

Evaluating the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members to use the blended learning platform.

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Abstract:

The study aims to evaluate the effectiveness of the training programs provided by (UNDP) in developing the capabilities of faculty members at Tishreen University. The study reveals that there are positive differences between the average responses of the sample members about the effectiveness of the training programs provided by (UNDP) in developing the capabilities of faculty members. The study recommends that it is necessary to consider the participation of faculty members in training courses as a mandatory condition for advancement in academic degrees.

Keywords: Training; The blended learning platform; (UNDP).

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1. INTRODUCTION

With organizations striving to compete in the global economy, the real competition between organizations, and even between countries, has been shifted to differentiation based on skills and knowledge, which imposed an interest in managing competence and knowledge on both modern organizations in the public and private sectors. Therefore, training has attracted the attention of researchers in the field of human resource development, and organizations have moved towards a continuous training system, given their awareness of the importance of training as a strategic option in the system of effective investment of human resources, in light of the rapid changes imposed by the surrounding environment in the present and the future.

One of the most important changes that the world is witnessing today is the transition to e-learning, especially with the conditions imposed by the Corona pandemic. So, it was necessary for universities to switch to virtual learning to ensure the continuation of the educational process during the quarantine period. As a consequently, Tishreen University in cooperation with the United Nations Development Program (UNDP) has launched a project to develop a blended learning platform. It aims to prepare and qualify academic cadres to deal with the requirements of the e-learning era, via training faculty members to manage academic content, in line with global trends to adopt the blended education system to serve the academic and organizational goals of higher education institutions (Tishreen University's official website, 2020).

However, complaints were raised by some faculty members about the using training environment (equipment, Internet, software services), and based on the above, the authors identified the research problem through the following main question: How effective are the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members at Tishreen University?

The main objective of the research is to evaluate the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members at Tishreen University. It has several sub-goals:

- Assessment of the suitability of the training environment according to the viewpoint of the faculty members at Tishreen University.

- Assessment of the trainers' success in implementing the training program according to the viewpoint of the faculty members at Tishreen University.
- Assessing the suitability of the training material according to the viewpoint of the faculty members at Tishreen University.
- Assessment of the extent of capacity development of faculty members according to the view of faculty members at Tishreen University.
- Develop a set of recommendations; With the aim of increasing the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members.

2. Literature Review

2.1 A review of the most important relevant studies

Omar (2021) dealt with the needs of faculty members for the professional development necessary for them, in light of some contemporary changes such as the Corona pandemic, and defined the procedures, methods, and mechanisms used by the Faculty Development Center. Al Rawashdeh et al. (2021) concluded that one of the advantages of e-learning is the ease of communication between students and between them and the students and the teacher, and the provision of scientific material in an attractive and interesting way, but one of its disadvantages is the strengthening of social isolation. In addition, Coman et al. (2020) found that there are problems facing the educational process, such as poor internet connection, and lack of suitable digital devices especially for students who live in rural areas or students from low-income families. However, Sobjaki and Kamal El-Din (2020) showed the trainees' dissatisfaction with the reality of training in Lebanon, whether in terms of the quality of training programs or in terms of criteria for selecting trainers, or standards of training agencies. Shuaib and Asfour (2017) emphasized the need to use advanced programs in some European universities. And a survey of faculty members' opinion about their need for specific training programs. While the study (Bester, 2016) confirmed that the United Nations Development Program is strongly committed to supporting and developing national capacities in the countries benefiting from the program.

2.2 Commenting on previous studies

By reviewing the previous studies and comparing them with this study, it is clear that the current study is the first study that deals with all the variables of the previous studies combined (training programs, the United Nations Development Program UNDP, capacity development of faculty members, blended education), in addition to the difference in the application environment (Tishreen University in the Syrian Arab Republic).

2.3 Training concept

The concept of training can be clarified through the following definitions:

Somasundaram and Egan (2004) defined training as an investment in human capital that raises worker productivity.

The researcher also defines training as a sustainable professional development process that aims to positively change the individual's behavior, knowledge, and experience through an organized and directed process to reduce the shortcomings in the individual's performance and achieve the desired performance levels.

2.4 Importance of Training

Training as a human resource development practice acquires great importance that stems from the importance of human resources themselves, and their creative energies, whose value and productivity increase over time and the accumulation of experiences (Hassanin, 2020), and the importance of training appears through the benefits it brings to the individual, the organization and society which can be explained as follows:

2.4.1 Benefits of training at the individual level

Training is a means to raise the capabilities of individuals and modify their behavior, with the aim of raising the organization's productivity, that is, achieving individuals' personal goals and thus enhancing individual contribution to the organization (Marzouki and Bin Dib, 2018). The benefits of training at the individual level can be explained as follows:

- Develop individuals' ability to make decisions, develop motivation for achievement, a sense of responsibility, achieve self-development, self-confidence, and a willingness to accept new tasks and responsibilities. (Chataha, 2019).
- Professional competence: Most workers realize the importance of training programs in learning the soft and technical skills required to perform their tasks. Therefore, new university graduates are considering joining organizations that provide intensive training programs to prepare their employees and develop their abilities to deal with modern technologies. (Jehanzeb and Bashir, 2013).
- Employee satisfaction: Organizations that provide training and development programs achieve a high level of satisfaction for their employees and, consequently, a low turnover rate for the organization. The employee who is satisfied with his work often does not leave the organization to obtain higher salaries and financial benefits, although the financial aspect plays an important role in selecting and retaining employees, individuals are always looking for

personal and professional development and acquiring new skills. Therefore, feeding these requirements facilitates the formation of trust between the individual and his organization because he feels that the organization is spending its money on his professional future (Jehanzeb and Bashir, 2013).

- Employee performance: The positive effects of training programs affect the worker's behavior and skills at work by removing in his performance the weaknesses and shortcomings, whether these aspects are related to the current or expected performance, resulting from the inability of these resources to perform at the level desired by the management the organization.

Studies have indicated that organizations spend more than 126 billion dollars annually on training employees to positively influence organizational results by developing them in various areas, such as supervision, interpersonal skills, customer services and sales, noting that the efficiency of training varies according to different methods. Training and targeted skills from the training process, in addition to the trainee's competence (Rodriguez and Walters, 2017; Jehanzeb and Bashir, 2013).

2.4.2 Benefits of training at the organization level

Training is of great importance in developing the entire work system, and the benefits of effective and systematically managed training in helping the organization achieve its plan and achieve its desired goals, through the availability of skilled manpower and competencies (Marzouki and Bin Deeb, 2018). The benefits of training can be clarified at the level of the organization as follows:

- Increasing productivity and improving the quality of the products provided through the development and optimization of the talents and capabilities of employees.

- Addressing the weaknesses of employees, developing their knowledge, skills and abilities to become better qualified to perform their current tasks and advance to more responsible positions.

- Training provides the development of managers and supervisors to be able to organize and develop effective management systems to achieve the objectives of the organization. - Prepare employees to deal more effectively with the growing social, scientific and economic problems facing the organization by taking advantage of advances in professional knowledge and technology (Vinesh, 2014).

- Creating positive attitudes of employees towards work and the organization. (AlDali, 2020).

2.4.3 Benefits of training at the community level

The researcher agrees with (Faridi and Baloch, 2019) that the main difference between the economies of the developed countries and the economies of the third world is the effectiveness of human resource practices, including training activities. Most of the research that dealt with the relationship between training activities and their benefits for society was focused on the national economy performance variable. The results of those research indicated the effective role of training in the efficiency of the workforce, which is one of the most important contributors to national economic growth.

With the recognition of the benefits of training activities for society, many countries worldwide have begun to adopt national policies that encourage the design and implementation of training programs and aim to develop national human resources through training, education, and research (Aguinis and Kraiger, 2009).

2.5 Obstacles to applying training strategy in organizations

It is necessary to address the obstacles that limit the effectiveness of the implementation of the training strategy, because understanding the obstacles that prevent effective training before implementing the training methods can save time and money. The most important of these obstacles are:

- Lack of interest in identifying and analyzing training needs, as trainers cannot provide effective training if they do not understand the trainees' skills, needs, strengths, and weaknesses (Hassanin, 2020), as indicated (Ferreira, 2016) that despite the importance of training activities to enhance organizational performance. However, overtraining may frustrate the organization's members and be a waste of money and time.
- Failure to translate training needs into measurable goals that guide the training process. (Mohamed, 2013).
- Lack of senior management support for training programs and failure to provide appropriate allocations and incentives for career advancement.
- Lack of knowledge and skill related to directing and implementing the training process for some managers (Oluwaseun, 2018).
- The theoretical nature dominates the training programs, and most of the training programs do not correspond to the actual reality of the work. (Hasnain, 2020).

The researcher adds to that: limiting the training process to preparing new employees only in some organizations, unaware of the importance of continuous training for current employees to help them adapt to their rapidly changing business requirements, and increase their productivity. In addition, some workers position themselves on the training programs and do not accept the idea, especially the elderly and those working in senior management, believing that their years of experience enrich them from training.

Here, the researcher sees the importance of building a culture of learning in the organization, and that the organization is working to provide them with a good learning climate, through training an experienced internal worker with a likable personality to in turn provide internal training to his colleagues in the organization, using storytelling and examples as a method, and linking new information with what they already know , to attract them to information and their response to it, and to involve them in the training process by assigning them leadership tasks in managing the program, and thus accepting the training programmers.

2.6 Employing the blended education strategy in higher education institutions With the technological and knowledge explosion and the changing labor market requirements, the educational process has witnessed a remarkable transformation in teaching methods and techniques, as the higher education sector is at the forefront of sectors that countries are trying to employ new technologies in its service, as the education sector relies on advancement and development and builds on it future visions, and with The increasing demand for the use of technology, the educational system had to keep pace with this use and seek to activate it in the educational environment, to move it from the traditional style to a sophisticated environment that uses modern technology and employs its innovations, so that multimedia is adopted in the learning process in important activities for the learner, and it comes from The reality of his environment (Al-Shahrani, 2020).

With the use of e-learning innovations in teaching processes, it has become imperative to improve the quality of the higher education system and scientific research, and to provide specialized training programs to develop the professional capabilities of faculty members (skills for presenting educational material, course preparation, follow-up and evaluation) to be able to create a positive attitude towards learning. By transferring information and communicating it to students with great skill and high confidence, and urging faculty members to use the capabilities offered by information and communication technology, with the aim of developing the teaching method, enhancing the educational environment and

producing knowledge by non-traditional means, by integrating technology with the educational method, and thus presenting a lecture in a manner Interactive based on participation and activating teamwork, and thus technical support within the framework of education provides a rich and flexible platform for students, teachers, and administrators, to explore, learn and interact with the educational system in a highly intelligent and fast environment (Abdul Majid, 2021).

And thus achieving active learning and moving from passive indoctrination to the vitality of dialogue by investing the capabilities of teachers and immersing learners in the educational process and training them to teach themselves by self (Menzliji, 2018). As the traditional methods of education, such as memorization, and limiting the role of the student to receiving without interaction, are no longer feasible for education for the future. As a natural development for e-learning, blended learning has emerged as a new pattern that combines e-learning and traditional learning, and maintains the privacy of each educational style and does not cancel either of them (Abdul-Majid, 2021).

One of the most prominent initiatives to use blended education in the Syrian Arab Republic is the blended learning platform, which is an e-learning project to train cadres and students of Tishreen University for online education through courses targeting 842 members of the faculty and technical staff at the university, provided that the project is completed by training students, in cooperation with the program The United Nations UNDP, as the development of the capabilities of faculty members in the field of information technology is one of the goals adopted by international organizations within their educational initiatives and conferences that dealt with sustainable development, through the implementation of effective training programs that take into account the sound scientific foundations for the development of the capabilities of faculty members in line with their needs and competencies required for information and communication technology (Libyan delegate to UNESCO, 2012).

The work plan for the capacity development projects for faculty members is as follows:

- Identifying the challenges of raising the level of performance.
- Determining the skills to be available to faculty members.
- Develop an integrated vision for the development of the capabilities of the faculty members, with the development of guarantees and controls for the continuity of training plans and programs.

- Evaluating training centers and working on developing them.
- Evaluation of training plans and programs (Youssef, 2016).

3. Research Hypotheses

The main hypothesis of the research:

H0: There are no significant differences between the average answers of the sample members about the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members, and the average scale used (3).

The following sub-hypotheses emanate from it:

- **H0-1:** There are no significant differences between the average answers of the sample members about the suitability of the training environment from the point of view of the faculty members at Tishreen University, and the average of the scale used (3).
- **H0-2:** There are no significant differences between the average answers of the sample members about the extent of the- trainers' success in implementing the training program from the point of view of the faculty members at Tishreen University, and the average of the scale used (3).
- **H0-3:** There are no significant differences between the average answers of the sample members about the appropriateness of the training material from the point of view of the faculty members at Tishreen University, and the average of the scale used (3).
- **H0-4:** There are no significant differences between the average answers of the sample members about the extent of the development of the capabilities of the faculty members from the viewpoint of the faculty members at Tishreen University, and the average of the scale used (3).

4. Methodology

The researcher relied on the descriptive analytical approach to describe and analyze the variables of the study based on the primary data collected through the researcher's interview with some of the faculty members at Tishreen University, and through a questionnaire that was organized after the researcher reviewed the previous literature, and it was distributed electronically to the research community, To evaluate the training programs provided by the United Nations Development Program (UNDP) from their point of view, then the researcher relied on the statistical analysis program Spss 25 as a tool for analyzing the available data.

5. Data analysis and hypothesis testing

5.1 The study tool: The researcher relied on the personal interview and the questionnaire as a tool for data collection. She organized a questionnaire that dealt with evaluating the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members. It consisted of (36) phrases, and the researcher relied on the scale five (Likert) where each statement met five degrees of approval or lack of it.

5.2 Test reliability and validity of the scale: The researcher used Cronbach's alpha coefficient for each of the questionnaire's axes separately, to calculate the stability of the scale used in the study. The results of the statistical analysis using the Spss 25 program were as in table 1.

Table N°1: Values of Cronbach's alpha coefficient for the resolution stability test

Resolution stability test	The value of the stability coefficient	number of phrases
The value of the stability coefficient for the expressions of the training environment axis	0.898	7
The value of the stability coefficient of the trainers' axis statements	0.884	6
The value of the stability coefficient of the phrases of the focus of the training material	0.887	5
The value of the stability coefficient for the expressions of the axis of capacity development of faculty members	0.938	18
Reliability coefficient for all questionnaire statements	0.958	36

The table 1 shows that all the values of the stability coefficients for the resolution items > 60%, which are statistically acceptable values. Accordingly, it can be considered that all the expressions used in the survey are stable, and there is no need to delete any of them. The researcher also conducted the KMO and Bartlett's Test, and the results of the statistical analysis using the Spss 25 program are showed in table 2.

Table N°2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.623
Bartlett's Test of Sphericity	Approx. Chi-Square	6510.894
	Df	630
	Sig.	.000

The table 2 shows that the test value (KMO) equals $0.623 > 0.50$, which means that the sample size is sufficient for the effectiveness of the results. The table also showed that the significance probability (Sig) value of Bartlett's Test was $0.000 < 0.05$, which confirms that the test values are significant.

Validity Scale (internal consistency of the questionnaire items): To test the validity of the internal consistency of the questionnaire items, the researcher found the correlation coefficients between the average of each axis phrases and the total average as shown in table 3.

Table N°3: The correlation coefficients between the average of each axis phrases and the total average

		Training environment	Trainers	Training material	Developing the capabilities of the faculty members	overall average
Training environment	Pearson Correlation	1	.632**	.578**	.463**	.731**
	Sig. (2tailed)		.000	.000	.000	.000
	N	90	90	90	90	90
Trainers	Pearson Correlation	.632**	1	.545**	.557**	.756**
	Sig. (2tailed)	.000		.000	.000	.000
	N	90	90	90	90	90
Training material	Pearson Correlation	.578**	.545**	1	.810**	.876**
	Sig. (2tailed)	.000	.000		.000	.000
	N	90	90	90	90	90
Developing the capabilities of the	Pearson Correlation	.463**	.557**	.810**	1	.925**
	Sig. (2tailed)	.000	.000	.000		.000

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faculty members	N	90	90	90	90	90
overall average	Pearson Correlation	.731**	.756**	.876**	.925**	1
	Sig. (2tailed)	.000	.000	.000	.000	
	N	90	90	90	90	90
**. Correlation is significant at the 0.01 level (2-tailed).						

From the table 3 it is noted that all correlations between the means are significant, which indicates the validity of the study tool, as the values of the correlation coefficients are statistically significant.

5.3 Hypothesis testing

The first sub-hypothesis tested

H0-1: There are no significant differences between the average answers of the sample members about the appropriateness of the training environment from the point of view of the faculty members at Tishreen University, and the average of the scale used (3). To test this hypothesis, the researcher tested One-Sample Statistics as in table 4.

Table N°4: One-Sample Test to compare the average answers of the sample members about the appropriateness of the training environment with the average of the scale used (3)

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Training environment	-3.411-	89	.001	-.35079-	-.5551-	-.1465-
	N	Mean	Std. Deviation	Std. Error Mean		
	90	2.6492	.97555	.10283		

From the table 4, it is noted that the value of Sig < 0.05 and therefore we reject the null hypothesis and accept the alternative hypothesis that is: There are

significant differences between the average answers of the sample members about the appropriateness of the training environment.

From the point of view of the faculty members at Tishreen University, and between the average scale used (3). Looking at the value of the total arithmetic mean, we find Mean (= 2.6492) < the mean of the scale used (3). It indicates that the significant differences are negative.

The Second sub-hypothesis tested

Ho-2: There are no significant differences between the average answers of the sample members about the extent of the trainers' success in implementing the training program from the point of view of the faculty members at Tishreen University, and the average scale used (3). To test this hypothesis, the researcher tested One-Sample Statistics as in table 5.

Table N°5 One-Sample Test to compare the average answers of the sample members about the trainers' success in implementing the training program with the average of the scale used (3)

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
trainers	5.051	89	.000	.47253	.2867	.6584
	N	Mean	Std. Deviation	S td. Error Mean		
	90	3.4725	.89245	.09355		

From the table 5, we note that the value of Sig < 0.05, and therefore we reject the null hypothesis and accept the alternative hypothesis, i.e.: There are significant differences between the average answers of the sample members about the extent of the trainers' success in implementing the training program from the point of view of the faculty members at Tishreen University, and between the average scale used (3). Looking at the value of the total arithmetic mean, we find Mean (= 3.4725) > the mean of the scale used (3). It indicates that the significant differences are positive.

The third sub-hypothesis tested

H0-3: There are no significant differences between the average answers of the sample members about the appropriateness of the training material from the point of view of the faculty members at Tishreen University, and the average of the scale

used (3). To test this hypothesis, the researcher tested One-Sample Statistic as in table 6.

Table N°6 One-Sample Test to compare the average answers of the sample members about of the training material with the average of the scale used (3)

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
					Std. Error Mean	
Training material	3.333	89	.001	.32967	.1332	.5262
	N	Mean	Std. Deviation			
	90	3.3297	.94346	.09890		

From the table 6, we note that the value of Sig < 0.05, and therefore we reject the null hypothesis and accept the alternative hypothesis that is: there are significant differences between the average answers of the sample members about the appropriateness of the training material from the point of view of the faculty members at Tishreen University, and between the average scale used (3). Looking at the value of the total arithmetic mean, we find Mean (= 3.3297) > the mean of the scale used (3). It indicates that the significant differences are positive.

Fourth sub-hypothesis tested:

H0-4: There are no significant differences between the average responses of the sample members about the extent of development of the capabilities of the faculty members from the point of view of the faculty members at Tishreen University, and the average of the scale used (3). To test this hypothesis, the researcher tested One-Sample Statistics as in table 7.

Table N°7 One-Sample Test to compare the average answers of the sample members about of the extent of development of the capabilities of the faculty members with the average of the scale used (3)

Test Value = 3

T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper

Developing the capabilities	4.699	89	.000	.42369	.2446	.6028
	N	Mean	Std. Deviation	Std. Error Mean		
	90	3.4237	.86005	.09016		

From the table 7, it is noted that the value of Sig < 0.05, and therefore we reject the null hypothesis and accept the alternative hypothesis, that is: There are significant differences between the average answers of the sample members about the extent to which the capabilities of the faculty members are developed from the viewpoint of the faculty members at Tishreen University, and between the average scale used (3). Looking at the value of the total arithmetic mean, we find Mean (= 3.4237) > the mean of the scale used (3). It indicates that the significant differences are positive.

The main hypothesis of the research:

H0: There are no significant differences between the average answers of the sample members about the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members, and the average scale used (3). To test this hypothesis, the researcher tested One-Sample Statistics as in table 8.

Table N°8 One-Sample Test to compare the average answers of the sample members about of the effectiveness of the training programs with the average of the scale used (3)

Test Value = 3

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Effectiveness of training programs	3.247	89	.002	.26173	.1016	.4219
	N	Mean	Std. Deviation	Std. Error Mean		
	90	3.2617	.76477	.08061		

From the table 8, it is noted that the value of Sig < 0.05, and therefore we reject the null hypothesis and accept the alternative hypothesis that is: There are significant differences between the average answers of the sample members about the effectiveness of the training programs provided by the United Nations

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Development Program (UNDP) in developing the capabilities of faculty members, and between the average scale User (3).

Looking at the value of the total arithmetic mean, we find Mean (= 3.2617) > the mean of the scale used (3). Which indicates that the differences are positive moral, and this calls for the organization in question to work to make compatibility with items (1, 2, 3, 4, 5, 6) contained in the questionnaire, in order to enhance the effectiveness of training programs.

Table N°9 Results of the arithmetic mean test of the answers of the sample members to the questionnaire questions

Question	Mean	Sig
1. The halls are equipped with the necessary technologies to implement the training program.	2.53	000.
2. Computers with appropriate technical specifications are available.	2.64	000.
3. A fast internet connection is available.	2.51	000.
4. A publicly accessible website provides interactive courses.	2.08	000.
5. The seats are arranged in a convenient and comfortable way.	2.96	000.
6. The level of ventilation, air conditioning and lighting inside the hall is appropriate.	2.70	000.
7. The opinion of the faculty members was surveyed about the dates of the training sessions.	3.18	000.
8. The trainer explained the content of the training material in an organized manner according to the principles of gradation.	3.63	000.
9. The trainer motivated the trainees to participate in the discussion.	3.75	000.
10. The trainer clarifies the content of the training program based on educational means that attract the trainees' interest.	3.48	000.
11. The trainer has high communication skills with the trainees.	3.43	000.
12. The trainer prepared the subject of the training session in an interesting and unconventional way.	3.28	000.
13. The trainer linked the content of the training session and the applications associated with it in my field.	3.23	000.
14. The content of the training program is compatible with the developmental requirements of the sector to which I belong.	3.34	000.
15. The training content fits my training needs.	3.30	000.
16. The training content is distinguished by its modernity that matches	3.30	000.

the requirements of the times.		
17. Distinguishing the content of training programs in a logical sequence.	3.43	000.
18. The training program met the expectations I had been waiting for.	3.25	000.
19. The training programs gave me the opportunity to exchange information, knowledge and experiences with the rest of the participants.	3.46	000.
20. The training programs have improved my ability to impart knowledge to my colleagues.	3.47	000.
21. The training programs developed my ability to build team and teamwork.	3.31	000.
22. The training programs have developed my ability to use the latest technical methods in my field of specialization.	3.25	000.
23. The training programs developed my ability for self-learning, and directed me to additional learning resources related to the subject of the training program (websites - references - scientific societies - community institutions...).	3.47	000.
24. The training programs developed my effective communication skills.	3.39	000.
25. The training programs improved my ability to work with Microsoft Office programs.	3.40	000.
26. The training programs have improved my ability to deal with e-mail.	3.28	000.
27. The training programs have improved my ability to manage electronic files.	3.29	000.
28. The training programs improved my ability to use the Internet to search for and access information.	3.34	000.
29. The training programs have developed my ability to deal with electronic libraries attached to educational or independent institutions.	3.34	000.
30. The training programs developed my ability to register and participate in educational forums.	3.36	000.
31. The training programs improved my ability to run virtual meetings using software and systems such as Zoom.	3.40	000.
32. The training programs have improved my ability to design the course electronically and interactively.	3.68	000.
33. The training programs developed my skills in presenting and	3.68	000.

presenting the course.		
34. Training programs have improved my ability to use learning platforms.	3.69	000.
35. The training programs have improved my ability to combine traditional education and e-learning.	3.32	000.
36. The training programs developed my ability to prepare and correct exams using smart device applications.	3.42	000.

6. Results and discussion

Through the field study and in the light of hypothesis testing; The researcher reached the following results:

- There are positive, significant differences between the average responses of the sample members about the effectiveness of the training programs provided by the United Nations Development Program (UNDP) in developing the capabilities of faculty members, and the average scale used (3).
- There are negative significant differences between the average answers of the sample members about the suitability of the training environment from the point of view of the faculty members at Tishreen University, and the average of the scale used (3). The researcher attributes this result to: the lack of the necessary techniques to implement the training program, and the weakness of the Internet.
- There are positive, significant differences between the average answers of the sample members about the extent of the trainers' success in implementing the training program from the point of view of the faculty members at Tishreen University, and the average of the scale used (3). The researcher attributes this result to: The trainers clarifying the content of the training program in an organized manner according to the principles of gradation, by relying on educational means that attract the trainees' interest, and linking the content of the training session with the applications associated with it in the educational process.
- There are positive, significant differences between the average answers of the sample members about the appropriateness of the training material from the point of view of the faculty members at Tishreen University, and the average of the scale used (3). The researcher attributes this result to: the fit of the training

content with the training needs of the faculty members, and the logical sequence of the content of the training programs.

- There are positive, significant differences between the average answers of the sample members about the extent to which the capabilities of the faculty members are developed from the viewpoint of the faculty members at Tishreen University, and the average of the scale used (3). The researcher attributes this result to: the development of the faculty members' ability to register and participate in educational forums, and to design the course electronically and interactively, in addition to the development of their ability to integrate traditional education and e-learning.

In conclusion, we offer suggestions about:

- The necessity for faculty members to participate in planning the training programs that will participate in.
- Taking into account the differences in the technological expertise of the faculty members.
- The concerned authorities must allocate the necessary and sufficient financial budget to equip the training rooms with the latest technologies (modern computers with appropriate technical specifications, fast internet connection).
- Holding training courses periodically and continuously to ensure that the faculty members keep pace with scientific and technological progress and are familiar with the latest working methods.
- It is necessary to consider the participation of faculty members in training courses as a mandatory condition for advancement in academic degrees.
- The need to pay rewarding stimulating rewards to the participants in the training programs.
- Conducting a comprehensive evaluation study for each of the trainers and trainees' viewpoints on training programs to work on improving weaknesses and strengthening strengths in the future.

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in developing the capabilities of faculty members to use the)UNDP(Development Program
blended learning platform***
