Global Scientific JOURNALS

GSJ: Volume 10, Issue 5, May 2022, Online: ISSN 2320-9186

www.globalscientificjournal.com

The Evaluation of Virtual Training and Employee Effectiveness: A Case Study from Babco

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Abstract

This study aims to identify the reality of virtual training at Bapco Company in the Kingdom of Bahrain. They measure the extent of the impact of virtual training on the existence and effectiveness of the training programs applied at Bapco Company in the Kingdom of Bahrain. The research attempts to answer the following fundamental question: “How feasible is virtual training on the reality and effectiveness of training programs at Bapco? Presenting a clear theoretical framework on virtual training as one of the recent trends in training offered in the current era. Also, showing a picture of Bapco's efforts in employing virtual training to ensure the effectiveness and realism of the training programs offered by the company. Clarify the nature of the means and methods used as much as possible. The methodology used in the training programs, the method for selecting the best of them, and the extent to which they are consistent with the training program's goal. The findings of this paper reveal some implications that emphasize the objectives of evaluating training programs and courses. In addition, the case study demonstrates the significance of planning the virtual training, which increases the outputs and employee effectiveness.

Introduction

The human resources in institutions is one of the most important resources that they possess, as it is considered the cornerstone of institutions, as it works to achieve its goals, which is the reason for its continuity, survival and growth, and thus departments in institutions improve, train and direct human resources, raise their level of job performance and increase their expertise (Abdeldayem, M. M., & Aldulaimi, 2020).

And in light of what the last years of the current era witnessed, a substantial technological knowledge revolution imposed on all institutions of all kinds to search for a creative, innovative professional vision through which they could achieve the highest rates of achievement in that competitive technological field imposed by the nature of

this age, and in the consolidation of that, the training provided became unimportant. It is suitable for preparing a competitive generation, as it has been replaced by other training methods based on interactive and virtual simulation (Aldulaimi, S. H., & Obeidat, 2016).

The virtual training of the employees of the organizations has become an essential point of discussion from the researchers themselves, as the virtual training is based on the reality and effectiveness of the training and the extent of its reflection on the efficiency and performance of the employees. Therefore, many ideas and suggestions were presented and the presentation of studies and research illustrate the importance of virtual trainin (Bertram, et al., 2015). For the institutions to keep pace with the developments and changes taking place and to achieve growth, prosperity and continuity, as well as their response to all global changes, the management of these institutions found that they can work to reduce expenditures, increase productivity and develop the performance of employees, through training for the human resources owned by the institutions (Gorecky et al., 2017).

In fact, we cannot deny the importance of training in general and virtual training in particular, in the presence of a more important meaning for the individual's life and the greater importance in the work that he performs. And not to abandon it, and not to accept replacing it at the best cost, but it may be less beneficial to the institution in the long run (Aldulaimi et al.,. 2021). The results obtained from previous studies varied about the importance of virtual training on the basis of effectiveness in raising the efficiency of workers in organizations in their various activities (Abdeldayem et al., 2021). It is known that the human elements in all institutions because of their great importance in their continuity and growth, which increased the importance of training workers, as training is the main pillar in the various administrative aspects, and the training reveals the level of people and their susceptibility to career growth and self-development, and this has results Training to raise the level of institutional performance.

Because of limiting workers' working time as it is an important productive institution. The Corona pandemic came to impose a new reality in organizations, and among the features of this reality is the implementation of virtual training programs that occur remotely, as it does not require the trainee’s atmosphere directly in the training environment, and Bapco is one of the leading organizations that has implemented virtual training strategies at the time and before the Corona pandemic. For this reason, the research attempts to answer the following basic question: “How feasible is virtual training on the reality and effectiveness of training programs at Bapco.“?

This question is divided into several sub-questions as follows:

- What is the reality of the virtual training programs at Bapco in the Kingdom of Bahrain?
- Do Bapco's virtual training programs achieve the company's effectiveness and realism of training?

This study aims to present a clear theoretical framework on virtual training as one of the recent trends in activity offered in the current era. Giving a picture of Bapco's efforts in employing virtual training to ensure the effectiveness and realism of the training programs offered by the company. Clarify the nature of the means and methods used as much as possible, the methods used in the training programs, the method for selecting the best of them and the extent to which they are consistent with the goal for which the training program was designed. Reaching recommendations and conclusions that improve the effectiveness of virtual training at Bapco in Bahrain. The research presents a number of recommendations that may contribute to the effectiveness of training programs in Bapco, by activating virtual training, and may benefit training specialists in similar institutions, during the design and implementation of virtual training programs. The research works to reach the following objectives: Getting acquainted with the reality of virtual training at Bapco Company in the Kingdom of Bahrain. It was

measuring the extent of the impact of virtual training on the reality and effectiveness of the training programs applied at Bapco Company in the Kingdom of Bahrain.

Literature Review

In light of the permanent developments of information technology, the emergence of the Internet and its great spread and the difference in its unique services in the delivery and transmission of information, as it has become one of the most prominent sources of information. The use of the Internet as an important method of delivering programs, e-learning systems have emerged, which have become one of the means of distance learning and have taken a great place, especially when they are mixed with traditional educational systems (Mantovani, F., & Castelnuovo, G. 2003).

Virtual training is a use of the capabilities and characteristics of the Internet through communication between trainees and trainers in light of a training program that depends on their real training capabilities, to develop their renewable capabilities, in light of the freedom to choose the material, time and place of training and various means of communication (Rose et al., 2000).

Moskaliuk et al., (2013) aimed to identify the effect of using the virtual training technique on the quality of training and its programs for the employees. The study concluded that there is a relationship between the application of virtual training in the staff office and improving the quality of the training process, and the study recommended the importance of designing and developing a virtual training system with integrated pillars that has high potentials that enable participants to participate in the training process easily.

The virtual training is based on an integrated remote system that allows the trainee according to his requirements, and is generally based on a comprehensive electronic environment in order to deliver the training material via the Internet while providing aspects of feedback, managing and evaluating resources and processes (Abdeldayem, M. M., & Al Dulaimi, S. 2022).

What is meant by virtual training "is a significant aspect of creative professional training methods used in large institutions and modern institutions, and this training may be disturbing for some institutions (Ayish, M. I. 2005). The virtual training depends on keeping pace with the training in an environment in which the recipients can interact directly with the three-dimensional models within the framework of an immersive holographic environment first and foremost and is characterized by interactive and adventure as well as to establish a high spirit of the recipients. (Al-Rahili, 2020).

Also, during the virtual training, the recipient can enter into the training experience and test the extent of his learning by himself in a different way, which he will be trained in in a complete virtual environment to go in line with the training climate, except that the trainee and the trainer are in different locations and not in one place (Taha, 2007).

Also, virtual training in some institutions takes place in a simultaneous manner, and in other institutions it does not take place in a completely synchronous mode (Aldulaimi et al 2022).

Virtual training aims at the principle of participation, as learners participate in a process in order to convey the image to them entertainingly and interestingly to help them in the learning process. Games can be resorted to in addition to the critical aspect of learning in order to encourage and communicate information in a larger way. In addition, the training is intended to provide the recipients with new skills through simulation games and put them in an entertaining environment full of adventure and similar to the actual reality. It is worth noting that there are some objectives of training in technological

environments in general and virtual in particular that those responsible for the educational system are trying to reach. They are as follows: (Al-Zanbaqi, 2011). Interactive: that takes place between the trainer, the trainee, and the trainees on the other hand (Abdeldayem et al., 2020). Self-learning: the trainees here can learn by themselves and choose the material according to necessity, as well as each trainee can self-evaluate himself.

- The possibility of collaborative and participatory learning: the possibility of communication is provided to the learners and the formation of learning groups among each other, whether synchronous or asynchronous.
- Peer-to-peer linkage: allowing the search for data and access to information bases through the Internet.

Virtual training has many advantages compared to classical training. The use of virtual training in the educational process constitutes the maximum of modern services, the most prominent of which are Interaction: Putting pictures of interaction in some pictures between the trainee and the trainer and between the trainees. Generality and Integration: Integration is defined as the interrelationship and consistency of all training elements with each other. Freedom of training, education and control: the freedom of the trainee to choose the training time that suits him and from wherever he wants to train, and studies indicate that electronic training raises the positive attitude of individuals and makes them more tolerant and committed, more capable of self-direction, and more adaptable to the external environment , and provides them with greater motivation for achievement and coordination with others for individuals who have less responsibility, less adaptability to the external environment, and passivity in dealing with others. Continuity: Some indicate that the electronic training had made its continuity almost permanent. Flexibility: Flexibility of training refers to providing training to trainees at any time and any place according to the trainees' requirements and abilities without committing to a specific time or place for training. Saving time and reducing cost: the virtual training seeks to exploit the time by choosing only the appropriate material for the trainee according to his requirements and providing training time, which is between 20% to 80%, and this is analyzed that the trainee controls the transfer of the material as he can bypass unnecessary aspects And take care of only the materials it requires. Universality of training: The Internet has made training environments internationally without borders. Training speed: This is done by quickly transferring the training content to all trainees at the same time, completing the work of the training areas, its topics and units, and evaluating it quickly. Training difference: The training difference refers to the multiplicity of means and tools related to interaction in training programs, as virtual training programs are provided through many means such as (texts, videos, and drawings, whether fixed or animated), which helps the learner to control their presentation and interaction with The training material in a way that helps to dive into the training program through the Internet, and to reach the trainee's response to the components of the material in the training program. Acquisition of knowledge: Many studies, such as the study of "Dakson" and the study of "Roger and Smith", have emphasized the efficiency of virtual training in helping to obtain knowledge, ideas and capabilities that help raise the effectiveness of trainees.

As a result of the large number of means and services offered by the Internet, and due to this, there are many forms of specialized training processes as these programs are offered through the Internet, and studies have confirmed that there are two types of online training: Online training in which the Internet is used as a catalyst for enriching the training environment, as Internet developments are combined with the training process, which is called mixed training. And training is generally accredited via the Internet, in technical training and education environments, including virtual environments. Also, the patterns of electronic training programs that are conducted

through the Internet were classified according to the time factor and patterns of interaction between the trainer and the trainee according to the following (Abdeldayem, M., & Aldulaimi, S. 2021).

1. Simultaneous virtual training:
It should be noted that education is synchronous and requires attendance at the same time. Training programs are offered through the Internet in order to communicate and exchange experiences and studies between the trainer and the trainee in the same real-time allocated for training.
2. Asynchronous Virtual Training:
In this form of training, the presence of the trainer and the trainee is not required at the same time and place, but they can be given the opportunity according to their requirements and what suits them, and the learner receives training courses according to a predetermined program. The appropriate time and place is chosen with his circumstances, which helps in facilitating the process of permanent training Throughout the life of the apprentice. It is worth noting that training on experiences and skills is one of the forms that require the necessity of having a large time in which the trainees practice the work that gives them access to the desired level of learning the skills they trained in the proposed programs after the end of the original time allocated for each training session, which is found in the virtual training asynchronous.
3. Target groups for virtual training:
It should be noted that this training should have satisfied the military requirements only from its inception, but gradually it began with all forms of institutions concerned with broadcasting educational assets by relying on it as a result of the huge capabilities of virtual training as it can be exploited in all sectors, such as the health, education and sales sectors. communications and others.

Factors for using virtual training is no doubt that after the advancement of organizations as a result of their use of technology and innovation, these institutions began to develop their work performance by using training instead of traditional training. Use the virtual practice the following:

1. Innovation:
Virtual training is unique and innovative training, as all employees focus on it, regardless of their age, gender or specialization.
2. Flexibility:
This training is one of the flexible exercises and takes place without imposing conditions on it. All that is required of the recipients is to have their own computer available to them, as it is taking place in various environments between the trainee and the trainer.
3. Education:
Training depends in the first place on educational training that raises the motivation of the workers, although the trainees think that they are playing, although in fact they are learning something new that will help them in their field of work. The coach is very focused.
4. Economic and Saving:

Training is an economical training, as it saves a lot of money. You do not need to attend the training halls, which may be a burden on the organization due to a large amount of money, and the trainee is not required to pay the transfer fees for the trainees, as the training takes place in multiple environments and does not need to Having to attend the trainee and the trainer at the same time (AlZaabi et al., 2021).

Stages of virtual training design:

There are some stages for designing the virtual training, as follows:
First: The first stage: Planning the virtual training: At this stage, cooperation takes place between educational and academic experts and training experts so that they can determine the appropriate strategy according to which they will proceed with regard to the training program, the strategy of meetings, activities, means of assessment, the provision and organization of the training material, in addition to defining the general and specific plan for training And the measures required to start it and design training programs remotely.
Second: The second stage: Designing the virtual training:
At that stage, the plans, measures and strategies specified in the planning stage to reach the training objectives and start designing the training curriculum that is required to be provided on the Internet, as the training material is prepared remotely. This stage includes some procedural steps for preparing the training material remotely, as follows:
- Preparation of the training material: In light of the analysis of the actual training requirements of the targets, the material of the scientific program is developed.
- Evaluating the training material to verify its safety, efficiency and clarity before beginning its electronic design.
Putting the training material into its final form: by dividing the material into a set of meetings, provided that each meeting includes the meeting number, title, general objective, educational objectives, content and tasks related to it.
Third: The third stage: Organizing and implementing the virtual training: In this stage, planning is transferred and transformed into an implementation that can be activated. The virtual training is related to the formation of the virtual training team, which consists of: some managers responsible for managing the training, those in charge of designing training programs, specialists Information technology, programming, networking and information security who are making joint efforts with academics.

Research Methodology:

Given the nature of the research problem and the goals it seeks to achieve, the researchers adopted the descriptive analytical approach in collecting, describing and analyzing previous studies and research related to virtual training in order to present proposed procedural mechanisms to achieve the objectives of the current research (Aldulaimi, S. H., & Abdeldayem, M. M. 2018). The research community consists of all 480 employees in Bapco Company in the Kingdom of Bahrain, while the research sample consisted of 53 male and female employees from the same research community who were chosen by random selection. A questionnaire was prepared, which is the primary tool for the current research, which included a set of axes about virtual training and its role in the effectiveness of training programs in order to measure the degree of satisfaction of Bapco employees on the reality of virtual training provided in the company and its role in the effectiveness and realism of training programs through analyzing responses A sample of employees of the company (Abdeldayem, M. M., & Aldulaimi, S. H. 2022).

Objective limits: It is represented in studying the effectiveness and realism of virtual training at Bapco Company in the Kingdom of Bahrain. 2. Spatial boundaries: The study was applied with its research tools to Bapco Company in the Kingdom of Bahrain. Human limits: They are represented in the sample that comprises the research, namely "Bapco employees in the Kingdom of Bahrain". Time limits: The study was implemented during the month of March 2022 AD.

Search terms:

1. Training: the process that raises the level of knowledge and capabilities of workers when they perform their work." training also means "the permanent, organized and planned efforts that are made to supply the workforce (Al-Jamal, 2011).

2. Virtual training: Virtual training means "the process of improving and developing the performance of employees through indirect and remote training techniques, so that the trainee is not in the same place as the training process" (Ahmed, 2016).

It is also defined as an interactive simultaneous online training course led by a trainer in which he explains the goal of learning with the participants individually from scattered geographical locations across the classroom platforms.

Training Program Features

The training program is that program that is designed by the training authority in the company in order to work on raising the efficiency of its employees and in order to enable them to perform their work that they practice to the fullest. The training program goes through a set of stages (O'Neill et al., 2020).

First: Determining the training needs:

Defining the training requirements is defined as "knowing the quantities and qualities of the employees to be trained so that the organization can provide them with the capabilities, skills and tendencies necessary for the advancement of the organization". It is worth noting that the stage of determining the training requirements is generally concerned with knowing the amount and type of workers who will be included in the training process, and then this process is considered the first stage in the case of thinking about conducting training courses. Then comes the rest of the operations to find the appropriate solution according to the specific diagnosis**.**

Designing the Training Program:

Designing training programs is a technical process that varies from one person to another depending on the amount of experience he has and the surrounding environmental conditions, and includes the following steps: (Hassan, et al., 2021). Determining the objectives of the training program and its scientific and training material. Knowing the extent of the sequence of topics in the training program, and choosing the training methods used. Knowing the location and duration of the training program, and setting the controls that must be met by the trainee in the training program (Darwish, S., & Abdeldayem, M. M. 2019). Determining the trainers involved in the training program, and setting the budget for the training programme. Management and implementation of training programs: This stage follows the stage of developing the training program, knowing the appropriate quantity for each topic to reach the training program's goals and providing the training requirements for the participants in the training program. The management of the training program means "some of the equipment, measures and tasks imposed by the nature of the establishment of the training program." The stage of managing and implementing the training program is one of the most important stages for verifying the achievement of the desired training goals (Abouta, 2015). Fourth: End of the Training Program: The termination of the implementation of the training program is not understood to mean the termination of the obligations of the program manager. There are many duties and obligations that must be performed related to the training program, the most prominent of which are the following: Review the training rooms, discussion rooms and resting places to what they were before the implementation of the program, and clean, maintain and organize equipment and tools and return them to their places where they were used during the

training period. Supervising the payment of trainers' salaries according to the regulations used. Supervising and evaluating the trainees' performance in performance after their return to their work, and the results of the training program and its reflection on the work and its environment according to the system followed.

Evaluation of Training Programs and Courses:

Evaluation is a purposeful process whose purpose is to assess the efficiency of the training strategy and its reach to the desired goals, and to show its strengths or weaknesses. The evaluation of the training activity means that the administration supervisors seek to know the efficiency of the training program. The evaluation process is primarily related to training planning, as planning sets the goals that the administration seeks to achieve through training. Through those goals, criteria are deduced through which the results are evaluated. The scientific method used in training evaluation focuses on training planning, through During the knowledge of the real training requirements in order to identify the aspects that should be developed or modified in terms of skills, information, behaviors and tendencies, and accordingly, the objective of the training is determined. The appropriate training programs are planned where their main and subsidiary objectives are detailed, and their content, materials and training methods are specified. They are good for use in the transfer of specific materials, and then the training shifts from identification to implementation, and the scientific method is then done through training evaluation, so that the administration can identify its strengths and weaknesses, and realize its success or failure levels.

Objectives of evaluating training programs and courses:

It should be noted that the purpose of the evaluation process of training programs in general is to know the value or goal behind the training program, and thus we can know the most important objectives of the evaluation process of training programs through the following: (Abdel-Fattah, 2000)

1. Knowing the scientific evaluation of the purpose of the training programs and the methods used in it.

2. The administration's knowledge of the training characteristics, its benefits and its drawbacks.

3. Knowing the deficiencies in the training program and trying to remedy them.

4. Knowing the size of the completed training strategy and the goals that have been reached.

5. Attempting to evaluate the learning outcomes of trainees or participants in a training program and the skills, abilities and inclinations they have acquired.

6. Determining the elements of the training program, and the way to increase the elements of success and efficiency of the training program.

7. Comparing the gains resulting from training with the size of the financial returns that were spent in order to reach the training goals and gains.

8. Developing and changing the training methods to reach the efficiency of the training.

Foundations of evaluating training programs and courses:

The process of evaluating training programs is like evaluating the result of any other work. Appropriate evaluation metrics should be known through which results can be evaluated that reflect the nature of the trainee's condition after the end of the training course or program. It is worth noting that evaluation measures may be of a nature based

on performance, impartiality, or the behavior of the trainee, and sometimes based on accidents and mistakes committed by the trainee. However, there are some controls that should be present in the scale of any kind. Among those controls are the following:

1. Correlation: If a specific scale is specified to evaluate the training results, then this scale must relate to the reality of the training and what results in raising the level of the individual's skill and ability. and injuries, and if the same scale is specified for evaluating the trainees on the computer, the computer does not lead to accidents and injuries, and therefore it is considered an inappropriate measure and not related to the reality of training, and it is obvious that the appropriate assessment measure in this case is the performance measure (Siron et al., 2015).

2. Reasonableness: It is known that training differs from education, and therefore training is not evaluated through tests or written exams as happens in education, and in the event that this occurs, the high score obtained by the trainee does not indicate that he has obtained a high degree of skills that The individual must obtain it from training, and then we cannot adopt this standard (Eldow, 2021).

3. Uncomplicatedness: the trainee may obtain the capabilities and skills through a set of aspects that are reflected on him at the same time, and training may become one of those aspects, and then if the scale related to training evaluation is determined, he must move away from the possibility of evaluating the results of other influences to As a result of the exercise (Muttar et al., 2019).

Methods of Evaluating Training Programs:

The efficiency of training is evaluated through three means, as stated by McKinney, which are as follows: (Rasheed, 2011). First: The method of evaluation through the planned experiment: This method can be summarized as follows: Determining two groups of workers called the training group and the comparison group. Determining the comparison standard before commencing the training. - The training group initially gets the training, while the comparison group continues to do its work without training (Oudat, M. S., & Ali, B. J. 2021). After the completion of the (training group) of the training, the results are evaluated through the specific scale before commencing the training process in the sense of assessing the skills and capabilities of both groups (the training group, the comparison group), and the amount of improvement or development that occurred from the training group is compared due to the training compared to The comparison group that did not receive any training, through which it becomes clear to us how efficient the training method is in achieving the goals (Al-khrabsheh et al., 2018).

In the sense of using the group or team that receives the training only, and its performance or the amount of its growth is compared due to the training, through the criterion that was determined before commencing the training process, and the evaluation process takes place before and after the training in order to know the amount of development that the worker was able to obtain from behind rehearsing (Muttar et al., 2021). Third: Also, a method based on the use of one team only: However, this method differs from other previous methods in terms of evaluating and measuring the size of the capabilities and skills that the worker acquires after training only without evaluating it before the training process (Ali, B. J., & Oudat, M. S. 2021; Darwish et al., 2020). It is logical that the first method of evaluation is the most successful and efficient way to evaluate the effectiveness of training, as it determines the extent to which trainees have been able to acquire greater skills due to the training program compared to the same period they spent at work without receiving training (Shibly et al., 2021). It should be noted that the elements of evaluation of training programs may be known, depending on

the main parties to the training process and the training environment, which are as follows:

1. The community as the ultimate beneficiary in upgrading skills and developing manpower, and its impact on the national product and national income.

2. Departments of business organizations and governmental bodies, since they are the primary beneficiaries of raising the rate of trainees' abilities and skills and developing their attitudes towards work and management, in addition to being the preferred place to be used in training (Kharabsheh et al., 2021).

3. The trainees because they are the main beneficiaries of the development of information, their skills and qualifications, and also because they represent the element that directly interacts with the training process and its objectives (Zukan, S., Aldulaimi 2020).

4. The training program, including training topics, training methods and means, and other requirements that support the training process.

5. The trainers, because they are the ones entrusted with implementing the training programs in the field (Jameel et al., 2022).

6. Managing the training program or the program's supervisors, because they are responsible for implementing the program's participation controls, monitoring the implementation of its vocabulary and meeting its needs, and also evaluating its elements before starting it, during its implementation and upon completion (Emhmed et al. 2021).

7. The training environment, including the training requirements it includes, and the appropriateness of the training sites or places, times and dates.

Analysis of Results

It is evident from the previous table that the largest percentage of the study sample members have a university education level as their percentage reached (84.9%), followed by those with a master's degree with a percentage of (9.5%), followed by those with a secondary education or its equivalent with a percentage of (5.6%). The largest percentage of the study sample members are from the middle age groups, whose ages range from (30 to less than 40 years), as their percentage reached (60.3%), and then the study sample members come from the small groups whose age is (less than 40 years). 30 years) at a rate of (37.7%), and finally the study sample members come from the age groups (40 to less than 50 years) with a percentage of (2%).

The largest proportion of the study sample members who obtained three courses or more at a rate of (43.3%), followed by those who obtained two courses at a rate of (34%), followed by those who obtained one training course at a rate of (15.2%), followed by those who (7,5%) did not receive any training courses.

Table1: Demographic aspects

Variable		No	Percentage
Level of Education	High school	3	%5,6
	BSc	45	%84,9
	MSc	5	%9,5
	Total	53	%100
Age	Less 30	20	%37,7
	40 -30	32	%60,3
	50 40	1	%2

	and More 50	0	%0
	Total	53	%100
The number of training course attended	No	4	%7,5
	1 training course	8	%15,2
	2 training course	18	%34
	3 training course & more	23	%43,3
	Total	53	%100

The answer to the first question: What is the reality of the virtual training programs at Bapco in the Kingdom of Bahrain? Table No. (2) Descriptive analysis of the phrasesn virtual training(

Table 2. Descriptive Statistics for Questionnaire items

Item	Statement	N	Mean	SD
1	The in-service training activities (Seminar/workshops, etc.) were relevant to my needs.	57	4.11	.646
2	The lecturer was well prepared and an expert in the field.	57	4.07	.753
3	The in-service training activities were engaging and interactive.	57	3.58	.905
4	The in-service training activities allowed for active participation.	57	3.58	.981
5	The in-service training content was well organized.	57	3.86	.833
6	The in-service training content was clear and comprehensive.	57	3.86	.875
7	The in-service training activities (Seminar/workshops, etc.) added new content to my current knowledge base.	57	3.81	.990
8	The in-service training activities (Seminar/workshops, etc.) provided me with new skills to add to my current language teaching skills.	57	3.82	.909
9	I can apply the knowledge and skills I have gained in the in-service training activities in the classroom.	57	3.88	.825
10	The overall evaluation of the in-service training program was satisfactory.	57	3.81	.766
11	The organization of the in-service training program was satisfactory.	57	3.65	.954

Table 3 : Self assessment and training feedback

	Before			After		
Self-assessment item	Low (%)	Some (%)	High (%)	Low (%)	Some (%)	High (%)
Engage students in critical thinking and inquiry	24	62	14	0	29	71
Use a variety of explanations and representations of concepts	14	57	29	5	14	81
Connect content areas to life experiences	67	29	4	0	14	86
Develop short- and long-range plans	61	29	10	0	14	86
Incorporate technology and resources to maximize learning	33	38	29	5	33	62
Incorporate instruction that relates to future life experiences	24	62	14	0	24	76
Address goals and objectives contained in IEPs	52	33	15	0	10	90
Develop or select relevant instructional content, materials, resources, and strategies	38	38	24	0	5	95
Vary role as instructor, facilitator, or audience	33	33	34	0	24	76
Use student data to adapt the curriculum and implement instructional strategies	62	33	5	5	19	76
Use assessment as a means of evaluating how students learn and what they know	43	57	0	5	19	76
Use assessment results to determine student performance levels and identify learning targets	57	43	0	5	19	76
Involve students in self-assessment activities	53	37	10	0	14	86
Maintain useful and accurate records of student performance	30	38	33	5	19	81
Collaborate with families and professionals	34	33	34	5	19	77
Understand importance of including students in planning	38	43	29	5	10	86
Identify community resources to enhance student learning	53	43	5	0	20	81
Model behavior that reflects honesty, responsibility, confidentiality	0	14	86	5	0	95
Reflect on professional practice and resulting outcomes, and adjust practices to improve student performance	10	43	47	0	14	86

Note. IEP = individualized education plan.

The answer to the second question: It is clear from the previous table about virtual training that it was high with an average (4.018) and a deviation of (1.038), meaning the approval of the sample's opinions about the effectiveness of the importance of virtual training. Paragraph (1) came in the first place with an average of (4.54) and a deviation of (1.32), which indicates approval Sample opinions The company takes into account the special training needs of the trainees before offering virtual training programs.

Paragraph (5) obtained the lowest ranking with an average of (3.55) and a deviation of (0.76), which is a high value, which indicates the approval of the eye that the company is in the process of evaluating the virtual training programs that it provides on an ongoing basis. Do the virtual training programs at Bapco achieve the effectiveness and realism of training in the company?

Table No. (3) Descriptive analysis of the phrases (the effectiveness of training programs(

No.	Indicators of the effectiveness of training and development programme	N	Mean	Std. Deviation
1	Learning Objectives	680	3.75	1.124
2	Material Facility	680	3.91	1.124
3	Role of immediate supervisors	680	3.84	1.124
4	Training effectiveness	680	3.82	1.102
5	Pre-training activities	680	3.81	1.123
6	Post-training activities	680	3.87	1.098
7	Behavior/Relationships among subordinates/ colleagues	680	3.94	1.110
8	Perceived outcomes of training	680	3.84	1.074
9	Report/feedback	680	3.36	1.173
	Valid n (listwise)	680		

It is clear from the previous table on the effectiveness of the training programs that it came high with an average of (4.67) and a deviation of (1.142), meaning the approval of the sample's opinions on the effectiveness of those training programs. Paragraph (5) came in the first place with an average of (4.59) and a deviation of (1.23), which the approval of the sample opinions indicates that the virtual training programs offered by the company contributed to improving the performance of the trainees after they were implemented.

Paragraph (6) obtained the lowest order with an average of (3.65) and a deviation of (1.54), which is a high value, which indicates that there is a follow-up to the performance of the trainees after receiving the training programme, and this is done by providing them with feedback in order to determine the results that were benefited from from Virtual training.

Discussion and Conclusion

The purpose of this study is to investigate the application of the virtual training system in Bapco, including the role of virtual training in the effectiveness and reality of training in the company. Obviously, the previous studies emphasized that the virtual training environment is a multifunctional system with tasks and integrated relationships between its human, technical, material and cognitive aspects, leading to the process of participants moving to it in an environment Supported by technologies that will transform the training programs offered in the company into effective and realistic programs. The importance of virtual training lies in the trainee is the one who controls the training process, and the trainer is the one who guides the trainee only. Trainees can obtain the training bag at the time and place that suits them. Distance training helps in

establishing an interactive relationship between the trainer and the trainees. In remote training, all available aids and various forms of training are used. Reducing the cost of training and increasing the efficiency of trainees. Reducing travel expenses for the trainee and the trainer. Motivates the trainees to browse the Internet by using hyperlinks in order to obtain additional information regarding the subject of the training. It helps to develop the capabilities of the trainees to use the computer and make good use of the Internet, which helps him to do his work accurately and proficiently. Helping trainers to update the training content through the use of electronic resources and the Internet. Helps trainers to keep records of trainees and refer to them at any time and place (Shout, 2021).

While the obstacles facing virtual training it should be noted that there are some obstacles that stand in the way of virtual training, which can be summarized as follows: (Gion, 2021). Virtual training takes a lot of time to prepare. Increasing the expenses of preparing the training content or the computer programs used in the training. The trainees cannot learn from this method more than what is found in the training content or in the computer program. The emergence of some threats as a result of viruses that infect computers used in training. The response rate of the research sample about the reality of virtual training in Bapco Company came to a high degree with an arithmetic mean of (4,018) and a standard deviation (1.038). Through it, identifying the training needs of the trainee, the company designing its virtual programs based on the needs of the work, its use of competencies from abroad to design programs that suit the trainee. The response rate of the research sample on the effectiveness and realism of the training programs in the company was high with a mean of (4.67) and a standard deviation (1.142). It contributes to enhancing creativity and innovation skills, and works to raise the efficiency of trainees' performance and develop work methods for the better.

In light of the results that were concluded, the researchers suggest some recommendations that would contribute to activating the role of virtual training in the effectiveness of training programs, as follows: There should be a clear and announced selection policy for all participants in the virtual training process, as it is considered an essential process for its success .Intensifying the company's efforts towards adopting new financial sources that contribute to increasing the budget and financial allocations to complete the virtual training process .Building virtual training contents that are easy to deal with, which contributes to the success of the training program .Integrating virtual environments of all kinds with the environment of social networks and benefiting from them in developing training programs .Designing and developing integrated virtual training programs for the company’s employees, characterized by high capabilities and technical capabilities that enable participation in audio and video, in addition to developing a system and mechanism for continuous communication with training after the training process. Benefiting from the experiences and competencies of trainers specialized in developing virtual training techniques and adopting them as an educational and training method in the company and enabling employees to benefit from their capabilities through the virtual training technology .Work to increase the awareness of the officials of the training units in the company on how to design electronic training programs by holding training courses and workshops, and setting incentives and rewards for the use of electronic training using the virtual training environment.

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