The Effectiveness Level of a Training Program of the Jordan Library and Information Association and its Impact on the Development of Human Resources

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This study aimed to identify the level of effectiveness of training programs provided by the Jordan Library and Information Association, as well as to determine the impact of the effectiveness of training programs on human resource development in Jordan Library and Information Association. The study also identifies the impact of personal and job variables among the trainees (gender, age, educational qualification, job title, years of service, the path of the training program, place of training) on the effectiveness of training programs from the perspective of the trainees themselves. To achieve the goals, 120 copies of the questionnaire were distributed randomly to the trainees in the Jordan Library and Information Association. The restored copies were treated by appropriate statistical methods to test the study hypotheses in the light of using the descriptive-analytical survey method. The results have shown that there is a moderate medium level of effectiveness of training programs provided by Jordan Library and Information Association by its various dimensions (trainers, curricula of training programs, keeping pace with technological developments in training) from the perspective of the trainees. The study has informed the participants of the latest studies and research related to the subject of training programs. Subjecting the trainees to a test to pass the training program, and grant the training program certificate according to continuous merit development of training halls, facilities and equipment.

Key words: *Training Programs, Jordan Library & Information Association, Human Resources*

The Research Problem

The accelerated and rapid accumulation of knowledge nowadays imposed the organisation of knowledge resources which requires preparing and developing human resources to face resulted changes. Training is an activity that aimed to develop abilities, technical skills and communication of information to those benefit from Library at public universities. Henceforth, training is considered one of the most investments in Humans (Irhayyem , 2002).

The problem of the study lies in lack of knowledge about the level of the effectiveness of training programs at Jordan Library and Information Association and their impact on developing human resources. The problem of the study could be represented by the following question:

What is the level of the effectiveness of training programs at the Jordan Library and Information Association and their impact on developing human resources?

The Significance of the Study

The significance of this study emerges from what it contributes to both theoretical and scientific levels, presented as follows.

First: Theoretical Level

The importance of the study stems from the fact that it is looking at one of the important administrative topics, which is administrative training and human resource development. Also, the theoretical importance of this study lies in the theoretical background and previous studies it provides on training and human resource development. This study acquires special importance as a result of the lack of references and published studies that dealt with this topic, whether in the Arab environment in general or the Jordanian environment in particular (according to the researcher's knowledge). Therefore, this study is expected to represent a new addition to the Arab and Jordanian library in this field.

Second: Scientific Level

The importance of the study is reflected from the population to which it was applied, which is the Jordan Library and Information Association since the mission of this association represented in its commitment to the continuous and optimal improvement of its human resources. That would increase the confidence of employees of library and information institutions while they perform their duties. It is hoped that the results of the study and its recommendations will contribute to supporting the training process, and promoting the process of human resource development in the Jordanian Library and information.

The Objectives of the Study

This study aims to achieve the following objectives:

❖ To identify the effectiveness level of the training programs provided by Jordan library & information association;

❖ To determine the impact of the training programs on the development of human resources of the Jordan Library & Information Association;

❖ To identify the impact of personal and job variables among the trainees (gender, age, educational qualification, job title, years of service, the path of the training program, place of training) on the effectiveness of training programs from the perspective of the trainees themselves; and

❖ To present a set of recommendations to those in charge at Jordan Library & Information Association in light of the results of the study.

Study Hypotheses

This study seeks to validate the following hypotheses, namely:

The First Hypothesis: There is a moderate level of effectiveness of training programs provided by the Jordan Library and Information Association with its various dimensions (trainers, curricula of training programs, keeping pace with technological developments in training) from the perspective of the trainees.

The Second Hypothesis: There is a moderate level of human resource development in the Jordan Library and Information Association in its various dimensions (achieving the goals of training programs and the extent to which they translate into training needs, motivation, desire to change) from the perspective of the trainees themselves.

The Third Hypothesis: There is a statistically significant effect at the level of significance ($\alpha \leq 0.05$) of the level of effectiveness of training programs in its various dimensions on human resource development from the perspective of the trainees themselves.
From this thesis, the following sub-hypotheses are derived:

The First Sub-Hypothesis: The level of effectiveness of training programs has a substantial statistically significant effect on achieving the goals of the training programs and the extent to which they translate the training needs from the perspective of the trainees themselves at ($\alpha \leq 0.05$).

The Second Sub-Hypothesis: The level of effectiveness of training programs has a substantial statistically significant effect on motivating the trainees from the perspective of the trainees themselves at (α≤0.05).

The Third Sub-Hypothesis: The level of effectiveness of training programs has a substantial statistically significant effect on the desire of the trainees to change from the perspective of the trainees themselves at (α≤0.05).

Previous Studies

(Al Rabiee, 2012), this study aimed at investigating the effectiveness of training programs held by the National Training Institute in Amman in achieving its goals. The result of the study showed a high level of effectiveness of the training programs and their dimensions. The study also revealed statistically significant Variations at $\propto\leq 0.05$ in respondent's assessments of the level of effectiveness of training programs due to variations in their gender and managerial levels of the training program.

(Ben Ashi, 2012) The study aimed to identify the impact of applying the applications of human resources development on maximising investment in human factor in Algeria. The study has shown that there is a direct impact of the applications of human resources development (recruitment, establishment, selection, placement, performance evaluation, job analysis and planning carrier path) on maximising investment in the human factor. The study recommended that the University should apply motivating methods to attract good competencies from the job market as well as people in charge of the selection process should be eligible and equipped. They also should have sufficient experience.

(Issani & Sallali, 2012) The study aimed to demonstrate the impact of training, equipping and motivating methods as important mechanisms for human resources development on individual's productivity in general and especially the capacities of universities in Algeria. The study concluded that achieving the goal of comprehensive development in educational institutions requires adopting strategies of human resources development. Then, improving its performance. As well as, the study showed that there is a solid relationship between human resources development and institution's performance. This relationship embodied since human resources development is an effective factor in performance so to enable human resources in the academic institutions to perform its role in the field of comprehensive development. Human resources should be trained via designed training programs and be motivated in a way conformed with the performance.

(Godiwalla , 2012), The paper provides literature review of the importance and the essence of the training needs of a US expatriate bound for foreign assignments since international US

executive in foreign assignments faces more obstacles than his counterpart for domestic assignments due to cultural, communication and language, self-capability, stress management, and adjustment issues in the foreign settings. This could increase the challenge to adapt and become functional and fluent in the local surroundings in a very short time. The study concluded that the US expatriate training should focus on his (personal) self-efficacy and confidence; cultural adaptation and adjustment and achievement orientation; improved problem-solving and cognitive skills to manage uncertainty and ambiguity; better emotional stability; persistence, initiative and motivation to solve problems despite difficulties; communication capability for building effective relationships in the host country environment.

(Owoyemi, Oyelere, Elegbede, & Gbajumo-Sheriff, 2011) The study aimed to reveal the relationship between training and staff commitment to their organisations in Nigeria. The analysis revealed that there is a positive statistically significant relationship between the different levels of training and employees' commitment to the organisation. As well as, the paper concludes that the more the training is giving to employees, the higher their level commitment to the organisation.

Data Analysis and Discussion

The sample of the study comprised 120 trainees in Jordan Library and Information Association. Table 1 illustrates the distribution of the individuals of the sample according to personal and job variables.

Table 1: Distribution of the individuals of the sample according to personal and job variables

Variables	Category	Frequency	Percentage
Gender	Male	72	60.0
	Female	48	40.0
	Sum	**120**	**100.0**
Age	Less 25 years	37	30.8
	25 – 35 years	45	37.5
	36 – 45 years	29	24.2
	More than 46 years	9	7.5
	Sum	**120**	**100.0**
Scientific Qualification	General Certificate or less	25	20.8
	Diploma	44	36.7
	Bachelor	38	31.7
	Master	9	7.5
	PhD	4	3.3
	Sum	**120**	**100.0**
Years of Service	5 years or less	64	53.3
	6 – 10 years	28	23.3
	11 – 15 years	16	13.3
	16 years or ore	12	10.0
	Sum	**120**	**100.0**
Job Title	Manager	11	9.2
	Assistant Manager	22	18.3
	Department Head	25	20.8
	Division Head	27	22.5
	Employee	35	29.2
	Sum	**120**	**100.0**

Table 1 shows the following:

Concerning the gender variable, we notice that the male trainees in Jordan Library and Information Association have the most frequency of 72 by a percentage of 60.0%, while the female trainees are the least frequent (48) by a percentage of 40.0%. The reason may be due to the female's inability to devote to the courses and work simultaneously due to family commitment. This reflects the low ratio of female in the Library and Information Association.

With regard to the age variable, we notice that trainees in Jordan Library and Information Association aged between 25-35 years are the most frequent who reached 45 by a percentage of 37.5% while those over 46 years of age are the least frequent, which is nine and a percentage

of 7.5%. The reason for the high percentage of male and female trainees in 25-35 years of age group is that they need training courses to be promoted and be enthusiastic about acquiring skills, scientific expertise and knowledge.

With regard to the variable of the scientific qualification, we notice that the male and female trainees at the Jordan Library and Information Association who hold a diploma are the most frequent of 44 individuals by a percentage of 36.7%, while those holding a PhD are the least frequent four individuals and by a percentage of 3.3%. The reason is due to the lack of spread of the speciality of Library and information in Jordanian universities and community colleges, as it is limited only at Al-Balqa Applied University.

With regard to the variable of years of service, we note that male and female trainees in Jordan Library and Information Association whose service is less than five years are the most frequent, which has reached 64 by a percentage of 53.3%, while those who have more than 16 years of service are the least frequent and have reached 12 by the percentage of 10.0%.

With regard to the variable of job title, we note that the male and female trainees in the Jordan Library and Information Association who work as an employee and do not occupy an administrative position are the most frequent who reached 35 by a percentage of 29.2%, while those who work as a manager are the least frequent, who reached 11 by a percentage of 9.2% due to the lack of administrative positions in Libraries.

Table 2: Distribution of the sample according to program's Title attended by the trainee, training program path and training place

Program's Title	Frequency	Percentage
Machine-readable indexing	47	39.2
Archives and electronic archiving of traditional and visual media	11	9.2
Objective analysis and indexing of periodicals	15	12.5
Organising library services and information centres	21	17.5
Electronic data management	11	9.2
Electronic archive	15	12.5
Sum	**120**	**100.0**
Association Building (Jordan)	84	70.0
University of Jordan	15	12.5
Association Building (Bahrain)	21	17.5
Sum	**120**	**100.0**

It appears from Table 2:

The trainees in the Jordan Library and Information Association who attend the machine-readable indexing program were 47 representing the most frequent by a percentage of (39.2%). In contrast, those who attend my program (archive and electronic archiving of traditional and visual media, electronic data management) were 11 individuals and they the least frequent by a percentage of 9.2%, which may be justified by the recent launch of this course.

The trainees who had their training at the building of the Association in Jordan were 84 individuals forming the most frequent by a percentage of 70.0% while those who trained at University of Jordan were 15 forming the least frequent by a percentage of 12.5% , which could be attributed to the location of the association.

The validity of the Instrument of the Study

To validate the instrument of the study, it was applied twice with a period of two weeks separating them on an exploratory sample consisted of 25 trainees in Jordan Library and Information Association selected outside the original sample. Pearson Correlation Coefficient was calculated for each time to evaluate test-retest validity.

Alpha Cronbach's Coefficient equation was applied to all fields of the study and the instrument as a whole As shown in table 3.

Table 3: Chronbach's Alpha

No.	Field	No. of Items	Cronbach's Alpha	Test-Retest
1	Trainers	8	0.82	0.84
2	Curricula of training programs	7	0.79	0.83
3	Trainees	5	0.77	0.80
4	Administrative and supervisory services	6	0.78	0.81
5	Keeping pace with technological developments in training	5	0.86	0.83
The level of effectiveness of the training programs		**31**	**0.83**	**0.87**
6	Achieving the goals of the training programs and the extent of their translation of the training needs	6	0.88	0.84
7	Motivation	4	0.85	0.87
8	The desire to change	5	0.80	0.83
Human Resource Development		**15**	**0.89**	**0.85**

It is evident from Table 3 that Alpha Cronbach's coefficients of the fields of the effect of the training programs ranged from 0.77-0.86, and the largest was the field of trainers and the least was the field of the trainee. Cronbach's Alpha Coefficient of the effect of the training programs as a whole equals 0.83 and all validity coefficients were high and accepted for study purposes where Cronbach's Alpha Coefficient is considered acceptable if it more than or equals 0.70.

The test-retest coefficients for the fields of the effect of the training programs have ranged from 0.80-0.84, and the largest was the field of trainers, and the least was the field of the trainee. The test-Retest Coefficient of the effect of the training programs as a whole equals 0.83 and all validity coefficients were high and accepted for study purposes where the test-retest Coefficient is considered acceptable if it more than or equals 0.70.

Alpha Cronbach's coefficients of the fields of Human Resource Development ranged from 0.77-0.86 and the largest was the field of achieving the goals of the training programs and the least was the field of the desire to change. Cronbach's Alpha Coefficient of Human Resource Development as a whole equals 0.83, and all validity coefficients were high and accepted for study purposes where Cronbach's Alpha Coefficient is considered acceptable if it more than or equals 0.70.

The test-retest coefficients for the fields of Human Resource Development have ranged from 0.80-0.84, and the largest was the field of motivation, and the least was the field of the desire to change. The test-Retest Coefficient of Human Resource Development as a whole equals 0.83, and all validity coefficients were high and accepted for study purposes where The test-Retest Coefficient is considered acceptable if it more than or equals 0.70.

Measure Correction

The questionnaire, in its final form, consisted of 46 items where the researcher utilised 5-point Likert scale to measure the opinions of the individuals of the sample. Strongly agree has been given 5 points, Agree 4 points, Undecided 3 points, Disagree 2 points, Strongly Disagree 1 point. The following classification was used to judge the arithmetic averages:

Less than 2.33 is low
From 2.34 to 3.66 moderate
From 3.67 to 5.00 high

Statistical Treatment

SPSS package was used to perform the following statistical tests:

- Frequencies and percentages of the personal and job variables of the individuals of the sample;

- Internal consistency (Cronbach's Alpha) of all fields of the study and Pearson Correlation to calculate test-retest coefficient;

- Arithmetic averages and standard deviations of the answers of the individuals of the study sample about all fields of the instrument of the study;

- Multiple regression;

- MANOVA to discover the differences between the arithmetic averages of the fields of the study according to personal and job variables; and,

- ANOVA to discover the differences between the arithmetic averages of the instrument of the study according to personal and job variables.

Results

The results of the study presented to identify the level of the effectiveness of the training programs in Jordanian Library and Information Association and its impact on Human Resources Development based on the hypotheses of the study.

Descriptive Statistic

First Measure: The Effectiveness Level of Training Programs
First Field: Trainers

Table 4: Arithmetic Averages and Standard Deviations of the Field of "Trainers" (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	The trainers who implement the training programs are very efficient in conveying and clarifying the usefulness of the information to the trainees.	3.53	0.81	1	Moderate
2	Training program trainers have high self-confidence that helps them communicate information.	3.46	0.87	2	Moderate
3	Trainers rely on diverse training methods in the training process.	3.41	0.87	5	Moderate
4	Trainers connect information and materials with practicality.	3.33	0.96	7	Moderate
5	Trainers are highly skilled in using and employing various training methods.	3.30	1.05	8	Moderate
6	Trainers master the use of training aids (interactive whiteboard, internet, traditional tablet).	3.46	0.92	2	Moderate
7	The trainers demonstrate sufficient knowledge of the scientific material they provide in the training program.	3.41	0.86	5	Moderate
8	Trainers take into account the individual differences between the trainees.	3.43	0.88	4	Moderate
Field as a Whole (Trainers)		**3.42**	**0.49**	**-**	**Moderate**

It is evident from table 4 that arithmetic averages ranged (3.30-3.53) where item no. 1 stating "The trainers who implement the training programs are very efficient in conveying and clarifying the usefulness of the information to the trainees" ranked first with an arithmetic average of 3.53 and a moderate degree. Item 2 stating "Training program trainers have high self-confidence that helps them communicate information" and item 6 stating "Trainers master the use of training aids (interactive whiteboard, internet, traditional tablet)" ranked second with an arithmetic average 3.46 and moderate degree. Item 5 stating "Trainers are highly skilled in using and employing various training methods" ranked in the last place with an arithmetic average of 3.30 and a moderate degree. The arithmetic average of the field (Trainers) as a whole equals 3.42 with a moderate degree. This could be attributed to the quality of the training cadre in Library and Information Association since training courses are presented by specialised persons in the field of libraries and information.

Second Field: Curricula of training programs

Table 5: Arithmetic Averages and Standard Deviations of the Field of " Curricula of training programs " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	The content of the training program has great value and relationship to the job assignments that I occupy.	3.43	0.91	5	Moderate
2	There is a balance between theoretical and practical aspects of the content of the training program.	3.31	0.99	6	Moderate
3	The objectives of the training program conform to the content of its scientific and practical subjects.	3.48	0.86	3	Moderate
4	The content of the training material is appropriate for the educational level of the trainees.	3.46	0.88	4	Moderate
5	The hours allocated for training programs are sufficient to cover the topic of the program.	3.65	0.73	1	Moderate
6	Clear timetables are established for the implementation of the training programs.	3.49	0.81	2	Moderate
7	Training programs include conducting applied scientific research.	3.05	1.11	7	Moderate
Field as a Whole (Curricula of training programs)		**3.41**	**0.49**	**-**	**Moderate**

It is evident from Table 5 that arithmetic averages ranged from 3.05-3.65, where item no. 5 stating "The hours allocated for training programs are sufficient to cover the topic of the program" ranked first with an arithmetic average of 3.65 and a moderate degree. Item 6 stating "Training program trainers have high self-confidence that helps them communicate information" ranked second with an arithmetic average 3.49 and moderate degree. Item 3 stating "The objectives of the training program conform with the content of its scientific and practical subjects" occupied the third rank with an arithmetic average 3.48 and a moderate degree. Item 7 stating "Training programs include conducting applied scientific research" ranked in the last place with an arithmetic average of 3.05 and a moderate degree. The arithmetic average of the field (Curricula of training programs) as a whole equals 3.41 with a moderate degree. This shows that the curricula of the training programs fit relatively

satisfactorily with the real training needs of the trainees. This result shows that there is insufficient coordination of Jordan Library and Information Association in determining the real training needs of the trainees.

Third Field: Trainees

Table 6: Arithmetic Averages and Standard Deviations of the Field of " Trainees " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	I have the desire for training.	3.47	0.93	5	Moderate
2	I responded to the training program through effective participation and discussions.	3.63	0.75	1	Moderate
3	I adhere to the training dates.	3.60	0.81	2	Moderate
4	I strive to develop my skills and knowledge through training.	3.53	0.81	4	Moderate
5	The training enhances my sense of belonging to my workplace.	3.57	0.73	3	Moderate
Field as a Whole (Trainees)		**3.56**	**0.44**	**-**	**Moderate**

It is evident from table 6 that arithmetic averages ranged from 3.47-3.63, where item no. 2 stating "I responded to the training program through effective participation and discussions" ranked first with an arithmetic average of 3.63 and a moderate degree. Item 3 stating "I adhere to the training dates" ranked second with an arithmetic average 3.60 and moderate degree. Item 5 stating "The training enhances my sense of belonging to my workplace" occupied the third rank with an arithmetic average 3.57 with a moderate degree. Item 1 stating "I have the desire to training" ranked in the last place with an arithmetic average of 3.47 and a moderate degree. The arithmetic average of the field (Trainees) as a whole equals 3.56 with a moderate degree. This could be attributed to the feelings of the trainees that training is an important process to improve their performance in the tasked they practised. Also, the results show some bias to trainees by themselves in this field.

Fourth Field: Administrative and supervisory services

Table 7: Arithmetic Averages and Standard Deviations of the Field of " Administrative and supervisory services " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	The administrative supervisor (coordinator) plays a major role in overcoming the obstacles and solving the problems facing the trainees.	3.58	0.73	1	Moderate
2	The relationship between the supervisor (coordinator) and the trainee is based on respect, advice, guidance and direction.	3.47	0.91	4	Moderate
3	Well-held training programs are pre-prepared in advance.	3.45	0.88	5	Moderate
4	The training environment and the training venue are suitable.	3.50	0.83	3	Moderate
5	The training bag is presented at the beginning of the training program.	3.56	0.80	2	Moderate
6	The trainees are notified of the dates of implementing the training programs in advance of their implementation.	3.40	0.90	6	Moderate
Field as a Whole (Administrative and supervisory services)		**3.49**	**0.44**	**-**	**Moderate**

It is evident from table 7 that arithmetic averages ranged (3.40-3.58) where item no. 1 stating "The administrative supervisor (coordinator) plays a major role in overcoming the obstacles and solving the problems facing the trainees" ranked first with an arithmetic average of 3.58 and a moderate degree. Item 5 stating "The training bag is presented at the beginning of the training program" ranked second with an arithmetic average 3.56 and moderate degree. Item 4 stating "The training environment and training venue is suitable" occupied the third rank with an arithmetic average 3.50 with a moderate degree. Item 6 stating "The trainees are notified of the dates of implementing the training programs in advance of their implementation" ranked in the last place with an arithmetic average of 3.40 and a moderate degree. The arithmetic average of the field (Administrative and supervisory services) as a whole equals 3.49 with a moderate degree. These results indicate the Association's interest in providing training programs to the fullest in terms of coordination, design and implementation.

Fifth Field: Keeping pace with technological developments in training

Table 8: Arithmetic Averages and Standard Deviations of the Field of " Keeping pace with technological developments in training " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	Officials in Jordanian private sector understand the importance of training employees in the latest methods of work to improve their performance.	3.38	0.90	4	Moderate
2	Officials in the Jordanian public sector understand the importance of training employees in the latest work methods to improve their performance.	3.38	0.94	4	Moderate
3	Advanced training aids are used in the training process to communicate information better.	3.63	0.80	1	Moderate
4	The training methods used in the training programs are modern and advanced.	3.46	0.89	2	Moderate
5	Training programs are evaluated according to the most advanced scientific and technological methods.	3.46	0.83	2	Moderate
Field as a Whole (Keeping pace with technological developments in training)		**3.46**	**0.62**	**-**	**Moderate**

It is evident from Table 8 that arithmetic averages ranged from 3.38-3.63, where item no. 3 stating "Advanced training aids are used in the training process to communicate information better" ranked first with an arithmetic average of 3.63 and a moderate degree. Item 4 stating "The training methods used in the training programs are modern and advanced" ranked second with an arithmetic average 3.46 and moderate degree. Item 1 stating "Officials in Jordanian private sector understand the importance of training employees in the latest methods of work to improve their performance" and item 2 stating "Officials in Jordanian public sector understand the importance of training employees in the latest work methods to improve their performance" ranked in the last place with an arithmetic average of 3.38 and a moderate degree. The arithmetic average of the field (Keeping pace with technological developments in training) as a whole equals 3.46 with a moderate degree. These results indicate the interest of the Jordanian Library and Information Association in keeping pace with technological developments in the training process.

Second Measure: Human Resource Development

Sixth Field: Achieving the goals of the training programs and the extent of their translation of the training needs

Table 9: Arithmetic Averages and Standard Deviations of the Field of " Achieving the goals of the training programs and the extent of their translation of the training needs " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	The objectives of the training program are clear and revealed to everyone from the beginning.	3.49	0.94	3	Moderate
2	The training program added me a new bit of scientific knowledge and behavioural skills.	3.76	1.02	1	High
3	The training program increased my ability to use the scientific method in planning how to carry out the duties assigned to me.	3.41	1.17	5	Moderate
4	The training program contributed to improving my skills in organising the available human and material resources.	3.27	1.26	6	Moderate
5	The training program enhanced my ability to make the right decisions.	3.42	1.22	4	Moderate
6	I gained skills and information from the training program that help me in the process of developing work methods and simplifying procedures in my job.	3.68	1.22	2	High
	Field as a Whole (Achieving the goals of the training programs and the extent of their translation of the training needs)	**3.50**	**0.79**	**-**	**Moderate**

It is evident from table 9 that arithmetic averages ranged from 3.27-3.76, where item no. 2 stating "The training program added me a new bit of scientific knowledge and behavioural skills" ranked first with an arithmetic average of 3.76 and a high degree. Item 6 stating "I gained skills and information from the training program that help me in the process of developing work methods and simplifying procedures in my job" ranked second with an arithmetic average 3.68 and high degree. Item 1 stating "The objectives of the training program are clear and revealed to everyone from the beginning" ranked third with an arithmetic average 3.49 and a moderate degree. Item 4 stating "The training program contributed to improving my skills in organising the available human and material resources" ranked in the last place with an arithmetic average of 3.27 and a moderate degree. The arithmetic average of the field

(Achieving the goals of the training programs and the extent of their translation of the training needs) as a whole equals 3.50 with a moderate degree. This shows the interest of the Jordanian Library and Information Association in selecting the best trainers and specialists in various fields of library and information science. It is worth noting that the Jordanian Library and Information Association is continuously cooperating with faculty members from Jordanian public and private universities.

Seventh Field: Motivation

Table 10: Arithmetic Averages and Standard Deviations of the Field of " Motivation " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	My job is increasing my motivation for training.	3.38	1.24	2	Moderate
2	The incentives system in place encourages employee training.	3.02	1.31	4	Moderate
3	Training creates more motivation to take on broader responsibilities.	3.23	1.36	3	Moderate
4	I have the motivation to train to improve my job.	3.51	1.31	1	Moderate
Field as a Whole (Motivation)		**3.28**	**0.98**	**-**	**Moderate**

It is evident from table 10 that arithmetic averages ranged from 3.02-3.51, where item no. 4 stating "I have the motivation to train to improve my job" ranked first with an arithmetic average of 3.51 and a moderate degree. Item 1 stating "My job is increasing my motivation for training" ranked second with an arithmetic average 3.38 and moderate degree. Item 3 stating "Training creates more motivation to take on broader responsibilities" ranked third with an arithmetic average 3.23 and a moderate degree. Item 2 stating "The incentives system in place encourages employee training" ranked in the last place with an arithmetic average of 3.02 and a moderate degree. The arithmetic average of the field (Motivation) as a whole equals 3.28 with a moderate degree.

Eighth Field: The desire to change

Table 11: Arithmetic Averages and Standard Deviations of the Field of " The desire to change " (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	My workplace keeps pace with modern developments in changing work methods.	3.68	1.39	2	High
2	Training of staff creates the desire to modernise the methods and tools of work.	3.74	1.29	1	High
3	My workplace balances between employee training and the introduction of modern methods of work.	3.60	1.32	3	Moderate
4	Training employees gives them the ability to develop their capabilities and change their working methods for the best.	3.58	1.16	4	Moderate
5	There is a practical application for the skills that I obtain through training.	3.51	1.22	5	Moderate
	Field as a Whole (The desire to change)	**3.62**	**0.81**	**-**	**Moderate**

It is evident from Table 11 that arithmetic averages ranged (3.51-3.74) where item no. 2 stating "Training of staff creates the desire to modernise the methods and tools of work" ranked first with an arithmetic average of 3.74 and a high degree. Item 1 stating "My workplace keeps pace with modern developments in changing work methods" ranked second with an arithmetic average 3.68 and high degree. Item 3 stating "My workplace balances between employee training and the introduction of modern methods of work" ranked third with an arithmetic average 3.60 and a moderate degree. Item 5 stating "There is a practical application for the skills that I obtain through training" ranked in the last place with an arithmetic average of 3.51 and a moderate degree. The arithmetic average of the field (The desire to change) as a whole equals 3.62 with a moderate degree. The reason for this may be attributed to the financial deficit and the lack of the necessary financial budgets to develop and change work methods, in addition to some structural and organisational obstacles in the of Library and Information Association that limit the application of the skills that the employee acquires through training.

Hypotheses Testing

The First Hypothesis: There is a moderate level of effectiveness of training programs provided by Jordan Library and Information Association with its various dimensions (trainers, curricula

of training programs, keeping pace with technological developments in training) from the perspective of the trainees.

To verify the validity of this hypothesis, the arithmetic averages and standard deviations were calculated for each field of the study and the instrument measure as a whole, as shown in table 12.

Table 12: Arithmetic Averages and Standard Deviations of the Field of " (Level of the effectiveness of training programs " as a whole (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	Trainers	3.42	0.49	4	Moderate
2	Curricula of training programs	3.41	0.49	5	Moderate
3	Trainees	3.56	0.44	1	Moderate
4	Administrative and supervisory services	3.49	0.44	2	Moderate
5	Keeping pace with technological developments in training	3.46	0.62	3	Moderate
Field as a Whole (Level of the effectiveness of training programs)		**3.46**	**0.29**	**-**	**Moderate**

It is evident from Table 12 that arithmetic averages ranged from 3.41-3.56, where the third field "Trainees" ranked first with an arithmetic average of 3.56 and a moderate degree. The Fourth field "Administrative and supervisory services" ranked second with an arithmetic average of 3.49 and a moderate degree. The Fifth field "Keeping pace with technological developments in training" ranked third with an arithmetic average 3.46 and a moderate degree. The second field "Curricula of training programs" ranked in the last place with an arithmetic average 3.41 and a moderate degree. The arithmetic average of the measure (Level of the effectiveness of training programs) as a whole equals 3.46 with a moderate degree. Henceforth, the first study hypothesis is accepted.

The Second Hypothesis: There is a moderate level of human resource development in Jordanian Library and Information Association in its various dimensions (achieving the goals of training programs and the extent to which they translate into training needs, motivation, desire to change) from the perspective of the trainees themselves.

To verify the validity of this hypothesis, the arithmetic averages and standard deviations were calculated for each field of the study and the instrument measure as a whole, as shown in Table 13.

Table 13: Arithmetic Averages and Standard Deviations of the Field of " (Human resource development " as a whole (n=120)

No.	Item	Arithmetic Average	S.D.	Rank	Degree
1	Achieving the goals of the training programs and the extent of their translation of the training needs	3.50	0.79	2	Moderate
2	Motivation	3.28	0.98	3	Moderate
3	The desire to change	3.62	0.81	1	Moderate
Field as a Whole (Human resource development)		**3.48**	**0.66**	**-**	**Moderate**

It is evident from table 13 that arithmetic averages ranged from 3.28-3.62, where the third field "The desire to change" ranked first with an arithmetic average of 3.62 and a moderate degree. The First field "Achieving the goals of the training programs and the extent of their translation of the training needs" ranked second with an arithmetic average of 3.50 and a moderate degree. The second field "Motivation" ranked in the last place with an arithmetic average of 3.28 and a moderate degree. The arithmetic average of the measure ((Human resource development) as a whole equals 3.48 with a moderate degree. Henceforth, the second study hypothesis is accepted.

The Third Hypothesis: There is a critical statistically significant effect at the level of significance ($\alpha \leq 0.05$) of the level of effectiveness of training programs in its various dimensions on human resource development from the perspective of the trainees themselves.

This Hypothesis is Examined by Verifying the Validity of Its Sub-Hypotheses

The First Sub-Hypothesis: The level of effectiveness of training programs has a substantial statistically significant effect on achieving the goals of the training programs and the extent to which they translate the training needs from the perspective of the trainees themselves at ($\alpha \leq 0.05$).

To Verify the Validity of This Sub-hypothesis, multiple regression was used to examine the impact of the level of effectiveness of training programs on achieving the goals of the training programs and the extent to which they translate the training needs from the perspective of the trainees themselves as shown in Table 14.

Table 14: Multiple Regression (N=120), Dependent variable: Achieving the goals of the training programs and the extent to which they translate the training needs

Independent Variable	t-value	Sig.	Beta	R	R^2	f-value	Sig.
Trainers	0.576	0.566	0.046				
Curricula of training programs	0.255	0.799	0.023				
Trainees	1.144	0.255	0.101	0.624	0.389	14.504	0.00
Administrative and supervisory services	1.504	0.135	0.120				
Keeping pace with technological developments in training	7.163	0.000	0.569				

It appears from Table 14 that the field "Keeping pace with technological developments in training" has got the highest effect on "Achieving the goals of the training programs and the extent to which they translate the training needs", as t-value equals to 7.163 with 0.00 sig. while R equals to 0.624 that represents the overall correlation coefficient of the model. The value of R^2 equals (0.389) that represents the interpretation percentage of all independent variable of the variance in the dependent variable. The f-value equals 14.504 with (0.00) sig. that indicates an important effect of the level of effectiveness of training programs on achieving the goals of the training programs and the extent to which they translate the training needs from the perspective of the trainees themselves at Jordan Library and Information Association. Henceforth, the first sub-hypothesis, is accepted.

The Second Sub-Hypothesis: The level of effectiveness of training programs has an important statistically significant effect on motivating the trainees from the perspective of the trainees themselves at ($\alpha \leq 0.05$).

In order to verify the validity of this sub-hypothesis, multiple regression was used to examine the impact of the level of effectiveness of training programs on "motivating the trainees" from their perspective as shown in table 15.

Table 15: Multiple Regression (N=120), Dependent variable: Motivation

Independent Variable	t-value	Sig.	Beta	R	R^2	f-value	Sig.
Trainers	0.993	0.323	0.092				
Curricula of training programs	1.051	0.295	0.108				
Trainees	1.651	0.101	0.170				
Administrative and supervisory services	1.889	0.061	0.176	0.412	0.169	4.652	0.001
Keeping pace with technological developments in training	2.816	0.006	0.261				

It appears from Table 15 that the field "Keeping pace with technological developments in training" has got the highest effect on "Motivating the trainees", as t-value equals (2.816) with (0.006) sig. while R equals (0.412) that represents the overall correlation coefficient of the model. The value of R^2 equals (0.169) that represents the interpretation percentage of all independent variable of the variance in the dependent variable. The f-value equals 4.652 with (0.001) sig. that indicates an important effect of the level of effectiveness of training programs on motivating the trainees from the perspective of the trainees themselves at Jordan Library and Information Association. Henceforth, the second sub-hypothesis is accepted.

The third sub-hypothesis: The level of effectiveness of training programs has a substantial statistically significant effect on the desire of the trainees to change from the perspective of the trainees themselves at ($\alpha \leq 0.05$).

In order to verify the validity of this sub-hypothesis, multiple regression was used to examine the impact of the level of effectiveness of training programs on:

Recommendations

1. Focus on practical subjects in training;
2. Informing the participants of the latest studies and research related to the topic of training programs;
3. Subjecting the trainees to a test to pass the training program, and to grant the training program certificate according to merit;
4. Continuous development of training halls, facilities and equipment;
5. Linking the training path to the career path;

6. Following-up the participants' circles to check the extent of the benefit gained from the training program; and

7. Motivating the Trainers through rewards that make them feel their importance as the trainees.

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