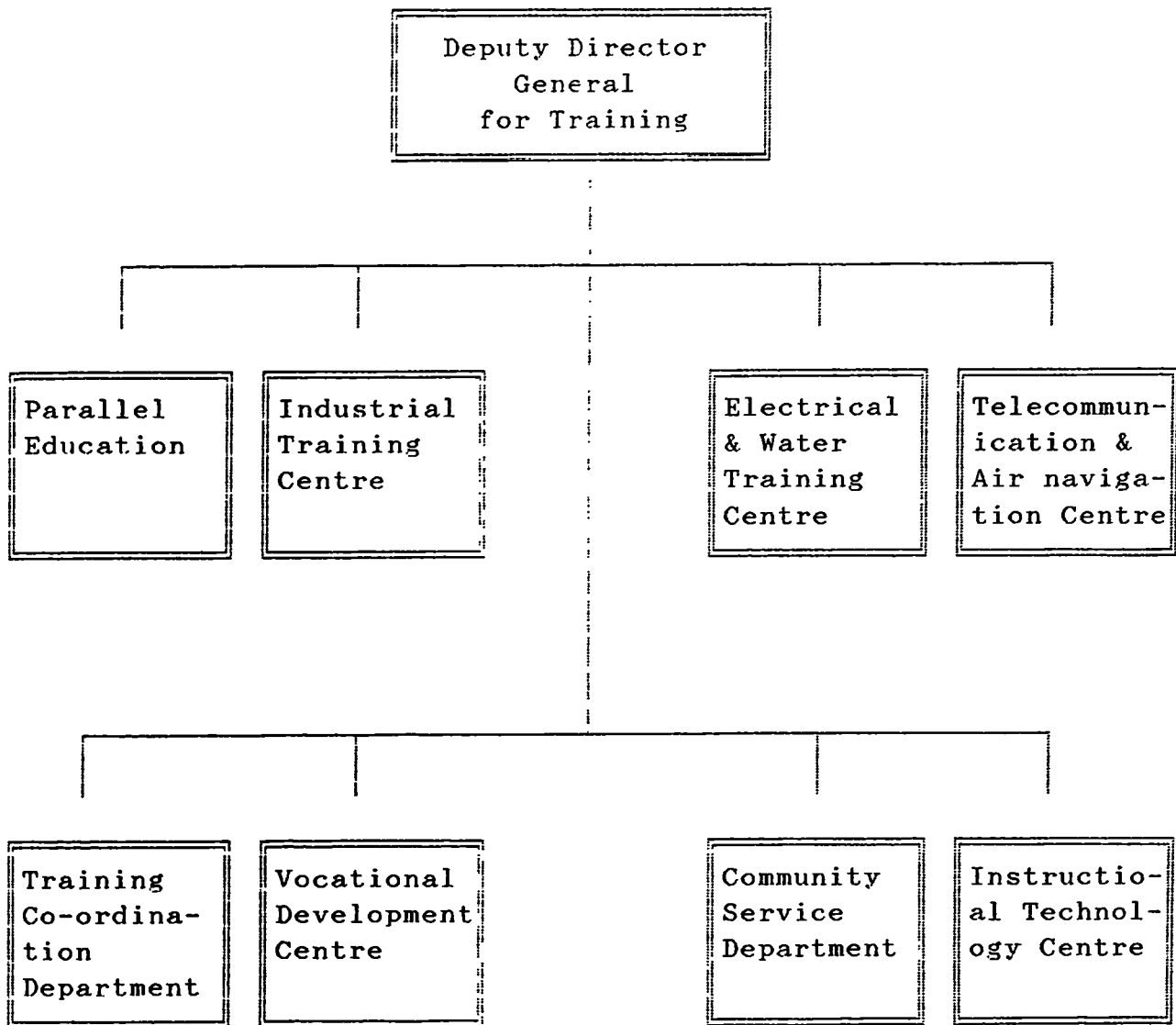
Source : (PAAET, Organisational Chart, 1989).

On the other hand, the PAAET's administration finance sector will not allow the Training Co-ordination Department to employ more full-time staff because of the department's low position in PAAET's Organisational Model. As a result, the Training Co-ordination Department has been forced to employ part-time staff to meet the shortfall in the department, though the problem with part time employees is that they require more training to qualify them for this task.

4.7 The Training Programme

Both planning and supervision units are responsible for preparing and implementing the training programme, while the director supervises the two units and in some cases coordinates with the Deputy General Manager for the Training Sector.

4.8 The Plan Design Procedure

The planning unit is responsible for arranging and preparing the annual training programme. Its work can be outlined as follows:

i) The unit contacts the PAAET Colleges, Training Centres and some Departments to collect their suggestions for new courses to be listed in the plan.

ii) The collected suggestions, together with selected items from the previous year's plan, are listed according to priority.

iii) The director and the supervisor determine the new plan after reviewing the chart.

iV)   Afterwards, the plan is itemized and printed in a

small guide, which is sent to more than 400 different

public and semi-governmental sectors, plus the PAAET

departments.

4.9 Tailor-Made Courses

In the training year (1987-88), it came to the attention

of the Training Co-ordination Department that more than a

quarter of the planned courses in the guide had been can-

celled, because of insufficient enrolments. Some additional

(unplanned) courses had also been implemented in response to

requests from the public sector for particular courses for

their employees (see tables 4.2 and 4.3). These   fac-

tors   prompted   the department to use the "tailor-made"

method, in addition to the ordinary courses in the guide.

The "tailor-made" courses are special courses designed and

prepared for particular trainees. The department indicates

in the guide that it is prepared to provide special training

programmes other than the courses in the plan, for the

govermental sector, if a prior arrangement is made. A list

of 52 suggested courses was printed in the (1989-90) guide.

The cost of "tailor-made" courses is met by the authori-

ties that request the course. These normally need to obtain

permission from the Government Occupation Authority to add

the cost to their training balance sheet.

Table 4.2 : Level of course implementation (1987-88).

Course status	The fre-quency
The planned courses number	47
The number of implemented courses	36
The number of implemented courses according to the plan	31
The number of implemented courses more than the plan	5
The number of not implemented courses	16

Source : (Training Co-ordination Department Report, 1988).

Table : 4.3 Level of course implementation (1988-89).

Cours status	The frequency
The planned course number	37
The number of implemented courses	46
The number of implemented courses according to the plan	32
The number of implemented courses more than the plan	14
The number of not implemented	5

Source : (PAAET Training Co-ordination Department Report, 1989)

4.10 The Training Programme Guide

Usually the training programme starts in the middle of September and ends in the middle of March, so the guide is prepared and issued in the summer and mostly distributed in August. The guide contains the following:

i) Introduction.

ii) Administrative information such as: the general nomination conditions, registration procedure, the training course costs, terms and conditions, and an indication of the extra courses which are available on request as tailor-made courses.

iii) Course details.

iv) Some application forms, and details of course location.

4.11 Nature of the PAAET Courses

When PAAET began its training activities, the courses tended to be mainly directed at the technician and supervisor categories, as a result of the specializations of the Colleges and Training Centres.

However, later, the Training Co-ordination Department added a range of other specializations at different levels, (see Table 4.4). The levels covered can be classified as follows:

i)   Top Management Programme directed   towards   the design-makers, directors, and the like;

ii) Middle Management Programme: containing the necessary skills for the Line Management level.

iii) Supervision Courses: this type of course is directed to the supervisory line;

iV) Specialist Courses: these cover a range of independent specializations to meet the wide needs of employees.

4.12 Course Information Contained in the Guide

The   guide contains basic general information   about   the course programme, such as:

I) The starting date and duration of each course.

ii) The special nomination requirements for each course.

iii) A   short paragraph concerning the   course   objectives.

iV) The main topics that will be included in the course.

V) The training methods and instruments to be used   in each course.

Vi) The targeted participants for each course.

Vii) The time of the course.

Viii) The course location and map.

4.13   Trainees' Selection Criteria

Usually, the Training Co-ordination Department   receives (by Official circulation) acknowledgments from various Government sectors and from the PAAET Departments, enclosing he names of their nominated employees.

Table 4.4 : PAAET employee training programme categories and some examples of course titles.

Course category		Course title
Top Management Programme		Problem analysis and Decision-Making.
		Human Resource Management.
		Development of Negotiation Skills.
Middle Management Programme		Workers' Performance Evaluation.
		Duties of Middle Management.
		Management communications.
Supervisory Management Programme		Report-Writing.
		Customer Service Bureau.
		Monitoring of New Employees.
Specialiist	Adminis-tration& Finance	Office Management.
		Customer Relations Skills.
	Training field	Assessment of Training Needs.
		Design of Training Programmes.
	Computer field	Introduction to BASIC Language.
		Arabic Word Processing.
Fields	Library field	Computing library and information systems.
		Indexing and organising information.
	Technical field	Problem-solving in Nursery field.
		Cable Connection.

Source : selected from (PAAET Training Programme guide).

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The selection process is normally conducted by the director, who arranges it with the Deputy General Manager for the Training Sector. Normally, the only procedure followed is to review the participant's forms and evaluate the relationship between the employee's speciality and field job with the nature of the requested course. The Director of the Training Co-ordination Department, Mr. Al-meshal, explained in a meeting with the researcher in 1990:

> First we look to the participants' application forms, because sometimes we find the participant's qualification is different from his actual field work. In such a case, his acceptance will depend on the connection between his field work and the nominated course in the application form.

Names of those selected are sent back to the department's staff for matching against the course titles, to be sure that each course has enough participants.

4.14 The Duty of the Arranger

The next task after selecting the trainees is to select the lecturer and trainers. This obligation also is left to the director. Customarily, the director selects an arranger for each course, who has academic responsiblity for the course.

The selection of the arranger is considered as the real preparation for the course content. His responsibility lasts until the completion of the course, and he is responsible for the following:

i)   structuring the course curricula;

ii)   selecting the lecturers and trainers;

iii) scheduling the course according to the time given;

iv)   designating the lecturers for the programme;

vi)   following-up the programme day by day;

v)   preparing a report at the end of the course.

4.15 Implementing the Programme

Once the programme has been approved, the supervision unit will be responsible for its implementation. The following statement   summarizes the unit's functions:

i)   to meet with the arrangers in order to prepare a list of the instructional tools required by the lecturers and trainers, such as: preparing transparancies, providing special video or audio tapes;

ii)   to estimate the other ordinary requirements such as trainees' folders, refreshments;

iii) to communicate with other departments in PAAET such as the Instructional Technology Centre, and the General Services Department, concerning provision of the above requirements;

iv)   to supervise and follow-up the training   programme administratively;

v)   to provide a final report for the director after completion of each course.

4.16 Remuneration

The department rewards lecturers according to their university degree: 15 K.D. per hour for holders of a first degree, and 25 K.D for Ph.D holders. Also the department sets a fixed rate for other staff, e.g, the arranger, the supervisory staff, those who oversee the programme after their official work time, other helpers such as instructional technicians, and ancillary staff.

4.17 Evaluation

The department does not evaluate the training programme as a whole. Only a brief report is written by the supervision unit for each course, which is used later on to prepare the final report. The responsibility for evaluation was originally allocated to the Department for Evaluating on-Job Training Programmes, which was established a few months after the start of the training programme, but approximately two years later, the department was abolished by the Board of Directors, because they considered that evaluation was a function which should be carried out by all departments, and there was no need for a separate department to fulfil this function above.

Although the department was in existence for only a short time, it evaluated 52 courses. The only method used to evaluate the courses was by direct observation in the class room. Usually the department nominated one member of its staff to evaluate one course.

In interview, one of the evaluators from the abolished department said:

> Usually we judge the course's success depending on direct observations in the classroom plus some brief interviews with the course arrangers, lecturers and trainers, and some trainees.

4.18   The Impact of the Iraqi Invasion on the PAAET's Employee Training Activities

In the beginning I would like to confirm that these are only preliminary thoughts. The full impact of the invasion will only be realised after more time has elapsed. These details are speculations rather than the factual outcome of study on the impact of the invasion on PAAET's employee training activities. There is every likelihood that the present reflections will be amended as the overwhelming and costly consequences continue to unfold every day. For example, preliminary estimates of material and psychological losses have been made, but new methods are required to calculate these properly, so that claims can be settled and the public sector's organisational framework rebuilt.

4.18.1   The PAAET's Direct and Indirect Losses

A preliminary estimation of the direct and indirect losses and damages of the PAAET's constructions is included in a report issued by a special committee in summer 1991. The report gives some indication of the harm to PAAET in general.

The committee estimated the direct losses as:

- severe damage to buildings;

- damage to most power stations and air-conditioning units;

- theft and damage of all air-conditioning units;

- damage of most of the electric, water, drainage, computer, fire and telephone networks;

- looting of equipment and furniture from laboratories, workshops, libraries, class rooms, kitchens, cafeterias and services utilities.

However, the indirect losses may be no less that the direct ones, according to the special committee report. The authority had to spend money abroad during the occupation. Moreover, a complete academic year was lost, leading in turn to loss of work and study opportunities. On going research has been impeded, completed research lost, as a result of the loss or destruction of documents, and the damage to laboratories.

Employee training activities, as one of the PAAET's functions, have been severely affected as a result of the invasion. The Training Co-ordination Department and the other associated departments have also suffered considerable damage to equipment, materials and documents.

Nonetheless, the impact of the invasion may also produce positive effects which will help in one way or another to develop training in general;

4.18.2 Positive Effects

1. Increased demand for employee training in the short term will boost its importance and highlight the need to regulate it in the long term. This demand appeared even before the liberation of Kuwait. For instance, during the occupation PAAET established a training centre in Bahrain.

It determined the departments' staff (academic and otherwise) and organized community services, continuing education, and training courses in Golf Countries Committee (G.C.C) for Kuwaitis, to enable them to contribute to the reconstruction of the country.

The response was tremendous, and 2640 trainees joined the courses. Other courses were set up in Qatar, initially by the government, but later brought within the PAAET's activities. Altogether 66 courses were provided.

A register was compiled of volunteers who had completed training courses, and the centre allocated them to places in need of their services.

2. The "fresh start" required by the new situation offers the possibility of adopting a new training approach with avoiding the debates of the pre-invasion period on the nature of the approach to be enforced.

3. An excellent opportunity is presented for PAAET to depend completely on national cadres in contrast to the pre-invasion period. Job advertisements since liberation have tended to require Kuwaiti nationals, a trend supported by the Governmental Occupation Bureau's Five-Year Plan (1981-82/1985-86:), which emphasised giving priority in public sector job opportunities to the national labour force.

4. There is an increased awareness of the importance of training in general as a way of decreasing public expenditure, especially after liberation, and enormous need for well-trained labour for the rebuilding process.

4.19 Summary

This chapter has briefly outlined some facts related to PAAET's employee training activities. The numbers of courses, trainees and participating organisations greatly increased between 1985 and 1989, with more allocation of trainees outside PAAET. Despite a detailed time-table and procedure for planning, there has been a considerable discrepancy between courses planned and actual implementation,

which has been partly addressed by the "tailor-made" courses system.

Course details are published in a small guide distributed to more than 400 organistions and departments. Trainees are selected on the basis of an application form. There is no formal system for evaluation of the programme as a whole. A department which formerly carried out simple evaluation of courses on the basis of observation, has been abolished.

Moreover, employee training activities in PAAET are impeded by a number of difficulties which could by summarised as follows:

1. There is a lack of clearly written objectives and policies for the employee training programmes.

2. Employee training activities have a low priority in the PAAET's Organisational Model.

3. There is a shortage of staff to oversee the daily employee training programmes in the Training Co-ordination Department.

4. The balance between the numbers of the trainees in PAAET and in the other authorities in the public sector has shifted dramatically toward the authorities in the public sector, as a result of which many of PAAET's employee are

losing the opportunity of training.

5.   There has been a problem of low enrolment on the employ-
ee training programmes, causing PAAET to introduce the
Tailor-Made Courses.

6. Normally, the only procedure followed to assess the
training needs is to review the participant's forms and
evaluate the relationship between the employee's speciality
and field job with the nature of the requested course.

7.   There is a problem in evaluating the effectiveness of
the training programmes. The department does not evaluate
the effectiveness of the training programme as a whole. Only
a brief report is written by the supervision unit for each
course; this report is used later on to prepare the final
report.

8. The Iraqi invasion has had adverse impact on the employee
training activities in PAAET.

Having thus established the nature, responsibilities
procedures, and problems of PAAET's employee retraining
activities, we shall review some theory related to training,
which may have implications for assessment and improvement
of PAAET's programmes.

The following chapter, accordingly, will discuss theories of training need and effectiveness which may help to pinpoint PAAET's problems.

Chapter Five
Review of Literature

.

5.1 Introduction

In order to provide a theoretical background to the present attempt to assess the effectiveness of employee training, this chapter reviews relevant literature which highlights the elements that affect such effectiveness. The problems associated with the PAAET's employee training programmes are indicated in relation to those elements. Some definitions related to training and development concepts are given, which will help to identify the variables relevent to the study, and will contribute to an understanding of employee training problems found in PAAET in the state of Kuwait.

The chapter is structured in two parts. Part one covers the tasks and function of the organisation, the tasks and function of training within the organisation, and problems related to training. Part two will cover possible solutions to overcome the training problems, including types of the Planned Training Model as systematic approaches, and discusses the various training concepts which have been considered as the main components of the Planned Training Model as follows: Organisational Analysis, Training Needs Assessment, Training Management, and Training Evaluation.

However, Computer-Based Training CBT and Training Evaluation issues will be discussed in more detail in two separate chapters after this chapter.

Part One

5.2 Tasks and Functions of Organisations

5.2.1 What is Meant by Organisation ?

The term "organisation" was defined by Bittner (1965:P.239) as follows: "The term applies correctly to stable associations of persons engaged in concerted activities directed to the attainment of specific objectives" .

Later on, Dawson (1989:P.xviii) explained the word "organisation" as a " collection of people joining together in some formal association in order to achieve group or individual objectives". Also she specified the elements of the organisational framework as five interrelated components, as follows:

- The people who are associated with it.
- The strategies and tactics.
- The structure of roles and relationships.
- The technology or hardware of production.
- The environment to which an organisation's goods and services are supplied. (1986:P.xviii)

Starling (1984:P.344) represented the components of the organisation as a whole as management style, shared values, administrative systems, organisation structure, organisation strategy, and people, as shown in Fig. 5.1.

Although Dawson and Starling itemize more specifically the components of the organisation, Bittner seems to be more specific in relation to organisational objectives,

Figure 5.1 : Basic Components of the Total Organisation.


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            ┌─────────────┐
            │ Management  │
            │   Style     │
            └─────────────┘


┌─────────┐                    ┌─────────────┐
│ People  │                    │   Shared    │
│         │                    │   Values    │
└─────────┘                    └─────────────┘


┌─────────────┐                ┌───────────────┐
│ Organisation│                │ Administrative│
│  Strategy   │                │   System      │
└─────────────┘                └───────────────┘


            ┌─────────────┐
            │ Organisation│
            │  Structure  │
            └─────────────┘
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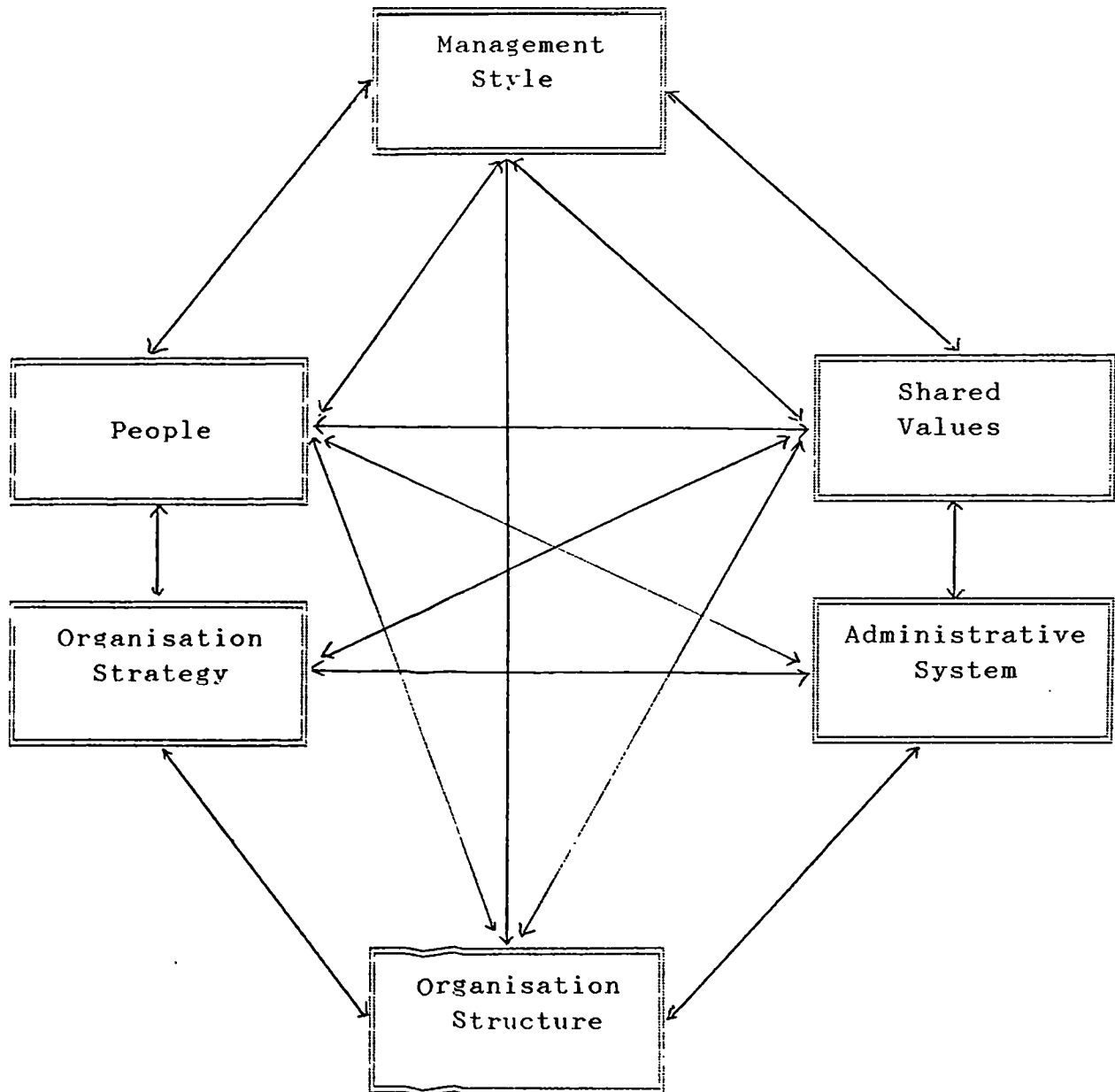
Source: (Starling, 1984, p.344)

as he insists on the existence of specific organisation objectives. The more the objectives are clear, specific and shared among people in the organisation, the more efficiently will it achieve its objectives.

However, one of the PAAET's main defects is in its objectives: although it has some general objectives, PAAET has not successfully transformed these into specific operational targets.

5.2.2 The Importance of Assessing Organisational Objectives

If the organisation is to achieve success, it must first be clear as to what it is aiming for. The determination of clear objectives is therefore considered an essential first step for any organisation. The employees' ability to work as a team, or to be harmoniously integrated to do their work, depends on the clarity of the organisational objectives in their minds. This aspect been clarified by many authors.

Tosi and Carroll (1985:P.415) discovered that: "If the goals are set and understood by the subordinates, frustration and anxiety resulting from ambiguity surrounding job expectations may be reduced ". Hacker (1971:P.2) observed that: " as the significance of an objective increases, the more closely it approximates the goals of the organisation". Dawson (1986:P.xviii) described some of the organisational functions thus: " At least one set of objectives for any

organisation will relate to the production and output of specified goods and services to individuals, groups and other organisations".

Further, effective organisational training is dependent on the extent of clarification of organisational objectives. King (1964), Macleod (1987), and West (1989) considered a clear setting of organisational objectives as the most important issue in evaluating training effectiveness. Moreover, the extent of clarification of training objectives as an independent part within the whole organisation's objectives will help to increase the effectivness of such training activities.

In the case of the PAAET, although overall organisational objectives have been set by the PAAET's establishment decree, as discussed in Chapter Four, such objectives were not broken down in such a way as to make them easy for subordinates to implement. Moreover the training objecties and policies have not yet been clearly defined and written. This situation make it difficult to appraise the effectivness of the employee training programmes in PAAET.

5.3 Task and Function of Training Within the Organisation
5.3.1 What is Meant by Training ?
Training has been defined formally by Beach (1965:P.316), as follows: "Training is the organised proce-

dure by which people learn knowledge and skills for a definite purpose ". Such a definition is, however, very generalised, and is not adequate to define training as a function related to the organisation.

Goslin (1975:P.1) elaborated more and defined training as "the planned provision of efficient learning situations which enable and encourage participants to achieve those measurable behavioral objectives established in relation to organisational performance and goals".

Although the author attempted to relate the concept of training to the organisation, he still considered it as one of the organisation's ordinary duties, and did not sufficiently emphasise training as an essential process used by the organisation to develop its human resources.

Thus, in order to define and understand training, what is required is a definition which expresses the concept and process of training, as it is actually carried out. In seeking to express the role of training objectives, Kenney and Reid said (1988:P.1), "Investment in Vocational Education and training is an essential ingredient of a successful economy". Also Sibthorpe (1991:P.32), pointed out, "The argument is that the costs of training produce profit. It may even be wise to spend more money to improve the quality of training-and so make more profit".

In applying such a statement within the organisational context, however, the training concept seems closer to the optimal organisation target, which can be seen as a form of investment made by organisations directed towards their human resources component. However, this form of investment in training is undoubtedly different from other forms of investment in human resources, such as salary increases, welfare provision, etc.

5.3.2 Training Development , and Organisation Development (OD)

Buckley and Caple (1990:P.14) defined development as "the general enhancement and growth of an individual's skills and abilities through conscious and unconscious learning".

Calhoon (1963:P.208) said, " Some authorities have sub-stituted the word "development" for "training", thinking of training as more specifically job-related and development as concerned more with general growth".

In general, "training" seems different from "develop-ment". The first is directed toward improving current job performance, whereas the second contributes to further job performance. Thus, training outputs are designed more spe-cifically to fulfil immediate performance needs than are development activities. Indeed, training may be more specif-ic and concrete in its objectives than is development.

In terms of improving the general level of the individual's knowledge and skills, development activities tend to be on the border-line of educational activities. Morea (1972:PP.306-308) pointed out that both education and development impinge more on the core of the personality. However, although training is considered as a short-term objective activity, in one way or another its outcomes serve the ultimate development targets.

On the other hand, the term "organisational development" (OD), seems to be more specific and complex. French and Bell obsserved that:

> organization development is a long-range effort to improve an organization's problem-solving and renewal process, particularly through a more effective and collaborative management of organization culture-with special emphasis on the culutre of formal work teams- with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral sience, including action research. (1989:P.5)

That is why the training activities in big organisations are described as one of the organisational development functions.

5.3.3 Training Objectives and Policies

Ordinarily, the purpose of running such training programmes is derived from the feeling that some problem related to the employees' performance should be solved. There are

many other reasons for establishing such training pro-
grammes. Grant and Smith (1977:P.98) gave another reason:
"Because the technology of our productive processes is
developing at such a rapid pace, there is a need for contin-
ual retraining of experienced workers to perform new and
changing jobs".

Considering the above factors only may lead to training
being seen as a task to fulfil some need in the organisa-
tion. This perspective seems to be insufficient to give a
clear indication of the role of training. What is required
here is to convert the needs to objectives. McBeath out-
lined most of the major objectives of training, which are
conferred on both organisation and employees:

> - Reduced learning time to reach accept-
> able performance.
> - Improved performance on present job.
> - Attitude formation . . . molding of
> employee attitudes to achieve support
> for company activities and to obtain
> better cooperation and greater loyalty.
> - Aid in solving operational
> problems . . . training in both supervi-
> sory and hourly paid employees can help
> reduce turnover, absenteeism, accidents,
> and grievance rates.
> - Fill manpower needs.
> - Benefits to employees themselves . . .
> as employees acquire new knowledge
> and job skills, they increase their
> market value and earning power.(1966
> :P.272)

There are many training objectives that organisations
can designate. Whatever the purpose of the organisation in
setting such objectives, increased productivity and de-

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creased expenses seem to be the ultimate aims of organisations. Expense on training would therefore be justified on the ground that it is an investment in the organisation's human resources, as suggested previously.

Policies are formulated as means to achieve objectives. Nigro and Nigro (1989:P.6) explained the word policy as: "Policy is made by the legislature in the form of laws and is carried out by the executive branch". Policies are usually set out step by step according to the branch or subgroup experience.

5.4 Problems Related to Training and their Solutions

Sometimes, training efforts fail to remedy the employees' performance defects, resulting in wastage of time and money. This is due to some common problems which confront the training efforts. The following are some brief examples of selected problems.

5.4.1 Problems Related to the Analysis Stage

One of the most significant problem which occurs in the early stage of the planning for training, is the assessment of needs, as a result of which the training given may not be the appropriate way to solve the problem. Moreover, there may have been a failure to consider carefully whether there is a specific performance problem to be solved. Wexley and Latham, (1981) stated:

> Too often, training and development
> programs get their start in the organi-
> zation simply because the program was
> well advertised and marketed, or because
> other organizations are using it. It
> makes little sense for any organization
> to adopt an expensive and time-consuming
> training effort simply to keep up with
> the Joneses. However, because organiza-
> tions tend to imitate one another,
> training techniques tend to be faddish.
> This faddish nature of training can be
> reduced by systematically determining
> training needs.(1981:P.78)

The early stage assessments may reveal that the real
organisational defects are not nessesserly related to the
employees' performance; they could be associated with other
factors such as: deficiency of the organisational analysis,
job satisfaction, instruments used . . . etc.

Michael et al., in the attempt to prevent unnecessary
training programmes, suggested that:

> The next step in the process is to
> determine exactly what is causing the
> problem. If the discrepancy is due to a
> skill or knowledge deficit, then train-
> ing is a relevant solution. If not, then
> the problem is due to other factors in
> the organizational environment and
> requires different solutions, perhaps
> changing something in the environment to
> make it more attractive to the employee.
> (1989:P.82)

In his attempt to interpret the reasons why many author-
ities avoid Training Need Assessment (TNA), Schneir, et al.
·(1988:P.203) determined four reasons: "Lack of information
on conducting a TNA, management skepticism about the effec-

tiveness of a TNA, poor planning and no time to do a TNA, and training follows fads, and the techniques used are often those in vogue at a particular time".

This highlights the importance of the employees' Training Needs Assessment, which is considered the most sensitive stage in the planning of training. Boydell (1990:P.3) said, "The identification of training needs must therefore be resolved before training itself can be usefully undertaken". In his attempt to avoid undesireable consequences from the training programme, King (1964) said:

> The first stage in the survey is to
> discover what the expected standards
> are, and where the performance fails to
> measure up to them. Training is only one
> of the means whereby this gap can be
> closed. The aims, methods, and equipment
> employed also need to be considered in
> each case, before arriving at the second
> stage: Where is low performance due to
> shortage of skills ? The third stage is
> to find out what informal or formal
> training exists. And the final question
> is: What additional systematic training
> is required ? (1964:P.150)

5.4.2 Problems Related to the Designing Stage

Other problems may occur in the stage of designing the training programme Such problem may be associated with the "training objectives". Goldstein (1974:PP.27-28), discussing training objectives in relation to organisational goals, first proposed that, " data from an organizational analysis should be available before any instructional program is designed ". He elaborated that "when organizational goals

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are not considered in the implementation of training pro-
grams, objectives and criteria that ensue from the need
assessment process are not appraised later, the organiza-
tions are not able to specify their achievements ".

Also, sometimes training objectives are not designed
appropriately for the expected performance. This is what
Kenney and Reid were trying to avoid when they stated:

> Any difference between what the recruits
> have to be able to do and what they can
> already do, can be thought of as a
> 'learning gap'. A training programme
> must then be designed to bridge the gap
> between the trainees' present levels of
> skill and knowledge and those of experi-
> enced staff. (1988:P.17)

Buckley and Caple (1990:P.29) stated: " Training objec-
tives must be written to provide unambiguous statements
which describe precisely what trainees are expected to be
able to do as a result of their learning experience ". If a
deficiency arises in these respects, the outcome of the
training programme will be affected negatively.

5.4.3 Problems Related to the Implementation Stage

In this stage there are many factors which may affect the
training programme negatively if not carried out properly.
Such factors include selection of trainees, designation of
trainers, choice of training method (s), the training envi-
ronment. Blake (1983:PP.26-28), determined the main stages
of such duties as; Preparation Stage, Training Stage, Post-

course interview, Follow-up interview, and Final assessment. However, the most important factor in this stage is the "administration", or "management" which oversees the training programme.

Lamb and Thomas considered the word "administration" as follows:

> Inherent in the word "administration" is the word "minister". No other responsibility is more important than to minister to others: to counsel, to motivate, to listen, to nurture, to enhance, to criticize constructively, to sympathize and to support in time of need. (1983:P.13)

Fredric et al. summarized the role of administration in training as follows:

> Focuses on the knowledge of procedures, policies, and rules required to enhance the flow and coordination the work. Some examples are: the process for setting work objectives and goals or for administering personnel policies, the steps for implementing succession planning, the procedure for reporting financial information to the controller, the rules governing the use of computers, and so on. ... Administrative training does focus on knowing the rules; it should also help people gain skill in applying them. (1989:P.43)

The role of the top management of the organisation in the training activities may be considered as another dimension in the implementation stage. The absence of top management from daily training activities may well seen as a problem.

Boydell argued:

> One of the first problems, therefore,
> that the training specialist encounters
> is that of persuading management that,
> basically, training is their responsi-
> bility, and that the training officer is
> there only to advise and give specialist
> assistance (1990:P.27)

Thus, the concern in this stage may directed to evalu-
ate the effectiveness of the top management's participation
in the training activities. For instance, Horan (1987:P.23)
puts forward some questions to be identified by the manage-
ment of the organisation concerning the benefit of train-
ing. On the other hand, Brewster (1980:PP.284-288) illus-
trated some problems which confront the evaluation of the
management role in training, such as; the limitation of
training, the nature of the managerial task, the political
nature of evaluation.

5.4.4 Problems Related to the Assessment Stage

Although this stage indicates the success of the train-
ing programme, and is significant in terms of forcasting the
optimum conditions for future training events, little atten-
tion has been paid to it.

Wexley and Latham (1981:P.87) criticized typical methods
of training and development which rely only on the satisfac-
tion of the vice presidents at the corporate office, and
some managers in the field; if the programme seems good, it
will be used continuously year after year until another
authorized person decides that the programme is worthless.

The authors added, that all such judgements are based on personal assumptions. As a result, no one is confident whether the planned training programme fulfils the targeted objective(s).

Phillips set out nine areas of misunderstanding or ignorance which prevent many managers from assessing their training efforts. In brief, these "myths" are:

Myth 1: I can't measure the results of my training effort.
Myth 2: I don't know what information to collect.
Myth 3: If I can't calculate the return on investment, then it is useless to evaluate the program.
Myth 4: Measurment is only effective in the production and financial areas.
Myth 5: My managing director (MD) does not require evaluation, so why should I do it?
Myth 6: There are too many variables affecting the behaviour change for me to evaluate the impact of training.
Myth 7: Evaluation will lead to criticism.
Myth 8: I don't need to justify my existence, I have a proven track record.
Myth 9: The emphasis on evaluation should be the same in all organisation.
(1991:PP.1-4)

Later on, the author emphasized that not all the problems related to evaluation are myths. There are realistic problems which managers could face, such as: " Lack of commitment, inappropriate HRD program design, lack of evaluation know - how, and uncontrollable variables affecting job performance ". (1991:P.10)

5.5 Problems Related to the PAAET's Employee Training in Kuwait

The PAAET's employee training problems are no different from the common training problems which have been discussed previously. They might be summarised into four categories: administrative problems, problems related to Training Need Assessment, supervision problems, and evaluation problems.

5.5.1 Administrational Problems

PAAET is confronted with various administrative problems: internal problems, which exist among the PAAET's Departments and Units, and external problems, which concern the PAAET's relationships with other authorities.

Although the main responsibility for training in PAAET lies with the "Training Co-ordination Department", some of the other Departments and Centres have been associated directly or indirectly with the PAAET's employee training efforts. Therefore, the internal problems of the other PAAET Departments and Centres will be reviewed, as well as those of the "Training Co-ordination Department".

The first attempt to assess the internal problems, was the Self Report Study Conducted by the Technical and Vocational Education Department (1983) (PAAET, 1983). From a study of a sample of 60 employees, it was obvious that the relationship between the units was not smooth, ordered or systematic, for the following reasons:

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1) Overlap of responsibilities.
2) Lack of team working spirit.
3) Ambiguity of responsibilities.
4) Non-existence of a manual for work procedure.
5) Non-objectivity and injustice in rewarding incentives.
6) Centralization of work.
7) Authority is entrusted to unqualified individuals.
8) Inefficiency of channels of communication between the heads of the Units.
9) Lack of good working relationships between the heads of the Units.

The report also indicated the points of weakness in the PAAET's Departments, which may be summarized as overlap between the Department's objectives and these of the Institute; reduction in the annual budget which affected the achievement of objectives and unsuitability of the Department's buildings and equipment, for implementing its objectives.

However, the employee training activities in PAAET are not separated from such internal problems, were the training Co-ordination Department as responsible for the employee training activities has a relationship with all PAAET's departments, and in special with some department that had a linkage with the employee training programmes.

Three years later, in May 1986, there was another self study (PAAET, 1986) concerning administration and organisation of the PAAET Department. Of 39 officials in the PAAET Departments, 44.0% strongly argued that there was overlap-

ping between Departments' responsibilities; 45.0% of the

sample were dissatisfied with the level of authorisation in

work; and 61.0% of the sample strongly argued that they were

facing a huge daily work load and that there was a shortage

of qualified employees.

In 1988, the Training Sector in PAAET prepared a compre-

hensive report concerning the PAAET's training activities,

At the end of the report they summarized the PAAET's inter-

nal training obstacles as follows:

> 1) Lack of clear determination of the
> training responsibilities in PAAET.
> 2) Lack of the Training Need Assessment
> process.
> 3) Lack of attention to the importance
> of the Training Sector.
> 4) Shortage of the information necessary
> for planning the training.
> 5) Lack of a qualified staff to super-
> vise the training programmes.
> 6) Insufficient effort for the training
> planning process. (PAAET, Training
> Sector, 1988)

The existence of these problems causes tension between

the employees in different Departments and Units. This was

clear in the results of the Annual Report of the "Training

Co-ordination Department" (1987:P.88), concerning the employee

training courses. The report criticized some other depart-

ments, such as The Instructional Technology Centre, Training

Programmes Evaluation Department, and Financial Affairs

Department. Its criticisms can be summarised as follows:

> 1) The Instructional Technology Centre:
> does not serve the other centres outside
> the main training centre, it provides

insufficient training materials, and
there is an overlap in the responsi-
bility for catering between this depart-
ment and the Public Service Department.

2) Training Programmes Evaluation De-
partment: the department depends on the
course administrative supervisor in
distribution and collecting question-
naires. The department is delayed in
issuing reports.

3) Financial Affairs Department: There
are delays in awarding wages for the
Lecturers, Trainers, and other staff.

In addition to the former internal problems there are

external problems which have no less negative affect on the

PAAET's employee training activities. The external problems

may be characterised as a communication obstacle, which

means that the PAAET's connection with the other authorities

is inadequate.

The communication obstacle creates three types of

problems as regards the PAAET's employee training activi-

ties. The first is the delay in administrative circulars;

the second, weakness in assessing trainees' needs; and

third, failure to promote the PAAET's courses to the

concerned authorities. The PAAET's Training Sector report of

1988 identified some results of communication problems for

the effectiveness of training programmes as follows:

1) limited dealing with the private
sectors;
2) failure of other authorites to recog-
nizing the PAAET's role in training;
3) lack of utilization of other public
and private sectors to maximize the
improvement of training activities;
4) shortage of employment and training

regulations which would facilitate the
training procedure.

The main result of this report indicates that PAAET has
missed the opportunity to benefit from other public or even
private sectors. Lack of the communication and the weakness
of the PAAET publicity could be reasons for this situation.
This proposition may be supported by the answers of some
training directors in the public sector to the survey from
the Government Occupation Authority, Training Affairs
Committee (1987). Most of them were unaware of the nature of
the training activities in the other authorities, including
PAAET's employee training activities.

Although this is an common phenomenon in the public
sector, because PAAET's employee training activities are the
most extensive employee training activities in the public
sector, PAAET must pay more attention to providing adequate
publicity through the mass media, and should improve exter-
nal communication with the other public sector authorities.

5.5.2 Problems Related to the Training Need Assessment

It has been noticed that most personnel who are respon-
sible for supervising employees in the other authorites
outside PAAET, and personnel in charge of conducting the
training programmes in PAAET, do not sufficiently recognize
the importance of the Training Need Assessment concept, or
at least they do not express that their interest in assess-
ing the trainees' needs.

Deficiencies in assessing training needs are largely attributable to the PAAETs "Training Co-ordination Department" because it has direct responsibility for the training programmes, though some responsibility must be borne by other concerned authorites.

Certainly, there are some factors weakening the process of training needs assessment in PAAET. For instance, communication problems (as indicated above) decrease the chance of success of any attempt at real training needs assessment, either by PAAET or by the other authorities. In addition, PAAET has a lack of necessary information about the trainees, especially job descriptions. The only method used in PAAET to assess trainees' needs is to review their application forms, which contain very limited personal information.

Moreover, the concerned authorities have not sufficiently recognized the importance of assessing their employees' training needs, nor do they provide PAAET with the necessry information about their objectives.

One of the results of the Government Occupation Authority Survey conducted by the Training Affairs Committee (1987), explained the reasons behind the weakness in assessing training needs in the public sector in Kuwait. The report indicated that only 11 out of 31 Authorities' Training Units had been established according to the Ministry

design; the others had established their Training Units through the internal circular. This means that two thirds of the Training Units in the Authorities are not in a satisfactory position to fulfil their role.

5.5.3 Supervision Problems

One of the PAAETS' training problems which is considered as an obstacle to overseeing the courses, is enrolment of trainees from different backgrounds in one course, which causes difficulties for the lecturer and trainers in the training process.

Another problem is the delay in appointing the arrangers, lecturers and trainers. The Training Co-ordination Department, in its annual report (1988), admitted that such delays cause many problems for the supervisors, and they recommended investigation of this problem in order to find a suitable solution for it.

5.5.4 Evaluation Problems

One of the main defects faced by the training efforts in PAAET is that no specific body is in charge of evaluating the training programmes. The responsibility for evaluation was formerly left to the Training Programmes Evaluation Department, which lasted for only two years before it was abolished. Moreover, the Department relied only on the trainees' impressions about the course they undertook.

The Training Co-ordination Department utilizes two
approaches for collecting the trainees' impressions. One is
that the Administrative Supervisors submit a brief report at
the end of each course. The report consists of the Adminis-
trative Supervisor's point of view, based on his observa-
tions of the course in general, including evaluation of the
trainers. One such report, concerning Training Programmes
Design (1988), criticised the course on the ground that the
content did not fit with the programme objectives, and also
the trainers were not properly qualified to teach the
course.

The other form of evaluation is that conducted by the
Training Co-ordination Department Director; after each
course he ascertains the trainees' points of view about the
course by conducting an open discussion.

Part Two

5.6 Review of the Key Factors Related to Training Problems

In order to contribute to a better understanding of the
nature of training problems discussed previously, it is
important to discuss some key factors related to training
problems, the proper implementation of which will eliminate
such problems, and enhance training effectiveness. These
key factors are Organisational Analysis, Training Need
Assessment (TNA), Training Management , and Training Evalu-
ation.

5.7 Organisational Analysis

Many questions related to the organisation may arise in this stage. Although authors in the field present different types of question, their aims focus on establishing the overall organisational setting which then facilitates investigation of defects in the organisation, which may not necessarily be related to the employees' performance. Gent and Dell'Omo (1989:P.83) state: " If the organization is truly serious about gaining maximum return on its training expenditures, it cannot ignore the fact that organizational changes may be needed ".

The importance of answering such questions is really to avoid unnecessary training programmes. In order to clarify the situation of the organisation, Harrison specified six areas of investigation and suggested various types of questions to be asked related to each area, as follows:

Environment: Is the organization stable, or exposed to external pressures, threats, changes? How are these likely to affect the training function?

Goal and tasks: What has been the overall purpose of training and development in the organization up to now? What are thought to be the major training tasks facing the organization now?

Structure: What is the overall structure of the organization? Does anyone have any formal responsibilities for training at top, line management and specialist levels of the organization? To what extent would you be able to change current procedures?
Technology: What kind of "Training

Technology" exists, or is available? Is there any possibility of using open learning, computer-assisted learning, etc?

Workforce: What is the occupational structure of the workforce? What are felt to be the main current and future training and development needs of different sectors of the workforce?

Political System: What is the general climate of opinion about training in the organization? Which managers and other key personnel in the organization particulary support training and development activities? Who, on the other hand, have no interest in them? (1990:PP.88-90)

Wexley and Latham (1981:P.29) have another perspective on the analysis of organisational defects. They propose that: "Organisation analysis is concerned with examining the organisation as a whole " and go on to say that: " the primary purpose of an organisation analysis is to determine where in the organisation training activities should be conducted ". In order to analyse the organisation as a whole, the authors specify four areas of investigation, namely: The organisation and the external environment, the way that the organisation and its subunits are achieving their objectives, the organisation's human resources, and the organisation's internal environment.

Understanding the whole organisational setting has two advantages: first, it makes possible discovery of areas of defects in the organisation, and second, this knowledge will be invested in the process of assessing training needs.

5.8 Training Need Assessment (TNA)

The basic and most important procedure which should be undertaken in the Planned Training Model process is Training Need Assessment. Basically the concept of Training Needs Assessment (TNA) is defined by Kenrick and Caple (1984:Unit,3,P.1) thus: " There is a training need when an individual requires help in order to learn ". They add that this definition may be acceptable for both people and the organisation.

More precisely, Rossett (1989:P.3) identifies TNA as: "the systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next."

5.8.1 The Purpose of Establishing (TNA)

In the previous stage (Organisational Analysis) the aim of assessment was to discover needs in general. These may be located in the organisation itself, in the organisational task, or in the personnel.

The main focus of the needs assessment at this stage is on the personnel or the trainees. So what is the aim of the TNA implementation, or the purpose of TNA ? In other words, what are we looking for when adopting the TNA approach? A multitude of reasons exist for carrying out TNA.

Rossett, summarizes the purposes of adopting TNA as:

1. optimal performance or knowledge.

2. actual   or current performance or knowledge.

3. feelings of trainees and significant others.

4. causes of the problem from many perspectives.

5. solutions to the problem from many perspectives. (1989:P.15)
Gent and Dell'Omo, state that:

> Preliminary to anything else is the
> determination of whether there is a
> perceived discrepancy between desired
> and actual levels of performance. The
> desired level is not only what the
> organization needs now, but also what it
> will need in the future to accomplish
> strategic objectives. (1989:P.82)

Schneier et al., relate the main arguments for conduct-

ing TNA to the personnel and human resource management

(P/HRM) concept, as follows:

> The (TNA) promotes a process view of
> training. Training should be viewed as a
> process grounded in the border context
> of a general P/HRD system.

> The (TNA) provides a data base to sup-
> port and enhance other P/HRM
> functions. ... The (TNA) can assess what
> tasks must be performed,... The (TNA)
> thus helps develop an integrated P/HRM
> system.

> The (TNA) provides a bottom-line, empir-
> ical measure for P/HRM operations. ...
> The empirically derived data base which
> results from (TNA) provides a powerful
> rational for specific P/HRM activities
> and avoids duplication of effort. (1988:
> P.192)

Although the literature offers a variety of reasons for

conducting the TNA, the main assessment focuses on the employees' performance, which many authors consider as the main target of assessment.

5.8.2 Personnel TNA Methods

McEnery and McEnery (1987:P.49) argued that: " Although an accurate needs assessment is critical to ensure training effectiveness there has been little empirical investigation of the training needs assessment process ". As the process of personnel TNA will cost time and money, it is important before conducting TNA to refer to the training needs priorities concept, as an essential issue. Kenrick and Caple (1984:Unit, 3,P.7) argued that "If there are 100 needs and only 1 priority, it is more important for the trainer to concentrate on that priority than to spend time on the other 99." The authors also mentioned four elements in the definition of training need priorities, namely: People, Performance, Priorities, amd Cost-effectiveness.

The relationships among the four factors are displayed in (Figure 5.2).

There is no one specific method for conducting the personnel TNA. It can be formal or informal, and related to groups or individuals. Possible methods include: checklists; questionnaires; interviews; self-evaluation; observation; consultancy.

Figure 5.2 : The Training Need Priority.

A PRIORITY TRAINING NEED EXISTS WHEN

Training is the
Cost effective way
to tackling the
problem.

There are people.

and

and

The Performance
Problem is a prio-
rity for the
organisation.

There is a
Performance
Problem.

and
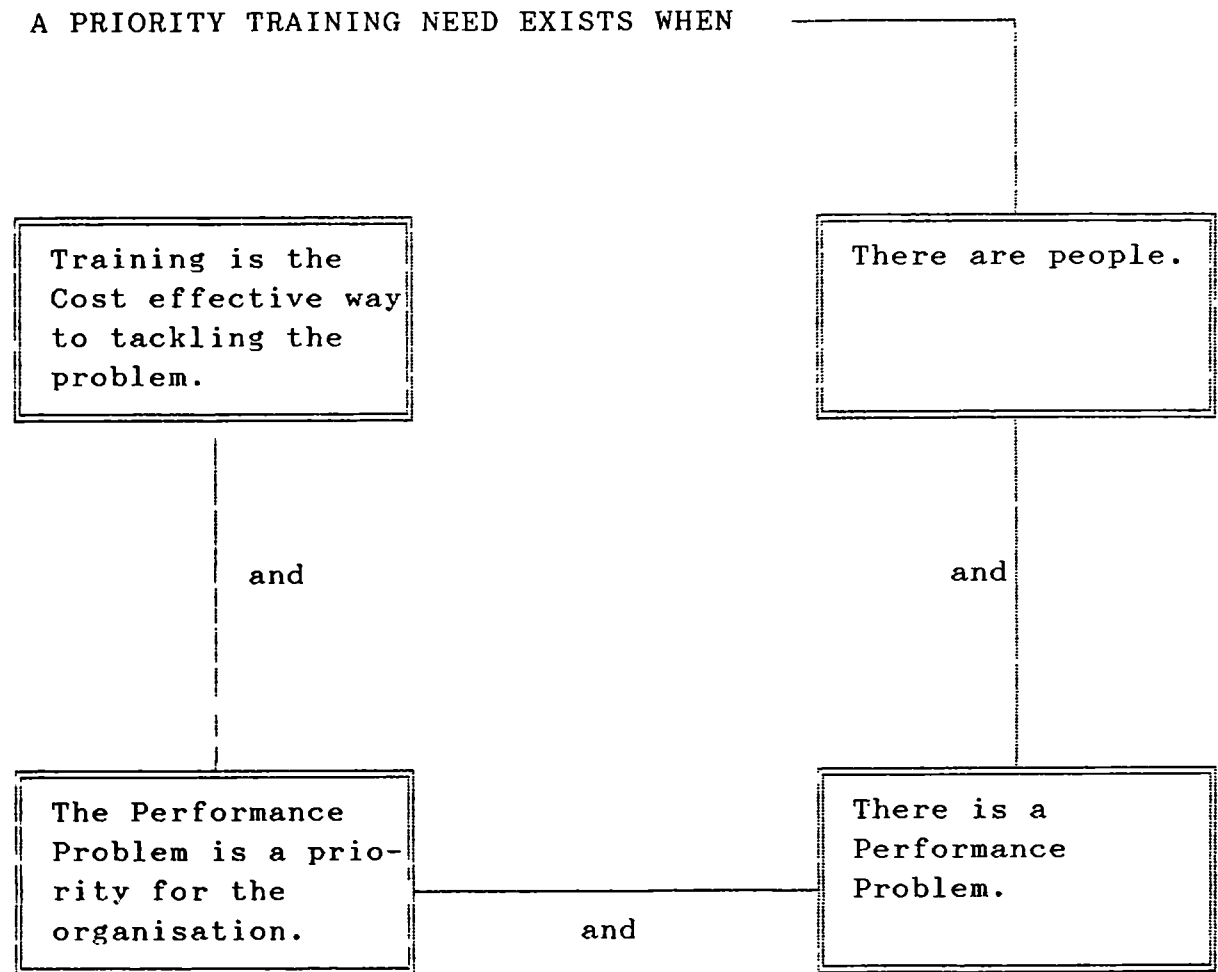
Source : (Local Government Training Board, 1984)

For example, Buckley and Caple describe some methods of acquiring information about employees' performance problems and job task content, explaining the purpose, the procedure for recording the information, level-time response, and advantages - disadvantages, for each method. The following are their suggested methods, with their purposes:

Structured interviews: To investigate reasons why certain units or individuals in the organization are not performing satisfactorily.

Observation: To gain a clear picture and an understanding of the job or task within its environmental, social and psychological context.

Questionnaire: To gather data about the job and tasks and the job holders' attitudes towards various aspects of work.

Participation: To gain a closer understanding of the work involved particularly in respect of those tasks which the job-holder finds it difficult to explain.

Self-written job description: To produce a comprehensive description of a job which draws upon the perspective and experience of the job holder.

Work diary: To record information about the job which can indicate the tasks undertaken by the job holder.

Film-video-photography: To investigate those activities and skills which are complex.

Study of existing personnel records: To gain an insight into a particular job before a detailed study begins.

Technical conference/Group discussion:
To gather relevent information about
every aspect or specific aspects of a
job when direct access to the job is
difficult.

Critical incident technique: To gather
specific information about those aspects
of a job which could result in success
or failure in achieving its objectives.
(1990: PP.223-232)

With some few differences from the former perspective,

the Kuwaiti Government Occupation Authority Report conducted

by the Training Affairs Committee (1987), suggested some of

the resources and methods which could be used in order to

obtain information related to employees' performance prob-

lems in Kuwait. This report is presented as suited to the

Kuwaiti setting (see Table 5.1)

Schneier et al., (1988) also attempt to classify TNA

steps. They believe that the TNA steps are not identical

for all cases. Each step should be matched to fit a particu-

lar organisational culture and exclusive objective of use.

The steps they propose are categorized under six main head-

ings and a number of sub-headings as follows:

I- Planning and Assessment
   1. Establishing the project outline.
   2. Stratify the target population
      along selected characteristics.
   3. Designate an advisory group.
   4. Preview existing job families.

II- Gathering Job/Task Data
   1. Consult with subject matter ex-
perts (SMEs).
   2. Visit work sites.
   · 3. Construct revised job family
structures.
   4. Choice of key job families for
purpose of TNA.

Table 5.1 : Training needs - resources and methods.

Resources	Methods	Prelude
(1) Employees' managers point of views.	1. Meetings with the managers. 2. Periodic report about trainees.	S T
(2) Employees' own Suggestions.	1. Meetings with the employees to be trained. 2. By questionnaires. 3. Planned and unplanned interviews. 4. Pre-test for some employees.	U D Y O
(3) Public Complaints.	1. Analysing employees' performance and type. 2. Recognising the causes of complaints. 3. Evaluation of the existing methods of solution.	F O P I
(4) Employees' efficiency measurement report.	1. Analysing employees' performance within their work. 2. Analysing the causes of employees' low performance. 3. Classification of employees' into homogeneous groups with regard to training level.	N I O N S
(5) Repair and maintenance reports.	1. Analysing the causes of break-down and low performance related to lack of training of the human element.	R E P O R T S

Resources	Methods	Prelude
(6) Profile of activities and duties.	1. Analysing job duties and responsibilities for homogeneous groups. 2. Matching the employees' qualifications with their job specification.	R E P O R T S
(7) The contiuous change in the job system and methods.	1. Analysing change in the work regulation. 2. Analysing the requirements of automating the work system.	T H E
(8) Planning the workforce.	1. Determination of the availabilities of the labour force in terms of quantity and quality. 2. Assessing the employment needs to replace employee drop-outs. 3. Assessing the employment needs to meet the anticipated growth and development. 4. Assessing the level of qualification necessary to meet the job requirements.	W O R K A N D A D M I N I S
(9) Analysing the administrative system.	1. Suitability of the administrative systems to achieve the objectives of the organisation. 2. Assess the clarity of duties and responsibilities of every administrative level. 3. The methods followed in delegative authority. 4. The communication system and its efficiency inside the organisation.	T R A T I V E S Y S T E M

Con't of Table 5.1.

Resources	Methods	Prelude
(10) Indications of the work environment.	1. Analysing the rate of absenteeism and its causes. 2. Analysing the accident reports. 3. Assessing of the indications of the problems at work: workers' grievances, disciplinary action... 4. Assessment of cost levels of certain services in comparison to the level of performance. 5. Assessment of emploees' job satisfaction.	T H E I N D I C A T I O N S

Source: (Government Occupation Authority Report, Kuwait, 1987)

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5. Develop questionnaire on revised
job-grouping.

III- Determining Relevant Tasks
    1. Finalize job families/titles.
    2. Generate task statement for target
job group or families to serve as stimu-
lus material for interviewees.
    3. Develop task statement interview
outline and conduct interviews.

    4. Prepare open-ended task statement
questionnaire.
    5. Administer open-ended task ques-
tionnaire to incumbents, their superi-
ors, and top management.
    6. Prepare final task statement
questionnaire.

IV- Identifying Job Factors/Dimensions
(statistical Analysis) analyse final
task questionnaire data.

V- Derivation of KSAOs
    1. Prepare KSAO list.
    2. Administer KSAOs lists.
    3. List KSAOs for job activity area.

VI- Determining KSAO Deficiencies
Identify those who need training and
what type of training is required.

VII- Review Current Training and Devel-
opment Programmes
Content analyse current programmes.
ᵗ
VIII- Develop KSAOs.
Design programmes to raise KSAOs levels.

IX- Implementation / Evaluation
    1. The use of TNA data to integrate
P/HRM functions.
    2. The use of TNA data to help assure
legal defensibility of P/HRM programs.
    3. Evaluate and monitor.(1988:PP.196-
203)

5.9 Training Management

Training Management has a great influence on the quality

of the training, as discussed in the first part in this

chapter. Involving the organisational top manegement in the

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training process will enhance training effectiveness. Farnsworth (1984:P.67) argued that: " management training will increasingly be preceived as a sharp-end function which has a real influence upon business results ".

However, the framework of the training administration is also considered as one of the factors that assist in achieving the required results. The proper administrative framework does not necessarily mean a department of training as such. The training administration may be either structured or unstructured.

5.9.1 Structured or Unstructured Training

Within the organisation there is a variety of methods for administration of training. The main function of such training structure form is to meet effectively the employees' needs. Kenney and Reid say:

> There is no one correct way of 'positioning' the training department within an Organisation and different structures have been evolved which have been equally successful in meeting their requirements. For example, the extent to which the function should be centralized or decentralized. Whatever form of structure is adopted, the main criterion to be satisfied is that the department contributes effectively to the running of the Organisation. How this is achieved will depend on the particular circumstances. (1988:P.36)

In large organisations where the training and development function is considered as one of the organisation's primary duties, the training administration roles and responsibilities are clearly asserted and defined. Some studies describe the activities of training staff in terms of their roles and responsibilities, for example King (1964), Harrison (1990), Kenney and Reid (1988).

As an example of the previous studies, the roles and responsibilities identified by Kenney and Reid are described as follows :

Training Director: A full-time training Director, in charge of the function in terms of overall policies and objectives.

Group Training Manager: The authors use this title in two ways: first, a senior training specialist in a multi-company organisation, in charge of group or holding-company level training function; second, a training specialist in charge of a group training scheme within a small company.

Company or General Training Officer: A full-time training officer in an organisation of five hundred to one thousand staff, responsible for all types of training.

Training Advisor: A training consultant chosen either from the Organisation staff, or from the outside.

Part-time Training Officer: Within small companies, a line manager may be considered as a part-time training officer.

Instructor: Employed for face-to--face instructional issues. (1988:PP.44-46)

Despite the impact of the formal structure of training, maximizing training benefits is the responsibility of all parties to the training process. Unstructured training has another impact on the training. Gray (1986:P.126) observed that: " Overall the dynamic of unstructured training is quite predictable, and even a one-day course can provide significant learning ".

5.10 Training Evaluation

Despite the existence of some false obstacles to assessing training programme effectiveness, there are real reasons that may considered as obstacles confronting real evaluation, as Ives (1989:P.50) warned: " the problem here is our imprecise understanding of and ability to measure human behavior...their unpredictablity and inconsistency make their actions difficult to measure or predict ". However, more obstacles were discussed previously in the first part of this chapter.

Although such obstacles may be considered as problems in this stage, this does not mean that evaluating trainees performance is impossible. It may be vital for planning human resource development programmes. Biddle (1987:P.8) argued that: " Appraisal is more to do with reviewing the future, discussing development needs and future career aspirations ". Adopting an appropriate method of evaluation and following valid procedures may lead to eliminating

potential problems at this stage. However, more details of
this proposition will be discussed in chapter six.

5.11 The Adoptation of a Training Model to Overcome Training Problems

Many solutions may be employed to overcome training
problems. Normally each of these solutions is directed to
solving one or more of the training problems. It is neces-
sary to find a comprehensive method to cover all training
stages, and resolve all of the possible training problems.
The adoption of the Training Model concept would facilitate
forseeing and eliminating obstacles that threaten training
effectiveness.

5.11.1 What is Meant by Training Model ?

Many terms occur in the literature on Training Models
which are used interchangeably and frequently, for example,
Training Model, Planned Training, Systematic Training,
Systematic Approach. Authors look at the Training Model in
a variety of ways, but all basically agree that Planned
Training refers to a systematic procedure used to identify,
develop, and evaluate employees' performance.

Kenney and Reid (1988:P.14) defined planned training as
a "deliberate intervention aimed at achieving the learning
necessary for improved job performance". Another definition
by Harrison (1990:P.256) referred to: " The systems, proce-

dures and methods whereby the entire training and development effort is organised, including those relating to assessing needs, and planning, implementing and evaluating training development activities". Buckley and Caple said:

> The terms systems approach and systematic approach are used widely to describe how trainers apply themselves to the training function. ... A systems approach can be applied at organizational level to examine the broader issues of the aim, function and appropriateness of training.
> A systematic approach is applicable directly to the day-to-day functioning of the training department. (1990:P.25)

5.11.2 Why the Training Model ?

Many benefits come from utilizing the Training Model concept in the planning process. For instance, Buckley and Caple (1990:P.25) noticed that, "...this approach enables an observer to obtain a wider picture of training functioning within the system or within the organisation as a whole". Kenney and Reid specify the function of the planned training model, which involves :

> - deciding whether training can help to re solve or prevent a problem, and if so determining whether training is the most cost effective approach;
> - identifying what learning is needed and setting learning objectives;
> - deciding which training strategy or strategies to adopt and planning appropriate training programmes and arrangements to meet this need;
> - implementing the training and ensuring that employees are assisted to acquire the skills, knowledge and attitudes they require;
> - evaluating the effectiveness of the learning at appropriate times during and after training;
> - satisfying any residual learning requirements. (1988:P.14-15)

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Rosenberg explains the advantages of implementing the
Instructional System Design (ISD) model in the training
context as follows:

> "The ISD model is more than a sequence
> of events. It depicts the relationship
> between events! It is this relationship
> which makes the model so effective in
> its application to training development.
> It ensures that a decision to develop
> training is based upon the realistic and
> identifiable needs of the organization,
> the learner and the job. By setting
> clear and measurable instructional
> objectives, the design and development
> of training which relates to those needs
> can also be assured. Through the con-
> stant testing of materials, problems in
> the training program can be quickly
> identified and remedied. and by monitor-
> ing the application of the ISD process
> itself, improvements in training is a
> cost-effective way to develop training."
> (1989:P.125)

In addition to all the advantages of adopting a Training
Model, the idea itself is desirable in the sense that it
organises all training activities into one system. Anderson
(1990:P.75) said: " the systematic approach provides a
straight-forward framework ".

5.11.3 Examples of Some Training Models

Although the vast majority of the "Training Models"
literature is related to in-service training for teachers
(INSET), a reasonable amount of literature has discussed the
"training model" concept as a function within the organisa-
tion.

Goldstein, (1974:P.17) claims that there are other In-
structional System Models which may be specified in other
areas, such as the Educational Model, Military Model, and
Business Model. He presents an Instructional System Model
for Training, which he believes does not differ in its
components from other forms of Model (Figure 5.3). The pre-
sented Model contains three main phases, as follows:

(1) Assessment Phase.

(2) Training and Development Phase.

(3) Evaluation Phase.

Another attempt, formulated by Kenney and Reid
(1988:PP.14-18) outlines the main steps in the training
model under the title, "Planned Training Interventions".
Their model contains the following phases:

i)   Identify the learning requirements.

ii)   Set learning objectives.

iii) Determine training strategy.

iV)   Design and plan the training.

V)   Implement the training.

Vi)   Evaluate the learning.

The authors express the components of their planned
training approach components in six points. The first is to
be sure that the training can help to alleviate or to solve
the problem in the most cost effective way. The second

Figure : 5.3   An instructional system.

Assessment
Phase

Training and
Development Phase

Evaluation
Phase

```
┌──────────────┐
│ assess       │
─┤ instructional│
│ need         │
└──────────────┘
        │
┌──────────────┐                                    ┌──────────────────┐
│ derive       ├────────────────────────────────────┤ develop criteria │
│ objectives   ├──────────────┐                      └──────────────────┘
└──────────────┘              │                              │
              ┌───────────────────────┐              ┌──────────────────┐
              │ select training       │              │ pretest trainees ├──
              │ media and learn-      │              └──────────────────┘
              │ ing principles        │                      │
              └───────────────────────┘              ┌──────────────────┐
                      │                               │ monitor training ├──
                      │                               └──────────────────┘
                      │                                       │
              ┌───────────────────────┐              ┌──────────────────┐
              │ conduct training      │              │ evaluate training├──
              └───────────────────────┘              └──────────────────┘

                                                     ┌──────────────────┐
                                                     │ evaluate transfer├──
                                                     └──────────────────┘
```
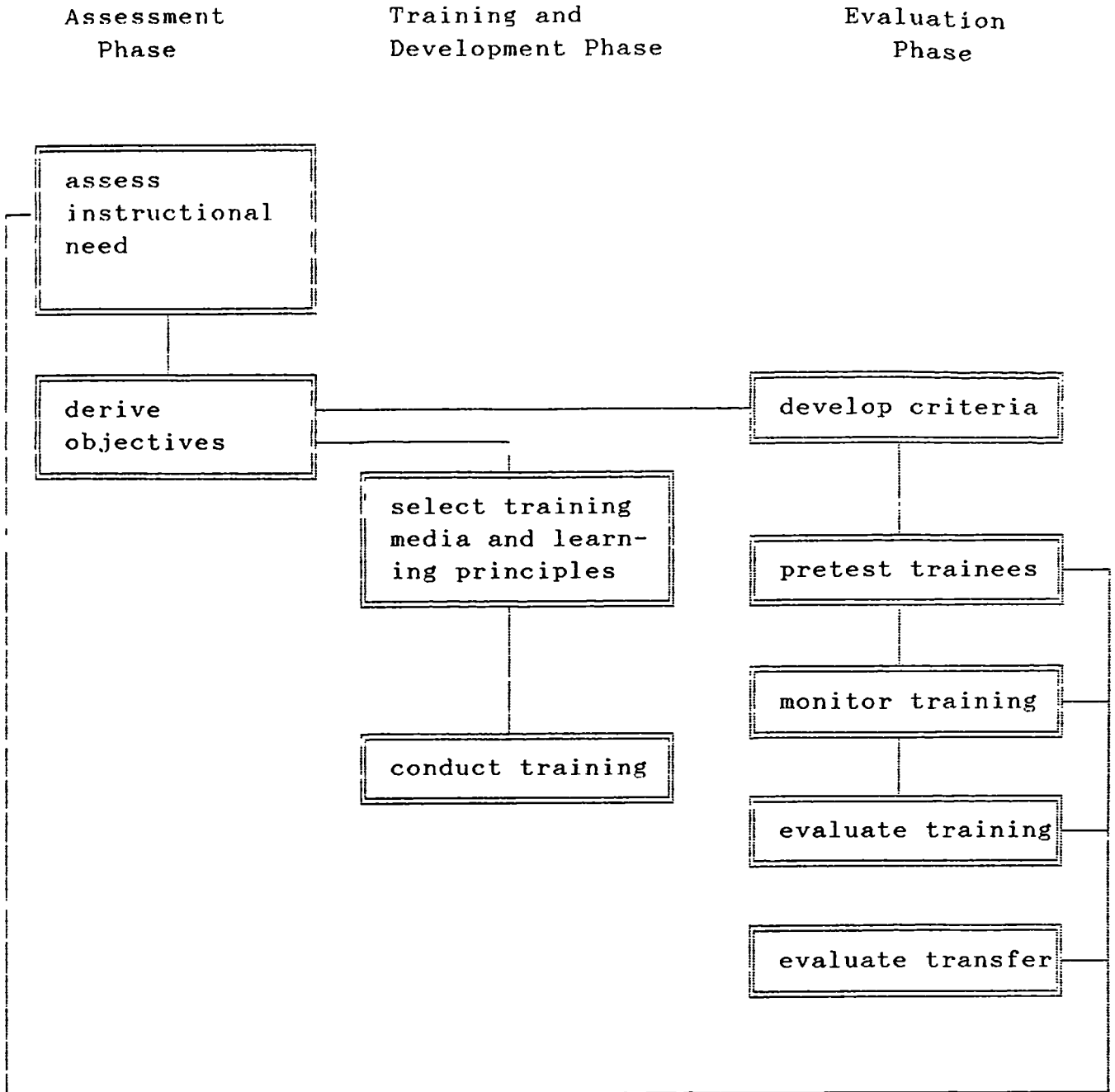
Source :   (Goldstein, 1984, p. 18)

(identifying the training requirements) involves analysing the work specification to specify exact job requirements. and especially to determine the parts of the job which the trainees need to learn.

The third (set learning objectives) is the determination of the performance standards and the behavioural objectives that trainees must reach.

The fourth (decide the training strategy and plan the training programme), involves consideration as to what training is required for newcomers, how to achieve the proposed training needs, how to designate the responsibilities for conducting the programme, and how the training will be evaluated, and by whom.

The fifth stage (implement and monitor the training), means maximizing the benefits of conducting the programme by considering factors such as the training times and the actual time that trainees need to reach the required standard. It is necessary to monitor and to make notes of the trainees' improvement; the training officer must review the training continuously in order to adjust the training method or the times and so on.

The sixth component (the final evaluation of the effec-
tiveness of the completed training) recognises that the

success of training must be reflected in the trainees' per-
formance at work, otherwise their performance needs to be
monitored again in order to modify it.

The relationships between the above phases are illus-
trated in Figure (5.4).

```
                         Identify the
        --------------- Learning  requirments ------------
     !                                                         !
     !                                                         !
   Evaluate ---------------------------------------- Set learning
   the training ----------------                         objectives
     !     !                        !                         !
     !     !                        !                         !
     !     !                        !                         !
     !     !                        !                         !
   Implement                        ! -------------------- Determine
   the training                     !                      training strategy
     !                              !                         !
     !                              !                         !
     !                              !                         !
     !                              !                         !
        ------------------- Design and plan ---------------
                            the training
```
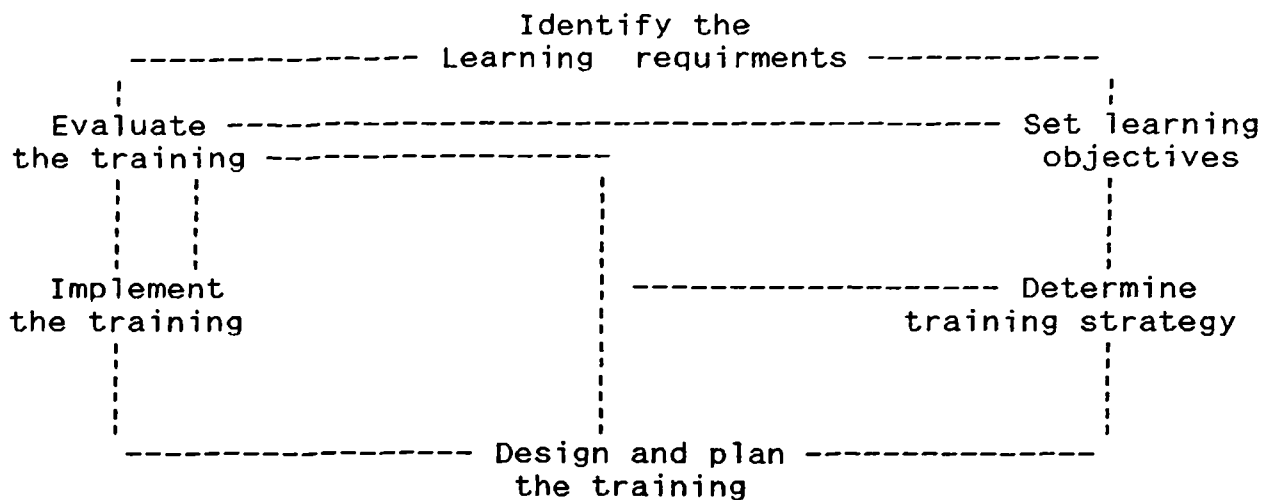
Source: (Kenney and Reid, 1988:PP.14-18)

The previous framework is proposed by the authors to be
applied in any level of the organisation, and in different
situations.

Buckley and Caple (1990) consider the training model as
one of the trainers' tools, so they expect the trainers to
design their own appropriate model to ensure the progress of
the training programme. Also they observe that although all
models have their own distinct features, it is agreed that

they must contain four main activities of the basic training model, namely, investigate training needs, design training, conduct training, and assess effectiveness of training needs.

As a result of the authors' experience they develop a systematic approach to training models which they propose to be suitable for mixed training.

They illustrate fourteen stages as a model to be followed to ensure the training effectiveness. The following are the stages in brief.

1. **Terms of reference** : The impact of this stage is explanation and acceptance of training activities by trainees and the trainer.

2. **Further investigation** : This is an additional step to prevent deficiency in investigation of the training requirements.

3. **Knowledge, skills and attitudes analysis** : This stage associates knowledge, skills and attitudes with the job requirements, to enable the trainer to determine the type of training needed.

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4. Analysis of the target population : This means to appraise the suitability of the trainees to the anticipated training programme.

5. Training needs and content analysis : This is the process of identifying the training needs and the training content from the data related to the jobs, tasks, and trainees.

6. Develop criterion measures : This is a clarification of the performance needed for the targeted job, to be sure the planned programme can achieve it.

7. Prepare training objectives : These should be clearly written and ordinarily contain three parts; (a) the expected performance, (b) conditions to achieve it (c) standerds of performance expected to be achieved by the end of the training.

8. Consider principles of learning and motivation : It is necessary to ensure that the right conditions prevail to enable training objectives to be achieved.

9. Consider and select training methods : This opens the door for many options, such as internal or external courses, and on-job or off-job training. Some guidelines may arise within the terms of reference stage which influence the number of options open.

10. Design and pilot training : The design is to make out of the specific objectives and strategies, an instructional programme which can be implemented by any methods: ordinary course, learning package, computer-based training, etc. Pilot training involves every aspect the programme; it is necessary to make the trainer confident that the trainees have a shared base, before implementing the training.

11. Deliver the training : Much attention should be paid to this stage, ensuring that the trainers have the necessary skils to present the training, and that the supervisors and tutors have the necessary aids to their various training methods. At this stage, it is important for the trainers to collect and observe feedback from the trainees.

12. Internal validation : This is the stage of testing the trainees' performance to know whether the targeted training objectives have been achieved. There are two approaches to obtain the necessary information for the assessment of trainees: ordinary tests may be set to determine the trainees' achievement, and discussion may be held to obtain the trainees' impretions of the course. Analysing the information derived from the two approaches will help to identify strengths and weaknesses of the programme.

13 and 14. Application and external monitoring of training : At this stage the gained objectives should be applied

in the real job environment, and performance should be followed up and observed externally in order to assist the training effectiveness.

Whatever framework the training models take, principally they conist of four main phases. As Reid (1991:P.145), said, "A well-known model of the training process indicates a four-stage feedback loop procedure: an overall assessment and analysis of training needs; planning the training; implementing; and finally evaluating".

5.12 Summary

This chapter has shown, by a review of relevant literature, that successful organisational training depends on the clear setting of objectives, both for the organisation, and for the training itself. Training Need Assessment should be undertaken, and failure to do this properly is a reason for much training failure. Problems may also occur at the impementation stage, due to inadequate supervision, and inadequate may be perpetuated if there is no proper evaluation of training. These problems were shown to exist in PAAET's employee training programmes.

Various Training Models have been presented, which attempt to foresee and eliminate obstacles to training effectiveness. Although they differ in detail, they all address the issues of needs analysis, appropriate administrative structure and supervision, and evaluation. The model sug-

gested by the Kuwaiti Government Occupation Authority report
of 1987 is along similar lines.

Having examined the elements which need to be considered
in devising suitable training programmes in Kuwait, we now
turn to the content of such programmes: specifically, the
role played in modern training by computer use. Theory
related to Computer-based Training (CBT) will therefore be
presented in the following chapter.

Chapter Six:
"Computer-Based Training" Background

6.1 Introduction

Interest in the utilization of technology in the training field has grown rapidly. O'Reilly (1992:P.39) argued that: " the initial costs of investing in Technology-based training may seem high but they need to be put in perspective ". The concept of technology based training (TBT), refers to applications of technology in training field to improve the interaction between the learning system and the trainee.

Computer-Based Training (CBT) is one application of TBT. For instance, Little (1992:P.15) argued that: " CBT is just one of the many technologies which Ladbroke's is using to meet its staff's varied training needs ". In recent years, many organisations have adopted CBT within their training programmes, for various reasons: some organisations are trying to cope with new technology development in the market; for other organisations it is an attempt to better utilize their already existing technological equipment. Another motivation may be to save training time.

Although, so far, there have been only a few attempts to utilize CBT in the PAAET's employee training activities, the Training Co-ordination Department Staff are interested in the wider application of CBT in the employees training programmes. In this chapter, the researcher will explore. CBT as a key concept related to the current study.

The chapter will be divided into two parts: the first will discuss CBT from the theoretical point of view, while the second will investigate its application in PAAET.

6.2 What is CBT ?

The term Computer-Based Training (CBT) has been defined formally by Unwin and McAleese (1988:P.117) as: " an instructional method that uses the computer as the principal teaching agent ". Perez and Seidel (1990:P.51), looked at the CBT from another approach: " The promise of Computer based training has been to provide to each student high quality, inexpensive, individualized instruction ".

A number of terms have been used to refer to the use of computers in education and training. For instance, James (1987:P.12) observes that computing is plagued with a wide range of terminology which gives approximately the same sense, for example, Computer-Aided Instruction (CAI) matching Computer-Aided Learning (CAL), Computer Based Instruction (CBI) matching (CBL), and Computer Managed Instruction (CMI) matching (CML), and so on.

Since the term CBT has specific application to the training field, although its context may be similar to education more generally, the term CBT as defined above, will be used in this present research.

6.3 Approaches to CBT Implementation

The contemporary application of computers in training may follow one of two main patterns: Computer Assissted Training (CAT) and Computer Managed Training (CMT). The former pattern refers to the idea of utilizing the computer to carry out the instruction. CMT on the other hand, use it as a tool to manage the instruction - training process, Heinich et al., defined the two patterns thus:

> Computer-Assisted Instruction (CAI):
> Instruction delivered directly to learn-
> ers by allowing them to interact with
> lessons programmed into the computer
> system. And . . the Computer-Managed
> Instruction (CMI): is the use of a
> computer system to manage information
> about learner performance and learning
> resources options in order to prescribe
> and control individual lessons. (1985:
> P.396)

There are a number of techniques (modes) used today for CAT or CMT. CAT, for example, can be employed in the following activities:

1) Tutorial Mode

The principle of this mode is that the computer plays the role of the trainer. This mode provides instruction between learner and computer. The learner reads computer-projected tasks and questions and responds by using a light pen. The computer then analyses responses by comparing them with those already stored in its memory. The learner then repeats the correct answers for reinforcement purposes.

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This mode is also called the programmed-learning mode. In principle, any lesson can be taught in this way, with very little help from the trainer. In practice, however, it has been established that it is difficult to prepare suitable courseware by this mode, because of differences in the training ability of individuals.

2) Drill and Practice Mode

This mode presupposes that a concept (or a role) has already been taught or learnt. It aims at providing further opportunities for continuously reinforcing correct answers.

In many cases the tutorial mode and the drill and practice mode are mixed, in the sense that after presenting a piece of information the computer proposes an exercise, instead of asking a question. The difficult part of this method is the analysis of the student's answer, because there may be more than one correct answer.

3) Simulation Mode

In this mode, the trainer is presented with an everyday situation formulated in a role-play activity.

A set of equations describing the behaviour of a system is given to the computer and when the student types the value of the input, the computer shows immediately what the output would be.

This mode may broadly be used in industry for training related to the production process. It allows the trainee to obtain a working knowledge of devices or situations which he could hardly manage in a real working job. This mode provides practice in the "discovering learning" so much recommended for training in experimental sciences.

4) Trainer-Assisted Mode

Recently, trainers and teachers have tended to use the computer rather than drawings on the blackboard to present their curriculum. The computer can also be used as an effective instrument in the hands of the trainer, to assist him in his training activities. Bluhm (1987) argued:

> Tody, computer-managed programs range
> from the use of electronic grade books
> to sophisticated programs that perform
> such functions as diagnosis and pre
> scription, performance monitoring,
> resource management, and the reporting
> and evaluating of program effectiveness.
> (1987:P.7)

A vast amount of software and hardware is designed especially for this purpose. The trainer can present his subject on the computer screen (if it is too small the trainer can project his subject onto a larger screen by using the P.C. viewer) and, having put a problem on the screen, ask the class for a solution; if the solution offered is the wrong one, the trainer can introduce the proposed solution through the keyboard and show what would happen if that wrong guess were implemented.

This mode establishes a new kind of relationship between the trainer and the trainees and also a new type of pedagogy where a "wrong" answer is not wrong simply because the teacher says so, but because the computer shows that the proposed solution would not give the desired result.

The CMT mode, on the other hand, refers to the use of the computer system as a tool to manage the training activities. It may be used in the following ways:

i) Managing data about trainees' ability and instructional resources in order to prescribe and conduct individualized lessons.

ii) Storing and filing of test items, as well as conducting pre-tests and post-tests for every trainee. Print-out copies of the test can be obtained by using the computer system. The system can also be used to evaluate and follow-up achievement.

iii) Keeping trainees' records, such as test scores which enables the trainer to update and monitor trainees' progress.

6.4 The Specifications Recommended for Effective Courseware

Before discussing the requirements of the courseware, it is worthwhile to look at some definitions of the word

"courseware". For instance, Heinich et al., (1985:P.396) explain the word "courseware" as: " Lessons delivered via computer, consisting of content conveyed according to an instructional design controlled by programmed software ".

Barker and Yeates (1985:P.44) claim the term "courseware" is used in a "generic sense to describe materials that are specifically designed and produced for use within some form of teaching machine". The authors add three main components of any courseware, namely: " a set of instructional strategies, their associated domain dependent subject matter, and the storage media to which each of (1) and (2) are committed".

Concerning courseware effectiveness, authors in the field have focused mainly on three issues: first the capability of the authoring languages or system, second, the efficiency of the courseware development process and third, the way in which systematic planning is adopted for CBT in general.

6.4.1 The Authoring Language or System

Authoring language is the term used to describe the computer language formed particularly in order to help the programmer to write the CBT or CAL materials, while the authoring system is a piece of software designed to produce CBT or CAL materials without the need to programme a comput-

er Wright (1987:P.26) argued: " The authoring systems are "easy to use" and "require no computer programming expertise"; they provide "powerful graphics capabilities" ... and so the claims go on ". On the other hand, Barker and Yeates argued that the authoring language is also easy to use as they stated that:

> Author languages are, in general, easy to use. When used by the teacher they provide a comprehensive tool that enables a wide variety of automated teaching strategies to be implemented. Typically, these include tutorial mode, drill and practice, diagnostic testing, inquiry mode, counseling, simulation, gaming, problem solving and calculation. (1985:P.101)

Because of the simplicity of authoring languages and authoring systems in general, many teachers and trainers who have little previous background in computers are becoming more familiar with them.

Authoring languages are scaled from the simple ones up to the more advanced systems which facilitate the use of the branching method, combined with many features such as text, questions, answers, graphics, sound. . . etc. Hawkridge (1985) recommended that the ideal authoring system should possess the following characteristics:

1) It must have the facility to assist trainers to achieve appropriate design in their training activity construction.

2)   It must be capable of accomplishing different training strategies.

3.   The ideal system must be clear and simple for a trainer-author, excluding complicated codes.

4.   The ideal system must contain an option for evaluating the training programmes made with it.

5.   Finally, in order to allow the trainer-author to update and develop the programmes frequently without need to change them, the ideal system should be compatable with most of the hardware available.

6.4.2   CBT Development Team

Ideas for maximizing courseware efficiency have been put forward by many authors in the field. Production of high quality courseware involves a developmental team whose tasks and responsibilities have been identified in the literature.

For instance, Smith and Boyce (1984:P.5) argued that there are three pillars for any ideal composition of the development team, as follows: a subject matter expert (SME), who contributes knowledge of the content as well as of the learners; an instructional designer who provides a systematic plan for preparing the instruction; and the producer or programmer who translates the previous two jobs into CAI.

·Looking more closely at the kinds of activity engaged in by the team, Faiola (1989:P.16) stated that in one course-

ware project the typical courseware team is involved in many development jobs such as interacting, communicating, and reviewing many items of information. Thus, he recommended that team communication must be advised initially, then the concept of Team Integrated Productivity (TIP) must be applied to maximize efficiency among the team.

Faiola went on to specify the necessary components of a traditional courseware development team, and the responsibilities of each member of the team, as follows:

i)   Project Manager:
1. Provides direction.
2. Sets goals.
3. Makes schedules, work plans, and task assignmments.
4. Monitors, measures, and evaluates project progress.
5. Generates progress reports for senior management.

ii)   Instructional Designer:
1. Assistant project coordinator.
2. Designs instruction and courseware framework.
3. Works closely with content experts and researchers.
4. Produces synthesis of course content and course design.

iii) Content Expert:
1. Supplies course content to instructional designer.
2. Reviews, monitors, and revises course content on a regular basis.

iv) Editorial Specialist:
1. Proofreads all course materials, scripts and screen displays by checking for typographical errors, grammar, syntax, and general clarity of content.
v)   Computer Programmer:
1. Programs courseware using any of a variety of programming languages.
Coordinates the installation of all

hardware and software products.
vi) Graphic Specialist:
Designs overall visual image of course-
ware and screen displays. (1989:P.17)

Of course, the development team is only one component,
although t\e important of the process of devising effective
CBT courseware. The standard of the courseware will also be
governed by such things as the authoring system used, which
has been discussed before.

6.4.3 Systematic Planning for Adopting CBT

Two issues which must be borne in mind when discussing
the adoptation of CBT are first, what guidlelines should be
followed to develop the CBT courseware, and second, what is
the ideal procedure for implementing the computer training
programmes. Although these may look like two different
issues, they are naturally related to each other within the
Systematic Planning context.

However, the terms Systematic Planning or the Instruc-
tional Design Model are not applied to CBT only, but also
used in relation to all forms of instructional technology
application. A number of systematic planning models have
appeared in the literature. We describe two of these. The
first concerns the adoption of systematic planning in any
form of Instructional Technology, while the second is spe-
cifically concerned with systematic planning for CBT adop-
tion.

6.4.3.1 Heinich et al.'s model

Heinich et al. (1985:P.32-61) present this model to assure the effectiveness of instructional technology in general. They identify it as follows: "The ASSURE model, a procedural guide for planning and delivering instruction that incorporates media, implies several assumptions". Each letter of the word " ASSURE " symbolizes one stage in the implementation of Instructional Technology. The following are the components of the authors' ASSURE model:

1. **(A) Analyse Learner Characteristics:** At this stage, the learners are identifed in terms of two types of traits: (a) general characteristics and (b) specific entry competencies, Knowledge, skills, and attitudes about the subject. In order to maximize the benefits of the Instructional Technology, the authors recommend the use of concrete experiences for approaching the new concepts.

2. **(S) State Objectives:** The objectives may be derived from the trainees' needs assessment or course syllabus, taken from a curriculum guide, or developed by the instructor. The objectives should be stated in terms of what the learner will be able to do as a result of instruction, including the conditions under which the trainee is going to perform. The authors recommend that the elements of well-stated objectives should include: the level of performance or adequacy that is supposed to be taught, the circumstances in which such performance is required, and the criteria or

norms of reasonable performance.

3.   (S) Select, Modify, or Design Materials: The purpose of this step is to build a bridge between the last two steps. There are three options: to select available materials, to modify existing materials, or to design new materials. The authors give some advice concerning these options as follows:

i)   Selecting Available Materials and Methods: In order to ensure the effectiveness of the selection process, the authors recommend that certain steps be implemented sequentially: First, survey the sources; second, use the selection criteria (such as learner characteristics, objectives, the instructional approach, and the constraints of the instructional situation); third, adopt a media appraisal checklist; finally, utilize the instructor's personal file for media references and appraisals.

ii)   Modifying Available Materials: The advantages of modifying materials rather than selecting new ones, (from the point of view of the authors) are that the former is more creative, and tends to cost less in terms of time and money.

iii) Designing New Materials: The authors recommend that certain basic considerations should be borne in mind when

designing new materials, such as the objectives, the audi-
ence, the cost, the technical expertise, equipment, facili-
ties, and time.

4. **(U) Utilize Materials:** This is the implementation
phase. It includes the following functions: (a) Plan how the
materials will be used. (b)Decide how much time will be
spent using them. (c) Prepare the class, as well as other
facilities and equipment. (d) Present the materials. (e)
Finally, follow up with class discussion and reports.

In order to maximize the learning benefits from the
presentation process, the authors suggest previewing the
materials, practicing the presentation, preparing the envi-
ronment, preparing the audience, and presenting the materi-
al.

5. **(R) Require Learner Response:** The trainees at this
stage must practice what they are expected to learn, rein-
forcement is required at this stage to correct their re-
sponses. The authors recommend discussion, short tests, and
application practices to facilitate the correct response
within the instruction.

6. **(E) Evaluate:** The authors take the evaluation process
to include: evaluation of learner achievement, evaluation of
media and methods, and evaluation of the instructional
process.

More specifically, this involves evaluating: (a) the objectives achieved by the trainees; (b) to what extent the media assist the trainees in reaching the objectives; (c) the way that the trainees used the materials; (d) the environment's suitability; (e) the trainer's contribution in assisting individual trainees.

6.4.3.2 Hawkridge et al.'s Systematic Development

In order that organisations reap the benefit from use of CBT. Hawkridge et al (1988:P.207-216) propose a systematic development and testing procedure for adopting CBT in the organisation. They describe some procedural steps, underlying four main stages as follows:

6.4.3.2.1 Organisational Issues

In this stage, the authors present some organisational issues which arise when an organisation chooses CBT, such as, the location of the hardware within the organisation, the match of the CBT with the organisational structure, the responsibility for controling the hardware and the software, and to what extent trainer and trainees are independent in using the CBT.

The authors suggest a team approach, whereby personnel are selected from different departments in the organisation to be responsible for managing the CBT.

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The authors anticipate that adoptation of CBT in the organisation may break the shape of the conventional training practice.

6.4.3.2.2 Developmental Processes

In this stage, the authors focus on the systematic development approach as an essential process required for the whole CBT adoption system. The processes they propose are followed systematically, in sequence, as follows:

i) Clarifying Training Needs and the Audience: In this step, the authors propose that the audience must be identified, then the needs identified, and finally the training strategy selected. They add that in some cases, organisational analysis must be conducted before identifying training needs.

The identified audience must be studied to assess their achievement level. This kind of audience knowledge may help the trainers to assess some issues related to the trainees, such as extension of the trainees' practice sessions, determining the method for presenting material in the CBT, and assessing the extent to which trainees can comprehend the materials through the CBT.

ii) Specifying Objectives and Content: The training objectives in this step must be defined in detail. The authors

prefer to present these in behavioural terms such as: the
level that the trainee is expected to reach after the
course, a specification of performance standard and the
conditions under which it should be achieved. These issues,
and suitable media, should be specified in the organisation-
al training strategies.

iii) **Selecting an Authoring System:**The selection of an
authoring system depends on the hardware available. Although
there is similarity in the available authoring systems,
such as text editing, every system has a particular set of
capabilities.

Although the available authoring systems have limited
strategies, the selection may span from the very simple to
the very complicated. The authors offer the following advice
on selection of an appropriate authoring system:

1. The organisation must decide whether to go without
programming skills, which may guide it to ignore many au-
thoring tools which require programming.

2. The fact that complicated authoring tools are hard to
learn does not necessarly mean that they should be rejected.

3. Tools that require too much support from professionals
may be eliminated.

4.   Simple training programmes must be produced within the organisation, utilizing the subject-matter experts, instructional designers,programmers, and evaluators.

5.   Finally, the selection process depends on the cost. The more costly authoring systems usually contain advanced features, so the last choice depends more on the features required and the reputation of the providers' products.

iv) Writing the Text: The compilation of the text is guided by the content, objectives and training strategies. The authors present four popular frame-styles for writing tutorial CBT as follows:

1.   Presentation: This consists of text and/or graphics continuously displayed to the trainee once he presses RETURN. The authors claim that this mode does not incorporate clear interaction between the trainee and computer.

2.   Menu: This provides the trainees with some choices used to move to the next window, which may also contain another window and so on.

3.   Question: A multiple-choice question is posed the software in this case matching the equivalent words in both the trainer's input and the trainee's answer.

4.   Calculation: In this case, the trainees key in the information related to the calculation. After the trainee has read the data or graph and input his answer, the computer then computes another value. The programme will go to the next teaching point only if the trainee has read the graph correctly, otherwise the programme will repeat the case.

v)   Preparing Graphics: Although the authors do not discuss this point in detail, they claim that only a few trainer-authors realize that graphic design matters.

vi)   Producing Interactive Video: The authors notice that despite the complexity of the linkage between computer-based training and the video, many authoring systems provide this option for programming. The production of interactive videodiscs requires a cooperation between computer specialists and video production specialists.

vii) Preparing the Audio: The authors describe the emerging audio in CBT as inexpensive and simple, and emphasise its effect in training.

viii) Designing the Tests: By tests is meant here the process of directing the questions to the trainees in order to evaluate their understanding or skills. In order to keep the test within logical limits. the authors recommend that the trainers should select the most significant parts of the course, then design the questions accordingly.

6.4.3.2.3 Testing the Program

The authors in this step describe two forms of testing or validating the program: iternal and external.In the case of internal validation, the developer looks at the program in terms of consistency. External validation, on the other hand, is divided into two areas; first, the programme content and techniques have to be validated by the subject-matter experts, and second, the program is extended to the trainees who are willing to learn; subsequently, both trainers and trainees can contribute in validation of the program.

The authors recommend that the programme should be validated once by the trainers, again by trainees, and finally when the program is ready to be used. In this case, the trainers may be divided into two groups: first, other trainers who work on CBT know very little about the content, and may respond similarly to trainees; and second, trainers who are familiar with the subject-matter and will be able to examine the content for precision.

In terms of the trainees, the trials are directed to the equivalent target audience, preferably in the situation of tutorial testing and feedback. Also, the trainers should be present with the trainees while the program is being operated, in order to note the discussion.

At the stage of the final test, the authors do not expect that there should be any changes to the programme, except to correct errors, so the last trial should be considered as a productive unit of the CBT programme process.

6.4.3.2.4 Evaluation

The authors point out that although developmental validation has been conducted, further evaluation may be worthwhile at this stage. However, the CBT programme must be evaluated later on and modified if necessary.

6.5 CBT and the Multimedia Concept

The multimedia concept is one of the trends in the CBT applications which has been developed in the last few years. Generally, the multimedia concept is a form of interaction between the computer and other types of media, such as video, audio, slides. Galbreath stated:

> The multimedia definitions of today generally share one thing in common. Whether one is a computer, video, or technology specialist, all seem to view multimedia as the combination of two or more media and imply or assume interactivity via a computer. (1992:P.15)

Although Botto (1992:P.2-3) suggested some applications for the multimedia approach he observed that the: " the term multimedia is yet broader than even these diverse applications suggest. Its usage will probably become vague ".

However, the purpose of interfacing the the computer with other media is to increase the computer's effectiveness. As an example of the multimedia based microcomputer structure for instance, Baker and Yeates (1985) illustrate a basic framework for the audio slide projector controlled by computer programme.

6.6 Advantages and Limitations of CBT

6.6.1 Advantages

Many authors consider that the arrival of CBT contributes to the progress of open learning, as CBT is becoming reality for various types of people, all over the world.

Two characteristics of CBT immediately present themselves: first, that it is a self-instructional medium, and second, that it is interactive. Blackburn (1987) consider the following as reasons to introduce the individualized instruction:

> - High cost of travel and living to move trainees to a central location;
> - Significant amount of time lost from the job;
> - High costs of building classroom facilities;
> - High costs of training and maintaining good staff of instructors;
> - Difficulties in maintaining quality and consistency of training across a variety of instructors and geographic regions;
> - The questionable effectiveness of this type of predominently teacher-centred training in an adult learning environment. (1987:P.105)

CBT as a self-instruction method may be adopted to resolve all the above problems. In addition, it has other advantages, such as:

i) Individualization of Learning: This approach is considered to be CBT'S overwhelming contribution. It is a personal and private learning medium because it is used on a one to-one-basis. The trainee is free to learn at his own pace. Thus, the training process is made more efficient, with a saving of time.

ii) Requirement of feedback: Because CBT is provided with the facility of feedback, the training process will be more effective, in the sense that CBT is used as one interactive medium. The trainee is not only a quiet receiver of instructions; he is obliged to respond.

iii) Access to the training material: With CBT, trainees can avoid unnecessary waiting for instructors or materials as in normal instruction. The advantage of CBT is that the trainees can have access to the training materials whenever they want it.

iv) Increased motivation and satisfaction: The contribution of CBT is the transition from the ordinary pattern of training to the new approach by delivering text, graphics, motion, sound. by the computer screen.

v)   Reduced travel and accommodation expenses: By adopting
CBT in training, travel and hotel expenses can be avoided.
With CBT, a considerable amount of money which is spent on
providing training materials can be saved.

In addition to the above benefits, trainers also tend to
be more and more interested in CBT, because they are freed
from the more routine aspects of classroom duty, such as
testing, scoring, record keeping.

6.6.2 Limitations

Although the early CBT applications had many limita-
tions, the recent authoring languages / systems tend to
decrease these limitations. James argued:

> Increasingly, however, useful CBT au-
> thoring Languages / systems are becoming
> available for a wide range of mainframe,
> mini and microcomputers. These include
> relatively inexpensive systems running
> on IBM PCs and even BBC microcomputers;
> and providing their limitations can be
> tolerated, they can make it possible for
> teachers and trainers to author their
> own courseware in an efficient and cost-
> effective way. (1987:p.11)

However, CBT still faces some weaknesses. The major
problems impeding the wide application of CBT are the time
and cost required to produce such courseware. Both factors
are related to the mode of courseware construction. The more
complex the courseware, the more time and money will need to
be spent.

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For example, an advanced CBT programme based on elaborated branching procedure, and involving a large amount of information, feedback options, colours, graphics, sound, and so on, will require more money and be time-consuming compared with the simple one. In addition, advanced CBT programs require more people within the production team.

Despite the current limitations, the benefits of CBT, such as interactivity, flexibility, and individuality, are swiftly convincing many organisations and trainers to shift towards utilizing the computer as a training and instructional tool.

6.7 The Cost-benefit of CBT

The question still remains, in terms of effectiveness, how does CBT compare with traditional text ? To answer this question, it is necessary to investigate from two different approaches; first by looking at the cost-benefit factor, and second, by comparing the effectiveness of ordinary training or instruction and that of CBT. It is wise to conduct such a feasibility study. Wynn (1991:P.387) argued that "The costs of such a study are small, but the investment of time at this stage could enhance any agreed future implementation-or prevent a disaster from happening".

Rushby (1989:PP.157-158) recommends some procedures for the CBT cost-benefit calculation as follows:

1.   In terms of cost, he claims that the cost of using CAL is readily recognizable: it is simply comprised of people cost and equipment cost.

2.   People and equipment costs are divided into two other costs, namely: the cost of producing the materials, and the cost of delivery.

3.   The time of the development team (SME, graphic designer, and programmers) should be accounted for.

4.   It might be profitable to keep in mind that, if the cost of production is distributed over the largest possible number of students, the cost per student is reduced.

5.   Concerning the benefits, the author argued that evaluation is an easy job which can be carried out by conducting comparative tests between learning by CAL and by the traditional method.

6.8 CBT Application in PAAET

Since PAAET established its Training Co-ordination Department in (1985-86), the idea of utilizing the computer in the training activities has been the concern of the training sector, authorised staff. At first, attention was focused only on two types of computer application: utilization of computers to manage the training (CMT), and courses

in computer use for trainees, specifically related to computer applications in their work. So far, PAAET has succeded in teaching trainees about computer applications, but until now, it has not used the computer in managing its training activities.

PAAET has not yet introduced CBT although there have been some attempts to propose outlines for the adoptation of CBT in PAAET training programmes, such as the proposal presented by the Computer Centre in 1985, entitled, "Learning and Training by Computer". However, although that proposal specified the required hardware and software for the PAAET setting, it disregarded many significant aspects which made the proposal incomplete.

Another attempt was initiated by the Staff Development Centre in early 1990, whereby they used some ready-made interactive video discs designed for employees and teachers as a self-instruction approach, using the touch screen method. However, because of the invasion of Kuwait at that time, it has, so far, not been possible to evaluate this approach.

Although there is a lack of real experience in PAAET with regard to the adoption of CBT, there is a positive feeling among the training sector's authorised staff toward CBT application.

6.8.1 PAAET's Benefites by Applying CBT

First of all it is necessary to say that the process of adopting CBT in any organisation will require additional effort, time and financial resources, but the benefits of CBT in both the short and long-term would make such expenditure worthwhile. In the case of PAAET's employee training activities, many benefits could be obtained by adopting CBT, as follows:

1. By adopting CBT, PAAET would gain a new method of self-instruction based on the latest technology. By this method, PAAET could introduce some courses based solely on CBT as options for those trainees who have difficulty in attending the regular courses, for example trainees from the public sector who are occupied by their duties at the time of the training programme.

2. CBT, as a new method of training, is expected to increase the trainees' motivation, so the trainers in PAAET will find it a suitable option to be used to change the class routine.

3. With CBT, PAAET can reduce time for both the trainees and trainers. For example, there are many buildings belonging to PAAET near most of the trainees' work places. By installing CBT facilities in those buildings, much time and effort could be saved.

4. Also, by adopting CBT, PAAET could reduce some costs such as those of trainers and instructional technology.

5. Although adoptation of CBT would require new hardware, software, and professional staff, PAAET could also utilize some of the resources it already has, which are not being properly employed.

However, the above benefits are only proposed, the exact advantages of CBT in PAAET must be considered within the framework of a comprehensive study which may take into account many factors such as the cost-benefit factor, hardware and software requirements, staff requirments and so on.

6.8.2 PAAET's Ability to Apply CBT

To assess PAAET's ability to apply CBT within its training programmes, it may be neccessary to explore three aspects, namely: administrative ability, experience, and financial ability.

The result of meeting with the Training Co-ordination Department Director, Computer Centre Director, Financial Department Director, and some of the Academic Staff, in addition to the researcher's own investigations, suggest that the PAAET's positive attitude and financial ability, are such as to make CBT a possiblitiy. However, neither the administrative capability nor the experience in PAAET are,

as yet, of an acceptable standard for applying CBT. This may be attributed to the following reasons:

1. The Computer Centre has to serve most of the PAAET's Departments, such as Enrolment and Registration Department, Administration Department, and the Planning and Follow-up Bureau, and would find it difficult to undertake further duties with its present capacity.

2. There is a lack of experience in the CBT field among the Computer Centre Staff, because CBT is relatively recent concept.

3. There are relatively few private companies in Kuwait which can provide hardware, software, training, and consultants related to CBT.

4. Some of the Academic Staff involved in the PAAET's employee training activities may not support CBT as a tool of training because it is based on self-instruction.

5. The administrative deficiencies discussed in Chapter Four, which exist in most of the PAAET's departments, such as the overlapping of departmental responsibilities, may impede the application of CBT, unless upgrading takes place.

Despite these circumstances there are other indications which may encourage the idea of adopting CBT in PAAET's

employee training programmes, as mentioned previously, namely, the PAAET's positive attitude and financial ability. Moreover, PAAET has more than 500 personal computers not properly used and scattered in different buildings, which could be used for the CBT programmes.

6.8.2 The Requirements for Adopting CBT in PAAET

It is important in the beginning to confirm that the adoption of CBT is not a single process, but a multi-faceted affair which involves many aspects such as training objectives, course objectives, curricula, trainers, trainees, computer programmes. Also, the process will not end on the day that trainees first time using the CBT; there will be a continue process of renewal as the curricula are renewed. So the requirements of such a system in terms of effort, time, and finance can not easily be anticipated in the early stages. At this stage we can only suggest requirements for the initial steps to start the CBT project in PAAET's employee training programmes.

Moreover, PAAET's administrative deficiencies, including lack of experience in the Computer Centre, referred to previously, will create some difficulty for PAAET in adopting CBT, especially at the beginning of the project. The following are the steps which may need to be undertaken to initiate CBT project in PAAET:

1. Contract with a professional company to introduce the CBT system into PAAET's employee training programmes.

2. Set up a working party from both Academic Staff as subject matter experts, and staff from the Computer Centre as instructional designers and programmers. The group must be given sufficient time to fulfil their duties, which would be to:

A) prepare the necessary data for discussion with the professional CBT company, e.g. the instructional contents required for the CBT, the instructional designs of the agreed contents;

B) cooperate with the professional company, and work alongside them, step by step, in the process of designing the CBT programmes;

C) prepare a long-term plan for renewing the CBT system after the foreign company has gone.

3. Up-grade the PAAET's administrative capability in general, and in particular, the administration in the Training Co-ordination Department, so it can supervise the CBT system, a responsibility for which the present administratve capacity is inadequate.

6.9 Summary

In this chapter, the application of computer technology in training has been investigated. A number of teaching modes available with CBT have been described, and the points to consider when planning CBT implementation have been highlighted. Although CBT requires time and money to produce, this will be balanced by savings of time and money in future training programmes. Moreover, CBT offers readily-accessible, individualized interactive learning materials, and is associated with increased motivation and satisfaction of learners.

PAAET has recognized the potential of CBT, and is anxious to employ it. However, lack of sufficiently experienced staff, and other disruptions of the Gulf War, have prevented signifcant advances being made in this area so far. Additionally PAAET's administrational deficiencies, and the shortage among the Computer Centre staff, could be an obstacle in implementing the CBT system in PAAET.

Having considered planning for training (Chapter Five) and CBT as a method of training provision, it remains to consider how the training provided may be evaluated and followed up. This will be the subject of the next chapter.

Chapter Seven:
Training Evaluation
and Follow-up

7.1 Introduction

When training models were discussed (chapter Four), the "evaluation and follow-up" aspect was seen to be the last phase of the sequence.

This chapter discusses an important aspect of the current study, the evaluation of training. Not only is evaluation important in assessing the value of existing training programmes, but it also plays a vital role in planning for future training.

Therefore, in this chapter, the purposes of evaluation and various evaluation strategies will be discussed, and the major tools used in evaluation will be outlined. The follow-up concept will be reviewed, and finally, some issues related to training cost will be highlighted.

7.2 Training Effectiveness

Recently, many trainers and organisations have begun to pay more attention to assessing training effectiveness for many reasons. The cost factor may be considered as one of the main causes of this trend. Harrison stated more reasons:

> There are many reasons why evaluation
> may be required; perhaps to justify the
> cost of a particular learning event, or
> to establish its effects on the learn-
> ers, or to measure the impact of the
> event on job performance, or on the
> profitablitity, performance, flexibility,
> or survival of the organization as a
> whole. (1990: P.271)

The question that may need to be asked here is, how can effectiveness be evaluated? In other words, what is supposed to be measured?. There are many dimensions to training programme effectiveness. Thomason (1990:P.325) argued that two things needs to be measured: first, the trainees' immediate response; second the trainees' knowledge and skills. Wexley and Latham (1981:PP.78-89) recommended four categories to be used when measuring training effectiveness, as follows:

1.   **Reaction:** Measuring the extent that the trainees are interested in the programme in general, including the content, training methods, trainers, environment.

2.   **Learning:** Measuring the trainees' achievements in both knowledge and skills by multiple-choice or true-false or other forms of examination.

3.   **Behaviour on the job:** Measuring the trainee's behaviour in his job environment after the course has been conducted. Such data may be collected from the trainee's supervisors, co-workers, and/or subordinates.

4.   **Results:** Comparing the cost of the training programme with its outcomes, such as increasing quality and quantity of the products, increasing sales, reducing turnover and so on.

Many other authors in the field have presented patterns for the assessment of training effectiveness. For instance Buckley and Caple (1990:P.179) emphasized the need for an adequate approach to assess training effectiveness, which may be derived from the combination of internal and external validation and evaluation.

Discussion of evaluation aspects also highlights the significance of the training model as a comprehensive procedure to ensure training effectiveness (as discussed in chapter 4). For example, Bramley (1991:P.87) presented his training cycle which is actually considered as a training model, see (Figure 7.1) to provide feedback on three aspects namely: the suitability of the methods used, degree to which both trainers and trainees achieve the targeted objectives, and the extent to which both organisational and individual training needs have been identified.

Figure: 7.1 The training cycle.

Identification of ---------- Setting of --------------
training needs   objectives
    | _____|
    ------ Evaluative ------------------------------ Selection
           feedback ----------   of media
           loops | or methods
             | | |
             | | |
             | | |
             | | |
             -------------- Running the ------------------
                            training   ,
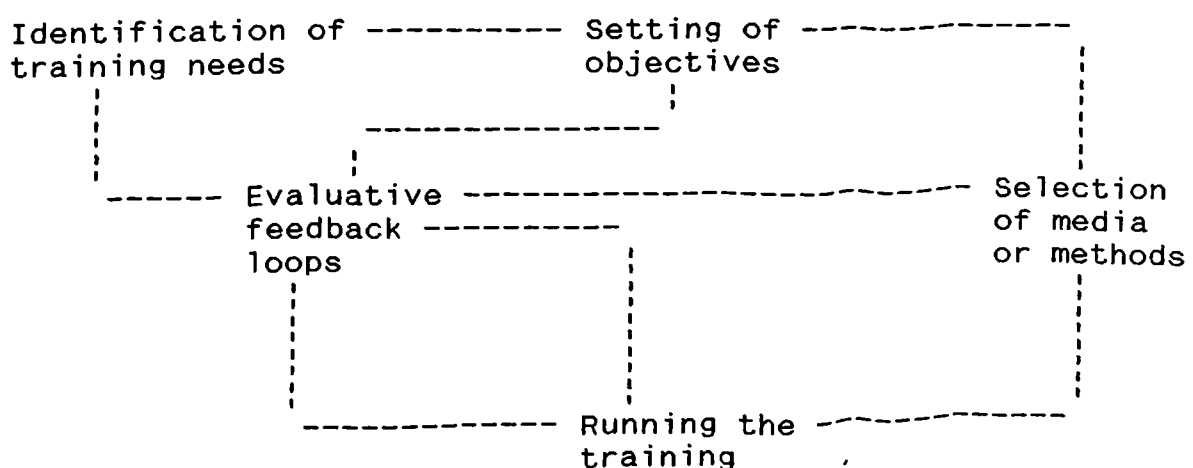
Source: (Bramley, 1991, PP. 85-86).

Despite the impact of the above patterns in assessing training effectiveness, there are other evaluation perspectives which aim to assess the training effectiveness. Before discussing such issues, it is necessary to define the word " evaluation " as it appears in the theory.

7.3   What is Evaluation ?

The term "Evaluation" has been defined by Goldstein (1974:P.49) as consisting of " procedures designed to collect the descriptive and judgmental information necessary to make effective training and educational decisions."

Putman (1989:P.135) called evaluation " a way of looking back to plan for the future. It is a sizing up of effectiveness and impact to plan for revision and improvement ". Harrison (1990:P.271) emphasised the role of evaluation in the learning events thus: " Evaluation is an essential part of the learning process. Without it there can be no certainty that a learning event has achieved its objectives ". She also insisted on the comprehensive nature of evaluation when she said: " Evaluation looks at the total value of a learning event, not just at whether and how far it has achieved its learning objectives". However, Stewart (1991:P.270), stated that some of the benefits of evaluation are that it " gives people the chance to learn how they are doing, to correct their mistakes and acquire new skills".

It is clear from the previous defenitions and descriptions that evaluation is considered an essential part of the training process. However, the different evaluation procedures used in different training contexts reflect conflicting views about the practice of the evaluation. Putman (1989:PP.147-151) recommeded eight questions as evaluation guidelines in his "pragmatic paradigm". He argued that this method is applicable to many areas, including different aspects of employees' training, and answering the recommended questions completely and continuously will maximize benefits. The eight questions are as follows:

1. What are the results of the evaluation intended to be used for? This is an essential question of pragmatic evaluation; it must be answered adequately before going further.

2. What kind of information counts with "Smith"? Simply, this is an assessment of data type according to the desire of the data user.

3. What shall I assess to get that kind of information? First we must decide whether it is knowledge or skills we want to assess, then survey other sources of data such as trainee performance, supervisory report, customer complaints and so on.

4. What constraints on the evaluation exist? It is necessary to estimate the evaluation limitations such as the existing regulations, labour, budget and so on.

5. Whose cooperation, sanction, approval, etc. are needed? Approval will be needed for conducting the evaluation study, as well as permission from other managers to obtain access to their emplyees.

6. How shall I collect the data? This question may be asked first.

7. How shall I analyse my data? It is advisable to go for the minimum amount of analysis, with the simplest possible statistics.

8. How shall I use my data? While the the result is needed to make a design, it is necessary to present the data in a form which is easy to use.

No doubt the answers to the above questions will differ among different design-makers. The most important factor that may cause disagreement is the design-makers' evaluation purpose(s). Organisations, managers, and trainers have a variety of views towards the evaluation purpose(s).

Pioneers in the field have attempted to record these different points of view, and have illustrated most evaluation approaches in order to link purposes with the appropriate evaluation strategy.

7.3.1 Purposes of Evaluation

As the first step toward evaluating training, determining the purpose(s) of evaluation is a vital decision which refelects the organisation's training objective. Organisations differ in terms of their needs from the training evaluation. Some organisations aim to appraise the value of the training in solving specific problems; other organisation may aim to see whether or not the training programme is suited to its objectives.

Other organisations may combine more than one evaluation purpose. Bramley presented a spectrum of views in respect to the purpose of evaluation, which appears in the following table:

Table: 7.1 Views in process of evaluation.

Evaluation of training should be:

Helping the manage- ment to inspect training.	1 2 3 4 5 6 7	Helping the trainers to develop activities.
An assessment process which leads to recommendations.	1 2 3 4 5 6 7	Non-judgemental and therefore likely to pose questions.
Statistical and scientific as its primary concern is with objective measurement.	1 2 3 4 5 6 7	Anecdotal and descriptive as its primary concern is with subjective interpretation.
A carefully planned process with a set agenda.	1 2 3 4 5 6 7	Changing throughout as the focus changes during the process.
Estimating the worth of training activities to the organization.	1 2 3 4 5 6 7	Providing feedback to the training department.
Based on large samples and asking quite simple questions.	1 2 3 4 5 6 7	Based on small samples and using in-depth questioning.
Part of the process for all training activites.	1 2 3 4 5 6 7	Carried out only when there is some doubt about a programme.

Source: (Bramley, 1991, PP. 85-86).

There are other perspectives in relation to the purpose(s) of evaluation according to which organisations may identify their purpose(s). For instance, Phillips proposed ten purposes and uses of evaluation as follows:

1. To determine whether a program is accomplishing its objectives.
2. To identify the strengths and weaknesses in the HRD process.
3. To determine the cost/benefit ratio of an HRD program.
4. To decide who should participate in future programs.
5. To test the clarity and validity of tests, questions, and exercises.
6. To identify which participants benefitted the most or the least from the program.
7. To reinforce major points made to the participant.
8. To gather data to assist in marketing future programs.
9. To determine if the program was appropriate.
10. To establish a data base which can assist management in making decisions. (1991:PP.40-44)

Certainly, identifying the purpose(s) of evaluation is not easy. In some cases, the task may be complicated by power struggles within the organisation, in others it is performed carelessly, and in many cases, it may be totally ignored. The evaluation purposes identified above may be classified into groups. Bramley (1991:PP.88-90) proposed five main groups of purposes as follows:

1. Feedback Evaluation: This is direct feedback during the training which proves to the trainer the quality of the training design and activitiy. The trainer may utilize this method to acquire an answer to such questions as, Did the trainee learn ? If, so, what ?, How does the environment affect the training process ? Were the methods used effective ? and so on.

2.   Control Evaluation: This form of evaluation concerns the training policy and events in relation to organisational objectives. Also, this type of evaluation involves the organisational view of the training's costs and benefits in general. The training manager may be concerned with such questions as: Did the training reflect the organisational policy ? Was the training the best solution to the organisational problems ? Are the training activities worth the money ? . . .etc.

3.   Research Evaluation: With this method of evaluation, the managers, planners, and trainers will have more general application of the training knowledge related to the principles and practice of training. Also, this method helps to upgrade the techniques that may be used for other evaluation purposes. The following question is an example of research evaluation concern: What common factors prevent or assist trainees to transfer knowledge and skills back to the workplace ?.

4.   Intervention Evaluation: This is the process of discussing evaluation issues with the managers either before or after the training programme. Training activities and responsibilities will be refined by intervention evaluation, which may lead to a change in the content, style, length and methods of training events. Also, by applying this method, the responsibility for the training programme may be reallocated among the trainers, trainees and employing managers.

5. Power Games: Although all evaluation purposes involve a sort of power, in this case, the evaluation data about the training programme can be used unethically within the organisation to support some power conflict.

However, in this proposition, some consideration should be given to the two aspects, Formative and Summative Evaluation, which can be applied to trainees' evaluation as well as to instructional products, as Russell and Blake (1988) argued. Decision-makers have the option to choose either Formative, or Summative evaluation, or a combination of the two, according to their purposes in conducting the evaluation. The results of Formative Evaluation help Managers, Instructors, and Trainers to determine an appropriate training setting, for example regarding a suitable curriculum, suitable training methods, and so on. Summative Evaluation, on the other hand, seeks to determine the trainees' achievement, or to assess the effectiveness of the methods used.

7.4 Evaluation Strategies

The selection of an evaluation strategy is very important in relation to what the training activity sponsor or organiser aims to get out of it. The term " Evaluation Strategies " seems to be related to optimization of organisational objectives. Bramley (1991:P.85) described and defined "Strategies of Evaluation" as the "political aspects of evaluation: the various purposes which it can serve

and the different approaches through which these purposes can be met".

Because the determination of such an evaluation approach will be based on the purpose for which the evaluation is being conducted, the author presented a number of evaluation approaches. The following is a brief summary of his classification:

7.4.1 Goal-Based Evaluation

In this type of evaluation, goals or objectives are identified first, then the evaluation process is undertaken to explore the degree to which goals or objectives have been achieved.

Two clear stages can be identified in this approach: the behavioural objectives approach which is derived from the programmed instruction, and variations on the issue of positioning objectives in different training programme levels.

The Goal-Based Evaluation approach has been successfully utilized in assessing training effectiveness, for a number of reasons, for example:

1.   Transfer of training problems is avoided by this approach, because the performance objectives come from the initial analysis.

2.   The effectiveness of the approach is enhanced by the process of removing and\or justifying objectives according to the trainers' opinions.

3.   The objectives themselves assist the trainees to recognize what is considered important, which gives them a chance to set their own training objectives.

Although the Goal-Based Evaluation approach may be faced with some obstacles in terms of the connection between training content and job tasks, as well as the problem of bridging training objectives and overall organisational goals, this approach has many benefits which make it universally recommended.

7.4.2 Goal-Free Evaluation

The evaluator in the objectives or Goal-Based Evaluation approach attempts only to measure the achievement of proposed objectives and that may not be all that has been achieved by the training programme. The evaluator in this case may ignore other achievements unanticipated by the training programme.

The Goal-Free Evaluation approach aims to overcome this deficiency of the Goal-Based Evaluation approach. With the Goal-Free Evaluation approach, the evaluator is free of any training objective. He simply sits and discusses with the

trainees, their benefits from the programme. By this meth-
od, the evaluator may pick up unintentional results, as well
as those anticipated by the programme organisers.

It is important to note that to maximize the benefit
from this method, it is necessary to consider it as parallel
to the Goal-Based Evaluation approach, not opposed to it.

7.4.3 Responsive Evaluation

The concept behind this approach is that the evaluator
focuses on the effect of training programme objectives on
the concerns of the involved member, rather than the objec-
tives themselves.

To proceed with this approach, the evaluator should
first ascertain different attitudes toward the training
programme, including the evaluation purpose(s) of programme
organisers, line managers, and trainees. Secondly, he should
observe the programme in order to gain a perception of its
reality. At this stage, the evaluator starts to recognize
the purpose of the programme, which allows him to structure
the issues that the evaluation should be concerned with.

It is necessary to realize that this approach cannot be
planned in advance. The evaluator must first gain all neces-
sary data related to the various parties to the programme,
then he can design his evaluation and select appropriate
instruments.

7.4.4 Systems Evaluation

This approach relies on the association between subsys-
tems in order to appraise the effectiveness of the whole
system, Thus, the analysis attempts to strengthen the inter-
faces between the subsystems. The assessment also includes
the cost factor issues.

7.4.5 Professional Review

The idea of this approach is to give a sort of recogni-
tion to the training programme by a committee of profession-
als. The committee in this case will review the programme
content, as well as assessing the extent to which the pro-
gramme achieves the targeted standard.

Although this approach is considered an inexpensive way
of evaluating a training programme, it may sometimes become
a power game between different parties with an interest in
the training programme.

7.4.6 Pre-programme Evaluation

This is an informal way of evaluating the training
programme, where all the necessary information related to
the programme is encountered in order to facilitate the
establishment of the training design, including method(s) of
training. The information required in this approach includ-
ing information related to the trainees, programme objec-
tive(s), and form of training.

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7.4.7 Objectivity of Evaluation

The purpose of this approach is to maximize the benefit from the evaluation process in general. The approach is based on the idea that each of the previous methods use different phases of analysis: individual, work groups, whole organisation and so on; in addition, each method has its advantages and limitations. In this sense, the evaluators will select the most reliable data from the previous methods. In other words, to gain the advantages of the previous methods, the evaluator in this case will use their own discretion to confirm which objectives will be examined and what evidence will be reasonable.

7.5 Evaluation Instruments

There are many instruments used in evaluating training effectiveness. The most popular in the field include: Achievement tests, Questionnaires, Interviews, Observations and Performance records. In the training context, all known evaluation instruments can be used to collect necessary data. However, the evaluation purpose and strategy will govern what evaluation instruments are most appropriate.

Harrison (1990:PP.297-298) said, " The choice of evaluation techniques should be determined by the purpose of evaluation, what is to be evaluated and how, who is evaluated, and the time available for evaluation ". Choosing evaluation instruments according to a clear evaluation purpose will certainly lead to the selection of more effective

instruments, by which to obtain the required data.

Also there are a number of specifications related to the evaluation instruments which must be considered initially. For instance, Goldstein (1974:P.42) emphasised the validity and reliablity of the data obtained; therefore he stressed the principle that the instrument must not bias the data quality. He argued that this requirement is not easily met. For example, the interview depends on the interviewer's skills and biases, while the mail questionnaire may fail in the sampling design.

In this respect, Phillips (1991:PP.82-87) went further and illustrated the general characteristics of good evaluation instruments as follows:

1. **Validity:** This was considered by the author as the most important characteristic. It refers to the idea that the instrument measures exactly what the evaluator is trying to measure. The author also specified four aspects of instrument validity, namely: **Content Validity,** related the degree to which the instrument represents programme content; **Construct Validity,** referring to the degree to which an instrument is able to measure different construct variables such as skills, attitude, or ability; **Concurrent Validity,** a comparison process referring to the degree to which the instrument agrees with the results of other instruments measuring the same characteristics at the same time; **Predic-**

tive Validity, refering to the instrument's capability to predict future behaviours or results.

2. Reliability: This is the next important factor for evaluation instruments. Instrument reliability refers to the degree to which the instrument gives the same results if it is administered a second time to the same trainees, with the assumption of no change in their attitude. The author recommended some procedures to ensure the reliability of the instrument, such as Test/retest, Alternate-form method, Split-half procedure, and Inter-item Correlations.

3. Ease of Administration: Here is another factor in determining the effectiveness of an instrument; the capability of such instrument to be administered easily either by staff members or trainees.

4. Simplicity and Brevity: This refers to whether the instrument is easy to read, suitable for the trainees' knowledge and skills, includes short and clear objectives, contains the minimum number of questions, and so on.

5. Economics: As a final characteristic, the author recommeded that economics must be considered in purchasing an instrument. The length of time taken to administer the instrument, the time required to collect, analyse, and present the data, are other costs to be added.

7.6 The Follow-up

The training evaluation process in most cases is not complete until follow-up of trainees has been conducted. For instance, some of the behavioural objectives and skills will be difficult to assess within or immediately after the training programme. In short, without follow-up, it would seem to be impossible to be sure that knowledge and skills are transferred.

Thus, in order to facilitate trainees' follow-up, it is necessary to establish some form of link between the training parties; trainer, trainee, and employer. Whatever sort of link is adopted, it must provide the evaluator or trainer with feedback about the trainee's performance after the training. Putman (1989:PP.140-142) illustrated some forms of follow-up such as:

1. **System-Supported:** This form of follow-up depends on the new system, procedure, or policies adopted to strengthen the new skills or behaviours obtained by trainees, either directly or indirectly.

2. **Manager-Supported:** With this method, support from the employer is directed to encourage and recognise the role of the trainee after training, mainly by asking him to implement what he acquired from the training programme in the field work.

3.   Self-Supported: In this form of follow-up, trainees depend on self-motivation to support new skills, utilizing handouts, materials, or tools that provided during training programme.

4.   Trainer-Supported: By applying this form of follow-up support, the trainer will be in charge of helping, encour-aging, and supporing the trainee after the training pro-gramme.

The above forms of follow-up might be implemented either individually or collectively, but it is important to agree on an approach which will provide the evaluator and trainer with the required data related to the trainee's knowledge, and transfer of skills in his field work.

7.7 The Cost Factor

Although training activities have increased recently, their benefits are still not universally recognized. Kenney and Reid (1988:P.51) said: " Some employers tend to perceive expenditure on training as an unnecessary cost which should be avoided, others see it as investment in developing their organisation's human resources ".

It was stated in Chapter 4 that training should be con-sidered an investment in human resources. Accordingly, it is necessary to determine the success of the investment. This sort of investigation will be conducted only when

training is considered as worthwhile for the employees.

However, before determining such success, it is important to identify the areas of deficiency in general within the organisation, in order to see whether or not the training activities. The framework for assessing training needs which was discussed in chapter 4 may highlight such areas.

King (1964:PP.152-155) argued that the areas of losses in the organisation may be identified according to three main criteria, as follows:

1. **Financial criteria:** This contains two main parts: production losses, and reduced efficency.

2. **Technical criteria:** This divided into three areas, namely: production and style changes, material wastage, and flexibility, (the availability of multi-skilled employees).

3. **Social criteria:** This includes four areas: recruitment, labour turnover, retraining older workers, and promotion.

Having identified areas of losses, the significant step is to assess the extent to which the training programme has covered those losses. This is not an easy process, and sometimes, the assessment is hypothetical.

However, the benefits obtained from training must be identified in order to justify the training cost. Such justification can be achieved by assessing two aspects: the advantages gained from training, and the cost of the training. This process is called "cost benefit analysis".

As Bramley (1991:P.80) explained, "the intention is to discover whether the benefits from training are more valuable to the organisation than the cost of the training".

However it is not easy to assess training's immediate benefits on the human resources. The existence of the human factor may be considered as an obstacle. In order to facilitate such assessment, it is necessary first to identify the expected benefits that may be obtained from the training. Kenney and Reid illustrate some common benefits which are anticipated from training as follows:

> - Training helps employees to learn their jobs quickly and effectively, thus minimizing learning cost.
> - Existing staff can be helped by training to improve their work performance and to keep up-to-date in their specialist fields. The present and future standards of work required by the organisation are more likely to be achieved and maintained if employees are well trained.
> - A greater volume of work can be expected from trained staff, partly because they work more rapidly and partly because they make fewer mistakes.
> - A reduction in work errors benefits an organisation in two other ways. First, management can spend more time on planning and development activities instead of correcting mistakes. Secondly, cost

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of correcting errors is eliminated.

- Labour turnover among new staff, if caused by ineffective learning and inadequate training, can be reduced. Staff who are helped by induction, and other training, to learn their jobs rapidly are more likely to achieve a high level of job satisfaction soon after joining the company and so tend to remain longer.

- Retention of staff is an advantage to an organisation only so long as their skills and knowledge contribute to its operation. By retraining staff, new abilities replace obsolescent ones.

- Training in safe working practices reduces accidents, resulting in social and financial benefits to employers, employees and society.

- An organisation with a reputation for providing good training tends to attract better applicants for its vacancies.

- Employees are less likely to become frustrated and leave if training and development opportunities are available for furthering their careers with their present employer.

- An organisation needs a flexible workforce to operate effciently when staff are absent through sickness or on holiday. Training increases employees' versatility by extending their range of expertise to include related jobs.

- The general morale of an organisation is enhanced by effective organisation development (OD) and individual employee training interventions. Taken together these approaches can improve an organisation's ability to accept and implement change, to become more proactive and so be able to take greater advantage of new opportunities. (1988:PP.52-53)

Although the information obtained from the training benefit assessment is approximate, it is vital to justify the cost. Phillips (1991:P.128) argued: " Probably the most significant reason for undertaking an evaluation is to determine the benefits versus cost of an HRD program ".

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The question which may be asked here is, what is meant by cost? Kenney and Reid (1988:P.55) said: " Training costs are defined as those deliberately incurred by an organisation to facilitate learning and with the intention of reducing learning costs". The authors elaborated further and classified costs into two types: fixed costs, such as permanent payments required for buldings, or staff salaries, and so on; and variable costs, which may be related to the trainers' salaries, material costs, and so on.

In terms of calculating the costs, pioneers in the field in general have tended to classify cost relating to its sources, although with a few differences. For instance, Bramley (1991:PP.78-79) classified cost into three stages as: design cost, delivery cost, and evaluation cost. Phillips, on the other hand, put it this way: analysis cost, development cost, delivery cost, and evaluation cost.

However, the objective of such classifications is to facilitate calculation of costs. Sometimes, this process of calculation is considered as one step of a whole system of evaluating, but in the final analysis, the data from the cost assessment will be utilized to decide which is more beneficial for the organisation, the cost value or the training benefits.

7.8 Training Evaluation in PAAET

Regarding the above theoretical illustration, PAAET's evaluation of its employee training activities seems to fall short of ideal practice, especially if we consider that some of the courses have not been evaluated, because of the abolition of the Training Programmes Evaluation Department after it had managed to evaluate only 52 courses. Moreover, the Training Co-ordination Department did not show real concern for evaluating the training programmes, which is why the department was satisfied with a very short report about each course, submitted by the course administrative supervisor. The Academic Staff did not participate in the evaluation process as they should do. However, to be more specific, the following are some obstacles which confront a suitable evaluation of PAAET's employee training activities:

1. In terms of the purpose of the evaluation, PAAET in general and the Training Co-ordination Department in particular, have not yet set objectives in adopting the employee training programmes, either for PAAET's employee or for employees in the public sector. Moreover there is no clear administrative procedure within the Training Co-ordination Department to utilize the results of evaluation. This situation may suggest that the Training Co-ordination Department framework is not considered as effective evaluation process. However the absence of a purpose for evaluation may be related also to Training Needs Assessment, which PAAET has not succeeded in carrying out properly, as discussed in

Chapter Five.

2.   In terms of the evaluation strategy, the Training Co-
ordination Department has not yet determined any evaluation
strategies. Since such strategies are strongly associated
with the purpose of evaluation, which PAAET has not estab-
lished yet,   evaluation strategy seems to be out of the
question in the Training Co-ordination Department, for the
time being at least.

3.   In terms of evaluation instruments, as discussed in
Chapter Four, the Training Co-ordination Department utilises
only one evaluation instrument, namely, canvassing the
trainees' impressions, neglecting other possibilities such
as Achievement Tests, Questionnaires, Interviews, Observa-
tions and so on. However, if the Training Co-ordination
Department continues with its present status, it will not be
able to utilise the other forms of instrument. One of the
prime obstacles in this regard is the absence of the Academ-
ic Staff role in the evaluation process.

In addition to the above obstacles, the absence of
PAAET's training objectives, may decrease the impact of any
attempt to evaluate the effectiveness of the PAAET's employee
training programmes, as training objectives are considered
as a basic requirement for assessing any training effective-
ness.

7.9 Trainees' Follow-up in PAAET

The follow-up aspect, as a sort of post-assessment of the trainees' performance, has a special importance, because some of the trainees' skills and behaviour can not be assessed within the training programme period. Again, PAAET's performance in this area is inadequate, for the following reasons:

1. Lack of recognition of the importance of follow-up among PAAET's employee training parties. The problem may be less at the Academic Staff level, but in general, the aspect of follow-up is not seriously considered.

2. Weakness in the communications between PAAET and the trainees' employers. Such communications are very important in building proper relationships and cooperation between the two parties, to maximize the benefits of the follow-up process.

3. Lack of training evaluation decreases the impact of the follow-up, so many staff in the Training Co-ordination Department or at the academic level have lost their motivation to follow-up the trainees.

However, all of the obstacles, whether at the training evaluation level or at the level of the follow-up, can be solved. The awareness of the impact of evaluation and follow-up could be the key to solving all the obstacles discussed previously.

7.10 Summary

This chapter has shown that evaluation of training programmes may be conducted for many purposes: to justify expenditure, to market courses, to target participants, to determine whether the programme was appropriate, whether it accomplished its objectives. Evaluation may take several forms, and may use a variety of instruments, from informal discussion to formal achievement tests. An important aspect of evaluation is follow-up of trainees. Thus, there is a need for communication and coordination between trainer, trainee and employer.

The discussion of evaluation provides the final element in the consideration of the theoretical background to the present study. In the forthcoming chapters, empirical evidence will be examined as to PAAET's performance in the planning, implementation and evaluation of training. The methodology for the field study is therefore explained in the next chapter.

Chapter Eight
The Research Design

8.1 Introduction

The main purpose of this chapter is to describe how the research instruments used in the investigation were formulated, and the methodology used in conducting the study. The following sections describe the procedures used in collecting the data: development of the instruments, pilot study, sample size and sample selection method, administration of the instruments and results of analysis.

Because of the scope of the study, the researcher has used a number of different instruments to collect the required data, namely: questionnaire, interviews, reviewing related literature and official and non-official reports, documents and publications related to the subject, in addition to utilizing field observation wherever possible.

8.2 Goals of the Research Instruments

In order to achieve an effective questionnaire, research objectives should be formulated before the questionnaire is designed. Sudman and Bradbun alerted investigators as to the design of data-collecting instruments when they stated:

> Even well-worded and designed questionnaires may be unsatisfactory if they do not obtain the information required to achieve the research objectives.
> There is no reason why research objectives cannot be achieved if they are formulated before the questionnaire is designed.
> Waiting until the data is collected before formulating the research problem can destroy the value of even the best designed questionnaire. (1982:P.286)

The main goals of the questionnaire and interviews with regard to this investigation were to collect data relating to the research questions posed earlier, and in particular, to facilitate in-depth evaluation of PAAET's employee training. In addition, the purpose of collecting reports, documents, and publications was to obtain the related data necessary for the analysis.

8.3 Development of the Instruments

8.3.1 The Questionnaire

Objectives Underlying Formulation of the Questionnaire

The purpose of formulating the questionnaire was discussed in the beginning of this chapter. Bell (1988:P.58) said: "Questionnaires are a good way of collecting certain types of information quickly and relatively cheaply as long subjects are sufficiently literate ".

The questionnaire was devised based upon the study objectives and questions outlined previously, and also by utilizing the related literature, which was discussed in Chapter Five. The use of questionnaires for this purpose had the advantage of covering a large area at minimum cost. The researcher chose six main topics for discussion. The first part of the questionnaire sought personal details of respondents. Part II examined current training in relation to the six chosen headings. The final part of the questionnaire asked trainees their suggestions for future programmes, with

particular reference to the six topics covered in part II. The scheme of the questionnaire was therefore as follows:

Part No.	Title	Questions No.
I.	Personal data	I to V, and question 1
II.	Current employee training programmes	2 to 19
	1- Clarity of objectives	2 to 5
	2- Training needs assessment	6 to 7
	3- Methods of training	8 to 10
	4- Evaluation methods	11 to 12
	5- The follow-up	13 to 14
	6- Trainees' views and attitudes	15 to 19
III.	Former trainees' suggestions for future employee training programmes	20 to 29

Questionnaire Validity

A test was defined by Best (1959:P.176) as being valid when: "the test actually measures or is specifically related to the trait(s) for which it was designed".

On the basis of previous literature investigations, and review of similar questionnaires, the researcher prepared the first draft of the questionnaire, which was reviewed and discussed with the supervisor. Phillips (1980:P.100) coun-selled that: " at least one other person should read the questionnaire thoroughly before it is finalised, preferably someone who is not involved in its preparation, which would reflect an independent point of view".

In order to eliminate any unclear instructions, ambiguous questions, unnecessary questions, difficult vocabulary or poor question arrangement the questionnaire validity was examined in a three - hour in-depth discussion in the Post Graduate research student group.

In the light of that discussion, some items in the questionnaire were adjusted. It was then translated into Arabic. The final draft was shown to two Lecturers in the Statistics Dept. College of Business Studies in PAAET, Dr. Adbyah R. and Dr. Aboubaker E., who kindly made comments and suggestions concerning the questionnaire validity, and the Arabic version.

The final draft of the questionnaire was rechecked with the supervisor prior to administration.

8.3.2 The Interviews

Objectives Underlying Formulation of the Interviews

The main objective of this tool is to clarify the interviewee's opinions about the subject. The interviewees were as follow:

- Training Co-ordination Dept: Eleven staff members, including the Director.

- Administrative Development Bureau: the Director

- Instructional Technology Centre: the Director.

- Computer Centre: the Director.

- Public Servic Department: the Director.

- Vocational Development Centre: the Director.

- Six menbers of the Academic Staff.

Due to the similarity and duplication of responsibili-
ties among the Staff in the Training Co-ordination Depart-
ment, structured interviews were conducted in which staff
were asked to respond by agreeing or disagreeing with var-
ious statements. In the case of the other interviewees, a
similar structure was used, but respondents were also en-
couraged to elaborate their answers to give a more detailed
picture as they have a direct responsibility to trainees,
and therefore more first-hand knowledge.

8.4 Pilot Study

A pilot study in a research investigation is very impor-
tant. Evans declared that:

> A pilot study serves more than one purpose.
> In the first place, it gives a chance to
> practice administrating the tests.
> Secondly, it may bring to light any weakness
> in the procedures of administration.
> Thirdly, ... statistical procedure ... can be
> applied to the material gathered. (1984:P.39)

The validity of the questionnaire, as well as its rele-
vance, can be usefully subjected to test at an initial
stage, before distributing the questionnaire (the field work
stage). This stage, or, as it is called the Pilot Study, is
intended to fulfil the following objectives:

1) to indicate the degree of comprehension of the
questionnaire by the respondents;

2) to reveal unclear questions so they may be rewritten in a simpler form, or their structure otherwise changed:

3) to give an indication of the population, concepts and the factors relevant to the postulate under study;

4) to ascertain the possible attitudes of the respondents toward such questionnaire;

5) to measure the appropriate sample, effort, cost, and timing required to conduct the real questionnaire.

After these prefatory remarks, it is possible to describe the design and procedure of the appropriate questionnaire. The sampling frame was from employees who had attended one or more training courses in PAAET.

20 people were given a copy of the questionnaire personally. However, 18 forms were received back (response rate of 90%). This is a good percentage and actually an expected one. This high level of co-operation might be due to the importance of the issue under examination, and to the high level of education of most of the sample.

8.4.1   The Pilot Study Environment

Initially, an attempt was made to simulate the real environment of the questionnaire through the Pilot Study. In order to gain the most reliable results and to achieve prac-

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tical relevance, the researcher avoided contact with the respondents while they answered the questionnaire, to avoid influencing their responses by any means (directly or indirectly). The only exception was to answer any enquiries regarding the questions and the questionnaire as a whole. This was necessary to reveal possible difficulties or ambiguities in the questions, or encourage trainees to respond.

8.4.2   Result of the Pilot Study

During the study, the researcher was confronted with some minor problems, which were mostly anticipated.   In addition, a common problem arose in the conduct of the questionnaire: three copies out of the given questionnaires were received back without personal data (rate of 15.0%); also one respondent failed to give course or course titles and year, (rate of 5%).   Six respondents failed to answer question number 2, (rate of 30.0%). Most of the (yes, no, and to some extent) questions in the questionnaire were answered by either yes or to some extent, so most of the following questions were answered. As a result of the pilot study, some amendments were made to the questionnaire.

8.5   The Sampling

The Sample Size

Warwick and Lininger (1975:P.71) stated that: " Sampling is the process of selecting a part from the whole ".

Bright (1991:P.41) said: " the sample will obviously represent some proportion of the population from which it is drawn. A 10% sample, for example, obviously indicates that the sample size is one tenth that of the population ". He put forward a practical suggestion regarding the sample size for the probability sampling method: "If the population numbered 1000 in total and 100 individuals were randomly drawn as a sample of the population, each individual would have a 0.1 probability (e.g. 10% chance) of being selected".

As the questionnaire was originally designed for distribution among trainees participating in PAAET employee training, the sample size was determined from all trainees who had participated in PAAET courses from October 1985 (the real start of the employee training programmes in PAAET) until March 1990 (when the field work was conducted).

A remarkable discrepancy was discovered between the number of attendances and the number of actual personnel. This was attributed to the fact that some of them had enrolled on more than one course. Thus, the overall number of enrollments reached 1848. while the actual number of personnel attending the courses was only 1050. The targeted sample was determined as 22% of the whole population size.

Definition of the Target Population

Nisbet (1970:PP.25-30) recommends that, "Samples must be chosen so as to be representative of a carefully defined population". He highlighted three important aspects of sampling:

"(a) The definition of population.

(b) The size of the sample.

(c)   The need to obtain a representative sample"

The population related to this investigation was employees from the public sector and from the PAAET. They were classified according to the nature of their work into four programme categories: Top management programme, Middle management programme, Supervision programme, and Specialist programme.

The Sample Selection Method

Taking into consideration the training course categories used in the PAAET employee training programmes, stratified sampling was conducted to ensure the best allocation of the questionnaire among the trainees in each category. Bright observed that:

> This method is used where a population is made up of distinct, heterogeneous groups in terms of some important variable, factor or characteristic. The members of each group are homogeneous relative to other members of the same group (within-group analysis), but the groups are heterogeneous relative to each other (between-group analysis). (1991:P.42)

Therefore, the targeted sample of 22% numbering 230 participants out of a possible 1050 trainees, were chosen among the four categories as follows:

Category	The sample No.	No. received	%
Top managment programme	37	17	45.9
Middle managment programme	13	9	69.2
Supervision programme	31	18	58.1
Specialist programme	149	86	54.8
Total	230	130	

8.6 Administration of the Instruments

The administration of the instrument span from Febuary to April 1990 were the fieldwork is conducted.

8.6.1 The Questionnaire

Questionnaire Preparation

A list of the actual personnel who attended was obtained with full details according to their application forms. Details of the 230 participants finally selected for the sample were recorded on cards according to their work location in order to facilitate further contact.

Questionnaire Distribution

All questionnaires were hand-delivered by the researcher to the potential respondents at their work place

and picked up on the same day, as far as possible. Although this procedure was laborious, it was considered desirable for several reasons:

First, in order to gain entrance to the various institutions, it was necessary to make an oral presentation concerning the questionnaire to the managing director. It was not felt that this could be done either by telephone or by letter.

Second, personal delivery and return would provide an opportunity to speak to other employees in an informal way about the subject matter of this survey; this procedure was most helpful in gaining insight into how officials and other subordinates viewed this subject.

Third, it was found that personal delivery and collection of questionnaires was highly efficient, and saved time.

8.6.2 The Interviews

Administration of the Interviews

Note cards were used bearing the interviewee's name, position, interview date, and a blank space in which to record the interview period.

Most of the primary interviews were recorded on tape, with the exception of a few interviewee who would not allow this for various reasons. Another schedule was prepared for use at the end of each interview, in order to organise the data; it consisted of the following:

- The interviewee's name.

- His role in relation to the subject, indicating a priority ranking among the interviewees.

- The subject of the interview.

- Questions asked to him.

- His final point of view about the subject.

8.7 Descriptive and Statistical Analysis of Data

Borg and Gall defined descriptive studies thus:

> Descriptive studies are primarily concerned with finding out "what is." Examples of questions that might be studied by means of a descriptive approach are: Do teachers hold favorable attitudes toward the "new" mathematics? What kinds of activities occur in sixth-grade art classes and how frequently do they occur? What have been the reactions of school administrators to innovations in teaching the social sciences? (1983:P.331)

The researcher adopted both descriptive and statistical approaches to collect and test the information regarding the present status of employee training in PAAET, Kuwait, to evaluate programme's effectiveness, and to identify problems. Analyses were also conducted to indicate whether there were differences in the views of the samples and to find reasons for them. However, tables of frequencies been utilized in the analyses.

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All in all, the employee training programme is evaluated in terms of its suitability to the environment of the Kuwaiti public sector. Therefore, frequencies of the sample's responses regarding the suitability of the employee training programmes.

8.8 Conclusion

This chapter has explained the rationale behind the formulation of the questionnaire and interview schedule. Details of the sample population and its selection have also been given, and the procedure for administering the instruments outlined. The statistical methods used to analyse the data have also been indicated.

The following chapter will present the results obtained from these investigations.

Chapter Nine
PAAET's Employee Training
Objectives, Policies, and Administration

9.1 Introduction

This chapter will investigate the PAAET's employee training objectives, policies, and administration, based on the interviews held with senior Training Co-ordination Department Staff (11 members) including the Department the Director, the Directors of the Departments related to employee training (five Directors), and Academic Staff (six members), in addition to the review of relevant PAAET publications. However, trainees were not included in the investigation of this chapter, because the researcher found that the PAAET's trainees were unaware of PAAET's employee training objectives, policies, or administration. In order to facilitate responses of the three groups, all statements will be presented in a frequency tables. Documented data related to the subject have already been presented in Chapter Four. The discussion in this chapter will be in two main parts as follows:

i) The first part will discuss the PAAET's employee training objectives and policies in the light of the interviewees' responses to two statements, presented in Table 9.1.

ii) In the second part, the administration of PAAET's employee training activities will be discussed in the light of the interviwees' responses to the statements presented in Tables 9.2, 9.3, and 9.4.

9.2   PAAET's Employee Training Objectives, and Policies

By   PAAET's employee training objectives is   meant   here,
the   purposes for which PAAET conducts employee training   pro-
grammes for the Public Sector. Such purposes are similar   to
the   major objectives of training outlined by McBeach   (see
Chapter   Five). The impact of these objectives is   to   guide
all   of   the   employee training   parties   trainers,   trainees,
supervisors and employers-towards the desired clear target.

However, such objectives and goals are not necessarily a
concern   of the whole organisation, but may be a concern   of
the   Training Co-ordination Department, or of   the   Training
Sector in PAAET, which is ultimately responsible for achiev-
ing the PAAET's targets. Nigro and Nigro observed that:

> No   discussion of values would   be   com-
> plete without some account of the   tend-
> ency   of the different subgroups   in   an
> organization   to make the most of   their
> own parochial values, regardless of   the
> impact   on the organization as a   whole.
> This   form   of   goals   displacement   is
> frequently   referred to as   suboptimiza-
> tion,   because it seeks to make the   part
> more   important than the   whole.   Public
> organizations are so large and function-
> ally   specialized   that   their   general
> purposes are often obscured by the   more
> proximate   and   tangible ends   of   their
> smaller,   more   cohesive   subunits.
> (1989:PP.45-46)

On   the   other hand, the term policies is used   here   to
refer to the collective of values which govern the relation-
ships   between parties to PAAET's employee training and   which
determine   the   procedures that must be   followed,   in   some
cases. Such objectives and policies differ from the   depart-

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ment's responsibilities or duties as stated in Chapter
Three. However, the results of the investigations in the
previous chapters indicate that there are no clearly defined
and written objectives and policies related to the PAAET's
employee training activities.

The following is a discussion of the attitude of partic-
ipants in the PAAET's employee training programmes toward such
objectives and policies. The discussion will take two ap-
proaches: first we will assess the existence of such objec-
tives and policies, and second we will discuss the attitudes
of different parties towards the effect of the absence of
such objectives and policies.

9.3 Existence of Objectives and Policies

As stated previously, the existence of well-defined and
written objectives and policies is essential to maximize
the benefits from training activities. However, when PA-
AET's employee training objectives and policies were dis-
cussed in Chapter Four, it was suggested that PAAET does not
have clearly written objectives and policies for its employ-
ee training activities.

Moreover, the PAAET's establishment law does not mention
objectives and policies for employee training. The law only
gives a brief statement related to the PAAET's responsibili-
ty for such training. The following is a discussion of the

attitudes of the Training Co-ordination Staff, Directors of Associated Departments and Academic Staff towards the existence of such objectives and policies, as presented in the first statement in Table 9.1.

9.3.1 Training Co-ordination Department Staff

Although the interview with the Director of the Training Co-ordination Department revealed that he attaches importance to the existence of such objectives and policies in the minds of his departmental staff, he believed that these did not need to be written. The staff of the department had a different point of view.

The majority of the interviewees from the Training Co-ordination Department Staff (63.6%) agreed that there are no clearly defined objectives and policies for PAAET's employee training programme, while only (27.3%) disagreed. It is believed that such objectives and policies are in fact clearly defined.

Allthough the results indicated clearly that the majority of respondents believed such objectives and policies do not exist in PAAET's employee training programmes, it appears that the reason for those who disagreed with the statement may relate to what was stated in Chapter Four, where some of the Training Co-ordination Department's staff claimed that the PAAET's common aims are considered as objectives and policies for employee training, such aims as:

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Table 9.1 : Attitudes of Training Co-ordination Department

Staff, Directors of Associated Departments and

Academic Staff to the PAAET's Objectives and

Policies.

There are no clearly defined objectives and policies for PAAET's employee training activities.	Agree	Disagree	Undecided
Training Co-ordination Departments Staff.	7 63.6 %	3 27.3 %	1 9.1 %
Directors of Associated Deaprtments.	4 80.0 %		1 20.0%
Academic Staff.	6 100.0 %		

The absence of clearly defined objectives and policies for PAAET'S employee training activities is an obstacle.	Agree	Disagree	Undecided
Training Co-ordination Departments Staff.	7 63.6 %	1 9.1 %	3 27.3 %
Directors of Associated Department.	5 100.0 %		
Academic Staff.	6 100.0 %		

i)   the preparation and development of the National
     manpower,at various levels;

ii) Responding to the needs of certain establishments
     for special programmes;

iii) To improve PAAET employees' performance.

9.3.2 Directors of Associated Departments

The majority of the Directors of associated Departments
(80.0%) supported the previous result, as they also empha-
sised that PAAET's departments generally do not have clear
and defined objectives and policies for their activities.
On the basis of his regular contact with the Training Co-
ordination Department Staff,Mr. Al-othman, the Director of
the Public Service Department, observed that many of them
could not take decisions regarding the policy of the employee
training programmes without previous permission from their
director. Mr. Al-othman believed that one of the main rea-
sons for this behaviour is that the staff are uncertain
about their department's objectives and policies in relation
to employee training activities.

3.3.3 Academic Staff

Academic Staff were unanimous in asserting that employee
training objectives and policies are absent. For instance
Dr. Al-otaibi, course arranger and lecturer, said: "From my
experience with the PAAET's employee training programmes, I
can say that one of its main problems is absence of PAAET's
training objectives and policies".

The review of the PAAET's documents, and the Training Co-ordination Department's publications, together with the interviews with various parties to employee training proved that such objectives and policies do not exist in PAAET's employee training programmes. The question that may be asked here is, why have such objectives and policies not yet been set?

There seem to be two reasons: first, as stated previously, in the PAAET's foundation decree, the employee training function was stated only briefly, with no further explanation. Second, those in charge of the decision-making relating to the employee training activities in the Training Sector may feel that stating such objectives and policies may cause conflicts with other authorities which are also responsible for training the public sector's employees. However, this situation implies inadequate exercise of the Government Occupation Authority's role, discussed in Chapter Two, since this authority is supposed to be responsible for arranging the employee training for the employee in the public sector.

9.4 The Effect of the Absence of Objectives and Policies

The following is a discussion of the interviewees' responses regarding the effect of the absence of clearly-defined objectives and policies for PAAET's employee training programmes, as presented in the second statement in Table 9.1.

9.4.1 Training Co-ordination Department Staff

The Staff in the Training Co-ordination Department in general considered the absence of clearly defined objectives and policies for the PAAET employee training programmes to be an obstacle; (63.6%) agreed with that view, while only (9.1%) disagreed with it. It is clear that the majority of the staff feel that the absence of clearly-defined objectives and policies will adversely affect all employee training activities in PAAET. Due to the strong relationship between the Training Co-ordination Department Staff and the employee training objectives and policies, their point of view is of considerable importance.

9.4.2 Directors of Associated Departments

All of the Directors of Associated Departments (100.0%) considered the absence of clearly-defined objectives and policies as an obstacle to the employee training activities. In general, it presents problems related to cooperation between their departments and the Training Co-ordination Department.

For instance, Mr. Al-meharib, Director of the Instructional Technology Centre, who is responsible for documenting courses on video-tape, accused the Training Co-ordination Department of uncertainty about the video documentation of the training courses, because they do not have a clear policy as to what kind of courses need to be documented. He mentioned that there were many similar cases.

9.4.3 Academic Staff

The Academic Staff were also unanimous (100.0%) in feeling that the absence of employee training objectives and policies in PAAET adversely affects PAAET's employee training activities. Moreover, those in the position of arranging courses, in particular, seem to be more affected by absence of such objectives and policies. For instance, Dr. Omran, the arranger of many courses, ascribed the failure of many courses to achieve the required performance to the absence of basic data on trainees, and to absence of PAAET's employee training objectives and policies.

In addition, the absence of clear, written objectives and policies may be considered the reason behind the dispute between the Training Co-ordination Department and some of the associated departments. The former criticize some of the associated departments for their decisions related to the employee training programmes, as may be clearly seen from the annual employee training reports published by the Train-ing Co-ordination Department. Also the absence of such objectives and policies seems to result in deficiencies in different levels related to PAAET's employee training activities, as follows:

1) PAAET's decision-makers: The absence of employee training objectives and policies leads the decision-makers to pay less attention to the employee training role in PAAET, which

affects negatively their decisions related to employee training issues such as authorizing the annual employee training budget, or assigning more staff for the Training Co-ordination Department.

2) Academic Staff: The effects of lack of objectives and policies may be seen clearly at this level. This may be because they were unanimous in considering the absence of objectives and policies to be an obstacle, or perhaps because of their sensitive role in employee training activities. For instance, absence of objectives and polices may be considered as an obstacle for the Course Arranger in performing his duties. He needs to know the aim of PAAET in conducting employee training programmes for the public sector, the objectives of each course, and the extent and limitations of his responsibilities. However, because of their high degree of awareness, the persons at this level tend to make constant demands for well-defined objectives and policies.

3) Training Co-ordination Department Staff: These are in charge of planning, implementing, and evaluating the PAAET's employee training programmes. The absence of employee training objectives causes some confusion among the staff with regard to preparation of the course priority list. Further, the problem of overlapping responsibilities among the staff exists as a result of the absence of clearly defined policies.

4)   Trainees: Unfortunately, all the defects in the previous levels affect the trainees negatively. Clarification of the PAAET's employee training objectives and policies would improve the outputs of those levels, which could only be beneficial for the trainees.

Ultimately, the discussion of the previous two statements, shows that PAAET does not have clearly written objectives and policies for its employee training programmes. Moreover the absence of such objectives and policies is considered as an obstacle by those at every level with responsibilities related to PAAET's employee training programmes. This situation may create role ambiguity and uncertanity among the staff. Tosi and Carroll (1968) emphasised the importantce of such objectives and policies for subordinates (See Chapter Five).

Despite the role of the PAAET's Board of Directors in designating responsibilities among the departments, the setting of employee training objectives and policies seems to be more important and complex, requiring the participation of all employee training parties, including academic staff, employers, and trainees. Also, such objectives and policies will be more effectively developed if PAAET's employee training experience in previous years is employed in developing future objectives and policies.

9.5 The Administration

The administrative aspect that will be discussed in this section is the practical approach which PAAET uses to manage its employee training activities. The discussion will focus on the interviwees' responses to some selected administrational defects that may threaten the success of the employee training activities. The focus will be on six main topics, as follows:

1)   Position of the employee training activities in the PAAET's present Organisational Model.

2)   Employees' training activities and the decision-making process.

3)   Overlapping of duties between some departments.

4)   Line of demarcation for duties between the Training Co-ordination Department and other Associated Departments.

5)   Lack of intercommunication.

6)   Delayed and ignored requests.

9.6 The Organisational Model

It was stated in Chapter Three that PAAET's Organisational Model has been changed several times to cope with the PAAET's rapid development. The discussion in this section will focus mainly on the attitudes of the Training Co-ordination Department Staff, Directors of associated Departments and Academic Staff to the status of the employee training activities in the PAAET's present Organisational Model, and whether or not this model is suitable for such activities, as presented in the first statement in Table 9.2.

Table 9.2 :   Attitudes of Training Co-ordination Department

Saff, Directors of Associated Departments, and

Academic Staff Towards the Organisational Model,

and the Decision-making Process.

The current PAAET Organisational Model negatively affects qualitative development of employee training programmes.	Agree	Disagree	Undecided
Training Co-ordination Department.	8 72.7 %	3 27.3 %	
Directors of Associated Departments.		3 60.0%	2 40.0 %
Academic Staff.		5 83.3 %	1 16.7 %

The decision-making process is unduly centralised.	Agree	Disagree	Undecided
Training Co-ordination Department.	6 54.5 %	5 45.5 %	
Directors of Associated Departments.	1 20.0 %	3 60.0 %	1 20.0 %
Academic Staff.	5 83.3 %		1 16.7 %

9.6.1 Training Co-ordination Department Staff Attitudes

The majority of the Training Co-ordination Department Staff responses (72.7 %) agree that the current PAAET Organisational Model negatively affects qualitative development of employee training activities, while only (27.3 %) disagreed.

The result clearly shows that the staff in the Training Co-ordination Department are not satisfied with the position of the employee training programmes within the PAAET's Organisational Model. The staff in the department claimed that because of its many and varied activities compared with those of the other departments, the Training Co-ordination Department deserves a greater share in the Training Sector. However, their claim relies on the fact that the status of department in PAAET is limited in terms of employing new staff and asking for a larger budget.

There are two facts, which may support the point of view of the Training Co-ordination Staff: first, the status of the Training Co-ordination Department (which is responsible for the employee training programmes) within the Training Sector in PAAET (see Figure 1 Chapter Four); the department is only one of eight units constituting the Training Sector; second, the steady progress of the department's activities since its establishment (see Table 1, in Chapter Four), in the training year (1985-86) the total number of trainees was only 81 persons, while in the training year

(1988-89) it was 858. This rapid development makes the staff in the Training Co-ordination Department very concerned about the future of the employee training activities.

Mr. Al-meshal, Training Co-ordination Department's Director, also supported this point of view when he said:

> Despite the fast annual growth in the
> number of PAAET trainees, and the our
> department's urgent need to expand its
> staff and facilities, the status of our
> department in the new Organisational
> Model is still far from what we think is
> necessary.

In general, his claim appears justified. Comparison of the size and range of activities of the Training Co-ordination Department with those of other departments   in the same sector, a considerable difference is noticeable. On the other hand, it seems that many of the efforts currently made are wasted because of mismanagement. This is clearly indicated by the Training Co-ordination Department's opinions regarding the administrative defects related to the employee training programmes.

9.6.2 Directors of Associated Departments

However, the Directors of Associated Departments did not share the point of view of the Training Co-ordination Department Director and Staff. 60.0% of them considered the present Organisational Model to be suitable to the employee training activities, whereas 40.0% undecided. Dr. Al-refai,

Director of the Administrative Development Bureau, and a member of the committee which developed PAAET's present Organisational Model, expressing his satisfaction with the organisational structure said: " In designing the present Organisational Model, the committee considered the expansion in the department's activity for ten years in advance ".

The directors also emphasised the significance of cooperation between their departments and the Training Coordination Department in achieving optimum performance, as the task of conducting employee training programmes is shared between the Training Co-ordination Department and their departments.

9.6.3 Academic Staff Attitudes

The Academic Staff were also at variance with the Training Co-ordination Department Staff. Most of them (83.3%) did not consider the present Organsational Model as a factor which negatively affects the Training Co-ordination Department's activities, while only 16.7% undecided. For instance, Dr. Bodair argued that there are many factors which decrease the effectiveness of the Training Co-ordination Department, but these certainly do not include the position of the department in the Organisational Model.

9.7 Decision-Making Process

Decisions referred to here are those related to employee training activities, such as selection of course arrangers, lecturers and trainers, trainees' selection criteria, cancellation of courses or addition of new ones.. etc. Although such decisions are mainly the responsibility of the Training Co-ordination Department, the other associated departments also shared in them. The following are the attitudes of the interviwees towards the decision-making process.

9.7.1 Training Co-ordination Department

54.5% of the Training Co-ordination Department staff agreed that the decision-making process is unduly centralised, while 45.5 % disagreed. Thus, more that half of the responses suggest that the centralisation of the decision-making process is adversely affecting employee training activities. This result was expected as it reflects the reality of the decision-making process. For example, in the Training Co-ordination Department, many of the significant decisions are in the hands of the Director only, though occasionally he consults with some staff. However, lack of information related to the decision-making within the Training Co-ordination Department could be the reason for some staff giving the alternative answer.

9.7.2 Directors of Associated Departments

The majority of the Directors of associated Departments (60.0%) disagreed that the decision-making process is unduly centralized, while 20.0% of them agreed. The result in general shows that their attitude is different from that of the Staff in the Training Co-ordination Department. This may be for two reasons: they may have wished to avoid any suspicion that they themselves were responsible for problems in the decision-making process, or they may have been trying to avoid the clash which would result if they blamed the Training Co-ordination Department, The second reason seems to be more acceptable.

9.7.3 Academic Staff

On the other hand, the majority of the Academic Staff (83.3%) held a different views from that of the Directors of the Associated Departments, as they emphasised that centralization in the decision-making process adversely affects the quality of the employee training activities in PAAET. Only (16.7%) undecided.

Although the Directors of Associated Departments disagreed that the decision-making process is unduly centralized, the investigation of the reality of the decision-making in relation to the employee training activities, in addition to the attitudes of the Staff in the Training Co-

ordination Department and the Academic Staff, indicate that the decision-making process should be considered as a factor which adversely affects the quality of the PAAET's employee training activities.

9.8 Overlapping of Duties

The duties meant here are those specifically related to the provision of services for the employee training programmes, such as, audio-visual aids, buffet, ancillary staff and so on. The departments investigated are those associated with the Training Co-ordination Department. Duties of the kind referred to here may be changed or justified by agreement between the Directors of the related Departments. The following are the responses of the interviewees to the first statement in Table 9.3.

9.8.1 Training Co-ordination Department Attitudes

63.6%, the majority of the respondents, agreed that there are overlaps between the duties of some departments in terms of providing the services, while 36.4% disagreed.

For instance, some of those who agreed that the problem of overlapping duties exists, gave as an example the fact that audio-visual aids are provided sometimes by various departments and sometimes by the Colleges or Centres where the courses are held.

Table 9.3 :   Attitudes of Training Co-ordination Department Staff

Directors of Associated Departments, and Academic

Staff towards Overlapping and Lines of Demarcation.

There is overlapping between the duties of some departments.	Agree	Disagree	Undecided
Training Co-ordination Department Staff.	7 63.6 %	4 36.4 %	
Directors of Associated Departments.	3 60.0 %	1 20.0 %	1 20.0 %
Academic Staff.	4 66.6 %	1 16.7 %	1 16.7 %

There is no clealy defined line of demarcation between the duties of the "Training Co-ordination Department" and other associated Depts.	Agree	Disagree	Undedided
Training Co-ordination Department Staff.	10 90.9 %	1 9.1 %	
Directors of Associated Departments.	3 60.0 %	1 20.0 %	1 20.0 %
Academic Staff.	4 66.6 %		2 33.4 %

9.8.2 Directors of Associated Departments

Almost similar to the above case, 60.0% of the Directors of Associated Departments agreed that there is overlapping between the duties of some departments in terms of providing services, while 20.0% disagreed.

9.8.3 Academic Staff

Academic Staff also generally agreed (66.6%) that some duties related to providing services to the employee training programmes in some Associated Departments overlap, while only 16.7% disagreed.

The above attitudes of the three parties may reflect the need to reevaluate the allocation of duties among various Associated Departments, in the light of the increased number of trainees, and apparent needs for new services. Overlapping of duties will cause much wasted effort in all associated departments, including the Training Co-ordination Department.

9.9 Unclear Lines of Demarcation

Here, we are concerned with the attitudes of the interviwees towards the scope of activity of each Associated Department as distinct from the Training Co-ordination Department, in relation to the employee training activities, in terms of planning and implementing the courses. The following are the interviwees' responses to the second statement of Table 9.3.

9.9.1 Training Co-ordination Department Staff

The majority of the staff (90.9%) agreed that there is no clearly defined line of demarcation between the duties of the Training Co-ordination Department and those of other associated Departments, while only 9.1% disagreed. Some of the staff gave examples of the lack of such lines of demarcation. For example, the Vocational Development Centre and the Training Co-ordination Department both run courses to train staff from PAAET's Colleges and Training Centres.

9.9.2 Directors of Associated Departments

Like the Training Co-ordination Department, 60.0% of the Directors of Associated Departments agreed that there is no clearly defined line of demarcation between the duties of the Training Co-ordination Department and their departments, while 20.0% disagreed.

9.9.3 Academic Staff

The majority (66.6%) of the Academic Staff agreed that there is no clearly defined line of demarcation between the duties of the Training Co-ordination Department and those of other Associated Departments, while 33.4% undecided.

The general agreement among the three parties suggests that there is, indeed, no clearly defined line of demarcation between the duties of the Training Co-ordination Department and those of other Associated Departments. For

instance, the same jobs are performed by the Training Co-ordination Department and the Administrative Development Bureau, in that the latter plan and implement some employee training programmes for the employee in PAAET and in the public sector, which are called "Tailor-Made" courses. This situation began when the Administrative Development Bureau felt that the employee training programmes provided by the Training Co-ordination Department were inadequate. For this reason they made direct contact with the public sector and produced the "Tailor-Made" courses for them, first for the Kuwait army, and later expanding to other authorities in the Public Sector.

Despite the success of the Administrative Development Bureau in adopting this kind of course, such duplication of effort creates many problems, especially if the two departments do not coordinate their activities adequately. Such problems include the following:

1. Administrative problems related to the way that the authorities in the Public Sector contact PAAET regarding the employee training programmes. Sometimes, the authorities do not know whom they are supposed to contact in PAAET.

2. Problems related to clashing of location and course-times, especially since the PAAET has only one fully-equipped training centre.

3.   Problems concerning the course requirements,   such   as
Audio-Visual aids,   refreshments,   and ancillary staff.

The   interviwees'   responses to the   two   statements   in
Table   9.3 indicate that the employee training duties   in   the
Training   Co-ordination Department and other associated   De-
partments   are not well-defined, which causes the   responsi-
bilities in these departments to be subject to interference.

However   the phenomenon of overlapping among   duties   is
not   confined to the Training Co-ordination   Department   and
associated   Departments.   Many   of   the   PAAET's   Departments
complain   of such overlapping, The problem has   been   recog-
nized   and is being addressed by the PAAET's Fifth   Develop-
mental   Plan   (1990-1991). Moreover the   main   objective   in
planning three Organisational Models for PAAET was to   avoid
overlapping of duties between in the different departments.

9.10.   Lack of Intercommunication
The intercommunication referred to here is the   personal
connection and understanding between Directors and Staff   of
the Training Co-ordination Department and the Directors   and
Staff of the other Associated Departments. The following are
the   responses of the interviwees to the first statement   in
Table 9.4.

Table 9.4: Attitudes of the Training Co-ordination Department

Staff, Directors of Associated Departments, and

Academic Staff Towards Lack of Intercommunication

and Requests.

There is a lack of inter-communication between the Training Co-ordination Department and other Associated Departments.	Agree	Disagree	Undecided
Training Co-ordination Department Staff.	11 100.0 %		
Directors of Associated Departments.	4 80.0 %	1 20.0 %	
Academic Staff.	4 66.6 %		2 33.4 %

Requests from the Training Co-ordination Department to the other Associated Departments are either delayed or ignored	Agree	Disagree	Undecided
Training Co-ordination Department Staff.	10 90.9 %	1 9.1 %	
Directors of Associated Departments.		4 80.0%	1 20.0 %
Academic Staff.	4 66.6 %		2 33.4 %

9.10.1 Training Co-ordination Department Staff

The Training Co-ordination Department Staff agreed unanimously that there is a lack of intercommunication between their department and the other associated Departments. Some of them ascribed this to the lack of harmony between the employees in their department and those in the other Associated Departments.

9.10.2 Directors of Associated Departments

Most Directors of Associated Departments held a similar attitude to the above. 80.0% of them agreed that there is a lack of intercommunication between their departments and the Training Co-ordination Department, while only 20.0% disagreed with them.

The directors emphasised the absence of team work in implementing the employee training programmes. For instance, M. Al-saleh suggested that, due to the fact that conducting such courses require the efforts of staff from different departments, a permanent team of staff from different departments could be formed for each group of courses in a particular subject area. He felt that in such a framework, intercommunication between the staff in each team could be assured.

9.10.3 Academic Staff Attitude

66.6% of the Academic Staff also agreed that there is a lack of intercommunication between the Training Co-ordination Department and the other Associated Departments. This result suggests that a serious problem of the Training Sector in general, is the poor relationship among staff of different departments. This may be seen clearly in the Training Co-ordination Department Annual Reports (1987-88: pp.13-15). The Department strongly criticized some departments for lack of cooperation.

9.11. Delayed and Ignored Requests

The requests referred to here are those related to the requirments for courses, determined by the Training Co-ordination Department and sent to variousAssociated Departments. The following are the responses of the interviewees to the second statement of Table 9.4.

9.11.1 Training Co-ordination Department

Regarding requests from the Training Co-ordination Department to the other associated Departments, 90.9% of the Training Co-ordination Department agreed that responses to such requests are either delayed or ignored, while only 9.1% of respondents disagreed. The result clearly indicates that the Staff in the Training Co-ordination Department are not satisfied with the services that other associated Departments provide.

9.11.2 Directors of Associated Departments

The attitude of the Associated Departments' Directors to the requests issue was different from that of the previous group. 80.0% of this group disagreed that requests from the Training Co-ordination Department to the other Associated Departments meet with delay or are ignored, while only 20.0% were undecided. Although this result might be expected from the Associated Department Directors because they naturally will defend their performance, the directors in general blamed the Training Co-ordination Department for not sending their requests in sufficient time.

9.11.3 Academic Staff

The Academic Staff supported the attitude of the Associated Departments' Directors. 66.6% of them agreed that responses to requests from the Training Co-ordination Department were either delayed or ignored, while 33.4% were undecided.

In general, this result supports the previous finding, regarding lack of intercommunication resulting in misunderstandings among staff in the Training Co-ordination Department and other associated Departments. On the other hand, the low efficiency of the PAAET's Departments in general could be another reason for delays or failure to respond to requests.

9.12 Summary

This chapter has presented findings from interviews with the staff of the Training Co-ordination Department, Directors of associated Departments, and academic staff.

This investigation has revealed that there are five main administrative defects which occur either within the Training Co-ordination Department or between the Department and the other associated Departments, as follows:

1. The decision-making process is unduly centralized, both within the Training Co-ordination Department and between the Department and the other associated Departments.

2. There is overlapping between the duties of some departments.

3. There is no clearly defined line of demarcation between the duties of the Training Co-ordination Department and those of the other associated Departments.

4. There is a lack of intercommunication between the Training Co-ordination Department and the other associated Departments.

5. Responses to requests from the Training Co-ordination Department to other associated Departments are either delayed or ignored.

In this chapter the objectives, policies, and administration of PAAET's employee training activities have been discussed in relation to the answers of the interviewees. All of these three aspects had been discussed in earlier chapters. However, the findings presented in this chapter provide a more in-depth look at the reality of these aspects of PAAET. In addition, the findings from this chapter, together with the findings from the earlier chapters, fulfil a part of the objective of this study and answer some of its questions.

Further discussion and interpretation of the implications of these findings, and the findings from the questionnaire, follow in the next chapter.

Chapter Ten
Discussion and Interpretation
of the Trainees' Attitudes
to the Current employee Training

10.1 Introduction

The aim of this chapter is to determine the trainees' attitudes towards the PAAET's present employee training Programmes. The discussion will focus mainly on their attitudes toward five topics related to the PAAET's current employee training programmes, though reference will be made as appropriate to other relevant matters, by way of discussion in this chapter. The discussion in this chapter will be in two main parts as follows:

i)   In the first part, the background of the PAAET trainees will be discussed.

ii) In the second part, PAAET's current employee training programmes will be investigated. The discussion will be focus on five topics, as follows:

1. Clarity of course objectives.
2. Training Needs Assessment.
3. Methods of training.
4. Evaluation methods.
5. Follow-up.

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Part one

10.2 Background of the Trainees

In order to set in context the responses of trainees presented in this chapter, it is necessary first to present some background information about the sample.

Table 10.1 shows the distribution of PAAET's Trainees between Technicians and Administrative workers. The latter numbered more than twice as many as the former (67.7% Administrators, and 32.3% Technicians). This distribution seems reasonable as it is representative of Kuwaiti public sector employee. One of the obstacles confronting vocational development in Kuwait in general is the lack of the technicians in comparison with administrative workers. There is a heavy demand for technicians and technical assistants in the public sector. PAAET's "Special Courses Training Plan 1989-90 " estimated the total need in the public sector for technicians and technical assisstants in 1989 to be 5172 persons, while the public sector was overstaffed administrativley.

This distribution also reflects the social phenomenon that Kuwaiti employee prefer administrative work to technicial jobs. In order to address the resulting shortage of technical personnel, the government has recently increased admission of students for scientific and technical studies in Kuwait University and PAAET.

Table 10.1 : Distribution of trainees by nature of

work: technician or administrative

(number I in the questionnaire).

Nature of Work	Cases	%
Technicians	42	32.3 %
Administratives	88	67.7 %
Total	130	100.0 %

The result in Table 10.1 may also provide an indication to the PAAET's employee training design-makers of the sort of training programmes required for trainees, especially if they are thinking of designing special training programmes for the purpose of transferring some trainees from administrative to technical fields.

Table 10.2 shows the distribution of the PAAET's trainees according to their qualifications. It shows that those who held less than High School Certificate represented 4.6%, High School Certificate holders represented 25.4%, Bachelor degree holders represented 57.7%, and Higher Degree holders represented 12.3%. Thus it is clear that the majority of the PAAET's trainees hold at least a Bachelor Degree, while those who hold less than High School Certificate represent a very low percentage. This provides an indication of the educational level to which PAAET's employee training programmes are directed.

However, the distribution of PAAET's trainees by educational status does not reflect the real distribution of employees' educational status in the public sector. Figure 2.8, in Chapter Two demonstrated the public sector labour force by educational status, showing that those with less than High School Certificate numbered 454217 employees, (76.2%), while those who held the High School Certificate or above represented only 141468 employees (23.8%).

Table 10.2 : Most recent qualification of the PAAET's trainees (number II in the questionnaire).

Qualification	Cases	%
Less than High school	6	4.6 %
High school	33	25.4 %
Batchelor degree	75	57.7 %
Higher degree	16	12.3 %
Total	130	100.0 %

Two reasons may account for the disparity between PA-AET's trainees' educational status and the real distribution of employees' educational status in the public sector, namely:

1. The absence of Training Need Assessment in PAAET: as a result, the responsibility for nominating trainees is left to the employers.

2. Lack of understanding of training priorities among some employers: many believe that the priority for training should be go to employees holding higher qualifications, and failed to consider actual needs, so they encourage the more highly qualified to attend training programmes and almost ignore the others.

Table 10.3 shows the distribution of the PAAET's trainees regarding their length of employment. It will be seen that those who had worked from one year to five years represented 40.0%, and those who had worked from six years to ten years represented 23.8%, while those who had worked more than ten years represented 36.2%. Such results provide an indication that employment period has little effect on trainees' selection for PAAET. This range of trainees' employment periods may be considered as an advantage for the PAAET's employee training programmes, in the sense that the existence of different backgrounds, or work experience in one training room may be beneficial.

Table 10.3 : Trainee's employment period since leaving

school (number III in the questionnaire).

Employment period	Cases	%
1 to 5 years	52	40.0%
6 to 10 years	31	23.8 %
more than 10 years	47	36.2 %
Total	130	100.0 %

Table 10.4 : Number of courses attended by trainees.

(number IV in the questionnaire).

Number of courses attended	Cases	%
One course	63	48.5 %
More than one course	67	51.5 %
Total	130	100.0 %

Table 10.5 : Distribution of trainees by course category.

(number IV in the questionnaire).

The course category	Cases	%
Top management	17	13.1 %
Middle management	9	6.9 %
Supervision courses	18	13.8 %
Specialist courses	86	66.2 %
Total	130	100.0 %

Table 10.6 : Trainee's means of becoming involved with

PAAET courses (number 1 in the questionnaire).

Means of involvement	Cases	%
By trainee's choice	42	32.3 %
By his department's choice	88	67.7 %
Total	130	100.0%

On the other hand, it may be considered an obstacle in that the same level of training is delivered to all trainees, irrespective of their backgrounds.

The latter viewpoint supported by Dr. Al-refai, the Director of the Administrative Development Buearu, who said:

> As a result of our participation in the employee training programme, we feel that much of the effort was wasted, for two reasons: first, because the lecturers and trainers don't know exactly what knowledge and skills they should deliver to the trainees. Second, many courses have different levels of trainees with different backgrounds.

This point of view is also supported by Knowles (1989:P.68) who suggests: " Individual differences among adult learners increase with age and experience. Therefore adult learning programmes must make optimum provision for differences in style, time, place, and pace of learning".

Table 10.4 shows the number of courses that each trainee had attended in PAAET's employee training. The percentage of those who had attended more than one course was slightly higher than that of those who had attended only one course (51.5%, to 48.5%).

The result indicates that more than half of PAAET's trainees had a chance to attend more than one course. This result is susceptible to two different interpretations:

On the one hand, it may limit the chance for others to participate, while on other, it shows that the trainees are interested in the PAAET's employee training programmes.

Table 10.5 shows the trainees' distribution according to their course category. Top management courses represented, 13.1%, Middle management courses, 6.9%, Supervision courses, 13.8%, and Specialist courses, 66.2%. This result in general reflects the actual size of each category in the workforce.

Table 10.6 represents the way that trainees were involved with PAAET's employee training programmes. Those who attended by their own choice were 32.3%, while those who were selected by their departments accounted for 67.7% more than double the previous category. Although attendance on PAAET's employee training is not compulsory for employees, such a result indicates that employees in the public sector do not have enough opportunity to select their training programmes.

Part two:

10.3 Clarity of Course Objectives

Table 10.7 shows the results of trainees' responses to the question on clarity of course objectives. Statement (1), " I was not previously informed about the course objectives", yielded affirmative responses from 61.5% trainees, while those who disagreed with the statement were 33.1%. Almost two thirds of the respondents, therefore, were

Table 10.7 : The responses to three statements

concerning course objectives

(number 2,3,4 in the questionnaire).

Statement	Agree	Dis-agree	Un-decided
I was not previously informed about the course objectives.	80 61.5 %	43 33.1 %	7 5.4 %
I had been informed previously but the objectives were not clear enough. *	27 54.0 %	19 38.0 %	4 8.0 %
The objectives were made clear when atte-nding the course.	108 83.1 %	7 5.4 %	15 11.5 %

* The Total Frequencies of this Statement is out
  is out of the Previous Statement.

not informed in advance about the objectives of the course they attended. Although the training programmes' booklets are distributed adequately to the public sector, a noticeable percentage of the employees who intend to attend a training programme do not have a chance to read the booklet or even to be informed about its contents.

In response to statement (2), " I was informed previously but the objectives were not clear enough ", 54.0% of respondents agreed, while 38.0% disagreed with the statement.

This result could mean two things: first, that the objectives may not be written clearly in the booklet; second, that the objectives stated in the booklet do not necessarily reflect what is in the curriculum. This view may be supported by responses to statement (3) " The objectives were made clear when attending the course ". The majority of the responses, 83.1%, agreed with the statement, while only 5.4% disagreed with it.

Additional detailed responses were obtained from the trainees regarding the clarification of the objectives when the course was held. In Table 10.8 three statements are presented in this respect:

(1) " The objectives were not clear in the course contents" . 51.5% of respondents disagreed, while 18.5% agreed.

Table 10.8 : Responses to three statements related to the

clarification of the objectives when the course

was held (number 5 in the questionnaire).

Statement	Agree	Dis-agree	Un-decided
The objectives were not clear in the course contents.	24 18.5 %	67 51.5 %	39 30.0 %
Lecturers and Trainers did not make the objectives clear to the participants.	34 26.2 %	62 47.6 %	34 26.2 %
The perceived objectives were different from those arrived at after the course.	17 13.1 %	83 63.8 %	30 23.1 %

This result shows that a small majority of the sample disagreed with the statement. However, the proportion of those who agreed or were uncertain, indicates that the course content, or curriculum in general may not always reflect the course objectives clearly.

Statement (2), " Lecturers and Trainers did not make the objectives clear to the participants ": 26.2% of the respondents agreed with the statement, while 47.6% disagreed. Allthough those who disagreed with the statement were the majority, the result could suggest that Lecturers and Trainers are at least partly responsible for the lack of clarity regarding objectives, especially if the number of uncertain responses is considered.

Statement (3), " The perceived objectives were different from those arrived at after the course ": the responses to this statement yielded 63.8% disagreement, while 13.1 % agreed with it. The majority disagreed with the statement, suggesting that the announced objectives are reflected within the course in one way or another.

In general, the responses to the above statements show that a considerable number of PAAET's trainees were not informed of their courses' objectives until the courses began.

However, this situation is contrary to the contemporary trend which is to consider that a clear contract set up between the trainer and trainee will constitute a guide to effective training. Zaccarelli pointed out that:

> ... Management's job is to demonstrate how training will help employees. Properly explained, it will be attractive to employees. They will be participate in training activities. They will receive greater benefits from their training experience. There's an old saying, "If a trainee hasn't learned it's because the trainer hasn't trained." Trainees who understand the benefits they can receive from training will want to learn. (1992:P.15)

In addition, trainees may benefit from being informed of the objectives of the training programme that they are going to attend, in that they can compare the training programmes objectives with the nature of their job, to decide whether or not the proposed training programme meets their needs.

10.4 Training Needs Assessment

Two statements explored the attitude of trainees towards the relevance of the course they had attended to their actual training needs . Table 10.9 shows the results of the trainees' response to trainees' needs assessment, according to two statements. The first was " The course subject is relevant to my actual training needs".

Table 10.9 : Responses to the two Statements related

to assessment the trainees' training needs

(number 6 & 7 in the questionnaire).

Statement	Agree	Disagree	Undecided
The course subject is relevant to my actual training needs.	113 86.9 %	10 7.7 %	7 5.3 %
The course subject fulfils my priority training needs.	80 61.5 %	38 29.2 %	12 9.2 %

Those who agreed with the statement represented 86.9%, while 7.7% disagreed with the statement.

However, the reason for the majority of responses agreeing with the statement (86.9%), may be that the above statement asked generally for any possible relevance; it may be easy for the trainee to find such relevance because of the existence of many needs within the one speciality.

Statement (2) was " The course subject fulfils my priority training needs". The response yielded 61.5% agreeing with the statement, while 29.2% disagreed with the statement. This statement may reflect the actual relevance, because it focused on the "priority". Therefore, the agreement with this statement was less than in the first case (61.5%), and the disagreement greater (29.2%). Although the supporters outnumbered those who disagreed with the statement, the result generally indicates that real training needs assessment may not have been adopted in many cases. as a result of which, trainees' priority needs may not be fulfilled (see Kenrick and Caple in Chapter Five).

However, the staff in the Training Co-ordination Department take a different view as they consider the absence of training needs assessment in PAAET's employee training programmes to be an obstacle to their administration, they noted that many of the trainees who dropped out of courses in PAAET claimed that such courses were irrelevant to their

speciality. This might also give another explanation of the generally favorable responses to the statements 1 and 2 as respondents were those who had completed courses. Many who found their courses irrelevant may have dropped out.

The Academic Staff tended to be critical of the level of relevance to training needs. 83.30% of them did not believe that the courses fulfilled trainees' priority of needs and gave examples of disparity between trainees' actual needs and the courses for which they were enrolled. For instance, Dr. Omran of the Academic Staff, considered the first problem confronting the PAAET's employee training in general is the deficiency in assessing the trainees' needs. As an example, he said: " PAAET usually accepts employees for a course on preparing and writing reports, when their job specifications do not require such a course".

10.5 Methods of Training

Three statements were formulated in order to obtain data related to trainees' attitude to the current training methods used in PAAET's employee training programmes. Statement (1) in Table 10.10 was formulated to explore elements that affect the lecturers' and trainers' effectiveness in PAAET courses. Of five alternative answers, the majority of the responses (53.1%) agreed that interaction with the class is the element most affecting lecturers' and trainers' effectiveness in PAAET's courses.

Table 10.10 : Responses to the current training methods

statement number (1)

(number 8 in the questionnaire).

The elements affecting the Lecturer's and the Trainer's effectiveness in PAAET courses.	
Knowledge of the course content.	15 11.5 %
Skills in practical aspects of training.	20 15.4 %
Class-control and discipline over tranees.	4 3.1 %
The training method used.	18 13.8 %
Interaction with the class.	69 53.1 %
Other	4 3.1 %

Although such result indicates the impact of the lecturers' and trainers' personal skills in delivering the course contents, it may also indicate the impact of the training methods as tools that help the lecturers and trainers to interact with the class. This may be supported by the 13.8% who agreed that the training methods used are an element that affects lecturers' and trainers' effectiveness in PAAET's courses.

Statement (2) in Table 10.11 concerned the frequency of each training method utilized in the course. Eight methods were provided for trainees' selection.

All methods appear to be utilized equally, except for workshops (5.4%) and self-instruction (2.3%). It seems that the unavailability of the required equipment may restrict utilization of the self-instruction method, while the workshops as a practical aspect of training were usually avoided by most of the lecturers and trainers in PAAET's employee training activities.

Table 10.12 shows responses to statement (3), asking for elements which decrease the effectiveness of the course training methods. Four elements were provided for trainees' selection. The two elements most selected by trainees were, element (1), " The methods are unsuitable for the course content ", with a reponse rate of 24.6%, and element (2), " Unsuitable implementation of training methods ".

Table 10.11 : Responses to the current training methods

statement number (2)

(number 9 in the questionnaire).

Training methods used in the courses, by percentage.	
Lectures	13 10.0 %
Workshops	7 5.4 %
Open discussion	24 18.5 %
Case studies	27 20.8 %
Computer	18 13.8 %
Self instruction	3 2.3 %
Role play	19 14.6 %
Demonstration lesson	19 14.6 %

Table 10.12 : Responses to the current training methods

statement number (3)

(number 10 in the questionnaire).

Elements which decrease the effectiveness of the course training methods, by percentage.	
The methods are unsuitable for the course contents.	32 24.6 %
Lack of equipment.	19 14.6 %
Lack of materials.	11 8.5 %
Unsuitable implementation of the training methods.	50 38.5 %
Other	18 13.8 %

The response to this element yielded 38.5%. Also, it is clear from the other two statements that trainees did not consider the lack of equipment and material as elements which decreased the effectiveness of the course training methods.

However, the response to element (1) may indicate that a considerable number of lecturers and trainers may not be successful in adopting approprate training methods for their subject-matter. Element (2) shows the inadequacy of some lecturers and trainers regarding to the practical implementation of the training methods. The above two results may be supported by the suggestion in a survey study conducted by the Instructional Technology Centre, PAAET (1987:P.7) that the centre should hold short courses in training methods, especially the practical side, for the Academic Staff.

However, Some of the Academic Staff suggest that the in-service courses provided for them within the PAAET employee training programme should focus on methods of training. Such courses are currently provided by the Vocational Development Centre but many of the Academic Staff did not know about them.

On the basis of their experience in overseeing the employee training programmes, Training Co-ordination Department staff offered their points of view regarding the ade-

quacy of audio-visual equipment, materials, and facilities. Some elements were considered to be adequate, as follows:

1)   Most of the Staff agreed that the audio-visual aids (overhead projectors, slide projectors,. . etc.) are adequate.

2)   Also in terms of the audio-visual aids equipment (video, T.V.,..etc.) most of the Staff agreed that these are adequate. As the majority agreed with both this and the previous statements, these results support the trainees' responses in table 10.12 that they did not consider the lack of equipment and materials as an element decreasing the training effectiveness.

3)   Ancillary staff, and refreshments provided by the Public Service Department are adequate, according to most of the staff.

On the other hand, there are other aspects related to the audio-visual equipment, materials, and facilities which the majority of the Training Co-ordination Department Staff felt were inadequate, such as:

1.   Training films and slides: the Staff disagreed that these were adequate, were they expressed their dissatisfaction in the department's Annual Reports (1987-1988).

It seems that the reason the majority of staff disagreed with the statement is the location of the films and slides library in the Instructional Technology Centre, whose staff are in conflict with the staff in the Training Co-ordination Department. This is a remarkable result which may explain some responses of the staff in the Training Co-ordination Department.

2. Another example of such conflict, is the Staff disagrment that the services provided by the Instructional Technology Centre to the course are adequate. It seems, therefore, that the widespread disagreement reflects the suboptimal cooperation between the two departments.

This view may be supported by the strong criticism that the Training Co-ordination Department directed at the Instructional Technology Centre regarding the centre's participation in employee training programmes (1987-88),(Training Co-ordination Department, Employee Training: the Annual Report, PAAET, 1988, PP.13-14).

3. Computer facilities are also thought to be inadequate. It seems that a possible reason for the large number of unfavorable responses, is the existence of computer facilities used on some courses, outside the Training Co-ordination Department. They are mainly located in the Computer Centre, though sometimes trainees use computers in the College of Business Studies. The Staff in the Training Co-

ordination Department are not knowledgeable about these facilities.

4.   In terms of the equipment and appliances related to courses, the majority of the Staff disagreed that these are adequate. Although such facilities exist, the result seems to reflect the ambition of the Staff to obtain more modern equipment and appliances in the training centre.

From the above investigation, two facts emerge: first, trainees consider the interaction with the class as the element most affecting the Lecturer's and Trainer's effectiveness in PAAET courses. Second, though there is a shortage of some materials, such as training films and slides, the other audio-visual equipment and facilities are adequate. Third, the points of view of the majority of trainees who felt that the training methods are unsuitable for the course contents, and such training methods are not properly implemented, are supported by the Academic Staff, suggesting a need to retrain the Academic Staff in these two aspects.

However, the previous discussion was concerned with methods of training in general. In recent years, PAAET has been concerned that the computer should be used in training, Computer-Based Training (CBT) was discussed in some detail in Chapter Six. In order to predict the future of CBT in PAAET's employee training programmes, the points of view of

Training Co-ordination Department Staff and Academic Staff were obtained.

The majority in each case agreed that it is appropriate now to expand the utilization of CBT in the courses. This trend is also supported by the answer of Mr. Al-meshal, Director of the Training Co-ordination Department, who, when asked his opinion on the use of the computer in the courses, said: " I strongly support this idea ".

Moreover, all staff in the Training Co-ordination Department Staff and Academic Staff disagreed that financial constraints prevent maximization of the benefits of CBT in the courses. They also disagreed that the administrative defects prevent maximization of the benefits of CBT in the courses. Only the lack of experience is considered by the majority of them as an obstacle that may prevent maximization of the benefits of the CBT.

This may be supported by Mr. Al-saleh's comment: " One of our problems in the computer centre is the shortage of "CBT" expertise, especially those who can use the Authoring Languages ". Availability or acquisition of Computer hardware and software are not considered to be a problem.

10.6 Evaluation Methods

Table 10.13 shows the percentage of course achievement assessed. It is clear that the majority of the respondents

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(52.4%) agreed that their courses had been assessed, while 33.8% said that their course was not assessed, and 13.8% of them were don't know.

Although the majority of the respondents agreed that their courses achievement had been assessed, the total percentage of those who not assessed and were don't know (47.6%) is almost as high. This result indicates that PAAET courses differ in their assessment of trainees' achievement.

Due to the variety of the evaluation methods used by lecturers and trainers in PAAET's courses, the purpose of Table 10.14 is to obtain data related to diferent evaluation methods used. The trainees were asked for more details about the method of evaluation used in the courses they attended. Out of the five alternative evaluation methods, 40.8% of the respondents chose the option, " By attending the course ", while a very small percentage reported other forms of evaluation methods. Also, a considerable proportion (42.3%) selected the option of "No answer".

Regarding the responses in the above two Tables, it seems that lecturers and trainers do not use any formal or informal method of evaluating in most of the PAAET's courses.

Table 10.13 : Responses of trainees concerning course

achievement assessment methods, statement

number (1) (number 11 in the questionnaire).

The percentage of the course achievement assessed.	Assessed	Not assessed	don't know
	68	44	18
	52.4 %	33.8 %	13.8 %

Table 10.14 : Responses of the trainees concerning course

achievement assessment method, statement

number (2) (number 12 in the questionnaire).

Assessment methods used in the courses by percentage	Written exam	Practical test	Oral test	Essay or project	By attending the course	No answer
	8	3	4	7	53	55
	6.2 %	2.3 %	3.1 %	5.4 %	40.8 %	42.3 %

Although some of the lecturers and trainers considered attendance on the course as a sort of evaluation, this form of evaluation can not measure the trainee's achievement. It is necessary to know to what extent the training objectives have been achieved. Harrison, cited in Chapter Seven, supported this concept.

However, unsatisfactory past experience could be a reason for this trend. For example, PAAET established the Training Programmes Evaluation Department to evaluate employee training programmes. The department, however, did not evaluate the trainees' achievement, but depended on their impression regarding the course in general, and on observation of the course activity. Such behaviour antagonized the Academic Staff, who were not happy at the department's intervention. The Training Programmes Evaluation Department was abolished after less than two years, when it had evaluated only 52 courses.

When Academic Staff were asked about the significance of evaluating courses, all of them agreed that PAAET employee training programme courses must be thoroughly evaluated at the end of each course. Although they gave different reasons for not evaluating courses, an important consideration seems to be that there is no benefit from such assessment, as nobody in PAAET is interested in the results.

Although such results would be beneficial for the lecturer or trainer personally, as they would indicate his course efficiency, the above viewpoint is justified in the sense that one of the defects in the structure of the Training Coordination Department is that there is no body or division in charge of the results of such assessments, so ultimately, nobody assures the effectiveness of PAAET's employee training programmes. It is necessary to know whether objectives have been achieved or not.

10.7 Follow-up

Another sort of evaluation of trainees' achievement is the "follow-up". Table 10.15 is concerned with the trainees' utilization of the acquired knowledge and skills in their work, according to two questions. Question (1), " Have you used the knowledge or skills you have acquired in the work ? ", yielded affirmative responses from 65.4 % of the sample, while 24.6% responded negatively.

Although the percentage of favourable response is encouraging, it may reflect quantity rather than quality of knowledge and skills utilization. Another investigation should be conducted to see how such knowledge and skills are utilized.

Question (2), highlights trainees' reasons for not utilizing acquired knowledge and skills. 51.9 % of the

Table 10.15 : Responses of the trainees   concerning their
knowledge and skills utilization.

(number 13 & 14 in the questionnaire).

Have you used the knowledge or skills you have acquired in the work.	Yes	No	No answer
	85 65.4 %	32 24.6 %	13 10.0 %
Reasons for not utilizing acquired knowledge and skills in the work.	No support from trai- nee's Dep- artment.	Inadequate equipment and facilities	No motivation
	10 51.9 %	6 22.2 %	7 25.9 %

responses gave the reason of insufficient support from the trainee's department, while 25.9 % of the responses mentioned lack of motivation. These results indicate the importance of the trainee's department in linking acquired knowledge and skills with the trainee's work and in encourage him to utilize such knowledge and skills. However, in informal conversation, some trainees gave another important reason: that their departments are not capable of utilizing much of the knowledge and skill aquired from the training course. Furthermore, some of them criticized their directors for lack of interest and awareness of the newly acquired knowledge and skills. Such reasons may also reflect the level of the public sector's performance and may give an indication of the extent of the training requirements.

Table 10.16 presents responses to two questions formulated in order to obtain necessary data related to follow-up after the trainees attended the PAAET's course. Question (1), " Were you followed-up after the course ? " was answered in the affirmative by only 13.1 %, while the majority of 74.6 % had not been followed-up.

Question (2) asked those who had been followed-up, " Which body organised the follow-up ? " Those who were followed-up by their departments were 7.7%, and those who were followed-up by PAAET training department yielded 5.4%. 86.9% selected the option of " No answer ".

Table 10.16: Responses of the trainees to questions

on follow-up after the course

(number 15 & 16 in the questionnaire).

Were you followed-up after the course ?	Followed-up	Not-follo-wed-up	Don't Know
	17 13.1 %	97 74.6 %	16 12.3 %
Which body organised the follow-up ?	Trainee's departme-nt	PAAET tr-ining de-partment	No answer
	10 7.7 %	7 5.4 %	113 86.9 %

It is clear from the above that a very limited number of trainees were followed-up after training, and the responsibility for following-up was mostly held by the trainee's department alone. Dr Al-refai, the Director of the " Administrative Development Bureau" supported the above findings when he said, " Despite the importance of the follow-up concept, no form of follow-up has been conducted after the PAAET's courses, according to my knowledge".

However, the majority of the Academic Staff agreed that the trainee must be followed-up in his job after the course, This result may indicate that the majority of the staff recognize the importance of follow-up in PAAET's courses. For instance, Dr. Bodair (course arranger in PAAET), said: " By observing some cases in their jobs after the course, we discovered that trainees face other problems which may sometimes not be related to the training context, so I support implementing the follow-up".

Over (83.3%) of both Academic Staff and Training Co-ordination Department Staff would prefer such follow-up to be conducted jointly by the trainee's department and PAAET. This view is rational in the sense that, although the trainee's department can perform better in overseeing the trainees' follow-up, because it is the trainees' natural environment, sharing of responsibilities between PAAET and the trainees' departments in adopting the follow-up could

motivate the trainees' departments to pay more attention to this matter. It may also provide PAAET with more feedback as to training needs and course effectiveness.

Although the circumstance seem to be appropriate for conducting the follow-up of trainees after the course, a very small percentage, 13.1%, of the PAAET trainees had actually been followed-up. Many factors could have prevented such follow-up, but it seems that lack of motivation to conduct the follow-up among the employee training activities decision-makers could be the major factor.

10.8 Summary

In this chapter, some of the study objectives have been investigated on the basis of the trainees' answers. The chapter has explored and highlighted the present status of the PAAET's employee training activities, and determined the attitudes of trainees towards their present employee training programmes. The chapter has provided evidence from trainees of problems related to clarification of course objectives, training needs assessment, training methods, and evaluation and follow-up.

These findings support the assertions made in earlier chapters, that there are no well-defined and written objectives and policies for the PAAET's employee training activities, and no selection criteria for enroling the trainees

on PAAET's employee training programmes; trainees are selected on the basis of an application form only.

Trainees appear to be supported in their views by Training Co-ordination Department Staff and Academic Staff. There is, therefore, a basis of consensus as to the current position, from which recommendations may be made. First, however, it is necessary to examine the views of the parties concerned as to future needs. This will be the focus of the following chapter.

Chapter Eleven
Discussion and Interpretation of the
Trainees' Future needs

11.1 Introduction

The discussion in this chapter will be based mainly on the trainees' suggestions for future employee training programmes, made in the last section of the questionnaire, though reference will also be made as appropriate to the attitudes of other concerned parties, by way of discussion in this chapter. The discussion of the trainees' suggestions will focus on the following topics:

- Trainees' willingness to attend PAAET's employee training programmes in future.

- Location, time and length of courses.

- Trainees' selection criteria.

- Training methods.

- Evaluation methods.

- Responsibility for employee training in future.

- Trainees' reasons for attending PAAET courses in future.

11.2 Trainees' Willingness to Attend PAAET's Employee Training Programmes in Future

First of all, it is important to explore the willingness of the trainees to attend PAAET's employee training programmes in future, as this has implications for the future plan for PAAET's employee training programmes. Moreover, the trainees' suggestions discussed in later sections are related to their willingness to attend such courses.

Table 11.1 shows the trainees' attitudes to the course reflected by their responses to three questions. Question (1) asked, " Is the PAAET course important enough to spend time on it ? " Those who answered the question, "Yes", yielded 76.2 %, while 11.5 % answered "No". The result indicates that the trainees who have completed the PAAET's employee training programme still believe that the course they attended is worthwhile. This result may encourage PAAET to extend its provision of employee training programmes in future.

Question (2) asked, " Have you attended any employee course other than PAAET courses ? ". The response to this question revealed that 60.0 % of the respondents had attended courses other than PAAET's course, while 4.0 % had not attended other courses. Although this question was formulated in order to find out about the trainees' course perference, the result may have implications for PAAET employee training policy, as it shows that the PAAET's courses accept employees who have previously attended training courses outside PAAET, as well as newcomers.

Question (3) asked those trainees who had attended courses other than PAAET, which they preferred, PAAET courses or others. 56.0 % of the respondents preferred PAAET courses, while 44.0 % of the respondents favoured other courses.

Table 11.1 : Response of the trainees concerning their readiness to attend PAAET courses in future (number 17, 18, & 19 in the questionnaire).

Is PAAET courses important enough to spend time on it ?	Yes	No	Don't know
	99 76.2 %	15 11.5 %	16 12.3 %
Have you attended any employee courses other than PAAET courses ?	Yes		No
	78 60.0 %		52 40.0 %
Course perference: PAAET courses or others.	PAAET courses		Other courses
	37 56.0 %		29 44.0 %

The finding from this question may support the finding from question (1), where the trainees expressed thir feeling about the worth of the courses they attended in PAAET. On the other hand, it may give an indication of the standard of PAAET employee training programmes compared with other courses.

11.3   Trainees' Suggestions Concerning the Location, Time, and Duration of Courses

Table 11.2 shows the responses to three questions related to the course location, time and duration. The first question asked the trainees' opinions as to the ideal location for employee training activities in future. 36.9 % of the respondents prefered the PAAET, while 30.0 % of the respondents desired the courses to be outside Kuwait, and 15.4 % of the respondents chose another local organisation. Finally 13.1 % of the respondents would like the training to be at their place of work. The following comments may be made on these findings:

1)   The greater percentage of the respondents who preferred PAAET was expected, especially from the previous finding that trainees' attendance on PAAET courses was though to be worthwhile, and their preference for PAAET courses over others.

Table 11.2 :   Responses of the trainees concerning the

location, time, and length for future courses

(number 20, 21, & 22 in the questionnaire).

The ideal location for employees training in future would be:	At trainee's job location	Other local organisation	At PAAET	Outside Kuwait	No answer
	17 13.1 %	20 15.4 %	48 36.9 %	39 30.0 %	6 4.6 %

The ideal time for employees training in future would be:	During the vacation		During working hours	Evening classes		Another
	2 1.5 %		71 54.6 %	54 41.5 %		3 2.3 %

The ideal length for employees training in future would be:	Less than 1 week	One week only	1 week to 1 month	One mont only	1 to 3 months	More than 3 months	No answer
	3 2.4 %	14 10.8 %	55 42.3 %	17 13.1%	31 23.8	5 3.8 %	5 3.8 %

2) The strong interest in courses held outside Kuwait may be attributable to the advantages trainees may obtain from such courses, such as: a change in the training environment, opportunity to be introduced to the modern innovations, more financial incentive . . etc.

3) Those trainees who preferred other local organisations as locations for the courses may not like to attend a training course at their job location (the same would also apply to the previous results).

4) Although training held at the trainee's place of work (on-site training) has the benefit of a familiar environment, this sort of training was supported by only 13.1% of the trainees.

In general, responses to the first question suggest that trainees' preferences regarding the location for employee training programmes tended to be for the options that would provide them with a change of environment.

The second question sought trainees' opinions as to the ideal time for employee training activities in the future. 54.6 % of the respondents would prefer them during working hours, while 41.5 % of the respondents chose evening classes. It seems that the trainees selection of the option "during working hours" refers to the fact that the hours of such courses would be deducted from their normal working

hours. Also, the interviews with trainers showed that they prefer to participate in courses during working hours, because the PAAET regulations do not allow them additional financial incentives for evening classes.

The 41.5 % of the respondents, almost as many as choose the first option, would prefer evening classes. This may be either because their authorities do not pay them for the time of training, or they may believe that their job is important and therefore be unwilling to disrupt it.

However, PAAET's employee training programmes are mostly conducted during the evening. For example, the employee training plan of 1988-89 had 37 different courses, 29 of which were in the evening and only eight courses were held during working hours. Mr. Al-meshal, Training Co-oordination Department Director, claimed that the reason for this is that his department's staff are normally busy during working hours. Although those who would prefer the course to be held during working hours are the majority, 54.6 %, the other point of view (41.5 %) is also considerable. Whatever time the training programme is to be conducted, it is necessary to discuss the arrangements with the trainees. From past experience in PAEET'S courses, if the trainees' desires are taken into account, they will be more committed to their courses.

The last question of Table 11.2 related to the length of the course. The result revealed that the majority of the respondents, 42.3 %, would prefer the course to last from one week to one month, while 23.8 % of the respondents would prefer it to be from one month to three months. In fact, over 90.0 % of the PAAET courses last from one week to one month, which accords with the preference of the majority of the respondents.

However, the fact that almost a quarter of respondents would be willing to attend a more extended course should be investigated and taken into account in planning future training programmes.

11.4 Trainees' Suggestions Concerning their Selection Criteria

Table 11.3 shows the trainees' suggestions concerning selection criteria, according to three questions. The first question sought the trainees' consideration of what criteria PAAET should set in selecting trainees. The majority of respondents, 51.5 % would prefer selection based on the organisation's needs, while 36.9 % of the respondents would prefer it to be according to the trainee's desire to attend.

The trainees' preference in response to the previous question may reflect their belief regarding the purpose of training, and their sense of its benefit, which is considered as a positive indication.

Table 11.3 : Suggestions of the trainees concerning

the trainees' selection criteria

(number 23, 24, & 25 in the questionnaire).

The PAAET trainee's selection criteria should first consider:	Trainee's needs	The organisation's needs	Trainee's desire to attend	Another
	13 10.0 %	67 51.5	48 36.9 %	2 1.5 %
The responsibility for selection should be with:	The trainee's organisation	PAAET	To be arranged between them	Another
	49 37.7 %	9 6.9 %	67 51.5 %	5 3.8 %
The best way to advertise the PAAET courses is through:	Internal circular	PAAET's publication	Mass media	Another
	43 33.1 %	25 19.2 %	59 45.4 %	3 2.3 %

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However, the trainees' first choice may be based on their experience of previous courses; most of the government training programmes, whether local or foreign, are not based on the organisation's needs. In most cases, trainees are appointed to the training programmes according to availability, and after the course, the trainee finds himself provided with skills other than those his organisation needs. However, the trainees' suggestion in this respect is consistent with Goldstein's recommendations as to the appropriate basis for training. For more details see Chapter Five.

Moreover, there is a desire among all the parties related to the PAAET's employee training programmes, to move in the direction of selecting trainees according to organisational needs. Two indications have been found of this trend: first, there was a common feeling among most interviewees that PAAET fails to meet the various organisational needs in its employee training programmes; second, in the last few years, the Training Co-ordination Department has adopted a new method in order to meet organisational needs. This method, known as the "Tailor-Made" course, was explained in Chapter Four. However, it is necessary as a first step towards designing the PAAET's employee training programmes to match public sector requirements, to analyse the tasks of the authorities in the public sector, both in general and specific jobs, and to design courses accordingly.

Moreover, a level of awareness is required both in the public sector authorities, and on the part of the employee training programme organisers in PAAET.

Although those who would prefer the option of "Trainee's desire to attend" as the main factor to be considered in selecting trainees, were a minority group, their 36.9 % is also considerable and their point is worth making, because if the trainee participates on a course with no ambition to attend, he may find difficulty to involving himself with it.

The second question in Table 11.3, asked trainees for their suggestions regarding the responsibility for selection. Most of the suggestions, 51.5 %, supported the idea that the responsibility must be arranged between PAAET and the trainee's organisation, while 37.7 % of the respondents would prefer the trainee's organisation. Although the latter view may be based on the idea that the organisation has a better knowledge of its workers, and can use this in selecting trainees for training programmes, it seems that the first suggestion is more reasonable in the sense that cooperation and coordination between PAAET and the different organisations may facilitate linkage between the real needs in the organisations and PAAET's ability to provide appropriate courses. This sort of selection is strongly linked with the Training Need Assessment concept, discussed in a previous Chapter.

Moreover, cooperation between PAAET and other authori-
ties in the Public Sector in selecting the trainees seems to
be more practical than leaving it solely to the trainee's
organisation, because according to the Governmantal Law, the
government does not pay the training cost of any employee in
the public sector without a previous authorisation from the
"Government Occupation Authority". Since PAAET organises
such courses, it is responsible for obtaining authorisation
for each employee before the course is held.

The majority of the Academic Staff support this sugges-
tion in general. They place special emphasis on the advan-
tage of the linkage between PAAET and the trainees' organi-
sations, not only for selecting trainees, but also to ar-
range other important aspects of the training programmes.

The third question in Table 11.3, was formulated to
discover how trainees think PAAET courses should be adver-
tised. 45.4 % of the trainees would prefer the the PAAET
courses to be advertised through the mass media, while
33.1% would prefer them to be advertised through internal
circulars. Ordinarily, PAAET depends on the employee training
programme booklet to publicize its training activities. 400
departments in different Public Authorities receive the
PAAET booklet. This method seems to be an ineffective way of
publicizing the PAAET's courses, judging by trainees' com-
plaints that they were not informed about the course objec-
tives beforehand (see table 10.7, Chapter Ten).

Although PAAET does not use the mass media to advertise its training programmes, this idea was favoured by the majority of the trainees. It seems that the trainees would prefer the mass media because of their availability, whether printed media or broadcast media. Moreover, using the mass media to publicize the training programmes would seem to be more economical for PAAET, in the sense that PAAET would not have to pay the cost of the advertising, because in Kuwait such advertising would be considered a Public Service Announcement.

The majority of the Training Co-ordination Department Staff also support this suggestion. In addition, they strongly suggest that the internal circular system be used alongside the mass media.

11.5 Trainees' Suggestions Concerning Training Methods

Table 11.4 shows the trainees' suggestions regarding the training methods they would prefer to be used in future. The largest group of respondents, 40.0 %, selected open discussion, while 33.8 % suggested the computer. However the largest group which selected open discussion here, may by supported by the result of Table 10.10 in chapter ten, where the largest group believed that interaction with the trainees is the most important element affecting the Lecturers' and Trainers' effectiveness in PAAET.

Table 11.4 :   Suggestions of the trainees concerning

training methods in the future

(number 26 in the questionnaire).

Preferred training methods to be used in PAAET courses, with percentage of responses:	
Lectures and lessons	3 2.3 %
Self-instructions	5 3.8 %
Case study	10 7.7 %
Workshops	6 4.6 %
Role play	3 2.3 %
Open discussion	52 40.0 %
Computer	44 33.8 %
Other	7 5.4 %

The open discussion method is currently used in some of the PAAET courses, especially for Top Management and Middle Management courses. This method, as it is based on the interaction between trainer and trainee, seems to be suitable for the PAAET trainees, as adults tend to discuss their experience within the training programme, (see Knowles, 1989:p.68). However, as this method depends on the lecturers' and trainers' ability and willingness to adopt it, its needs some encouragement on the part of arrangers. Also, it seems preferable for lecturers and trainers to discuss this matter with the trainees at the beginning of the training session, to ascertain the trainees' preferences.

The second largest group were those who favoured the computer as a training method. This may reflect the spread of computer use in Kuwait in last ten years. It may also be related to the fact that the use of computer-based training, CBT, will increase the interactivity in the training process, which adults prefer.

Although PAAET does not yet utilize CBT, as they instruct the trainees about the computer rather than by the computer, it would be quite feasible for PAAET to adopt the CBT method for the training programmes. For instance, according to the Annual Statistical Abstract issued by PAAET's Computer Centre for the years (1988-89), PAAET has more than . 500 personal computers used for teaching and training pur-

poses, located in eight different places within PAAET's
buildings. Most of them are linked to a network. Moreover,
the Computer Centre in PAAET has more than 20 staff spe-
cializing in either programming computers or system analy-
sis. PAAET already allocates an annual budget for computer
hardware and software, which is fully utilized.

In these circumstances, and also considering the Train-
ing Co-ordination Department's support for utilizing CBT in
the courses, discussed in previous the Chapter, it seems
that PAAET must start a plan to utilize CBT in its employee
training activities, by maximizing the use of the PAAET's
already existing capabilities.

11.6 Trainees' Suggestions Concerning Evaluation Methods

Table 11.5 shows the trainees' suggestions regarding the
evaluation of future PAAET courses. 53.8 % of the respond-
ents favoured project reports, 15.4 % of the respondents
chose practical tests, 13.4 % preferred oral tests, and only
7.7 % of the respondents selected a written exam. It is
clear from the result that trainees do not like the formal
written exam, while they tend to prefer the evaluation to be
more practical, such as project report or practical test.
This tendency may reflect the fact that the formal written
exam is considered by many trainers as school practice,
rather than a method suitable for adults.

Table 11.5 :   Trainees' suggestions regarding methods

of assessment for future PAAET courses

(number 27 in the questionnaire).

Suggested assessment methods Percentage of responses.	Written exam	Practic- al test	Oral test	Project report	An- other
	10 7.7 %	20 15.4 %	18 13.4 %	70 53.8 %	12 9.2 %

On the other hand, the majority of the Academic Staff did not specify any type of assessment method to be adopted in all courses. They insist that the nature of the course will to some extent determine the assessment method. Whatever the nature of the course, it seems necessary to consider the trainees' preferences and attitudes toward the type of test implemented. It is the responsibility of lecturers and trainers to discuss such matters with the trainees.

11.7 Trainees' Suggestions Concerning the Responsibility for Employee Training in Future

Table 11.6 shows the trainees' suggestions concerning the responsibility for employee training in future. 33.5 % of the respondents would prefer PAAET to be responsible for the future training of employee, while 28.5 % of the respondents would favour it being the responsibility of same other body outside Kuwait. The majority of the respondents who selected PAAET to be responsible for the future training, may reflect the level of the training standard that PAAET has achieved, especially since this choice was made by those who had completed courses in PAAET. On the other hand, those who would prefer the employees' training future to be the responsibility of some other body outside Kuwait, apparently make this selection on the basis of the perceived benefits of training courses outside Kuwait, where they can make contact with others with different experience in their field, in addition to the advantage of a change of environment.

Table 11.6 :   Suggestions of the trainees concerning who

should organise the employee training

(number 28 in the questionnaire).

The emplo-yees trai-ning cour-ses should under respons-ibility of:	Traine-es' or-ganisa-tions	Other training body in Kuwait	PAAET	Training body outside Kuwait	No answer
	25	17	44	37	7
	19.2 %	13.1 %	33.5 %	28.5 %	5.4 %

Although the greatest percentage of respondents pre-
ferred PAAET, or another body outside Kuwait to be responsi-
ble for the trainees' future training, there are other
factors which must be analysed such as the employee's job
environment as a suitable place for the employees' training.
Therefore, it seems that the selection of any of the above
bodies will depend on the trainees' real needs, which must
be ascertained at the outset.

11.8 Trainees' Reasons for Attending PAAET Courses in Future

Table 11.7 summarizes the trainees' reasons for attend-
ing PAAET courses in future. Out of six alternatives, the
majority of the trainees, 65.4 %, selected option number
four " to improve my skills " , while the trainees' second
reason was " to up-date my knowledge related to my work ",
yielding 16.4 %. However, the combination of the two previ-
ous selections shows that knowledge and skills are the
motivation for 81.8 % of trainees to attend PAAET courses in
future.

This result may indicate that the majority of the
trainees are serious about their reasons for attending
PAAET's employee training programmes, especially if this
result is compared with the the last option in the same
Table, "to have a break from work", which received agreement
from only 3.1 %. Also, the result in general shows the
importance of skills for the trainees, as 65.4 % of the
respondents selected " to improve my skills ".

Table 11.7 : Responses of the trainees concerning their reasons to attend PAAET courses in future (number 29 in the questionnaire).

Reasons for attending PAAET courses in future, with percentage of respondents.	
To enhance self-esteem	2 1.5 %
To enable me to take up different duties	9 6.9 %
To up-date my knowledge related to my work	21 16.4 %
To improve my skills	85 65.4 %
To meet people of similar interests from different organisations	7 5.4 %
To have a break from work	4 3.1 %
Other	2 1.5 %

It seems that the skills aspect must be given the first priority in the PAAET's employee training activities, not only because of the above result, but also because of many indications discussed previously, such as the trainees' complaints of lecturers' and trainers' lack of interactivity with the class, and the shortage of equipment and materials necessary for the practical courses.

11.9 Summary

This chapter has presented trainees' views regarding the organisation of future employee training programmes in PAAET. Their responses to the questionnaire showed an encouraging level of interest in and willingness to attend courses, and conviction of their worth. In order to capitalize on this goodwill, PAAET needs to take account of trainees' prefernces regarding the arrangement of courses, and methods of training and evaluation.

The theoretical and empirical findings of this study will be summerized in the following chapter, where they will be used as the basis for a number of recommendations about future training provision.

Chapter Twelve
Summary, Conclusions and Recommendations

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12.1 Introduction

Since Kuwait's independence in 1961, the country has undergone a radical change in all aspects of life: industry, economy, commerce, urban development and culture and so on. The labour force in the Public Sector is one of these aspects. However, although the Government spends millions of Dinars on developing its labour force through training, training development is impeded, because the Government has not seriously evaluated the effectiveness of its training activities.

The Public Authority for Applied Education and Training (PAAET) in Kuwait is the largest organisation conducting employee training programmes for the employee in the Public Sector, and due to this fact, this study was directed towards the PAAET's employee training programmes. PAAET began its employee training activities for employee in the Public Sector in 1979. In the beginning its activities were simple, but now they have become more extensive and complex. During the years since PAAET's establishment, there has been a failure to examine many important issues, such as training objectives, policies, and administration, training needs assessment, training methods, evaluation methods . . etc, which are of importance for trainees' development. It is felt that failure to examine these issues may negatively affect the quality of the existing employee training programmes, which consequently do not meet public sector needs.

Accordingly, this study has presented a critical view of the present employee training programmes in PAAET in order to assess their effectiveness and specify the problems which are impeding the qualitative development of the PAAET trainees. Although the scope of this study is limited to evaluating the PAAET's employee training programmes, the findings of the study may have benefits beyond this, as they can be utilized for the labour force development at the national level.

This chapter has three purposes as follows: first, to summarize the results of the study; second, to present conclusions on the basis of the findings; and third, to recommend steps to be taken to improve future employee training programmes in PAAET.

12.2 Summary

It would be helpful at this stage to recapitulate briefly the objectives and purposes of the study. The main objective of the study were to examine the PAAET's employee training programmes, and to identify obstacles which threaten their success. Other main objectives are to :

1) explore and highlight the present status of the PAAET's employee training activities;

2) determine the attitudes of trainees towards their present employee training programmes;

3) assess the employee training programmes' future needs;

4) provide possible answers to the questions posed in the first chapter.

To set the study in context, brief background details were provided about the estabishment of the state of Kuwait, the political circumstances that accompanied it, as well as the most significant events that have occurred during the period of its development and their historical impact. The investigator also made reference to the country's main geographical features, the influence of oil on its economy, social life and education. The distribution of the labour force in Kuwait was also explained.

It was revealed that since oil reserves in Kuwait have made possible rapid economic development, the need is increased to diversify the Kuwaiti economy against the time when oil reserves run out. The industrial development, and the need to reduce the heavy dependence on expatriate labour in Kuwait, require trained and qualified local personnel, highlighting the need for employee training.

An explanation of the circumstances of establishment of the PAAET was given. An overview of PAAET's different organisational Models was presented, and the responsibilities of its various departments and committees outlined. The development of employee training activities in PAAET, and their training objectives, policies, and administration, were also discussed.

It was revealed that employee' training activities in Kuwait are scattered among various authorities in the public sector, with no real control from the Governmental Occupation Authority. Also there is no genuine contribution from the private sector in Kuwait, in the public sector training activities.

The researcher reviewed literature related to the role and importance of training, and relevant theoretical concepts, before addressing the issue of the problems which can confront employee training in general. The relevance of these to PAAET was explained. The available literature related to computer-based training as an issue of interest to PAAET at present, was examined. Moreover, theory related to the evaluation of training activities was reviewed.

On examination of the elements which need to be considered in devising suitable training programmes, it was argued that most of these elements were not provided by PAAET's employee training programmes. For instance: there are no well-defined and written objectives and policies for the PAAET's employee training activities. PAAET does not follow any Training Model in its employee training programmes. There are no selection criteria for enrolling the trainees in the PAAET's employee training programmes; trainees are selected on the basis of an application form only.

There is no formal system for evaluating the effective-ness of the PAAET's employee training programme. Although PAAET has recognized the potential of CBT, and is anxious to employ it, lack of sufficiently experienced staff, has pre-vented signifcant advances being made in this area so far.

The empirical part of the study ascertained the views of trainees, academic staff and administrators towards PAAET's employee training programmes, by means of questionnaires and interviews. The methodology and study samples were described in Chapter Eight.

The results of the data were discussed in relation to three issues: first, PAAET's employee training objectives, policies, and administration; second, PAAET's current em-ployee training programmes and third, the future needs of PAAET's employee training programmes.

12.3 Findings and Conclusions

On the basis of the analysis of the responses to the questionnaire and structured interviews, discussed in Chap-ters Nine, Ten, and Eleven, the following conclusions and findings which answered research questions emerged:

i) In terms of the PAAET's trainees' background:

      1. The majority of the PAAET's trainees are en-gaged in administrative work, which seems repre-sentative of employee in the public sector.

2. Although the majority of the employee in the public sector hold less than High School Certificate. the majority of the PAAET's trainees are Bachelor degree holders.

3. The majority of the PAAET's trainees have worked for one to five years.

4. The number of sampled PAAET trainees who had attended more than one course is slightly higher than those who had attended only one course. In other words, more than half the trainees attend more than one course, which limits the chance for other trainees to attend PAAET courses.

5. The majority of the PAAET's trainees are taught within the specialist courses category, which reflects the actual size of this category among the publc sector's trainees.

6. Most of the PAAET's trainees enrolled with the employee training programmes as a result of having been selected by the departments for which they worked, which limits the opportunity of the employee in the public sector to select their own training programme.

ii) In terms of the PAAET's Employee training objectives, policies, and administration:

1. There are no clearly defined objectives and policies for PAAET employee training programme.

2. The absence of clearly defined objectives and

policies for the PAAET's employee training pro-
grammes is an obstacle to evaluate their effec-
tiveness.

3. The current PAAET Organisational Model adverse-
ly affects the development of employee training
programmes to some extent.

4. The decision-making process related to PAAET's
employee training activities is unduly centra-
lised.

5. There is overlapping between the duties of some
departments in terms of the services they provide
to employee training programmes.

6. There is no clearly defined line of demarcation
between the duties of the Training Co-ordination
Department and other associated Departments.

7. There is a lack of intercommunication between
the Training Co-ordination Department and the
other associated Departments.

8. Requests from the Training Co-ordination
Department to other associated Departments are
either delayed or ignored.

iii) In terms of the present PAAET's Employee training pro-
grammes, the results were classified in five categories as
follows:

A. Clarity of the Course Objectives.

1. Most of the trainees in PAAET had not previou
sly been informed about their course objectives.

2. Most of those who were informed previously, felt the objectives were made clear enough for them when they attended the course.

3. The content of PAAET's courses is not a reason for the lack of clarity of objectives.

4. Lecturers' and Trainers' performance is not a reason for the lack of clarity of objectives.

5. The perceived objectives were not different from those encountered on arrival at the course.

B. Training Needs Assessment.

1. The course content in PAAET generally is relevent to the trainees' needs.

2. Although most of the PAAET's courses fulfil the trainees' priority needs, a considerable percentage of the trainees' priority needs are not fulfilled.

C. Methods of Training:

1. Interaction with the class is the element most affecting lecturers' and trainers' effectiveness in the PAAET's courses.

2. In general, all known training methods utilized equally on PAAET's courses.

3. The fundamental element that decreases the effectiveness of the PAAET's courses training methods is the unsuitable implementation of these training methods.

4. The PAAET's courses are adequately supplied with audio-visual aids (overhead projectors, slides projectors,. . etc.).

5. The PAAET's courses are adequately supplied with audio-visual equipment (video, TV.,..etc.).

6. Adequate ancillary staff are provided for the programmes, and the refreshments are adequate.

7. The training films and slides used in the courses are not adequate.

8. The services provided by the Instructional Technology Centre to the PAAET's course are adequate.

9. The computer facilities for the PAAET's courses are adequate.

10. Equipment and appliances needed for the PAAET courses are adequate.

11. It is appropriate now for PAAET to expand its utilization of CBT in courses.

12. Lack of experience is an obstacle that prevents the benefits of CBT from being maximized by PAAET.

D. Evaluation Methods:

1. The PAAET courses vary in their assessment of trainees' achievement.

2. Most of the PAAET trainees' achievement are assessed merely on the basis of their attendance on the course.

E. Follow-up.

    1.   Most of the trainees in PAAET courses utilize in their work, the knowledge and skills acquired.

    2.   Insufficient support from the trainee's department is the main factor that prevents some trainees from utilizing their newly-aquired knowledge and skills.

    3.   Incapability of the trainees's department is another factor that prevents trainees from utilizing their aquired knowledge and skills.

    4.   The majority of the PAAET's trainees are not followed-up in their places of work after attending their courses.

    5.   The majority of the PAAET's trainees who had been followed up did not know by which body they were followed up.

iv) In terms of the trainees' future suggestions for the Employee training programmes, the result were classified into seven categories as follows:

A. Trainees' Willingness to Attend PAAET's Employee Training Programmes in Future:

    1.   The majority of the trainees believed that PAAET's courses are important enough to spend time on them.

    2.   The majority of the trainees preferred PAAET courses to other courses.

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B. Location, Time, and Duration of the courses:

1. The majority of the trainees would prefer PAAET premises as the location for employee training activities.

2. The majority of the trainees would prefer the PAAET's courses to be held during working hours.

3. The majority of the trainees would prefer the PAAET's courses to last from one week to one month.

C. Trainees' Selection Criteria:

1. Most of the trainees would prefer the trainees' selection to be based on organisational needs.

2. Most of the trainees would prefer the responsibility for sellection to be shared between PAAET and the trainee's department.

3. Most of the trainees would prefer the PAAET's courses to be publicized through the public mass media.

D. Training Methods:

1. Most of the trainees would prefer the open discussion method to be widely adopted in PAAET's courses.

2. A considerable percentage of the trainees would prefer the computer to be adopted as a method for training in PAAET courses.

E. Evaluation Method:

    1. The majority of the trainees would prefer the evaluation to be of a practical kind, such as a project report or practical test.

F. Responsibility for Employee Training in Future:

    1. Most of the trainees would prefer PAAET to be responsible for conducting employee training programmes in future.

    2. A considerable percentage of the trainees would prefer some other body outside Kuwait to be responsible for conducting employee training programmes in future.

G. Trainees' Reasons for Attinding PAAET courses in future:

    1. Knowledge and skills are the main factors which would motivate the majority of the trainees to attend future courses in PAAET.

12.4 Recomendations

Based on the results of this study and in order to improve the effectiveness of the PAAET's employee training activities, the recommendations will be directed towards six areas related to the employee training in PAAET as follows; Objectives and Policies, Administration, Training Need

Assessment. Training Methods, Evaluation Methods, and Fol-
low-up. In order to meet the required standard of effective-
ness, three new committees must be established with whose
responsibility would be to supervise and coordinate the
duties in general, (more details will be included in the six
areas of recommendations). The new committees would be as
follows:

1. Higher Administrative Committee.

   - to supervise training administartive affairs.

   - to coordinate all employee training functions.

2. Objectives and Policies Committee.

3. Training Needs Committee.


```
                            Higher
                        Administrative
                          Committee
                              |
                              |
Objectives and  -------------------------------  Training Needs
Policies                      |                   Assessment
Committee                     |                   Committee
                              |
                              |
                              |
         ---------------------------------------------
         |                    |                      |
      Training            Evaluation             Follow-up
      Methods             Methods
```
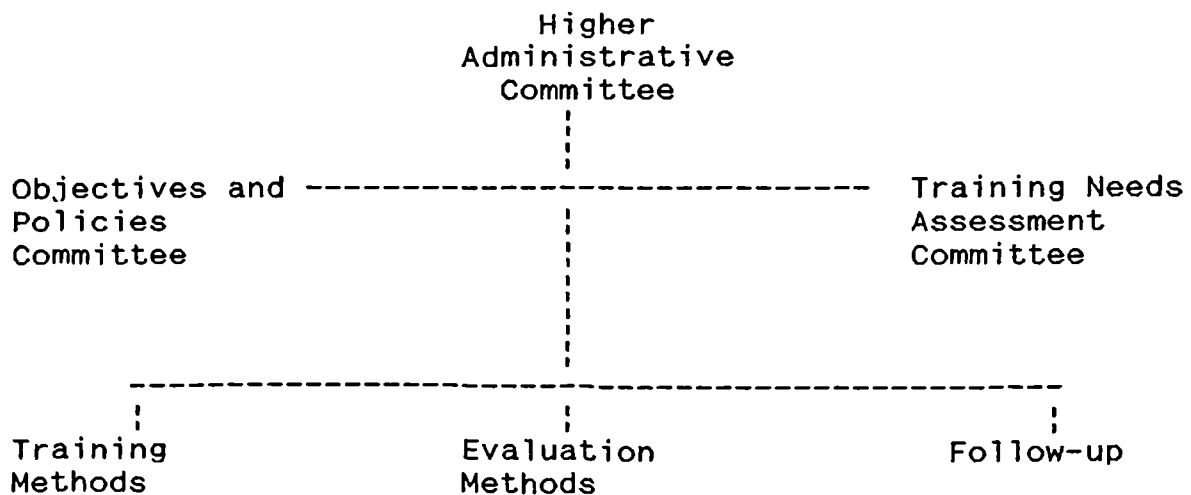
12.4.1 Employee Training Objectives and Policies

Greater emphasis should be placed on objectives and policies, as many of the defects in the PAAET's employee activities are at least partly attributable to the absence of objectives and policies with regard to training. There are some guidelines which may be worth considering assessing the PAAET's employee training objectives and policies, such as: PAAET capability, trainees' departments needs, previous experience, and expected obstacles. However, two practical steps must be taken immediately, as follows:

1. The Training Co-ordination Department Director and Staff, Associated Department Directors, Academic Staff, and representatives of employees' departments should hold meetings to discuss and determine objectives and policies concerning the employee training programmes currently provided.

2. A commitee made up of representatives of these bodies must be appointed in the longer term, to propose a framework for such objectives and policies, and to supervise their implementation. This commitee may also be responsible for preparing the final employee training objectives and policies proposal to be referred to the PAAET's Board of Directors, to ensure that they are integrated with PAAET's overall aims.

12.4.2 Administration

Despite the existence of many defects in the administration of the employee training activities in PAAET, such defects are basically attributable to lack of communication between the Training Co-ordination Department and the other Associated Departments. The following steps may contribute towards solving these problems:

1. The Directors of the concerned departments must jointly reexamine the responsibilities and duties of their departments in relation to the employee training activities. In the light of such reexamination, they must clearly determine the duties and limitations of each department with regard to employee training activities.

2. In view of the finding the centralization of decision-making causes many problems, a forward step must be taken by the Training Co-ordination Department to decentralize the decision-making process. However the existence of objectives and policies will facilitate decentralization.

3. A higher committee should be formed within the Training Co-ordination Department, which could include the Director of the Department, some of the staff with direct responsibility for the employee training programmes, and some of the academic staff who deal continuously with PAAET.

This committee would be responsible for supervising some activities in relation to the employee training programmes, such as; planning the employee training programme, selecting the needed academic staff, estimating future needs and so on. Also this committee may be responsible for coordinating the efforts of all departments and new committees in order to facilitate communication between them.

4. To overcome the lack of intercommunication, general meetings should be held regularly for the Directors and staff of all departments, in addition to the course arrangers, lecturers, and trainers who deal continuously with PAAET. The purpose of these meetings would be to discuss issues related to the employee training programmes such as:

- to close the gap between the various parties involved in the employee training programmes, especially between the Training Co-ordination Department and other associated Departments:

- to clarify and discuss the PAAET's employee training programmes objectives, and to evaluate the policies related to the employee training programmes;

- to review post employee training programmes in order to learn from experience and prevent future obstacles;

- to put forward suggestions for future employee training programmes.

12.4.3 Training Needs Assessment

Due to the fact that a considerable percentage of the PAAET trainees' priority needs are currently not being met, more attention must be directed to trainees' needs assessment. Two main steps must be taken:

1. At the state level, all authorities in the Public Sector must conduct an organisational analysis, to determine their human resource needs.

2. A committee from the Academic Staff must be established to be responsible for assessing training needs. A level of co-ordination must exist between this committee and the other authorities in the Public Sector to identify and meet the priority training needs.

12.4.4 Training Methods

There are many solutions that may be suggested to overcome the defects related to the training methods, but it seems that the most important one is the management; the greater the PAAET's success in improving the employee training administration, the greater will be the success of the training methods. The following are some suggestions to improve the training methods:

1. Since it has been suggested that most of the Academic Staff do not properly implement the training instruments,

and since the Vocational Development Centre holds in-service courses in which only a very few of the employee training Academic Staff participate, Academic Staff must be strongly encouraged to participate in such courses.

2. It is desirable that Academic Staff take into account the trainees' preferences regarding the type of training methods used, before the course starts.

3. Open discussion must be encouraged, especially in the Top Management and Middle Management courses.

4. A feasibility study should be undertaken to determine the potential application of Computer Based Training (CBT) in the PAAET's employee training activities. Such study should consider the trainees' wishes as well the PAAET's capacity.

12.4.5 Evaluation Methods

More emphasis must be placed on evaluation. The effectiveness of the employee training programme in general must be evaluated, and the first necessary step to meet this target is to assess the achievement of each individual course. The following are some recommendations in this direction:

1. Whatever type of test is chosen, trainees' achievement must be assessed.

2. A Unit within the Training Co-ordination Department must be established to be responsible for evaluation-related matters.

3. Although the Training Co-ordination Department must conduct its own evaluation, the responsibility for assessing the effectiveness of the employee training programmes should be held by a Department of Evaluation and Measurement, which would set up a strategy for evaluating the employee training programmes, and utilize the achievement test results from the Training Co-ordination Department.

12.4.6 Follow-up

Since follow-up would benefit PAAET as well as the trainees' departments, cooperation between them must be started to facilitate the follow-up procedure. It seems that the first step in this direction is that PAAET must establish close communication with authorities in the Public Sector.

None of the procedures suggested above has previously existed in PAAET, and it is believed that such procedures will give positive results, but the important issue here is the quality of implementation. The more effectively the suggested procedures are implemented, the more the obstacles will be decreased, and the effectiveness of the employee training programmes will be enhanced.

12.5 Suggestions for Further Research

It is suggested that the following future investigations be undertaken:

1. A survey study to provide more detailed data related to the labour force at the state level, to be utilized in the Human Resource Development field.

2. Investigations to establish the basis for assessing the training needs in the Public Sector, perhaps related to the Government's Five Year Plans.

3. A comprehensive study aiming to establish objectives and policies for PAAET's employee training activities, which should take into consideration the general aims of the PAAET as well as PAAET's responsibilities regarding the employee training for the Public Sector.

4. A comparative study, between PAAET's employee training activities, and those run be other similar establishments, in the Arab world or elsewhere.

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Appendix: A

Law No. 63/1982

Law No. 63/1982

This Law concerns the establishment of the Public Authority of Applied Education and Training, approved by the National Assembly as follows:

First Article

A Public Authority is to be established under the name "The Public Authority for Applied Education and Training" to be supervised by the Minister of Education.

Second Article

The purpose is to make available a native labour force to make up for the shortage in the native skilled labour force and to meet with the requirements of the development of the country. The Authority is to consist of the Applied Education and Training Sectors.

Third Article

The Board of the Authority is to be supervised by the Minister of Education and have the following membership:

1. Director General of the Authority-Vice President.

2. Undersecretary of State for Planning.

3. Undersecretary of State for Education.

4. Undersecretary of State for Labour & Social Affairs.

5. Deputy Chairman of Civil Service Commission.

6. Secretary General of Kuwait University.

7. A representative of each ffom:

1. Chamber of Commerce & Industry.

2. General Federation of Kuwait Labourers (work

   ers).

3. Petroleum Sector (nominated by the Minis

   ter of Petroleum.

4. Two highly qualified Kuwaitis appointed by the

   Cabinet for a four year period.

Fourth Article

The Board of Directors is the supreme authority super-
vising the applied education and training in the country and
is entitled in particular, to:

1. Draw up plans and programmes pertaining to applied
education and training and the follow-up thereof.

2. Propose draft laws and decrees relating to competence
thereof.

3. Establish or discontinue or combine applied education
institutes and centres of training.

4. Work out admission requirements for these institutes and
centres, and the system and courses of study therein, peri-
ods, degrees and qualifications awarded together with au-
thenticating final results.

5. Give allowances to trainees and students in these insti-
tutes and centres and provide the conditions to be fulfilled
to get these allowances.

6. Draw up administrative and financial regulations, the
rules for promotion and appointment, and salary scales

provided that articles 5 and 38 of the Civil Service law be taken into account.

7. Approve the budget and closing account before submitting it to the competent authorities.

8. Spread applied education and training including in-service training.

9. Devise a system for scholarships and study leave for the staff, students and trainees in the centres and institutes.

Fifth Article

The Board of Directors is to convene on the invitation of its President. It should convene once every three months at least. The meeting is not to be valid unless attended by the majority of members.

Sixth Article

The task of the Authority is to be managed by the Director General.

He is to be responsible for carrying out decisions and policies drawn up by the Board of Directors. During the absence of the Director General, the Chairman or the President is to take care of the management.

Seventh Article

The Authority should have a budget annexed to the public budget of the State. The fiscal year is to start from the first of July each year and to end on the

thirtieth of June next year.

The first fiscal year is to be exempted. It is to start from where the date of this law is in operation, and end on the thirtieth of June next fiscal year.

Eighth Article

The Board of Directors is to submit annually a detailed report on the activities of the Authority and the Institutes and Centres, students and trainees therein.

Ninth Article

Vocational and technical education administration and institutes and centres thereof are to be affiliated to the authority as well as the central administration for training of the Ministry of Labour and Social Affairs and the training centres and Institutes thereof. The Cabinet is to draw up rules and procedures of transfer as referred to.

Tenth Article

Any rule that is not in conformity with the law of the State is to be treated as cancelled.

Eleventh Article

Laws and regulations in force relating to applied education and training at the time when this law is issued, are to be adhered to until superseded.

Twelfth Article

The Prime Minister and Ministers are to implement these laws, which will be come into force from the time of publication in the official gazette.

Appendix   B

Trainees' Questionnaire

(Pilot Study)

Dear Employee

Attached is a questionnaire which deals with a number of points related to the employee training programmes you attended in the Public Authority for Applied Education and Training. This questionnaire is designed to evaluate the PAAET's present employee training programmes and to anticipate the training needs for future activities.

This questionnaire is part of my Ph.D. Thesis to be submitted to the Adult Education Department, Hull University, Hull,U.K.

Please answer all questions as truthfully as possible so as to achieve their purposes. Your copy will be collected in a week's time. I assure you that the confidentiality of your answers will be respected. However, the grouped results of this questionnaire will be employed and published in an academic doctoral thesis.

Most questions can be answered with a tick ( ) in the appropriate box. If you wish to make additional comments, please use the space below each question or that at the end of the questionnaire. If you have any queries on the administration of the survey, please contact me on Tel: 5330682 or 2448072.

Thank you for your co-operation.

Khaled, M. Al-Muraifea

- Name:

- Position:

- Qualification:

- Employment period since leaving school:

- Please give details of the course(s) you have been attend-

ing in the PAAET.

```
-----------------------------------------------------------------
: Year     :                   Course Title                    :
-----------------------------------------------------------------
:          :                                                   :
:          :                                                   :
:          :                                                   :
:          :                                                   :
:          :                                                   :
-----------------------------------------------------------------
```

Part One

Current Employee Courses

1.   What do you consider to the be most necessary elements
in a successful employee training ? (Please number the follow-
ing elements in order of importance).

[ ]   incentives   [ ]   course description
[ ]   timing   [ ]   location
[ ]   methods of training   [ ]   lecturers and trainers

2.   Based on the previous question, what is the elements are
defective or backing in the PAAET courses ?   (Please number
the following elements in order of importance).

[ ]   incentives   [ ]   course description
[ ]   timing   [ ]   location
[ ]   methods of training   [ ]   lecturers and trainers

3.   With regard to the PAAET course you attended, is their
any relevence between the course subjects and your field
work ?

[ ] Yes   [ ] No   [ ] To some extent

4. If your answer to the previous question is (No), please indicate the reasons from the following elements. (If there is more than one reason, please number them in order of importance).

[ ] Lack of training needs assessment.
[ ] The course was too theoretical.
[ ] The nature of my field work was not clear to the lecturers and trainers.
[ ] The course was held outside my field work.
[ ] Others:

5. Do you think that the Lecturers and Trainers are capable in presenting the subjects ?

[ ] Yes   [ ] No   [ ] To some extent

6. If your answer to the previous question is (No), please indicate the reasons from the following elements. (If there is more than one reason, please number them in order of importance).

[ ] Lack of knowledge of their training subject.
[ ] Lack of skills in practical work.
[ ] Poor class-control and displine over trainees.
[ ] Poor use of training methods.
[ ] Others:

7. What methods of training were applied in the PAAET courses you attended ? (Tick from below).

[ ] Lectures   [ ] Workshops   [ ] Open discussion
[ ] Case study   [ ] Computer   [ ] Self-instruction
[ ] Role play   [ ] Demonstration Lessons

8. Based on the previous question, do you think the method \ methods that were applied contributed to meet the course objectives ?

[ ] Yes   [ ] No   [ ] To some extent

9. If your answer to the previous question is (No), please indicate the reasons in order of importance.

[ ] The methods were unsuitable for the course subject
[ ] The course lacked equipment
[ ] Unsuitable implementation of the methods
[ ] The course lacked materials

10.   How were participants evaluated in the   course   you
attended ? (Please tick from below)

[ ] By written exam at the end of the course
[ ] By practical test
[ ] By oral test
[ ] An essay or project report at the end of the course
[ ] By no formal evaluation, just course attendance
[ ] Others:

11.   Do you think that this method is suitable ?

[ ] Yes   [ ] No   [ ] To some extent

12.   If your answer is (No), please indicate the reasons.

A.
B.
C.

13.   Was there any follow-up after the course ?

[ ] Yes   [ ] No

14.   If (yes) was the follow-up made by:

[ ] The department concerned
[ ] The body which organised the course

15. After the course did you utilize the knowldge, skills or
methods that you learnt from course in your work ?

[ ] Yes   [ ] No   [ ] To some extent

16.   If your answer is (No), what were the reason ?   (Please
tick from below).

[ ] There was no support from my job administration
[ ] There was inadequate equipment \ facilities
[ ] I did not learn anything relevant or useful to my work
[ ] I had no motivation
[ ] Others:

17. In your view do you think that the course objectives was
clear for the participants ?   .

[ ] Yes   [ ] No   [ ] To some extent

18. If (No), please indicate the reasons in order of importance.

[ ] Lack of assessing the training needs
[ ] The lecturers and trainers did not make the objectives clear to the participants
[ ] The objectives were not clear through the course description
[ ] Others:

19. Have you attended any employee training course(s) other than PAAET courses ?

[ ] Yes   [ ] No

20. If (yes), which course did you prefer ?

[ ] PAAET courses   [ ] Other courses

21. If your answer "other courses" would you give the reasons ? (please tick from below)

[ ] Because I can obtain more knowledge and skills in a shorter time
[ ] Better incentives and rewards
[ ] I can get new methods and ideas related to my field work
[ ] Others:

22. In your view do you think the course(s) achieve their objectives ?

[ ] Yes   [ ] No   [ ] To some extent

23. If (No) what were the reason ? (you may tick more than one reason)

[ ] The objectives were not made clear to trainees
[ ] There were too many participants on the course
[ ] The course was too theoretical
[ ] The course location is not suitable for trainees
[ ] The course timing is not suitable for trainees
[ ] The course was not well organised
[ ] The course lacked equipment and other aids
[ ] The knowledge and ideas were not up-to-date
[ ] The training methods was unsuitable
[ ] Others:

Part Two

Employee training in future

24. If you get a chance to attend training course in the future, who in your view should be responsible for arranging it ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] My own organisation
[ ] PAAET
[ ] Other training body in Kuwait
[ ] Other training body outside Kuwait
[ ] Others:

25. Where would you like the course location to be ? (please tick from below).

[ ] At my own job
[ ] At any other relevant local organisation
[ ] At PAAET
[ ] Outside Kuwait
[ ] Others:

26. When would you like the course to be ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] During my vacation
[ ] During working hours
[ ] Evening classes
[ ] In early January
[ ] In early October
[ ] Others:

27. What duration would you like such course ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] Less than 1 week
[ ] One week
[ ] 1 week to less than one month
[ ] 1 month to 3 months
[ ] more than 3 months
[ ] Others:

28. In your view, what trainee selection criteria should be adopted by PAAET employee training programmes ? (Please tick box or boxes that apply to you)

[ ] Trainee's needs
[ ] The organisation's needs
[ ] Trainee's desire to attend
[ ] Others:

29. In your view, who should responsible for trainee selection in PAAET courses ?

[ ] The trainee's organisation
[ ] PAAET
[ ] To be arranged between the two organisations
[ ] Others:

30. In your view how should the PAAET employee courses be advertised ? (Please tick box or boxes that apply to you).

[ ] Through own organisation's internal circular
[ ] Through PAAET publications
[ ] Through the mass media
[ ] Others:

31. What method or teaching style do you think would be best for the PAAET courses ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] Lectures   [ ] Self-instruction
[ ] Case study   [ ] Demonstration lessons
[ ] Workshops   [ ] Role Play
[ ] Open discussion   [ ] Others:

32. How do you think attendance at a course should be evaluated ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] By written exam at the end of the course
[ ] By practical test
[ ] By oral test
[ ] An essay or report at end of the course
[ ] By no formal evaluation, just course attendance
[ ] Others:

33. In your opinion, should there be any financial rewards for attending a courses ?

[ ] Yes   [ ] No   [ ] Undecided

34. If (yes) please suggest suitable financial rewards for the following lengths of course.

[ ] Less than one month
[ ] 1 to 3 months
[ ] More than 3 months

35. If you would like to attend another PAAET employee course, for what reasons would you like to attend such a course ? (If you tick more than one box, please put 1, 2, and 3 to indicate your 1st, 2nd, and 3rd choice).

[ ] To enhance self-esteem
[ ] To enable me to take up different duties
[ ] To up-date my knowledge related to my work
[ ] To improve my skills
[ ] To meet people of similar interest from different organisations
[ ] To have a break from work
[ ] Others:

36. Please write down all your suggestions with respect to the questionnaire and any improvements you consider appropriate.

Thank you for completing this questionnaire.

Appendix C

Trainees' Questionnaire

.

Dear Employee

Attached is a questionnaire which deals with a number of points related to the employee training programmes you attended in the Public Authority for Applied Education and Training. This questionnaire is designed to evaluate the PAAET's present employee training programmes and to anticipate the training needs for future activities.

This questionnaire is part of my Ph.D. Thesis to be submitted to the Adult Education Department, Hull University, Hull,U.K.

Please answer all questions as truthfully as possible so as to achieve their purposes. Your copy will be collected in a week's time. I assure you that the confidentiality of your answers will be respected. However, the grouped results of this questionnaire will be employed and published in an academic doctoral thesis.

Most questions can be answered with a tick ( ) in the appropriate box. If you wish to make additional comments, please use the space below each question or that at the end of the questionnaire. If you have any queries on the administration of the survey, please contact me on Tel: 5330682 or 2448072.

· Thank you for your co-operation.

Khaled, M. Al-Muraifea

- Nature of Work:

- Last Qualification:
[ ] Less than High school   [ ] High school
[ ] Bachelor degree   [ ] Higher degree

- Employment period since leaving school:
[ ] 1 to 5 years   [ ] 6 to 10 years
[ ] More than 10 years

- Please give details of the course(s) you have been attending in the PAAET.

Year	Course Title

Part One

Current Employee Courses

1. How did you become involved with PAAET courses ? (Please tick from below).

[ ] By my own choice
[ ] By my Department's choice
[ ] Others:

2. Before the beginning of the course were you informed about the objectives of the course ?

[ ] Yes   [ ] No   [ ] Undecided

3. If your answer for question (2) is yes, were the objectives clear enough for you ?

[ ] Yes   [ ] No   [ ] Undecided

4. While you attended the course, were its objectives made clear ?

[ ] Yes   [ ] No   [ ] Undecided

5.   Referring to question No 4 (Please tick from below).

- The objectives were not clear in the course content.

[ ] Agree   [ ] Disagree   [ ] Undecided

- The trainers did not make the objectives clear to the participants.

[ ] Agree   [ ] Disagree   [ ] Undecided

- The perceived objectives were different from those arrived at after the course.

[ ] Agree   [ ] Disagree   [ ] Undecided

6.   Do you agree, that the course subject is relevant to your actual training needs ?

[ ] Yes   [ ] No   [ ] Undecided

7.   In your opinion, do you consider that the course subject fulfills your priority training needs ?

[ ] Yes   [ ] No   [ ] Undecided

8.   In your opinion, which of these elements affect the Lecturer's and the Trainer's effectiveness in PAAET's courses ?

[ ]   Knowledge of the course content
[ ]   Skills in practical aspects of training
[ ]   Class-control and discipline over trainees
[ ]   The training methods used
[ ]   Interaction with the class
[ ]   Others:

9.   What methods of training were applied in PAAET courses you attended ? (Please tick from below).

[ ]   Lectures   [ ]   Workshps   [ ]   Open discussion
[ ]   Case studies   [ ]   Computer   [ ]   Self-instruction
[ ]   Role play   [ ]   Demonstration lesson
[ ]   Others:

10. In your opinion, which of these elements decrease the effectiveness of the above mentioned methods ? (Please tick from below).

[ ]   The methods are unsuitable for the course contents
[ ]   Lack of equipment
[ ]   Lack of materials
[ ]   Unsuitable implementation of the training methods
[ ]   Others:

11. Was there any ahievement assessment for the course you attended ?

[ ] Yes   [ ] No   [ ] Don't know

12. If your answer for question (11) is yes, in what of the following forms was the assessment made ? (Please tick from below).

[ ]   By written exam
[ ]   By practical test
[ ]   By oral test
[ ]   An essay or project report
[ ]   By attending the course
[ ]   Others:

13. After the course, did you utilize the acquired knowledge or skills in your work ?

[ ] Yes   [ ] No   [ ] No answer

14. If your answer for question (16) is No, what was the reason ? (Please tick from below).

[ ] No support from my department
[ ] Inadequate equipment and facilities
[ ] I had no motivation
Others:

15. Was there any follow-up after the course ?

[ ] Yes   [ ] No   [ ] Don't know

16. If your answer for question (15) is yes, was the follow-up made by:

[ ] Your department   [ ] PAAET   [ ] Don't know

Part Two

Employee training in future

17. Do you agree that PAAET courses are important enough
to spend time on them ?

[ ] Yes   [ ] No   [ ] Don't Know

18. Have you attended any employee course(s) other than PAAET
courses ?

[ ] Yes   [ ] No

19. If your answer for question (18) is yes, which course
(in general terms) did you prefer ?

[ ] PAAET courses   [ ] Other courses

20. Where would you like the course location to be ? (Please
tick from below).

[ ] At my own job
[ ] At any other relevant local organisation
[ ] At PAAET
[ ] Outside Kuwait
[ ] Others:

21. When would you like the course to take place ? (Please
tick from below).

[ ] During my vacation
[ ] During working hours
[ ] Evening classes
[ ] Others:

22. What duration would you consider as optimal for PAAET
courses ? (Please tick from below).

[ ] Less than 1 week
[ ] One week only
[ ] 1 week to 1 month
[ ] One month only
[ ] 1 to 3 months
[ ] More than three months
[ ] Others:

23. In your view, what trainee selection criteria should-
be adopted by PAAET employee courses ? (Please tick from
below

[ ]   Trainee needs
[ ]   The organisation's needs
[ ]   Trainee's desire to attend
[ ]   Others:

24. In your view, who should be responsible for trainee
selection in PAAET courses ?

[ ]   The trainee's organisation
[ ]   PAAET
[ ]   To be arranged betwwen them
[ ]   Others:

25. In your view, how should PAAET employee courses be publi-
cized ? (Please tick from below).

[ ]   Through the internal circular
[ ]   Through PAAET's publications
[ ]   Through the mass media
[ ]   Others:

26. What training method(s) would you prefer to be adopted
in furure ? (Please tick from below).

[ ]   Lectures and lessons   [ ]   Self-instruction
[ ]   Case study   [ ]   Computer
[ ]   Workshops   [ ]   Role play
[ ]   Open discussion   [ ]   Others:

27. How do you think attendance at course should be evaluat-
ed ? (Please tick from below).

[ ]   By written exam
[ ]   By practical test
[ ]   By oral test
[ ]   An essay or project report
[ ]   Others:

28. If you get a chance to attend an employee course in fu-
ture, who would you prefer to organise it ? (Please tick
from below).
[ ]   My own organisation
[ ]   Other training body in Kuwait
[ ]   PAAET
[ ]   Other training body outside Kuwait
[ ]   Others:

29. If you would like to attend another PAAET employee course in future, for what reasons would you like to attend such course ? (Please tick from below).

[ ] To enhance self-esteem
[ ] To enable me to take up different duties
[ ] To up-date my knowledge related to my work
[ ] To improve my skills
[ ] To meet people of similar interests from different organisations
[ ] To have a break from work
[ ] Others:

Please write down all your suggestions with respect to the questionnaire and any improvements you consider appropriate.

Thank you for completing this questionnaire

Khaled Al-Muraifea

Appendix D

List of Interviewees

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First: The Directors.

- Mr. M. Al-meshal
- Director of Training Co-ordination Department.

- Dr. Y. Al-refai
- Director of Administrative Development Bureau.

- Mr. F. Al-meharib
- Director of Instructional Technology Centre.

- Mr. M. Al-saleh
- Director of Computer Centre.

- Mr. M. Al-othman
- Director of Public Service Department.

- Dr. A. Bou-zobar
- Director of Vocational Development Centre.

Second: The Academic Staff.

- Dr. K. Soliman
- General Director Advisor for Training Affairs.

- Dr. A. Al-Otaibi
- Member of staff in College of Business Studies, PAAET.

- Dr. A. Bodair
- Member of staff in College of Business Studies, PAAET.

- Dr. K. Omran
- Member of staff in College of Business Studies, PAAET.

- Dr. A. Al-Arabi
- From Kuwait University.

- Mr. M. Al-Abkal
- From Instructional Technology Centre, PAAET.

Third; The Training Co-ordination Department Staff

- Mr. M. Al-Jabiri
- Head of the Planning Division.

- Mrs. H. Alkadi
- Head of the Supervising Division.

- Mr. A. Zaki
- Staff member.

- Mr. F. Sharkawi
- Staff member.

- Mr. A. Faik
- Staff member.

- Mr. E. Ali
- Staff member.

- Mr. M. Rafi
- Staff member.

- Mr. M. Khan
- Staff member.

- Mr. A. Al-Awadi
- Staff member.

- Miss. R. Farahat
- Staff member.

- Miss. H. Al-Tamar
- Staff member.