

Training Process and its Impact on Organisational Conflict Levels: A Survey Study in the General Commission for Iraqi Tourism

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The research aims to diagnose the reality of the application of the training process that leads to reducing the levels of organisational conflict in the General Commission for Tourism in Iraq. The problem of the research is formulated in several questions about the statement of the impact of its variables. This is achieved through a hypothesis that emerged from four hypotheses that have been tested to verify their validity. The sample consisted of 64 members of leaders of the central administrations in the General Commission for Tourism in Iraq. A questionnaire was adopted as a main tool in the collection of data related to the research and to strengthen personal interviews. The research reached several results. The most important was there is a statistically significant effect between the research variables of 'training process' and 'levels of organisational conflict'. This result is consistent with the hypothesis from which the research began. The research reached a number of recommendations, including to invest the results of the training process scientifically because of its positive results in reducing levels of organisational conflict.

Keywords: *Training Process, Organisational Conflict.*

Introduction

The importance of training is evident in its vital role to develop and improve the performance of an organisation. It does this through the pivotal role played by the human resources in the organisation to achieve its objectives by employing the stages of the training process to identify potential opportunities and threats, and to confront and manage organisational conflicts at various levels, offering alternatives and making successful decisions.

Therefore, this effort was made to show the possibility of studying the impact of the training process in the levels of organisational conflict and to raise the level of performance in the Iraqi Tourism Commission.

The Theoretical Side of the Research

Training

1. The concept and importance of training

Sharma (2013) defines training as a systematic practice designed to meet an organisation's partial needs to develop specific attitudes, skills and abilities for employees regardless of their functional levels. Dcruze (2012) points out that training is a short-term process that uses a structured methodology and steps through which to gain technical knowledge and individual skills for different purposes. Dessler (2011) sees training as the process of providing new or old employees with the skills they need to do their jobs. As for Hariri (2014), she sees that training is an organised and planned effort to develop the knowledge, experiences and attitudes of the trainees. It is a dynamic process that aims to bring about changes in the information, experiences and methods of performance of the behaviour and trends of the trainees in order to enable them to exploit their potential energies to help raise their competencies in systematic and high productivity.

Ben Aichi (2012) pointed out that the importance of training lies in the increase in production, the economy of expenditure, low turnover, raising the morale of workers, providing the reserve power in the organisation, a lack of work accidents, and it leads to the continuity of the organisation and stability.

In the view of Al-Hariri (2014), training helps to form competent leaders and develop administrative leaders. Thus, where organisations find in training and development an effective means to maximise the performance of their human resources, enabling them to innovate and create the finest in their products. Training has become one of the pillars of the TQM methodology that represents modern management in today's organisations.

2. Training elements

(Al-Sakarna, 2011) noted that the training process consists of a group of interacting elements which affect each other. These elements are:

A. Trainee: the presence of a trainee is convinced of the objectives of the training and the need for it is one of the factors that leads to the success of training, as the trainee is the basis of the training process and its axis.

B. Trainer: he or she is responsible for preparing and selecting the appropriate scientific material to meet the objectives of training, and accordingly, choose the appropriate trainer able to use the training methods and those varied in accordance with the nature of the trainee and his objectives and level of training.

C. Scientific material: the scientific material of the training is usually short and contains applications, exercises and study cases, which are included in the contents of the training bag. Some of them are performed by the trainee alone and some are performed collectively by dividing the trainees into groups.

D. The training environment: this includes the place of training, its halls, the audiovisual aids and the equipment used in the training process.

3. The stages of the training process

According to the views of most researchers and writers, the training process goes through several stages:

A. The stage of identifying training needs: this is the first step in the overall training activity. In practice, training is an ongoing activity in the organisation in which new individuals need training to qualify them to carry out the work they will be charged efficiently and effectively (Hammoud & Kharsha, 2013).

B. The stage of design of training programs: this is the process in which the linkage between the training needs and objectives are tailored to meet the needs (Alskarna, 2011).

C. The implementation phase of the training programs: this includes the transfer of the training program from the theoretical reality to the field reality, where the process of the actual implementation of the program begins (Al-Tai et al., 2006).

D. The training programs evaluation phase: this is the status of training activities and programs included in the training plan.

Organisational conflict

1. The concept of organisational conflict

The term "organisational conflict" refers to "processes that begins when one party considers that another party may affect or is about to negatively affect something of interest to the first party" (Robbins et al., 2013); a state of disputes arising from opposition and threats to needs values and interests among people who work together (Khoury et al., 2014). Meanwhile it is defined as "the conflict that occurs when one party considers that its interests are in conflict

or are adversely affected by another party". According to the interactive view of the conflict, it is a natural phenomenon and a positive reflection on innovation and innovation in the organisation. It is believed that the conflict is not only a positive force for the group but also an absolute necessity to deliver effective performance (Robbins et al., 2013). Thus, the total absence of conflict can lead to apathy and lethargy. Whilst on the other hand, it can lead from central organisational conflict to stimulating new ideas and alternatives and promoting and stimulating behaviour among individuals within the organisation (Griffin et al., 2013).

2. The stages of organisational conflict

Lewis Bondi presented a model agreed upon by most researchers, including Momani (2011) and Ben Maatouk (2015). It includes five stages of the organisational conflict, as follows:

A. The stage of the potential conflict: is the result of the availability of conditions such as competition for resources, the difference in objectives, and interdependence between sections and others.

B. The stage of perceived conflict: it appears when the parties to the conflict realise its existence and its observation and information plays an important role in feeding its image and perceptions.

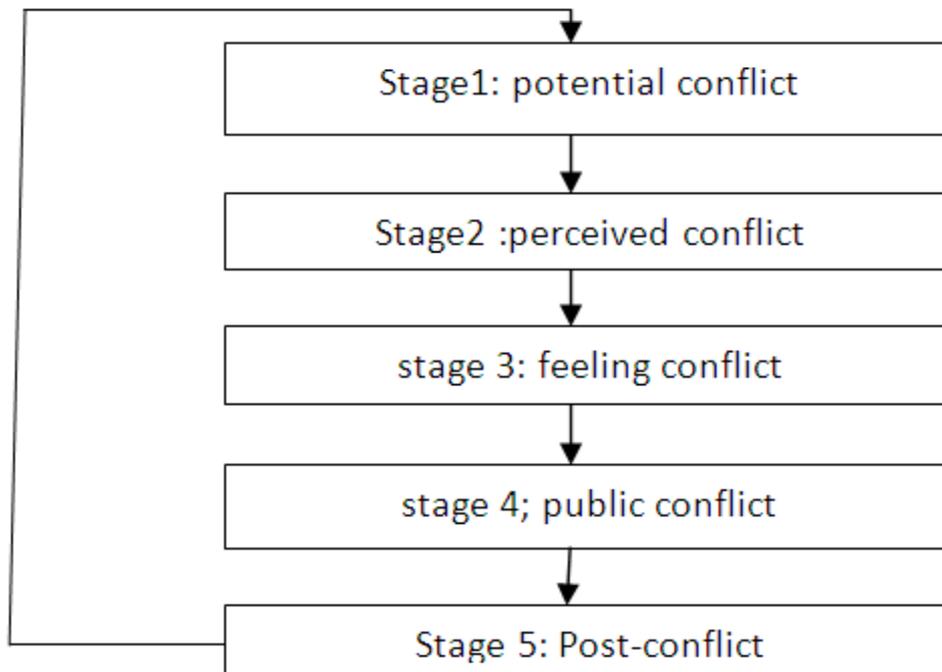
C. The stage of feeling conflict: one of the forms of individual or collective anxiety that encourages the conflict and the vision of the nature and causes, and what will lead to it being clearer.

D. The stage of public conflict: is the public behaviour of the individual towards his peers, expressed in various ways such as aggression and public quarrels, withdrawal, indifference, or any other defensive means.

E. Post-conflict stage: In which the conflict is resolved, and its effects are identified as harmful or useful.

Figure 1 below illustrates the stages of organisational conflict.

Figure 1. Model of the stages of organisational conflict



Source: George Jennifer M. Jones. Gareth. R. (2012) " *Understanding and Managing Organizational Behavior*" SIXTH EDITION .Prentice Hall, One Lake street Upper Saddle River New Jersey USA . p: 390.

Levels of Organisational Conflict

A. Conflict at the individual level: this conflict arises during the individual's decision-making process and is placed in front of several options (Hariri, 2008). It is in the form of objective, values or cognitive conflict, where a conflict of purpose occurs when a person's behaviour leads to results that are incompatible with the goals set by the organisation or incompatible behaviour with self-values and society values (Hellriegel et al., 1989).

B. Conflict at the community level: this conflict occurs between two or more individuals who are in opposition to each other and may be objectively or emotionally or both, and the conflict between the group is very common in organisations and can make coordination and integration of task activities very difficult (Schermerhorn et al., 2002).

C. Conflict at the level of the organisation: which arises between the workers and the organisation itself, as this conflict stimulates individuals or groups of workers against the organisation in which they work, such as changes in the policies and procedures of the organisation, including the dismissal of workers from the organisation and the reduction of salaries and rewards, etc. (Run et al., 2004).

Practical Aspect of Research

Analysis of the results

Table 1 shows the results of the analysis of the effect of the training process (explanatory variable) through its four dimensions in the levels of organisational conflict (the response variable), using the simple regression coefficient. The value of 'f' is calculated by testing the effect of independent variables in the response variable. In light of the hypothesis between them, it formulated a relationship between them, as in the following equation:

$$Y = a + BX$$

Table 1: The impact of the training process and its dimensions in the levels of organisational conflict

Variable Explanatory		A	B	R ²	F	Moral Level	
Identification of training needs (X1)	Organisational conflict levels (Y)	2.64	0.32	0.28	5.61	0.05	There is an effect
Design of training programs (X2)		2.51	0.34	0.27	4.99	0.05	There is an effect
Implementation of training programs (X3)		2.32	0.39	0.31	6.12	0.05	There is an effect
Evaluation of training programs (X4)		1.53	0.56	0.44	15.06	0.01	There is an effect
Total Training Process (X)		1.69	0.76	0.34	15.76	0.01	There is an effect
F with a significance level of 0.05 = 4.01				F with a significance level of 0.01 = 7.08			n=64

Analysis of the effect of the total training process (X) on levels of organisational conflict (Y):

Table 1 shows that the calculated value of 'f' was 15.76 and is larger than its scale value of 4.01, at a significant level of 0.05 per cent. It confirms the impact of the "training process" in the response variable of "levels of organisational conflict". Table 1 shows the value of the constant (1.69a =), which means that there is a level of organisational conflict (1.69), even though the training process (X) is zero.

The value of B (= 0.76) indicates that a change of one unit in the training process will lead to a change in the organisational conflict of 0.76. The value of the R² is a descriptive measure used to explain the usefulness of the regression equation in estimating the values. The percentage of errors in the regression equation was 0.34, which means that 34 per cent of the variation in the organisational conflict (Y) is explained by the training process (X) that entered the model, and that 76 per cent is a variance explained by factors that did not enter the regression model. The results confirm that there is a significant effect on the training process (X) in the organisational variable (Y).

With this result, the first major hypothesis and its sub-hypotheses are achieved, which states that: **"There is a significant relationship of the training process in the levels of organisational conflict"**.

Results

The main findings can be summarised as follows:

1. The acceptance of the main hypothesis, which states "there is a significant relationship of influence to the training process in the levels of organisational conflict", as a result of the acceptance of all the sub-hypotheses emanating from it. This indicates the significant and direct effect of identifying training needs, designing training programs, training, and the evaluation of training programs at the levels of organisational conflict of the Iraqi Tourism Commission.
2. The results of the study showed that the level of the impact of the training process varied at the different stages of the organisational conflict in order to vary the importance of each stage of the training process.
3. The policies of the training process adopted by the General Commission for Iraqi Tourism reflect the vision, mission and objectives of the Iraqi Tourism Commission.
4. The results showed that there is interest in the implementation of training programs from the Iraqi Tourism Commission because of its significant role in raising the level of performance and reducing levels of organisational conflict.
5. There is an inverse relationship between the training process and levels of organisational conflict. The higher the practice of the training process, the lower the levels of organisational conflict.

Recommendations

The main recommendations reached can be summarised as follows:



1. Enhancing the ownership and practice of all stages of the training process to confront the organisational conflict at all levels and aspects, and to enable the General Commission for Iraqi Tourism to contain it.
2. Develop an integrated training activity to provide employees with the skills and abilities and acquire the necessary knowledge to reduce the levels of organisational conflict.
3. Support the training plan through the establishment of specialised conferences in the training process and levels of organisational conflict, and the exchange of experiences with relevant bodies, and gain the ability to practice training to address organisational conflicts.
4. The need to strengthen the culture of training among the staff of the General Commission for Iraqi Tourism investigated by activating the training process for its role in achieving the desired goals.
5. The need to invest the results of the training process scientifically studied for its positive results in reducing the levels of organisational conflict.

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APPENDIX



Greetings

We put in your hand the *questionnaire (the training process and its impact on the levels of organisational conflict: analytical study in the General Commission for Iraqi Tourism)*, which is part of the requirements of completing it, please answer the paragraphs carefully and objectively, please indicate (✓) under the answer you choose. The answers are used exclusively for the purposes of scientific research and will be treated in strict confidentiality and without mentioning the name. The researcher is ready to answer any questions you may face.

Thank you for your cooperation with us.

Independent variable (training process)

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Identification of training needs						
1.	The Commission shall determine its need for training in a pre-planned scientific manner					
2.	The Commission determines its need for training in accordance with specific objectives					
3.	The Commission shall study the skills of the employees and the need to develop them in accordance with environmental developments					
4.	Identifying training needs accurately contributes to the success of the training process					
5.	The ministry adopts the method of (job description and analysis) when determining the training needs					
Design of training programs						
1.	The Commission provides the necessary inputs for the success of					



	the training process (halls, audio-visual					
2.	The Commission shall provide cadres capable of delivering the training material to the participants of the program					
3.	The objectives to be achieved are determined when designing the training program					
4.	The Commission shall provide sufficient financial resources to cover the costs of the training process					
5.	The Commission shall ensure that the training materials are in line with modern administrative trends					
Evaluation of training programs						
1.	The TRA shall evaluate the training program to determine its effectiveness and effectiveness					
2.	The Commission shall rely on the principle of reward and punishment according to the results of the evaluation					
3.	The TRA shall examine the trainees after the training program to learn about their skills					
4.	The negatives and positives are identified as a reverse feed from the evaluation process of the training program					
5.	Training programs contribute to increasing the skills, experiences and abilities of trainees					

Dependent variable (levels of organisational conflict)

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The work of individuals is contrary to the values and beliefs prevailing in the Commission					
2.	Employees tend to take responsibility so they work with caution to avoid making mistakes					
3.	Individuals who compete for privileges, rewards or positions shall compete					
4.	The instructions are usually subject to personal judgment, which leads to the commitment and the deduction of the employees					
5.	There is overlap and duplication of powers and responsibilities within the organisational structure of the Commission					
6.	A lack of listening to the views of the workers and meeting their needs by the senior management					