



The role of media training in improving the skills of journalists in Kurdish media organisations

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Abstract

This paper will examine the role of media training on the improvement of journalists' skills, ability and experience in their everyday practices in Kurdish media organisations. The article will examine the case of Kurdish media trainers and participants in media training, for instance professional journalists and junior journalists in the field of media. This paper is primarily based on the use of a survey method and online questionnaire. Furthermore, the article will concentrate on the role of media trainers in delivering new information to participants through the media training. The research project found that the media trainer plays an essential role in the improvement of journalists and junior journalists of the Kurdish media organizations, especially in the change of new technology which has provided more opportunity to junior journalists to be involved in the process of learning within media training, which has also helped the professional journalists and junior journalists to raise their level of knowledge, experience and skills in the field of media practices. According to the result, the majority of responds of survey conformed that media training supports them to improve learning skills in percentage (58.70%). The findings illustrated the trainees acknowledge that the media raining them assists to better preference in their everyday journalism practices in percentage (51.45%).

Key words: Training, Learning, Trainer, Media skills in KRI

1. Introduction

Kurdish media organisations and Kurdish journalists face many challenges in their everyday practice and journalism field. One of the most essential factors that impact the journalists' practice is skills improvement and updating, especially when the skills and abilities become the main barriers to their practice with upgraded new technology. In this way, journalists' training is a vital challenge facing the media organisation manager, professional employers, directors and newsroom managers in the workplace. The media organisations and freelance journalists in the KRI are facing a critical situation of practising journalism and media works because of a lack of professional media training to help them to improve their skills as demanded by a highly competitive media marketplace.

The journalists' skills and experience should be continually improved and updated in a variety of areas of journalism practice, especially the use of new technology, newsroom management,



production and fieldwork practices. Canter and Wilkinson (2020) demonstrated that growingly nowadays courses are mainly focused on multimedia and new technology in nature and, furthermore, teach a varied domain of abilities, skills and methods of journalists' practices which meet the requirements of the digital era and the use of automated systems in the workplace (Canter & Wilkinson, 2020). In this manner, Wolny-Zmorzyński et al. (2022) argued that the journalistic instruction began before the journalists started and accessed the field of media. Furthermore, Wolny-Zmorzyński et al. (2022) emphasised that journalists through the early period of employment and at later steps in their jobs, obtain more experience of work and improve their skills to conduct journalistic practices in an effective way (Wolny-Zmorzyński, Filas & Planeta, 2022). Hence, media training provides new opportunities for journalists and junior journalists that newly enter the field of media to learn more and obtain new information in relation to their practice. In this manner, Evans and Silk (2008) argued that the circumstance of change of new media and development opens up new opportunities for journalists and places new demands on them, such as requiring new skills, greater knowledge and ongoing training (Evans & Silk, p.21, 2008). Furthermore, Goad (2010) stated that training becomes an essential aspect to facilitate the process of making organisations and helping employees within the workplace to become more productive, more skilful and more effective (Goad, 2010).

2. Background and literature review

2.1 Training

Nowadays, media training is one of the most essential tools in the frame of human resource (HR) development which supports journalists to improve their skills and abilities of the journalism practice, especially in a situation surrounded by the dramatic change of new media and new environment of journalism practice in the world. This aspect of the technology shift has been encouraging the media industry to establish methods to train media practitioners in order to drive HR and to improve the efficiency of journalists in new circumstances within each of the media sectors. Previous research projects have mostly defined the concept of training as the "training endeavours to impart knowledge, skills and attitudes necessary to perform job-related tasks". This training aims to improve job performance and productivity of employees in a direct method (Brundrett & Silcock, p.107, 2002). Moreover, in general, the media training programme is considered as one of the most vital elements that impact on the journalists to create changes in their skills and practices (Kilpatrick, 2000).

In this way, the training can educate and help journalists to use new technological tools more effectively in their everyday practice and production. Hence, Moeller et al. (2009) argue that media training helps and supports the journalists in order to know and understand not only how to use new technologies in their field, but also engage with their audiences through their productivity. The journalists' everyday practice and daily technology interaction has significant exposure on their performance within media organisations; this aspect particularly has affected the interaction among media practitioners, media sources and media audiences. Hence, the journalists know how to deal with the media sources, how to obtain information and how to organise within their production to audiences. This aspect of professional practice requires more in-depth improvement, more involvement in professional training and more understanding of new circumstances of journalism in the changeable world (Larrondo Ureta & Peña Fernández, 2018). In this manner, Quartey (2012) stated that the training of media practitioners is on a large scale, and considered as the key source and tool of learning competitive advantage among the journalists (Quartey, 2012). In this regard (Duffield, 2011), the researchers proposed that the new media practices within the framework of journalism discipline have to discuss to extend the common characteristics of teaching method in relation



to the use of new technology in order to create a more competitive situation which is based on the training to produce start-ready recruits for media jobs and participation of new journalists in the environment of media practices (Duffield, 2011). Henceforth, the media training mainly focuses on the planned procedure that helps journalists to modify attitude, improve talent, obtain new information and knowledge regarding new technology use or skills behaviour in the workplace through involving learning experience in order to achieve effective performance and high level of practice in an activity or range of activities as its aim in the field of media. In the circumstances journalism practice is to develop the skills and abilities of the individual journalists in order to obtain more satisfaction with regard to the current future requirements of media practices in the organisation (Wilson, 2005). Overall, the main benefits of journalists' training are significant and this affects the media practitioners' abilities, skills, experience, knowledge, their attitudes, thinking and behaviours within the workplace, furthermore, enhancing journalists' performance, bringing more job satisfaction and increasing productivity (Masadeh, 2012). Also, the term of 'training' indicates a systematic method designed to learn and be involved in the learning process to develop and improve skills of practitioners' teamwork which leads to making organisations more efficient (Aguinis & Kraiger, 2009).

2.2. Learning

Media learning and training are one of the most important tools in the frame of learning process in the modern world, furthermore, there are many innovations in experience in the field of media that support dynamic learning, training, workplace experience, resources improvement for journalists and also, establishing cooperative relations among journalists' community members within media organisations or the workplace network (Álvarez-Arregui et al., 2017). In this regard, Wilson (2005) argues that the key aim of the learning process is to provide new circumstances of practice vital to journalists in order to develop an understanding of the traditions and ideas influencing the community of practice in which they conduct their practice and, also, in order to provide them with a new way of practising and making a contribution within their workplace skills development (Wilson, 2005). In this manner, Brundrett and Silcock (2002) argue that the learning process is the main goal to import new knowledge, new experience and develop cognitive abilities of participants in all aspects of life (Brundrett & Silcock, 2002). In general, Masadeh (2012) argued that the learning process is the activities whose purpose is developing employees' cognitive, skills of work, moral values and abilities, and providing them with the understanding demanded in everyday practices in their workplace (Masadeh, p.64, 2012).

The ideas behind the concept of journalism learning mainly focus on the necessity of journalist preparation in order to conduct their practice in an effective way. Through these aspects journalists are able to control their everyday duties, tasks and job requirements within the workplace (Adam, 2001). Whereas the media researchers indicate the meaning of learning within media practice and journalism framework, which is the term introduced as the 'journalism education to train journalists to ethically report the world' and practise their everyday life with commitment to ethical principles (Folkerts, 2014). Frequently, journalism learning happening within the academy colleges becomes more professional, high experience, technical capacity and skills oriented (Creech & Mendelson, 2015). In other ways, non-professional journalists are not well educated and not involved in a deep learning process. Especially for those who do not come from an academy field, they are suffering from less experience and less skills of journalism practice, particularly in dealing with new technology and the digitisation environment. Further, the Kurdish journalist community have huge barriers in front of new journalists to develop their skills and ability to work within the media industry. In this perspective, Kurdish journalists need to spend more time improving their



abilities in relation to the use of new technology in the field of media. In this aspect, the media training provides them a great opportunity to obtain new knowledge and experience of journalism practice, especially the media training that focuses on a new subject in relation to digitisation of the media industry. In this respect, the researcher emphasises that the reality of journalism practice requires a variety of skills and abilities from the trainer and then uses this talent and experience to address media sector requirements and prepare future journalists to be able to work within this new environment (Creech & Mendelson, 2015) and also, dealing with new equipment of media production that require high skills and experience and more training to use and obtain understanding with regard to this matter.

1.3 Trainer

A media trainer is a professional and specialised journalist who has good skills of communication training which they provide to junior journalists who they are training in order to improve their skills, experience and knowledge to perform their current work more efficiently (Rawat & Chaubey, 2022). In this manner, the role of the media trainer is essential to vocational training and education within the workplace. Also, they have a great responsibility in developing a range of participants' skills and abilities (Hoeckel & Schwartz, 2010), especially in delivering key information, assisting them and preparing them in order to improve the skills of their duty. Further, the media trainer provides the participants with learning materials that help them to gain new information and obtain new knowledge surrounding their practices in the media organisations. Furthermore, the media training standard package includes a one- or two-day seminar which consists of a theoretical part and practical exercise in the workplace. This type of training also consists of an examination of the media organisation policy, procedure of production, addressing a problem gap and understanding with regard to background on the contemporary media organisation and current digitisation practice (Carney, 2008). The growth of the media training package and pedagogical aspect of the learning process in the media industry, currently becomes an essential tool of learning and a fundamental aspect of training design in order to support junior journalists to start in professional ways in this field. Also, the key decisions in regard to training which are made surrounding the content of training and learning programme materials to ensure the equity is based on the sustainability of the media trainer background and experiences in a flexible delivery format of the information and knowledge to trainees within media training (Chalmers et al., 2008).

In this aspect, Salas et al. (2012) argue that the media training advance and development performance provides media organisations to prepare to change technology, provide an area for competition, be more talented, more productive, better practice, obtain more safety, improve services and reach the key goal of the organisation. This type of media training helps the organisation to reduce errors and is an essential tool in many traditional media organisations to reduce risk (Salas et al., 2012). This feature of media training brings more benefits for the individual journalist, the community of journalists and the media organisation, especially the training design, content and evolution process which contribute to share new experience among participants and identify the key problems and obstacles in front of organisation development (Aguinis & Kraiger, 2009). Usually, the media trainer has experience in the field of media industry in order to design an effective media training programme and activities which are based on the cognitive practice and interpersonal talent in order to conduct more interaction among the participants, especially for exchanging information, knowledge and experience in relation to their everyday practice. This aspect is based more on the skills of the media trainer in order to deliver the information to participants and content of the training programme in a good way.



However, the key barrier in front of the media trainer in the Kurdish community is the lower experience and knowledge in relation to contemporary training practice, particularly, design of structure, methodology organising, implementation and evaluation process for the participants' activities within the training. Thus, this aspect directly impacts the delivery of the programme content to trainees in order to make progress and to improve their skills of journalistic practice (Chalmers et al., 2008).

2.4. Media skills in KRI

Media organisations in (KRI) are facing great challenges in a considerable process of new technological change and rebuild the media organisations' structure based on the new digitisation system and professional journalism practice. In this respect, the shifting of new technology demands media organisations to conduct more in-depth training and develop skills of journalists. During this period of change, the journalists participate in the media training in regard to using new technology and new media in their organisations, especially for the demands of the new workplace environment and also the media practitioners expecting to obtain more skills in media production. In this respect, it looks more beneficial in progress to think that the educators, media trainers, scholars and media practitioners take more in-depth development in the journalism education domain and further obtain new understanding in relation to the current situation of journalistic practice (Larrondo Ureta & Peña Fernández, 2018). Hence, the adoption of new technology in the Kurdish media organisations encouraged the media administration to rethink the development and training in HR in their organisations.

The key problems of the journalists in the Kurdish media organisations, journalists worked for long periods without participating in any professional media training. This situation has impacted journalists' tasks, practice and their duty within the field of media. However, participation in media training helps to enhance the capacities of journalists' practice and provide media practitioners in the traditionally trained workplace with help in order to improve their skills, leading to heightened self-efficacy and productivity (McDonald, 2004). In this respect, the journalists obtain more ability and experience to engage in the groupwork and cooperative efforts among other journalists within their community of practice (Larrondo Ureta & Peña Fernández, 2018). Furthermore, Ismaeli (2015), in regard to the Kurdish media case, argues that the attempt to increase the educational aspect of the journalists is the most important element of development of the Kurdish media and, also, its key requirement of professional practice in order to improve the quality of work and establish standards of journalists in the Kurdish community (Ismaeli, 2015). While this research project has highlighted the importance of media training and influence of media training on the skills of journalists in improving their everyday practices especially in types of new technology use particularly many research in this field do not consider such a necessary topic in way nuances.

3. Methodology

3.2. Methodology and research design

The research project will apply the survey method in order to measure the role of media training in improving the skills of journalists in the Kurdish media organisations. For this research project, the researcher designed an online questionnaire as the main method for the data-collection process and then distributed it among journalists who participated in media training around Sulaymaniyah city. During the research project, the researcher used online questionnaires distributed in two ways – via Facebook and email – directly to participants in the media training, and this questionnaire looked for answers to questions from participants in the media training and workshop, such as to what extent media training helps participants to



improve and obtain new information in regard to their journalism practice. Also, how participants in the media training engage in the learning process within the workshop, for instance, using new technology in their daily use and their production. The participants in the media training in Iraqi-Kurdistan media organisation have been selected as the geographical location in order to run this study.

The questionnaire was designed to explore first-hand information in regard to the role of media training in improving skills of journalists in the media training and through the education process. The research project is mainly based on the design of the online questionnaire among the researcher and respondents in their media training. The online questionnaire covered key words of the research project, which include: media training, trainer, learning and Kurdish journalism training.

Additionally, the online questionnaire includes 28 questions connected to each key word of the research project. Also, the online questionnaire contains four sections related to each key word of the research project; the first section is devoted to personal and demographical information of media participants and the other sections are more connected to the key research questions, title and main research variables.

The data of the investigation was gathered via the online survey approach by employing online software, for instance Google forms. This method gives the researcher more opportunities in order to make an online survey and also, the method of sending an online questionnaire via emails and social media accounts to the participants in the research. This aspect has a lot of benefits for the researcher, especially in saving time and managing the data gathering in an effective way.

3.1. Research sample

The sampling procedure of this research project is primarily based on the use of a survey method that targeted a group of journalists and media practitioners who participate in media training and workshops in the KRI, especially in the Sulaymaniyah city which is considered as one of the most important cities in the KRI in terms of high numbers of journalists and media organisations. The sample of this research project encompasses the media practitioners who participated in the media training within a one-year period, and then they have to participate in the media training in order to improve their skills and experiences of journalism practices including these topics, for instance, producing digital content, new media technology, field news reporters, editing video, ethics of journalistic practice and social media platforms use.

The online survey form contains several sections which are divided into four main sections depending on the key words of the article. The first section contains socio-demographic questions, including: gender, age and level of education of the participants in the study. The second section focuses on the role of media training in improving the skills of journalists. Further, the questionnaire concentrated on the education aspect of the media training and the role of educating the journalists within workshop training. The third section focuses on the trainer and the role of the media trainer in improving the skills of the journalists. The last section was designed to focus on the Kurdish media training.

The statements were designed for the participants in the media training to be graded using a 6-point Likert scale in the online questionnaire format. The key points in the scale are 'very satisfied' (6), 'satisfied' (5), 'neither satisfied' (4), 'nor satisfied' (3), 'dissatisfied' (2) and 'very dissatisfied' (1).



4.3. Data collection

The data collection process based on survey method mainly on the online questionnaire by distributed via Facebook and email among journalist’s who participate in the media training. The questionnaire targeted more than 20 media training which included more than 200 journalists and media partitioners around Sulaymaniyah city in the KRI; this aspect of the research project produces statistically acceptable data and numbers to gain a significant result for this research article. The data-collection procedure started in mid-June 2021 to mid-June 2022. In the research article, the online survey form was sent to the media trainer and organiser within the training workplace and then the questionnaire was distributed among the media participants in the training which focused it on the journalists who have ambitions to improve their skills of journalism within these media training sessions.

4.4 Research questions

This part of the research project will provide the main research questions which are related to each of the key words in the framework of this research:

- To what extent does media training deliver new information and knowledge to journalists and junior journalists within the media training?
- To what extent do media trainers have a role in the participants’ improvement in the media training?
- To what extent do the participants obtain new experience and improve skills from the media training?
- To what extent are participants involved in the learning process within training and the method of journalists’ involvement within the activities of training?

4.2Data analysis:

Practical field, statistical methods, analysis findings and hypothesis testing

Part one:

All statistical computation is applied using the statistical method (SPSS 24). The data has been coded, tabulated and presented in a descriptive form. The statistical procedure that was applied to determine the results of the present study includes:

- 1-Alpha-Cronbach used for testing the reliability of the questionnaire.
- 2-Descriptive statistical data analysis using the frequency, percentage, mean, standard deviation and relative importance.

3-Inferential data analysis:

A-Spearman rank correlation

B-Rank regression model

- The significant level of all statistical procedures was determined at (F test), $P < 0.000$.
- There are criteria of the probability level of determining the significance of the test: P-value as:

Very highly significant ($P < 0.000$), Highly significant ($P < 0.001$), Significant ($P < 0.05$)
Non-significant ($P > 0.05$)

Section three of the questionnaire has been scaled by five levels of Likert scales as the following patterns – scaled by five levels of Likert scales and scored respectively as follows:

Table (3.1): The levels of Likert scales

Scales	S	Weight average	Level
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	cores	(mean) for	
Very poor	1	1.0-1.79	Very low
Poor	2	1.8-2.59	Low
Fair	3	2.6-3.39	Moderate
Good	4	3.4-4.19	High
Very good	5	4.2-5.0	Very High

Reliability of Questionnaire

Reliability means accuracy, dependability, stability and consistency of the research instrument. According to Plano and Creswell (2015), the recommended appropriate sample size is ‘approximately 200 individuals (or more) for research’ which implies that a sample size of 200 respondents is an appropriate sample size for the current research.

Table (1): Reliability Statistics

Methods	Result	Sample
Alpha Cronbach	0.931	138

It can be seen in Table (1) that Cronbach’s alpha was used to obtain the final result of reliability, the information of the question obtained from the participation twice of the respondents, the result of the reliability was 0.931. As a result, the respondents of the questionnaire were reliable.

Part two: Demographic variables

Table (2) Distribution of the sample according to socio demographic

Socio demographic		Frequency	%
Gender	Male	63	45.7
	Female	75	54.3
Certificate	Secondary Education	17	12.3
	Diploma	40	29.0
	University	65	47.1
	Master	15	10.9
	PhD	1	0.7
Work experience	Less than 5 years	63	45.7
	6 to 10 years	34	24.6
	11 to 20 years	35	25.4
	21 to 25 years	4	2.9
	26 and more	2	1.4
Age	18 to 28 years	67	48.6
	29 to 39 years	55	39.9
	51 years and more	16	11.6



Participate in training	Period within 3 months	70	50.7
	Period within 6 months	18	13.0
	Period within 1 years	21	15.2
	Period more than 1 years	9	6.5
	Period within 2 years	20	14.5
Total		138	100.0

It is clear from Table (2) that the majority of respondents are female, reaching approximately more than 54.3% of the total number of respondents, while the percentage of males is 45.7%. This means that males are more appropriate to work in those places. 47.1% of the respondents had graduated from university and 29.0% of the respondents had graduated with a diploma. 45.7% of the participants had less than 5 years' work experience and 25.4% of the participants had between 11 to 20 years' work experience. The age group 18 to 28 years of the study sample came first with 48.6%; second place was the age group 29 to 39 years by 39.9%. However, the last rank is related to 51 years and more years with only 11.6%. Regarding participants in training, 50.7% of the respondents had a period within 3 months and 13.0% of the respondents had a period within 6 months.

Part three: Description of variables

Table (3): Description of variables

Questions	Very poor	Poor	Fair	Good	Very good	Mean	S.D	RI	Level
	Fr.	Fr.	Fr.	Fr.	Fr.				
	%	%	%	%	%				
To what extent media training help you to improve knowledge	0 0.00	1 0.72	2 1.45	57 41.30	78 56.52	4.54	0.57	90.72	V. High
to what extent media training help you to improve your skills	0 0.00	0 0.00	20 14.49	44 31.88	74 53.62	4.39	0.73	87.83	V. High
to what extent media training help you to have better preference in your journalists practice	0 0.00	1 0.72	9 6.52	71 51.45	57 41.30	4.33	0.63	86.67	V. High
does the media training help you to improve your ability, through your participation in the training	0 0.00	1 0.72	14 10.14	64 46.38	59 42.75	4.31	0.68	86.23	V. High
to what extent are you	1	1	7	77	52	4.29	0.6	85.8	V.



satisfy in regard to activities that organized within the media training	0.72	0.72	5.07	55.80	37.68		6	0	High
does the media training help you to solve your problems that face you in your everyday practice	1	2	26	66	43	4.07	0.79	81.45	High
	0.72	1.45	18.84	47.83	31.16				
Sum	2	6	78	379	363	4.32	0.68	86.45	V. High
	0.24	0.72	9.42	45.77	43.84				

Note/Weight average (mean) for 5-point Likert scales: (1.0-1.79: V.Low), (1.8-2.59: Low), (2.6-3.39: Moderate), (3.4-4.19: High), (4.2-5.0: v. High),

Fr: Frequency, S.D.: Standard deviation and RI: Relative importance

It is clear from Table (3) that the total weighted arithmetic mean of the ‘Training and improving skills’ dimension reached (4.32), with standard deviation of (0.68), the relative importance amounted to (86.45%) with high level. The total arithmetic mean appeared greater than the hypothetical mean (3), which indicates that the ‘Training and improving skills’ dimension approved by the organizations researched is good from the point of view of the research sample.

In addition, the total percentage of people who responded with ‘Very good’ was (43.84%), ‘Good’ was (45.77%), ‘Fair’ was (9.42%), ‘Poor’ was (0.72%) and ‘Very poor’ was (0.24%).

Table (4): Description of variables

Questions	Very poor	Poor	Fair	Good	Very good	Mean	S.D	RI	Level
	Fr.	Fr.	Fr.	Fr.	Fr.				
	%	%	%	%	%				
to what extent training help you to improve your learning Q/ experience	0	1	8	73	56	4.33	0.62	86.67	V. High
	0.00	0.72	5.80	52.90	40.58				
does media training good tools to help journalists to learn and progress their ability	0	2	6	81	49	4.28	0.62	85.65	V. High
	0.00	1.45	4.35	58.70	35.51				
to what extent do obtain benefits from the conversation among participant within the training	8	33	41	51	5	3.09	0.99	61.74	Moderate
	5.80	23.91	29.71	36.96	3.62				



to what extent media training a good source to obtain feedback on your practice	0	1	13	80	44	4.21	0.63	84.20	V. High
	0.00	0.72	9.42	57.97	31.88				
to what extent media training help you to learn work as group work and team work	0	2	26	66	44	4.10	0.75	82.03	High
	0.00	1.45	18.84	47.83	31.88				
does any practical activities consist in the media training	2	3	15	61	57	4.22	0.83	84.35	V. High
	1.45	2.17	10.87	44.20	41.30				
does media training have connection to your field or your everyday practice	1	5	26	72	34	3.96	0.81	79.28	High
	0.72	3.62	18.84	52.17	24.64				
Sum	11	47	135	484	289	4.03	0.75	80.56	High
	1.14	4.87	13.98	50.10	29.92				

Note/Weight average (mean) for 5-point Likert scales: (1.0-1.79: V.Low), (1.8-2.59: Low), (2.6-3.39: Moderate), (3.4-4.19: High), (4.2-5.0: v. High),

Fr: Frequency, S.D.: Standard deviation and RI: Relative importance

It is clear from Table (4) that the total weighted arithmetic mean of the ‘Learning’ dimension reached (4.03), with standard deviation of (0.75), the relative importance amounted to (80.56%) with high level. The total arithmetic mean appeared greater than the hypothetical mean (3), which indicates that ‘Learning’ dimension approved by the organisations researched is good from the point of view of the research sample.

In addition, the total percentage of people who responded with ‘Very good’ was (29.92%), ‘Good’ was (50.10%), ‘Fair’ was (13.98%), ‘Poor’ was (4.87%) and ‘Very poor’ was (1.14%).

Table (5): Description of variables

Questions	Very poor	Poor	Fair	Good	Very good	Mean	S.D	RI	Level
	Fr.	Fr.	Fr.	Fr.	Fr.				
	%	%	%	%	%				
ability of trainer to present new information for participate	0	0	14	58	66	4.38	0.66	87.54	V. High
	0.00	0.00	10.14	42.03	47.83				
to what extent satisfy about media trainer dealing with participant in the training	1	2	11	50	74	4.41	0.76	88.12	V. High
	0.72	1.45	7.97	36.23	53.62				
does the trainer get feedback from the participant and listening to their ideas in	1	1	21	52	63	4.27	0.80	85.36	V. High
	0.72	0.72	15.22	37.68	45.65				



regard to content of the training									
does trainer talk about her/him experience for the participant	0 0.00	2 1.45	6 4.35	51 36.96	79 57.25	4.50	0.65	90.00	V. High
to what extent satisfy in regard to trainer to create situation for discussion and asking questions	3 2.17	3 2.17	27 19.5 7	54 39.13	51 36.96	4.07	0.92	81.30	High
Sum	5 0.72	8 1.16	79 11.4 5	265 38.41	333 48.26	4.32	0.76	86.46	V. High

Note/Weight average (mean) for 5-point Likert scales: (1.0-1.79: V.Low), (1.8-2.59: Low), (2.6-3.39: Moderate), (3.4-4.19: High), (4.2-5.0: v. High),

Fr: Frequency, S.D.: Standard deviation and RI: Relative importance

It is clear from Table (5) that the total weighted arithmetic mean of the ‘Trainer’ dimension reached (4.32), with standard deviation of (0.76), the relative importance amounted to (86.46%) with high level. The total arithmetic mean appeared greater than the hypothetical mean (3), which indicates that ‘Trainer’ dimension approved by the organizations researched is good from the point of view of the research sample.

In addition, the total percentage of people who responded with ‘Very good’ was (48.26%), ‘Good’ was (38.41%), ‘Fair’ was (11.45%), ‘Poor’ was (1.16%) and ‘Very poor’ was (0.72%).

Table (6): Description of variables

Questions	Very poor	Poor	Fair	Good	Very good	Mean	S.D	RI	Level
	Fr.	Fr.	Fr.	Fr.	Fr.				
	%	%	%	%	%				
does the training have impact on improving and getting better in your everyday practice	0 0.00	2 1.45	7 5.07	66 47.83	63 45.65	4.38	0.65	87.54	V. High
does you get new information and new experience through the media training	1 0.72	1 0.72	17 12.32	75 54.35	44 31.88	4.16	0.72	83.19	High
does media training designed in good way, have connection with your practical field	0 0.00	1 0.72	18 13.04	72 52.17	47 34.06	4.20	0.68	83.91	High



does the media training consist new topics in connection to your field of practice	1	4	29	61	43	4.02	0.84	80.43	High
	0.72	2.90	21.01	44.20	31.16				
does the media training provide new opportunity to improve your skills and practice	4	9	30	9	86	4.19	1.16	83.77	High
	2.90	6.52	21.74	6.52	62.32				
Sum	6	17	101	283	283	4.19	0.81	83.77	High
	0.87	2.46	14.64	41.01	41.01				

Note/Weight average (mean) for 5-point Likert scales: (1.0-1.79: V.Low), (1.8-2.59: Low), (2.6-3.39: Moderate), (3.4-4.19: High), (4.2-5.0: v. High),
Fr: Frequency, S.D.: Standard deviation and RI: Relative importance

It is clear from Table (6) that the total weighted arithmetic mean of the ‘Media training’ dimension reached (4.19), with standard deviation of (0.81), the relative importance amounted to (83.77%) with high level. The total arithmetic mean appeared greater than the hypothetical mean (3), which indicates that ‘Media training’ dimension approved by the organizations researched is good from the point of view of the research sample.

In addition, the total percentage of people who responded with ‘Very good’ was (41.01%), ‘Good’ was (41.01%), ‘Fair’ was (14.64%), ‘Poor’ was (2.46%) and ‘Very poor’ was (0.87%).

Part four: Analyse the study model and test its hypotheses

This section aims to test the main and subsidiary hypotheses of the study statistically and analyse its model to identify the correlation and regression between its variables, and verify the validity of the assumptions, as follows:

Table (7): A correlation between independent variables and dependent variable

Variables		Trainer	Media training
Training and improving skills	Correlation	0.688	0.706
	Sig.	0.000	0.000
	Sample	138	138
Learning	Correlation	0.707	0.723
	Sig.	0.000	0.000
	Sample	138	138

*The level of significance at level 0.05

*There is a relationship between the statistical function between independents variables and dependent variable Based on the data from Table (7), it is noted that the value of the correlation coefficient between ‘Training and improving skills and ‘Trainer’ is equal to (0.688) at a significant level (0.05). Its value reached (0.000), and through comparing the



significant value, we see that its value is less than (0.05), which means that there is a significant positive statistical correlation between ‘Training and improving skills and ‘Trainer’.

While there is a statistically significant correlation between ‘Training and improving skills’ and ‘Media training’, which was (0.706) at a significant level (0.05). Its value reached (0.000), and through comparing the significant value, we see that its value is less than (0.05).

In addition, there is a statistically significant correlation between ‘Trainer and learning’ which was (0.707) at a significant level (0.05). Its value reached (0.000), and through comparing the significant value, we see that its value is less than (0.05).

2- Test hypotheses of the effect between the study variables:

Table (8): Test hypotheses of the effect between the study variable

Model		Coefficients			Model Summary			ANOVA Table	
		B	T Test	Sig	R	R ²	Adj.(R ²)	F Test	Sig.
The impact of media training on the Training improving skills of journalist									
1	Constant	1.982	9.732	0.000	0.706	0.498	0.494	134.989	0.000
	media training	0.561	11.618	0.000					
The impact of media training on the Learning									
2	Constant	1.576	7.761	0.000	0.723	0.523	0.519	148.935	0.000
	media training	0.587	12.204	0.000					
The impact of Trainer on the Training and improving skills									
3	Constant	1.561	6.203	0.000	0.688	0.473	0.469	122.164	0.000
	Trainer	0.639	11.053	0.000					
The impact of Trainer on the Learning									
4	Constant	1.127	4.493	0.000	0.707	0.499	0.496	135.633	0.000
	Trainer	0.671	11.646	0.000					

Table (8): Test hypotheses of the effect between the study variables shows that the regression model predicts the dependent variable significantly well for model (1,2,3,4). This indicates the statistical significance of the regression model that was run. Here, in all model the (p-value) was (0.000) which is less than 0.05, and indicates that the regression model statistically significantly predicts the outcome variable (it is a good fit for the data). This means that the method is possible to be used to analyse this data and this indicates acceptance of the alternative hypothesis.

1-(Media training on the Training improving skills of journalist): R2 value indicates how much of the total variation in the dependent variable (Training improving skills of journalist), can be explained by the independent variable (media training). In addition, R Square for this study is (0.498). In this case, 49.8% can be explained, which is very large. In other words, this indicates that (49.8%) of the variance of (Training improving skills of journalist) has been explored in (media training). This illustrates that only (49.8%) of factors affect (Training improving skills of journalist) in (media training).

2-(The impact of media training on the Learning): R2 value indicates how much of the total variation in the dependent variable (Learning), can be explained by the independent variable



(media training). In addition, R Square for this study is (0.523). In this case, 52.3% can be explained, which is very large. In other words, this indicates that (52.3%) of the variance of (Learning) has been explored in (media training). This illustrates that only (52.3%) of factors affect (Learning) in (media training).

3-(The impact of Trainer on the Training and improving skills): R2 value indicates how much of the total variation in the dependent variable (Training and improving skills) can be explained by the independent variable (Trainer). In addition, R Square for this study is (0.473). In this case, 47.3% can be explained, which is very large. In other words, this indicates that (47.3%) of the variance of (Training and improving skills) has been explored in (Trainer). This illustrates that only (47.3%) of factors affect (Training and improving skills) in (Trainer).

4-(The impact of Trainer on the Learning): R2 value indicates how much of the total variation in the dependent variable (Learning) can be explained by the independent variable (Trainer). In addition, R Square for this study is (0.499). In this case, 49.9% can be explained, which is very large. In other words, this indicates that (49.9%) of the variance of (Learning) has been explored in (Trainer). This illustrates that only (49.9%) of factors affect (Learning) in (Trainer).

4. Finding and Discussion

Over recent years, in the KRI, media organisations have attempted to implement new technology in their journalism practices and promotion to create a pedagogical approach to establishing media training, maintaining of practice and developing their practices in the changeable environments. This aspect has provided more opportunities for the media organisations on one hand, and on the other hand for the journalists and junior journalists to be involved in the media training and learning process within the workplace in order to increase their information, skills of work and experience of use of new technology and using various digital equipment in their production field. This aspect of the media training has helped journalists and junior journalists to raise their awareness in regard to use of new technology and journalistic practices. This pedagogical approach has also facilitated journalists to become more engaged in the process of learning in the workplace environment. In fact, journalists look to find an alternative method in order to improve their skills of work, experience and involvement in the learning process.

According to socio demographics, findings show that the majority of participants in the media training was female in percentage (54.7%). Also, the majority of participants in the survey have a bachelor's degree in percentage (47.1%). Further, the majority of the participants in the survey have work experience in the field of media less than 5 years in percentage (45.7%). Furthermore, the majority of participants aged 18-28 years in percentage (48.6%). Lastly the majority of trainees in the survey indicated that they are participants in the media training within a 3-month period in percentage (50.7%).

According to the findings of this research project there is a strong statistical correlation among three main variables, including media training, improving skills and trainers in the KRI. Larrondo Ureta and Peña Fernández (2018) stated that the use of new technology plays a complementary role in this media training model for successfully facing media change, media convergence and the use of new media in correlation to journalistic practice and professional challenges of the journalists in the field of media (Larrondo Ureta & Peña Fernández, 2018). Further, another important result of this study, in connection to the role of media training on improving skills and learning process, according to the findings of the research, is that there is significant correlation among the training, improving skills and learning which was (0.706).



This correlation refers to the media training having a significant role in improving skills of journalists.

Salas et al. (2012) emphasise that there is a strong relationship between media training and promoting the learning process, and it has been reported in the literature that the 'training is now viewed as a system that is essential to promote learning and enhance on-the-job performance' (Salas et al., p.95, 2012). According to the research findings in relation to the training and learning, the findings show that there is significant correlation among media trainer and learning process which was (0.707).

5. Conclusion

To summarise, media training has a role and will continue to impact the journalists and junior journalists to enhance and improve journalists' performance in their field of production in the Kurdish media organisations, specifically in increasing skills, abilities and experience of media work in many issues connected to journalism and use of new technology. According to the findings, the majority of participants agree that the media training helps them to better preference in percentage (51.45%). It is important to know that media training has a significant role in the skills of participants in the media training, particularly providing them with confidence, new knowledge and use of new technologies and skills necessary to manage their journalism practice, according to findings which show that the participants agree with this statement (46.38%). Also, it is important to know that the media training helps the journalists to engage in the learning process, especially the professional education and training curriculum, which comprehensively assist the participants to engage more and more interactively in the training courses. According to the result, the majority of participants agree that media training helps them to improve learning in percentage (58.70%). Furthermore, it is important to recognise that professional learning of journalists is one of the most essential methods to help media organisations in rising competitiveness of journalism practice in the new circumstances of the digital era. According to the findings, the majority of participants in the survey are satisfied that the media training helps them to learn new information in percentage (54.35%). In Iraqi Kurdistan media organisations, media training is increasingly being established as a suitable pedagogical method of learning and acknowledged as a way to use this approach in the media organisations to improve skills of journalists and increase their ability to use new technological equipment in the media production field. Many media organisations are now attempting to generate more and more media training to support their media practitioners. Through this aspect of media training, it is critical to build the professional skill of work, new knowledge and skills creativity journalism practices. In the age of digital media and new technology, media training is entering a new stage and becoming an essential tool to support journalists in the fieldwork. This new stage in the media organisation in Kurdistan is crucial to transformation of the media sector and development of skills, abilities and experience of workers in this field.

Nonetheless, because of these, media training plays an important role in improving skills of journalists and solving their everyday problems, especially among junior journalists with the training. This media training has offered a great chance for the journalists and media workers to develop their skills of journalism to solve their practices' problems. The findings show that the majority of participants agree that media training helps them to solve their everyday problems in percentage (47.83%).

This research project adds to the growth of new information and new knowledge surrounding the media training and obstacles in front of growing abilities of media organisations' HR in the KRI. Also, it is important in boosting the journalists and the media trainers in order to



improve their skills of work in the media organisations in Iraqi Kurdistan, as well as their engagement and involvement in the media training in regard to new media and digital era. Furthermore, this research project sheds light on the media training in relationship with the learning process, media trainers and journalists.

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دور التدريب الإعلامي في تحسين مهارات الصحفيين في المؤسسات الإعلامية الكردية

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ملخص

ستبحث هذه الورقة في دور التدريب الإعلامي في تحسين مهارات الصحفيين وقدراتهم وخبراتهم في ممارساتهم اليومية في المؤسسات سيتناول المقال حالة مدربي الإعلام الكراد والمشاركين في التدريب الإعلامي، مثل الصحفيين المحترفين والصحفيين. الإعلامية الكردية علاوة على ذلك، سيركز المقال على دور المدربين الإعلاميين في تقديم معلومات جديدة للمشاركين من خلال. المبتدئين في مجال الإعلام التدريب الإعلامي وجد المشروع البحثي أن المدرب الإعلامي يلعب دوراً أساسياً في تحسين مستوى الصحفيين و الصحفيين المبتدئين في المؤسسات الإعلامية الكردية، لا سيما في تغيير التكنولوجيا الجديدة التي وفرت المزيد من الفرص للصحفيين المبتدئين للمشاركة في عملية التعلم داخل التدريب الإعلامي الذي ساعد الصحفيين المحترفين و الصحفيين المبتدئين على رفع مستوى معرفتهم وخبراتهم. المؤسسات الكردية وممارساتهم في مجال الممارسات الإعلامية

الكلمات الدالة: تدريب، تعلم، مدرب، تدريب إعلامي الكردية

پۆژنامه نووسان راهیتانی رۆژنامه نووسی له به ره و پیتشبردنی لیتاتووی پۆلی له دامه زراوه میدیایه کوردیه کاندایا

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پوخته

ئهم توێژینه وهیه پۆلی راهیتانی رۆژنامه وانی سه بارهت به باشتکردنی لیتاتووی و توانا و ئەزموونی پۆژنامه نووسان له پراکتیکی کاری پۆژانه یان له دامه زراوه میدیایه کوردیه کاندایا ده کۆلێته وه. له بابه ته که دا به دوادا چوون بۆ که یسی راهیتنه رانی میدیای کوردی و به شداربووانی راهیتانی میدیای ده کړیت، بۆ نموونه پۆژنامه نووسانی پیشه یی و پۆژنامه نووسانی سه ره به خۆ له بواری راگه یاندندا. جگه له وهش توێژینه وه که تیشکده خاته سه ر پۆلی راهیتنه رانی میدیا له گه یاندنی زانیاری نوێ به به شداربووان له پێگه ی راهیتانی میدیایه وه. توێژینه وه که شیکاریه کی داتای چه نډایه تی ده کات سه بارهت به کاریگه ری راهیتانی میدیا و راهیتنه ران له سه ر لیتاتووی و ئەزموونی میدیا کاران له ناو راهیتانی میدیای خۆ یاندنا.. پۆژنامه نووسان و پیکخواه میدیایه کوردیه کان، پۆلیکی جه وه هری ده گپێت له پيشکه وتی راگه یاندن راهیتنه ری توێژینه وه که به وه ده ره نه نجامه گه یشتوه که راهیتانی ناو خوله کانی په خساندوه که به شداربن له پرۆسه ی فیربوون له پۆژنامه نووسان به تاییه تی له گۆپینی ته کنه لوژیای نوێدا که ده رفه تی زیاتری بۆ پۆژنامه نووسانی پیشه یی داوه بۆ به رزکردنه وه ی ئاستی زانیاری و ئەزموون و لیتاتووی خۆ یان له بواری پراکتیکی میدیادا یارمه تی میدیاییدا، هه ره هها **کلله وشه کان:** راهیتان، فیربون، راهیتنه ری میدیای، راهیتانی میدیای کوردی