

THE IMPACT OF TRAINING ON THE PERFORMANCE OF HUMAN RESOURCES IN THE DEPARTMENT OF EDUCATION AND KNOWLEDGE IN THE EMIRATE OF ABU DHABI

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ABSTRACT

The primary purpose of this study is to identify and evaluate ways of training and their impacts on the performance level of human resources. For this purpose, the Abu Dhabi Department of Education and Knowledge has been selected for extracting information from. This study has been divided into separate vital sectors that are effective in elaborating the impacts of training on human resources. First, after a brief introduction and main aim deliberation, this study developed the literature review section. Sections included in the literature review are social resource development with the help of vocational training, the importance of learning on H.R.M., the importance of e-HR implementation in departments, application of strategic methods and others. The last part of this entire study consists of evidence regarding practices that existed in the same file. This section has identified ways that are relevant and significant in developing the performance effectiveness of human resources operations in the Abu Dhabi Department of Education and Knowledge.

KEYWORDS: HRM, E-HRM, Modern learning, vocational, HRD, Training.

I. INTRODUCTION

The United Arab Emirate's Ministry of Education has formed Education 2020 policy. It is a series of five-year strategies, developed to bring significant qualitative enhancement in the education and learning system (government.ae, 2019). This is mainly focused on the way students receive their education and teachers teach. Role of human resources in implementing the policy and five-years strategy is essential. Modern learning programmes, new teaching codes, certifying and examination systems along with curriculum amendment, involving teaching math, science in English, are all part of the core policy (government.ae, 2019). A central area of focus has been to modify K-12 drivers, to make sure that students are entirely prepared to go to universities across the globe and prosper in the international marketplace.

Since the year 2008, the United Arab Emirate has engaged in various global tests to evaluate and benchmark the activity levels of its education policy. These evaluations incorporate P.I.S.A. ("Programme for Global Student Valuation"), T.I.M.S.S. ("Trends in Global Mathematics and Science Education") and P.I.R.I.L.S. ("Progress in Global Understanding Literacy Education") (government.ae, 2019). Abu Dhabi Department of Education and

Knowledge was formed in 2005 with the target of developing education system and educational institutions in Emirate of Abu Dhabi and apply innovative plans, policies and educational programs to support the staff and students as per the national standards (zawya.com, 2019). This study will discuss the impact of training on H.R. involved in Department of Education and Knowledge with supportive facts.

II. LITERATURE REVIEW

H.R. development through vocational education in U.A.E.

For any training and knowledge development programme, choices required to be taken regarding the effective mix of learning and capability, and even employee behaviours, values and understanding. This must be imparted to contribute to desired financial and social results. Through vocational education training, skills need changes and employees require implementing and adhering to new capabilities at the time of their working period to make sure occupational mobility (Al Hammadi and Mohiuddin, 2017). Obligatory training, thus, is where employees must master base skills and increase the normal urge and capability to involve in learning over an overall lifetime.



Figure 1: Training components

(Source: Alnaqbi, 2016)

On the other hand, outside necessary training, an efficient process to make sure that young employees are well-organised to enter the labour market is to apply the workplace as a stage of knowledge gaining. It is precisely for vocational training and skill development, however, for more strategic and systematic academically based university operations. For professional training and development programmes to achieve success, a collective system requires to be applied, which will focus on developing their relevance (Al Hammadi and Mohiuddin, 2017). This collective process should be channelized to reaches out students as well as families to eliminate the stigma and increase the organisational reputation of vocational trails. Therefore, it could be said that for human resources, workplace training consists of a varied set of operations ranging from short times permitting the trainee to notice a workplace, to organised, long-term practices leading to a qualification.

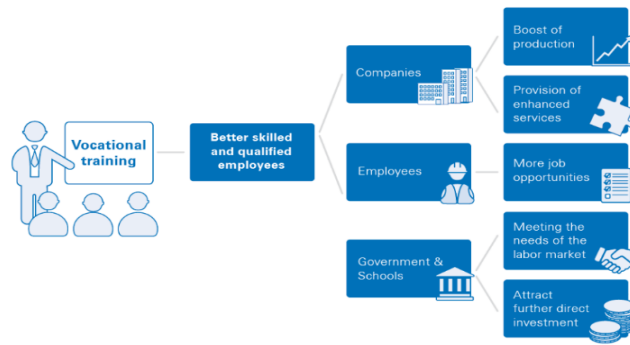


Figure 2: Vocational training benefits

(Source: Alnaqbi, 2016)

The implication of strategic methods to education and capabilities

The government of U.A.E. has developed a national policy for technological and vocational training and education, named as T.V.E.T. retaining to motivate professional training amid the employees (Al Hammadi and Mohiuddin, 2017). This outline and concentrated on increasing employees' capabilities and knowledge while encouraging them to pursue higher workplace training. This policy strives for improving the quality of training for imparting skill development values and makes sure the availability of education to all who search for it. The system also targets for increasing effective working force through planning outlined as "Vision 2020". Primary purposes here is to train the capable working force in the human resources for supporting them with later sector-based training. With a target to examine the operation of capability development and diversify the economy, the Abu Dhabi Executive Council developed Abu Dhabi Centre for Technical and Vocational Education and Training (A.C.T.V.E.T.) in 2010 (Al Hammadi and Mohiuddin, 2017).

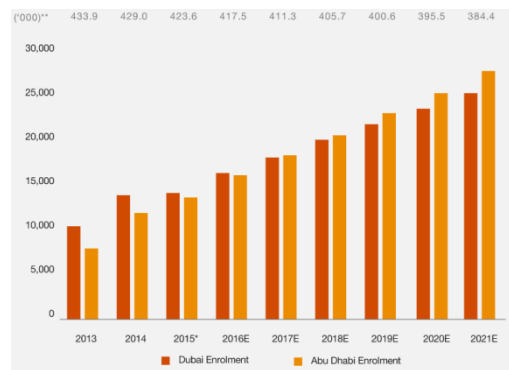


Figure 3: Enrolment calculations

(Source: Al-Qirimet al.,2018)

Therefore, it could be said that capability development competencies with (13.716) that assist in providing its impact on career development around a course of time is underlined. However, the newly appointed workers in the Department of Education and Knowledge could be offered with training associated with individual career objectives (Kitana and Karam, 2019). Thus, the improvement of their own goal is utterly significant to make sure that employees' performance. Although the estimated level of capability and skills among the employees

need by the operation-based sector is lacking. The developing economic industries and others require a working force, which is utterly qualified. A point of importance has been noticed about the vocational training and development procedures that outline this type of training lacks mentioning the dynamics of such departments (Kitana and Karam, 2019). To manage the demands of the nation’s sector, this is imperative to offer efficient vocational training to human resource workforce for attaining future development.

Influence of training on worker performance in government Education Area

Structural characteristics, which influence employee learning, involve the formation of the professional improvement operations, collaborative engagement and the time of the services. For various human resource employees, professional development has been a responsibility, which generally includes a one day in work training or project involvement with few or no expectation of what the worker must do with the data or how the worker must communicate the data with others. According to Aldhaeri (2017), compared with operations of short-time, the services of long-time have more functional areas include concentration, more chances for active knowledge generation and more consistency with employees' other needs. It is more strengthened by Singh (2019), that long-term professional training has offered benefits for in-depth improvement and discussion of the requirements, weaknesses, operational needs, understanding of organisational structure and aims. Various researchers have identified that operations, which develop over time, are more likely to permit employees more time to invest in innovative services in the working place and achieve feedback on their working process. About the forms of specialised and performance development, Department of Education and Knowledge involved in its examination various choices: workshops, training sessions, skill development programs, in-field observations and others.

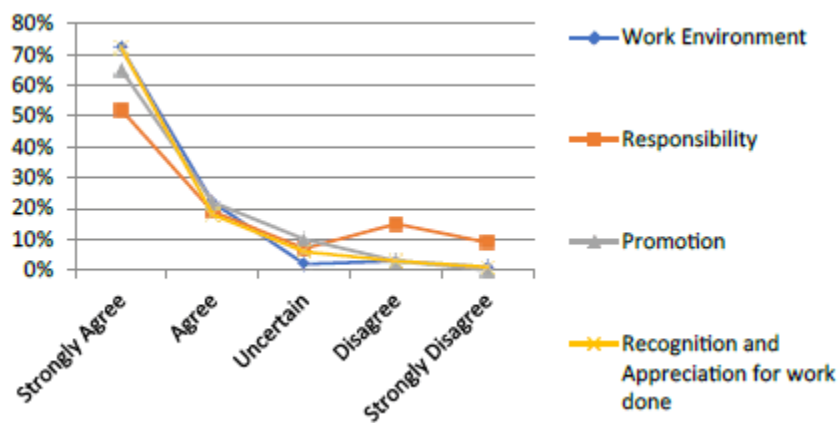


Figure 4: Employee job enrichment and employee performance level

(Source: Jawabri, 2017)

A Study of the Influence of Knowledge Management on H.R. Performance

According to Razack and Upadhyay (2017), there are three core levels of knowledge management, outlined as informational, technological and cultural. In the first level, management, rather than concerning knowledge management as a method for knowledge storage and revival, concentrate on its meaning to track maintenance and its transfer process. The second-dimension outlines, management connect knowledge management with

existing technologies. Such technologies develop the foundation of department technology consisting of information, web, learning tools, performance parameters, training of instructional staff, decision-making and others. Recognised technological abilities include I.T. set-up, integrating databases, interoperability of current schemes, e-mail and others (Razack and Upadhyay, 2017). The last level underlines researchers have recognised knowledge and learning, training, communications as factors of knowledge management. The artistic abilities knew to incorporate teamwork and learning sharing.

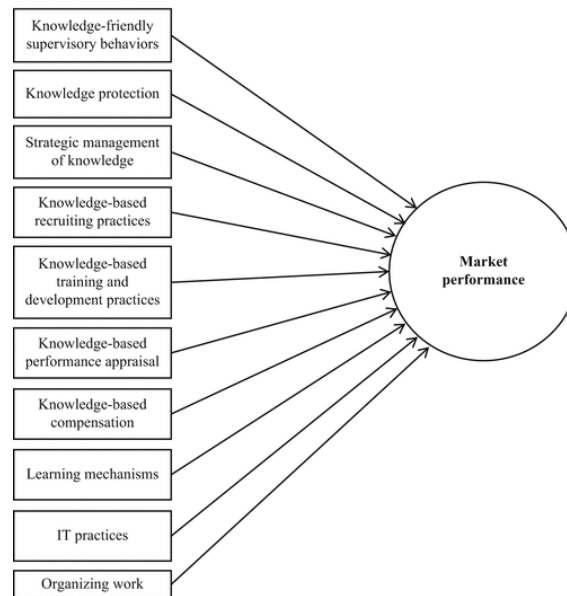


Figure 5: Influence of knowledge management and training

(Source: Hussein et al., 2016)

As per the investigations of Al Mehrzi and Singh (2016), devoid of a proper collective culture based on trust knowledge management policies could not be effectively applied. If the Department of Education and Knowledge does not ease sharing and channelization of knowledge, then the knowledge management policies will confront difficulties. Departments, which managed and shared intellectual capital, resulted in effective organisational development. Therefore, it could be said that the Department of Education and Knowledge must concentrate majorly in Knowledge structures and achieve an innovative, competitive advantage. Various instances provide that adaptation of Knowledge Management makes creation and storage of H.R. capabilities. This system considers learning and training as critical systematic objectives. This incorporates training on resource-oriented theory in the development of H.R. practices. Additionally, the scholarship supports both models of H.R.D., specifically performance (Al Mehrzi and Singh, 2016).

The current scenario evaluated the influence of learning on human resource performance and its parts. The results outlined that learning majorly impacted on capability. About capability, this is suggested that the Department of Education and Knowledge put importance on succession culture and employee empowerment with sustaining seminars, workshops, communicating employees to business-based regenerations, control, role plays and others. In case of incentives, this is suggested that Department of Education and Knowledge could offer effective supports and involvement for innovative workers and those who continuously search learning and let them engage in core decision-making procedure (Yang et al., 2019). The results also outline that Knowledge

Management impacts on functional clarity. This is, therefore, outlined that the Department of Education and Knowledge acquaint workers with their responsibilities, collective expectations, department objectives and policies and criteria for performance development.

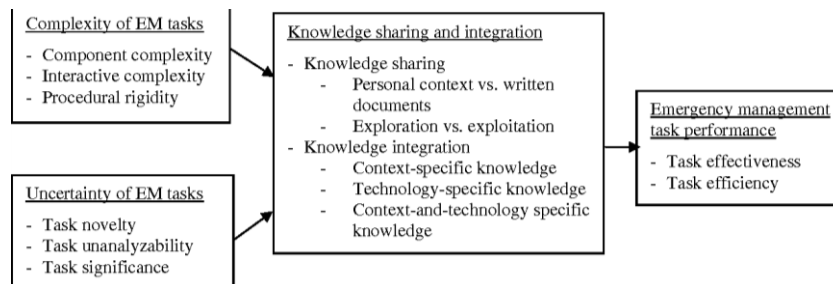


Figure 6: Overall purpose of knowledge sharing

(Source: Hussein et al., 2016)

The inferences of applying E-HRM in Abu Dhabi Department of Education and Knowledge

To cope up with the fast developments and manage the challenging nature of the working environment, there is a need for H.R. to go with the flow of times and implement E-HRM. It has become necessary to underline the difficulties in the data-based economy. Implementing E-HRM tools, which include the application of internet could develop and improvise, educational departments hugely (Alameri, 2018). The processes are taken to increase and modify the Abu Dhabi Department of Education and Knowledge stem from developments in the context of methods and ways of controlling global over the last two decades. Additionally, there have been developments in the context of the working style of the sections, along with the application of awards and recognition policies, perks, and so on. This is placing Abu Dhabi Department of Education and Knowledge on par through other global monitoring.

Till today, this is widely understood that there are few evaluations on E-HRM and human resources in the U.A.E., more precisely the Abu Dhabi Department of Education and Knowledge. More effective researches required to be done, and it could help in managing the profits of applying a computer-oriented system. Such studies could assist the Abu Dhabi Department of Education and Knowledge in understanding whether human resource workers' performance could be developed and allocated into more systematic roles (Alameri, 2018). To be precise, though the core achievements of E-HRM are a development of quality and rapidity, the present controlling procedures in the form of official machinery seem to be rather ineffective and conditional on majorly paper-based methods. It has been seen that developing challenges for the Federal Government to increase, control and attain success in the quality services in the government-industry in line with the United Arab Emirates 2030 vision.



Figure7: Automatic E-HRM in process

(Source: Alameri, 2018)

The basic human resource operations in the Abu Dhabi Department of Education and Knowledge exhibit struggle to the increment of innovative and modified policies, and there seems a lack of understanding of the effectiveness of implementing E-HRM. There is also insufficient employee training for E-HRM. These factors underline the necessity for an efficient human resource method applying E-HRM.

Model Existing

The Importance of Training and its Impact on the Performance of Employees in the Education Sectors of Abu Dhabi

The developing value of this area as an outcome of the requirement for training and the need for involving with the nature of the financial, environmental and technical changes demand that this must be applied beneficially. On the other hand, the development of competitive mass promotional activities in this department and management calls for grave controlling. There is a statistically significant connection between training and identifying the objectives of training policies in the educational industry in Adu Dhabi (El Afi, 2019). In which this structure operates to clarify objectives with the help of H.R. and training policies. This also assists in analysing, processing and goals to underline the quality of training methods. On the other hand, this assists in attaining employee training needs and the application of equipment (technical) is accounted for proper in the context of the aims, which have been increased and priory identified for educational training needs. However, this does not work on evaluating objectives with the help of training policies and H.R.

There is a methodologically important correlation between training and H.R.M. productivity could be seen. If the practice does not concentrate effectively in the quality of works and does not offer proper instructions to the workers, its impact is invalidated. If this does not underline the difficulties created by financial problems in the nation currently, it shows a lack of relevancy with the rules and processes, and its impact is decreased to the point of nothing (El Afi, 2019). In addition to this, it collects the ignorance of the developments and inefficiencies of educational operations, common inconveniences that try to force others to adopt in the same situation. For the individual event, the educational sector's is working with aids to help the workers in the development of their performance level and improvement of capabilities with the help of a series of modern and innovative processes.

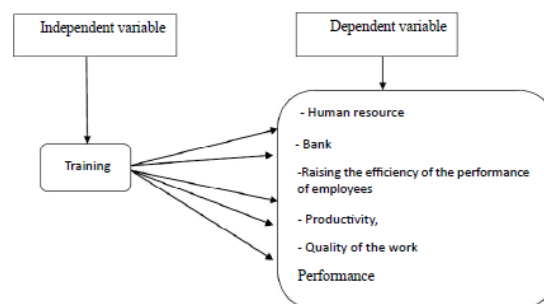


Figure 8: The Importance of Training and its Impact on the Performance of Employees

(Source: El Afi, 2019)

Development of H.R.M.

Human resources management, being governmental in some of its roots, is moving to the playing a practical and systematic responsibility in the departments' performance, ensuring a systematic collaboration as well as making retained competitive development. The current method to human resources and operations underlines that line and human resource leaders must concentrate on both routine long-term goals along with short-term functional aims. Adequate human resources thus need the connection and co-operation of human resource professionals. Line managers' roles and other workers involving to current along with long-term policies, operating the effective interests of the institute and community are also valuable.

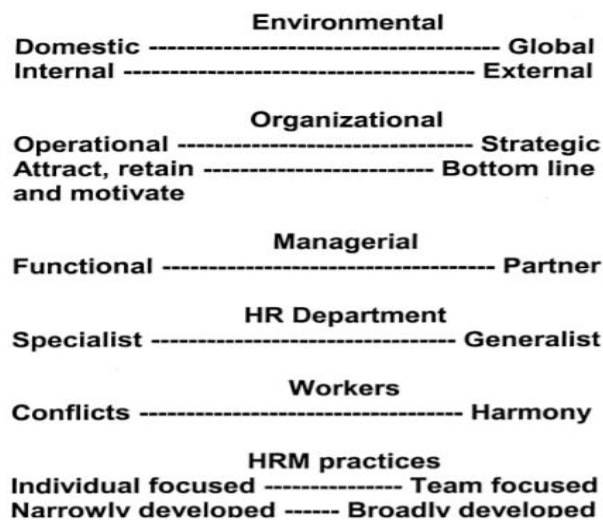


Figure 9: The Development of Human resources

(Source: Waxin and Bateman, 2016)

Human resources could be implemented in the policy formation procedure with the help of structural arrangement, involvement, engagement and review. Policy formation as per to the Waxin and Bateman (2016), must involve an evaluation of systematic alternatives from an H.R. viewpoint. It should be placed in comparison to institutional challenges and strengths as well as weaknesses in two areas. These are feasibility and desirability. A systematic alternative is viable, if the company operations or could achieve the required capabilities. The cost involved in organising these capabilities is in the budget. This must be accounted that feasibility does not apply desirability. The second area depends on various institutional and human resources stakeholders. Budhwaret al. (2018) have identified that three core stakeholder teams, which have a direct impact on the human resources performance consisting the primary market, services and institutional stakeholders in which their interests might vary depending on cultural, systematic and other contexts.

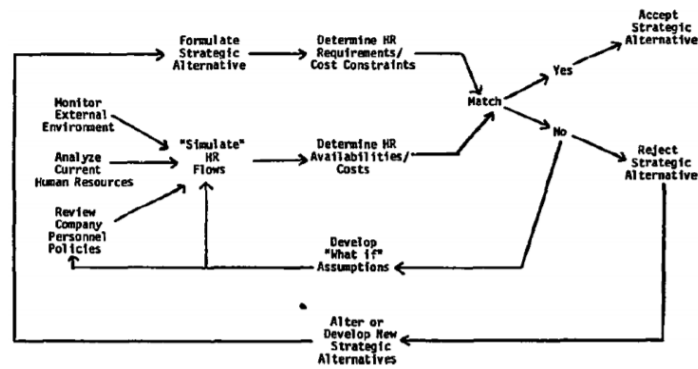


Figure 10: Process method for identifying H.R.M. needs

(Source: Budhwaret al., 2018)

Therefore, it could be said that for efficient value creation, the human resource leaders require to have systematic and individual management capabilities along with institutional insight. The functional understanding, human resource policy, learning and abilities are also included. Human resources performance development capabilities could be attained through training, appointing workers with needed skills and increasing analytical skills to modify human resource into the important corporate systematic tool.

Human Resource strategies and training evaluation from other sectors

According to Al Kaabi and Sultan (2016), training of workers involves specific steps like the development of attitude and behaviours, leadership, workplace ethics and ultimately skills and understanding. Responsibility of the institution in human resource and policies developed by them is essential for modified companies. The main concentration of human resource department while ensuring human resource policies must be on making the culture at the corporate level to ensure individual performance development. The management has poor involvement in terms of rewarding workers to improve their encouragement. Increasing capabilities and effective behaviours in workers could help in understanding their respective job roles more specifically.

On the other hand, the human resource department should make sure that all the resources are always present to the employees. Additionally, the training process should include some essential and necessary steps. The flow of employees includes transfer needs, training, promotional activities and others. The flow of operations that is working process designing training and flow of data, that incorporates managing internal communication, internal and external information transfer to the employees and others. All these processes equally represent a systematic framework of human resource training and management program in any institution, including the educational sectors of Adu Dhabi.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	9.5	9.5	9.5
Agree	19	45.2	45.2	54.8
Neutral	9	21.4	21.4	76.2
Disagree	9	21.4	21.4	97.6
Strongly Disagree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Figure 11: Employee responses on deliration of training

(Source: Alomariet al., 2017)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	11.9	11.9	11.9
Agree	18	42.9	42.9	54.8
Neutral	8	19.0	19.0	73.8
Disagree	10	23.8	23.8	97.6
Strongly Disagree	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Figure 12: Training programs are developed as required

(Source: Alomariet al., 2017)

III. CONCLUSION

From the above discussion regarding the training effects on the human resources in the Department of Education and Knowledge, it has been identified that various techniques have been applied to develop the efficiency level of this department. Effectiveness of E-HRM process has been acknowledged in this study. This process is a decisive step taken by the management to leverage the process implementation and eliminate paper-based errors. On the other hand, the importance of learning in the process of developing the performance of H.R.M. have been discussed in this study, which shows the significance of collective and individual learning process. Additionally, this study has outlined models and methods existed in H.R.M. training and how they contribute to the enhancement of entire department performance in Abu Dhabi Department of Education and Knowledge. Through there is some lack of current researches in this area, these facts are helpful for future investigations on how to develop organisational and H.R. productivity against the growing international trends.

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