The Effectiveness Of The Training In The Development Of Human Resources In The Directorate General Of Education In Dhahirah Governorate In The Sultanate Of Omanfrom The Point Of View Of Teachers.

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Abstract: Attempt to identify the effectiveness of training in the development of human resources province phenomenon and come up with recommendations is working to develop training programs for the benefit of the individual Directorate Omani society.

Keywords: Effectiveness, Training, Human resources, Directorate General of Education.

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1 INTRODUCTION:
The start The education and training functions great, they contribute to the transmission of human experience and inherited human experiences, and measured the evolution of the United extent of their ability to cope with various developments in the field of education and handled with the utmost efficiency, therefore, to stop the development of self means intellectual stagnation and underdevelopment behind United in Education, Hence become training is the perfect choice for the teacher to self-development and nation-building, represented in their children who bear the secretariat of their care and put them on the right path. Based organizations for success in achieving its objectives to a large extent on the efficiencyof the existing workforce performance tasks, and the production capacity, and how quickly adapt to the levels of the technique used. Hence can be considered a good preparation and qualification of the labor force as a way to reach the goals. It plays the training a key role in influencing the increase the effectiveness and adequacy of organizations, where he became the training of basic activities assigned to the management of human resources, as a result of the realization by employers fact considered the training and re-training for workers so that they are able to bear the burdens of future indicator as to whether the organization succeed or fail **(Nasrallah Hanna.2002).**

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And comes training in response to multiple variables , such as accommodating new staff or reorganization set forth in that of changes in the terms of reference or the introduction of new activities , or in response to changes in policies and procedures work or Materials any relation to technological development , as well as the coming of training for the treatment of negative phenomena such as increased absenteeism and Altmard accidents and work-related injuries and the rate of labor turnover , and increased equipment breakdowns , as well as to cope with complaints and other phenomena have proven coaching ability to treat **(Mustafa.2005).** held leadership positions with greater responsibilities and raise morale and increase the sense of satisfaction they have, and to achieve stability in the organization to limit and control the leakage of the staff , which will show its effects on the level of performance of the organization and its services**(Rashid. 2001).**

2 THE OBJECTIVES OF THE PAPER:
1. Determine the definition of training and its importance.
2. Definition of training at the Ministry of Education, Sultanate of Oman.

3 THE CONCEPT OF THE WORD TRAINING:
The word is derived from the word training trail and the trail is the way, it means the development of individuals and groups targeted on the proper way to work in order to walk in and get used to it **(Hilal, 2001).** It is noteworthy that the word Atwan trains To Train origin Old French word sense Trainer pulls or Ichger, and newly concerned with the delivery of the person sought in the behavior or skill through education with particular care **(Madhoun.2005).**

4 DEFINITION OF TRAINING:
It goes without saying that the concept of training is not a nascent , training is as old as the human created by God and fully sane at best calendar , and rooted in the literature of personnel management and personnel and then Human Resources Management **(Khleifat.2010) .**

5 BASIC CONCEPTS OF TRAINING

❖ Training is the process of investment is intended to increase the effectiveness and efficiency of the individual's work .

❖ Training Activity planner and organizer aims to change attitudes , knowledge and skills and capacity development .

❖ training means and not an end .

❖ training helps employees to achieve effectiveness and efficiency in work and behavior modification techniques and the development of performance.

❖ Training meaningful to the individual supply certain information to perform a specific job or supply specific guidelines will help him to improve the tool or hone his skills.

6 IT IS THE MAIN CONCEPTS OF THE TRAINING:

1. Training is a key activity continuously: It means here that the training is not a luxury resort management mechanism or distraction choice. But training a vital link in a series of episodes begin required job specifications and requirements for the appointment of the incumbent , a major activity in terms of constant repetition to occur throughout the career of an individual and a lieutenant for career development of the individual.

2. Training integrated system : because he is not active at random and does not come from a vacuum is not going to vacuum , and integration is the reciprocal relationships between a set system such as the integration of inputs , training and integration in training activities , also the integration of the results of the training , and usually training aims to achieve results the following :

   a. economic results: such as reducing the time and improve quality.

   b. behavioral outcomes: related to a high degree of understanding.

   c. results of mankind: no qualified staff and high capacity.

3. Training and renewed activity variable: it is that it deals with variables and may not be that freezes into molds.

4. Training and technical administrative process must be available for the friendly elements of the administrative work.

7 THE IMPORTANCE OF TRAINING:

Training is an important means of means of preparation of human resources , and the development of Kvaiadtha and improve work performance and increased productivity , and the associated dimensions and entrances administrative, economic, social, developmental , and associated dimensions and entrances administrative, economic, social or developmental or technological , contribute to allow workers to perform work and creativity in it and raise the efficiency and effectiveness of the work , and what should be his workers to improve their behavior and development of their skills and abilities . evident interest in actively training through funds invested in training , where the average spending on training (10%) of the total budgets of some of the organizations and find some specialty organizations (25%) of the total wages paid to employees for the purpose of developing their skills and knowledge and update their

methods of work (**Cevich. 1995).** The importance of training as them **(Ta'ani .2007)** to the following:

1. The opportunity to hone skills and gain experience.
2. supply of information and data relating to work.
3. raising the level of productivity, efficiency and effectiveness of employees.
4. to unify and coordinate the trends working to achieve the goals of the organization.

8 TRAINING PRINCIPLES:

The training process is subject to several general principles should be observed at all stages of this process can be summarized as follows **(Khulaifat .2010)**

1. Legitimacy: The training must be in accordance with the laws and regulations in force within the organization.

2. logical: that the training is based on a logical understanding of the precise and clear and realistic training needs.

3. Objective: any training objectives to be clear and realistic so that it can be achieved , and well-defined in terms of the subject and the time and place and in terms of quantity and quality, and cost.

4. inclusiveness : Training should include all dimensions of human development (values and attitudes , knowledge, skills and behaviors) , should also be directed to all administrative levels of the organization to include all categories of workers.

5. Gradient: So that begins to address the training and then graded simple themes are planned organization to the most complex

6. Continuity: that starts with the beginning of the career of the personnel , and continue with step after another to promote and develop .

7. Flexibility: that develops training and operations tokeep up with developments and future changes in organizations.

8. From this the researcher concluded that the devices should be in training organizations as well as trainers realize the basic principles of training and commitment to ensure the effectiveness of the training process intended to bring to fruition in the work.

9 TRAINING OBJECTIVES:

It is the main objectives of the training process of increasing the knowledge and skill development and behavior change to what is positive. The intended target training: specific results temporally and spatially and qualitatively, and the training process, which seeks to achieve, and which are designed to meet the training needs of employees or organizations. The select **(al-Qubaisi. 2005)** the most important objectives of the training:

1. Providing a comprehensive knowledge of the work practiced by the individual to define the objectives of the work and activities that fall within the duties and relates to others who will work with them.

2. Develop the skills and behaviors and functional methods to contribute to increased efficiency, improve performance and employment of personal experiences and capabilities for the benefit of the individual , organization or society.

3. Provide an opportunity for innovation and renewal , creativity and positive competition in search of

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excellence to keep pace with the spirit of the age and its innovation and adapt to the technology in action.

4. Work to increase the experience of managers, supervisors and employees and refined and providing them with opportunities to raise the levels and functions of the rehabilitation of more responsibility to meet the growing needs for Administrative Development.

The most beautiful **(Ta'ani .2007)** in the training objectives:
1. Increase the knowledge of the trainees and their information.
2. give the trainees some of the skills necessary for the development of administrative competence.
3. Increased stability in the job , leading to boost the morale of the trainees.
4. increase the capacity of the individual to creative thinking 5 - increase productivity and raise the level of performance of the individual.
5. Developing positive attitudes towards work and working with them.
6. To achieve the adjustment process between labor and the environment, any organization that works out.

Programmers for training its goal of a more spacious than a staff training in order to perform their jobs in a satisfactory manner and good, but aims to improve the efficiency and effectiveness of staff development of their knowledge and skills and equip them with expertise and improve their performance n consequently reflected on the success of the organization and increase their efficiency and effectiveness in general.

10 TRAINING GROUNDS:
The existence of training for workers needs to be rules and principles to serve as a reference document being used to when you start any training programs are guided by them in all aspects of the training process, and is linked to the existence of specific training strategy **(Khulaifat .2010).** The training aims to access the institution / organization to achieve the goals of requests through human resources desired to have, there is a group of the underpinnings of the training programs, and these foundations as defined by (Ta'ani.2007) as follows:
1. To establish a training framework or theoretical model derives its principles from empirical facts .
2. that the objectives of the training program are clear and realistic.
3. to adopt training and multiple ways to achieve its goals.
4. training that meets the needs of real training.
5. be linked to policy objectives and trends in training officially objectives and the general policy of the State of harmonization with legislation, regulations and laws of the state , that is the formulation of training policy by the highest levels of any organization or - at the level of state institutions - should be accepted and respected by the middle and lower levels where .
6. that is the use of modern technology (The electronic) in training.

11 THE RELATIONSHIP BETWEEN TRAINING, EDUCATION AND LEARNING AND DEVELOPMENT:
The objectives of the training centered on providing individuals with the information and try to change the behavior of individuals , and not a replacement of another individual , but rather is intended to change that occurs on an individual's ability to innovate and imagine solutions to problems that are looking for appropriate solutions **(Khulaifat .2010).** And achieve the training objectives through the phenomenon of learning **(krogt & Warmerd, 1997)** " and mean mental activity by which gets the individual skills and habits and ideas , attitudes and values and ideals , and retains and uses them in his actions and behavior ," which results in a sophisticated and continuously changing behavior and performance for the better **(Yagi . 2006)**. The Education (Learning), there is a lot of overlap between him and the concept of training (Training) Education as seen **(Tennenbaum. 1997)** is the acquisition of knowledge and skills and new trends that enhance the ability of individual performance. And see **(Job 0.1999)** education that provide the individual outcome of science and knowledge in the context of the particular field, it is knowledge as a means to rehabilitate the individual to engage in practical life n while training is the vehicle that enables the individual to exercise the work itself and the exploitation of the proceeds of Education for signs of life. The development, it can be directed to improve the behaviors, skills and knowledge through education programs and access personal guidance and oversight and guidance in the workplace, and training programs, so we can say that the training is part of the development process **(Al-Khatib and Khatib. 2006)**.

12 TRAINING IN THE MINISTRY OF EDUCATION, SULTANATE OF OMAN:
The world is witnessing changes in cognitive and technological quick in every aspect of life, a way that makes continuing education and training is an urgent need; in order to adapt with the changes of this era; where it became traditional practices to train staff in-service is not sufficient to cope with the constant changes, has adopted the Ministry of Education in September 1995 policy of educational reform to meet the needs of the community renewable, and keep pace with the evolution of knowledge and technology in preparation for entering the twenty-century atheist properly and securely. And emerged from the policy of educational reform referred to restructure the education system in the Sultanate so that ten years of basic education from the first grade and tenth grade , and two years for a certificate of public (general diploma) are atheist and twelfth , as has been the introduction of new functions such as : the first teacher and first supervisor , and the supervisor of the year, and the coach , and requests a change or development in a development of curricula and textbooks and rebuilt to include knowledge and values, attitudes and activities in order to improve the quality of educational outcomes   . This called for the development of the whole strategy that requires training and rehabilitation of human resources working in the field of education , especially teachers , supervisors and principals and the rest of the technical and administrative personnel working at the Ministry of Education. This has given the Ministry of Education the task of rehabilitation and training of these personnel to the Department established for this purpose in 1996, tracing the

General Directorate of Curricula then invited on behalf of the Department of Training and Rehabilitation and branches, including:

1. Training Center
2. Department of Teacher Education
3. Department of Planning and Program Evaluation
4. Services Section trainees

In 2002 issued Ministerial Decree No. 110/2002 changed the name of the department from the Department of Training and Rehabilitation to the Human Resource Development Department, which became the track and Undersecretary for Educational Planning and projects, and formed the circle under the new resolution of the training center president and four sections: Planning Department rehabilitation programs, Department of planning training programs, monitoring and evaluation department training, training affairs department. In 29/3/2008 issued Royal Decree No. (37/2008) the adoption of the new organizational structure of the Ministry of Education and school districts, which was created Directorate-General for Human Resources Development and be subordinate to the Under Secretary for Educational Planning and Human Resources Development; tracking this Directorate several departments, namely: (Department of educational Supervision - development Department, school performance - evaluation Department yield training - Department of rehabilitation and training - training center president) and training centers have been established school districts follow the Department of human Resources Development. http://www.moe.gov.om) In light of the terms of reference of the General Directorate for Human Resources Development, the importance of educational training lies through Giving ministry staff expertise, skills, knowledge, attitudes and values needed to raise the level of their performance both in terms of administrative or technically and in light of the educational development carried out by the ministry. Pillars of training and professional development: **(guide professional development and studies rehabilitative 2005)** Come plans and professional development programs implemented by multiple, or sponsored by the Ministry of Education, Sultanate of Oman based on the following pillars:

1. link training plans for the ministry in the development of curricula and textbooks and re-examine the structure of the educational ladder , and the application of the basic education system .
2. start basic education schools , and expand horizontally and vertically according to plan specific time .
3. holistic training for all employees of the ministry from educational leadership , and the end of the teacher , through all the administrative and technical staff working in the field of education .
4. building training on the actual needs of the individuals in each training program .
5. coordination between the training center and the main training centers in all educational areas that would advance the process of professional development forward.
6. Preparation of training cadres centralized and decentralized be able to design and implement training programs , and follow-up , straightened .
7. Take advantage of all the capabilities and expertise and human resources working in the ministry, or private institutions in the implementation of training programs and professional growth.
8. the introduction of technology and modern methods in the field of education and training.
9. the balance between professional development opportunities for central and decentralized.

12.1 TRAINING AXES:

Can be divided into themes that are going under training programs in the Ministry of Education, Sultanate of Oman to five axes, and can receive apprentice training programs in more than one axis, and according to the needs and the nature of his work and training hubs which distributed the programs are:

1. **Axis year**, and is intended to training on a range of topics that should be for all the target groups of the training that afflict them, and constitute a prerequisite years and a common culture, and examples of this, training on the premises of educational development, and philosophy, and orientations. Examples of this axis: working in groups, and leadership training workshops, change management, and computer skills, and student-centered learning, and the development of critical thinking and creative thinking.
2. **Axis of skills**, a professional competence required by the needs of the different functional tasks such as: teacher competences and qualifications of the director, and the efficiencies of the social worker, and the efficiencies of the educational supervisor, and the efficiencies of the coach ... And so on.
3. **Axis academic knowledge relating to the content in school curricula and textbooks**, and related methods of planning and teaching activities and calendar, and also the focus of knowledge on educational and administrative aspects.
4. **The focus of the training according to the emerging needs** of each category of target groups.
5. **Axis of learning techniques and** the requisite knowledge to keep pace with the knees in the field of information technology.

12.2 FORMULAS IMPLEMENT PROFESSIONAL DEVELOPMENT PROGRAMS:

Axes being implemented training formats and multiple forms of professional development at the Ministry of Education , Sultanate of Oman , including:

1. workshops and training concerns therapeutic and enrichment and development .
2. The annual educational meetings for different categories of workers the field of education.
3. Summer educational forums .
4. The annual professional development forums .
5. meetings and educational meetings .
6. research seminars .
7. the establishment of educational evenings .
8. ehabilitation programs in undergraduate and postgraduate .
9. courses , seminars and conferences in the Sultanate .
10. courses and conferences outside the Sultanate .

With regard to the tasks of training centers in school districts; she specializes in the following:

1. Identify the training needs of workers in collaboration with other stakeholders.
2. Proposed annual training plan for the region in the light of the needs.
3. create a data base on training in the region.
4. Selection of trainers and raise their names to the appropriate authorities.
5. Follow-up training in the region and report about it to officials.
6. to facilitate all requirements for training.
7. Prepare an annual report on the training and evaluation of performance in courses that are held.

Through the previous terms of reference for the center of the main training as well as training centers in school districts see it focuses on the identification of training needs and put them in a comprehensive plan for all departments in the ministry and school districts called the plan professional development to be based on the fiscal year, implementation will begin on 1/1 and up to 31/12 of each year. divided training programs carried out into two sections:

- centralized training programs are implemented at the level of the ministry and then re-implemented school districts.
- decentralized training programs are planned and implemented in school districts.

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