



## Influence of Training on Employees Performance in NGOs: A Research in Lebanon

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### ABSTRACT

This research focuses on the influence of training on employees' performance (through the ability and desire, discipline and behavior, and the results) in non-governmental organizations (NGOs) in Lebanon. It provides information about the importance of training for employees and their influence on employee performance in NGOs in Lebanon.

A quantitative research method of the data collection was adopted using a questionnaire through convenient sampling technique and filled out by 182 respondents. The information and statistical data collected and analyzed using SPSS to test hypotheses and draw conclusions have shown positive signs on the three proposed hypotheses formulated for testing the influence of training on employee performance regarding ability and desire, discipline and behavior, and on the results.

The findings and recommendations provide NGOs with the needed knowledge and information on the importance of investing in training to produce a better workforce to better promoting organizational performance. In fact, the findings in this study serve as a guide to students and researchers who want to further research about NGOs in Lebanon to build upon these findings and recommendations to get more insights on the importance of training for employees in NGOs to promote proficiency and effectiveness of staff recruited by NGOs.

**Keywords:** Training, Employee Performance, Human Resource, NGO, Lebanon.

### I. INTRODUCTION

In today's business world, training is the most significant component because it increases the effectiveness and efficiency of both workers and the organization. The most crucial factor of the various factors that depend on employee performance is training. Training is important to enhance the capabilities of employees. Therefore, training is an important factor in enhancing the employees' capabilities (Abdul Ghafoor Khan, Ahmed Khan, & Aslam Khan, 2011). For that, training is given to the organizations' employees to improve their performance and to achieve the organizations' goals.

Training, according to Armstrong (2006) is the process of preparing and equipping the employees with the necessary skills, knowledge, and attitude to handle the job obligations. Nevertheless, training is future-oriented, and it is not necessary to be related to an employee's current job. Shaw (2019) sees that investing in employees can improve worker retention, customer satisfaction, and creativity for new product ideas. It saves labor by reducing time spent on problem-solving and saves money in the long run by providing a better workforce.

In this era of competitive advantage, the top priorities of every organization are to improve the performance of the employees and enhance their capabilities, skills, and knowledge through training. Where the organizations have developed from less production-oriented to more focused on the employee and strive hard to compete in the global economy, their workforce takes on increases importance through differentiation based on motivation, knowledge, and skills (Enitilo, Dada, Ajji, & Folorunso, 2018).

This shows why employee selection, training, and evaluation of their performance are important in any organization because achieving challenging organizational service goals have become a necessity, not a choice. To serve the overall purpose of training, this research is dedicated to studying the influence of training on employee performance in non-governmental organizations in Lebanon.

## II. LITERATURE REVIEW

Human resources in organizations are classified as an essential but expensive resource. Human resources are defined as the department in charge of hiring and training employees, motivating employees, administering benefits of workers, protecting the interest of employees, creating a positive work environment for them, and developing policies of the workplace to stay with the organization (Kenton, 2020; Srivastava, 2020; Better-Team, 2017). For that, to sustain an efficient and high employee performance, employees are a greater asset than physical (equipment, technology, etc...) or financial resources, for the talent of employees is what determines an organization's success, for that, it is necessary to increase their role in achieving organizational goals. To do so, training is a useful method as training is vital to ensure the sufficient availability of highly capable human resources, both socially and technically (Bhardawaj, 2020; Hosain, 2016).

Training is a pre-planned learning experience which is designed to introduce permanent change in employee attitude, skill, and knowledge (Noe & Schmitt, 1986). Leonard (1984) also highlighted the improvement of the employee's work performance by teaching him how to master modern techniques; training is a learning experience that is applied to improve performance in the current job. Mondy (2010) defines training as the heart of a continuous effort designed to improve employee competency and organizational performance. It is the process of obtaining knowledge, skills, and/or abilities needed to carry out a specific activity or task (Labenz & Dixon, 2009).

Singh & Singh (2016) state that the main purpose of training is to ensure that all employees have the technical skills needed to perform the job efficiently and smoothly. Training improves the morale of employees and helps them get job security and job satisfaction. It requires less supervision as a well-trained employee will be acquainted with the job, i.e., less wastage of time and effort, and that the more trained an employee is, the less are the chances of committing accidents. During training, employees acquire skills and efficiency, whereas they become more eligible for the promotion. As well, the employees become an asset for the organization as training improves the efficiency and productivity of employees (Onyango & Wanyoike, 2014).

### Types of Training Methods

The organization depends on the selection of training methods through the nature of the job, the number of workers, the size of the organization, and the cost involved in choosing the training method (Kangal, 2020; HR-HelpBoard, 2019; Chandrasekar, 2011). Training methods are classified as traditional and modern. Many organizations were and still use the traditional types of training methods because they require fewer tools and are easy to implement. These traditional methods include two basic types: on the job training methods and off the job training methods (HR-HelpBoard, 2019).

On-the-Job training helps the employees to get job knowledge in the best way, through preparing the employee for the job and to clearly explain the principles and services and how to implement them and enhance the interconnection between the team (Deming, 1982). On-the-job training is simple and cost-effective training and reduces the problem of transferring employees as they are trained on the job in the most effective manner (Onyango & Wanyoike, 2014; Chand, 2009; Human-Resource, 2014; Flynn, Schroeder, & Sakakibara, 1995).

Off-the-Job training, this type of training method, takes place outside the workplace. The quality of education for this type of training method is much better because it depends on the development of the trainee's knowledge and skills, the use of appropriate training resources, and sound principles of learning. This type of training is costly and is effective if a large number of employees have to be trained within a short period (Onyango & Wanyoike, 2014).

There is no doubt that a high-performing employee in any company or organization is of great value. Organizations depend on employees, who are their most important assets, for their

productivity, profitability, and for their success and continuity, and therefore they will not be able to reach these results without a high performance of employees.

Employee performance means how the employee performs the tasks required of him and performs his duties towards his job. It also refers to the quality, efficiency, and effectiveness of its productivity, and therefore the employee's performance will affect the performance of the organization and its goals. The goal of the performance is to achieve results for the organization, as it is strongly linked to its strategic goals. The performance of employees has a direct and positive relationship to the performance of the organization. The performance also contributes to the employee's evaluation and knowledge of his importance to the organization (Bohat-ALA, 2018).

Here comes the role of training, as it plays an important role in improving the performance of employees, which leads to an increase in productivity. Thus, the high performance of employees puts organizations or companies in better positions to compete and be more prosperous, and the employee's performance will increase. On the other hand, the employees' satisfaction with the organization will increase the productivity towards the organization, and thus they will be more job retention (Elena, 2000).

### **Factors Affecting Employee Performance**

There are many factors that affect the performance of employees. The employee is affected by factors related to him/her and the work environment, which she/he often has no control over (Ali, 2020; Tarlengco, 2020). In this study, we will shed light on four main important factors that influence employee performance based on the previous literature.

#### **Leadership**

Leadership is important and has a significant impact at all levels of a company or organization (Armstrong & Murlis, 2004; Cronje, 2001). Leadership is an art and science and refers to behavior and attitudes; the leader inspires a group of employees and motivates them to reach the desired goals (Northouse, 2007; DuBrin, 2004; Akinboye, 2005).

#### **Organizational Culture**

Organizational culture plays a key role in developing and improving performance in an effective and appropriate manner, which helps to achieve the objectives of the organization through the development of trends, values, modern standards, and behavior. The organization's culture is represented by its mission, ethics, and values, which must be reflected in the actions of employees in the organization (BouQuba & Hasabaya, 2020; Tarlengco, 2020).

#### **Working Environment**

The working environment is an important part of employee performance because it leads to the right and successful decisions. The employee wants to feel that he knows what she or he has to do and is prepared for success. Developing employee performance is not just a training process, but many pieces that are assembled to create a work environment and culture to reach a high level of job performance (Al-Ghamedy, 2018; Haynes, 2008).

#### **Motivation**

It is well known that employee motivation factors play an important role in improving his performance. It is important to know the motivational factors for each employee and whether the organization can provide them, which leads to improved performance. Motivation is important for the management to know the reasons that keep the employees motivated and to prevent the harms caused by the dissatisfaction of the employees (Jobber & Lee, 1994). There are six important elements of motivation which are wages, rewards, promotion and recognition, and job enrichment, and profit-sharing. According to Al-Lawzi (2003) motivation is the effort made by management to

urge employees to increase their productivity by satisfying their current needs, creating new needs for them, and striving to satisfy those needs, provided that this is characterized by continuity and renewal (Al-Halayba, 2013).

### Non-Governmental Organizations (NGOs) in Lebanon

Non-Governmental Organizations (NGOs), first called such in Article 71 in the Charter of the United Nations in 1945, a non-governmental organization as a non-profit group that functions independently of any government. He sees that NGOs serve social, political, humanitarian, or environmental causes at community, national and international levels (Folger, 2020).

The history of non-governmental organizations (NGOs) in Lebanon is a long one. It dates to the 1909 Ottoman Law of associations, which is still in effect and applicable to this date (European-Union, 2015). Where the civil war from 1975 to 1990 left Lebanon a devastated country with thousands of displaced people. The focus of NGOs shifted to the humanitarian effort to respond to the needs of the vulnerable people affected by the civil war. According to the latest studies, Lebanon has approximately 1.3 associations per 1000 inhabitants (Karam, 2016). The role of NGOs is to improve the quality of life of targeted segments of society, and mainly the vulnerable women and youth and marginalized sectors such as the elderly, disabled, ethnic groups, and displaced refugees (European-Union, 2015). Those NGOs form an important constituent in Lebanon for progress and human development. Most of these organizations are local, and some are international under the title International Non-governmental organizations (INGOs).

Therefore, the main objective of this research is how training influences employee performance in non-governmental organizations (NGOs) in Lebanon to achieve the objectives of these organizations effectively.

### III. CONCEPTUAL FRAMEWORK

To conduct this research, the conceptual framework shows the dependent and independent variables. The independent variable is training, and the dependent variable is employee performance which include ability and desire, discipline and behavior and results. This research model of two variables has been chosen and developed based on a previous literature conceptual framework done before (Balali & Alahom, 2018). The conceptual framework for this dissertation can be seen from the following diagram.

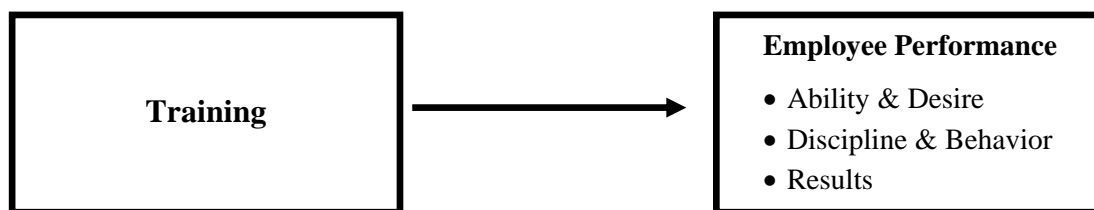


Figure 3.1: The conceptual framework of the research

### IV. HYPOTHESES DEVELOPMENT

The researcher has formulated the following three hypotheses to achieve the objectives of this research:

**H1:** There is a significant influence of training on the ability and desire of employees in NGOs in Lebanon.

**H2:** There is a significant influence of training on the discipline and behavior of employees in NGOs in Lebanon.

**H3:** There is a significant influence of training on the results of employees' performance in NGOs in Lebanon.

## V. METHODOLOGY

The approach of this study is built upon an explanatory type and using the quantitative research method. The convenient sampling technique was used, and the study sample comprised 250 employees from two large and credible NGOs in Lebanon, the Naba'a Organization and Makhzoumi Foundation. The questionnaire was designed on uniform structure from specific topics by previous researchers in the same field (BouZergata, 2019; Obaid, 2018; Kum, Cowden, & Karodia, 2014) The data is collected through a questionnaire consisting of 34 questions (it composed 5 demographic questions, 13 questions for the independent variable training, and 16 questions for the dependent variable employee performance). The questionnaire developed was based on a five-item level Likert scale consisted of strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire was designed and sent by using the Google survey form.

One hundred eighty-nine questionnaires were collected from the respondents. After checking, seven were deleted because of their invalidity for data analysis; and only 182 responses are valid for analysis, and the response rate was 72.8%. IBM SPSS (Statistical Package for the Social Sciences) was used to analyze the result. The information of demographic, descriptive statistics, reliability, and parametric tests include ANOVA, correlation, and regression analysis are used to conclude the results based on primary and secondary data.

## VI. DATA ANALYSIS AND DISCUSSIONS

This research aims to investigate the influence of training on the performance of employees in NGOs in Lebanon. The research used the Makhzoumi Foundation and the Naba'a organization to study hypotheses. The data analysis process includes demographics statistics of the respondents using the frequencies, independent T-test, and one-way ANOVA test. Descriptive statistics, reliability, correlation, and regression analysis to test the research hypotheses are used. Moreover, tables and figures will help in the analysis and interpretation of the results.

### 1. Demographic Statistics

The demographic statistics of respondents aim to understand and analyze their answers. The process of analyzing demographic data included five stages: gender of respondents, age of respondents, education level, the position of respondents, and years of service of the respondents in two organizations.

#### Gender of Respondents

**Table 6.1:** Gender Composition of Respondents

Gender	Frequency	Percent %	Cumulative Percent
Female	136	74.7%	74.7%
Male	46	25.3%	100%
Total	182	100%	

As shown in the table above (table 6.1), a total of 182 employees responded to the survey in this research. The majority of the employees who responded to the survey in the two NGOs are females, out of the 182 respondents, 136 of them which is 74.7% of them are females, and the rest 47 were males, which is 25.3%, which indicates that the percentage of females working in NGOs is high as compared to males. This sample is very close to the whole population in NGOs in Lebanon, where mostly the organizations are female dominant.



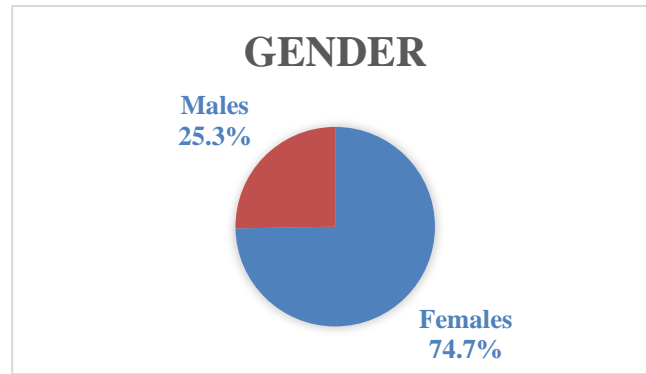


Figure 6.1: Gender of Respondents

**Table 6.2:** Independent Sample T-test Based on Gender

Variables	Gender	Mean	Std. Deviation	Std. Error	t	Sig.
Training & Development	Female	54.2721	6.59457	.56548	.175	.210
	Male	54.0652	7.80713	1.15110	.161	
EP – Ability & Desire	Female	23.4559	4.11117	.35253	-.033	.458
	Male	23.4783	3.78147	.55755	-.034	
EP – Behavior & Discipline	Female	20.0294	3.99248	.34235	-.759	.159
	Male	20.5217	3.17448	.46805	-.849	
EP - Results	Female	20.6250	3.41226	.29260	.435	.945
	Male	20.3696	3.51731	.51860	.429	

The data analysis in the table above (table 6.2) reveals that there is no significant difference between the variables and the gender of the respondents in all aspects, since the significant levels for the training, and ability and desire, behavior and discipline, and results of the employee performance are 0.210, 0.458, 0.159, and 0.945, respectively are greater than 0.05 (5%).

### Age of Respondents

**Table 6.3:** Age distribution of respondents

Age Groups	Frequency	Percent	Cumulative Percent
20 - 30	123	67.6%	67.6%
31 - 40	49	26.9%	94.5%
41 - 50	5	2.7%	97.3%
Above 50	5	2.7%	100.0%
Total	182	100.0%	

The data analysis obtained from the questionnaire (shown in the above table 6.3) reveals that 123 respondents were between the age of 20 to 30 years, representing 67.6% which formed the majority and means that the NGOs are interested in employing young people to a large extent, 49 respondents were between the age of 31 to 40 years representing 26.9%, 5 respondents were

between the age of 41 to 50 years representing 2.7% and 5 respondents were above 50 years representing 2.7%.

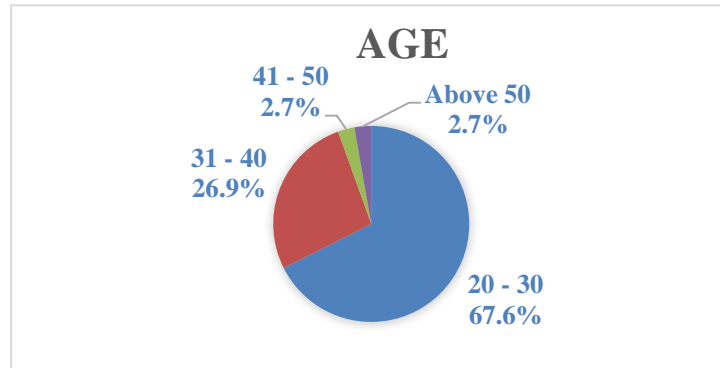


Figure 6.2: Age Distribution of Respondents

Table 6.4: One-way ANOVA Test According to Age

Variables	Age	N	Mean	Standard Deviation	F	Sig.
Training & Development	20 - 30	123	53.6179	7.09713	2.509	.060
	31 - 40	49	54.6531	6.47608		
	41 - 50	5	58.2000	3.34664		
	Above 50	5	60.8000	3.96232		
	Total	182	54.2198	6.89912		
EP – Ability & Desire	20 - 30	123	23.3659	4.03929	0.788	.502
	31 - 40	49	23.3265	4.19517		
	41 - 50	5	24.8000	2.16795		
	Above 50	5	25.8000	2.86356		
	Total	182	23.4615	4.02014		
EP – Behavior & Discipline	20 - 30	123	20.0813	3.78217	0.927	.429
	31 - 40	49	19.9592	4.08227		
	41 - 50	5	21.4000	1.51658		
	Above 50	5	22.6000	2.19089		
	Total	182	20.1538	3.80004		
EP - Results	20 - 30	123	20.4390	3.29964	1.623	.186
	31 - 40	49	20.4694	3.84113		
	41 - 50	5	21.2000	2.16795		
	Above 50	5	23.8000	2.16795		
	Total	182	20.5604	3.43112		

The table above (Table 6.4) shows the analysis of the one-way ANOVA test with the means and standard deviation of the variables according to the age groups of the respondents, and it reveals

that there is no significant difference between the variables and the gender of the respondents, since the significant levels for the training, and ability and desire, behavior and discipline, and results of the employee performance are 0.060, 0.502, 0.429, and 0.186 respectively are greater than 0.05 (5%).

**Job Position of Respondents**

The table below (Table 6.5) shows that the two NGOs consist of organizational structures and the levels differ according to the departments in each organization in order to understand the impact of training on employees in the institutions.

**Table 6.5:** Position of Respondents

Job Position	Frequency	Percent	Cumulative Percent
Manager	9	4.9%	4.9%
Project Manager	10	5.5%	10.4%
Supervisor	17	9.3%	19.8%
Administrative Staff	33	18.1%	37.9%
Social Worker	94	51.6%	89.6%
Logistics Staff	9	4.9%	94.5%
Volunteer	10	5.5%	100.0%
Total	182	100.0%	

Table 6.5 illustrates the different job positions held by the employees who participated in the survey. The data analysis reveals that 94 of respondents were social workers, who formed the majority of the respondents representing 51.6% of the sample, 33 of the respondents were administrative staff representing 18.1% of the sample, 17 of the respondents were supervisors representing 9.3% of the sample, 10 of the respondents were project managers representing 5.5% of the sample, 10 volunteers who are 5.5% of the sample, top managers respondents were 9 representing 4.9% of the sample, and 9 of the respondents were logistic staff representing 4.9% of the sample. These data were gathered from two different NGOs in Lebanon.

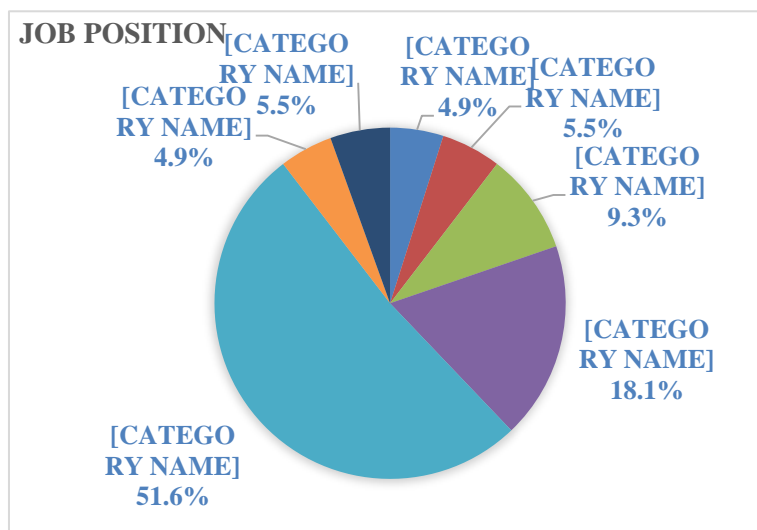


Figure 6.3: Position of Respondents



**Table 6.6:** One-way ANOVA Test According to Job Position

Variables	Position	N	Mean	Standard Deviation	F	Sig.
Training & Development	Manager	9	51.4444	5.52519	1.445	.200
	Project Manager	10	58.1000	4.60555		
	Supervisor	17	53.5294	5.83221		
	Administrative Staff	33	53.0303	7.59722		
	Social Worker	94	55.0106	7.05355		
	Logistics Staff	9	52.1111	7.89691		
	Volunteer	10	52.4000	5.33750		
	Total	182	54.2198	6.89912		
EP – Ability & Desire	Manager	9	23.4444	3.04594	.327	.922
	Project Manager	10	25.1000	2.60128		
	Supervisor	17	23.2941	4.44079		
	Administrative Staff	33	23.5152	4.66450		
	Social Worker	94	23.3830	4.11947		
	Logistics Staff	9	22.7778	3.45607		
	Volunteer	10	23.3000	2.83039		
	Total	182	23.4615	4.02014		
EP – Behavior & Discipline	Manager	9	19.6667	2.69258	1.003	.425
	Project Manager	10	21.7000	2.11082		
	Supervisor	17	18.4118	4.21395		
	Administrative Staff	33	19.9091	4.46769		
	Social Worker	94	20.3830	3.83281		
	Logistics Staff	9	20.6667	3.16228		
	Volunteer	10	20.2000	2.57337		
	Total	182	20.1538	3.80004		
EP - Results	Manager	9	19.8889	1.45297	2.176	.047
	Project Manager	10	22.0000	2.10819		
	Supervisor	17	18.5294	4.24437		
	Administrative Staff	33	21.2424	2.92650		
	Social Worker	94	20.8511	3.62476		
	Logistics Staff	9	19.4444	2.92024		
	Volunteer	10	19.2000	2.85968		
	Total	182	20.5604	3.43112		

After analyzing the data, the table above (Table 6.6) reveals that the significance for training is 0.200, which is greater than 0.05; this means that there is no difference between the answers of the respondents on training according to the position. The significance for ability and desire, behavior and discipline, and results of employee performance are 0.922, 0.425, and 0.047, respectively, which is greater than 0.05, so there is no difference between employee performance and the job positions in the organizations.

### Education Level of Respondents

**Table 6.7:** Education Level of Respondents

Education Level	Frequency	Percent %	Cumulative Percent
High School	13	7.1	7.1%
Diploma	28	15.4	22.5%
Bachelor's Degree	88	48.4	70.9%
Master's degree	52	28.6	99.5%
PhD	1	.5	100.0%
Total	182	100.0	

The above table 6.7 presents the respondents' educational background because it is important to determine the education level of the respondents to know if the training provided by the organizations were appropriate to the employees. It shows that 88 of the employees hold a bachelors' degree representing 48.4% of the sample, 52 of the employees hold a masters' degree representing 28.6% of the sample, 28 of them hold a diploma representing 15.4% of the sample, 13 of the employees had a high school certificate represented 7.1% of the sample, and 1 Ph.D. degree holder representing 0.5% of the sample size.

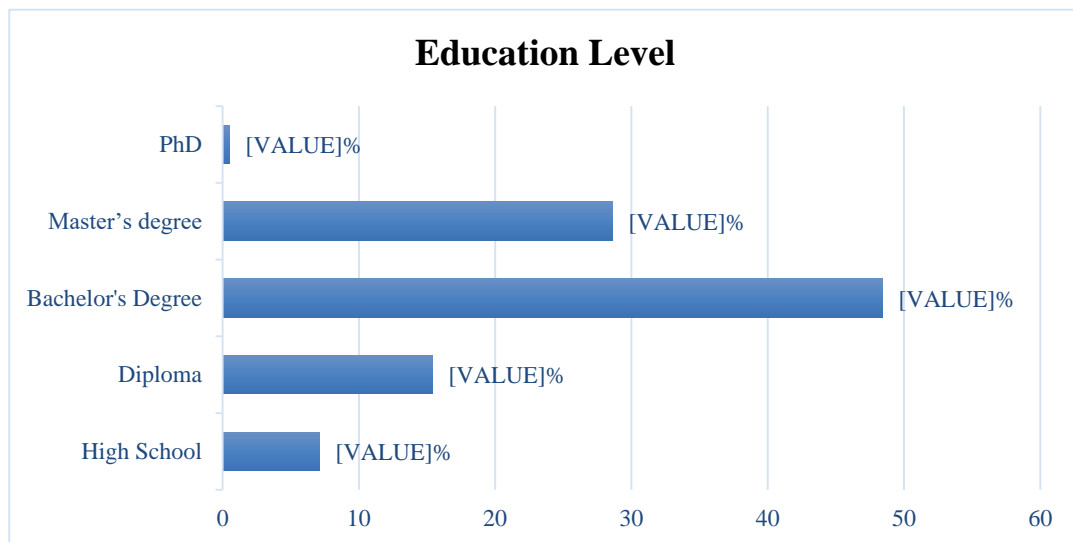


Figure 6.4: Education Level of Respondents

**Years of Service**

**Table 6.8:** Year of service of respondents

Years of Service	Frequency	Percent %	Cumulative Percent
0 - 6 moths	16	8.8	8.8
7 months to 1 year	22	12.1	20.9
2 - 5 years	83	45.6	66.5
6 - 10 years	46	25.3	91.8
11 - 15 years	6	3.3	95.1
16 - 20 years	2	1.1	96.2
Above 20	7	3.8	100.0
Total	182	100.0	

Table 6.8 shows that a huge portion of respondents were 83 employees represented 45.6% of the sample worked from 2 to 5 years in the organization, 46 of the respondent representing 25.3% of the sample worked from 6 to 10 years, 22 of the respondent representing 12.1% of the respondent worked from 7 months to 1 year, 16 of the employees represented 8.8% of the sample worked less than 6 months, 7 of the employees represented 3.8% of the sample size have been working for more than 20 years in the organization, 6 of the employees represented 3.3% of the sample worked from 11 to 15 years, and 2 of the employees represented 1.1% of the sample worked from 16 to 20 years in the organization. The data refers to the employee performance, and training experience can both be influenced by their years of service.

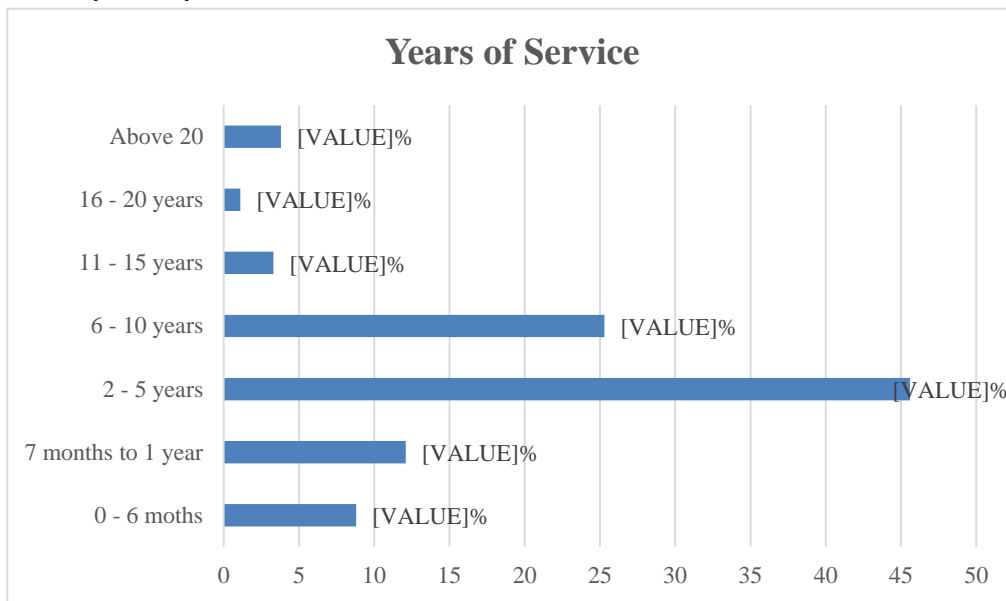


Figure 6.5: Years of Service of Respondents

**Table 6.9:** One-way ANOVA Test According to Years of Service

Variables	Years of Service	N	Mean	Standard Deviation	F	Sig.
Training & Development	0 - 6 moths	16	57.5000	7.03325	1.309	.256
	7 months to 1 year	22	53.3636	6.29849		

	2 - 5 years	83	53.3494	6.87951		
	6 - 10 years	46	54.3696	6.94857		
	11 - 15 years	6	54.1667	5.91326		
	16 - 20 years	2	59.0000	4.24264		
	Above 20	7	57.4286	8.40351		
	Total	182	54.2198	6.89912		
EP -Ability & Desire	0 - 6 moths	16	25.8750	5.78360	1.924	.079
	7 months to 1 year	22	24.0000	3.77964		
	2 - 5 years	83	23.1325	3.61154		
	6 - 10 years	46	22.5000	4.02078		
	11 - 15 years	6	25.0000	3.22490		
	16 - 20 years	2	25.0000	2.82843		
	Above 20	7	24.7143	3.77334		
	Total	182	23.4615	4.02014		
	EP – Behavior & Discipline	0 - 6 moths	16	21.4375	5.03281	.833
7 months to 1 year		22	20.4545	3.26201		
2 - 5 years		83	19.7108	3.81758		
6 - 10 years		46	19.9565	3.74733		
11 - 15 years		6	21.8333	2.78687		
16 - 20 years		2	20.5000	2.12132		
Above 20		7	21.2857	3.35233		
Total		182	20.1538	3.80004		
EP - Results		0 - 6 moths	16	21.8125	3.74555	1.876
	7 months to 1 year	22	21.2727	3.26864		
	2 - 5 years	83	20.1446	3.46457		
	6 - 10 years	46	19.9348	3.30254		
	11 - 15 years	6	23.0000	2.75681		
	16 - 20 years	2	20.5000	.70711		
	Above 20	7	22.4286	2.99205		
	Total	182	20.5604	3.43112		

The table above (Table 6.9) reveals that the significance for the training variable is 0.256, which is more than 0.05; this means that there is no difference between the answers of the respondents on training according to the years of service. The significance for ability and desire, behavior and discipline, and results of employee performance are 0.079, 0.549, and 0.087 respectively, which is also more than 0.05 (5%), so there is no difference between employee performance and the years of services in the organizations.

### Descriptive Statistics

The following table (table 6.10) shows the means and standard deviations related to the impact of training and development on employee performance, with analysis and discussion of the statements.

**Table 6.10:** Means and Standard Deviations of the Items

	Statements	Mean	Standard Deviation
Q1	Training contributes to the development of knowledge and skills of the employees in your organization.	4.47	.610
Q2	Training helps employees to adapt to new developments in order to improve productivity.	4.52	.628
Q3	Training and development promote successful planning.	4.53	.637
Q4	The organization is concerned with raising the efficiency and effectiveness rate of the of its employees' performance.	4.13	.895
Q5	The organization is convinced that the employee needs training to do his/her tasks and jobs better.	4.07	.861
Q6	The organization studies training needs based on performance evaluation.	3.90	1.078
Q7	The organization is concerned with determining the category of employees in need of training courses.	3.71	1.054
Q8	The training programs are designed in a way that match the job requirements.	4.00	.854
Q9	The instructional aids and modern training methods are chosen properly for employee training.	3.85	.945
Q10	The training courses that you took, helped you to develop your skills and do your job better.	4.36	.750
Q11	The employee receives appropriate instructions and directions from the trainers during training.	4.13	.828
Q12	Implementing training programs outside the workplace is more relevant for employees.	4.24	.877
Q13	Employees participate in the evaluation process at the beginning and at the end of training.	4.32	.819
Q14	Employees acquire the ability and desire to accomplish job tasks.	4.16	.725

Q15	Employees possess sufficient skills and knowledge to accomplish their tasks.	4.03	.754
Q16	Employees are willing to work outside the official working hours to accomplish the required tasks.	3.53	1.096
Q17	Employees gain confidence when performing work related tasks after training.	4.21	.736
Q18	Employees are motivated to enhance their performance.	3.91	.999
Q19	Employees receive various perks 'when they utilize newly learned skills on the job.	3.62	1.196
Q20	Employees are keen to adhere to the regulations, instructions, and directives.	4.04	.878
Q21	Employees are punctual and adhere to the official working hours.	4.05	.909
Q22	Employees show interest in completing work on time.	4.08	.910
Q23	Employees cooperate with each other in case of additional burdens.	4.06	.887
Q24	Employees' behavior and loyalty to the organization is improved.	3.91	.936
Q25	Employees become more responsible and committed to the organization.	4.00	.892
Q26	The quality and quantity of employees' productivity is improved.	4.13	.824
Q27	Employees render better services to the beneficiaries.	4.26	.716
Q28	The employees are willing to accomplish the required tasks.	4.16	.838
Q29	Employees achieve the objectives of the organization as supervisors spend a reduced amount of time supervising employees after training.	4.01	.994

Descriptive statistics are important because the basic features of data about the sample and measures are described and summarized in research, and it is important because it leads us to a more accurate conclusion (Hayes, 2021; Shahim, 2018). The table above (table 6.10) showed the answers of the research sample, 29 are the items related to the impact of training on the employee performance in NGOs in Lebanon, the mean of the training variable ranged from 3.71 and 4.53, with the highest expression (Q3) which is for training promote successful planning. While the mean of the ability and desire ranged between 3.53 to 4.21, with the highest for the expression (Q17), which is employees gain confidence when performing work-related tasks after training. The mean of behavior and discipline ranged between 3.91 to 4.08, with the highest for the expression (Q22), which is for employees show interest in completing work on time. The mean of the employee



performance results ranged between 4.00 to 4.26, and the highest statement is for (Q27), which is employees render better services to the beneficiaries. Where the overall means ranged between 3.53 to 4.53, and the standard deviation ranged between 0.610 to 1.196.

### Reliability Statistics

Reliability steps were performed on the sample using Cronbach's Alpha test, where this method was used to measure the reliability and validity of the questionnaire. General Cronbach's alpha rule, indicating when a value is .70 and above means the internal consistency is good, .80 and above is better, and .90 and above is best (Statistics-Solution, 2018).

**Table 6.11:** Reliability Test of all Items in the Instrument

Variables	Cronbach's Alpha	N of Items
Training	.872	13
Employee Performance – Ability and Desire	.809	6
Employee Performance – behavior and discipline	.896	5
Employee Performance – results	.859	5
All Variables	.943	29

After calculating the Cronbach's alpha test, the table above (table 6.11) shows the value of the reliability test of training was 0.872, which is greater than 0.70, the reliability test of the employee performance (ability and desire, behavior and discipline, and results) variable were 0.809, 0.896, and 0.859 respectively, are greater than 0.70, which is very strong stability rate and suitable for research purposes. This means that the reliability test of the questionnaire survey phrases is very reliable and acceptable.

### Correlation Statistics

**Table 6.12:** Pearson Correlation Test for Two Variables

		Correlations	
		Training & Development	Employee Performance
Training	Pearson Correlation	1	.680**
	Sig. (2-tailed)		<.001
	N	182	182
Employee Performance	Pearson Correlation	.680**	1
	Sig. (2-tailed)	<.001	
	N	182	182

\*\* . Correlation is significant at the 0.01 level (2-trailed)

The above table (table 6.12) presents the relationship between the independent variable (training) and the dependent variable (employee performance). It shows that the correlation coefficient between the independent variable training and the dependent variable, the employee performance is

0.680. This means that there is a direct and positive relationship between the two variables and a strong correlation between them.

### Regression Statistics

**Table 6.13:** Regression Analysis for Testing Hypotheses

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
H1	.389	.032	.668	12.050	<.001
H2	.321	.033	.583	9.629	<.001
H3	.303	.029	.610	10.315	<.001

The above table 6.13, reveals the regression analysis for hypotheses testing results. The significant ratios of the three hypotheses are < 0.001 less than 0.05 (5%), which means that the three hypotheses have been accepted.

**Table 6.14:** Results of the Hypotheses

	Hypotheses	Results
H1	There is a significant influence of training on the ability and desire of employees in NGOs in Lebanon.	Supported
H2	There is a significant influence of training on the discipline and behavior of employees in NGOs in Lebanon.	Supported
H3	There is a significant influence of training on the results of employees' performance in NGOs in Lebanon.	Supported

### CONCLUSION

This study has also shown that training is an effective way to absorb new and advanced technology, and a safe way to change and self-development, and to create a competitive advantage for institutions over their competitors. Therefore, institutions should put training as a priority in their options. Also, regardless of their size or scope of activity, organizations should give workers great attention to grow in the job and, consequently, job satisfaction, continuous improvement, and continuous adaptation, through the factors affecting their performance and providing employees with new knowledge, experience, skills, and behaviors.

The research has revealed that training positively influences employee performance in the two targeted NGOs in Lebanon. The influence of performance was based on 3 hypotheses: The first one, there is a significant influence of training on the ability and desire of employees in NGOs in Lebanon; the second one, there is a significant influence of training on the discipline and behavior of employees in NGOs in Lebanon, and the last one, there is a significant influence of training on the results of employees' performance in NGOs in Lebanon.

### RECOMMENDATIONS

Through the findings of this study, a set of recommendations can be made that relate to training strategies and methods that affect performance in NGOs, including:

- Raising awareness of the organization's human resources of the paramount importance of employees' participation with management in developing training plans to ensure the success of training programs in achieving their objectives.
- Enhancing and supporting training based on employee's actual needs coupled with motivation and rewarding incentives that help employees achieve organizational objectives and reduce employee turnover.
- Diversifying the training programs to which employees are subjected to enhance employees' needs in terms of skills, knowledge, and abilities in general, which in turn leads to work efficiency and the achievement of goals.
- Establishing a good control system through the discipline of employees at work, which leads to improving the performance of the institution.

### **LIMITATIONS**

The main limitation of this study is only restricted to quantitative research methodology. It was intended to use both qualitative and quantitative methods so that qualitative data support quantitative data. Quantitative research methodology usually requires a large sample size (Neo-Stencil, 2017). While in this study, out of six NGOs, only two approved to conduct the research, and luckily, the population was large enough to do the appropriate quantitative analysis. Another limitation is the results obtained cannot be generalized to all NGOs in Lebanon. The questionnaire is structured with close-ended questions could not represent the actual occurring in a generalized form in the respondents' responses as the respondents have limited options of response.

### **FUTURE STUDY**

Considering this research, future researchers are advised to continue research in this field, and we suggest the following topics:

- Motivation and its impact on the performance of workers by training in NGOs.
- Training and its impact on the development of the organization's performance in NGOs.
- Conduct this research on more NGOs, especially in developing countries.
- The role of training in achieving total quality in NGOs.
- The reality of human resource training in institutions.
- The development of human resources and their importance in achieving the competitive advantage of organizations.

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