# The effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in Egyptian and Bahraini government institutions

**Dr. Abdulsadek Hassan**[*]

**Abstract**

The study aimed to identify the attitudes of public relations practitioners towards the effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in Egyptian and Bahraini governmental institutions

The study used the survey methodology and the questionnaire applying to a sample of 210 individuals.

**Main results:**

- The institutions investigate the attitudes of the public relations practitioners who are trained to measure their satisfaction with the training programs. Also, institutions work to raise the technological skills of public relations practitioners through training courses.

- Training on modern technology in Egyptian and Bahraini government institutions has achieved many advantages that have led to the development of public relations practitioners skills..

- There are many important criteria that must be met in selecting trainers of training courses in the field of information technology, such as being efficient, qualified and high experienced.

- The respondents' evaluation of training courses has many aspects such as: the institution tests employees skills in using modern technology to respond to customer complaints, training programs are repeated according to trainees' opinions regarding the effectiveness of training programs, the scientific material is evaluated to identify the effectiveness of training programs, the institution evaluates the level of performance of public relations, and the information provided in the courses is closed to the reality of work and can be applied practically.

[*]  Associate Professor of Public  Relations at Ahlia University- kingdom of Bahrain

**ملخص الدراسة**

استهدفت الدراسة التعرف على فاعلية البرامج التدريبية المعتمدة على استخدام التكنولوجيا الحديثة في تطوير أداء ممارسي العلاقات العامة في المؤسسات الحكومية المصرية والبحرينية ، واستخدمت الدراسة منهج المسح بالتطبيق على عينة قوامها 210 مفردة من ممارسي العلاقات العامة في هذه المؤسسات.

وتوصلت الدراسة إلى العديد من النتائج ، من أهمها:

-تهتم المؤسسات بالتعرف على اتجاهات ممارسي العلاقات العامة نحو المدربين ومدى رضاهم عن البرامج التدريبية، كما تعمل المؤسسات على رفع المهارات التكنولوجية لممارسي العلاقات العامة من خلال الدورات التدريبية المتخصصة في هذا المجال.

-يحقق التدريب على التكنولوجيا الحديثة في المؤسسات الحكومية المصرية والبحرينية العديد من المزايا التي أدت إلى تنمية مهارات ممارسي العلاقات العامة.

-هناك العديد من المعايير الهامة التي يجب مراعاتها في اختيار المدربين القائمين على الدورات التدريبية في مجال تكنولوجيا المعلومات مثل الكفاءة والخبرة العالية.

-تمثلت اتجاهات ممارسي العلاقات العامة نحو كفاءة للدورات التدريبية في جوانب عديدة مثل: تختبر المؤسسة مهارات ممارسي العلاقات العامة في استخدام التكنولوجيا الحديثة في الرد على شكاوى العملاء ، تكرار الدورات التدريبية التي يكون لها فعالية في تطوير أداء العمل ، تقييم المواد العلمية للتعرف على فعالية البرامج التدريبية ، بالإضافة إلى تقييم المعلومات المقدمة في الدورات ومدى ارتباطها بواقع العمل وإمكانية تطبيقها عملياً.

## Introduction

Training is one of the most important means for institutions in the modern era of science and technology. It enables institutions to harmonize between public relations requirements and their officers' abilities and skills to improve productivity. It aims to develop their abilities, providing them with necessary skills, changing their attitudes and developing their behaviors. Administrations believe that training is more suitable and useful to achieve communication between public relations department and its internal and external audience; therefore, institutions consider training one of the best ways to link production factors to their employees to ensure the achievement of institutions' goals effectively as possible. Training becomes an essential tool for all institutions to improve their own productivity efficiency.

The field of public relations is an important and vital field because of the broad category of internal and external audience the institution deals with. Therefore, it is necessary to provide the basic training programs necessary to ensure public relations practitioner's positive participation through specialized training programs on modern technology; to work on drawing up plans, programs, and activities, as well as to prepare various publications and videos that are in compliance with the audience needs and interests.

Even though public relations practitioners have appropriate educational qualifications, they need to more practical training due to significant development in this area; the work of public relations is no longer depend on actions, activities, and the degree of practitioner's success and failure as much as it is concerned with their efficiency. Public relations practitioners have to accept technological changes which can provide them with knowledge, skills, values and methods of treatment. This requires a new work approach does not depend only on the output quality (the provided service to public), but also depends on the inputs and transformations quality as well.

the concept of the audience not only includes the one who benefits from the institution services only, but also the institution employees, which leads to the integration of public relations practitioner's work with other employees' efforts as a team work. This is a work better performance relies on modern technological applications training; it can determine the actual roles and responsibilities to achieve better growing conditions and raise the

level of practice quality, thus increasing the level of the internal audience satisfaction.

Public relations field has gained the attention of scholars and experts. They have studied its efforts from different aspects. They emphasize the importance of continuous professionalization of public relations practitioners to increase their knowledge and skills, as well as to improve their performance. Also, they emphasize the importance of training programs for specialists in all institutions, specially the governmental ones, to help them adapt to contemporary changes, so that they can do their job efficiently and effectively.

Arab institutions have given importance to the human element as a determinant of productive efficiency by giving attention to modern technology training. Despite of the importance of this interest, it is more important to determine "Has training achieved its objectives?", "Has training on these new applications improved productivity in Arab institutions?"

Thus, the study aims to identify the effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in governmental institutions.

**Literature Review:**

The researchers conducted a survey of Arabic and foreign studies related to the subject; they reviewed the previous studies of the topic studied. The previous studies have represented an important source in determining the problem of the study and its dimensions. The researchers show this as follows:

Concerning elite's attitudes towards the future of public relations, **the study of Attiyah Mohamed & Attia Maraq, 2018**[1] aimed to identify the elite's attitudes towards the future of public relations in Egypt during the next decade 2015-2025, applying to a sample of academicians and public relations practitioners (103 individuals). The results indicated that more than half of public relations practitioners and academics did not receive any training courses in public relations, because their institutions did not organize any training courses, and due to the high cost of them.

**A study was conducted by Amina Al-Hamdan, 2018**[2] aimed to identify the role of public relations in medium-sized enterprises in the

Kingdom of Bahrain, applying to a sample of 255 public relations practitioners. The results of the study revealed that the most important training courses for public relations practitioners were on: writing letters, invitations, writing reports, addressing speeches (66.67%), computer programs (59.09%), art of etiquette at concerts, events, and receptions (46.97%), reception art (33.33%), and art of dealing with others (25.76%).

**Focusing on e-training, the study of Anastasiya Nurzhynska, 2017**[3], aimed to identify the role of e-training on the professional performance of public relations practitioners, applying to a simple random sample of 200 individuals. The results of the study showed that there were electronic training courses on foreign languages competence, using international database, writing and producing texts using computer programs, in addition to scientific critical analysis of data and information.

To identify the use of social media sites in the practice of public relations in government institutions in Kenya, **Emily Muhadia SakalI, 2017**[4] **conducted a study** applied to a sample of 165 public relations practitioners. The results of the study revealed the lack of training on the use of web sites in communication with the internal and external audiences, as these web sites haven't been updated continually. The study showed that the training on the use of social media should lead to better methods of dealing.

**Moreover, the study of Andrew Nyanyuki Onsongo et al., 2017**[5] aimed to identify public relations activities and the extent to which they enhance the institutional culture in private universities. The study was applied on a sample of 27 public relations practitioners. Its results revealed that public relations practitioners had poor skills in the use of technology methods at universities; due to the lack of modern technology use, in addition to the lack of training due to the financial potential lack.

**Eman al- Haj Ali Muhammad Hussein (2017)** [6] conducted a study aimed to identify the attitudes of public relations practitioners towards the use of communication technology applying to a sample of 75 individuals. The results revealed that training and continuous education always added value to the work and make the process of public relations more efficient. Public relations practitioners should be

trained in accordance with new programs to overcome the problem of lack training for public relations practitioners in using new programs.

To know the professional role of public relations, **the study of Laura Asunta (2016)** [7] conducted interviews with 27 public relations practitioners; it revealed their lack of sufficient training in dealing professionally with difficult situations facing the institution. They didn't have enough education or training in public relations' field.

**Concerning** on the role of modern technologies in public relations performance, **the study of Mohamed Othman Ali Babakr (2015)** [8] aimed to know how this department contributed to the institution's advancement and progress. The study used a comprehensive Census method on 30 public relations practitioners. The results revealed that the company under study cared about continuous training for public relations staff in the field of technology to keep abreast of developments. This affected positively the administration's strategic dimensions, the decision-making process and the company's strategic vision.

**The study of Taha Ghafoor (2015)** [9] aimed to identify the extent to which the public relations departments' administrative and institutional aspects in the Kurdish media institutions were developed. Appling to a stratified sample of 200individuals, the study revealed that (50%) reported that training programs for public relations staff were provided in their companies.

To identify the professional management standards that should be existed in public relations departments in the Sudanese public sector institutions**, the study of Abdullah Adam Hamad Mohammed (2015)** [10] was conducted applying to a sample of 100 public relations practitioners. The study showed that the Sudanese public sector institutions were in need for training, ensuring the importance of public relations and professional ethics with the use of modern scientific techniques. The study revealed that the specialized educational qualification and good appearance are the two-essential basis for public relations practitioners.

**The study of Shaima Mohamed Abdelmajid Ashmawy (2015)** [11] aimed to identify the factors which affected the evaluation of public relations programs in Egypt by applying to a random sample of 88 public relations practitioners in the public and investment sector institutions. The results revealed that the public relations staff always received

training courses in the field of public relations and communication. The employees gained knowledge and experience by receiving training courses which enabled them to carry out the managerial tasks in their institutions.

In order to identify the effectiveness of strategic applications in developing the human capital of communication departments in Sultanate Oman's administrative structure, **The study of Badr Ben Ahmed Ben Said Al Baloshi (2015)**[12] used the interview tool with 29 media officials, in addition to a quota sample of 304 individuals. The results of the study revealed the lack of learning and training role in raising the level of workers in the media departments. There was a moderate level of satisfaction among employees regarding the reward and incentive system.

**The study of Samah Abdul Razek Gulab Mohammed (2014)** [13] aimed to identify the use of the internet in public relations activities. Applying to a sample of 48 institutions and a sample of 200 public relations practitioners, the study revealed that the lack of training was one of the most important administrative, technical and financial obstacles which faced the public relations practitioners. This prevented them from using the institution's website as an effective tool of communications.

**The study of Tahseen Mansour & Haya Tahseen Mansour (2014)** [14] aimed to identify the impact of communication technology on the public relations functions of research, planning, communicating and evaluating in the Jordanian health sector. The researcher used a comprehensive Census method applying to 130 public relations practitioners. The study revealed that communication technology use had an effect on public relations functions of research, planning, communicating, and evaluating by (37.2%), (36.3%), (31.7%), and (30.9%) respectively.

**Regarding to public relations departments in Kenya, the study of Mwakodi Michael Mwasho (2014)** [15] aimed to identify the impact of training on the professional performance of public relations practitioners in public institutions in Kenya applying to a sample of 150 items. The results revealed that training contributed to the efficiency of public relations practitioners ' professional performance. Also, it contributed to the improvement of customers focus and the quality of services provided to them.

**The study of Abdulaziz Saud Al-Khayyat (2013)** [16] aimed to identify the attitudes of public relations practitioners in Saudi universities towards training. Applying to a sample of 144 individuals, the results revealed that (65%) did not receive training courses in public relations and there were no differences between public relations practitioners in private and public universities regarding attending training courses.

Moreover**, The study of Milton Odhiambo Omondi (2012)** [17] tried to examine the reality of public relations practice in government institutions in Kenya applying to a sample of 79 public relations practitioners. The results of the study showed a lack of training of public relations practitioners led to shortcomings in dealing with the target audience and job unprofessionalism which makes it as a routine.

To investigate the nature of public relations activities in Saudi Arabia, **the study of Salman Feihan Faisal Bin Labda (2012)** [18] aimed to identify the nature of public relations activities in the most important Saudi ministries, and production/service facilities applying to a random sample of 300 public relations practitioners. The study assured that organizing training courses on modern technology means enjoying high priority, which showed the ability of dealing with the latest technology developments, globalization requirements and international interaction despite the limited budgets of public relations in general.

To examine the strategies used by public relations practitioners in communicating with the audience in the United States of America**, Kelly Page Werder & Derina holtzhausen (2011)** [19] conducted a study applying to a simple random sample of 885 items. The study results revealed that the practice of public relations in the American institutions was lower than expected Because of the lack of efficiency of public relations practitioners and the lack of training courses in some practical applications.

**Commentary on literature review:**

**First:** by reviewing the previous studies, it is clear that training of public relations practitioners is necessary, especially due to the economic boom witnessed by the Arab Republic of Egypt and the Kingdom of Bahrain recently. Here, public relations play an important role in linking institution with its various audiences, especially at the time where communication is complicated. The value of this educational specialization is also raised by the

number of students who graduate from university and enter the marketplace to take a job in the field of public relations which starts to become important in the era of economic growth and momentum. This shows the importance of training for public relations practitioners on the latest technological means to keep pace with this modern era.

**Secondly:** some previous studies have indicated that practical training in the field of public relations contributes to public relations practitioners' acquisition of needed skills and experience. Colleges and academic departments have begun to add training courses in teaching this educational specialization. Training in public relations should be based on traditional skills development, because there is a list of public relations skills needed for success, such as the skills of design, writing, and using technology. It is difficult for any company around the world to live separately from what goes around. Therefore, mastering modern skills is important for the public relations officer in his work and in delivering his message in a manner that is understandable and compelling.

Third: previous studies used the survey methodology. Their samples were differed according to the nature of each study. Some of them used probability samples such as the simple random sample (Anastasiya Nurzhynska, 2017), the stratified sample (Taha Ghafoor, 2015). While others based on non-probability samples, such as the Purposive sample (Andrew Nyanyuki Onsongo & et al., 2017), available sample (Samah AbdulRazek Gulab Mohammed, 2014), and the quota sample (Badr bin Ahmed bin Said Al Balushi, 2015). Some of these studies used the comprehensive Census method (Mohammed Osman's study on Babeker, 2015).

**Fourth:** previous studies used the questionnaire tool to gather information. Also, the interview tool (Laura Asunta, 2016) was used with public relations practitioners in different institutions. In the current study, the researchers used the questionnaire tool.

**Fifth:** in previous studies, the importance of public relations practitioners ' training on practical applications have limited space for discussion.

**Sixth:** this study has advantages over previous studies, as it tries to investigate training activities on modern applications and programs from a public relations perspective, taking into

account the need for integration between the general objectives of the institution and the objectives of public relations in order to achieve the strategic goals of the institution. Most of the previous studies - especially the Arabic ones- dealt with the subject of training from a traditional perspective. This study focuses on the training of public relations officer and the extent to which he masters technological skills. It tries to find out the extent to which the governmental institutions in the Arab Republic of Egypt and the Kingdom of Bahrain organize training courses on latest practical applications, and how this develops staff skills in public relations departments. Also, it examines whether this training process is organized through a scientific and studied methods depending on the internal and external environment inputs, or through an unplanned traditional way, or according to modern practical applications.

**Seventh:** the researchers benefited from the literature review in identifying previous studies fields in order to determine a new study topic, to justify the reason for the research and to develop research objectives, as well as to work out how to answer the questions and what questions need to be asked. This review enabled the researcher to identify the important points of the research. In addition to determine the appropriate theoretical framework, and scientific methodological steps. Also, the researchers benefited from previous studies in designing the survey sheet in terms of the most important points, the type and the size of the sample. The previous studies helped to place the current research in the context of what has already been done, thus, allowing comparisons to be made, which helped the researchers in clarifying and interpreting their research results.

**Problem Statement:**

Nowadays, the world witnesses a significant development through the recent advances in information technology, programs and practical applications. There are rapid changes in the labor market needs due to the competition between institutions. The institution can achieve its goals by practical training, accumulating experiences, and adding new skills to keep up with these developments in general. Training is considered one of the human investments to ensure work efficiency and productivity, as the human factor is vital element in the development process in all institutions. Employees' training is a

necessary activity which enables the institution to reach its goal. Therefore, it is necessary to plan, organize, lead and evaluate human resources in any institution.

Public relations training in governmental institutions is of obvious importance in terms of qualifying public relations practitioners and training them on using the latest technological means and practical applications. This shows the importance of accurate planning of training programs in line with public relations needs.

The public relations officer is the most precious human resource needs to hone his skills and develop his capabilities by attending training courses on advanced technology. This can affect positively the way of his thinking.

Thus, we are in need to identify training needs accurately to meet the actual training needs for public relations practitioners. This enables them to solve their work problems, perform better, and communicate with the audience effectively.

The study problem can be determined in the following main question:

**What is the effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in Egyptian and Bahraini governmental institutions?**

**Research significance:**

The importance of this research has two dimensions (theoretical and practical) as follows:

**1. The theoretical importance:**

The study derives its importance from the value of training on the latest technologies and practical applications. The absence of training leads to waste of the human and financial potentials and strain the training budget. The use of training programs can benefit the government institutions and enables them to invest in human resources to promote inclusive development.

**2. The practical importance:**

The study derives this importance from the extent to which the training programs that rely on the practical applications can enable

public relations practitioners to cope with technological developments. the trainee is the center of all training activities.

The study tries to investigate the accuracy in determining the training needs, and the extent to which these training programs meet the functional and personal requirements of the trainees. The researchers hope to benefit from the results of this study in opening the door for further field studies around this topic.

**Research objectives:**

- Identifying the reality of training of public relations practitioners in Egyptian and Bahraini government institutions.
- Investigating the effectiveness of training on modern technology use in Bahraini government institutions.
- Examining the attitudes of public relations practitioners towards trainee selection in programs of using modern technology in the field of public relations in Egyptian and Bahraini government institutions.
- Identifying the relationship between the efficiency of training and trainers of modern technology programs in Egyptian and Bahraini government institutions.
- Examining public relations practitioners ' evaluation of training courses modern technology use in the field of public relations in Bahraini government institutions.

**Research hypotheses:**

- There is a significant relationship between the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions and the reality of training process.
- There is a significant relationship between the effectiveness of trainers in using modern technology in Egyptian and Bahraini government institutions and the evaluation of training process.
- There is a significant relationship between the type of training courses in Egyptian and Bahraini government institutions and the reality of training process.

**Research Questions:**

- What is the reality of training of public relations practitioners in Egyptian and Bahraini government institutions?

- What is the effectiveness of training on using of modern technology in Bahraini government institutions?
- What are the attitudes of public relations practitioners towards trainee selection in the programs of using modern technology in the field of public relations in Egyptian and Bahraini government institutions?
- What is the relationship between the efficiency of training and trainers of the programs of using modern technology in the field of public relations in Egyptian and Bahraini government institutions?
- What is public relations practitioners ' evaluation of training courses on the use of modern technology in the field of public relations in Bahraini government institutions?

**Research type:**

The research is considered one of the quantitative descriptive studies, which describe the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the "what" of the research subject rather than the "why" of the research subject [20]. It involves gathering data that describes events and then organizes and describes the data collection [21]. It describes existing conditions [22], and concerns with discovering inferences or causal relationships between variables [23].

The recent study aims to identify the effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in governmental institutions.

**Research method:**

The method is the way in which the researcher studies the problem to discover the truth, and to answer the questions and queries raised by the subject of the study. It is the program that determines the way to reach these facts and the ways of discovering them. The science that looks at this method is the science of research methodology.

The study is based on the survey methodology, which is used to collect data from a pre-defined group of respondents to gain information and insights on various topics of interest. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved [24]. The

survey is the technique of gathering data by asking questions to people who are thought to have desired information. It aims to gather data about the status of individuals, their behaviors, perceptions, feelings and attitudes [25]. The current study uses this method applying to a sample of public relations practitioners in Egyptian and Bahraini government institutions**.**

## Research population:

Research population refers to the sample of participants that will be recruited to the study sharing the same characteristics [27].

The current study population is represented in the public relations practitioners in the Egyptian and Bahraini government institutions.

## Research Sample

Sampling is the process whereby a researcher chooses the study sample. Because sampling isn't as straightforward as it initially seems, there is a set process to help researchers choose a good sample to collect data which enables the researcher to achieve the research objectives [26].

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. The methodology used to sample from a larger population depends on the type of analysis being performed [28].

The current study has depended on the available sample (convenience sample), in which the sample is taken from a group of people easy to contact or to reach [31]. The available sample is one of the most widely sampling methods used in media research [32].

The researchers distributed a questionnaire to 210 individuals of public relations practitioners in Egyptian and Bahraini government institutions. The following table shows the characteristics of the sample:

**Table (1)**

**The demographic characteristics of respondents**

| The Variable | Categories | N= 210 | |
|---|---|---|---|
| | | Frequency | Ratio |
| Gender | Male | 123 | 58.57 |
| | Female | 87 | 41.43 |
| Nationality of the institution | Egyptian | 89 | 42.38 |
| | Bahraini | 121 | 57.62 |
| age | Less than 25 | 54 | 25.71 |
| | 25-less than 40 | 93 | 44.29 |
| | 40 years and more | 63 | 30.00 |
| College certificate | High school diploma or equivalent | 18 | 8.57 |
| | Bachelor's degree | 174 | 82.86 |
| | Post graduate | 18 | 8.57 |
| Qualification in P. R | Yes | 93 | 44.29 |
| | No | 117 | 55.71 |
| Experience | Less than one year | 21 | 10.00 |
| | From one year to less than 5 years | 30 | 14.29 |
| | From five year to less than 10 years | 132 | 62.86 |
| | Ten years and more | 27 | 12.86 |

**The results of the previous table refer to the demographic characteristics of respondents:**

**First: the gender**

Most of the respondents are males (58.57%), while the percentage of females reaches to (41.43%).

**Second: the type of institution**

Most of the respondents belong to Bahraini institutions (57.62%), while (42.38%) belongs to Egyptian ones.

**Third: the age**

The age of respondents is less than 25 years by (25.71%), from 25 years to less than 40 years by (44.29%), and over 40 years by (30.00%).

**Fourth: the education**

Respondents have general certificate of secondary education or its equivalent by (8.57%), bachelor degree by (82.86%), and postgraduate studies by (8.57%).

**Fifth: the years of experience**

Respondents' years of experience is less than one year by (10.00%), from one year to less than 5 years by (14.29%), from 5 to less than 10 years by (62.86%), and 10 years or more by (12.86%).

**Research tools:**

The study used the questionnaire tool which a research instrument consisting of a series of questions for the purpose of gathering information from respondents and analyzing it to provide facts and opinions related to the subject of study and its objectives.

The questionnaire included closed and opened questions, as well as demographic data, divided on several parts; each part contains a number of questions to measure the study variables to achieve the research objectives.

**Research main parts:**

**The first part:** the reality of training of public relations practitioners in Egyptian and Bahraini government institutions.

**The second part:** the effectiveness of training on the use of modern technology in Bahraini government institutions.

**The third part:** the efficiency of training and trainers of modern technology programs in the field of public relations in Egyptian and Bahraini government institutions.

**The fourth part:** public relations practitioners' evaluation of training courses on modern technology use in the field of public relations in Bahraini government institutions

**The fifth part:** the demographic characteristics of the respondents.

**Reliability and validity**

After preparing the questionnaire, it was subjected to reliability and validity test in order to define and measure bias and distortion.

**Reliability** refers to the degree to which scale produces consistent results, when repeated measurements are made.

The questionnaire of this study has been submitted to a group of experts[*] in the field of media and public relations, and then it has been modified in accordance with their observations.

**Validity** implies the extent to which the research instrument measures what it is intended to measure. In the case of field studies, the validity test should be applied to a sample of 10% of the total sample, then it should be reapplied within a week to two weeks.

The researchers tested the questionnaire applying to 21 respondents, and then the questionnaire was reapplied after two weeks on the same sample. By comparing between the results of the two interviews, the researchers proved that the validity coefficients were high (85%) enough to apply the questionnaire.

**Statistical processing of data:**

It is a procedure of performing various statistical operations. It is a kind of quantitative research, which aims to quantify the data, and typically, applies some form of statistical analysis. After gathering the data, it was coded to transform it into a form suitable for computer-aided analysis. This categorization of information is an important step in preparing data for computer processing with statistical software. The following statistical transactions and tests were used in analyzing the data of the study:

- Descriptive statistics: Simple frequencies and percentages.
- Mean and standard deviation.
- Pearson relationship coefficient to study the intensity and direction of the relationship between two variables of the study variables. The relationship is weak if the value of the coefficient is (<0.30), and moderate if the value is between (0.30 - 0.70), and strong if the value is (> 0.70).
- T-Test for independent groups to study the differences between the mean of two groups of respondents according to the type of the institution.

---

[*] **Arbitrators**:
- Prof. Allam Hamdan, Professor of Statistics, dean of College of Business and Finance -Ahlia University.
- Prof. Mohammed Mowaad, Professor of Mass Communication, Ain Shams University.
- Dr. Kazem Aziz Mounes, Associate Professor of Mass Communication - Al Ahlia University - Kingdom of Bahrain.

- **One-way Analysis of variance** (**Anova)** to study the statistical significance of the differences between the arithmetic averages for more than two groups of respondents in one of study variables.
- **Z-test** to study difference significance between the two percentages of two groups of respondents.

**The results were accepted at (99%) and (95%) confidence levels, (.01) and (.05) significance levels.**

**Research areas:**

- **Research Location:** the study was applied on Egyptian and Bahraini government institutions.
- **Research period:** This study was conducted during the period (October 1 2018 - December 2018).
- **Research population:** The questionnaire was applied to a sample of 210 public relations practitioners in Egyptian and Bahraini governmental institutions.
- **Research Objective:** The research aims to identify the attitudes of public relations practitioners towards training in Egyptian and Bahraini government institutions.

**Research results:**

The research aimed to identify the attitudes of public relations practitioners towards the effectiveness of training programs on modern technology use in developing the performance of public relations practitioners in governmental institutions. Applying to a sample of 210 individuals, the results were shown as follows:

**Table (2)**

**Type of institution and number of training courses on modern technology**

| Training Courses | Type of institution | | | | Total | | Z-Test |
|---|---|---|---|---|---|---|---|
| | Egyptian | | Bahraini | | | | |
| | F | % | F | % | R | % | |
| less than 3 Training courses | 62 | 69.66 | 18 | 14.88 | 80 | 38.10 | 4.57 |
| 3 courses - less than 5 courses | 16 | 17.98 | 59 | 58.76 | 75 | 35.71 | 7.93 |
| 5 training courses and more | 11 | 12.36 | 44 | 36.36 | 55 | 26.19 | 6.57 |
| Total | 89 | 100 | 121 | 100 | 210 | 100 | |

**The results of the previous table indicate that:**

(38.10%) of the respondents received less than 3 training courses, (35.71%) received from 3 to 5 training courses, and (26.19%) received 5 training courses or more. Previous results indicate that training is still in its early stages, most of the respondents have received courses from one to five courses only. Training has become an important issue for many government institutions, as a result of the changing performance standards which are no longer limited to services or products providing but include meeting customer's needs and desires. Therefore, training on modern technology has become a major concern of many institutions; however, some of them do not give sufficient attention to training, perhaps due to insufficient allocation of financial resources, lack of some officials' conviction of the importance of training in developing public relations practitioners ' skills.

There are statistically significant differences between Egyptian and Bahraini government institutions according to the number of training courses received by public relations practitioners in the field of modern technology for the benefit of Egyptian institutions in: less than 3 training courses by (69.66%) compared to (14.88%) for Bahraini ones. The Z value is (4.57), which is greater than the value of (2.58). This shows a relationship between the two variables at a (99%) confidence level in favor of Bahraini institutions in: from 3 to 5 courses, and 5 courses and more by (48.76%), and (36.36%) compared to (17.98%), and (12.36%) for Egyptian institutions respectively. The Z values (7.93), and (6.57) are greater than the tabulated value (2.58), this indicated a relationship between variables at a (99%) confidence level.

**Table (3)**
**Types of courses on modern technology** [*]

| Training Courses | Type of institution | | | | Total | | Z-Test |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Egyptian | | Bahraini | | | | |
| | F | % | F | % | R | % | |
| Traditional media and the new digital media | 12 | 13.48 | 43 | 35.54 | 55 | 26.19 | 3.59 |
| Customer service management through social media | 37 | 41.57 | 43 | 35.54 | 80 | 38.10 | .89 |
| Modern public relations' writing methods | 17 | 19.10 | 53 | 43.80 | 70 | 33.33 | 3.75 |
| Technological methods of presentation skills | 22 | 24.72 | 22 | 18.18 | 44 | 20.95 | 1.15 |
| Electronic complaining systems and respond to complaints | 41 | 46.07 | 61 | 50.41 | 102 | 48.57 | .62 |
| Plan, design, and implementation of information campaigns | 14 | 15.73 | 45 | 37.19 | 59 | 28.10 | 3.42 |
| The role of public relations in the new media | 17 | 19.10 | 33 | 27.27 | 50 | 23.81 | 1.37 |
| Microsoft Office Application | 41 | 46.07 | 72 | 59.50 | 113 | 53.81 | 1.93 |
| Software design and video production | 31 | 34.83 | 81 | 66.94 | 112 | 53.33 | 4.61 |
| Total | 89 | | 121 | | 210 | | |

[*] **More than one alternative has been chosen.**

**Results of previous table indicate that:**

The respondents got training courses on modern technology as follows: Microsoft Office applications (53.81%), design programs and video production (53.33%), electronic complaining systems and responding to complaints (48.57%), customer service management through social media (38.10%), modern public relations writing methods (33.33%), plan, design and implementation of information campaigns (28.10%), traditional media and new digital media (26.19%), the role of public relations in the new media (23.81%), and technological methods of presentation skills (20.95)%.

This result can be explained in the light of the positive and useful use of training courses. Public relation officers can develop their skills in many aspects of public relations such as: office programs, production skills, design of public relations' materials, as well as social networking sites or the institution's website. The changing technological factors have linked the institution's objectives of competition with extraordinary results by paying attention to training programs in the field of information technology to raise the efficiency of public relations practitioners. Training can help in stimulate the innovative spirit, which is based on the acquisition of knowledge and modern technological skills; this enables public relations practitioners to access to new ideas in their work, innovative solutions to their problems and more effective decisions to achieve their goals.

There is statistically significant differences between Bahraini and Egyptian Government institutions according to the type of institution and training courses in the field of modern technology in favor of Bahraini institutions in: traditional and new digital media, methods of modern writing in public relations, basis of plan, design, and implementation of media campaigns, design and video production programs by( 35.54%), (34.80%), (37.19%), and (66.94)% versus (13.48%), (19.10%), (15.73%), and (34.83%) for Egyptian institutions. The Z values (3.59), (3.75), (3.42), and (4.61), are greater than tabled value (2.58); this refers to a significant relationship between the two variables at a (99%) level of confidence.

**Table (4)**

**Respondents attitudes towards the reality of training process in Egyptian and Bahraini government institutions**

| The reality of the training process | Agree | | Neutral | | Disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | |
| The institution works to raise the technological skills of public relations practitioners through training courses which shows its awareness of the importance of these human resources | 124 | 59.05 | 46 | 21.90 | 40 | 19.05 | 1.94 |
| The institution conducts an objective evaluation of the performance of public relations practitioners, which helps them to better identify their technological training needs | 113 | 53.81 | 66 | 31.43 | 31 | 14.76 | 1.11 |
| The institution better identifies training programs to meet the training needs of public relations practitioners | 115 | 54.76 | 48 | 22.86 | 47 | 22.38 | 1.54 |
| The institution investigates the opinions of trained public relations practitioners to measure their satisfaction with the training programs | 147 | 70.00 | 57 | 27.14 | 6 | 2.86 | 2.05 |
| The institution develops training programs that help public relations practitioners use modern technologies and obtain new qualifications and skills | 118 | 56.19 | 56 | 26.67 | 36 | 17.14 | 1.05 |
| Public relations practitioners are trained through modern methods to raise their technological skills | 143 | 68.10 | 58 | 27.62 | 9 | 4.29 | 1.55 |
| Trained public relations practitioners benefit equally from developed training programs | 114 | 54.29 | 47 | 22.38 | 49 | 23.33 | 1.48 |
| The institution compares the performance of trained public relations practitioners before and after the training process and evaluates it to determine the effectiveness of training programs | 135 | 64.29 | 39 | 18.57 | 36 | 17.14 | 1.35 |
| Training serves as an intensive for public relations practitioners due to its effect on their technological skills | 114 | 54.29 | 66 | 31.43 | 30 | 14.29 | 1.87 |
| Training leads to consistency between culture of staff and technological management, it creates common visions and goals between them | 106 | 50.48 | 51 | 24.29 | 53 | 25.24 | 1.85 |

**The results of the previous table indicate that:**

The attitudes of public relations practitioners towards the reality of the training process in the Bahraini governmental institutions represented in:

the institution investigates the opinions of trained public relations practitioners to measure their satisfaction with the training programs (2.05), the institution works to raise the technological skills of public relations practitioners through training courses which shows its awareness of the importance of these human resources (1.94), training serves as an intensive for public relations practitioners due to its effect on their technological skills (1.87), training leads to consistency between culture of staff and technological management, it creates common visions and goals between them ( 1.85), public relations practitioners are trained through modern methods to raise their technological skills ( 1.55), the institution better identifies training programs to meet the training needs of public relations practitioners (1.54), trained public relations practitioners benefit equally from developed training programs (1.48), the institution compares the performance of trained public relations practitioners before and after the training process and evaluates it to determine the effectiveness of training programs (1.35), the institution conducts an objective evaluation of the performance of public relations practitioners , which helps them to better identify their technological training needs (1.11), and the institution develops training programs that help public relations practitioners use modern technologies and obtain new qualifications and skills (1.05).

**Table (5)**

**"T" test for the significance of differences between the average respondents' attitudes towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of institution type**

| The reality of the training process | Type of institution | N | MEAN | Standard deviation | Value (T) | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Egyptian | 89 | 17.5364 | 2.03942 | 1.370 | 208 | .172 |
| | Bahraini | 121 | 17.1500 | 2.04186 | | | |

**The results of the previous table reveal that** there are no statistically significant differences between the average attitudes of the respondents according to the type of institution, and the reality of the training process in the Egyptian and Bahraini government institutions. The value of "T" is (1.370), which is not statistically significant at the level of (.010). The results refer to an average positive attitude for both Egyptian and Bahraini institutions towards the reality of the training process.

**Table (6)**

**T-test for the significance of differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of gender**

| The reality of training process | Gender | No. | MEAN | Standard deviation | Value (V) | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Male | 123 | 17.3607 | 2.11279 | .069 | 208 | .945 |
| | Female | 87 | 17.3409 | 1.95869 | | | |

The results of the table reveal that there are no statistically significant differences between the average attitudes of the respondents towards the reality of the training process in Egyptian and Bahraini government institutions according to the gender variable. The value of "T" (.069) is not statistically significant at the level of (.945). The results assure average positive attitudes of respondents in Egyptian and Bahraini institutions towards the reality of training process according to the gender variable.

**Table (7)**

**F-test for the significance of differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the public relations academic qualification variable**

| The reality of training process | Qualification | N | MEAN | Standard deviation | Value (F) | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Academic qualification of public relations | 93 | 17.4918 | 2.15991 | 1.164 | 208 | 246 |
| | Another academic qualification | 117 | 17.1591 | 1.86859 | | | |

The results of the table reveal that there are no statistically significant differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of public relations qualification. The value of "T" is (1.164), which is not statistically significant at the level of (.264). The results show average positive attitudes of respondents in Egyptian and Bahraini institutions towards the reality of training process according to the qualification variable.

## Table (8)

**" F " test to indicate differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of age**

| Source of variance | Sum of Squares | Mean square | Freedom degree | Value of " F " | Significance level |
|---|---|---|---|---|---|
| Between groups | 4.468 | 2.234 | 2 | | |
| Within groups | 869.455 | 4.200 | 207 | .532 | .588 |
| Total | 873.924 | | 209 | | |

**It is evident from the previous table that the "F" test** shows there are no statistically significant differences between the attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the age variable. the value of P (.532) is statistically insignificant at the level of (.588). It can be concluded that there are average positive attitudes of respondents in Egyptian and Bahraini institutions towards the reality of training process according to the variable of age. The mean is (19.23) with a standard deviation of (3.87).

## Table (9)

**" F " test to indicate differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of education**

| Source of variance | Sum of Squares | Mean square | Freedom degree | Value of " F " | Significance level |
|---|---|---|---|---|---|
| Between groups | 8.561 | 4.280 | 2 | | |
| Within groups | 865.363 | 4.180 | 207 | 1.024 | .361 |
| Total | 873.924 | | 209 | | |

It is quite obvious from the above Table that the "F" test shows there are no statistically significant differences between the attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of education. The value of P is (1.024); it is not statistically significant at the level of (.361).

It can be concluded that there are average positive attitudes of respondents in Egyptian and Bahraini institutions towards the reality of training process according to the variable of education, the mean is (17.29) with a standard deviation of (3.15).

**Table (10)**

**"F" test to indicate differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of years of experience**

| Source of Variance | Sum of Squares | Mean square | Freedom degree | Value of "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 30.943 | 15.472 | 2 | 3.799 | .024 |
| Within groups | 842.980 | 4.072 | 207 | | |
| Total | 873.924 | | 209 | | |

The results of the "F" test shows statistically significant differences between the attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of years' experience. The Value of "F" is (3.799), the LSD test shows that there are differences between the averages attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of years of experience in favor of the experience of 10 years or more, at a significance level (.007). The results indicate above average positive attitudes of respondents in Egyptian and Bahraini institutions towards the reality of training process according to the years of experience variable, the mean is (24.71) with a standard deviation (5.18).

**Table (11)**

**Respondents' attitudes towards the effectiveness of training on modern technology in the development of their performance in Egyptian and Bahraini government institutions**

| Effectiveness of training process | Agree | | Neutral | | Disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | |
| Training courses have increased my efficiency in the use of modern technology | 128 | 60.95 | 54 | 25.71 | 28 | 13.33 | 1.91 |
| Training on modern technology use helps to develop traditional methods of work | 106 | 50.48 | 61 | 29.05 | 43 | 20.48 | 1.25 |
| Training on modern technology use plays a major role in modernizing, and developing work | 119 | 56.67 | 44 | 20.95 | 47 | 22.38 | 2.17 |
| Training improves the work conditions for public relations practitioners | 120 | 57.14 | 59 | 28.10 | 31 | 14.76 | 1.99 |
| Training saves time, effort, and cost | 109 | 51.90 | 54 | 25.71 | 47 | 22.38 | 2.23 |
| Training leads to create new ways of working | 133 | 63.33 | 48 | 22.86 | 29 | 13.81 | 1.49 |

| Effectiveness of training process | Agree | | Neutral | | Disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| Training achieves a competitive advantage for me in mastering technological skills | 99 | 47.14 | 91 | 43.33 | 20 | 9.52 | 2.78 |
| Training raises employee morale | 103 | 49.05 | 67 | 31.90 | 40 | 19.05 | 1.57 |
| Training leads to communicate easily with the public and exchange information with them rapidly inside and outside the institution | 110 | 52.38 | 62 | 29.52 | 38 | 18.10 | 2.15 |
| Training leads to obtain the necessary skills to perform work, build self-confidence and improve performance rates. | 125 | 59.52 | 40 | 19.05 | 45 | 21.43 | 2.19 |
| I am able to dispense with traditional systems in work to use modern software and advanced technological systems | 126 | 60.00 | 52 | 24.76 | 32 | 15.24 | 2.36 |
| Training increases productivity for public relations practitioners | 105 | 50.00 | 58 | 27.62 | 47 | 22.38 | 2.29 |

**It becomes clear from the previous table that:**

Respondents attitudes towards the effectiveness of training on modern technology in Egyptian and Bahraini government institutions are represented in: training achieves a competitive advantage for trainers in mastering technological skills (2.78), the trainer becomes able to dispense with traditional systems in work to use modern software and advanced technological systems (2.36), training increases productivity for public relations practitioners (2.29), training leads to obtain the necessary skills to perform work, to build self-confidence and to improve performance rates (2.19), training on modern technology use plays a major role in modernizing, and developing work (2.17), training leads to communicate easily with the public and exchange information with them rapidly inside and outside the institution (2.15), it improves the work conditions for public relations practitioners (1.99), training courses have increased respondents efficiency in the use of modern technology (1.91), it raises employee morale ( 1.57), it leads to create new ways of working (1.49), as well as it helps to develop traditional methods of work (1.25).

The above results show the effectiveness of training in government institutions, it strengthens institutional weaknesses and gaps in capacity which are resulting from poor education, the difference between education and work requirements, or career change; so there are so many weaknesses that we need to strengthen by training programs, and efforts exerted by public institutions to improve the service quality and service. The efforts exerted in the field of training have a great effect on developing trained personnel to cope with global and local variables and challenges facing government institutions. Despite training contributes to promote a

culture of change, and how to deal with resistance to change and lack of cooperation, there are some weaknesses and shortcomings that negatively affect the outcome of training process and then the quality of services provided by public institutions.

**Table (12)**

**T-test for the significance of differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the type of institution**

| Effectiveness of training | Type of institution | N | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Egyptian | 89 | 22.3529 | 2.90015 | 2.213 | 208 | .028 |
| | Bahraini | 121 | 23.6809 | 4.51556 | | | |

It becomes clear from the table that there are statistically significant differences between the average attitudes of respondents according to the type of institution and the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions in favor of Bahraini institutions with an average of (23.6809) versus (22.3529) for Egyptian ones. The value of "T" (2.213) is a statistical value at the level of (.0.28).

It can be concluded that there are above average attitudes of the respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology use in developing their performance according to the type of institution.

**Table (13)**

**T-test for the significance of differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the gender**

| Effectiveness of training | Gender | N | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Male | 123 | 23.2192 | 4.11640 | .177 | 208 | .860 |
| | Female | 87 | 23.3281 | 4.06711 | | | |

**It is evident from the Table above that** there are no statistically significant differences between the average attitudes of respondents towards the effectiveness of training on modern

technology use in developing their performance in Egyptian and Bahraini government institutions according to the gender. The value of "T" (.177) is not statistically significant at the level of (.860). It can be concluded that there are above average positive attitudes of the respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology in developing their performance according to the gender.

**Table (14)**

**T-test for the significance of differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in the development of their performance in Egyptian and Bahraini government institutions according to the public relations academic qualification variable**

|  | Qualification | No. | MEAN | Standard of deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| Effectiveness of training | Certificate in public relations | 93 | 22.9434 | 4.26712 | .635 | 208 | .526 |
|  | Another certificate | 117 | 23.3567 | 4.03989 |  |  |  |

**It becomes clear from the previous table that** there are no statistically significant differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the public relation academic qualification variable. The value of "T" (.635) is not statistically significant at a level of significance (526). It can therefore be concluded that there are above average positive attitudes of the respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology use in developing their performance according to the variable of public relation academic qualification.

## Table (15)

**"F" test to indicate the differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in the development of their performance in Egyptian and Bahraini government institutions according to the age**

| Source of variance | Sum of Squares | Mean square | Freedom degree | Value of "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 40.282 | 20.141 | 2 | | |
| Within groups | 3459.342 | 16.712 | 207 | 1.205 | .302 |
| Total | 3499.624 | | 209 | | |

**The results of the F test showed that** there are no statistically significant differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the age. The Value of "F" is (1.205), which is not statistically significant at the level of (.302). It can be concluded that there are above average positive attitudes of the respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology use in developing their performance in according to the age, with a mean of (23.26), and a standard deviation of (4.17).

## Table (16)

**P-test to indicate the differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the variable of education**

| Source of variance | Sum of Squares | Mean square | Freedom degree | Value of "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 5.029 | 2.514 | 2 | | |
| Within groups | 3494.595 | 16.882 | 207 | .149 | .862 |
| Total | 3499.624 | | 209 | | |

**The results of the F test showed that** there are no statistically significant differences between the attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the variable of education. The Value of "F" (.149) is not statistically significant at (.862).

It can therefore be concluded that there are above average positive attitudes of respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology use in the development of their performance according to the variable of education, with a mean of (25.17) and a standard deviation of (5.19).

**Table (17)**

**P-test to indicate the differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in the development of their performance in Egyptian and Bahraini government institutions according to the years of experience**

| Source of variance | Sum of Squares | Average of squares | The degree of freedom | Value of "F" | Level significance |
|---|---|---|---|---|---|
| Between groups | 17.615 | 8.807 | 2 | .524 | .593 |
| Within groups | 3482.009 | 16.821 | 207 | | |
| Total | 3499.624 | | 209 | | |

**The results of the F test show that** there are no statistically significant differences between the attitudes of respondents towards the effectiveness of training on modern technology use in developing their performance in Egyptian and Bahraini government institutions according to the variable of years of experience. The value of P (.524) is not statistically significant at the level of (.593).

It is quite clear that there are above average positive attitudes of respondents in Egyptian and Bahraini institutions towards the effectiveness of training on modern technology use in the development of their performance in Egyptian and Bahraini government institutions according to the variable of years of experience. The mean is (21.85) with a standard deviation of (2.96).

**Table (18)**
**Respondents' attitudes towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions**

| Effectiveness of trainers | Agree | | Neutral | | Disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | |
| Competent trainers are selected to carry out training programs | 86 | 40.95 | 72 | 34.29 | 52 | 24.76 | 2.09 |
| Internal trainers are more understanding of training needs and work problems | 133 | 63.33 | 36 | 17.14 | 41 | 19.52 | 2.02 |
| External trainers increase the trainees' experience | 124 | 59.05 | 81 | 38.57 | 5 | 2.38 | 1.63 |

| Effectiveness of trainers | Agree | | Neutral | | Disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| The trainers' experience changes the behavioral attitudes of the trainees for the better | 115 | 54.76 | 60 | 28.57 | 35 | 16.67 | 1.88 |
| Funding for training enables the selection of the best qualified experienced trainers | 106 | 50.48 | 64 | 30.48 | 40 | 19.05 | 1.87 |
| The trainers' practical experience in information technology leads to deliver information easily | 120 | 57.14 | 49 | 23.33 | 41 | 19.52 | 1.96 |
| Trainers can provide exercises in using software and practical applications in public relations practice | 129 | 61.43 | 40 | 19.05 | 41 | 19.52 | 2.00 |
| Qualified trainers are selected to carry out training courses | 106 | 50.48 | 66 | 31.43 | 38 | 18.10 | 1.69 |

### The results of the previous table indicate that:

The Respondents attitudes towards the effectiveness of the trainers of modern technology programs in the Egyptian and Bahraini government institutions are determined in: competent trainers are selected to carry out training programs (2.09), internal trainers are more understanding of training needs and work problems (2.02), trainers can provide exercises in using software and practical applications in public relations practice ( 2.00), the trainers' practical experience in information technology leads to deliver information easily (1.96,) the trainers' experience changes the behavioral attitudes of the trainees for the better (1.88), funding for training enables the selection of the best qualified experienced trainers (1.87), qualified trainers are selected to carry out training courses (1.69), and external trainers increases the trainees' experience (1.63).

The previous results show that the trainer is an important element in the training work, the success of the training and the achievement of its objectives depend on the trainer himself in terms of his qualifications and abilities that enable him to channel information to trainees and train them. Therefore, the trainer must be familiar with the training methods in order to achieve the desired impact.

The good trainer should have a wide knowledge of different theories that explain the processes of teaching and learning, as well as the individual differences. He should master technological skills in training.

The instructor should balance theoretical parts and practical parts of the training program, because training is not limited to traditional presentations; sometimes practical applications help to achieve the desired benefit in less time

with less effort. Training process on modern technology use is mainly a communication process, thus its aim is not determined only in transferring information from one part to another, but also influencing the receiver, so it is important to ensure communicating the training message, and that the trainee gets it. This can help to change the attitudes of public relations practitioners and improve their efficiency in using modern technology means.

**Table (19)**

**T-test for the significance of differences between the average attitudes of respondents towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the type of institution**

| Effectiveness of trainers | Type of institution | N | MEAN | Standard deviation | Value (T) | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Egyptian | 89 | 15.4333 | 1.88459 | 1.656 | 208 | .099 |
| | Bahraini | 121 | 15.0000 | 1.86971 | | | |

**It becomes clear from the table that** there are no statistically significant differences between the average attitudes of respondents according to the type of institution and the effectiveness of the trainers of modern technology programs in Egyptian and Bahraini government institutions. The value of "T" (1.656) is not statistically significant at the level of significance (.099). It can be concluded that there are average positive attitudes of respondents in both Egyptian and Bahraini institutions towards the effectiveness of trainers of modern technology programs according to the type of institution.

**Table (20)**

**T-test for the significance of the differences between the average attitudes of respondents towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the gender**

| The effectiveness of trainers | Gender | N | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Male | 123 | 15.4135 | 2.19713 | 1.744 | 208 | .083 |
| | Female | 87 | 14.9623 | 1.49236 | | | |

**It is evident from the Table above that** there are no statistically significant differences between the average attitudes of respondents towards the effectiveness of modern technology programs trainers in

Egyptian and Bahraini government institutions according to the gender variable. The value of "T" (1.744) is not statistically significant at the level of (.083). It can be concluded that there are positive average attitudes of the respondents in Egyptian and Bahraini institutions towards the effectiveness of trainers of new technology programs according to the gender.

**Table (21)**

**T-test for the significance of differences between the average attitudes of respondents towards the effectiveness of the trainers of modern technology programs in Egyptian and Bahraini government institutions according to the public relations academic qualification**

| The effectiveness of trainers | Qualification | N | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Public relations academic qualification | 93 | 14.9706 | 2.05593 | 1.614 | 208 | .108 |
| | Another academic qualification | 117 | 15.3889 | 1.69018 | | | |

From the table given above it is clear that there are no statistically significant differences between the average attitudes of respondents towards the effectiveness of the trainers of modern technology programs in Egyptian and Bahraini government institutions according to the variable of public relations academic qualifications. The value of "T" (1,614) is not statistically significant at the level of (.108). It can be concluded that there are average positive attitudes of respondents in Egyptian and Bahraini institutions towards the effectiveness of trainers according to the public relations academic qualification.

**Table (22)**

**"F" test to indicate differences between the average attitudes of respondents towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the age**

| Source of variance | Square groups | Squares average | Freedom degree | Value "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 32.414 | 16.207 | 2 | | |
| Inside groups | 709.343 | 3.427 | 207 | 4.730 | .010 |
| Total | 741.757 | | 209 | | |

     **The results of the F test show** statistically significant differences between the attitudes of respondents towards the effectiveness of trainers in of modern technology programs in Egyptian and Bahraini government institutions according to the age variable. The Value of "F" is (4.730), which is a statistically significant value at the level of significance (.010). The LSD test shows that there are differences between the averages attitudes of respondents towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the age variable for the benefit of 40 years or more at a significant level of (.020). The results refer to average positive attitudes towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the age. The mean is (18.23) with a standard deviation (.2.54).

**Table (23)**

**"F" test to indicate differences between the average attitudes of respondents towards the effectiveness of trainers of modern technology programs in Egyptian and Bahraini government institutions according to the variable of education**

| Source of variance | Square groups | Squares average | Freedom degree | Value "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 3.806 | 1.903 | 2 | .534 | .587 |
| Inside groups | 737.951 | 3.565 | 207 | | |
| Total | 741.757 | | 209 | | |

     **The results of the F test indicate that** there are no statistically significant differences between the attitudes of respondents towards the effectiveness of the trainers of modern technology programs in Egyptian and Bahraini government institutions according to the variable of education. The Value of "F" (.149) is not statistically significant at a level of (.862). It is quite clear that there are average positive attitudes towards the effectiveness of

the trainers of modern technology programs in Egyptian and Bahraini government institutions according to the variable of education. The mean is (17.43) with a standard deviation of (2.81).

**Table (24)**

**"F" test to indicate differences between the average attitudes of respondents towards the effectiveness of trainers of modern technology programs in Egyptian and Bahraini government institutions according to the variable of years of experience**

| Source of variance | Square groups | Squares average | Freedom degree | Value "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 2.483 | 1.241 | 2 | .348 | .707 |
| Inside groups | 739.274 | 3.571 | 207 | | |
| Total | 741.757 | | 209 | | |

**The results of the "F" test indicate that** there are no statistically significant differences between the respondents' attitudes towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the variable of years of experience. The Value of "F" (.348) is not statistically significant at a significance level of (.707). It can therefore be concluded that there are average positive attitudes towards the effectiveness of modern technology programs' trainers in Egyptian and Bahraini government institutions according to the variable of years of experience. The mean is (17.51) with a standard deviation of (.2.31).

**Table (25)**

**Respondents' attitudes towards evaluating training process in Egyptian and Bahraini government institutions**

| Evaluation of the training process | Agree | | Neutral | | disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | |
| My institution evaluates the level of performance of public relations | 112 | 53.33 | 80 | 38.10 | 18 | 8.57 | 1.55 |
| The institution compares the skills of public relations practitioners before and after training on modern technology use | 99 | 47.14 | 74 | 35.24 | 37 | 17.62 | 1.74 |
| The institution tests my skills in using modern technology to respond to customer complaints | 79 | 37.62 | 83 | 39.52 | 48 | 22.86 | 1.99 |
| The senior management seeks to improve work and encourage better performance | 91 | 43.33 | 75 | 35.71 | 44 | 20.95 | 1.85 |
| The information provided in the | 119 | 56.67 | 70 | 33.33 | 21 | 10.00 | 1.53 |

| Evaluation of the training process | Agree | | Neutral | | disagree | | MEAN |
|---|---|---|---|---|---|---|---|
| courses is closed to the reality of work and can be applied practically | | | | | | | |
| The scientific material is evaluated to identify the effectiveness of training programs | 69 | 32.86 | 88 | 41.90 | 53 | 25.24 | 1.92 |
| Training programs are repeated according to trainees' opinions regarding the effectiveness of training programs. | 95 | 45.24 | 68 | 32.38 | 47 | 22.38 | 1.96 |

**The previous table indicate that:**

The respondents' attitudes towards evaluating training process in Egyptian and Bahraini governmental institutions is determined in: the institution tests respondents' skills in using modern technology to respond to customer complaints (1.99), training programs are repeated according to trainees' opinions regarding the effectiveness of training programs (1.96), the scientific material is evaluated to identify the effectiveness of training programs (1.92), the senior management seeks to improve work and encourage better performance (1.85), the institution evaluates the level of performance of public relations (1.55), and the information provided in the courses is closed to the reality of work and can be applied practically (1.53).

Previous results show that the evaluation of training is one of the complicated tasks; standards, procedures and methods used to evaluate the training are still traditional and need to be developed to be acceptable and convincing. Established norms and criteria required to measure training accurately have not been applied yet. Elements of training evaluation are affected by human factors and errors, these elements are often highly personalized, they affected by different conditions of training, as well as training philosophy or objectives which vary from institution to another. This requires evaluating the training process continually.

**Table (26)**

**T-test for the significance of differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the type of institution**

| Evaluating training process | Type of institution | N | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Egyptian | 89 | 14.0306 | 1.76129 | 3.214 | 208 | .000 |
| | Bahraini | 121 | 15.0811 | 2.78024 | | | |

**It becomes clear from the table that** there are statistically significant differences between the average attitudes of respondents according to the type of institution and evaluating training process in Egyptian and Bahraini government institutions for the favor of Bahraini institutions with a mean of (2.78024) versus (14.0306) for Egyptian ones. The value "T" is (1.656), it is statistically significant at a significance level of (.000). It is quite clear that there are above average positive attitudes of respondents in Egyptian and Bahraini institutions towards evaluating training process according to the variable of institution type.

**Table (27)**

**T-test for the significance of differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the gender**

| Evaluating training process | Gender | No. | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Male | 123 | 14.6596 | 2.88695 | .384 | 208 | .701 |
| | Female | 87 | 14.5304 | 1.94811 | | | |

**It is evident from the Table above that** there are no statistically significant differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the gender variable. The value of "T" is (.384), which is not statistically significant at a level of (.701). It is quite clear that there are above average positive attitudes of the respondents in Egyptian and Bahraini institutions towards evaluating the training process according to the gender.

**Table (28)**

**T-test for the significance of differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the public relations academic qualification variable**

| Evaluating training process | Qualification | No. | MEAN | Standard deviation | Value "T" | Freedom degree | Significance level |
|---|---|---|---|---|---|---|---|
| | Academic qualification of public relations | 93 | 14.7396 | 2.71155 | .834 | 208 | .405 |
| | Other academic qualification | 117 | 14.4602 | 2.12567 | | | |

**From the Table given above it is clear that** there are no statistically significant differences between the average attitudes of the respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of academic qualification of public relations. The value of "T" (.834) is not statistically significant at a level of (.405). It is quite clear that there are above average positive attitudes of the respondents in Egyptian and Bahraini institutions towards evaluating the training process according to the variable of public relations academic qualification.

**Table (29)**

**"F" test to indicate the differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of age.**

| Source of variance | Groups | Average | Freedom | "F" | Significance |
|---|---|---|---|---|---|
| Between groups | 303.554 | 151.777 | 2 | 34.546 | .000 |
| Within groups | 905.059 | 4.393 | 207 | | |
| Total | 1208.612 | | 209 | | |

**The results of the "F" test shows** statistically significant differences between the attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of age. The value of P is (34.546), which is statistically significant at a level of (.000). The LSD test shows that there are differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the age variable in favor of 25 to 40 years at a significance level of (.000). The results indicate that there are above average positive attitudes towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of age. The mean is (17.91) with a standard deviation (3.23).

**Table (30)**

**"F" test to indicate the differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of education**

| Source of variance | Square groups | Square average | Freedom degree | Value of "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 368.144 | 184.072 | 2 | 45.116 | .000 |
| Within groups | 840.468 | 4.080 | 207 | | |
| Total | 1208.612 | | 209 | | |

**The results of F test show** statistically significant differences between the attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of education. The Value of "F" is 45.116, which is statistically significant at a level of (.000). The LSD test shows that there are differences between the average attitudes of respondents towards the reality of training process in Egyptian and Bahraini government institutions according to the variable of academic qualification in favor of the university degree (.027). It can therefore be concluded that there are above average positive attitudes towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of education. The mean is (18.01) with a standard deviation (4.25).

**Table (31)**

**"F" test to indicate differences between the average attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variable of years of experience**

| Source of variance | Square groups | Square average | Freedom degree | Value of "F" | Significance level |
|---|---|---|---|---|---|
| Between groups | 83.334 | 41.667 | 2 | 7.628 | .001 |
| Within groups | 1125.279 | 5.463 | 207 | | |
| Total | 1208.612 | | 209 | | |

**The results of the F test show** statistically significant differences between the attitudes of respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the years of experience. The Value of "F" (7.628) is

statistically significant (.001), the LSD test shows that there are differences between the average attitudes of respondents towards the reality of the training process in Egyptian and Bahraini government institutions according to the years of experience in favor of ten years and more at a significance level of (.021).

It is quite clear that there are above average positive attitudes towards evaluating the training process in Egyptian and Bahraini governmental according to the variable of years of experience with a mean of (16.42) and a standard deviation (3.10).

**Table (32) [*]**

**Respondents' attitudes towards the disadvantages of training courses on modern technology use**

| Negatives | Type of institution | | | | Total summation | | Z-Test |
|---|---|---|---|---|---|---|---|
| | Egyptian | | Bahraini | | | | |
| | F | % | F | % | F | % | |
| Computers' failure and inefficiency | 53 | 25.24 | 15 | 7.14 | 68 | 32.38 | 7.22 |
| Focusing on theoretical aspects compared to the practical ones | 23 | 10.95 | 31 | 14.76 | 54 | 25.71 | .04 |
| The versions used in applications are relatively old | 53 | 25.24 | 13 | 6.19 | 66 | 31.43 | 7.53 |
| A lot of trainers have traditional manners | 45 | 21.43 | 51 | 24.29 | 96 | 45.71 | 1.21 |
| Lack of diversity in training courses and being limited to specific fields | 38 | 18.10 | 11 | 5.24 | 49 | 23.33 | 5.69 |
| senior management's encouragement to use technology is relatively little | 22 | 10.48 | 29 | 13.81 | 51 | 24.29 | .13 |
| Places for training are not appropriate | 36 | 17.14 | 6 | 2.86 | 42 | 20.00 | 6.35 |
| The scientific material does not match the content of the training course | 17 | 8.10 | 12 | 5.71 | 29 | 13.81 | 1.91 |
| Total | 89 | | 121 | | 210 | | |

[*] *More than one alternative was selected.*

### The results of the previous table indicate that:

The Respondents expressed many disadvantages of training courses on modern technology use, these disadvantages are determined in: a lot of trainers have traditional manners (45.71%), computers' failure and inefficiency (32.38%), the versions used in applications are relatively old (31.34%), focusing on theoretical aspects compared to the practical ones (25.71%), senior

management's encouragement to use technology is relatively little (24.29%), lack of diversity in training courses and being limited to specific fields (23.33%), places for training are not appropriate (20.00%), and the scientific material does not match the content of the training course (13.81%).

In the light of the above results, we note that clear definition of the training program objectives is an important step to evaluate the effectiveness of training programs easily, and balance training programs to training needs. This leads to make linkages between all stages of training process (determining needs, designing, implementing and evaluating the program).The results also assure the importance of eliminating the disadvantages of training process to achieve the success of training programs.

It can be concluded that there are statistically significant differences between Egyptian and Bahraini government institutions according to the type of institution and the disadvantages of training courses on modern technology in favor of Egyptian institutions in: computers' failure and inefficiency, using old versions in applications, and lack of diversity in training courses by (25.24%), (25.24%), (18.10%), and (17.14%) compared to (7.14%), (6.19%), (5.24%) and (2.86%) for Bahraini institutions. The "Z" values are (7.22), (7.53), (5.69) and (5.35) in favor of Bahraini institutions, these values are greater than the tabled value (2.58), this shows a relationship between the two variables at a confidence level of (99%).

**Study hypothesis:**

*The First Hypothesis:*

**There is a significant statistical relationship between the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions and the reality of the training process.**

The hypothesis was validated by Pearson relationship coefficient, as shown in the following table:

**Table (33)**

**Pearson test to indicate the relationship between the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions and the reality of the training process**

| Variable | Effective training | |
|---|---|---|
| | Significance level | Pearson's value |
| The reality of the training process | 0.018 | 0.743 |

It is evident from the Table above that there is a strong **relationship** between the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions and the reality of the training process at a significance level of (0.018). The value of Pearson (0.743) indicates a strong direct relationship between the two variables. This indicates that the more training is developed to cope with the technological development, the more effectiveness is achieved. Training helps public relations employees to gain efficiency in their work; training is the true cornerstone and fundamental instrument of developing employees' competence in various fields and institutions.

### The Second Hypothesis:

**There is a statistically significant relationship between the effectiveness of the trainers in using modern technology in Egyptian and Bahraini government institutions and the evaluation means of the training process.**

**Table (34)**

**Pearson test to demonstrate the relationship between the effectiveness of trainers in using modern technology in Egyptian and Bahraini government institutions and evaluating the training process**

| Variable | Effective training | |
|---|---|---|
| | Significance level | Pearson's value |
| Evaluation of the training process | 0.000 | 0.523 |

From the Table given above it is clear that there is a relationship between the effectiveness of trainers in using modern technology in Egyptian and Bahraini government institutions and evaluating the training process at a significance level (0.000). The

value of Pearson (0.523) shows a strong positive relationship between both variables. This indicates that the more the trainer is effective, the more evaluation is positive. This contributes to identify the training needs effectively, ensuring that these needs are related to the general goals and policies of the institution, and thinking about training benefits.

During this stage of evaluation, the appropriate program is designed according to the training needs. This is a key factor in developing training strategies. The trainee is the first target of the training process; therefore, his observations and feedback are considered necessary inputs in evaluating the training program.

### *The Third Hypothesis:*

**There is a significant relationship between the type of training courses in Egyptian and Bahraini government institutions and the reality of the training process.**

**Table (35)**

**Pearson test to indicate the relationship between the type of training courses in Egyptian and Bahraini government institutions and the reality of the training process**

| Variable | Type of training courses | |
|---|---|---|
| | Significance level | Pearson's value |
| The reality of the training process | 0.007 | 0.101 |

It is evident from the table above that there is a weak relationship between the type of training courses in Egyptian and Bahraini government institutions and the reality of the training process at a significance level of (0.007) and Pearson value of (0.101). This shows a weak positive relationship between the two variables, which indicates the need to ensure the completion of the training program; this includes the evaluation of training needs which include program design, trainer's competence, trainee learning, as well as training methods. Also, this includes putting training skills, knowledge, and behavior into practice and using them to improve the performance of the public relations practitioners; thus, raising the efficiency of the institution performance.

**Discussing study results:**

**First: the extent to which public relations practitioners have received courses in the field of modern technology and their types**

The results of the study showed that the training of public relations practitioners on technological applications is still medium despite the rapid technological developments and using of electronic means in public relations activities. This adds new responsibilities to the public relations departments in various institutions - including government institutions - so that these departments can keep up with this development in communicating with the target audience.

The results show that Microsoft office application ranks high among the topics of training programs despite the existence of new training courses more compatible with modern technology and more useful to public relations practitioners such as modern public relations writing methods, traditional media and new digital media, the role of public relations in the new media, and technological methods of presentation skills. (**Anastasiya Nurzhynska, 2017**).

### Second: The reality of the training process in Egyptian and Bahraini government institutions

The results of the study show that the institution investigates the opinions of the trained public relations practitioners regarding their satisfaction with the training programs. Also, the institution works on raising the technological skills of public relations practitioners through training courses, this reflects the institution awareness of the importance of public relations practitioners as a human resource. At the same time, training is important for public relations practitioners as it helps them to obtain developed skills. The well-defined training programs enable to meet training needs of public relations practitioners, to compare the performance of public relations practitioners trainees before and after the training process, and to evaluate it to determine the extent of effectiveness of training programs on the use of modern technology.

In addition, the results show that the equal benefit of trained public relations practitioners from developed training programs has a lower ranking in spite of its importance. The study revealed the absence of statistically significant differences between the reality of the training process in Egyptian and Bahraini government institutions and the average attitudes of respondents according to the type of institution, the gender, the public relations qualification academic, the age, as well as the education level. On the other hand, the results show statistically significant differences between the attitudes of the respondents towards the reality of the training process in Egyptian and

Bahraini government institutions according to the variable of years of experience in favor of experience of 10 years and above; the results show the importance of experience in using modern technology means, this is related to training on skills which will enable the employees in the future to hold higher positions successfully. Many institutions train public relations practitioners on using technological skills to be able to perform work more professionally. Training on modern technology is one of the most important institutional, administrative, technical and financial obstacles faced by the public relations practitioners, because it prevents them from using the institution website effectively as a new method of communication **(Samah Abdel Razek Gulab Mohammed, 2014)**.

**Third: The effectiveness of training on modern technology use in Egyptian and Bahraini government institutions**

The results of the study show that training on modern technology use in Egyptian and Bahraini government institutions has achieved many advantages that have led to the development of public relations practitioners ' skills. The training can achieve competitive advantages for public relations practitioners in mastering technological skills, increasing productivity, obtaining the necessary skills to perform work, building self-confidence, improving performance rates, developing work, communicating easily with the public, improving the work conditions for public relations practitioners , increasing employees efficiency in the use of modern technology, creating new ways of working, and helping to develop traditional methods of work.

Traditional systems and methods of training are not able to meet employees' needs, so they must be disciplined with technological ones, which are able to deal successfully with the internal and external audiences.

Technological means have contributed to reduce communication costs, increasing the speed of performance, and improving quality, which lead to enhance the competitiveness of the institution, achieve its goals, and expand its business depending on modern technology methods and tools **(Mwkodi Michael Mwasho, 2014)**.

Moreover, the results show statistically significant differences between the average attitudes of respondents according to the type of institution and the effectiveness of training on technology in Egyptian and Bahraini governmental institution in favor of Bahraini institutions.

On the other hand, the results show no statistically significant differences between the average attitudes of respondents towards the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions according to the variables of gender, public relations academic qualification, age, academic qualification, as well as years of experience.

**Fourth: the efficiency of trainers of modern technology programs in Egyptian and Bahraini government institutions**

The results of the study show the importance of selecting the trainers of training courses on information technology. The respondents determine conditions to be met by the administration in selecting trainers, such as being efficient, qualified and high experienced, being internal to be more understanding of training needs and work problems despite the role of external trainers in increasing the experience of public relations practitioners. The results of the study show that there are statistically significant differences between the attitudes of respondents towards the effectiveness of training on modern technology use in Egyptian and Bahraini government institutions according to the age variable. On the other hand, there are no statistically significant differences between the effectiveness of training on modern technology in Egyptian and Bahraini government institutions and the average attitudes of respondents according to these variables: type of institution, public relations academic qualification, education, and years of experience.

**Fifth: Evaluation of the training process in Egyptian and Bahraini government institutions**

Evaluation is a continuous and comprehensive process, must be done at all the stages of training programs, it includes evaluating the training objectives, its content, time, location, and training methods used. Therefore, it is necessary to evaluate the performance of trainees before, during and after the training program to know the human and technical inputs necessary to improve the level of performance and training needs of public relations practitioners. In the light of the public relations practitioners evaluation of the training process, the study revealed that this evaluation takes many aspects such as: the institution tests employees skills in using modern technology to respond to customer complaints, training programs are repeated according to trainees' opinions regarding the effectiveness of

training programs, the scientific material is evaluated to identify the effectiveness of training programs, the senior management seeks to improve work and encourage better performance, the institution evaluates the level of performance of public relations, and the information provided in the courses is closed to the reality of work and can be applied practically.

Also, the results of the study show statistically significant differences between the average attitudes of the respondents according to these variables: type of institution, age, education, as well as years of experience, and the effectiveness of the training on modern technology in the Egyptian and Bahraini government institutions for Bahraini institutions for the favor of Bahraini institutions. on the other hand, there are no statistically significant differences between the average attitudes of the respondents towards evaluating the training process in Egyptian and Bahraini government institutions according to the variables of gender, and public relations academic qualification.

**Sixth: The disadvantages of training courses on modern technology use**

Institutions in the public sector seek to invest in training, as a way to enhance the capabilities of the staff, which will benefit the institution and improve the level of its performance; and thus, enhance its competitiveness. So, institutions must eliminate the disadvantages of training process. The results of the study reveal that there are many disadvantages facing the training courses on the use of technology in the field of public relations, which include: computers' failure and inefficiency, using old versions in applications, focusing on theoretical aspects compared to the practical ones, lack of diversity in training courses and being limited to specific fields.

There are many other obstacles, such as lack of adequate training on the use of websites in communication with the internal and external audience, as there is not enough update of information on government institutions' sites. Also, the use of social media in communicating with audiences should show more positive results in dealing. (**Emily Muhadia SakalI, 2017**).

**Seventh: Testing the hypotheses of the study**

The study of hypotheses revealed a strong relationship between the effectiveness of training in Egyptian and Bahraini government institutions and the reality of the training process, a moderate

relationship between the effectiveness of trainers in Egyptian and Bahraini government institutions and the evaluation of the training process, in addition to a weak relationship between the type of training courses in Egyptian and Bahraini government institutions and the reality of the training process.

**The most important recommendations:**

1. Diversification of the training programs offered by the Egyptian and Bahraini government institutions.
2. Utilization of specialist trainers in public relations and other areas related to public relations activity.
3. Presentation of programs related to modern technology use in the field of public relations.
4. Holding training courses in new areas such as the role of public relations in the new media.
5. Ensuring the equal benefit for all public relations practitioners who have training needs.
6. Evaluating the effectiveness of training programs and use different means of evaluation.
7. Updating versions used in technological applications in training programs.

# References:

1. **Attia Mohamed Attia maraq, (2018):** Elite Attitudes towards Public Relations Future in Egypt during the next decade 2015-2025, *prospective study, un-published PhD thesis,* Sohag University, Faculty of Arts.

2. **Amina Abdul-Jalil Hamdan, (2018):** Reality of Public Relations in medium-sized enterprises, *un-published Master thesis,* Kingdom of Bahrain, University, College of Arts and Sciences.

3. **Anastasiya Nurzhynska, (2017):** Modeling Process of Professional Training of Specialists in Public Relations under the Conditions of Implementation of Distance Learning Systems, *European Cooperation,* Vol. 9 (28), pp16-26.

4. **Emily Muhadia SakalI, (2017):** Examining the Use of Social Media in Public Relations Practice in the Kenyan Government: A Case of Immigration Department, *un-published Master Dissertation,* University of Nairobi, The School 0f Journalism And Mass Communication.

5. **Andrew Nyanyuki Onsongo, Hellen Mberia, Margaret Jjuuko, (2017):** The Contribution of Public Relations Practice to Institutional Effectiveness: A Case of Private Universities in Rwanda, *International Journal of Computer Science And Technology*, Vol. 8, Issue 2, April – June, pp155-169.

6. **Iman Mohamed Hussein Haj Ali, (2017):** The Public relations practitioners attitudes towards the use of Communication Technology: an analytical descriptive study on a sample of public relations practitioners in the Sudanese universities from 2015-2017, *un-published thesis*, Sudan University of science and technology, Faculty of Graduate studies.

7. **Laura Asunta, (2016):** The Role, the Goal and the Soul of Professional Public Relations Developing a Holistic Model of PR Professionalism, *un-published Master Dissertation,* University of Jyväskylä, Department of Communication.

8. **Mohammed Othman Babeker, (2015):** Modern Technologies and its role in managing Public Relations Activities: A descriptive analytical study on the application of the Sudanese Telecommunications Company: in the period from 2009-2014, *un-published Master Thesis,* Sudan University of Science and Technology, College of Graduate Studies.

9. **Taha Karim Ghafoor, (2015):** The Effectiveness of Public Relations Management in Achieving the Objectives of Kurdish Media Institutions: A Field Study, *un-published Master Thesis,* Faculty of Arts, Mansoura University.

10. **Abdullah Adam Hamad Mohammed, (2015):** The liaison of Public Relations and Professional Management Standards, *un-published PhD thesis,* Sudan University of Science and Technology, Faculty of Communication Sciences.

11. **Shaima Mohamed Abdelmajid El Ashmawy, (2015):** Factors Affecting Evaluation of Public Relations Programs in Egypt, *un-published Master Thesis*, Cairo University, Faculty of Information.

12. **Badr bin Ahmed bin Said Al Balushi, (2015):** The Effectiveness of Strategic Planning in the Development of Human Capital in the Information Departments of the Administrative System of the Sultanate of Oman: A Field Study, *un-published Master Thesis,* Cairo University,

13. **Samah Abdel Razek Ghaleb Mohammed, (2014):** The Use of the Internet in the Practice of Public Relations, An Applied Study on a Sample of Production and Service Institutions, *un-published Master Thesis,* Cairo University, Media College.

14. **Tahseen Mansour, Haya Tahseen Mansour, (2014):** The Impact of Communication Technology Applications on Public Relations Functions in the Jordanian Health Sector, *Studies, Humanities and Social Sciences,* vol. 41, Annex 2.

15. **Mwakodi Michael Mwasho, (2014):** The Effects of Training on Public Relations and Customer Care on Performance Levels in Selected Public Institutions in Kenya Trained At Kenya School of Government ,*un-published Master Dessertation,* University of Nairobi, and Faculty of Arts.

16. **Abdul Aziz Saeed Al-Khayyat, (2013):** Attitudes of Employees of Public Relations Departments in Public and Private Universities in Saudi Arabia towards Training, *un-published Master Thesis,* King Saud University, Faculty of Arts.

17. **Milton Odhiambo Omondi, (2012):** The Performance of Public Relations Practice in Government Ministries In Kenya: A Critical Analysis, *un-published Master dissertation,* University of Nairobi, School of Journalism and Mass Communication.

18. **Salman Feihan Faisal Bin Labdah, (2012):** The Impact of the Use of Modern Communication Technology on Communication Strategies of Public Relations in Saudi Institutions: *Analytical Field Study, un-published PhD thesis dissertation, unpublished*, Cairo University, Faculty of Media.

19. **Kelly Page Werder; Derina Holtzhausen, (2011):** Institutional Structures: A Public Relationship with Communication Management Practices: A Public Relations Perspective from the United States, *International Journal of Strategic Communication,* Vol 5, pp 118-142.

20. **Toukan Obaidat & et al., (1995):** Scientific research, its concept, tools and methods, the Hashemite Kingdom of Bahrain: *Dar Al-Fikr*, p. 176.

21. **Samir Hussein, (1995):** Media Research, Studies in Scientific Research Methods, Cairo: *World of Books*, p. 140.

22. **Mohamed Ziane Omar, (1993):** Scientific research, methods and techniques, for Algeria: *Bureau of University Publications*, p. 18.

23. **Khairuddin Gois, (1997):** Directory of Scientific Research, 1, Cairo: *Arab Thought House,* Cairo, p 96.

24. **Fatima Saber, Mervat Khafaja, (2002):** Foundations and principles of scientific research, Alexandria: *Press and Library of Radiation Art*, p. 89.

25. **Mohamed Abdel Hamid, (2000):** Scientific Research in Media Studies, Cairo: *World of Books*, p. 158.

26. **Bassel Mohammed Saeed Al-Aida, (2005):** The Skills of Design and Implementation of Scientific Research and its Statistical Analysis using the SPSS Program, 1, Kuwait, *Scientific Publishing Council,* Kuwait University, p. 84.

27. **Mahmoud Ismail, (2011):** Media Research Methods, Cairo: *Arab Thought House*, p. 139.

28. **Barakat Abdel Aziz, (2011):** Media Research Methods: Theoretical Assets and Application Skills, Cairo: *Modern Book House*, p. 125.

29. **Hamad Suleiman Al-Mashukhi, (2003):** Techniques and Methods of Scientific Research, Cairo: *Dar Al-Fikr Al-Arabi*, p. 132.

30. **Mohamed Abdel Hamid,** Scientific Research in Media Studies, *op. Cit.,* P. 159

31. **Sami Taya.** Research Methods and Writing the Proposed Project for Research, Roads to Higher Education Project, *Graduate Studies and Research Center,* Faculty of Engineering, Cairo University, p.

32. **Wimmer, Roger D., Dominick, Joseph R., (2011):** Mass Media Research An Introduction, USA: *Wadsworth Cengage Learning*, 9th ed., P. 94.

33. **Atef Adly Al-Abd, Zaki Ahmed Azmi, (1994):** Statistical Methodology and Its Uses in Public Opinion and Media Research, 1, Cairo: *Dar Al-Fikr Al-Arabi,* p. 31.