

Final Project 1

Code: MGM 496-PMG496

Project Template

Midocean University

Faculty of Management

Department/ Specialization



Effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia

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05th of December 2025 – 3rd Trimester

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1. Chapter 1: Introduction

1.1. Research Background

Digital technologies have fundamentally changed how organisations design and deliver training. In 1994, as the Internet emerged, many organisations, universities, and governments adopted technology-centred learning to address classroom limitations. This shift led to structured initiatives such as the eLearning Early Adopters' Programme (eLEAP) (Eichberger et al., 2020), reflecting rising interest in flexible, technology-assisted staff development.

With the maturation of digital learning, organisations across sectors have adopted electronic training systems to build a workforce with enhanced capabilities. To illustrate, within a single corporate context, the E-learning Brismart application is a system that can be used to improve the quality and performance of the employees at PT. XYZ (Zuliarni & Hendrian, 2025). These systems are typically aligned with strategic objectives and should help enhance employees' competencies.

E-training has also been developed under the influence of educational perspectives. Recent publications outline the role of transformative effects of Constructivism-based eLearning on the field of the Indian banking sector as presented in the article via This article delves into the transformative impact of Constructivism-based eLearning in the context of the Indian banking industry (Vyas and Rathod, 2025), as the implication of which is that the current range of digital learning settings is motivated by the learner-centred approach. Even though digital learning platforms are promising, they also have challenges. Others exhibit disproportionate performance, as reflected in the analysis of the reality of e-Learning: the success and failure of learning management systems (Dahal and Manandhar, 2024).

Incentive for effective training has been core to organisational performance. It has been observed that the efficient operation of a business depends on the high-quality performance of employees, who in turn depend on competent training (Bou Kamal et al., 2016). However, research on training shows that not all training outcomes lead to improved performance (Bukhari et al., 2020). These issues indicate the ambiguity of the effectiveness of electronic training and underscore the need to assess the extent to which it can be used to enhance job-related competencies.

E-learning has also been associated with employee growth, as evidenced by research on the outcomes of training conducted among MENA companies and organisations, especially commercial banks in Jordan (Al-Ghezawi and Megdadi, 2021). This reveals increased interest in digital learning in the region and the need to better understand its impact on employees' competency levels. Given the growing reliance on electronic training and mixed results regarding its effectiveness, it is worthwhile to explore whether it is actually contributing to job competency.

1.2. Research Problem

Electronic training is becoming a common aspect of organisations' workforce development strategies. Nevertheless, despite this high adoption, the question of whether electronic training has a meaningful impact on employees' job competency remains unanswered. Many companies use e-training platforms to improve employees' skills, knowledge, and overall performance. Nevertheless, it is not clear how fully these expectations are met (Beer & Mulder, 2020).

Saudi Arabia's National Business Solutions Company has implemented electronic training programmes as part of its digital transformation. However, it is still unclear whether these programmes are actually enhancing the core competencies employees need to perform their duties. This ambiguity leaves a gap in discerning the true value and usefulness of e-training within the company's operations.

The main research question is whether electronic training improves employees' job competency and performance, given the current weak evidence of its effect.

1.2.1. Theoretical Gaps

Theoretically, current discourses on electronic training (also called e-training, referring to structured staff development or learning initiatives delivered digitally) tend to highlight its benefits, yet they often fail to elaborate on how and why e-training can lead to competency development (the process of acquiring job-specific abilities, knowledge, and skills required for effective performance). The theory available is largely centred on learning methods, training technology, or overall job performance improvement, yet very little theoretical data exists that links electronic training to job competency outcomes in a specific way (Huu, 2023).

Also, in the majority of theoretical models, there is no clear distinction between general knowledge-enhancing and job-specific competencies-enhancing training. This creates a gap in theory, as they are unaware of the mechanisms by which electronic training correlates with competency development, especially in a non-academic corporate context.

1.2.2. Practical Gaps

In the practical level, organisations spend a lot of time, money and resources on electronic training forums. Nevertheless, even with these investments, managers and HR departments, in most cases, do not have statistics on whether employees are becoming more competent as a result of the programmes they are involved in. The lack of such evidence complicates decision-making for decision-makers, as they cannot evaluate the impact of the current training strategy or plan (Aderibigbe et al., 2023).

Electronic training is widely adopted in the targeted business-solutions company, but there is no formal assessment of its impact on employees' job competencies. Without understanding whether the training produces the desired results, the company cannot be sure of its success and may either fail to harness employees' strengths or continue investing in ineffective training strategies.

These practical gaps demonstrate the need for empirical studies to determine whether electronic training is actually effective in achieving competency development and to offer guidance on how future training programmes should be designed and delivered.

Main Research Question: To what extent does electronic training affect employees' job competency in a national business-solutions company in Saudi Arabia?

1.3. Research Significance

The research is significant because it addresses a real need in companies that are turning to electronic training to train their workers. The environment in which a national business-solutions firm in Saudi Arabia

operates is competitive and technology-intensive, requiring employees to continuously refresh their knowledge and skills (Sousa & Rocha, 2019). But a question arises: to what extent does electronic training enhance employees' job competence in this case? The consideration of this particular relationship makes the study valuable both theoretically and empirically.

1.3.1. At the theoretical level

On the theoretical level, this research will help better understand the connection between electronic training and job competency, rather than general performance or satisfaction. The current debates about the efficacy of e-learning and training yield contradictory or inconclusive findings and fail to clearly distinguish between performance outcomes and the competencies themselves (Indrayani et al., 2023). Moreover, most current research on electronic training and e-learning has been conducted within educational institutions or in specific fields such as banking, health, and government. There is a relative lack of theory-based research examining electronic training in business solutions firms in Saudi Arabia. The analysis of this setting allows the researcher to apply the current theoretical discourse to the new organisational and cultural setting and may indicate whether the current assumptions regarding e-training and competency are applicable in this kind of company or should be modified.

1.3.2. At the practical level

At the practical level, the research has direct implications for managers, HR professionals, and training specialists within the company and similar organisations. Electronic training can be costly in terms of systems, materials, and employee time. Unless it significantly enhances job

competency, these resources may be inefficiently utilised. The research can help decision-makers evaluate the efficiency of current training by providing empirical data on its impact on employees' job competency and indicating whether redesign is necessary (Al-Hashimy & Yao, 2025).

The results can also be used to inform decisions on the kind of training to be provided electronically and on how these programmes are to be designed to facilitate competency development. This can be seen in decisions about the content design of training, the extent to which training should be interactive, post-training activities, and the incorporation of electronic training into other HR activities, such as performance appraisal and career development. For employees, enhanced electronic training may clarify expectations, enhance skills, and build confidence in their ability to do their jobs (Reisoğlu, 2021).

Lastly, the study is based on a national business-solutions company in Saudi Arabia; thus, it can offer valuable benchmarks to other businesses in the same industry or country experiencing similar pressures of digital transformation.

1.4. Research Questions

The study is guided by the following research questions:

To what extent is electronic training implemented in the national business-solutions company in Saudi Arabia?

What is the level of employees' job competency in the company?

What is the effect of electronic training on employees' job competency in the company?

1.5. Research Objectives

- 1- To examine the extent to which electronic training is implemented in the company.
- 2- To assess the level of employees' job competency.
- 3- To determine the effect of electronic training on employees' job competency.

1.6. Research Hypotheses

Main Hypothesis (H1): Electronic training has a significant effect on employees' job competency in the national business-solutions company in Saudi Arabia.

Null Hypothesis (H0): Electronic training has no significant effect on employees' job competency in the national business-solutions company in Saudi Arabia.

1.7. Research Model

Independent Variable (IV): Electronic Training

Dependent Variable (DV): Employees' Job Competency

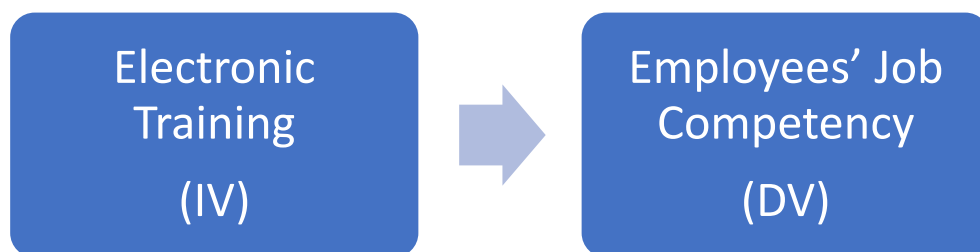


Figure 1. The research model diagram

1.8. Research Methodology

This section describes the research design, population, sampling methods, data collection methods, analysis methods, and ethical considerations adopted in the study. The approach would ensure that the research questions and objectives were addressed systematically and reliably (Snyder, 2019).

The research design used in this study is a quantitative, descriptive, cross-sectional study. The method is appropriate for analysing the current state of electronic training and employees' job competency in the organisation, and for determining the nature of the relationship between the two variables. A quantitative design will enable the collection of structured responses from a large number of employees, whereas the descriptive and cross-sectional aspects will provide a clear picture of the situation at a particular moment in time.

The sample population of the given study includes the working population of the national business-solutions company located in the Saudi Arabian state. The company has different departments and job functions, which gives it a wide pool of employees, and job competency can be evaluated using these employees (Saharan et al., 2024).

The method of participant selection is convenience sampling. The approach is suitable as it will enable the researcher to access the employees who are readily available and willing to take part. The sample size will be determined by the number of employees who complete the questionnaire during the data collection period. This kind of sampling is considered acceptable when the study is descriptive and aims to collect general information, not to generalise the results to any population.

This study will utilise a structured self-administered questionnaire. The questionnaire will have three parts:

- Section A: Demographic data (e.g. age, gender, department, years of experience).
- Section B: Electronic training (independent variable) that will be measured with the use of several items (item scale) based on the five-point Likert scale, where the options include strongly disagree, strongly agree.
- Section C: Employee's job competency (dependent variable), which is also determined with the help of Likert-scale statements assessing various facets of job knowledge, skills and capability.

The questionnaire will be easy to use, straightforward, and simple, ensuring employees respond positively and minimising response errors (Mukherjee, 2019).

Data collection will be conducted electronically, and an online survey tool such as Google Forms or the company's internal system will be used. The questionnaire link shall be sent to the participants via official communication channels. Ease of access, quick response, and convenience are beneficial to employees across various locations and departments through electronic distribution.

Participants will be informed of the study purpose, voluntary participation, and the estimated time required to complete the questionnaire. The data will be collected within a specific time frame to ensure sufficient participation.

The data obtained will be evaluated using descriptive statistics. The demographic characteristics of the respondents will be summarised using

frequencies and percentages. Calculations of means and standard deviations will explain the levels of electronic training and job competency among employees (Dubey & Kothari, 2022). Descriptive statistics suit this research as the purpose is to give a clear picture of the existing situation within the company and to describe the key variables without using sophisticated statistical tests.

There are several limitations in this study. To begin with, because the data are self-reported, they may be affected by social desirability bias or false reporting. Second, the cross-sectional design captures information at a single point in time, so causal inferences are not possible (Sreekumar, 2023). Third, convenience sampling can limit the generalizability of the results to the entire employee population. The limitations notwithstanding, the methodology is suitable for achieving the study's objectives.

This research adheres to the ethical conduct of research on human subjects. The respondents will be made aware of the study's objective and will be convinced that they will make their own choice. Responses will be anonymous, and no personal identifiers will be collected. The information will also be used for academic purposes and will be kept safe.

1.9. Scope of The Study

The proposed study aims to evaluate the impact of electronic training on employees' job competencies in a national company that provides business solutions in Saudi Arabia. The scope is carefully defined to ensure the research is detailed, manageable, and aligned with its objectives.

The research is restricted to the company's full-time workers. It excludes temporary employees, contract employees and external stakeholders. The

scope is restricted to workers who have access to and use the company's electronic training programmes (Singh et al., 2022). Every research participant is given full access to the company's official e-training platform, lumofy.com, which will serve as the primary point of entry for electronic training content and courses.

Two variables are analysed in the research: the independent variable is electronic training, and the dependent variable is employees' job competency. All other possible factors that might affect competency, e.g. traditional training techniques, managerial backing, motivation, organisational culture or working environment, are purposely avoided in the analysis (MohdNajm et al., 2024).

The study is limited to Saudi Arabia, and the research is based on a single national business-solutions company. As such, further research is required to generalise the findings to other companies, industries and countries.

The research methodology is a quantitative, cross-sectional design, and data collection uses a structured questionnaire. There are no qualitative, i.e., interviews, focus groups, or observations. Also, there is no study of changes over time or the long-term effects of electronic training, since the data are obtained at a single point in time.

Although these limits exist, the stipulated area will enable the research to produce clear findings on the current status of electronic training in shaping job competency in the chosen organisational setting.

1.10. The Suggested Project Structure

This project is structured into two elaborate chapters. All the chapters include a series of similar sections that offer an overall picture of how electronic training can enhance employees' job competency.

The first chapter introduces the study. It contains the research background, the research problem, theoretical and practical gaps, the significance of the study, research questions, objectives, hypotheses, the research model, research methodology and the scope of the study. This chapter will present the situation, rationale and methodology that will guide the research.

Chapter Two will comprise the project's main analytical elements. It starts with a literature review that discusses theoretical views, ideas related to electronic training and job competency, and past empirical evidence. This is followed by the presentation of results, a descriptive analysis of the data, and an analysis of the findings. The last section of the chapter is the discussion, conclusion, practical recommendations, and suggestions on further research.

2.Chapter 2: Literature Review

2.1. Introduction

Brief introduction for the chapter

2.2. The independent variable

2.3. The dependent variable

2.4. The relationship between the independent and the dependent variables

2.5. Conclusion

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