

Organizational Culture Effect in the Relationship between Training Development and Academic Performance in The Public Iraqi Universities

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ABSTRACT

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Academic performance is a critical issue for organizations, especially in the education sector. The current situation of the Iraqi educational system and the historical, political, religious, and cultural factors that have influenced teaching and learning in Iraq. The Iraqi academic staff in Iraqi universities must establish a collaborative and cooperative endeavor for a reformation of the Iraqi educational system. This envision of a new educational system that would be based on learning and training approaches that cultivate academic staff critical thinking skills. It undermines the efficiency and productivity of the organization. There is a need of looking at factors that affect this behavior of the workforce. Therefore, this study focuses on the relationship of training and development variables which are Perceived availability of training, Motivation to learn from training and individual characteristic with organization culture and employee performance in academic settings. This study also determines whether organization culture mediates the relationship between training and development and employee performance. To have empirical evidence about these relationships, data will be collected from academic staff employed at public sector universities of Iraq using a self-administered questionnaire. The collected data will be analyzed using both descriptive and inferential statistics. Confirmatory factor analysis using Social Science Statistics Package (SPSS) version 23.0 to measure the relationship between variables and to test the hypotheses related to the study. This study contributes to body of knowledge by investigating the relationship of training development with workplace attitudes incorporating constructs of training and development, organization culture effect and employee performance using one comprehensive research framework. This study will give an enhancement to the policy makers in higher education sector about the availability of training and development opportunities which affect the performance of academic staff and in turn affect the effectiveness of universities as well.

Keywords: training, evidence, universities, incorporating

1.0 INTRODUCTION

The human element is one of the most important resources of Iraqi organizations as it is the foundation of organizations in achieving their success and the implementation of their objectives (Mahdi, Nassar, & Almsafir, 2019). Hence, the Department works on directing individuals and building their capacities by linking their goals to

the organization's objectives and working to create an organizational atmosphere that will enhance participation and mutual respect (Blanchard, 2018). A sense of responsibility and belonging and a spirit of cooperation and loyalty to work.

In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. Employees are a primary source of competitive advantage in service-oriented organizations (Al Shobaki *et al.*, 2017). In addition, a commitment performance approach views employees as resources or assets and values their voice. Employee performance plays an important role for organizational performance (Cegarra-Navarro, Jiménez-Jiménez, & García-Pérez, 2019). Employee performance is originally what an employee does or does not do (Mone & London, 2018).

Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Al Shobaki *et al.*, 2017). The improved individual employee performance could improve organizational performance as well (Wood & Ogbonnaya, 2018). Employee performance could be defined as the record of outcomes achieved, for each job function, during a specified period of time (Muntazeri & Indrayanto, 2018).

Employee's performance is a rating system used in many corporations to decide the abilities (Hassan, 2016). Good employee performance has been linked with increased consumer perception of service quality, while poor employee performance has been linked with increased customer complaints and brand switching (Kennedy, 2019). Employee performance could be simply understood as the related activities expected of a worker and how well those activities were executed (Kuhil & Michael, 2019). Then, many business personnel directors assess the employee performance of each staff member on an annual or quarterly basis in order to help employees identify suggested areas for improvement (Ullah *et al.*, 2020). The need for change in the administrative work of Iraqi institutions has become more urgent, especially with the beginning of the new millennium (Marr, 2018).

Iraqi universities are still suffering today from a blockade that it had imposed on it since the beginning of nineties of the last century, as it did not see change and reform as a necessity for its sustainability and achievement of its mission, its mission lies in developing quantum only, and the good intentions of university leaders find no room or opportunities for implementation. Training development is one of the important factor that link the employees' performance but it still facing lack of training in Iraqi public universities. According to Al-Rubaie *et al.* (2018), in Iraq, the members of its teaching staff, the majority of whom do not have the knowledge, ability or desire to effect change, and their desire to possess knowledge to bring about change collides with many obstacles, the most important of which is the lack of sufficient funds, an appropriate program for their training, or clear visions of the training and capacity building process.

2.0 LITERATURE REVIEW

The most important reason for the deterioration of levels in Iraq alike is due to the concern for quantity at the expense of quality. This has been highlighted by Al-Tameemi *et al.* (2018) and Ameen *et al.* (2019), that the absence of Perceived availability of training considered as the key factor which need such an improvement among the employees the current weakness an investigation toward the improvement of academic performance which still shortage in Iraq. Acknowledging the issues identified above, thus it is very important to investigate perceived availability of training and its influence on employee performance of Iraqi universities.

Motivation learn from training is important between training development and employee's performance in Iraqi universities. Failure to define the field of creativity at the university and allow employees to show their capabilities and skills and review them within the limits of work and the inconsistency of the training effort and the expected return in addition to psychological instability within the educational institution and other reasons related to work conditions, and the weakness of training programs and their lack of modern information leads to the employee's unwillingness to training as many workers are unable to participate in these activities because the way our organizations are run prevents them from doing that (Setiawan, 2019; Medina, 2017).

The scope

The General Organization in Iraq has been chosen as the field of application for the effect of organizational culture on human resources in the institution. The institution is considered as a vital discipline in its field of work, as it is one of the important institutions in the education system. This study will focus on organization culture, training development and academic performance. In this study the dependent variable is the academic performance and the

independent variable is training development when the organization culture is the moderator. This study will take a place in Iraqi universities which there is a need for it, to find out the effect of organisation culture toward relationship between training development and academic performance.

The respondents of this research are chosen based of the nature of the topic its factors in the organization. Seeking for the reliability, the respondents are selected to be from the organization (Mohammad *et al.*, 2017; Jitwasinkul *et al.*, 2016; Bonaventura *et al.*, 2017)

Therefore, the problem of this study is trying to determine the effect of training development and academic performance in academic sector in Iraqi universities. This study is addressed to academic staff in Iraq universities ALFALLUJAH, SAMARA and MIDDLE TECHNICAL for the vital role played by the Ministry of Education, which has a significant need to be studied according to their ranking as the three last Iraqi universities among to their organization performance.

2.1 An Overview of Training Development

Training development is a mix of training as well as development (Bell *et al.*, 2017). This focuses more on the overall business growth of the employees (Farzana & Bari, 2019). One of the most effective tools is Training Development which improves employee performance in addition to improving group performance (Elnaga & Imran, 2013). Training plays an important role in teaching staff attitude change, skills, principles and more information to enhance employee performance (Ibrahim *et al.*, 2017). Training should be effective enough to help employees develop later on, so that a business can also benefit in the long term (Karim, 2019). Training benefits understanding of the advantages and disadvantages that helps the employee to recognize his deficiencies at work and then progress in the organization the training as knowing where you (Reason, 2016). Some experts have described are today and where you have to be in the future (Krueger & Casey, 2014).

Through training people will learn new information technology and refresh their current skills and knowledge (Czaja & Sharit, 2016). That is why there is much change and adds productivity in the workplace (Porter & Kramer, 2019). The aim of training is to create an effect that continues beyond the end of the training itself and updates employees with the new phenomenon (Linehan, 2014). Thus teaching adds new capabilities to the workforce and is able to cope with any crisis situation (Krueger & Casey, 2014). Development applies to those learning opportunities for employee to develop (Richter *et al.*, 2014). Development isn't specifically geared towards abilities (Clark & Mayer, 2016).

Rather, it gives general knowledge and attitude that will help employees in higher positions (Mowbray *et al.*, 2015). Development efforts are often based upon personal drive and ambition (Fayol, 2016). Development activities are usually voluntary, such as those supported by management development programmers (Warner & Sullivan, 2017). Training development by formal definition is considered to be any attempt to improve the current or future performance of an employee by enhancing the capacity of an employee to succeed through learning, generally by improving the attitude of the employee or by increasing his or her skills and knowledge (Warner & Sullivan, 2017).

Therefore, training development is a method used by companies to bring about organizational change (Haugh & Talwar, 2010). Challenges and changes faced by the higher education sector; academic institutions support staff development (Beetham & Sharpe, 2013). An understanding of staff behaviour is crucial to understanding resistance to training development (Punjaisri & Wilson, 2017). The use of the various theories reviewed within this literature review assisted in developing this understanding (Bearman & Dawson, 2013). Training is a form of learning. Adult learning in a work environment is often achieved through training. According to Richards and Schmidt (2013), training involves preparing someone to perform a task or position in a work setting, usually but not generally (Richards & Schmidt, 2013).

Training development will support organizational performance in several ways (Jehanzeb & Bashir, 2013). Training is a marshalled operation aimed at conveying instructions or information to enhance the trainee's performance, knowledge or skills (Saifalislam *et al.*, 2014). Development refers to practices that help individuals develop new knowledge or skills needed for their personal development. All-inclusive training development programs help trainees concentrate on the skills, behaviors and information they need to meet targets and create competitive advantages for an organization

2.2 Importance /Benefits of Training Development

Training has long been recognized as one of the major functions within HRM and has thus attracted great research attention by academic writers (Merriam & Grenier, 2019). This has led to a number of training concepts. For example (Asfaw *et al.*, 2015) defines training as a planned and organized change of behaviour through learning experiences, activities and programs that allow participants to achieve the level of awareness, expertise, skills and ability to effectively perform their work. According to (Kerzner, 2017) Training can also be defined by management as a planned and organized initiative aimed at altering employee conduct, in a direction that will achieve organizational objectives. A structured training plan is an attempt by the employer to give the employee the opportunity to learn job-related skills, attitudes and awareness (Ampomah, 2016).

Development is a structured cycle of training and growth in which individuals learn and apply expertise, skills and attitudes to effectively manage the work organizations (Ampomah, 2016). The development viewpoint discusses the existing climate, the current state, and helps people in a team, department, and as part of an organization identify successful performance improvement approaches (Amanchukwu *et al.*, 2015). There may not be anything wrong with some circumstances at the moment; the group or manager may simply search for ways to continue improving and strengthening established relationships and employee's performance (Sekaran & Bougie, 2016).

In other cases, there may be an issue or issue that needs to be addressed; the improvement process aims at seeking ideas and solutions that can effectively return the community to a high-performance state (Sekaran & Bougie, 2016). There is recorded evidence that the training exercises have a positive influence on individuals and teams' success (Bompa & Buzzichelli, 2018). Training exercises may also be of benefit to other results, behaviours, encouragement and confidence at both individual and team level (Kukenberger *et al.*, 2015). We refer at performance-related benefits first. Employees benefit a lot from the staff training development programme. They learn the soft and technical skills which their jobs require. Unemployment has been at its lowest levels over the past 30 years, which is not advantageous for workers to start new jobs if growth prospects are smaller. (Porter & Kramer, 2019).

New university graduates typically find a business that provides its workers with rigorous training programs, but this concept is dangerous for companies to lose freshly qualified employees in a few years (Fayol, 2016). Professionals in the IT sector recognize that expertise is authority and demand that they maintain their skills and talent in compliance with the existing business requirements. (Kerzner, 2017). Many employees understand the value of the training programme, and wish to raise their salaries (Kerzner, 2017). Fresh graduates are also deemed not to be adequately prepared for the ever-changing business climate (Schultz & Schultz, 2015).

2.3 History of Higher Education Sector in Iraq

In the early 1970s, a bright future shone in the sky for future generations, the growth process in Iraqi schools, a 1-punishmg economy, technological revolution and political peace. From the mid-1970s, after the nationalization of oil to the beginning of the 1980s, the Iraqi education system became the top scholars in the Iraqi and Iraqi Arab region, who received both private and Governorate education Stipends returned from developed countries with realistic and high- quality academic experience Many who trained in England, France, Germany and Russia ran departments at different Iraqi universities. Training on all levels, including graduate and even postgraduate studies, was free for all owners. Employees were encouraged to apply for graduate studies, with two or four applications Years of leave paid on permission. In an October 1991 United Nations report, Iraq was identified as rapidly approaching developed-country standards with an extensive public health and education system, modern telecommunications network 24, electrical power plants, sophisticated water treatment facilities and drinking owater for the vast majority of the population (Neshat 2003, 57).

With the return of Iraqi scholars from the West in the 1960s and 1970s, the number of Iraqi students at Baghdad University increased more attention was given to instruction mn math and science. Al Mustenseriya University was established in Baghdad in the 1970s, initially only for those who were already working, but its knowledge had no higher education. Holders of Iraqi degrees increased in number. While direct instruction was still the educational approach, teachers increased provided more space in their classrooms for debate and critical thinking. According to Slattery (2006, p.38), "In this context, hegemony (domination) is indoctrination and coercion, and it may influence classrooms if a teacher does not encourage" students to challenge dominant beliefs, behaviors, historical perceptions and social practices.

In view of this, the World Forum's annual report on the global economic performance reported the following: In a number of nations, the years 2006 to 2010, experienced a drastic decrease in the standard of the education system,

and they were being trained by Iraq. As for the UN Report on Research, Education and Culture released early 2011, it states Iraq is the most backward nation

Table 2.1: Iraqi Universities World Rank 2018

Ranking	World Ranking	University
1	1883	University of Babylon
2	2339	University of Baghdad
3	2695	University of Sciences and Technology
40	14347	University of Middle Technical
51	17334	University of Al Fallujah
60	19567	University of Samaraa

In the classification (U.S. News) of world university academic research results, Iraqi universities came into the worst position that was predicted, as Iraqi universities occupied all the foreign rankings that have been published so far at the end of the list. To approximate the last classification view it provide some of its markers, as shown in Table 2.1.

2.4 University of Middle Technical

The Central Technical University is a government technical university is the oldest institute is the Technical Medical Institute in Baghdad, founded in 1966, and the Technical College was established in 1993. It includes technical and applied colleges in the Baghdad governorate and institutes in the governorates of Baghdad, Anbar, Wasit and Diyala. Technical University of Engineering contains faculties of Engineering of applied mechanical techniques, Surveying Engineering, Power Mechanics Technologies Engineering, Materials Technology Engineering, Mechatronics Technologies Engineering, Building and construction techniques engineering, College of Health and Medical Technologies, Baghdad Anaesthesiology techniques, College of Electrical and Electronic Engineering, Technology Baghdad Engineering of computer technologies / communication networks, Baghdad College of Applied Arts and interior design techniques.

Table 2.2: Academic Staff in Middle Technical University in Iraq 2018

عدد أعضاء الهيئة التدريسية في التعليم الجامعي الأولي في التعليم الجامعي التقني الوسطي موزعين حسب المعهد (التقني) والجنسية والجنس للعام الدراسي 2017/2018
Number of teaching staff members in Middle technical university distributed by institute (college), nationality and gender for school year 2017/2018

Table(208) (208) جدول

Institute (College)	المجموع Total			العراق Iraqi's			العراق Iraqi's			المعهد (التقني)
	مجموع Total	أنثى Female	ذكر Male	مجموع Total	أنثى Female	ذكر Male	مجموع Total	أنثى Female	ذكر Male	
Morning study										دراسات صباحية
Medical technical baghdad	85	59	26	1	0	1	84	59	25	الطب التقني بغداد
Technology baghdad	261	98	163	0	0	0	261	98	163	التكنولوجيا بغداد
Administration rusafa	163	101	62	0	0	0	163	101	62	الإدارة الرصافة
Applied arts	42	24	18	0	0	0	42	24	18	الفنون التطبيقية
Medical technical mansor	85	54	31	0	0	0	85	54	31	الطب التقني المنصور
technical administration	68	41	27	0	0	0	68	41	27	الإدارة التقني
Technicians	62	24	38	1	1	0	61	23	38	أعمال المهندسين التقنيين
Al-anbar Technical	45	4	41	0	0	0	45	4	41	التقني الأنبار
Kut Technical	90	23	67	0	0	0	90	23	67	التقني الكوت
Saera Technical	40	9	31	0	0	0	40	9	31	التقني السعرة
Baguba Technical	113	32	81	0	0	0	113	32	81	التقني بَغْبُوبَا
Total technical institutes	1054	469	585	2	1	1	1052	468	584	مجموع المعاهد التقنية
Technical college baghdad	129	24	105	1	0	1	128	24	104	الكلية التقنية الهندسية بغداد
Technical college baghdad	151	88	63	0	0	0	151	88	63	كلية التقنيات الصحية والتقنية بغداد
Technical electrical college	91	31	60	0	0	0	91	31	60	كلية التقنيات الهندسية الكهربائية والتقنية
Technical administrative college baghdad	78	41	37	0	0	0	78	41	37	الكلية التقنية الإدارية بغداد
Applied arts college baghdad	29	10	19	0	0	0	29	10	19	كلية الفنون التطبيقية بغداد
Total Technical colleges	478	194	284	1	0	1	477	194	283	مجموع الكليات التقنية
University headquarter	39	14	25	0	0	0	39	14	25	رئاسة الجامعة
Computer Centre	1	1	0	0	0	0	1	1	0	المركز الحاسوبية
continue teaching centre	3	3	0	0	0	0	3	3	0	مركز التعليم المستمر
Total morning studies	1575	681	894	3	1	2	1572	680	892	مجموع الدراسات الصباحية
Total university	1575	681	894	3	1	2	1572	680	892	مجموع الجامعة

2.5 University of Al-Fallujah

The University of Fallujah is a newly established Iraqi public university established in 2014 and located in the city of Fallujah in Anbar Governorate, 60 kilometres northwest of the capital, Baghdad The university consists of 6 colleges,

the latest of which was created by the College of Applied Sciences distributed over a variety of buildings All of them are inside the city of Fallujah. The university's presidency is located within the building of the Faculty of Medicine of the same university in the military district near the Fallujah Teaching Hospital. The university includes six colleges which are Faculty of medicine, College of Veterinary Medicine, School of Law, Faculty of Administration and Economics, Islamic Education College and Faculty of Applied Science.

Table 2.3: Academic Staff in Al-Fallujah University 2018

تعدد أعضاء الهيئة التدريسية في التعليم الجامعي الأولي في جامعة الفلوجة موزعين حسب الكلية والجنس للعام الدراسي 2018/2017

Number of teaching staff in academical teaching in Falluja university distributed by college ,nationality and gender for 2017/2018

Table (117)				جدول (117)						
College	المجموع			عرب			عراقيون			الكلية
	Total			Arab			Iraqi			
	مجموع	اناث	ذكور	مجموع	اناث	ذكور	مجموع	اناث	ذكور	
	Total	Female	Male	Total	Female	Male	Total	Female	Male	
Morning study										دراسات صباحية
Medicine	39	11	28	0	0	0	39	11	28	الطب
Veterinary	49	9	40	0	0	0	49	9	40	الطب البيطري
Economic and administration	46	6	40	0	0	0	46	6	40	الإدارة والاقتصاد
Law	30	4	26	0	0	0	30	4	26	القانون
Islamic sciences	68	4	64	0	0	0	68	4	64	العلوم الإسلامية
Central library	2	1	1	0	0	0	2	1	1	المكتبة المركزية
continue teaching centre	7	2	5	0	0	0	7	2	5	مركز التعليم المستمر
Computer centre	7	0	7	0	0	0	7	0	7	مركز الحاسبة الإلكترونية
Headship of university	19	4	15	0	0	0	19	4	15	رئاسة الجامعة
Total	267	41	226	0	0	0	267	41	226	مجموع الجامعة

2.6 University Samara

Samara University is a young Iraqi government university after it was colleges affiliated to Tikrit University. The university's beginnings go back to the year 2000 when it established the College of Education in Samara as one of the colleges of Tikrit University, in which the study began in the same year with three departments: Arabic Language, History and Life Sciences. The departments of Chemistry and the Sciences of the Qur'an were introduced in them, and later the departments of the English language, the Department of Physical Education and the Department of Geography were created.

The college of education was established in 2000 and the college includes various scientific laboratories and held many conferences and seminars that hosted senior professors and scientists from various universities and issued a secret magazine of opinion for the humanities and includes a distinguished elite of professors in the advisory body from various Arab universities and receives scientific research from various Arab and Islamic countries.

Samara University contains Departments of the College of Justice, Department of Quranic Sciences, The department of Arabic language, English Department, Department of biology, Chemistry department, Physics department, Department of, History, Geographical department, Religion basics, Islamic law, Satisfactory analyses., Applied chemistry, Archaeology, Maintenance and restoration, College of Engineering Edit, Architecture, Civil and Environmental Engineering, Electromechanical engineering, College of Physical Education and Sports Science, Colleges of justice projects, Faculty of Administration and Economics, College of Veterinary Medicine and College of Industrial Pharmacy.

Table 2.4: Academic Staff in Samara University 2018

تعداد أعضاء الهيئة التدريسية في التعليم الجامعي الأولي في جامعة سامراء موزعين حسب الكلية والجنسية والجنس للعام الدراسي 2018/2017

Number of teaching staff in academic teaching of Samara's university distributed by college nationality and gender for 2017/2018

Table(99)

جدول (99)

College	المجموع			عرب			عراقيون			الكلية
	Total			Arab			Iraqi's			
	المجموع	انثى	ذكور	المجموع	انثى	ذكور	المجموع	انثى	ذكور	
	Total	Female	Male	Total	Female	Male	Total	Female	Male	
Morning study										دراسات صباحية
Engineering	123	39	84	0	0	0	123	39	84	الهندسة
Applied sciences	38	16	22	0	0	0	38	16	22	العلوم التطبيقية
Education	175	62	113	0	0	0	175	62	113	التربية
Physical Education	5	0	5	0	0	0	5	0	5	التربية البدنية وعلوم الرياضة
Antiques	22	2	20	0	0	0	22	2	20	الأثار
Islamic sciences	26	3	23	0	0	0	26	3	23	العلوم الاسلامية
University persidency	2	1	1	0	0	0	2	1	1	رئاسة الجامعة
Total morning studies	391	123	268	0	0	0	391	123	268	المجموع الدراسي الصباحية
Total university	391	123	268	0	0	0	391	123	268	المجموع الجامعة

The ministry of higher education and scientific research has announced the results of national rating for the quality of Iraqi universities of the year 2018. The head of supervision and scientific evaluation authority, Dr. Nabil Al-Araji said that the ministry of higher education and scientific research is serious about implementing plans and strategies aimed at advancing the academic reality of Iraqi universities and competition in the light of discreet national and international classifications.

He added that the results of the national classification of the quality of Iraqi universities for the year 2018 were subject to institutional performance and performance of employee and the ranking of technical universities. The results of national classification according to employee performance are shown below in table 2.5

Table 2.5: Sequence of Iraqi Universities According to Employee Performance Ministry of Higher Education of Iraq (MOHESR, 2018)

Rank	University	Performance %	Rank	University	Performance %
1	Technology	41.35	14	Al-Furat MT	36.49
2	Babylon	41.34	15	Al-Kadesia	36.08
3	Baghdad	40.87	16	South Technical	36.01
4	AlBasrah	40.77	17	Middle	35.51
5	Diyala	38.47	18	Takreet	35.37
6	AlNahrain	38.32	19	Kirkuk	35.25
7	Karbala	37.31	20	Sumar	34.26
8	Al-Muthanna	37.06	21	Thi Qar	34.12
9	Al-Anbar	37.01	22	Kacem Al-Khadraa	34
10	Al-Iraqia	36.87	23	Oil Gas Al-Basrah	33.06
11	Al-Kufah	36.84	24	Middle Technical	31.87

12	Misan	36.77	25	Al-Fallujah	31.73
13	Al-Mustanseria	36.71	26	Samara	29.58

2.7 Training Development Variables

The outcomes of training development not only depend on how training development is arranged but also how training development arrangements are perceived by employees in the organizations (Noe & Schmitt, 1986). Taking into considerations perceptions of employees this study focuses on three dimensions of training and development, that is, perceived availability of training, motivation to learn from training and Individual Characteristics and Training Motivation. These three dimensions of training development could be considered for two reasons. Firstly, previous studies have reported the importance of these three dimensions of training and development for the work related attitudes of employees (Bartlett, 2001; Noe & Wilk, 1993; Santos & Stuart, 2003; Yang *et al.*, 2012). Secondly, these three dimensions also give an overall view of employees' perception regarding provision of training and development by their organizations.

2.7.1 Perceived availability of training

By the availability of training mean to what level an employee has access to a particular training development plan provided by his organization (Seidle *et al.*, 2016). Hanaysha, (2016) has shown that training development will have a greater effect on employee performance in an organization if there is an atmosphere of positive behaviours such as care, trust and concern. When employees believe they have easy access to training development opportunities within the company, they feel that the company takes care of them and is therefore willing to invest in them; this in effect increases their morale, commitment and loyalty to the organization (Anderson, 2019). Increased commitment and dedication to organisation and increases employee performance.

So, firms which provide fair access to training development programme will be in better position to enhance the number of good employees (Noe *et al.*, 2017). Likewise, effective training development experience is an indicator to employees that the organization is eager to invest in them and cares about them which in turn enhances the employee performance (Halawi & Haydar, 2018). Furthermore, perceived availability of training has been linked to work-related attitudes such as employee performance (Fletcher, Alfes, & Robinson, 2018). Similarly, several other studies have shown a positive effect of availability of training on performance of individuals in organizations (Tekleab *et al.*, 2016). Fletcher *et al.* (2018) found a strong relationship between the perceived availability of training and employee performance, employees' perceptions of availability of training are instrumental in making them more efficient (Srivastava & Shree, 2019).

Studies have somewhat established the fact of the existence of positive relationship between employees' perceptions of availability of training development and their level of performance. It means that organization that are successful in affecting the attitude of its employees regarding the availability of training development will be experiencing increase in quality of performance among the employees (Zehra, 2016). This fact has been exhibited by a number of other studies wherein they have contended that if organizations want to affect their employees' performance they are required to increase the frequency of training development activities (Ahmad & Bakar, 2003; Owoyemi *et al.*, 2011). It will also motivate the employees and more likely to utilize their latent potentials more exhaustively thereby increasing their job performance. (Qaisar *et al.*, 2019) says that employees exhibit higher performance when management provides them access to and openly supports training development.

2.7.2 Motivation to Learn from Training

Training is useless if the trainee has no potential or incentive to take advantage of it (Guise & Wiig, 2017). In terms of ability, the trainee requires (among other things) the reading, writing and math skills needed, as well as the needed level of education, intellect and knowledge base (Wlodkowski & Ginsberg, 2017). Efficient selection of workers obviously matters here. Some employers use miniature career training to filter out trainees with low potential (Gardner *et al.*, 2016). It essentially includes using example activities from the training system of the organization to help assess who is not going to practice. (Witten *et al.*, 2016). The employer may take many measures to improve the motivation of the trainee to know (Landers & Armstrong, 2017).

In other words, begin the training by giving sense to the material (Majumdar, 2015). For example, demonstrate why

providing a summary of the material is relevant, and use familiar examples to illustrate key points. Provide practice opportunities, and encourage the trainee to make mistakes, often boost motivation and learning (Marsick & Watkins, 2015). Feedback including routine performance reviews and more frequent verbal feedback is also relevant (Moraschini *et al.*, 2015). Traditionally, training researchers focused on approaches and environments that optimize trainees' reaction, understanding, and behavioural change. (Bell *et al.*, 2017). This study has tried to understand the influence of training media, educational environments, content sequencing and other influences on the efficacy of training (Clark & Mayer, 2016).

Furthermore, numerous analyses of training research have emphasized that since the impact of these variables on learning and actions of individuals differs, research needs to investigate how personal characteristics contribute to the effectiveness of training (Best & Kahn, 2016). Clark and Mayer (2016) wrote that while early instructional psychology dealt primarily with the subject of manipulating the delivery and pacing of instructional content, it became evident that learners strive to learn; they turn what they receive from instruction and develop information in their own minds. And whether the learner brings in previous knowledge and thinking abilities to the educational situation is of critical importance (Rivers, 2018).

2.7.3 Individual Characteristics and Training Motivation

Personality refers to the fairly stable characteristics (other than ability) of individuals that affect their cognition and behaviour (Beck, Davis, & Freeman, 2015). Personality is found in many theories of motivation, as it causes differences in self-set goals and the cognitive design of the worlds of individuals, all of which generate differences of action between people (Sackett *et al.*, 2017). Work connecting personality to motivation training has explored narrow features as well as broader features included in the Big Five personality taxonomy (Judge & Zapata, 2015).

In terms of the former Broadbent and Poon (2015) showed that highly motivated trainees were more likely to know. In addition, Course-Choi *et al.* (2017) mentioned that related anxiety to decreased motivation for training. Salas *et al.* (2015) suggested that individuals with an internal monitoring position have more optimistic attitudes about opportunities for training as they are more likely to believe that training can offer measurable benefits. Recent study, however, has also related the Big Five's knowledge factor to training motivation (Zimbardo & Boyd, 2015). Ohme and Zacher (2015) showed that conscientious individuals had more confidence in their ability to learn the training materials.

Similarly, Colquitt and Simmering (1998) found that diligent learners had a greater self-efficacy and a stronger motivation to understand the material of the training (Wolters & Hussain, 2015). Past studies found that motivation in training is a function of variables relevant to one's work and career (Kanfer *et al.*, 2017). These variables include job participation, dedication to company and career, and career preparation and exploration. Job involvement is characterized as the degree to which an individual psychologically identifies with work, and the importance of work to the total self-image of a person (Singh & Gupta, 2015).

Studies have indicated that people who are highly active in their work are more likely to be motivated, as involvement in training can increase skill levels, boost job performance and increase self-esteem (Lee, 2015). Employee performance refers to the engagement and identification of a person with an organisation (Lee *et al.*, 2015). Training motivation includes the recognition and trust in the goals and principles of the organization, the ability to make an effort for the organization and the desire to remain a part of the organization (Demirtas & Akdogan, 2015).

2.8 Academic performance

Academic performance leads to the extent at which an employee exercises the factors specified in the job description effectively (Linehan, 2014). The quality of the work performance will differ for each job (Pan, 2015). Employee performance metrics include the quality and quantity of work done by the employee, the precision and pace at which the job is done, and the overall productivity of the employee at work (Mason, 2015). In the study conducted by Liu *et al.* (2010) On employee performance cited that leaders should take employee performance enhancement seriously by offering individualized training and guidance (Long *et al.*, 2014).

A research by Chen and Silverthorne (2005), as quoted by Long *et al.* (2014) evidence that the skill and desire of the employee to succeed has an effect on one another. The result suggested that companies should have the right leaders to help workers undergo adequate training to enhance their ability and efficiency (Walumbwa *et al.*, 2011). Therefore the leaders must exercise a more adaptable style of leadership to enable subordinates to succeed (Long *et al.*, 2014;

Mortazavi *et al.*, 2013). Referred to as having a positive significant relationship (0.783) between employee success and transition style of leadership. They concluded that more leaders use transformative leadership style, more efficiency the employee improves (Mortazavi *et al.*, 2013).

As behaviour, performance involves both measurable and non-observable behavior such as processes of thinking and decision-making; all of which are regulated by individual employees (Montag *et al.*, 2012). It demonstrates that an employee's good output does not necessarily contribute to results, because it may be influenced by certain factors such as the economy and fellow employees' help (Monlau *et al.*, 2015). Earlier, (Nelson *et al.*, 2005) Discuss eight factors that influence job performance in all occupations: (1) task-specific behaviour, (2) non-task-specific behaviour, (3) communication, (4) commitment, (5) personal discipline, (6) assistance to and from colleagues, (7) supervision and leadership, and (8) management (Cervelli *et al.*, 2012) Refers task-specific actions to the tasks identified by the work classification of an employee and thus differs between employees with different job designations and roles. On the contrary, non-task-specific factors apply to the activities that employees can carry out in different roles at work, such as training new employees (Motowidlo & Kell, 2012).

Meanwhile, correspondence encompasses both the written and oral ways in which knowledge is transmitted. In addition, the job output of an employee is assessed against the content presented (Misra *et al.*, 2012). An employee's effort in evaluating work performance may be viewed on a regular basis or when the employee is under exceptional situations and is a reflection of an employee's dedication to his or her work. (Schultz & Schultz, 2015). In terms of an employee's personal discipline, in some situations it is the past and behaviors of the employee (Sherlock *et al.*, 2012). In jobs where group work is necessary, the degree to which an employee is ready, available and actually helps his team and his colleagues in evaluating his job performance when needed (Cervelli *et al.*, 2012).

2.9 Organization Culture

Culture itself is the result of a group of people living in the same place and having similar behaviours and attitudes (De Mooij, 2019). People who belong to a certain culture share similar norms, history, religion, values and artefacts which distinguish them from others (Burke, 2017). Therefore, there are numerous organizational cultures and even more subcultures, providing certain types of organization and action (Ogbonna & Harris, 2015). In modern international review of management and marketing, societies, however, culture is considered to be a tangible or intangible environment in which a group of people live and work together (Kobersy *et al.*, 2016). (Valmohammadi & Roshanzamir, 2015) organizational culture as to a system of shared meaning held by members that distinguishes the organization from other organizations.

This system of shared meaning is, on closer examination, a set of key characteristics that the organization values (Tidd & Bessant, 2018). Baporikar (2016) referred to culture as a, complex whole which includes knowledge, belief, art, morals, law, custom, and other capabilities and habits acquired by man in a society. According to Mahmoodi *et al.* (2015), culture is the collective thought of the minds which distinguishes the members of one group from the other. (De Mooij, 2019), Established culture includes numerous values and behaviours that can be seen as a guide to success. According to Inglehart (2018), culture implies a relatively well-established collection of social attitudes, habits and values. In simple words organisational culture is gained knowledge, explanations, values, beliefs, communication and behaviours of large group of people, at the same time and same place (Al Saifi, 2015). Although it's difficult to get consensus about the definition of organizational culture, several constructs are commonly agreed upon – that organizational culture is holistic, historically determined, related to anthropological concepts, socially constructed, soft, and difficult to change (Atuahene, 2016).

Organization culture is the characteristic and the tangible personality originated inside every organization. While some might think of organisational culture as the result of the organization's people and processes, something that cannot be controlled or quantified, the truth is, organisational culture is unexpectedly tangible (Hislop *et al.*, 2018). It can be deliberately designed and leveraged (Harris, Hancock, & Scott, 2016). It affects morale and employee engagement (Al-dalameh, 2018). It controls turnover levels and affects the efficiency of businesses and impacts profitability (Lun *et al.*, 2016).

Organizational culture separates the highly productive businesses from all the others. This can be a solid, competitive advantage (Lun *et al.*, 2016). The organizations' culture is always distinct, but the big winners, consistently, it is the organizations that make culture a priority. Culture definition varied through the years. For example, more than four decades ago, Herskovits conceived a wider definition of culture by suggesting that culture was a human-made part of

the environment (Stewart, 2016). Organizational culture is the collective effect of the common beliefs, behaviours, and values of the people within a company (De Mooij, 2019). Those norms within any organization regulate how employees perform and serve customers, how they co-operate with each other, whether they feel motivated to meet goals, and if they are sincerely into the company's overall mission (Schütte & Ciarlante, 2016).

2.10 Mediating Role of Organization Culture

Going through the current literature, it is easy to find that organizational culture is one of the most studied psychological variables predicting the success of the employees. There is an abundance of studies that explored the relationship between organizational culture and performance of employees (Jehanzeb *et al.*, 2013; Ling, Yusof, & Rahman, 2016; Sow, 2015). Majority of the culture studies stated that organizational culture has been used as independent variables influencing job outcomes such as kin, competition or contingent variable affected by demographic influences and other historical variables such as organizational size and position conflict (Addae, Parboteeah, & Velinor, 2008; Iqbal, 2010; Ling *et al.*, 2016; Lumley *et al.*, 2011; Meyer *et al.*, 2002; Perrewe, Ralston, & Fernandez, 1995; Sow, 2015). In other words, multiple studies examined this variable in direct relation to other variables, such as the development of training (Gellatly *et al.*, 2006; Hussain & Asif, 2012; Kumar & Eng, 2012; Ling *et al.*, 2016). Amazingly, in relation to performance outcomes, less attention has been paid to the indirect influence of organizational culture which is the mediating influence. However, the role of organizational culture as a mediator in the relationship of training growth with and performance of employees has not received adequate attention in the literature to the best of research knowledge.

This indicator and outcome relationship support the idea that between training growth and employee success, organizational culture can be used as a mediator. Because of the vast nature, theoretical agreement on the role of organizational culture as a mediator fewer studies have attempted to explore the reality of this function, especially multidimensional construction (Guchait & Cho, 2010; Kebriaei, Keykhaei, Zahiri, and Moosavi, 2016; Samad & Yusuf, 2012). In the relationship between the development of training and the success of Emploi. These studies often include an analysis of organizational culture as a mediator in relation to other variables (Guchait & Cho, 2010; Kebriaei *et al.*, 2016; Samad & Yusuf, 2012) such as training production and employee competence. As a result, the researcher used in this study the organizational culture as a mediator in the relationship of training and development to employee performance for academics in Iraqi universities in the public sector.

3.0 RESULTS AND DISCUSSION

A total of 600 questionnaires were distributed to the 3 universities which is in Baghdad city of Iraq. A total of 472 questionnaires were ultimately collected from 3 universities. 22 of the total respondents (472) failed to unusable the questionnaires, citing reasons such as staffing constraints, and a huge amount of missing data. According to Hair *et al.* (2010), it is better to exclude the respondent if the missing value greater than 50%. Consequently, a total of 450 completed questionnaires, which represented a response rate of 75.0% was used to perform data analysis. **Table 4.1** illustrates the response rate.

Table 4.1: Response Rate

Number of questionnaires distributed	600
Number of questionnaires collected	472
Unusable questionnaires	22
Useable questionnaires	450
Questionnaire's response rate based on the useable questionnaires	75.0%

A total of 450 useable questionnaires, yielding a response rate of 75.0%, is a good response rate. In addition, this response rate is also good in the Iraqi context. Moreover, this response rate (75.0%) is considered acceptable for studies that seek to examine the academican level.

3.1 Profile of the Respondents

This section elaborated on the descriptive summary of the staff. general information. As discussed previously, this

study is addressed to academic staff in Iraq universities Alfallujah, Samara and Middle Technical the vital role played by the Ministry of Education, which has a significant need to be studied according to their ranking as the three last Iraqi universities among to their organization performance. The characteristics examined included gender, age, and work experience in the current position, and work experience. Using SPSS version 25, the descriptive analysis was carried out to describe the respondents' profiles.

The amount of data collected for the final survey of this research was 228 in total where 95 responses were from small-sized companies and another 133 responses were from medium-sized companies. The results of the analysis for the respondents' general information were presented in **Table 4.2**. The total sample obtained was 228 and the results were divided correspondingly to small-sized company's responses as well as medium-sized company's responses.

Table 4.2: Profile of Respondents

Variable	Category	Frequency	Percentage %	
Gender	Male	279	62.0	450
	Female	171	38.0	
Age	Less than 30	115	25.6	450
	From 30 to 40	240	53.3	
	From 40 to 50	88	19.6	
	More than 50	7	1.6	
Educational	Bachelor	155	34.4	450
	Master	241	53.6	
	PhD	54	12.0	
Training Program	Less than 3	32	7.1	450
	3-5	112	24.9	
	6-10	194	43.1	
	More than 10	112	24.9	
Work Experience	1-5 years	116	25.8	450
	6-10 years	240	53.3	
	11-20 years	87	19.3	
	21 years and above	7	1.6	

The 450 participating respondents' profiles were analysed, and the frequencies and percentages were obtained. In this research, the gender of respondents had been assessed and it was found that 62.0% of the respondents were males and only 38.0% were females at the universities. Furthermore, the age of the respondents at the university was also included and the results obtained showed that most of the respondents with the percentage of 53.3% were within the age range of 30 to 40 years old. The second obtained the high percentage were respondents with the age range of less than 30 years old with the percentage of 25.6%, followed by the third-highest percentage of 19.6% held by respondents with an age range between 40 to 50 years old, whereas the last group which obtained a percentage of 1.6% were respondents with an age range more than 50 years old. Moreover, the descriptive statistics applied as well as measured the education level of the respondents. Most of the respondents with a total percentage of 53.6% were found to be master's degree holder, 34.4% of the respondents were a bachelor's degree holder, and 12.0% of the respondents were certified as a Ph.D. holder. For number of training programs found 194 respondents (43.1%) out of the 450 respondents completed their 6-10 training program, 112 respondents (24.9%) completed their 3-5 training program, 92 respondents (24.9%) completed their more than 10 training program and in the last 32 employees while 32 respondents (7.1%) had completed their less than 3 programs. With regard to the years of work experience, the findings indicated that the majority of staff had 6 to 10 years of experience in their current position with a percentage of 53.3%. The second highest group (25.8%) was those who had experience of from 1-5 years in their current position. The third group (19.3%) were staff between 11-20 years of work experience in the current position, while the lowest percentage was for those who had experience in their current position from 21 years and above with a percentage of (1.6%).

3.2 Convergent Validity (Average Variance Extracted)

The average variance extracted or simply known as the AVE is a statistical evaluation that measures the average percentage of the variance extracted generally from the observed variables. Henseler & Sarstedt (2013) had established a recommended value for AVE which should be greater than 0.50 to make sure that the latent variable possessed the ability to elaborate more than half of the variance of its indicator on average. Suitably, the AVE assessed the variance summarized by the indicators relative to the measurement error. Furthermore, it was also recommended by Hair *et al.* (2014) that the AVE value must be higher than 0.50 so that the justification for the utilization of the construct can be explained. Hence, as displayed in **Table 4.12**, every each of the AVE values had clarified the use of all construct as the values achieved had passed the recommended cut-off value of 0.50 and ranging from 0.594 and 0.674.

Table 4.3: Reliability of Reflective Constructs Summary

Construct	Item	Item Loading	Cronbach's Alpha	CR	AVE
Perceived Availability of Training	PAT1	0.884	0.866	0.906	0.665
	PAT2	0.866			
	PAT3	0.866			
	PAT4	0.878			
	PAT5	0.534			
Motivation to Learn from Training	MLT1	0.800	0.903	0.925	0.674
	MLT2	0.831			
	MLT3	0.829			
	MLT4	0.816			
	MLT5	0.789			
	MLT6	0.859			
Individual Characteristic	IC1	0.765	0.864	0.897	0.594
	IC2	0.806			
	IC3	0.774			
	IC4	0.680			
	IC5	0.798			
	IC6	0.794			
Organizational Culture	OC1	0.768	0.972	0.974	0.651
	OC2	0.752			
	OC3	0.745			
	OC4	0.801			
	OC5	0.748			
	OC6	0.816			
	OC7	0.815			
	OC8	0.811			
	OC9	0.810			
	OC10	0.864			
	OC11	0.850			
	OC12	0.827			
	OC13	0.788			
	OC14	0.787			
	OC15	0.845			
	OC16	0.799			
	OC17	0.846			
	OC18	0.772			
	OC19	0.833			
	OC20	0.845			

Academic Performance	AP1	0.792	0.925	0.937	0.598
	AP2	0.760			
	AP3	0.761			
	AP4	0.783			
	AP5	0.771			
	AP6	0.801			
	AP7	0.752			
	AP8	0.719			
	AP9	0.772			
	AP10	0.816			

This assessment presented the review of reflective construct items' loadings in the process of determining the cut-off value lowest at 0.70 (Hair *et al.*, 2017). Regardless of Fornell and Larcker (1981) opinion on Cronbach's alpha convergent, it was found essential that composite reliability (CR) and average variance extracted (AVE) to be able to record beyond the recommended levels of 0.5, 0.6, and 0.7. Moreover, Nunnally and Bernstein (1994) statement on CR's reliability was also supported by Hair *et al.* (2017) who cited that dissimilar to Cronbach's alpha, CR has a roughly closer resemblance to internal consistency. Therefore, with the thresholds' critical values taken into contemplation, a complete summarization of validity measurement had been tabulated as was displayed in **Table 4.12**

Table 4.13 displayed the results obtained for the cross-loadings. The results of cross-loadings illustrated in **Table 4.13** highlighted that the value of the factor loading of each item which was bolded to its corresponding constructs were found to be greater the correlation with other constructs as was suggested by Ramayah *et al.* (2018). Hence, the discriminant validity of measures employed in this study had achieved the requirements proving the validity of the study measurements. AVE test was the second criterion deployed for measuring discriminant validity. For AVE assessment, discriminant validity was said to present when the calculation of the square root of AVE was higher than the correlation between the factors making each pair (Fornell & Lander, 1981). In short, the AVE value must be greater than the other off-diagonal elements in the rows and columns. **Table 4.13** displayed the findings of the AVE for each item.

Table 4.4: Factor Loadings of Items on Constructs

	AP	IC	MAT	OC	PAT
AP1	0.792	-0.102	0.646	0.670	0.548
AP10	0.816	-0.161	0.545	0.654	0.577
AP2	0.760	-0.070	0.474	0.554	0.487
AP3	0.761	-0.058	0.615	0.635	0.547
AP4	0.783	-0.046	0.499	0.593	0.516
AP5	0.771	-0.083	0.522	0.559	0.505
AP6	0.801	-0.089	0.481	0.560	0.520
AP7	0.752	-0.177	0.513	0.634	0.546
AP8	0.719	-0.053	0.588	0.652	0.452
AP9	0.772	-0.146	0.539	0.620	0.580
IC1	-0.156	0.765	-0.218	-0.171	-0.257
IC2	-0.052	0.806	-0.182	-0.125	-0.246
IC3	-0.100	0.774	-0.149	-0.135	-0.229
IC4	-0.074	0.680	-0.138	-0.097	-0.173
IC5	-0.092	0.798	-0.188	-0.139	-0.239
IC6	-0.082	0.794	-0.179	-0.137	-0.258
MLT1	0.745	-0.125	0.800	0.710	0.647
MLT2	0.548	-0.228	0.831	0.667	0.648

MLT3	0.578	-0.152	0.829	0.605	0.531
MLT4	0.466	-0.244	0.816	0.674	0.581
MLT5	0.555	-0.161	0.789	0.581	0.450
MLT6	0.543	-0.249	0.859	0.688	0.652
OC1	0.678	-0.118	0.681	0.768	0.567
OC10	0.649	-0.164	0.696	0.864	0.664
OC11	0.640	-0.185	0.693	0.850	0.659
OC12	0.615	-0.119	0.657	0.827	0.629
OC13	0.655	-0.177	0.570	0.788	0.688
OC14	0.645	-0.104	0.577	0.787	0.594
OC15	0.657	-0.198	0.632	0.845	0.641
OC16	0.624	-0.171	0.629	0.799	0.647
OC17	0.645	-0.121	0.652	0.846	0.642
OC18	0.609	-0.210	0.602	0.772	0.664
OC19	0.574	-0.111	0.679	0.833	0.630
OC2	0.760	-0.172	0.616	0.752	0.622
OC20	0.645	-0.101	0.666	0.845	0.615
OC3	0.679	-0.137	0.632	0.745	0.573
OC4	0.747	-0.126	0.668	0.801	0.659
OC5	0.579	-0.078	0.635	0.748	0.565
OC6	0.625	-0.115	0.641	0.816	0.603
OC7	0.619	-0.147	0.677	0.815	0.637
OC8	0.631	-0.206	0.626	0.811	0.668
OC9	0.540	-0.128	0.683	0.811	0.629
PAT1	0.626	-0.287	0.658	0.728	0.884
PAT2	0.611	-0.266	0.598	0.648	0.866
PAT3	0.606	-0.277	0.655	0.715	0.866
PAT4	0.565	-0.252	0.598	0.648	0.878
PAT5	0.321	-0.141	0.366	0.382	0.525

Table 4.5: Fornell-Larcker Criterion Results

	AP	IC	MLT	OC	PAT
AP	0.773				
IC	-0.128	0.771			
MLT	0.706	-0.233	0.821		
OC	0.797	-0.179	0.801	0.807	
PAT	0.684	-0.307	0.718	0.782	0.816

The validity requirements for AVE values or the Fornell-Larcker's criterion of more than 0.50 were achieved and the values were found to be higher than the squared correlation between each pair of constructs as were displayed in Table 4.14. On the other hand, as recommended by Henseler *et al.* (2016), discriminant validity was also clarified by deploying the heterotrait-monotrait ratio, or acronymically known as the HTMT test. The HTMT value recommended need to be less than the restraining threshold of 0.90 or 0.85. Table 4.15 showed the HTMT results for this study and it was found that every HTMT ratio recorded was less than 0.85. These results commonly demonstrated a good discriminant validity property.

Table 4.6: Heterotrait-Monotrait Ratio Results

	AP	IC	MLT	OC	PAT
AP					
IC	0.142				
MLT	0.758	0.260			
OC	0.835	0.189	0.851		
PAT	0.754	0.344	0.800	0.843	

3.3 Conclusion of the measurement Model-Outer Model

The measurement model of this study had been assessed along with the guidelines of the SEM literature's recommendations. Hence, two types of validity had been tested including convergent validity as well as discriminant validity. Convergent validity which measured the internal consistency of the construct indicators had been evaluated and results for factor loadings, composite reliability as well as AVE were found to have achieved the recommended values.

On the other hand, discriminant validity was also utilized to assess the extent level where items differentiate among constructs by employing three types of tests which included the cross-loading criterion test, Fornell and Larcker's criterion test, and also the HTMT test. The cross-loading results showed that the factor loadings had greater loadings on their corresponding constructs compared to the loadings on another construct. As for the Fornell and Larcker's test, the variable correlations were assessed by examining the square root of AVE, and results obtained presented that all values were higher than other off-diagonal as suggested by (Fornell & Larcker, 1981). Moreover, the HTMT test conducted also displayed results that were recommended which were below 0.90 and 0.85. Subsequently, the discriminant validity assessments had successfully demonstrated the validity of the measurement model. Hence, this study passes the reliability and validity tests for its measurements. Figure 4.1 displayed the final reliable and valid measurement model from the Smart-PLS software.

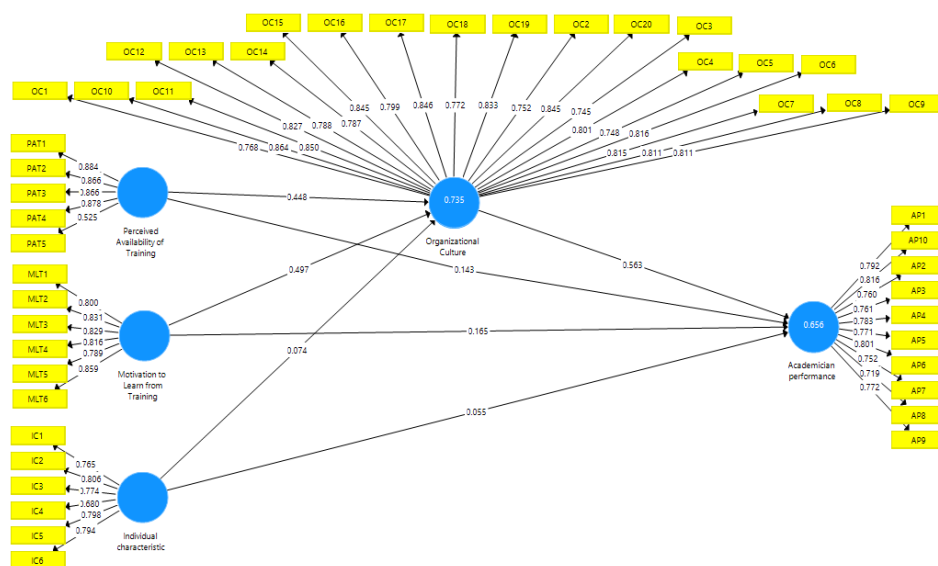


Figure 4.1: Measurement Model

3.4 Structural Model

Subsequent to the assessment of the measurement model's reliability and validity, it is imperative to next assess the structural model. For structural model assessments, six types of tests were conducted to measure the inner model as strongly recommended by (Hair *et al.*, 2017; Ramayah *et al.*, 2018). The tests included lateral collinearity, coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2) as well as the path coefficient. Every single test was elaborated respectively in the preceding sub-sections. However, this study did not apply the examination of the Goodness-of-Fit (GoF) as Henseler & Sarstedt (2013) had proven that the GoF did not signify SEM's goodness-of-fit criterion as the GoF is dissimilar from CB-SEM fit measures and unable to detach the valid models from the invalid models. Plus, it was found that the application of GoF is still at its infancy and stated not as an obligation for it to be

utilised in the PLS-SEM environment. Figure 4.2 presented the overall picture of the structural model that consisted only of reflective constructs showing the t-values.

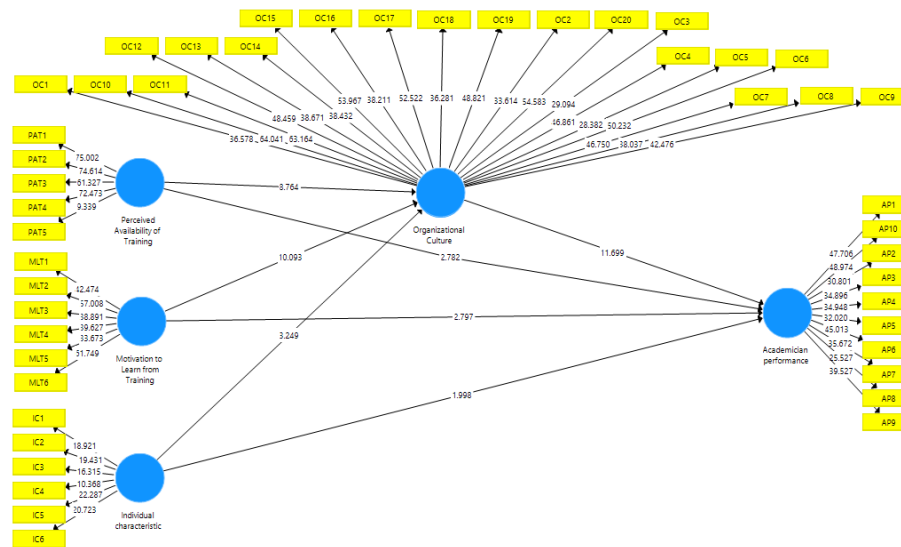


Figure 4.2: Structural Model

3.5 Coefficient of determination R^2

Coefficient of determination or simply popularized as R^2 is one of the crucial criteria in the assessment of the structural model in PLS-SEM. The R^2 value denoted the portion of the variation of the endogenous variable that can be explained by one or more exogenous variables. Moreover, Hair *et al.* (2011) highlighted the important role of R^2 and stated that the utmost evaluation criteria for the structural model is the R^2 evaluations and also the level of significance of the path coefficients. Hair *et al.* (2011) also mentioned that the main objective of the prediction-oriented PLS-SEM approach was to elaborate on the endogenous latent variable variance and the level of R^2 should be high.

Hair *et al.* (2017) suggested that values of R^2 of 0.75 as substantial, 0.50 is indicated as moderated whilst 0.25 is considered weak. Hence, it was known that the quality of the structural model depends on the values of R^2 , which displayed the ability of the exogenous variables in explaining the endogenous variables. Thus, based on the results of this study, it was found out that all values obtained for R^2 had achieved Hair *et al.* (2017) suggested criteria. **Table 4.16** and Figure 4.2 presented the R^2 result of the endogenous latent variables.

Table 4.7: R^2 of the Endogenous Latent Variable

	R Square	R Square Adjusted
AP	0.656	0.653
OC	0.735	0.733

Based on the results that were displayed in Table 4.16 and Figure 4.2, academician performance (AP) and organizational performance was recorded a significant R^2 value of 0.656 and 0.735 which were greater than 0.20 as suggested by Hair *et al.* (2017).

3.6 The Effect Size (f^2)

After assessing the R^2 , it was imperative to identify the changes in R^2 by evaluating the effect of size (f^2) to ensure whether the effect of a specific exogenous variable on an endogenous variable had a substantial effect or not. In this context, Cohen (1988) recommended that the operational definition for multiple regressions, this showed criteria to identify whether a predictor's exogenous variables had no, small, medium, or large effect size. According to Cohen (1988), as well, an effect size value of 0.35 was indicated as substantial, 0.15 represented medium effect size and 0.02

indicated a small effect size. **Table 4.17** displayed the f^2 values of the corresponding path relationships in the structural model.

Table 4.8: Effect Size of the Exogenous Constructs

	AP	IC	MLT	OC	PAT
AP					
IC	0.008			0.019	
MLT	0.026			0.451	
OC	0.244				
PAT	0.020			0.350	

According to **Table 4.17**, it can be concluded that the direct relationship between MLT, PAT, IC and AP recorded a small effect value of ($f^2=0.026$, 0.020 and 0.008). This however explained the significant impact of MLT on the AP in Iraq selected universities and this relationship was also discussed further in the hypothesis analysis. As seen from the table 4.17, the effect sizes for organizational culture and academic performance were ($f^2= 0.224$) were obtained indicating substantial effect size.

3.7 Predictive relevance of the Model Q^2

Predictive relevance or shortly known as Q^2 is another criterion that was utilized to evaluate the quality of the structural model in predicting (Ramayah *et al.*, 2018). According to Hair *et al.* (2011), predictive relevance assumes that the particular model must possess sufficient ability to predict every endogenous latent variable's indicator. Therefore, to measure predictive relevance, a blindfolding procedure was performed by evaluating the construct cross-validated redundancy as well as the construct cross-validated communality.

The blindfolding procedure will remove data from the data set according to the predetermined distance value known as 'D'. The 'D' value was said to be any number between 5 to 10 (Hair *et al.*, 2017). It was also required that if a sample size to be divided by 'D', the output should be a round number. Hence, the assumption of eliminating numbers of data and considering these data as missing values will estimate the model measures. Nonetheless, blindfolding was best to be deployed if the endogenous latent variable had reflective measurements as cited by (Hair *et al.*, 2011b; Henseler & Sarstedt, 2013) which happened to be the case of the current study.

As was mention formerly, there were two forms of Q^2 output namely the construct cross-validated redundancy and construct cross-validated communality. However, Hair *et al.* (2011) had suggested applying the cross-validated redundancy as it estimates both measurement and structural model for data prediction which is an excellent fit for the PLS-SEM approach. Hair *et al.* (2017) stated that if the value of Q^2 is above zero, this showed that the exogenous constructs had predictive relevance for the endogenous constructs whilst if the value of Q^2 is below zero, it indicates that the particular model had a deficiency in terms of predictive relevance. **Table 4.18** displayed the results of Q^2 for the endogenous latent variables.

Table 4.9: Predictive Relevance of the Endogenous Latent Variable

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
AP	4500.000	2770.286	0.384
IC	2700.000	2700.000	
MLT	2700.000	2700.000	
OC	9000.000	4735.111	0.474
PAT	2250.000	2250.000	

Generally, **Table 4.18** and **figure 4.3** proved that all cross-validated redundancy of the endogenous latent variables were above zero and this clarified the claim that the model of this study had sufficient capability to predict.

3.8 Hypotheses Testing Path Coefficient

The final step in assessing the structural model was to evaluate the research hypotheses by conducting evaluations

for path coefficient. Path coefficient analysis assisted the author to acknowledge or confirm the strength of the correlations of each path in the structural model. By performing the bootstrapping procedure, the result for path coefficient, t-values, and p-values were achieved for all hypotheses paths. Hypothesis testing was deployed to determine the result of the direct relationship between training development dimensions and academic performance. Path coefficient showed that the hypothesized correlations of the involved constructs with a recommended standardized value ranged from -1 to +1 (Hair *et al.*, 2014). Besides that, it was also explained that the coefficient value that was closer to +1 indicated a great positive correlation whilst coefficient value that -1 presented a strong negative correlation. Inversely, if the path coefficient value was closer to 0, the correlation was perceived as weak.

Particularly for this research, it was known that the data obtained were not normal, therefore the bootstrapping procedure was brought into consideration. While performing the bootstrapping procedure, 5000 number of subsamples were applied with replacement from the original sample to identify bootstrapping common errors (Wong, 2013). Besides, to ascertain the confidence intervals for parameters, a bias-corrected and accelerated bootstrap (BCA) was also utilized to helped on adjustments for both bias and skewness in the bootstrap distribution (Ramayah *et al.*, 2018).

The following **Table 4.19** displayed the summarization of the structural model path coefficients that had been reorganized based on the construct's relative importance and significance. In this procedure as well, the author also analysed the confidence interval bias to ensure that there was no 0 straddled in between the results.

Looking at the relative importance of the exogenous constructs in predicting the dependent construct (AP), it was proved that Perceived Availability of Training (PAT=0.143) was the most crucial predictors, followed by Motivation to Learn from Training (MLT=0.165), and lastly Individual Characteristic (IC=0.055) as the least important predictor. It was summarized that all hypotheses in the structural model were found to obtain t-values>1.645 (one-tailed) and the significance level of less than 0.01. This study consisted of six with sub-hypotheses, three were related to the direct relationship between the independent and dependent variable whereas the other three hypotheses were concerned with the interaction effects of the mediating variable. The hypotheses for direct relationships will be elaborated first, then preceded with the discussions of hypotheses with the mediating effects. This was also suggested by Henseler *et al.* (2016) that for the analysis using PLS path modelling, it was better to assess the hypothesized path models of direct effects and then continued with analysis involving mediating relationships.

The results showed that the main hypothesis which was between training development dimensions and academic performance (AP) had a positive and significant relationship with values, thereby indicating that H1 was supported. Concerning the relationships of the TD dimensions, the results as well displayed that the relationship between each dimension towards AP was positive and significant. H1 recorded values of ($\beta=0.0.143$, p-value<0.000), followed by H2 which obtained values of ($\beta=0.165$, p-value<0.005), and lastly H3 achieved results of ($\beta=0.055$, p-value<0.046). All these results had indicated that hypotheses H1, H2, H3 were supported. **Table 4.19** summarized the results of hypotheses testing on all the direct effects.

The second results showed that the hypotheses which was between training development dimensions and mediating variable organizational culture (OC) had a positive and significant relationship with values, thereby indicating that it was supported. Concerning the relationships of the TD dimensions, the results as well displayed that the relationship between each dimension towards OC was positive and significant. H4 recorded values of ($\beta=0.448$, p-value<0.000), followed by H5 which obtained values of ($\beta=0.497$, p-value<0.000), and lastly H6 achieved results of ($\beta=0.074$, p-value<0.001). All these results had indicated that hypotheses H,4 H5, H6 were supported. Table 4.19 summarized the results of hypotheses testing on all the direct effects.

In the third and last hypothesis were H7 which was organizational culture (OC) and academic performance (AP) had a positive and significant relationship with values of ($\beta=0.563$, p-value<0.001). The result indicated that H7 was supported.

Table 4.10: Results of Hypotheses Testing (Direct Relationship Results)

No.	Relationship	β	Std. Error	t-value	p-value	Decision
H1	PAT-AP	0.143	0.051	11.699	0.000	Supported
H2	MLT-AP	0.165	0.059	2.797	0.005	Supported
H3	IC-AP	0.055	0.028	1.998	0.046	Supported

H4	PAT-OC	0.448	0.051	8.764	0.000	Supported
H5	MLT-OC	0.497	0.049	10.093	0.000	Supported
H6	IC-OC	0.074	0.023	3.249	0.001	Supported
H7	OC-AP	0.563	0.048	11.699	0.000	Supported

In addition to the direct relationships evaluations that had been elaborated, the theoretical framework of this study had also discussed the indirect interactions of the mediating variable. The next analysis part discussed H8 to determine the result of the indirect relationship of organizational culture (OC) and training development dimensions towards academic performance (AP).

3.9 Testing the Mediation Relationship Indirect Effects

The theoretical design of this study provides a unique opportunity to test whether organizational culture can play mediating role between training development dimensions (perceived availability of training, motivation to learn from training and individual characteristic) and academic performance. Hayes (2009) define the mediator as a variable that accounts for all or part of the relationship between a predictor and outcome. The predictor in this study is business attributes (perceived availability of training, motivation to learn from training and individual characteristic) while the outcome is the AP. Figure 4.4 presents the proposed mediating role of the OC between TD and AP.

Quantitative research analysis shows that two approaches exist for the analysis of a mediating variable. These are 1) the Sobel test and 2) the is bootstrapping test. The Sobel test has some requirements or /and assumptions should be taken into account before the decision to use such a method. These include the distribution assumption does not hold for the indirect effect, an unstandardized path coefficient is required, and the sample size should not be small to avoid the lack of statistical power. Hence, Sobel's test requires the data to be distributed normally with a sufficiently large sample size (Mallinckrodt *et al.*, 2006).

Conversely, in the bootstrapping approach, no need exists for the data to be normally distributed; in different words, free distribution assumption (Chin, 2010). Second, the bootstrapping approach is suitable for large and small sample sizes. Consequently, because PLS-SEM is a soft distributional assumption and also due to the small sample size in the current study, the significance mediating relationship was examined by using a bootstrapping procedure. According to Mallinckrodt *et al.* (2006), "bootstrap methods are particularly useful for examining sampling distributions. These approaches treat the collected research sample as a 'population reservoir' from which a large number of random samples are drawn with continuous replacement such that the probability of selection for any given case remains equal over every random draw".

Bootstrapping, which is a nonparametric resampling approach, has been recognized as one of the more rigorous and robust methods for testing the mediating effect (Shrout & Bolger, 2002). Also, the application of bootstrapping for mediating analysis has recently been advocated by Hair *et al.* (2013) who noted that "when testing mediating effects, researchers should rather follow Preacher and Hayes (2008), and bootstrap the sampling distribution of the indicator effect, which works for simple and multiple mediator models".

Furthermore, using the bootstrapping approach is ideally suited for PLS-SEM because the approach makes no assumption about the shape of the variables' distribution or the sampling distribution of the statistics and therefore can be applied to small sample sizes (Hair *et al.*, 2013; Preacher & Hayes, 2008). According to Preacher and Hayes (2008), which is considered to be the most modern reference regarding testing the mediator, the significance the relationship between the exogenous and the endogenous variables in the absence of the mediator no longer considered necessary. As a result, the total effect of business attributes (Strategy, Technology, Human resources, Organizational structure) on competitive advantage (CA) in the absence of the operational risk management (ORM) as the mediator of this study does not have to be significant for the mediation to occur, which contrasts with Avkiran and Ringle (2018), who suggested that the exogenous should significantly affect endogenous in the absence of the mediator for the mediation to occur. Memon *et al.* (2018) have proposed that scholars must estimate specific indirect effects, rather than total indirect effects, when examining the model with a mediator.

Nevertheless, Smart PLS 3.8 software's latest releases comprise a new feature to evaluate mediators, known as 'multiple specific indirect effects. This feature automatically supplies measures of a specific indirect effect for each mediator; consequently, the evaluation of models is made easier (Memon *et al.*, 2018). Thus, the investigation of a

mediated relationship is one of this study's contributions. **Table 4.20** displays the findings of the specific indirect effect for the mediating variable.

Table 4.11: Results of the specific indirect effects (Mediation Test)

Hypothesis	Path Coefficient (β)	(STDEV)	T-value	P Value	Decision
H8a= IC-> OC-> AP	0.042	0.013	3.118	0.002	Supported
H8b= MLT-> OC-> AP	0.280	0.035	8.012	0.000	Supported
H8c= PAT-> OC-> AP	0.252	0.038	6.634	0.000	Supported

Mediation test results exposed that (H8a) organisational culture (OC) mediated the relationship between perceived availability of training (PAT) and academic performance (AP), thus supporting (H8a), ($\beta=0.042$, $t\text{-value}=3.118$, $p=0.002$). (H8b) organisational culture (OC) mediated the relationship between motivation to learn from training (MLT) and academic performance (AP), thus supporting (H8b), ($\beta=0.280$, $t\text{-value}=8.012$, $p=0.000$). Finally, (H8c) organisational culture (OC) mediated the relationship between individual characteristic (IC) and academic performance (AP).

The second step is to determine the extent to which the exogenous one directly explains the variance of the endogenous construct, and how much the indirect relationship explains the endogenous construct via the mediator (how much the mediator variable absorbs), stated differently, the value of VAF (Variance Accounting for) to determine the strength of this mediation. Consequently, if VAF value is less than 20%, the conclusion can be made that no mediation takes place, whereas VAF value ranges between 20% to 80%, the result can be characterized as partial mediation. Finally, when the VAF is more than 80%, full mediation is assumed (Hair *et al.*, 2017).

- According to Hair *et al.* (2014), to calculate VAF, a researcher should: Compute the sum of standard beta (β) for path a times the standard beta (β) for path b. ($a * b$).
- Add to the results of ($a*b$) the standard beta of path c ($a*b + c$); and
- Divide the first equation ($a*b$) by the results of the second equation as illustrated below:

Standard beta of (path a * path b)

Standard beta of (path a * path b) + (path c)

As illustrated in the above formula, the value of VAF determining the strength of the mediator in this relationship was found to be (39.5%, 44.2%) respectively which is more than 20% and that means partial mediation and less than 20% means no mediation takes place (Hair *et al.*, 2017). **Table 4.21** illustrates the results of the strength of the mediating variable of this study:

Table 4.12: Results of the strength the mediating variable (Indirect Relationship)

Hypothesis	Std. Beta Path a	Std. Beta Path b	Indirect Effect	Std. Beta Path c	Total Effect	VAF	Result
H8a	0.448	0.563	0.252	0.143	0.637	39.5%	Partial mediation
H8b	0.497	0.563	0.279	0.165	0.630	44.2%	Partial mediation
H8c	0.074	0.563	0.041	0.055	0.427	9.6%	No mediation

After the results of the statistical analysis of the study hypotheses appear, we display a summary of the results of the hypotheses testing in a **Table 4.22**.

Table 4.13: Summary of hypotheses testing.

Hypothesis	Description	Comments	Decision
H1	There is a significant effect of training development on academic performance.	Accepted	Supported
H1a	There is a significant effect of perceived availability of training on academic performance.	Accepted	Supported
H1	There is a significant effect of motivation to learn from training	Accepted	Supported

	on academic performance.		
H2	There is a significant effect of individual characteristic on academic performance.	Accepted	Supported
H3	There is a significant effect of training development on organization culture.	Accepted	Supported
H4	There is a significant effect of perceived availability of training on organization culture.	Accepted	Supported
H5	There is a significant effect of motivation to learn from training on organization culture.	Accepted	Supported
H6	There is a significant effect of individual characteristic on organization culture.	Accepted	Supported
H7	There is a significant effect of organizational culture on academic performance.	Accepted	Supported

Table 4.22 shows the hypotheses results when testing these hypotheses by analysing the results of the questionnaire in PLS Smart. it turns out that they are accepted and supportive.

4.0 CONCLUSION

Based on the research it can be concluded that training and development programs have a significant positive effect on the performance of academicians in Iraqi universities. The study also found that the mediating effect of organizational culture plays a vital role in enhancing the relationship between training and development programs and academic performance. The results of the study suggest that academic institutions in Iraq should invest more in training and development programs for their faculty members to improve their performance. Additionally, creating a positive organizational culture that supports and encourages continuous learning and development can further enhance the impact of training and development programs on academic performance. This research has revealed that creating a positive organizational culture that supports continuous learning and development is crucial in promoting the effectiveness of training and development programs.

In conclusion, the findings of this study provide valuable insights for policymakers and academic institutions in Iraq to design strategies that promote continuous learning and development among their academic staff. By investing in training and development programs and fostering a positive organizational culture, academic institutions can improve the quality of education and enhance the performance of their faculty members, ultimately contributing to the development of the country.

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