
The organizational culture influence as a mediator between training development and employee performance in Iraqi Academic sector: University of Middle Technical

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ABSTRACT

Employee performance is a critical issue for organizations especially in academic sector. 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 development variables which are Perceived availability of training, Motivation to learn from training and Individual characteristic with organizational culture and employee performance in academic settings. This paper also determines whether organizational culture mediates the relationship between training 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 self-administered questionnaire. The collected 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 this study. This study contributes to body of knowledge by investigating the relationship of training development with workplace attitudes incorporating constructs of training development, organizational culture effect and employee performance using one comprehensive research framework. This paper will give an enhancement to the policy makers in higher education sector about the availability of training development opportunities which affect the performance of academic staff and in turn affect the effectiveness of universities as well.

Key Words: *Employee performance, training development, organizational culture, Iraq*

1. 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).

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).

Employee performance is originally what an employee does or does not do (Mone & London, 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).

Training development is the organized way in which organizations provide development and enhance quality of new and existing employees (Dhar, 2015). Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Cummings & Worley, 2014).

2. 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 tool is Training Development which improves employee performance in addition to improving group performance (A. 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 (Al Karim, 2019). Training benefits understanding of the advantages and disadvantages that helps the employee to recognise 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).

Importance and 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, Amir abdulla , hamawandy, 2021).

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 employees performance (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). 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).

I-Cube, an information technology consulting firm based in Massachusetts, provides workforce development services called by I-Altitude and provides fresh workers so that they can better adapt to the organization. (GIRMA, 2017). Employees recognize that the educational system should be tailored to higher responsibilities and higher pay (Mostafa et al., 2015). In addition, helping employees develop their skills and expertise to meet potential demands contributes to job satisfaction (Raziq & Maulabakhsh, 2015).

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-punishing 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 0water 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, 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.

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.

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.

Importance of Training Development in Higher Education Sector

The vital role of higher education in the development of any nation can hardly be ignored (Kezar et al., 2015). Also because of this vital role, it is attracting the attentions of researchers and practitioners who have started realizing and accepting the fact that investment in education is one of the best options for ensuring a country development and prosperity (Bundy et al., 2017). Education is not mere reading or writing. It is wholesome approach to affect moral, intellectual, social and political life of a nation. All this is affected through a formal process of instruction or training with a specific purpose in mind (DeBoer, 2019). In this formal process teachers play the central role in channelizing the aspirations of a nation (MISTRY, 2015). Keeping in view the diverse roles, including promoting ethical values, social order, cultural harmony, etc., higher education needs more attention (Follari, 2015). These institutions have to produce students who have the potential to meet the challenges of the day and achieve national as well as international objectives of higher education (Van Hees et al., 2015).

Universities in the developing countries must acknowledge the fact of educating people in a manner that they contribute to their respective nation building and overall human development (Bendix, 2017). To affect the achievement of broad objectives of education in a successful way, the quality of teachers in higher educational institutions can hardly be compromised. In simple words, it is the quality of Teacher Training and Education Program that matters. Therefore, faculty training development programme is pivotal for the

achievement of overall goals of higher education (Ghori et al., 2011; Nasreen & Mirza, 2012). Positive results from teachers training can only be assured if commitment of these teachers is winked at (Bester, 2008).. For the efficient performance of tasks, people need competencies, that is, knowledge, attitudes, values, abilities and skills which come through training development. If the academic staff is expected of high quality performance they need higher level of skills (Nasreen & Mirza, 2012).

According to Higher Education Commission, Iraqi (2008) human resource development is considered to be one of the most important areas in Higher Education Commission (HEC's) reform process. HEC is striving to increase institutional capacity and enhance local research activities. For this purpose of increasing institutional capacity HEC has started three weeks, one-month and two-month training development programs for in service faculty members of universities. The beginning of these faculty training development programs recognizes its crucial role in the uplifting of quality of academic staff which in turn improves higher education at university level. But along with such recognition there are also various problems and issues faced by higher education sector of Iraq. Researchers have commonly identified training development and compensation packages as some of the important determinants that boost job satisfaction and employee performance (Selesho & Naile, 2014). Hence, conclusively, keeping in view the importance and role of higher education sector in the uplift of a nation, it should be more focused as compared to other sectors. There could be various factors which are deemed to address this issue but one of them is of bringing opportunities for training development to academic staff.

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.

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 (D. L. 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 organisation is eager to invest in them and cares about them which in turn enhances the employee performance (Halawi & Haydar, 2018). Furthermore, The 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, Karaca, Quigley, & Tsang, 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 (A. P. 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).

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 an 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 & 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).

While there are a number of learner characteristics affecting learning and instruction (Entwistle & Ramsden, 2015). Studies have only recently turned their attention to the motivation of training (Entwistle & Ramsden, 2015). Motivation training here as the course, strength, and persistence of learning-driven action in training contexts (Entwistle & Ramsden, 2015).

Empirical research on training motivation was distinguished by two approaches, in the first approach a systematic model is proposed and tested how individual and situational characteristics affect training motivation and learning (Bell et al., 2017). The other approach included identifying predictors of the motivation of training and analyzing their connections with learning (Herzberg, 2017). The result was a larger homological training motivation network, but at the cost of consistency and clarification on which particular factors can be leveraged to boost it (Beus et al., 2019).

Individual Characteristics and Training Motivation

Personality refers to the fairly stable characteristics (other than ability) of individuals that affect their cognition and behaviour (A. T. 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 & Poon, 2015) Showed that highly motivated trainees were more likely to know. (Course-Choi et al., 2017) 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 & 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 (J. J. Lee, 2015). Employee performance refers to the engagement and identification of an person with an organisation (E.-S. 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).

The same form of motivation may refer to the occupation of a individual, here referred to as career motivation (Meyer & Morin, 2016). The higher rates of training motivation of people, the more likely they would see training as being beneficial to themselves and the organization. Researchers have shown that training motivation is positively related to learning motivation and training reactions (Dhar, 2015).

Career planning refers to the degree to which workers develop and update simple, concrete plans to achieve career objectives (Rothwell et al., 2015). Career planning may lead to training motivation, as people involved in planning see more possible benefits for training (Wlodkowski & Ginsberg, 2017). Certain career variables with less frequency including job identification and resilience were examined (S. C. Srivastava et al., 2015).

3. EMPLOYEES PERFORMANCE

Employee 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)

Furthermore, management and administrative duties are also important, referring to the tasks involved in serving the organization or the business as a whole and requiring no supervision and are part of the job performance evaluation. (Mone & London, 2018). Leaders can improve group performance by influencing the elements of performance. One motivation is

the use of common behaviours of leadership in relationships with friends, associates and outsiders (Goleman et al., 2013).

The relationship between employee performance and satisfaction was the subject of many researchers in the field of organizational psychology (Mowday et al., 2013). The study finds out that the performance of the employees depends on the happiness of the workers; this means that the higher the degree of work happiness, the better the performance of the workers (Gül, 2013). Therefore, leaders have a significant impact on subordinates' actions, attitudes and intentions to promote the organization's effectiveness or performance. (Aktas et al., 2016).

Contextual Performance

Contextual performance is a dimension of job performance that relates to activities that promote the organization's social and psychological development (Wildman et al., 2011). It has also been described as the behavior that creates the necessary environment for carrying out activities leading to the achievement of organizational goals and objectives (members et al., 2014). Contextual performance is often referred to as extra-role performance, described as employee activities that are assumed to directly enhance the organization's effectiveness, without actually directly affecting the efficiency of the employee. (Motowidlo & Kell, 2012). In other words, extra-role success includes acts that go beyond the specified formal job requirements and improve the effectiveness of organizations (Damasceno et al., 2012). According to Monlau et al., (2015), Employees perform extra-role because they feel the resources are available inside the company they want (Monlau et al., 2015). Some of the examples of extra-role behavior (Howes et al., 2012). Include assisting colleagues in their assigned duties, protecting the organization from future challenges, providing positive recommendations for enhancing the organization's functioning and acquiring expertise, abilities and abilities that will support the organization. In other words, contextual success means non-employment-specific behaviours (members et al., 2014).

Particularly (Wildman et al., 2011) Described two forms of contextual performance; (1) behavior that promotes the smooth running of operations within an organization; and (2) behavior that seeks to alter or enhance the organization's work procedures;

Citizenship activity is therefore a part of contextual success. Most managers agree that good performance means the two dimensions of job performance are doing well. An employee who performs core tasks very well but who is rude and hostile towards subordinates is not considered a successful worker in most organizations; And even the most friendly and optimistic worker who executes the key job tasks well is not considered a good worker (Rock et al., 2014) Furthermore, (Vaniman et al., 2014) Contextual success often requires actions that reflect the organizational, psychological and social context in which activities are performed, such as volunteering for extra jobs and supporting colleagues. Such discretionary habits were also conceptualised as habits of organizational citizenship (Vaniman et al., 2014).

Task performance

Task output refers to essential tasks that are specified by job description in the execution of the tasks. It is also regarded as an objective-oriented assessment method. (members et al.,

2014). This is also known as in-role efficiency, which focuses on actions that contribute to the technological heart of the organisation, and habits that specifically support the organization's objectives. (Damasceno et al., 2012). This contribution may be either direct (for manufacturing workers, for example) or indirect in the case of managers or employees (members et al., 2014). (Bishop & Murphy, 2011) Describes task performance as being based on role- prescribed tasks, meaning task performance is formally defined and required by job description (Mohamed & Anisa, 2013). Task performance includes activity patterns which are directly involved in the development of products or services, or activities which indirectly support the core technical processes of the organization (Birasnav et al., 2019).

If employee use technological expertise and information to carry out a mission, they are participating in the execution of tasks. Contextual performance, by contrast, involves behavioural patterns which support the psychological and social context in which task activities are carried out (Birasnav et al., 2019). When employees assist others in completing a job, coordinating with their superiors or recommending ways to enhance organizational procedures, they engage in context (Varela et al., 2019). Job success is a consequence of logical change, as it demonstrates how well workers have learned new work routines and processes (Lute et al., 2018).

In addition, Job Success is often a blend of productivity and effectiveness in the execution of the core tasks. (J. W. Beck & Schmidt, 2018). When we think of a worker's job, role output may be calculated by the number and quality of products produced in an hour (J. W. Beck & Schmidt, 2018). The task performance of a teacher would be the level of education that students obtain (Ulstad et al., 2016). It is to contribute to the development of a good or service or to administrative activities to fulfill the duties and responsibilities. That includes most of the tasks in a standard job description (Schermerhorn Jr et al., 2019).

Adaptive Performance

Adaptive Performance has been frequently described as a set of skills or behaviours that lead a person to maintain performance during unexpected changes; however, AP has been found to have both proactive aspects anticipatory actions regarding perceived future change and reactive components (Calarco, 2016). Therefore, although you can find many different definitions of AP throughout the literature, for the purposes of this paper, we follow (Li et al., 2016) definition of AP: task performance directed behaviours individuals enact in response to or anticipation of changes relevant to job-related tasks. Just as there has been no consensus on a standard definition of AP in the literature, the same can be said regarding a prevailing model of the underlying dimensions of AP. Under conditions of high uncertainty and rapid changing conditions, adaptation is fundamental for professionals to thrive in twenty-first century organizations (Odell, 2018).

In the organizational psychology and managerial literatures, two constructs that address employee adaptation in the workplace are adaptability and adaptive performance (Pradhan et al., 2017). Differently, adaptive performance is a more proactive form of responding to change in the workplace because it involves anticipation (Kooij et al., 2017).

Therefore, in the current study we have decided to focus on adaptive performance. The research on employee adaptive Because scholars and practitioners agree on the importance of

adaptive performance in the workplace (Pradhan et al., 2017). And there are studies detailing the drivers of adaptive performance (Pradhan et al., 2017), very little is still known regarding the relationship between self-leadership and adaptive performance (Jundt et al., 2015).

According to (Marques-Quinteiro et al., 2019), adaptive performance can be regarded as a multi-dimensional construct including behavioural dimensions such as creative problem-solving (i.e., the resolution of atypical, ill-defined and complex problems),

Additionally, research has found evidence suggesting that adaptive performance can be enhanced through training (Melby et al., 2016). (Lyubovnikova et al., 2017).

Organizational 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 (P. 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).

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 (H. Schütte & Ciarlante, 2016).

Organization culture is the filter through which everything else happens (O'Hagan, 2018). Creating a productive workplace experience in the meantime is a universal one that we may describe culture through four filters. Every culture is special in its first being and there is no single right response (Meredith et al., 2017).

Culture is a collective historical artifact, it influences meanings and directs behaviours. (P. Burke, 2017). (Larentis et al., 2018) Deals with organizational culture as a network of meanings that flow within and outside the organizational space, being at the same time ambiguous, conflicting, complementary, diverse and comparable, demonstrating organizational homogeneity and heterogeneity.

On the other hand, the development of a culture is a learning process, since the organization's founders (Fink & Yolles, 2015) consider a set of beliefs, even in an unclear way. As certain groups learn how to deal with their problems of adaptation and integration, organizational culture develops, which is taught to new members provided it is considered and felt to be correct (Argyris, 2017). Responses to an organization by its members are formulated to solve a problem and also to decrease the anxiety related to it (Bryson, 2018).

Nonetheless, more powerful individuals and groups can influence others' interpretation about events (Bryson, 2018). Changes in culture, besides material aspects, also include a redefinition of meanings, but not necessarily of values and key-meanings (Larentis et al., 2018). On the other hand, some aspects which are more rooted in culture are difficult to change, as well as the culture may change to remain what it has always been: changes in behaviour do not necessarily mean changes in beliefs and values (Inglehart, 2018). However, culture is constantly created and transformed as groups of people socially interact with each other, in a state of flux without any clear boundary (Engeström, 2015). In this sense, the openness to new ideas is essential to cultural change (Inglehart, 2015).

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 (Addae, Parboteeah, & Velinor, 2008; Iqbal, 2010; Ling et al., 2016; Lumley et al., 2011; Meyer et al., 2002; Perrewe, Ralston, & Fernandez, 1995; Sow, 2015) 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. (Suliman, 2002).

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 (Guchait & Cho, 2010; Kebriaei, Keykhaei, Zahiri, and Moosavi, 2016; Samad & Yusuf, 2012), fewer studies have attempted to explore the reality of this function, especially multidimensional construction (Solomon, 2002) 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.

Knowledge Sharing of Organizational Culture Type

This section uses the features of the four organizational culture types of Cameron and Quinn and contains the kind of knowledge sharing generated by them by using the method of deductive logic and literature research.

Clan Culture

This working environment is a friendly one (Raziq & Maulabakhsh, 2015). People have much in common, so it is like a big family (Childress, 2017). The members or the executives are seen as mentors or maybe even father figures (Muna, 2017). The organisation, loyalty and culture keep together. There is substantial participation (Wolf & Schnauber, 2015). The company emphasizes the creation of long-term human capital and binds the morals to colleagues (Manroop, 2015). Performance is described in the sense of meeting consumer needs and caring for the people (Dietz et al., 2015). The organization promotes teamwork, participation, and consensus (Fernandez & Rainey, 2017).

At Clan culture type the personalization knowledge management strategy has a significant role in the evolvement of knowledge management in an organization (Jain & Moreno, 2015). Personalization strategy focuses mainly on the dialogue between individuals, thus at this approach knowledge is shared through networks of people, not only face to-face communication, but also via electronic communication (Hislop et al., 2018). This culture type has collaborative orientation and is fundamentally based on trust which encourages knowledge sharing (J.-C. Lee et al., 2016). The features of extended family, tradition, loyalty show that the members of the organization are very close and thus the knowledge sharing can be realized easier(J.-

C. Lee et al., 2016). Outsiders can hardly gain trust or it takes a longer time for them to gain trust from the insiders (Suwankhong & Liamputtong, 2015).

Adhocracy Culture

This is a dynamic and creative working environment (Raziq & Maulabakhsh, 2015). Employees take risks (Glaser et al., 2016). Leaders are seen as innovators and risk takers (L. M. Ricard et al., 2017). Experiments and innovation are the bonding materials within the organization. Prominence is emphasized (Pajpachová & Nováková, 2016). The long-term goal is to grow and create new resources (Schor & Fitzmaurice, 2015). The availability of new products or services is seen as success (Lindgren & Münch, 2016).

The creative orientation of Adhocracy culture type may appear as a culture type that mainly hinders the sharing of knowledge, since it is mainly based on individuals who for instance like to take risks, meet challenges, be innovative, and commit experiments (Cavaliere & Lombardi, 2015). In spite of these characteristics the managers should keep in mind that the use of adequate instruments such as motivation, reward, and recognition can facilitate the sharing of knowledge within this kind of organizational culture type as well (Thibaut, 2017). The sharing of knowledge in such an organizational culture type can be achieved if the

organization itself changes by focusing on and motivating not the individuals, but the group of people who work there (Alvesson & Sveningsson, 2015). The group should be motivated to be innovative, to meet challenges and take risks, thus the individuals within the group will not compete rather cooperate with each other to do so and finally reach a knowledge sharing culture (Omotayo, 2015).

Market Culture

This is a results-based organization that emphasizes finishing work and getting things done (Müller et al., 2017). People are competitive and focused on goals. Leaders are hard drivers, producers, and rivals at the same time (Aydın, 2018). They are tough and have high expectations. The emphasis on winning keeps the organization together (Valmohammadi & Roshanzamir, 2015). Reputation and success are the most important. Long-term focus is on rival activities and reaching goals (Verhezen, 2016). Market penetration and stock are the definitions of success (Bühne et al., 2015). Competitive prices and market leadership are important (Weinman, 2015).

Basically, the determination of measurable goals, targets is the key incentive of knowledge sharing depending on their achievement and valuation (Joshi et al., 2016). If the goals, targets are defined properly and can be achieved only by the cooperation of people or groups and valuation of the performance will be based on the work of the group, thus the sharing of knowledge can be accomplished easily (Katzenbach & Smith, 2015). On the other hand, if these goals, targets are assigned to separate individuals and not to groups, their achievement will lead to competition and to individual performance valuation and not to cooperation and to group performance valuation thus the sharing of knowledge cannot be realized (Katzenbach & Smith, 2015).

Hierarchy Culture

This is a formalized and structured work environment (Perez et al., 2015). Procedures decide what people do (Achenbach, 2015). Leaders are proud of their efficiency-based coordination and organization (Aydın, 2018). Keeping the organization functioning smoothly is most crucial. Formal rules and policy keep the organization together (Vasyakin et al., 2016). The long-term goals are stability and results, paired with efficient and smooth execution of tasks (Pajpachová & Nováková, 2016). Trustful delivery, smooth planning, and low costs define success (Garrison et al., 2015).

At Hierarchy culture type it is the codification knowledge management strategy that defines the management of knowledge within the organization (Omotayo, 2015). This strategy focuses on codified knowledge which is made independent of the person who created or developed it and thus the knowledge can be retrieved, shared without having to contact others, since knowledge is stored in documents, databases, manuals (Hislop et al., 2018). The sharing of knowledge is mainly forced since this culture type has controlling orientation and is based on formal rules and policies. If these rules, policies are determined adequately, the forced knowledge sharing can be completed with characteristics that allow voluntary knowledge sharing as well (W.T. Wang & Hou, 2015).

Similar results were found by other authors (Hislop et al., 2018), by mainly concentrating on the personal and the codified sharing of knowledge. The Clan culture type is favourable for knowledge sharing, particularly through face-to-face and personal meetings (Roth, 2016). In an autonomous and individualistic culture of adhocracy, people are more related to the system and are therefore task-oriented than to a human. (Maximini, 2018). Knowledge is therefore exchanged primarily through different IT tools. (Nazarian et al., 2017). Think that when the form of adhocracy culture becomes dominant in an organization its individualistic, risk-taking, creative features can appear as obstacles to effective knowledge management. The strong result-orientation and competitive behaviour of market culture is alienated to the philosophy of knowledge management and disadvantageous for the success of knowledge management (Wiewiora, 2014).

This culture type will only enhance knowledge sharing if employees are explicitly rewarded for sharing what they know (S. Wang et al., 2014). A Hierarchical culture type with its closed, formalized nature favours codification and normalization for achieving internal communication and hinders personal knowledge sharing (AlShamsi & Ajmal, 2018). The organizational culture assessment instrument of Cameron and Quinn is not only used for analysing the knowledge sharing of managers working under top managers, but also at investigating full time university students and their cultural intelligence, and examining companies in Hungary using e-business solutions (Alvesson & Sveningsson, 2015).

The Relationship Between Training and Employee's Performance

Most of the previous studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Noe et al., 2017). According to Latorre et al., (2016) mentioned in his study that training development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job, this relation ultimately contributes to supreme organizational performance. Conducted in telecom sector of Iraq, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs (Karimi et al., 2016). Further, the T-value was 8.58 that explains training is good predictor of employee performance (Karimi et al., 2016). As depicted by the work of (Ramdhani et al., 2017), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals.

However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Katzenbach & Smith, 2015).

According to W. W. Burke, (2017), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance (AlFerjany et al., 2018).

Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner

(Schermerhorn Jr et al., 2019). However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics (Ansoff, et al., 2018). If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles (ADEBISI & Omolayo, 2018). To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration (N. Schütte et al., 2018).

and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit (Alebachew, 2019). It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Al Karim, 2019).

As mentioned by (Hodge, 2018) training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. (Tafvelin et al., 2019) reported that. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees. training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job Scott (Cheng et al., 2019) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Fuller, 2015), it enables employees to develop themselves within the firm and raise their market value in the market.

Moreover, training supports to shape employees job related behaviour and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees (Masa'deh et al., 2016). (Al Karim, 2019) further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by (A. A. Elnaga & Imran, 2014),when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success (A. A. Elnaga & Imran, 2014).

The Relationship Between Training Development and Organization Culture

Clearly, training does not take place in a vacuum. Even with perfect design and enthusiastic trainees, positive change requires organizational support (Allen, 2016).

Writers criticize the practitioner (Schön, 2017). for ignoring organizational factors; however, only recently have scholars considered the importance of organizational context. Culture has been described as one of the most powerful and stable forces operating in organizations (Argyris, 2017). Definitions of culture vary but typically include concepts such as shared beliefs, values, and assumptions that are reflected in attitudes and behaviour (Ting-Toomey & Dorjee, 2018) . There has been scant scholarly attention to the influence of organization culture on training effectiveness (Men, 2015).

Several researchers adopted a survey of the organizational learning culture developed by (Jain & Moreno, 2015). However, these cultural concepts seem "virtually indistinguishable" from the environment, and are best described as cultural manifestations (Norton, 2016). Organizational environment is defined as individual perceptions and attributes of the organizational characteristics (Schneider et al., 2017). To be sure, climate is a reflection of culture; however, climate describes what of an organization whereas culture describes the why (Hulme, 2015). Studies of the influence of organizational culture on training effectiveness have become more intensive on the levels of capabilities that are essential for acquire platform contented (MBOLI, 2018).

Training helps individuals to work with each other and give their best and express them how to do their work more effectively and efficiently and more securely (Bardach & Patashnik, 2019). It diminishes the stretch and it takes employees to regulate and acclimatize to an innovative work atmosphere, curtails client criticisms, decrease coincidences and subsidizes to your corporate product worth (MBOLI, 2018).

Training contemporary employees is a necessity to meet the tactical needs of your corporate and when collective with a knowledge and organizational culture can significantly reinforce your corporate (Efferin & Hartono, 2015). A culture in your professional can means to assemble definite that proposes by consumers and staff are proceeded on it and supervise the opportunity to modify their jobs within the organization to be multi-skilful or to be accomplished from within an organization and training chances are providing to construct on their present facilities (Campbell & Tawadey, 2016). If we embolden a culture within our organization, one where people are frequently and relocate this culture through the organization, then the corporate itself endures to cultivate and progressive (Cooperrider & Srivastva, 2017). In the core it is the growth of Mortal Wealth that is our main strength in occupational areas today (Hurst, 2016). Each employee in your corporate has the impending to offer results, fascinate and preserve clients and create an influential change to your profession and delivered you capitalize in their training (Sundararajan, 2016). Certainly, the mentor's competences as a matter trained would regulate the effectiveness of the training development in corporate (Ekkelenkamp et al., 2016). Training programs can be underestimate if the organization hire an unexperienced trainers that could failing the transmission of erudition to the employees (Hanson, 2017).

Moreover, employees' arrogance and enthusiasm are one of the major features that would be impact the effectiveness of training development (Jaseel, 2019). Consequently, the optimistic attitudes should be raise from side to side where the continual importance on team structure platform to improve the employee motivational exertion (Borkowski, 2016). In relative to this, the employee incentives in relocation and transmission of culture are vital to certify the effectiveness of training in an organizational culture (Galpin et al., 2015). Lastly, the assurance of top management to the training development is critical to its success (Fernandez & Rainey, 2017). Organizations whose top management view training as a way to meet organizational goals by making sure that employees take an active part in the delivery of training and in the planning of training objectives; and by maintaining a financial commitment to training (Bryson, 2018).

The Relationship Between Organization Culture and Employee's Performance

Organization culture has been described as one of the main factors influencing a firm's effectiveness and productivity (Ahammad et al., 2016). (Groysberg et al., 2018). Stresses that, in today's corporate world, no organization can carry on its mission and last in the competition world without sustaining a solid, advantageous culture. If strategy dictates where a company wants to go, then culture decides how it gets there (Ansoff et al., 2018). Hence, culture is the determinant of organizational performance (Gurung & Prater, 2017) Affirms this assumption, noting that if an organization's culture is weak, it doesn't matter how big the plan is, it will adversely affect the execution (Hill et al., 2014).

According to Brettel et al, (2015). Organizational culture is comparable to house-building. This is what gives organisation's credibility. Some have defined organizational culture as a common mental mode or the social glue that holds together an organization (Vijayakumar & Padma, 2014). Notes, however, that many companies are sadly spending a lot of money on hardware rather than investing in building a high-performance culture, which is basically the software that drives the company. (Humble & Kim, 2018).

According to Omondi, (2014), Organizational culture is expressed in the ideals, principles and standards that members teach and practice; attitudes and actions of employees; ethical rules, operating strategies and stories about organizational events..(Katzenbach & Smith, 2015), Assert that an organization's survival and growth can only be accomplished by enhancing the performance of its workers and increasing team and individual members ' capabilities (Katzenbach & Smith, 2015). It supports the idea that people and not capital give a competitive advantage to organizations (Noe et al., 2017).

Organizational productivity can be improved by creating good teams and managing and improving teams efficiently, which in essence is performance management (Albrecht et al., 2015). Is of the same school of thought when he states that enhancing the performance of employees starts with supporting and supporting employees develop personally and professionally (Noe et al., 2017). An organisation's culture may encourage high performance or low performance (Arifin, 2015). It is the organizational culture which helps to influence the employees ' actions towards this (Razmerita et al., 2016). (Ng ang et al., 2017),

Concurrently, organizational culture plays an many aspects of an organization's culture help to promote good job performance for employees (Noe et al., 2017). Which include noticeable cultural indicators such as the size of one workplace, pictures of employees at the entrances (Shamsudin, n.d 2017). The pictures make workers feel respected as one of those who make the company flourish (Wildavsky, 2017). Artefacts, i.e. visible signs of organizational culture such as computers, employee handbook, company logo, corporate products, make workers connect with the organization; they are proud to be associated with the organization and thus continue to perform their duties well. (De Mooij, 2019). Behaviour patterns such as how and where workers communicate, how they behave during formal and informal meetings often encourage high performance (Katzenbach & Smith, 2015).

Hence, culture is the determinant of organizational success that an organization's culture may promote high performance or low performance (Naranjo- Valencia et al., 2016). This is why if an organization's culture is poor, it will adversely affect the execution of the organization's strategy (Al Mamun & Hasan, 2017). It is evident that a healthy culture can be established

and maintained by enhancing employee performance (Supanti et al., 2015). This can be achieved by improving the capabilities of the employee in teams and by appreciating individual contributions. This is one of the elements that this research was trying to find out how (Prpić et al., 2015). Other gaps that this study tried to address include the use of management resources such as strategic direction, priorities, task technology and interpersonal relationships to enhance the performance of employees (Kerzner, 2017). The way workers communicate and the way they hold formal and informal meetings promote high performance (Moynihan & Kroll, 2016). Employees are more than the key asset, they play a crucial role in current operational success and future competitive advantage (Mathews & Khann, 2016).

Employees spend their major part of their life in the organization within which they work (Beehr & Bennett, 2015). When people join, they bring with them the unique values and behaviours that they have been experienced (Berry, 2015).

Thus, organizational culture has a strong influence on employees' performance and work attitude (Yousef, 2017). For employees, it is either the glue that bonds people to an organization or what drives them away (Stephen & Stephen, 2016). It involves standards and norms that prescribe employees' behaviour in a workplace (Carayon et al., 2015). Hence, organizational culture is the underlying values, beliefs, principles and practices that constitute its management system (Dubey et al., 2017). An organisation's culture depends on the environment, priorities, value system and style of management (Rahim, 2017).

Good corporate culture shows that employees are like-minded and hold similar beliefs / ethical values while a poor corporate culture shows that employees are unlike and hold different beliefs / ethical values (Mania, 2016). Organizations will therefore only meet their goals by aligning their organizational culture with their performance management program (Wu et al., 2015).

Organizational cultures are the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the workplace (Eisend et al., 2016). (Stephen & Stephen, 2016) views organizational culture as the collection of traditions, values, beliefs, policies and attitudes that constitute a pervasive context for everything one does and thinks in an organization.

The Relation Between Training Development, Organization Culture and Employee Performance

The last hypothesis for this study is established as:

H1: Organizational Culture can play a mediating role between training development and employee performance.

H1a: Organizational Culture can play a mediating role between Perceived availability of training and employee performance.

H1b: Organizational Culture can play a mediating role between Motivation to learn from training and employee performance.

H1c: Organizational Culture can play a mediating role between Individual characteristics and employee performance.

relations which let organizations decrease the cost related with employee recruiting, hiring, training development.

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