

Original Paper

The Role of Training Program in Administrative Creativity Achievement among Schools Principals of Directorate of Education in Tafila Governorate from their Perspective

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Abstract

The study aimed at recognizing the role of training program in administrative creativity achievement among schools principals of Directorate of Education in Tafila Governorate from their perspectives. The sample consisted of (83) male and female principals. The survey descriptive approach was used, and a questionnaire for data collection was used after checking validity and reliability. The results indicated that the role of training program in administrative creativity achievement among schools principals of Directorate of Education in Tafila Governorate from their perspectives came with high degree with a mean of (3.54), and there are no statistically significant difference due to the variables of experience, gender, and training course. While there were statistically significant differences attributed to the variable of school level in favor of secondary schools. The research recommended that the Ministry of Education should introduce qualitative training programs for principals to enable them in administrative creativity achievement and to keep up with developments.

Keywords

training program, administrative creativity, schools principals, Tafila Governorate

1. Introduction

Many establishments in the world witness economic, social, educational, cultural and technological challenges in addition to a strong competition between them. So it becomes necessary for those establishments to revise their programs and philosophies and to the quality of their individuals and their

ingredient to continue and survive to face those challenges and changes through adapting with them to resist or avoid them, or to decrease their danger. This could be done by making change based on creative abilities to their human resources to find solutions to those challenges. It is agreed by the researchers and those who interest in human resources that achieving the effectiveness of performance on the establishment does not depend on their finance in technical financial organizational and human resources but on the degree that establishments utilize from their own resources through training programs that establishments introduce (Zaid Alkhair, 2011). In accomplishing the works that training is considered. The training programs by nature is considered as one of the main tools which by a balance between the employees abilities and their different tools in work takes place. Training does not only provide employees with necessary information in order to develop them toward their functions but it is tries to make employees acquire new skills and experiences and change their behavior. In addition, it enables them acquire current abilities in using methods and aids of actual practice. This self-development of an employee arises his ambition and increases his level of motivation and defines his view toward the role which he performs which ultimately improve his work (Anzi & kateeb, 2008). Souryah (2014) pointed out to some problems that face educational institutions which ask their leaderships and workers the necessity of thinking in reducing the dependence on traditional curriculum based on trials for problem solving to creative curriculum employment. In that since the administrative creativity is considered as one of a basic tool in systematic development process. Developments and newels of accelerating technological changes impose on institutions to continue and prepare training programs that suit them.

The institutions move toward training their individuals to develop their creativity which is based on procedures and steps to face or to solve problem of scientific and practical issues as designing a new device or developing a particular method in administration (Swaidan & Adloni, 2003). Training participates in achieving the individuals administrative creativity in the establishment. It develops the cooperation spirit of one team and others participation interest with them and direct them towards the goals of the establishment. In addition to that, training leads to improving individuals decisions and solve their problem in work (Salman, 2010).

One of the training aims is developing the knowledge of the trainees, their information, and their dedication to serve the goals of the institution, in addition to developing the intellectual, scientific, and behavioral skills of the individuals (Ambydin & Jradat, 2001).

Mustafa (2010) indicated to a number of training methods that can be practiced in training sessions such as: lectures, which is the traditional method of training and the role-playing style of presenting a situation or position for work or trainees in the form of a story. After absorbing the situation, the trainees will represent the roles in an open dialogue from their own perspective or represent in accordance with written text. In addition to seminars and conferences and finally the method of training sensitivity, which is used to develop the human behavioral skills of managers in particular, in order to rationalize the managers behavior in dealing with others, and increase sensitivity to their behavior.

Ahmari (2014) indicated that the success of training depends on many factors such as: the commitment of training work; responsibilities through defining training needs and finding the needed data for these needs providing the training units with technical elements as the human element of trainees, choosing the trainers who needs training and who is willing to be trained and who has the motivation to acquire knowledge and skill, choosing the methods that suit the nature of trainer and the subjects that suit the scientific technical abilities of trainers in addition to that, it must be appropriate for the needs of the establishment. Many studies had been conducted in this area such as: Amor and Awawadeh (2016) which aimed to defining the extent of efficacy of training programs presented to in service leadership in UNRWA from the views of educational leadership and how to be developed. The population of the study consisted of (320) supervisors, principals and teachers. A questionnaire for data collection and a survey descriptive method were used. The results indicated that that the degree of efficacy of training programs for in—service educational leaderships came with high degree. And there were no stylistically significant differences attributed to the variables of gender and experience.

Gungor and Yildirim (2016) in their study aimed to define the views of principals about the in—service training programs in Turkish Aski shahr city. The researcher used the direct method of observation and interview. The sample consists of (20) principals chosen by purposive method the result indicated the agreement of the sample individuals regarding the importance of the in—service training which provides trainees in acquiring administrative skills, communication skills, and exchanging experience between peers.

The study of shammrani (2015) aimed at recognizing the role of training programs in developing the principals' skills in Balkarin in Saudi Arabia from their views. The population consisted of (144) male and female principals. The survey descriptive method was used and a questionnaire for collecting data was designed. The results showed that the role of training programs in developing the skills of principals came with a high degree. The results indicated that there were Statistically significant difference at ($\alpha \leq 0.05$) due to the variable of educational stage in favor of middle stage and for the variable of gender in favor of females, and for the variable of training courses in favor of 5courses and more, while there were no Statistically significant differences attributed to the variable of experience.

Hutton (2013) conducted a study aimed to assess the training program for the secondary schools principals between (2006-2009) using the analytic descriptive method to assess the effect of training program. The questionnaire was applied on (28) individuals and the interview of (13) participants from the graduates after three years of the program completion. The results indicated that the participants acquired technical skills, and there was a positive effect in their performance during training, especially in the area of trust, collective participation, and leadership. It also participated in the promotion to be principals, vice principals, or to have. Additional responsibilities. The results also showed that some domains should be reinforced such as law, school instructions, financial administration, presenting and explaining politics, controlling conflicts, and relationship skills.

Jomaili (2012) conducted a study aimed to recognize the role of training in developing creative skills

among the female principals of schools and kindergarten in Baghdad city. The researcher applied the descriptive method. The population and the sample consisted of (142) female principals. A questionnaire for collecting data was used. The results indicated that the role of training in developing creativity for female principals came with a high degree.

The study of najjar (2012) aimed to recognize the reality of training programs in their different domains and their relation with the functional performance among the employees of Ministry of Education In Palestine definitely in Hebron governorate. The researcher used the descriptive method and a questionnaire for collecting data was also used. The sample consisted of (368) male and female employees. The results indicated that the reality of training programs in all different dimensions came mid and there were no statistically significant differences attributed to the variable of experience.

2. Problem and Questions of the Study

The Ministry of Education holds many training programs for principals in order to improve and develop their functional performance during service (ministry of education, 2018). The researcher tries to find out the extent of achieving the goals of these programs especially the administrative creativity through answering the following questions:

- 1) What is the role of training programs in achieving administrative creativity among the principals of school in Tafila Governorate from their perspectives?
- 2) Are there statistically significant differences at ($\alpha \leq 0.05$) between the means of the sample responses due to the variables of school level, years of experience, training course and gender?

3. Aim of the Study

The study aims to investigate the role of training programs in achieving administrative creativity among the school principals in Tafila Governorate from their perspectives.

4. Significance of the Study

It is hoped that the results may benefit the decision makers in the Ministry of Education and Directorates of Education in revising the training programs and developing their efficiency to achieve the goals. The result also provide researchers with theoretical material to conduct such studies. In addition that, they provide the administrative library with theoretical material about training programs.

5. Limits of the Study

- **Subject limits:** the study was restricted to the training programs in achieving administrative creativity among the principals of schools in Tafila Governorate;
- **Human limits:** principals in schools in Tafila Governorate;
- **Time limits:** first semester 2018-2019;
- **Place limits:** Tafila Governorate schools.

5. Methodology

To achieve the purpose of the study the researcher used the descriptive approach in his survey.

5.1 Study Population

Due to the small size of the population, the study population adopted all school principals in Tafila for the academic year (2018/2019) who are (113) principals according to the statistics of the Directorate of Education Tafila (Director of Education Tafila, 2018).

5.2 Study Sample

The researcher selected all individuals to form the study sample, because the population is small. Accordingly, the sample consisted of (83) principals while the pilot sample consisted of (30) principals, Table 1 represents the sample distribution according to the study variables.

Table 1. Sample of Study

Verbalizes	Category	N	%
School level	Primary	65	%78.3
	Secondary	18	%21.7
	Total	83	%100
Gender	Male	20	%24.1
	Female	63	%75.9
	Total	83	%100
Training Course	(5) training courses	26	%31.3
	More than (5) training course	57	%68.7
	Total	83	%100
Experience	Less than 10 years	14	%16.9
	10-15 years	46	%55.4
	more than 15 years	23	%27.7
	Total	83	%100

5.3 Instrument

The researcher constructed the study questionnaire relating to previous literature such as Amor and Awewdeh (2016), Shamrani (2015), Najjar (2011). It consisted of (2) Sections:

Section 1: Demographic information includes:

- School (Primary, Secondary).
- Training courses; (5) training courses, more than 5 training courses.
- Gender: Male, Female.
- Experience: less than 10 years, 10-15 years, more than 15 years.

Section 2: The questionnaire consisted of (29) items, each item is scaled using 5 point Likert scale:

(5=very high degree, 4=high degree, 3=mid degree, 2=low degree, 1=very low degree).

5.4 Study Instrument Validity

The validity of the instrument was approved by using face validity; the instrument was subjected to a panel of experts in educational management, measurement and evaluation, and educational supervisors. The arbitrators were asked to give their opinion about the study tool in terms of the number of items, their belonging to the domains for which they were developed, the suitability of citation as well as any deletion, modification or addition. All the modifications of the arbitrators were taken into consideration. The final version of the questionnaire consisted of (29) items.

5.5 Reliability of the Instrument

Reliability was approved using internal consistency (Cronbach α equation), which was (0.962), and this value is suitable for descriptive research.

5.6 The Study Variables

The study addressed the following variables

Demographic information includes:

- School (primary, secondary);
- Training courses; (5) training courses, more than 5 training courses;
- Gender: male, female.

Experience: less than 10 years, 10-15 years, more than 15 years.

The independent variable: the role of training program in administrative creativity achievement among schools principals.

5.7 Procedure

The procedure for this study was:

- literature was reviewed;
- The instrument was constructed and validity and reliability were approved;
- Data were collected and SPSS was used to analyze the data.

5.8 Statistical Method: The Following Statistics Were Used to Answer the Study Question

Cronbach, Means, Standard deviations, ANOVA, Schiefie, t. Test for independent sample.

5.9 Study Scale

- The following criteria were used to describe the means:
 - 1- 1-1.8: very low degree.
 - 2- 1.80-2.60: low degree.
 - 3- 2.60-3.40: mid degree.
 - 4- 3.41-4.20: high degree.
 - 5- 4.21-5: very high degree.

6. Results and Discussion

Question 1: to answer question (1) which states: What is the role of training programs in achieving administrative creativity among the principals of Tafila city schools from their perspectives? Means and standard deviations were computed. Table 2 represents the findings.

Table 2. Means and Standard Deviation for the Role of Training upon Administrative Creativity

N	Domains	Mean	Std. Deviation	Rank	Degree
4	Planning	3.63	0.29	1	High
2	Organizing	3.62	0.23	2	High
3	Orientating	3.51	0.27	3	High
1	Follow up and evaluation	3.51	0.32	3	High
Total		3.57	0.21	-	High

The results in Table 2 showed that the mean for the role of training in achieving administrative creativity was AD (3.57) (S.D=0.21) which represents a high degree value, the means for the domains were (3.51-3.63).

These results are similar to the findings of Amor and Awawdeh study (2016) and Jumaili study (2012) which came with high degree. But it is different from the findings of Najjar study (2011) Salwaly study (2014) which came medium, they are also different from the findings of the Shamrani study, which came with a very high degree.

These results attributed to the role of training department in Ministry of Education for providing principals with new techniques and programs to develop school management and other programs, such as; leadership program and computer training programs (ICDL) and INTEL. These programs enable principals to acquire technical, administrative and technological competences which help them in their professional development and encourage them to produce creative ideas and new initiative school development plans, also principals realize the importance of creative ideas in developing the learning-teaching process and the value of change and brining new ideas to the school environment.

Follow up and evaluate domains had the highest mean (3.63), S.D (0.29). This could be due the role of in-service training programs in constructing evaluation tools to assess the progress in achieving goals, and the need to continuous monitoring and performing the tasks and objectives, which could be the main role in work success.

Planning domain had the lowest mean (3.51), S.D (0.32) with high degree. This result May be attributed to the role of training programs in empowerment school principals to analyze the internal and external environment of the school and identify the needs and prioritize, then determine the objectives to achieve the educational institution to a state of creativity and excellence instead of walking randomly without a specific goal.

Question 2: to answer question (2) which states: Are there statically significant differences at ($\alpha \leq 0.05$) between the means of sample responses due to the variables of (school level, experience, course of training, and gender), means, stander deviations, t-test, and ANOVA were used.

-Differences according to the variable of school level

To investigate the differences in means of the role of training programs in accomplishing administrative creativity that attributed to the level of school, the homogeneity of the variance was approved, and then t-test was used. Table 3 shows the results.

Table 3. T-Test for the Effect of School Level upon the Role of Training in accomplishing Administrative Creativity among Principals from Their Point of Views

Domains	Primary		Secondary		Levine's Test		t. test	
	Mean	Std. Deviation	Mean	Std. Deviation	F	Sig	T	Sig
Planning	3.46	.330	3.68	.22	.7960	.3750	2.616	.0110
Organizing	3.60	.240	3.72	.160	1.127	.2920	2.062	.0420
Orientating	3.49	.280	3.57	.240	.5430	0.463	1.127	.2630
Follow up and evaluation	3.59	.300	3.77	.170	.7690	.3320	2.442	.0170
Total	3.54	.220	3.69	.150	.5780	.4490	2.722	080.0

Results in Table 3 showed that there were statistically significant differences at ($\alpha \leq 0.05$) in all domains and the total value of the role of training programs upon achieving administrative creativity among school principals attributed to the school level, except for the Orientation domain. These differences were in favor of secondary schools level, this could be explained by the realization of secondary schools principal to the importance of training for the school administration and the students of these schools will be exposed to the general exam, so principals should follow up the changes, also these schools usually had a large number of students so they need trained principals,

The results are similar to the findings of Shamrani (2015), which indicated statistically differences according to the variable of the educational level in favor of intermediate level.

-Differences according to the variable of gender

In order to explore the effect of gender upon the role of training programs in achieving administrative creativity, first homogeneity of variance was approved, then t-test was used, Table 4 represents the findings.

Table 4. T-Test for the Effect Gender upon the Role of Training Programs an Achieving Administrative Creativity

Domains	male (20)		Female 63		Levine's Test		t. test	
	Mean	Std. Deviation	Mean	Std. Deviation	F	Sig	t	Sig
Planning	3.52	.310	3.50	.320	.227	.6350	.2480	.8040
Organizing	3.63	.150	3.62	0.25	1.428	.2360	.1720	.8640
Orientating	3.55	.220	3.50	0.29	2.048	.1560	.7890	.4320
Follow up and Evaluation	3.66	.2400	3.62	0.30	0.363	0.548	.5410	.5900
Total	3.59	.130	3.56	0.23	1.702	.196	.5570	.5790

* Statistically significant at (0.05).

The results in Table 4 indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in means between male and female principals in their responses to the role of training programs in achieving administrative creativity among principals at Tafila Governorate. This could be due to the realization of principals from both genders to the importance of training programs which enable them to follow up the changes in school management and be aware of the global development and experiments in this field.

This result is different from the findings of Shamrani (2015) which indicated statistically differences according to the gender variable in favor of females.

-Differences according to the variable of training Courses.

To investigate the effect of training program numbers upon the role of training program in achieving administrative creativity, the homogeneity of variance was assumed and then t-test was used. Table 5 represents the findings.

Table 5. T-Test for the Effect of Training Courses Number upon the Role of Training on Achieving Administrative Creativity

Domains	(5) training courses		More than (5) training courses		Levine's Test for		t. test	
	Mean	Std. Deviation	Mean	Std. Deviation	F	Sig	t	Sig
Planning	3.51	.300	3.51	.330	.2290	.6340	.0680	.9460
Organizing	3.58	.190	3.64	.250	.9720	.3270	1.121	.2660
Orientating	3.54	.290	3.50	.260	1.299	.2580	.6520	.5160
Follow up and evaluation	3.66	.240	3.61	.310	2.686	0.105	.6610	.5110
Total	3.57	.180	3.57	.230	.378	.5410	.1030	.9180

* Statistically significant at (0.05).

Table 5 indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) attributed to the number of courses upon the role of training in achieving administrative creativity. This could be explained as that, these courses provide principals with information about school planning, organization, orientation and evaluation, and they do not concentrate on creativity.

The results are different from the findings of Shamarani (2015) and Saloley (2014) which indicated statistically differences due to the variable of training courses for more than 5 courses.

6.1 Differences according of the Variable of Year's Experience

In order to investigate the effect of years experience upon the role of administrative enhancement, means and standard deviations were calculated for each category of experience regarding domains of administrative enhancement. Table 6 represents the findings.

Table 6. The Means and Standard Deviations for the Domains according to the Categories of Experience

variables	Less than 10		10-15		More than 15		Total	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Planning	3.45	0.12	3.47	0.37	3.51	0.32	3.65	0.22
Organizing	3.56	0.20	3.60	0.26	3.62	0.23	3.72	0.16
Orientating	3.47	0.25	3.48	0.28	3.51	0.27	3.59	0.27
Follow up and evaluation	3.60	0.30	3.60	0.32	3.63	0.29	3.70	0.21
Total	3.52	0.17	3.54	0.24	3.57	0.21	3.67	0.13

Table 6 showed differences in means in all domains for the role of training programs in achieving administrative creativity among schools principals from their point of views according to the variable of experience. In order to determine if the means were statistically significant differences at ($\alpha \leq 0.05$) ANOVA analysis was used, and its results were presented in Table 7.

Table 7. ANOVA for Sample Responses according to Their Experience

Domains	Variance source	Sum of Squares	Df	Mean Square	F	Sig.
Planning	Between Groups	.673	2	.337	3.44	.037
	Within Groups	7.818	80	.098	6	
	Total	8.491	82			
Organizing	Between Groups	.295	2	.147	2.75	.070
	Within Groups	4.282	80	.054	5	
	Total	4.576	82			

Domains	Variance source	Sum of Squares	Df	Mean Square	F	Sig.
Orienting	Between Groups	.182	2	.091	1.19	.307
	Within Groups	6.061	80	.076	9	
	Total	6.242	82			
Follow up and evaluation	Between Groups	.178	2	.089	1.04	.357
	Within Groups	6.810	80	.085	3	
	Total	6.987	82			
Total	Between Groups	.302	2	.151	3.37	.039
	Within Groups	3.575	80	.045	7	
	Total	3.877	82			

* Statistically significant at (0.05).

The results in Table 7 indicated that there were statistically significant differences at ($\alpha \leq 0.05$) for planning domain and total value, while other domains were not significant. In order to know the directions of the significance of the differences, the Schiff For post-comparisons, was used, these findings are represented in Table 8.

Table 8. Schiff Post Comparison for Experience Variable

Domains	Categories	Less than 10	10-15	More than 15
Planning	Less than 10 (3.45)	-	-	
	10-15 (3.47)	-	-	*0.035
	More than 15 (3.68)	-	-	-
Total	Less than 10 (3.52)	-	-	-
	10- 15 (3.54)	-	-	0.045*
	More than 15 (3.67)	-	-	-

Table 8 shows that there are statistically significant differences in the domain of planning between (10-15) years and those who are more than 15 years. The level of significance is (0.035). The difference was in favor of a category of more than 10 years. There were also statistically significant differences in the total value between (10-15) years and those who are more than 15 years. The level of significance was (0.045). The differences were in favor of category of more than 15 years the difference could be attributed to the long experience that has been achieved through training programs in addition to their motivation to work and to acquiring new method in problem solving.

These results were similar to the results of Saloley (2014) which indicated statistically differences according to the variable of years of experience in favor of longer experience, but it is different from

Amor and Awawdeh (2016) and shamrani (2015) which indicated no difference due to variable of years experience.

7. Recommendation

According to the results, the study recommends the following:

- Ministry of Education should continue to provide principals with new quality of training programs in order to achieve administrative creativity;
- Similar study should be conducted with other educators, such as; teachers and educational supervisors.

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