

## THE ROLE OF MEDIA TRAINING IN DEVELOPING THE SKILLS OF JOURNALISTS IN THE IRAQI MEDIA NETWORK: FIELD STUDY

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### **Abstract:**

This study aims to highlight the importance of media training for journalists working in media institutions to develop their professional and technical skills to keep pace with the major transformations in the field of media technologies and practice in various media outlets and media training centers and institutes. The integration of digital technologies in the field of media work has led to the need for media training at the digital level and the adoption of training strategies that keep pace with the current development. This study addresses the role of media training in improving and developing journalists' skills, professional and technical capabilities, and their experience in the daily practice of journalistic work. This study relied on the survey and questionnaire method to measure the role of media training in developing and improving the skills of journalists participating in the training courses provided by the Media Training Institute for employees of the Iraqi Media Network. According to the results of the study, 47.70% of the participants found the courses appropriate to their professional needs, 45.28% found them somewhat appropriate, and 7.02% found them inappropriate. However, the quality of the training programs was average at 47.69%, while 46.97% found them good, and a minority of them considered the training programs to be poor at 5.32%.

**Keywords:** Media Training, Development, Skills, Journalists

### **Introduction:**

In light of the rapid developments witnessed by the media, talent alone is no longer sufficient to ensure the provision of professional and influential media content. Rather, it has become necessary to possess modern skills, specialized knowledge, and the ability to adapt to the tools and technologies of the digital age. From this standpoint, the Media Training Institute of the Iraqi Media Network plays a pivotal role in enhancing the efficiency of the Iraqi Media Network's employees to improve professional performance and consolidate professional standards in media work.

To understand the importance and implications of media training on practical aspects, this study aims to answer a question about the role of media training in developing the skills of journalists in the Iraqi Media Network, and to measure the extent to which employees in the Iraqi Media Network benefit from the training programs provided to them at the institute.

### **Chapter One: The Methodological Framework**

#### **First: The research problem**

There is no doubt that a person working in any field needs to keep up with the changes in his field by participating in training courses to keep up with the latest developments. The media field is one of the fields that has witnessed and is witnessing rapid developments due to technological development and competition between countries and media institutions. Therefore, media training is a necessity. Accordingly, the research problem was identified with a major question: What is the role of media training in developing the skills of journalists in the Iraqi Media Network?

## **Second: The importance of research**

The importance of the study lies in two main aspects: the scientific aspect in terms of the importance of training, and the other is the applied institutional importance, which is represented by the following:

1. Scientific importance: The study reflects the importance of media training and the development of skills and professionalism of employees in the Iraqi Media Network, in addition to enhancing knowledge of the impact of training (continuing education) on developing and improving the technical and professional skills of journalists to keep pace with modernity in the renewed media environment.
2. Institutional importance: The study highlights the strengths and weaknesses of media training, enabling the improvement of training mechanisms at the Media Training Institute. It also provides a realistic assessment of the effectiveness of the training courses offered by the institute to journalists working for the Iraqi Media Network. It also offers recommendations for developing the work of the courses at the Media Training Institute.

## **Third: Research objectives**

The study seeks to achieve scientific and practical objectives that clarify the role played by the Media Training Institute in developing the professional skills of its trainee journalists, in addition to measuring the extent to which employees of the Iraqi Media Network benefit from the training programs offered by the institute, as well as analyzing the relationship between the quality of training courses and the development of journalists' professional skills.

## **Fourth: Research limits**

The study is limited to three basic and pivotal areas:

1. Objective limit: It relates to the role played by the institute in training journalists working for the Iraqi Media Network and evaluating the extent to which the training programs are compatible with the requirements of the journalistic work environment.
2. Spatial limit: represented by the Media Training Institute in Baghdad and the Iraqi Media Network.
3. Time limit: The time limits of the research were determined by the time period in which the researcher distributed the questionnaire to the study sample, which began from (5/1/2025 until 6/15/2025).
4. Human borders: represented by journalists working for the Iraqi Media Network who have undergone training at the Media Training Institute?

## **Fifth: Type and methodology of the study**

This study is a descriptive study that aims to describe and analyze the reality of media training provided by the Media Training Institute. The study methodology used is the survey method, which helps the researcher focus on understanding the role of media training in developing the skills of journalists.

## **Sixth: Study community and sample**

The research community is represented by journalists working for the Iraqi Media Network who participated in the Media Training Institute's courses during the period from 2022 to 2025, totaling 900 individuals. To complete the study scientifically, a study sample must be selected, which means: It means "the group of community members that the researcher chooses to be the source of collecting his data while implementing his research." (Al-Mashhadani, 2017, p. 43) The researcher chose a deliberate sample of journalists working for the Iraqi Media Network who

participated in training programs offered by the Media Training Institute. This sample was chosen in terms of type (deliberate) due to the direct connection of the targeted respondents to the research topic to evaluate the role of the institute in developing their professional skills. The sample size was (413).\*The sample represents 45.8% of the original community, which consists of 900 individuals. Research and studies indicate that the intentional sample is suitable for descriptive research, especially if the researcher is targeting individuals who have certain characteristics directly related to the research topic. A sample size ranging between (200-400) is sufficient in social studies if it is chosen from a community that has a direct relationship with the phenomenon of the study. This size allows for the possibility of conducting statistical analyses with an acceptable degree of confidence.(Al-Saedi, 2015, p. 156).

## Seventh: Study tool

The tool is the means the researcher relies on to collect data and controls the nature and purpose of the research. To achieve the research objectives, the researcher utilized the questionnaire. The questionnaire is defined as a useful scientific research tool for obtaining information, arriving at facts, knowing circumstances and conditions, and studying trends, opinions, and positions (Duwaidri, 2008, p. 329). The questionnaire included five axes with twenty-eight questions to achieve the research objectives and arrive at accurate results.

## **Eighth: Honesty and steadfastness**

## 1. apparent honesty

The arbitrators' agreement was valid.:It means the validity of the information and data collection tool and its ability to measure what the study seeks to measure, and knowing the validity and validity of the research tool or scale used in the research. It means calculating the value of agreement between a group of judges regarding the significance and importance of the categories of the test or scale.(Abdulaziz, 2011, p. 201)The apparent validity of the arbitrators reached (87.1%).

Using the equation:

Total number of categories = Sum of categories x Number of arbitrators =

Arbitrators' agreement	X 100	Number of agreed categories	rate =
		Total number of categories	
$87.1 = 100x \frac{122}{5*28} = \%$			

## 2. Stability:

It means That the analysis form gives the same or close results if applied to a specific material at different times or by different researchers (Abdulaziz, 2011, p. 275) It means the stability of the results that are reached by repeating the measurement of the same characteristic or the same individuals in the same situations and circumstances. (Zaghib, 2009, p. 78) The researcher relied on the method of retesting after one month had passed since the first test. The researcher noticed slight differences between the results, but these differences did not affect the emergence of new categories or the disappearance of previous categories. The Pearson correlation coefficient between the results of the first

\* The researcher distributed 430 questionnaires in anticipation of a shortage of answers that would lead to the questionnaire being neglected. When the questionnaire was retrieved, the researcher obtained a form number (413) that was valid for processing.

and second test was (0.82), which is a high stability and means that the opinions of individuals did not change much during the month, i.e. they did not change over time, and the tool is valid for measuring the same phenomenon at different times. It also enhances the reliability of the questionnaire and its suitability for use in media studies.

### **Ninth: Procedural definitions**

1. Role: A set of social behaviors and expectations associated with a particular social position or status.
2. Media training: training and development programs and courses that focus on the skills required by media workers, through their acquisition of theoretical and applied education (professional and technical), which enhances their skills in the field of journalistic work.
3. Development: A comprehensive process that aims to improve the quality of life of individuals and communities, expand their options and capabilities, and bring about qualitative changes in them through investing in human capital and developing their skills to benefit from them in development and progress.
4. Skills: These are the abilities that an individual acquires as a result of training and participation in training programs that qualify him to perform his tasks efficiently and accurately, and combine knowledge and practical performance.

### **Tenth: Previous studies**

1. study(Obaid and Mutashar, 2023)"Media training and its role in developing the performance of employees in radio and television institutions"

The research problem is embodied in a main question (What is the role of media training in developing the performance of employees in radio and television institutions) and the researchers used the survey method and its tool is the questionnaire form because it is compatible with the nature of the subject in presenting the characteristics of a phenomenon or a subject in an accurate objective manner. The media professionals working in Al-Kut FM Radio, Wasit Channel, and Al-Kut Radio and Television affiliated with the Iraqi Media Network were adopted as a sample and their number reached (54) journalists and media professionals. The research reached several results, the most prominent of which are: More than half of the respondents working in radio and television institutions confirmed that their institutions are not keen to involve them in training or development courses to raise their technical and professional capabilities, and the workers in these institutions seek to participate in training courses to keep pace with developments in their field.

2. study (Al-Shammari, 2020)"The effectiveness of training programs in developing the performance of employees in the Iraqi Media Network"

The research problem revolves around a main question (What is the effectiveness of training programs in developing the performance of employees in the Iraqi Media Network?) This study aimed to evaluate the training programs provided by the media network.

Iraqi in terms of content, style, and compatibility with the professional needs of workers. The researcher used the descriptive analytical approach and relied on the questionnaire as a tool for data collection.

Among the most prominent results: The study showed that employees who participated in the training courses witnessed a significant development in their writing and technical skills. However, there is a need to diversify training methods and emphasize the importance of

continuously evaluating the effectiveness of training programs and linking them to the needs of trainees.

**3. (Marah and Mubarak, 2022)The role of media training in improving the professional performance of media professionals. A field study: Souk Ahras Radio.**

This study aims to investigate the role of media training in improving the professional performance of media professionals at Souk Ahras Radio. To achieve the study objective, the researchers adopted the descriptive approach using a questionnaire tool that was distributed to a purposive sample of Souk Ahras Radio employees to answer the main question of the study: What is the role of media training in improving the professional performance of media professionals? Field study: Souk Ahras Radio? Among the most prominent results reached by the study, the research sample confirmed that the training they received was cognitive training through receiving purely theoretical information. Most of the research sample confirmed that media training contributes to raising the quality and efficiency of journalistic work and thus the success of the media institution. The results indicated that there are obstacles that hinder the media training process due to the lack of a clear training strategy followed by the radio.

**4. (Wafi and Zaqout, 2021) Media training for communicators in Palestinian media institutions and its relationship to professionalism (a field study)**

The study aims to identify the nature of media training received by the communicator within the Palestinian media institutions and its relationship to professionalism. The researchers used the survey method, and within its framework, the media practice survey method was employed. Data was collected using a questionnaire and a personal interview tool. The form was distributed to a random sample of communicators' in Gaza Strip - Palestine. The sample size was 260 individuals. The most important findings were: Training is considered an essential element in developing the media profession. Work pressure and lack of time to train are among the most important reasons for not attending courses. The study confirmed the existence of a correlation between the level of training Palestinian media professionals receive and their professionalism.

The researcher identifies the points of agreement with previous studies in that all studies confirm that media training is a basic element in raising the efficiency of workers in all media institutions, especially in changing environments. In addition, all previous studies agreed on the use of the questionnaire tool to measure the research topic.

As for the differences between my study and previous studies, the studies differ in their evaluation of the factors influencing training, as some of them focus on the inputs (trainers, resources), and others on the outputs (improved performance, skills development). The research differs from previous studies in terms of the type of society and sample, in addition to its direct focus on the Media Training Institute in Iraq and its relationship with the Iraqi Media Network specifically.

In addition, the researcher was able to benefit from the previous studies that he reached and reviewed from several directions in terms of: Formulating the study problem, its variables, the importance of the research and its objectives in a better and more precise way, and Learn the criteria for selecting the research community and sample, as well as review the theoretical framework of the study, how to benefit from sources, how to design the study tool, and how to benefit from what other researchers have provided.

## **Chapter Two: Theoretical Framework**

Media training and professional skills for journalists

## **1. The concept of media training**

Training is one of the most important strategies that journalistic institutions rely on to improve their effectiveness and achieve their goals. Given its importance as a means of developing professional performance, media training has become a necessity that journalistic institutions must provide to raise and enhance the skills of their journalists.

Therefore, training has several definitions that have been addressed by researchers and specialists, each according to his/her orientation. Some of them see it as a specific activity that aims to achieve organizational and behavioral goals by developing the skills, knowledge, and attitudes of individuals through carrying out a number of planned sub-activities through the interaction of the components of the training process.(Abdul Mawjoud, 2007, p. 202).

Vocational media training refers to educational and applied programs and activities designed to qualify individuals to acquire the practical skills and technical knowledge necessary to work in the field of media in its various branches, such as journalism, radio, television, digital media, public relations, advertising, and others. This type of training focuses on the practical and applied aspect more than the theoretical aspect, with the aim of preparing professional cadres capable of keeping pace with developments in the rapidly evolving media labor market.(Mamoun, 2017, p. 35) .

Media training is defined as “the organized and planned effort to provide human resources in media institutions with specific knowledge, improve and develop their skills and abilities, and change their behavior and attitudes in a positive and constructive way.”(Wafi and Wazqut, 2021, p. 649).

Media training is a necessary and important activity to raise journalistic work to the highest levels. Journalistic institutions and journalists cannot develop their professional level or improve their professional performance unless the journalist undergoes continuous training and learns everything new in his journalistic profession.(Al-Turk, 2025, p. 11).

### **1. The importance of media training:**

Ongoing research demonstrates the positive and impactful impact of digital media training programs in enhancing employee skills. A study by Johnson and Brown (2019) revealed that employees who regularly participate in digital media training consistently report significant improvements in their proficiency in using digital tools and technologies. Similarly, Smith and Jones (2020) suggest that these programs significantly contribute to enhancing employees' digital literacy, a vital competency in a technology-driven age.( Zafar & Aleem, 2023, p. 7)

The importance of training for media professionals, regardless of their specialization, is not hidden, as it adds more strength and confidence to their performance, enhances their professional ethics, and provides them with the necessary techniques to keep pace with the successive developments in digital journalism. It has become necessary for journalists to be familiar with various journalism specializations, in addition to the skills, tools, and sufficient digital knowledge.(Hamoudi and Muqaddam, 2017, p. 45).

### **2. Professional skills:**

A skill is defined as the ability, knowledge, and experience needed to perform a job or something well. A skill is a type of work or activity that requires knowledge and training. A skill can also be defined as a combination of knowledge, personal qualities, and abilities that have been developed during the stages of work. Among the most prominent skills that a person may

have or develop through work are leadership, management, accounting, and various computer skills. There are two main types of skills: hard skills and soft skills.(Joyce, 2010, p. 36).

It identifies the key skills needed for success in the workplace. The most important competencies required today are technological literacy, stress tolerance, and big data skills.(Al Said and Al-Rawashdeh, 2021). On the other hand, media training plays an important role in establishing ethical and professional principles. Commitment to the rules of integrity, accuracy, and transparency are among the fundamental values that media training seeks to instill, contributing to building public confidence in the media and the content provided. Media training also helps hone communication and media crisis management skills, as media professionals learn how to deal with critical situations in a professional manner that reflects their commitment to journalistic standards (Maran Media Training Center, 2024).

Media skills are the ability to access media, understand and critically evaluate different aspects of media and media content, and create communications in a variety of contexts. They involve a set of cognitive, emotional, and social competencies that include the use of text, tools, and techniques, critical thinking and analysis skills, the practice of message formation and creativity, and the ability to engage in creative thinking and reasoning.(Al-Khaqani, 2015, pp. 150-151).

Media training works to achieve three levels of professional objectives represented by cognitive and emotional objectives (attitudes and values) and skill objectives (behavioral), some of which relate to raising media awareness and developing theoretical and applied (practical) knowledge, some of which enhance confidence and enable the journalist to perform his duties professionally to influence the public, which enhances the institution's capabilities, and some of which facilitate the journalist's work in keeping up with and adapting his condition to the updates and developments in the field of journalistic work.

### Chapter Three... Practical Framework

**The first axis shows the demographic information of the research sample.**

**Table (1) shows the hierarchical relative distribution of the respondents according to gender.**

Rank	percentage	Repetitions	Sex
First	56.65%	234	Males
Second	43.34%	179	females
-	100%	413	the total

It is clear from the table above that the (males) category obtained first place with a frequency of (234) and a percentage of (56.65%), while the (females) category obtained second place with a frequency of (179) and a percentage of (43.34%), since most of those working in the media field are males or their percentage is higher than that of females.

**Table (2) shows the hierarchical relative distribution of the respondents according to age.**

Rank	percentage	repetition	the age	T
Third	23.24%	96	From 23-28	1
First	29.78%	123	From 29-38	2
Second	25.67%	106	From 39-48	3
Fourth	15.50%	64	From 49-58	4
Fifth	5.81%	24	59 and over	5

-	100%	413	the total
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Table No. (2) shows that the category (from 29-38) obtained first place with a frequency of (123) and a percentage of (29.78%), while the category (from 39-48) obtained second place with a frequency of (106) and a percentage of (25.67%), while the category (from 23-28) obtained third place with a frequency of (96) and a percentage of (23.24%). By following these categories, we realize that most of the working ages in this field are the category that has simple and great experience in the professional field.

**Table (3) shows the hierarchical relative distribution of the sample items according to academic achievement.**

Rank	percentage	repetition	Academic achievement	T
Seventh	6.78%	28	Elementary	1
Sixth	7.26%	30	Medium	2
Fourth	15.74%	65	Preparatory	3
First	22.04%	91	Bachelor's	4
Third	15.98%	66	Institute graduate diploma	5
Second	21.07%	87	Master's	6
Fifth	11.14%	46	PhD	7
100%	100%	413	the total	

It is clear from Table No. 3 that the category (Bachelor's) obtained first place with a repetition of (91) and a percentage of (22.04%), while the category (Master's) obtained second place with a repetition of (87) and a percentage of (21.07%), while the category (Diploma graduate of an institute) obtained third place with a repetition of (66) and a percentage of (15.98%), according to the ages that came out in the table before it. It is indeed clear that this category is the most present according to the data of experience, professionalism and academic achievement.

**Table (4) shows the hierarchical relative distribution of the sample's components in terms of years of media work.**

Rank	percentage	repetition	Categories	T
First	27.60%	114	From 1-5	1
Second	24.70%	102	From 6-10	2
Third	22.28%	92	From 11-20	3
Fourth	18.40%	76	From 21-30	4
Fifth	7.02%	29	31 and above	5
	100%	413	the total	

Table No. 4 shows that the category (from 1-5) obtained first place with a frequency of (114) and a percentage of (27.60%), while the category (from 6-10) obtained second place with a frequency of (102) and a percentage of (24.70%), while the category (from 11-20) obtained third place with a frequency of (92) and a percentage of (22.28%). Also according to the age level obtained from the questionnaires, we note that this percentage and rank are balanced and acceptable, as most media institutions today need a trained and professional cadre with

somewhat acceptable experience, especially in light of the development taking place in the field of journalistic work.

**Table (5) shows the hierarchical relative distribution of the sample's components according to the type of media work.**

Rank	percentage	repetition	Categories	T
First	16.23%	67	editor	1
Sixth	8.96%	37	announcer	2
Fourth	10.89%	45	TV presenter	3
Second	15.74%	65	Reporter	4
Eighth	6.54%	27	exit	5
Third	11.86%	49	photographer	6
Fifth	10.41%	43	Editor	7
Seventh	7.02%	29	Program Producer	8
Sixth	8.96%	37	technical	9
ninth	3.39%	14	project	10
-	100%	413	the total	

The table above shows that the category (editor) got the first place with a frequency of (67) and a percentage of (16.23%), while the category (reporter) got the second place with a frequency of (65) and a percentage of (15.74%), while the category (photographer) got the third place with a frequency of (49) and a percentage of (11.86%). Most media institutions depend on editors in their work, and they are the majority in this field, followed by correspondents, then photographers and other categories of journalistic work. This indicates the comprehensiveness and diversity of the sample's vocabulary from those who participated in the training courses provided by the Media Training Institute in the Iraqi Media Network.

The second axis: Participation of Iraqi Media Network employees in the Media Training Institute's courses.

**Table (6) shows the hierarchical relative distribution of the number of courses in which the sample participated.**

Rank	percentage	repetition	Categories	T
First	20.82%	86	Three courses	1
Second	23.24%	96	Two sessions	2
Third	20.09%	83	One cycle	3
Fourth	19.14%	79	Four courses	4
Fifth	16.72%	69	Five courses	5
-	100%	413	Total	

The table above shows that the category (two courses) obtained first place with a repetition of (96) and a percentage of (23.24%), while the category (three courses) obtained second place with a repetition of (86) and a percentage of (20.82%), while the category (one course) obtained third place with a repetition of (83) and a percentage of (20.09%). This confirms that most media professionals have taken multiple training courses, but they need to take more courses to increase their experience and open their minds to the development taking place in the media and its technologies.

**Table (7) shows the relative hierarchical distribution of the time duration of the courses.**

Rank	percentage	repetition	Categories	T
First	42.13%	174	Less than 5 days	1
Second	37.29%	154	5-10 days	2
Third	20.58%	85	More than ten days	3
	100%	413	the total	

Table No. 7 shows that the category (less than 5 days) got the first rank with a frequency of (174) and a percentage of (42.13%), while the category (from 5-10 days) got the second rank with a frequency of (154) and a percentage of (37.29%), while the category (more than ten days) got the third rank with a frequency of (85) and a percentage of (20.58%). Yes, the majority seeks to enter quick courses with a limited number of days, perhaps because they are very busy at work or to pass an assignment and obtain a result, and their name entered a course and does not take into account the benefit from it, while others need intensive and quick courses due to the speed of work and their need to complete it quickly while benefiting from it to employ what they learned in the course within the scope of their work.

Table (8) shows the relative hierarchical distribution of the suitability of courses to professional needs.

Rank	percentage	repetition	Categories	T
First	47.70%	197	suitable	1
Second	45.28%	187	Fairly convenient	2
Third	7.02%	29	unsuitable	3
	100%	413	the total	

It is clear from the table above that the category (suitable) obtained first place with a frequency of (197) and a percentage of (47.70%), while the category (somewhat suitable) obtained second place with a frequency of (187) and a percentage of (45.28%), while the category (not suitable) obtained third place with a frequency of (29) and a percentage of (7.02%), meaning that the courses are largely suitable for the professional and specialized field of media professionals.

**Table (9) shows the relative hierarchical distribution of the topics covered in the training course.**

Rank	percentage	repetition	Categories	T
Third	7.02%	29	Prepared by the broadcaster and presenter	1.
First	7.99%	33	Editing the press release	2.
Eighth	5.33%	22	TV directing	3.
Third	7.02%	29	Arabic language basics	4.
Seventh	5.81%	24	Graphics	5.
Fifth	6.29%	26	Journalism production	6.
Second	7.75%	32	Preparing correspondents for radio, television and press	7.

Fourth	6.78%	28	Public Relations and Negotiation	8.
Fifth	6.29%	26	investigative journalism	9.
ninth	5.08%	21	The art of visual advertising	10.
Fourth	6.78%	28	Editing electronic news in the press, radio and television	11.
ten o'clock	5.57%	23	Television photography	12.
Eighth	5.33%	22	Interior design	13.
eleven	4.61%	19	Directing programs and documentaries	14.
Fifth	6.29%	26	screenwriting	15.
Sixth	6.05%	25	Youth Media Management	16.
-	100%	413	Total	

It is clear from the table above that the category (editing news) got the first place with a frequency of (33) and a percentage of (7.99%), while the category (preparing the correspondent in radio, television and the press) got the second place with a frequency of (32) and a percentage of (7.75%), while the category (preparing the broadcaster and presenter) got the third place with the category (basics of the Arabic language) with a frequency of (29) and a percentage of (7.02%). Yes, most editors and correspondents are interested in news editing courses because it is the core of their work, as well as preparing the correspondent, the basics of the Arabic language and preparing the broadcaster. Perhaps these are the courses they need, and they are actually available at the Media Training Institute.

**Table (10) shows the relative hierarchical distribution of the contribution of training courses to improving professional skills from the point of view of the research sample.**

Rank	percentage	repetition	Categories	T
Second	45.28%	187	Yes	1
First	46.97%	194	to some extent	2
Third	7.75%	32	both	3
	100%	413	the total	

Table No. 10 shows that the category (to some extent) obtained first place with a frequency of (194) and a percentage of (46.97%), while the category (yes) obtained second place with a frequency of (187) and a percentage of (45.28%), while the category (no) obtained third place with a frequency of (32) and a percentage of (7.75%). The courses contribute something, even a little, to improving professional skills.

**Table (11) shows the hierarchical relative distribution of training courses' assistance in developing current skills in the field of work.**

Rank	percentage	repetition	Categories	T
First	47.46%	196	Yes	1
Second	42.37%	175	sometimes	2
Third	10.17%	42	both	3
	100%	413	the total	

Table No. 11 shows that the category (yes) obtained first place with a frequency of (196) and a percentage of (47.46%), while the category (sometimes) obtained second place with a frequency of (175) and a percentage of (42.37%), while the category (no) obtained third place

with a frequency of (42) and a percentage of (10.17%). This is further evidence of the importance of training and courses held to benefit from them in daily media work.

**Comparison and analysis:** As for the results of Tables 8, 10, and 11, in terms of the general trend, the tables show that most participants believe that the training courses are appropriate and contribute to improving and developing professional skills, reflecting the stability of the respondents' positive opinions about the effectiveness of the training courses offered by the Media Training Institute. Some participants believe that the courses improve their skills in general, but may not contribute significantly to their development.

The results of the three tables indicate the existence of a positive correlation between the suitability of the courses, as shown in Table (8), and their contribution to improvement, as shown in Table (10), and their role in developing professional skills, as indicated in Table (11).

When comparing the perceptions presented in Tables (8, 10, 11), we find that the effectiveness of the courses is slightly less when looking at the development of skills at work compared to the general improvement of professional skills, which indicates the need to focus in the courses on professional skills in the work environment.

The third axis: Employees' evaluation of the role of the Media Training Institute in developing the skills of employees of the Iraqi Media Network.

**Table (12) shows the relative hierarchical distribution of the quality of the training programs provided at the Media Training Institute from the point of view of the research sample.**

Rank	percentage	repetition	Categories	T
Second	46.97%	194	Good	1
First	47.69%	197	Medium quality	2
Third	5.32%	22	Not good	3
	100%	413	the total	

Table No. 12 shows that the category (medium quality) obtained first place with a frequency of (197) and a percentage of (47.69%), while the category (good) obtained second place with a frequency of (194) and a percentage of (46.97%), while the category (not good) obtained third place with a frequency of (22) and a percentage of (5.32%). The satisfaction rate is very high according to statistical calculations about the courses and what is provided in the training.

Table (13) shows the hierarchical relative distribution to help training keep pace with modern changes in work.

Rank	percentage	repetition	Categories	T
First	48.18%	199	always	1
Second	46%	190	sometimes	2
Third	5.81%	24	rarely	3
	100%	413	the total	

Table No. 13 shows that the category (always) obtained first place with a frequency of (199) and a percentage of (48.19%), while the category (sometimes) obtained second place with a frequency of (190) and a percentage of (46.00%), while the category (rarely) obtained third

place with a frequency of (24) and a percentage of (5.81%). This percentage is very acceptable, as the courses help media professionals keep up with modern changes in work.

Table (14) shows the hierarchical relative distribution of the time period that was sufficient to develop skills from the point of view of the research sample.

Rank	percentage	repetition	Categories	T
First	41.40%	171	Yes	1
Third	17.68%	73	both	2
Second	40.92%	169	to some extent	3
	100%	413	the total	

Table No. 14 shows that the category (yes) obtained first place with a frequency of (171) and a percentage of (41.40%), while the category (to some extent) obtained second place with a frequency of (169) and a percentage of (40.92%), while the category (no) obtained third place with a frequency of (73) and a percentage of (17.68%), which indicates that most media professionals prefer short courses with their time durations and do not tend towards long courses with their time durations, according to the results of Tables 7 and 13.

The relationship between the results of Tables (12, 13, 14) is a positive correlation, as most of the results shown in these tables indicate that the participants see the training programs as acceptable or average quality, and that they can benefit from them to keep pace with the rapid modern changes and improve the development of their professional skills. We find from this that the relationship between the results of Tables (12, 13, 14) is a correlation between the quality of the training programs, their contribution to training, and the adequacy of the training time period. This indicates that improving these elements enhances the effectiveness of training and the training program.

#### Axis Five: The Effectiveness of Training Courses in the Iraqi Media Network

Table (15) shows the relative hierarchical distribution of courses presented in an advanced curriculum that is consistent with technological development.

Rank	percentage	repetition	Categories	T
Second	31.96%	132	Yes	1
First	62.47%	258	sometimes	2
Third	5.57%	23	both	3
	100%	413	the total	

It is clear from Table 15 that the category (sometimes) obtained first place with a frequency of (258) and a percentage of (62.47%), while the category (yes) obtained second place with a frequency of (132) and a percentage of (31.96%), while the category (no) obtained third place with a frequency of (23) and a percentage of (5.57%).

Yes, sometimes it is presented, despite the technological development, in need of capabilities and logistical support, but it works according to the available capabilities.

Table (16) shows the hierarchical relative distribution of: Do you wish to participate in training courses on an ongoing basis?

Rank	percentage	repetition	Categories	T
First	41.40%	171	Yes	1
Second	29.54%	122	sometimes	2

Third	29.06%	120	both	3
	100%	413	the total	

Table 16 shows that the category (Yes) ranked first with a frequency of (171) and a percentage of (41.40%), while the category (Sometimes) ranked second with a frequency of (122) and a percentage of (29.54%), while the category (No) ranked third with a frequency of (120) and a percentage of (29.06%). The research sample tends to a greater degree towards continuous participation in training courses, but on the other hand, there is a large segment (58.6%) that is hesitant or refuses, which means that a positive attitude alone is not enough, and confidence in the courses must be enhanced through appropriate content, modern training methods, and incentives for participation.

**Table (17) shows the hierarchical relative distribution of: Are the training course topics consistent with your specialization?**

Rank	percentage	repetition	Categories	T
Second	41.16%	170	Yes	1
First	47.70%	197	sometimes	2
Third	11.14%	46	both	3
	100%	413	the total	

It is clear from Table 17 that the category (sometimes) obtained first place with a frequency of (197) and a percentage of (41.16%), while the category (yes) obtained second place with a frequency of (170) and a percentage of (47.70%), while the category (no) obtained third place with a frequency of (46) and a percentage of (11.14%). There are courses that may be far from the media specialty, but they revolve around the orbit of the media and its work.

**Table (18) shows the hierarchical relative distribution of: Do training courses help in acquiring new skills?**

Rank	percentage	repetition	Categories	T
First	48.18%	199	Yes	1
Second	30.75%	127	sometimes	2
Third	21.07%	87	both	3
	100%	413	the total	

It is clear from Table 18 that the category (yes) obtained first place with a frequency of (199) and a percentage of (48.18%), while the category (sometimes) obtained second place with a frequency of (127) and a percentage of (30.75%), while the category (no) obtained third place with a frequency of (87) and a percentage of (21.07%).

The above data reflects the respondents' perception of: The extent to which training courses contribute to acquiring new skills, as the majority of respondents believe that training helps in acquiring skills permanently or in varying degrees, and the percentage of those who agree with "yes" is high, which indicates good confidence in the training programs provided and those who receive them. However, the presence of 21% of the research sample who are not convinced or find weakness in benefiting from the training, shows us that the training programs need qualitative development.

It is clear from the results of Table (16, 17, 18) There is a positive correlation between the desire of the respondents to participate in training programs and acquire new

professional skills, as the sample of respondents who find real benefit from the courses in their field of work tend to participate in them on an ongoing and permanent basis. It is clear to us that specialized courses play an intermediary role, as courses that are not compatible with the trainee's specialization reduce or limit his participation, even if he acquires some skills from them.

This means that the participants' participation in the training courses offered by the Media Training Institute is affected by the practical benefits gained from the course, while specialization plays a supporting and less influential role.

**Table (19) shows the hierarchical relative distribution of the training programs' consideration of individual differences in the level of employees.**

Rank	percentage	repetition	Categories	T
Third	22.28%	92	Yes	1
Second	28.57%	118	to some extent	2
First	49.15%	203	both	3
	100%	413	the total	

Table 19 shows that category (No) obtained first place with a frequency of (203) and a percentage of (49.15%), i.e. almost half of the sample size believes that the training programs provided by the Media Training Institute in the Iraqi Media Network do not take into account individual differences. As for category (to some extent), it obtained second place with a frequency of (118) and a percentage of (28.57%), they find that the provided or existing consideration is insufficient. As for category (Yes), it obtained third place with a frequency of (92) and a percentage of (22.28%), which is the lowest percentage that believes that the training programs take into account individual differences. This indicates that training is provided in most cases in a uniform manner for everyone without adapting to the individual differences of the trainees.

This means that approximately 77% of the research sample are not convinced and believe that training programs and trainers do not care about the individual differences of participants, which creates boredom and difficulty for beginners, in addition to reducing the benefit from the training program.

**Table (20) shows the relative hierarchical distribution of the extent of benefit from training course certificates after the course.**

Rank	percentage	repetition	Categories	T
First	50.85%	210	Very useful for promotion or employment	1
Second	41.89%	173	Somewhat useful	2
Third	7.26%	30	Not helpful	3
	100%	413	the total	

It is clear from Table 20 that the category (very useful in promotion or employment) obtained first place with a frequency of (210) and a percentage of (50.85%), while the category (somewhat useful) obtained second place with a frequency of (173) and a percentage of (41.89%), while the category (not useful) obtained third place with a frequency of (30) and a percentage of (7.26%). Yes, the media person benefits from the training course certificates and

they serve as evidence in his monthly or annual evaluation at his media institution, as they constitute an added value for the participants in the various fields of work.

#### Results, conclusions and recommendations

##### **First: Results**

1. The distribution of the research sample in terms of demographic data showed that males constituted the majority of the sample at 56.65%, and females at 43.34%. As for age, the highest age group was 29-38 at 29.78%, while the lowest age group was 59 at 5.81%. As for the distribution of the sample in terms of educational attainment, the majority of them held a bachelor's degree at 22.04%, a master's degree at 21.07%, and the lowest group had primary education at 6.78%. As for the distribution of the sample according to experience (years of media work), the result was that the majority had experience between 1-5 years at 27.6% and 6-10 years at 24.7%, while the least experienced group was 31 years and above at 7.02%.
2. The results of the respondents' answers regarding the most represented type of work were editor jobs at 16.23% and reporter jobs at 15.74%, while the least represented jobs were producer jobs at 3.39% and director jobs at 6.54%. Most of the respondents participated in two courses (23.24%), three courses (20.82%), and the lowest percentage were those who participated in five courses (16.72%).
3. Most of the research sample believed that the courses were appropriate in terms of their professional needs, at a rate of 47.70%, somewhat appropriate, at a rate of 45.28%, and inappropriate, at a rate of 7.02%.
4. The most prominent results showed that the most frequently attended training course topics were news writing and preparing correspondents, while the least attended and interesting topics were documentary film and program production, despite their importance.
5. The results in Table 10 and Table 11 showed that most of the respondents believed that the courses contributed to improving and developing their professional skills.
6. The research sample found that the quality of the training programs was average, with a percentage of 47.69%, while the opinions that found it to be good came in second place, with a percentage of 46.97%, and a few of them considered the training programs to be not good, with a percentage of 5.32%.
7. The challenges faced by the respondents in participating in the courses were the lack of knowledge of modern digital technologies at 35.59% and the lack of available resources at 32.93%. These appeared as the most prominent challenges facing the respondents, along with less important challenges such as lack of time, lack of interest from senior management, and language.
8. The majority of respondents, 62.47%, believe that the courses offer a developed approach that is partially compatible with progress, compared to 31.96% who believe this is completely true, while 5.57% believe that they offer nothing.
9. 41.40% of the respondents reported their desire to participate on an ongoing basis in the training courses held by the Media Training Institute, while the percentage of "sometimes" was 29.54% and "never" was 29.06%.
10. A large percentage of respondents believe that the course topics are partially compatible with their specialization, reaching 47.70%.
11. The majority of respondents believe that the courses contributed to their acquisition of new skills, with a percentage of 48.18%, while 30.75% of them said that the benefit was average, and 21.07% of those who did not benefit from them.

12. Most of the sample members believe that the training programs do not take into account individual differences in the level of employees, with a percentage of 35.84%, and 28.57% believe that they take into account only partially.
13. 50.85% of the research sample indicated that they benefited from the course certificates in their field of work.

**Second: Conclusions:**

- The institute targets intermediate and advanced competencies in training, and the weak representation of primary education indicates the limited presence of this group in the media field.
- The focus on editors and reporters indicates the importance of practical training for core media jobs, while the low representation of producers and directors indicates less interest or scarcity of these jobs within the sample.
- There is a desire for continuous development among participants, but sometimes the lack of resources and time limits participation.
- There is a partial compatibility between the training programmes offered by the Media Training Institute and the actual needs of the Iraqi Media Network's employees.
- The focus on news editing and reporter preparation reflects the basic needs of the most represented functions, while the weakness of the courses in production reflects less interest or scarcity of resources.
- The training programs are highly effective in qualifying and developing participants, as most trainees have noticed a significant or partial improvement in their professional skills.
- The quality level of the training programs falls within the average and good category, which reflects an acceptable level for them.
- Teaching methods must be improved and continuous training of educational cadres and trainers must be provided.
- Most participants (majority) find the courses appropriate, especially among those with intermediate to low experience.

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