

Final Project 2

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

أثر التدريب الإلكتروني على الكفاءة الوظيفية للموظفين في شركة وطنية
لحلول الأعمال في المملكة العربية السعودية

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Dedication

I dedicate this work to my wife, whose unwavering support, encouragement, and patience have been a constant source of strength throughout my academic journey. Her understanding and motivation have inspired me to complete this research and pursue my educational goals.

Abstract

Purpose:

This study examines the effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia. It aims to determine whether electronic training contributes to improving employees' knowledge, skills, and overall competency.

Methodology:

A quantitative cross-sectional design was adopted. Data were collected from 256 employees using a standardized questionnaire distributed electronically in Arabic and English. The data were examined using descriptive statistics, reliability and validity tests, Pearson correlation, and simple linear regression.

Findings:

The results show that electronic training has a statistically significant positive effect on employees' job competency ($r = 0.577$, $p < 0.001$). Regression analysis shows that electronic training explains 33.31% of the variance in job competency ($R^2 = 0.333$), indicating that it is a significant predictor of employee competency.

Originality & Implications:

This study adds to the literature by focusing on job competency within a commercial context in Saudi Arabia. The findings show the importance of improving training design as well as alignment with job requirements to improve the effectiveness of electronic training.

Keywords:

Electronic Training, Job Competency, E-Learning, Employee Development, Saudi Arabia

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1. Chapter 1: Introduction

1.1. Research Background

The growing presence of digital technologies has significantly changed how organizations design and deliver training. Early developments in technology-based learning can be traced back to the emergence of the Internet in the mid-1990s, when many organizations, universities, and governments began using internet platforms to deliver education and training programs due to the restrictions of conventional classroom settings. This shift led to the initiation of more structured initiatives such as the eLearning Early Adopters' Program (eLEAP), reflecting increasing interest in flexible and technology-supported employee development (Eichberger et al., 2020).

With the continued evolution of digital learning, electronic training systems have been widely adopted throughout different sectors to enhance personnel abilities. For example, within a corporate context, the E-learning Brismart application has been used to improve employee performance and training quality (Zuliarni & Hendrian, 2025). Such systems are typically aligned with corporate strategies and are intended to enhance employees' competencies.

Electronic training has also been influenced by educational theories. Recent studies show the role of constructivist approaches in molding e-learning environments, emphasizing learner-centered models that support active knowledge construction (Vyas & Rathod, 2025). However, in spite of these advancements, electronic training systems still meet challenges. Some studies report differences in performance and effectiveness, particularly in learning management systems (Dahal & Manandhar, 2024).

Effective training has long been considered a key driver of organizational performance. Organizations rely on competent employees to achieve high levels

of productivity, and such competency is often developed through training initiatives (Bou Kamal et al., 2016). However, research data show that training does not always lead to increased performance outcomes, pointing out the complexity of the relationship between training and employee development (Bukhari et al., 2020).

In the Middle East and North Africa (MENA) region, electronic training has gained increasing attention, notably in sectors such as banking and business services. Studies conducted in Jordan, for example, demonstrate that e-learning can contribute to employee development, although its effectiveness may vary depending on implementation and context (Al-Ghezawi & Megdadi, 2021). Given the expanding reliance on electronic training and the mixed evidence regarding its effectiveness, it is important to examine whether electronic training actually contributes to increasing employees' job competency.

1.2. Research Problem

Electronic training is central to workforce development in modern organizations. Many adopt e-training platforms to enhance employees' knowledge, skills, and job performance. However, despite widespread adoption, uncertainty remains about the degree to which electronic training produces substantial improvements in employees' job competency (Beer & Mulder, 2020).

In the context of a national business-solutions company in Saudi Arabia, electronic training programs must be implemented as part of the organization's digital transformation initiatives. Employees are prompted to engage in training using online platforms to improve their professional skills. Nevertheless, there

has been limited empirical evidence within the organization to confirm whether these training programs successfully improve employees' job competency.

Although the findings of this study indicate that electronic training has a statistically significant positive effect on employees' job competency, the results also show that electronic training explains only part of the variation in competency levels. This suggests that additional factors may likewise influence employee competency development.

Therefore, the research issue addressed in this study is to examine the extent to which electronic training affects employees' job competency and to determine whether it functions as a significant predictor of competency development within the selected organizational context.

1.2.1. Theoretical Gaps

From a theoretical perspective, existing literature on electronic training tends to emphasize its benefits, particularly in terms of learning effectiveness and performance improvement. However, there is limited theoretical clarity regarding how electronic training contributes specifically to the development of job-related competencies (Huu, 2023).

Furthermore, many theoretical models do not clearly distinguish between general knowledge enhancement and job-specific competency development. This creates a gap in understanding the mechanisms through which electronic training influences competency development, particularly within organizational contexts outside formal education systems.

1.3. Practical Gaps

From a practical perspective, organizations invest significant resources in electronic training systems, including platforms, content development, and employee time. These investments, managers, and human resource professionals commonly lack empirical evidence to assess whether electronic training effectively improves employees' job competency (Aderibigbe et al., 2023).

In the selected business-solutions company, electronic training is widely implemented; however, there has been no formal evaluation of its effect on employees' competency levels. This creates uncertainty for decision-makers and limits their ability to assess the effectiveness of current training strategies or make informed improvements.

These practical challenges emphasize the need for empirical research to evaluate the actual impact of electronic training on employees' job competency.

Main Research Question

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

1.4. Research Significance

This study is significant because it tackles a critical issue faced by organizations that more and more rely on electronic training for employee development. In a competitive and technology-driven environment, employees are expected to continuously update their knowledge and skills (Sousa & Rocha, 2019).

Understanding whether electronic training contributes to improving job competency is therefore important for both theory and practice.

1.4.1. At the theoretical level

At the theoretical level, this study adds to a better understanding of the relationship between electronic training and job competency. While existing studies often focus on general performance or satisfaction outcomes, this work specifically examines job competency as a distinct construct.

Previous research has reported mixed or inconclusive findings regarding the effectiveness of electronic training (Indrayani et al., 2023). In addition, much of the existing literature focuses on educational institutions or specific sectors such as banking or healthcare. There is limited research examining electronic training within business-solutions organizations in Saudi Arabia.

By focusing on this context, the study broadens existing conceptual discussions and examines whether current assumptions about electronic training and competency development apply within this particular organizational setting.

1.4.2. At the practical level

At the practical level, the report provides important insights for managers, human resource professionals, and training specialists. Electronic training involves substantial investment in terms of systems, content, and employee time. If such training does not lead to considerable progress in job competency, these resources may not be employed effectively.

The findings of this study deliver empirical evidence on the effectiveness of electronic training, enabling decision-makers to evaluate current training

practices and pinpoint areas for improvement (Al-Hashimy & Yao, 2025). The results may also support decisions related to training design, including content development, interactivity, and integration with performance management systems.

For employees, improved electronic training programs may increase clarity, skill development, and confidence in performing job tasks (Reisoğlu, 2021).

1.5. Research Questions

The study is guided by the following research questions:

1. To what extent is electronic training implemented in the national business-solutions company in Saudi Arabia?
2. What is the level of employees' job competency in the company?
3. What is the effect of electronic training on employees' job competency in the company?

1.6. 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.

1.7. 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.

1.8. Research Model

Independent Variable (IV): Electronic Training

Dependent Variable (DV): Employees' Job Competency

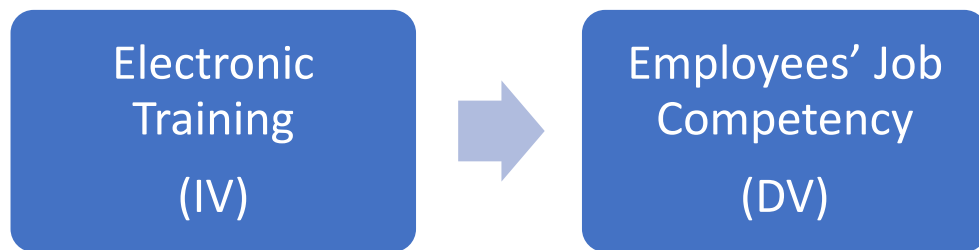


Figure 1: Research Model: Effect of Electronic Training on Employees' Job Competency

1.9. Scope of The Study

This study examines the effect of electronic training on employees' job competency within a national business-solutions company in Saudi Arabia. The study concentrates on employees who have access to the organization's electronic training platform and participate in its training programs.

The research considers two main variables: electronic training as the independent variable and employees' job competency as the dependent variable. Other potential factors that may influence job competency, such as organizational culture, managerial support, and employee motivation, are not included in this study (MohdNajm et al., 2024).

The study is limited to a single organization within Saudi Arabia, and therefore, the findings may not be fully generalizable to other sectors or countries. The research adopts a cross-sectional approach, meaning that data were collected at a single point in time.

1.10. The Project Structure

This research project is organized into five chapters.

Chapter One introduces the study, including the research background, problem statement, theoretical and practical gaps, research significance, research questions, objectives, hypotheses, research model, and scope of the study.

Chapter Two reviews the literature related to electronic training and employees' job competency, as well as the relationship between the two variables.

Chapter Three presents the research methodology, including the research design, sampling methods, data collection procedures, and statistical analysis techniques.

Chapter Four provides the statistical analysis of the data and discusses the research findings.

Chapter Five presents the research limitations, recommendations, and conclusions.

2.Chapter 2: Literature Review

2.1. Introduction

Electronic training has become an important tool for developing employees' knowledge and skills in modern organizations. Rapid technological developments and ongoing digital transformation have encouraged organizations to adopt online learning systems as part of their training strategies. Electronic training allows organizations to deliver learning materials over digital platforms, enabling employees to access training resources at any time and from any location.

Researchers have emphasized that digital learning environments help organizations enhance employees' capabilities and adjust to technological changes in the workplace. In particular, digital learning systems support knowledge sharing, persistent learning, and occupational advancement within organizations (Sousa & Rocha, 2019).

Despite the growing adoption of electronic training, its effectiveness in enhancing employees' competencies remains an important area of investigation. While some studies suggest that electronic training adds beneficially to professional development, others indicate that its success relies on factors such as training design, learning environment, and employee engagement.

This chapter reviews the literature related to electronic training and employees' job competency. It is organized into three main sections. The first section discusses electronic training as the independent variable. The second section analyzes employees' job competency as the dependent variable. The third section reviews empirical studies addressing the relationship among electronic training and employees' job competency.

2.2. Electronic Training (Independent Variable)

Electronic training refers to the use of digital technologies and web-based platforms to deliver training programs and instructional content to employees. It enables organizations to provide learning opportunities through the internet, learning management systems, and other digital tools.

Researchers have highlighted that electronic training has become a key component of organizational learning due to its adaptability and accessibility. Digital training platforms allow employees to participate within training programs without regard to geographical location or time constraints (Beer & Mulder, 2020).

Electronic training also facilitates the structured development of employees' knowledge and skills. Balogun and Enemuo (2022) emphasized that electronic training serves an important role in staff development and organizational transformation by promoting continuous skill acquisition.

Another important feature of electronic training is its ability to create interactive learning environments that improve employee engagement. Learning management systems enable organizations to deliver multimedia content, assessments, and evaluation tools, which contribute to an improved learning experience (Romi, 2023).

However, the effectiveness of electronic training programs depends on numerous factors, including digital infrastructure, employee readiness, and the quality of training design. Poorly designed learning management systems can negatively affect training outcomes and reduce employee engagement (Dahal & Manandhar, 2024).

Electronic training additionally contributes to the development of digital competencies among employees. Digital competency refers to the ability to effectively use digital technologies to perform job-related tasks. Employees with higher levels of digital competence are more likely to benefit from electronic training programs (Huu, 2023).

In addition, firms increasingly invest in electronic training because it offers cost-effective solutions for employee development. In comparison to traditional training methods, electronic training reduces costs associated with travel, materials, and scheduling, while allowing organizations to train a larger number of employees simultaneously.

2.3. Employees' Job Competency (Dependent Variable)

Employees' job competency refers to the combination of knowledge, skills, and abilities that enable employees to perform their job tasks successfully.

Competency is considered a key element affecting employee performance and overall corporate productivity.

Developing employees' competencies is a main objective of organizational training programs. Employees with strong competencies are better equipped to perform their duties efficiently and contribute to company success. According to MohdNajm et al. (2024), training programs have a significant part in enhancing job performance by improving employees' skills and professional knowledge.

Job competency covers a range of capabilities, including technical skills, problem-solving skills, communication skills, and job-related knowledge. Organizations often assess employees' competency levels to identify training needs and design appropriate development programs.

Research indicates that employees' competency levels are closely associated with job satisfaction and work performance. Employees who demonstrate higher levels of competency tend to achieve better performance outcomes and contribute more efficiently to company goals (Indrayani et al., 2023).

Moreover, competency development is increasingly influenced by digital learning environments. Electronic learning platforms deliver employees with opportunities to acquire new knowledge and develop skills by structured training modules and participatory learning activities (Reisoğlu, 2021).

In organizations undergoing digital transformation, continuous competency development is essential. Employees must consistently update their knowledge and skills to adjust to evolving technologies and changing work processes. Consequently, organizations rely on training programs, including electronic training, to support competency development and improve organizational performance.

2.4. Relationship Between Electronic Training and Employees' Job Competency

Previous studies have examined the relationship between electronic training and employees' job competency across several organizational contexts. Many researchers suggest that electronic training contributes to improving employees' professional skills by providing flexible and accessible learning opportunities.

For instance, research conducted in banking institutions found that electronic learning programs can greatly improve employees' performance and professional skills when training content is aligned with job requirements (Al-Ghezawi & Megdadi, 2021). Similarly, studies on training transfer indicate that effective training programs improve organizational productivity when

employees apply newly acquired knowledge in their work environment (Bukhari et al., 2020).

Electronic training additionally enhances workplace learning experiences. Digital learning environments and online discussion platforms permit employees to exchange knowledge, discuss challenges, and collaboratively develop solutions (Aderibigbe et al., 2023).

In addition, the effectiveness of electronic training is influenced by the quality of the learning system and the design of training programs. Well-structured electronic platforms and adaptive instructional systems may considerably improve training outcomes (Romi, 2023).

Research on employee perceptions suggests that electronic training is generally viewed as an effective means for professional development, particularly when training content is relevant to job tasks (Shirmila & Udhayarekha, 2022). Furthermore, organizations that invest in digital learning systems are more likely to enhance employees' competencies and support continuous development (Sousa & Rocha, 2019).

However, the literature also indicates that the impact of electronic training is not uniform. Its effectiveness may vary depending on organizational context, employee motivation, technological readiness, and training design. This variation demonstrates the need for further empirical research to examine the relationship among electronic training and employees' job competency in particular organizational settings.

2.5. Conclusion

This chapter reviewed the literature related to electronic training and employees' job competency. The review demonstrated that electronic training has become a key tool for employee development in modern organizations, enabling continuous learning and efficient delivery of training programs.

The literature also confirms that employees' job competency has a critical role in organizational performance and productivity. Training programs are widely used to enhance employees' competencies by improving their knowledge and skills.

Although previous studies show a positive relationship among electronic training and employees' competency, the effectiveness of such training may vary depending on a number of factors, including training design, technical infrastructure, and employee engagement.

Based on the reviewed literature, there is still a need for empirical investigation within particular organizational contexts. Therefore, this study intends to examine the effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia, providing evidence that supports and supplements existing research.

3. Chapter 3: Research Methodology

3.1. Introduction

This chapter presents the research methodology used in this study to examine the effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia. The chapter describes the research design, operational definitions of the research variables, population and sampling methods, research instrument, data collection procedures, types of data used in the study, and the statistical analysis techniques applied to analyze the collected data.

The purpose of this chapter is to explain how the research was conducted and how the data were collected and analyzed in order to answer the research questions and test the research hypotheses.

3.2. Operational definitions for research variables

Operational definitions provide clear explanations of the variables used in the research so that they can be measured and analyzed accurately.

Electronic Training (Independent Variable)

Electronic training refers to training programs delivered using online platforms or online learning systems that allow employees to access learning materials electronically. In this study, electronic training is measured through employees' perceptions of the availability, usefulness, accessibility, interactivity, and effectiveness of electronic training programs provided by the organization.

Employees' Job Competency (Dependent Variable)

Employees' job competency refers to the knowledge, skills, and abilities that enable employees to perform their job tasks successfully. In this study, job

competency is measured through employees' perceptions of their ability to perform work tasks, apply job-related knowledge, communicate effectively, solve problems, and develop professional skills through training.

3.3. Research design (research onion)

The research design provides the overall system that guides how the study is conducted. In this research, the study design follows the Research Onion model, which explains the different layers involved in developing a research methodology. The research onion framework helps researchers structure their methodological choices systematically, beginning with philosophical assumptions and ending with particular data collection and analysis approaches.

3.3.1 Research Philosophy

Research philosophy refers to the set of beliefs regarding the nature of knowledge and how knowledge can be obtained. In this study, the positivist research philosophy is adopted.

The positivist approach assumes that reality can be measured objectively and that relationships between variables can be studied through statistical analysis. Positivism is widely used in quantitative research where the objective is to investigate relationships between measurable variables using numerical data.

In the context of this study, the positivist philosophy is appropriate because the research intends to examine the relationship among electronic training and employees' job competency using measurable indicators obtained through a standardized questionnaire. The data collected from employees are evaluated using statistical techniques to determine whether electronic training considerably influences employees' competency levels.

3.3.2 Research Approach

The research approach refers to the process used to develop knowledge and test theories. This study adopts a deductive research approach.

The deductive approach starts with current theories and literature, from which hypotheses are developed and then tested using empirical data. In this research, previous studies on electronic training and employee development were reviewed in Chapter Two. Based on the literature review, the research hypothesis was developed to examine the relationship among electronic training and employees' job competency.

The deductive approach is suitable for this study because it allows the researcher to test whether theoretical assumptions regarding electronic training and competency development are confirmed by empirical evidence obtained from the selected organization.

3.3.3 Research Strategy

The research strategy used in this study is the survey strategy. Surveys are commonly used in social science research to collect data from a relatively large number of respondents in a structured and standardized manner.

Survey research allows researchers to gather information about individuals' perceptions, attitudes, and experiences related to specific topics. In this study, the survey method was used to collect employees' responses regarding electronic training programs and their influence on job competency.

The survey strategy is appropriate because it enables the researcher to obtain data from multiple employees within the organization efficiently while preserving consistency in the questions presented to respondents.

3.3.4 Research Method

This study uses a quantitative research method. Quantitative research focuses on collecting numerical data and analyzing relationships between variables using statistical techniques.

The quantitative method is suitable for this research because the study intends to measure the relationship among electronic training and employees' job competency. The use of numerical data collected through questionnaire responses allows the researcher to examine patterns and identify significant relationships between the research variables.

Quantitative research also allows the results of the study to be presented in statistical form, making it easier to interpret findings and evaluate the research hypotheses.

3.3.5 Time Horizon

The time horizon refers to the time dimension of the research design. This study adopts a cross-sectional research design.

A cross-sectional design entails collecting data from participants at a single point in time. In this study, employees completed the questionnaire during a specific data collection period. The cross-sectional approach delivers a snapshot of employees' perceptions regarding electronic training and job competency at the time of the study.

Although cross-sectional research does not examine changes over time, it is appropriate for studies that aim to examine relationships between variables within a particular organizational context.

3.4. Research population & Sampling methods and technique

3.4.1 Research Population

The research population consists of employees working in a national business-solutions company located in Saudi Arabia. The company includes employees from different departments and job roles who have access to the organization's electronic training platform.

The study concentrates on employees who have participated in or have access to electronic training programs provided by the company.

3.4.2 Sampling Method

This study uses a convenience sampling technique, which is presented in simplified form based on the practical guidance provided for the project. Convenience sampling allows the researcher to collect data from participants who are readily available and willing to participate in the study.

This approach was considered appropriate because the study was conducted within a single organization, and data collection depended on employees' willingness and availability to complete the questionnaire.

3.4.3 Sample Size

The final sample consisted of 256 valid responses collected from employees during the data collection period. The questionnaire was distributed electronically to employees through online communication channels.

Considering that the total number of employees in the organization is approximately 500, the achieved sample represents more than half of the study population. This sample size is considered adequate for the statistical analysis

conducted in this study and provides a reliable basis for examining the relationship among electronic training and employees' job competency.

3.5. Research Instrument

The research instrument used in this study is a standardized questionnaire designed to measure the study variables, namely electronic training and employees' job competency. The questionnaire items were developed based on relevant literature and adapted to suit the organizational context of the study.

The instrument consists of multiple items grouped under specific dimensions representing each variable. Electronic training was measured using five dimensions: access and availability, content quality and relevance, interactivity and engagement, support and encouragement, and perceived efficiency. Employees' job competency was measured using five dimensions: job knowledge, technical/functional skills, quality and output of work, communication and joint effort, and problem solving and adaptability.

All items were measured using a five-point Likert scale ranging from (1) Strongly Disagree to (5) Strongly Agree.

Table 1 presents a summary of the research instrument used in this study.

Table 1: *Summary of the research instrument used in this study.*

Variable	Dimension	# Items	Measurement Scale	Source
Electronic Training	Access & Availability	3	5-point Likert Scale	Developed by researcher

Variable	Dimension	# Items	Measurement Scale	Source
(Independent Variable)	Content Quality & Relevance	4	5-point Likert Scale	Adapted from literature
	Interactivity & Engagement	3	5-point Likert Scale	Adapted from literature
	Support & Encouragement	3	5-point Likert Scale	Adapted from literature
	Perceived Effectiveness of E-Training	3	5-point Likert Scale	Developed by researcher
Employees' Job Competency (Dependent Variable)	Job Knowledge	3	5-point Likert Scale	Adapted from literature
	Technical / Functional Skills	3	5-point Likert Scale	Adapted from literature
	Quality & Efficiency of Work	3	5-point Likert Scale	Adapted from literature
	Communication & Collaboration	3	5-point Likert Scale	Adapted from literature
	Problem-Solving & Adaptability	3	5-point Likert Scale	Developed by researcher

3.6. Data collection method

Data for this study were collected using a standardized questionnaire distributed electronically to employees of the selected company.

The questionnaire was designed to measure employees' perceptions regarding electronic training and employees' job competency. To guarantee accessibility and clarity for all participants, the questionnaire was prepared in two languages:

English and Arabic. Providing the questionnaire in both languages helped ensure that respondents clearly understood the questions and were able to provide accurate responses.

The questionnaire was distributed using Microsoft Forms, which allowed employees to complete the survey online.

The questionnaire consists of three main sections:

3.6.1 Section A: Demographic Information

This section collects general information about the respondents. The demographic variables include:

- Gender
- Age
- Educational level
- Job position
- Years of work experience
- Department
- Participation in electronic training programs

These variables help describe the characteristics of the research sample.

3.6.2 Section B: Electronic Training (Independent Variable)

This section measures employees' perceptions regarding electronic training programs provided by the organization.

The items in this section assess aspects such as:

- accessibility of electronic training,

- usefulness and relevance of training materials,
- interactivity of the training platform,
- support and encouragement provided during training, and
- apparent effectiveness of training programs.

3.6.3 Section C: Employees' Job Competency (Dependent Variable)

This section measures employees' perceptions of their job competency.

The items in this section evaluate employees' ability to perform job tasks proficiently, apply job-related knowledge, solve work-related problems, communicate and collaborate with others, and develop professional skills related to their work.

The questionnaire items in Sections B and C were measured using a five-point Likert scale, where:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

3.7. Types of data

This study uses two types of data: primary data and secondary data.

3.7.1 Primary Data

Primary data were collected directly from employees through the questionnaire survey. The responses obtained from the questionnaire provide information about employees' perceptions of electronic training and their job competency.

3.7.2 Secondary Data

Secondary data were obtained from previous studies, academic journals, and published literature related to electronic training, digital learning, and employees' competency development. These sources were used mainly in the literature review chapter to support the conceptual framework of the study.

3.8. Statistical analysis procedures

The collected data were analyzed using statistical techniques to achieve the research objectives. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to describe the sample characteristics and the levels of the study variables.

Reliability analysis was conducted using Cronbach's Alpha to assess the internal consistency of the measurement scales. Validity was assessed using internal consistency and construct validity.

In addition, Pearson correlation analysis was used to examine the relationship between electronic training and employees' job competency. Furthermore, simple linear regression analysis was used to test the effect of electronic training on employees' job competency and determine the extent to which the independent variable predicts the dependent variable.

The results of these analyses are presented and discussed in Chapter Four.

3.9. Conclusion

This chapter described the research methodology used in the study. It explained the research design, operational definitions of the variables, population and

sampling method, research instrument, data collection procedures, types of data, and statistical analysis methods used in the study.

The following chapter presents the statistical analysis of the collected data and discusses the research findings related to the effect of electronic training on employees' job competency.

4. Chapter 4: Statistical Analysis & Findings discussion

4.1. Introduction

This chapter presents the statistical analysis of the data collected to examine the effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia. The analysis is based on responses obtained from 256 employees using a well-designed questionnaire.

The chapter is divided into several sections. First, the demographic characteristics of the sample are described. Second, validity and reliability tests are performed to ensure the quality of the measurement instrument. Third, descriptive statistics are used to assess the levels of electronic training and employees' job competency. Finally, inferential statistical techniques, including correlation and regression analysis, are applied to test the research hypothesis and examine the relationship between the study variables.

4.2. Sample profile (descriptive statistics for research sample)

A total of 256 valid responses were collected from employees of the selected organization. The demographic characteristics of the respondents are summarized below.

The gender distribution shows that female employees represent the majority of the sample (60.5%), while male employees account for 39.5%. In terms of age, most respondents fall within the 25–34 and 35–44 age groups, representing 72.7% of the sample, which shows a relatively young and experienced workforce.

Regarding educational qualifications, the majority of respondents (88.7%) hold a bachelor's degree, showing a highly educated workforce. In terms of total

work experience, 50% of respondents have between seven and ten years of experience, while 23.4% have more than ten years of experience.

The analysis of tenure within the company indicates that most employees have between one and six years of service, suggesting familiarity with the organization's systems and training programs.

Finally, the frequency of electronic training usage shows that the majority of employees actively engage in electronic training, with more than 80% participating in e-training at least four times during the past 12 months.

Overall, these characteristics suggest that the sample is appropriate for the study and provides a reliable basis for studying the relationship among electronic training and employees' job competency.

4.3. Validity & reliability tests for the questionnaires

4.3.1 Validity Analysis

The validity of the questionnaire was assessed using internal consistency validity and construct validity.

Internal Consistency Validity

Internal consistency validity was evaluated using item-total correlation. The results for the electronic training scale are presented in Table 2.

Table 2. *Internal Consistency Validity: Item-Total Correlations for Electronic Training Scale*

Item	Description	Item-Total r	Validity
ET1	Easy access to e-training platform	0.5366	Accepted
ET2	Flexible scheduling of e-training	0.5683	Accepted
ET3	Possession of devices and internet	0.5640	Accepted
ET4	Clear and understandable course content	0.5532	Accepted
ET5	Relevance of courses to job responsibilities	0.5656	Accepted
ET6	Work-contextual examples and cases	0.5700	Accepted
ET7	Updating knowledge on tools and systems	0.5092	Accepted
ET8	Interactive elements in e-training	0.5329	Accepted
ET9	Timely feedback on performance	0.5984	Accepted
ET10	Motivation to complete e-courses	0.5402	Accepted
ET11	Supervisor encouragement	0.4555	Accepted
ET12	Technical support availability	0.5664	Accepted
ET13	E-training importance in performance evaluation	0.4652	Accepted
ET14	Overall help in performing job better	0.5324	Accepted
ET15	Effectiveness compared to traditional training	0.6728	Accepted
ET16	Satisfaction with company e-training	0.5694	Accepted

All items of the electronic training scale show correlation values above the acceptable threshold of 0.30, indicating that the items are consistent with the construct.

The results for the job competency scale are presented in Table 3.

Table 3. *Internal Consistency Validity: Item-Total Correlations for Job Competency Scale*

Item	Description	Item-Total r	Validity
JC1	Clear understanding of job tasks	0.4867	Accepted
JC2	Awareness of policies and procedures	0.4970	Accepted
JC3	Continuous updating of work information	0.3411	Accepted
JC4	Effective use of tools and systems	0.5495	Accepted
JC5	Solving technical and work problems	0.5199	Accepted
JC6	Accomplishing tasks independently	0.3923	Accepted
JC7	Completing tasks accurately	0.5427	Accepted
JC8	Completing work within expected timeframes	0.5869	Accepted
JC9	Handling large workload with quality	0.4594	Accepted
JC10	Clear communication with colleagues	0.4187	Accepted
JC11	Efficient teamwork across departments	0.5501	Accepted
JC12	Appropriate response to feedback	0.6194	Accepted
JC13	Quick adaptation to changes	0.5084	Accepted
JC14	Identifying problems and suggesting solutions	0.5193	Accepted
JC15	Learning new job-related skills	0.5264	Accepted

Similarly, all items of the job competency scale exceed the acceptable threshold, confirming that the items are valid measures of the construct.

Construct Validity

Construct validity was assessed by examining the relationship among electronic training and employees' job competency. The analysis indicated a statistically

significant positive correlation between the two variables ($r = 0.577$, $p < 0.001$), confirming that the constructs are both theoretically and empirically related.

4.3.2 Reliability Analysis

Reliability was tested using Cronbach's Alpha to measure the internal consistency of the questionnaire. The reliability results are presented in Table 4.

Table 4. *Cronbach's Alpha Reliability Coefficients for Research Scales*

Scale	Number of Items	Cronbach's Alpha	Interpretation
Electronic Training	16	0.8923	Very Good
Job Competency	15	0.8620	Good

The results show that the electronic training scale achieved a Cronbach's Alpha value of 0.892, reflecting very good reliability. The job competency scale recorded a Cronbach's Alpha value of 0.862, indicating good reliability.

Both values exceed the acceptable threshold of 0.70, confirming that the measurement instrument is reliable and suitable for statistical analysis.

4.4. Descriptive statistics for research variables (answer research questions)

This section presents descriptive statistics to evaluate the levels of electronic training and employees' job competency.

4.4.1 Electronic Training

Descriptive statistics for electronic training scale items are presented in Table 5.

Table 5. *Descriptive Statistics for Electronic Training Scale Items (N = 256)*

Item	Description	Mean	SD	Level
ET1	Easy access to e-training platform	3.484	1.283	Agree
ET2	Flexible scheduling of e-training	3.504	1.293	Agree
ET3	Possession of devices and internet	3.480	1.357	Agree
ET4	Clear and understandable course content	3.590	1.316	Agree
ET5	Relevance of courses to job responsibilities	3.676	1.172	Agree
ET6	Work-contextual examples and cases	3.691	1.222	Agree
ET7	Updating knowledge on tools and systems	3.523	1.280	Agree
ET8	Interactive elements in e-training	3.445	1.288	Agree
ET9	Timely feedback on performance	3.516	1.308	Agree
ET10	Motivation to complete e-courses	3.523	1.286	Agree
ET11	Supervisor encouragement	3.523	1.227	Agree
ET12	Technical support availability	3.555	1.351	Agree
ET13	E-training importance in performance evaluation	3.641	1.193	Agree
ET14	Overall help in performing job better	3.488	1.252	Agree
ET15	Effectiveness compared to traditional training	3.547	1.255	Agree
ET16	Satisfaction with company e-training	3.547	1.239	Agree

The results presented in Table 5 indicate that employees generally have positive perceptions of electronic training. The grand mean of electronic training is 3.546, which falls within the “Agree” category. This suggests that electronic training is effectively implemented within the organization.

The highest-rated aspect of electronic training relates to the relevance of training content to job tasks, while the lowest-rated aspect is the level of interactivity within training programs. This indicates that, although electronic training is effective overall, there is room for improvement in improving engaging components.

4.4.2 Employees' Job Competency

Descriptive statistics for employees' job competency scale items are presented in Table 6.

Table 6. *Descriptive Statistics for Job Competency Scale Items (N = 256)*

Item	Description	Mean	SD	Level
JC1	Clear understanding of job tasks	3.629	1.249	Agree
JC2	Awareness of policies and procedures	3.770	1.217	Agree
JC3	Continuous updating of work information	3.691	1.192	Agree
JC4	Effective use of tools and systems	3.562	1.300	Agree
JC5	Solving technical and work problems	3.574	1.196	Agree
JC6	Accomplishing tasks independently	3.621	1.192	Agree
JC7	Completing tasks accurately	3.609	1.266	Agree
JC8	Completing work within expected timeframes	3.574	1.247	Agree
JC9	Handling large workload with quality	3.516	1.295	Agree
JC10	Clear communication with colleagues	3.707	1.254	Agree
JC11	Efficient teamwork across departments	3.660	1.229	Agree
JC12	Appropriate response to feedback	3.602	1.239	Agree
JC13	Quick adaptation to changes	3.617	1.231	Agree

Item	Description	Mean	SD	Level
JC14	Identifying problems and suggesting solutions	3.617	1.225	Agree
JC15	Learning new job-related skills	3.664	1.318	Agree

The results presented in Table 6 show that employees' job competency levels are high, with a grand mean of 3.628, which falls within the "Agree" category.

The highest-rated competency dimension relates to employees' awareness of policies and procedures, while the lowest relates to handling large workloads. Overall, the study indicates that employees perceive themselves as competent in performing their job tasks successfully.

4.4.3 Summary of Research Questions

Based on the descriptive analysis:

- Electronic training is implemented at a high level within the organization.
- Employees' job competency is also at a high level.
- There is a positive relationship among electronic training and job competency.

4.5. Testing Hypotheses & Findings Discussion

4.5.1 Correlation Analysis

Pearson correlation analysis was conducted to examine the relationship among electronic training and employees' job competency. The results are presented in Table 7.

Table 7. *Pearson Correlation Between Electronic Training and Job Competency*

Variable Pair	r	R ²	p-value	Interpretation
E-Training & Job Competency	0.5772	0.3331	< 0.001	Moderate positive, Significant

The results presented in Table 7 show a statistically significant moderate positive correlation between computerized training and employees' job competency ($r = 0.577$, $p < 0.001$).

This suggests that higher levels of electronic training are associated with higher levels of job competency among employees. This finding gives preliminary support for the research hypothesis and confirms the existence of a meaningful relationship between the study variables.

4.5.2 Regression Analysis

A simple linear regression analysis was conducted to examine the effect of electronic training on employees' job competency. The results are presented in Table 8.

Table 8. *Simple Linear Regression Analysis Results*

Statistic	Value
Regression Equation	Job Competency = $26.035 + 0.5002 \times \text{E-Training}$
R	0.5772
R-squared	0.3331
Adjusted R-squared	0.3305
Standard Error of Estimate	8.9173

Statistic	Value
F-statistic (1, 254)	126.8737
p-value (F-test)	< 0.001
Regression Coefficient (B)	0.5002
Std. Error of B	0.0444
t-statistic (254)	11.2638
p-value (t-test)	< 0.001

The results presented in Table 8 show that electronic training has a statistically significant positive effect on employees' job competency ($B = 0.500$, $p < 0.001$).

The model explains 33.31% of the variance in employees' job competency ($R^2 = 0.333$), indicating that electronic training is a significant predictor of employees' competency.

These data provide strong empirical support for the research hypothesis, confirming that electronic training contributes notably to boosting employees' job competency.

4.5.3 Hypothesis Testing

The study tested the following hypotheses:

H0: Electronic training has no significant effect on employees' job competency.

H1: Electronic training has a significant effect on employees' job competency.

A summary of the hypothesis testing results is presented in Table 9.

Table 9. *Summary of Hypothesis Testing Results*

Component	Detail
Null Hypothesis (H0)	Electronic training has no significant effect on job competency
Alternative Hypothesis (H1)	Electronic training has a significant effect on job competency
Significance Level	alpha = 0.05
Test Used	Simple Linear Regression
F-statistic	F(1, 254) = 126.8737
p-value	< 0.001
R-squared	0.3331 (33.31%)
Decision	REJECT H0
Conclusion	Electronic training has a statistically significant effect on job competency

Based on the regression results ($p < 0.001$), the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted.

This confirms that electronic training has a statistically significant positive effect on employees' job competency. The results are consistent with the study's theoretical hypotheses and provide strong empirical data supporting the proposed research model.

4.5.4 Findings Discussion (Link to Literature)

The findings of this study are consistent with previous research illustrating the positive impact of electronic training on employee development and performance.

For example, Al-Ghezawi and Megdadi (2021) found that electronic learning greatly improves employee performance in banking institutions. Similarly, Bukhari et al. (2020) emphasized that effective training programs improve organizational productivity through skill development.

The results of this study also correspond with Sousa and Rocha (2019), who argued that digital learning systems support the development of employees' skills and competencies in modern organizations.

However, the findings show that electronic training explains only 33.31% of the variance in job competency. This suggests that other factors, such as organizational culture, employee motivation, and managerial support, may also play an important role in influencing competency development.

4.6. Conclusion

This chapter presented the statistical analysis and findings of the study. The results showed that the measurement instruments used are both valid and reliable.

The descriptive analysis showed that electronic training and employees' job competency are both at high levels within the organization. The inferential analysis confirmed that electronic training has a statistically significant positive effect on employees' job competency.

Overall, these outcomes deliver strong empirical support for the research hypothesis and point out the importance of electronic training as an effective means for enhancing employee competency within organizations.

5. Chapter five: Research limitations, Recommendations & Conclusion

5.1. Research Limitations & Future Research

Despite the valuable findings of this study, several limitations should be acknowledged.

First, the study was conducted within a single national business-solutions company in Saudi Arabia. This limits the generalizability of the findings to other organizations, industries, or countries. Subsequent research could extend this study to multiple organizations across distinct sectors to enhance the generalizability of the results.

Second, the study adopted a cross-sectional research design, where data were collected at a single point in time. This approach does not capture changes in employees' competency over time. Future studies may adopt a longitudinal design to examine how electronic training influences competency development over an extended period.

Third, the study relied on self-reported data collected through a questionnaire. Although this method is widely used in similar studies, it may introduce response bias, as participants may overestimate or underestimate their competencies. Subsequent research could incorporate objective performance measures or supervisor evaluations to deliver a more comprehensive assessment.

Fourth, the study focused only on electronic training as the independent variable. However, the results showed that electronic training explains only part of the variance in job competency (33.31%). This indicates that other factors, such as organizational culture, employee motivation, leadership support, and work environment, may likewise influence competency development.

Subsequent studies should consider including additional variables to develop a more detailed model.

Finally, the study did not explore differences between demographic groups, such as age, experience, or department. Future studies could examine whether the impact of electronic training varies among different employee groups.

5.2. Research Recommendations

Based on the findings of this study, multiple recommendations can be proposed for organizations and decision-makers.

First, organizations should continue investing in electronic training programs, as the results confirm that electronic training has a significant positive effect on employees' job competency. However, the focus should not only be on availability as well as on improving the quality of training content.

Second, organizations should enhance the interactivity of electronic training programs. The findings indicated that interactivity was one of the lower-rated aspects of training. Employing interactive elements for example, simulations, quizzes, and real-life case scenarios can improve employee participation and educational results.

Third, training content should be closely aligned with employees' job roles and responsibilities. Making sure that training materials are relevant to daily tasks can increase the effectiveness of electronic training and improve knowledge application.

Fourth, organizations should provide continuous support and encouragement for employees to participate in electronic training. This includes managerial

support, technical assistance, and recognition of training participation in performance evaluations.

Fifth, organizations should integrate electronic training together with broader human resource practices, such as performance management and career development. Linking training outcomes to promotions, appraisals, and vocational advancement can motivate employees to take part more actively within training programs.

Finally, organizations should regularly evaluate the effectiveness of their training programs using data-driven approaches. Continuous assessment can help identify strengths and weaknesses in training systems and aid continuous improvement.

5.3. Conclusion

This study examined the effect of electronic training on employees' job competency in a national business-solutions company in Saudi Arabia.

The findings showed that electronic training has a statistically significant positive effect on employees' job competency. The results also showed that electronic training explains a meaningful proportion of the variance in competency levels, indicating that it is an important factor in employee development.

At the same time, the study indicates that electronic training alone is not sufficient to fully explain competency development. Other organizational and individual factors likewise play a role, suggesting the requirement for a more all-encompassing approach to employee development.

Overall, the research validates the importance of electronic training as a strategic way for enhancing employees' competencies in modern organizations. By improving the design, implementation, and evaluation of electronic training programs, organizations are able to better support employee development and achieve higher levels of performance.

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Appendix

Appendix A: Questionnaire (English Version)

The Effect of Electronic Training on Employees' Job Competency

You are invited to participate in this research study about electronic training and job competency in your company. Your participation is voluntary, and your responses will be kept anonymous and used only for academic purposes. Please answer all questions honestly. There are no right or wrong answers.

This questionnaire consists of three sections:

Section A: Demographic Information

Section B: Electronic Training

Section C: Employees' Job Competency

Section A: Demographic Information

Please select one answer for each item.

1. Are you currently employed by Sawaeed for Business Services Company in Saudi Arabia, where this survey is conducted?

- ☐ Yes
- ☐ No

2. What is your current employment status in this company?

- ☐ Full-time employee
- ☐ Part-time employee
- ☐ Temporary / contract employee
- ☐ Intern / trainee
- ☐ Other

3. Have you used the company's official e-training platform Sawaeed Academy (lumofy.com)?

- ☐ Yes
- ☐ No

4. Have you completed at least one electronic training course through the company's e-training platform?

- ☐ Yes
- ☐ No

5. Approximately how many electronic training courses have you completed through the company's platform in the last 12 months?

- ☐ None
- ☐ 1–2 courses
- ☐ 3–5 courses
- ☐ 6–10 courses
- ☐ More than 10 courses

6. How are most of your e-training courses assigned?

- ☐ Mostly mandatory (required by the company)
- ☐ Mostly voluntary (I choose them myself)
- ☐ A mix of mandatory and voluntary

7. Most of the e-training courses I take are related to:

- ☐ Technical / job-specific skills
- ☐ Soft skills (communication, teamwork, etc.)
- ☐ Compliance / policy and procedures
- ☐ Mixed types

8. Gender

- Male
- Female

9. Age

- Less than 25 years
- 25–34 years
- 35–44 years
- 45–54 years
- 55 years and above

10. Highest Educational Qualification

- High school or below
- Diploma
- Bachelor's degree
- Master's degree
- Doctorate

11. Department

- Operations / Service Delivery
- Human Resources
- IT / Technical
- Finance / Administration
- Sales / Business Development
- Other

12. Current Job Position Level

- Non-supervisory (staff)
- Supervisor / Team leader
- Middle management

- Senior management

13. Years of Work Experience (overall)

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

14. Years of Experience in This Company

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

15. Frequency of Using Electronic Training in the Last 12 Months

- Never
- Once
- 2–3 times
- 4–6 times
- More than 6 times

Section B: Electronic Training (Independent Variable)

Please indicate your level of agreement with the following statements.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

16. Access & Availability

	1	2	3	4	5
I have easy access to the company's electronic training platform.					
I can use e-training at times that are convenient for me.					
I have the necessary devices and internet connection to participate in e-training.					

17. Content Quality & Relevance

	1	2	3	4	5
The content of e-training courses is clear and easy to understand.					
E-training courses are relevant to my current job responsibilities.					
The examples and cases used in e-training are related to my work context.					
E-training helps me update my knowledge about new tools, systems, or procedures.					

18. Interactivity & Engagement

	1	2	3	4	5
E-training includes interactive elements (e.g., quizzes, activities, discussions) that keep me engaged.					
I receive timely feedback on my performance in e-training activities.					
I feel motivated to complete the e-training courses assigned to me.					

19. Support & Encouragement

	1	2	3	4	5
My supervisor encourages me to complete e-training courses.					
I can get help if I have technical problems with e-training.					
E-training completion is recognized or valued in my performance evaluation.					

20. Perceived Effectiveness of E-Training

	1	2	3	4	5
Overall, e-training helps me perform my job better.					
Compared to traditional classroom training, e-training is an effective way for me to learn.					
I am satisfied with the electronic training offered by the company.					

Section C: Employees' Job Competency (Dependent Variable)

Use the same scale.

21. Job Knowledge

	1	2	3	4	5
I have a clear understanding of the tasks required in my job.					
I am familiar with the policies and procedures related to my work.					
I keep my job-related knowledge up to date.					

22. Technical / Functional Skills

	1	2	3	4	5
I can use the tools, systems, and software required in my job effectively.					
I can solve technical or work-related problems that arise in my daily tasks.					
I can complete my job tasks without needing frequent assistance from others.					

23. Quality & Efficiency of Work

	1	2	3	4	5
I complete my tasks accurately with minimal errors.					
I complete my work within the expected timeframes.					
I can handle a high volume of work while maintaining quality.					

24. Communication & Collaboration

	1	2	3	4	5
I work effectively with colleagues from different departments or teams.					
I respond appropriately to feedback from my supervisor or colleagues.					
I communicate clearly with colleagues and supervisors about work-related issues.					

25. Problem-Solving & Adaptability

	1	2	3	4	5
I can adapt quickly when there are changes in tasks, systems, or procedures.					
I can identify the causes of problems in my work and suggest solutions.					
I am able to learn new job-related skills when needed.					

English version questionnaire link: <https://forms.office.com/r/0wh2gaAGg3>

Appendix B: Questionnaire (Arabic Version)

quired

أثر التدريب الإلكتروني على كفاءة الموظفين في العمل

ندعوكم للمشاركة في هذه الدراسة البحثية حول التدريب الإلكتروني والكفاءة الوظيفية في شركتكم. مشاركتكم اختيارية، وستُحفظ إجاباتكم بسرية تامة ولن تُستخدم إلا لأغراض أكاديمية. يُرجى الإجابة على جميع الأسئلة بصدق، فلا توجد إجابات صحيحة أو خاطئة. يتكون هذا الاستبيان من ثلاثة أقسام:

القسم أ: المعلومات الديموغرافية.

القسم ب: التدريب الإلكتروني.

القسم ج: الكفاءة الوظيفية للموظفين.

القسم أ: المعلومات الديموغرافية

يرجى وضع علامة (✓) أو اختيار إجابة واحدة لكل عنصر.

1. هل تعمل حالياً لدى شركة سواعد لخدمات الأعمال في المملكة العربية السعودية، حيث يتم إجراء هذا

الاستطلاع؟

○ نعم

○ لا

2. ما هو وضعك الوظيفي الحالي في هذه الشركة؟

○ موظف بدوام كامل

○ موظف بدوام جزئي

○ موظف مؤقت/بعقد

○ متدرب

○ Other

3. هل سبق لك استخدام منصة التدريب الإلكتروني الرسمية للشركة، أكاديمية سواعد (com.lumofy) ؟

- نعم
- لا

4. هل سبق لك أن أكملت دورة تدريبية إلكترونية واحدة على الأقل من خلال منصة التدريب الإلكتروني الخاصة بالشركة؟

- نعم
- لا

5. كم عدد الدورات التدريبية الإلكترونية التي أكملتها تقريباً من خلال منصة الشركة خلال الاثني عشر شهراً الماضية؟

- لا شيء
- دورة 1-2
- دورات 3-5
- دورات 6-10
- أكثر من 10 دورات

6. كيف يتم توزيع معظم دورات التدريب الإلكتروني لديكم؟

- إلزامي في الغالب (تفرضه الشركة)
- اختياري في الغالب (أختارها بنفسني)
- مزيج من الإلزامي والاختياري

7. معظم دورات التدريب الإلكتروني التي أحضرها تتعلق بما يلي:

- المهارات التقنية/الخاصة بالوظيفة
- المهارات الشخصية (التواصل، العمل الجماعي، إلخ)
- الامتثال/السياسات والإجراءات
- أنواع مختلفة

8. الجنس

- رجل
- سيدة

9. العمر

- أقل من ٢٥ سنة
- ٢٥-٣٤ سنة
- ٣٥-٤٤ سنة
- ٤٥-٥٤ سنة
- ٥٥ سنة فأكثر

10. أعلى مؤهل تعليمي

- الثانوية العامة أو ما دونها
- دبلوم
- بكالوريوس
- ماجستير
- دكتوراه

11. القسم

- العمليات / تقديم الخدمات
- الموارد البشرية
- تقنية المعلومات / الشؤون الفنية
- المالية / الإدارة
- المبيعات / تطوير الأعمال
- Other

12. المستوى الوظيفي الحالي

- غير إشرافي (موظف)
- مشرف / قائد فريق

- إدارة متوسطة
- إدارة عليا

13. سنوات الخبرة العملية (إجمالاً)

- أقل من سنة
- من سنة إلى ثلاث سنوات
- من أربع إلى ست سنوات
- من سبع إلى عشر سنوات
- أكثر من عشر سنوات

14. سنوات الخبرة في شركة سواعد

- أقل من سنة
- من سنة إلى ثلاث سنوات
- من أربع إلى ست سنوات
- من سبع إلى عشر سنوات
- أكثر من عشر سنوات

15. معدل استخدام التدريب الإلكتروني خلال الاثني عشر شهراً الماضية

- أبداً
- مرة واحدة
- مرتين إلى ثلاث مرات
- أربع إلى ست مرات
- أكثر من ست مرات

القسم ب: التدريب الإلكتروني (المتغير المستقل)

يرجى توضيح مدى موافقتك على العبارات التالية المتعلقة بالتدريب الإلكتروني في شركتك.

استخدم المقياس التالي:

1 = أرفض بشدة

2 = أرفض

3 = محايد

4 = أوافق

5 = أوافق بشدة

16. إمكانية الوصول والتوافر

5	4	3	2	1	
					أتمتع بسهولة الوصول إلى منصة التدريب الإلكترونية الخاصة بالشركة.
					يمكنني استخدام التدريب الإلكتروني في الأوقات التي تناسبني.
					أملك الأجهزة اللازمة واتصالاً بالإنترنت للمشاركة في التدريب الإلكتروني.

17. جودة المحتوى ومدى ملاءمته

5	4	3	2	1	
					محتوى دورات التدريب الإلكتروني واضح وسهل الفهم.
					تُعد دورات التدريب الإلكتروني ذات صلة بمسؤوليات وظيفتي الحالية.
					الأمثلة والحالات المستخدمة في التدريب الإلكتروني مرتبطة بسياق عملي.
					يساعدني التدريب الإلكتروني على تحديث معلوماتي حول الأدوات والأنظمة والإجراءات الجديدة.

18. التفاعل والمشاركة

5	4	3	2	1	
					يتضمن التدريب الإلكتروني عناصر تفاعلية مثل الاختبارات والأنشطة والمناقشات التي تقيني منخرطاً.
					أتلقي ملاحظات في الوقت المناسب حول أدائي في أنشطة التدريب الإلكتروني.
					أشعر بالحافز لإكمال دورات التدريب الإلكتروني المخصصة لي.

19. الدعم والتشجيع

5	4	3	2	1	
					يشجعني مشرفي على إكمال دورات التدريب الإلكتروني.
					يمكنني الحصول على المساعدة إذا واجهت مشاكل تقنية في التدريب الإلكتروني.
					يُعتبر إتمام التدريب الإلكتروني عاملاً مهماً في تقييم أدائي.

20. الفعالية المتصورة للتدريب الإلكتروني

5	4	3	2	1	
					بشكل عام، يساعدني التدريب الإلكتروني على أداء وظيفتي بشكل أفضل.
					بالمقارنة مع التدريب التقليدي في الفصول الدراسية، يُعد التدريب الإلكتروني الذي تقدمه الشركة وسيلة فعالة بالنسبة لي للتعلم.
					أنا راضٍ عن التدريب الإلكتروني الذي تقدمه الشركة.

القسم ج: الكفاءة الوظيفية للموظفين (المتغير التابع)

يرجى تحديد مدى موافقتك على العبارات التالية المتعلقة بكفاءتك الوظيفية.

استخدم المقياس التالي:

1 = أرفض بشدة

2 = أرفض

3 = محايد

4 = أوافق

5 = أوافق بشدة

21. المعرفة الوظيفية

5	4	3	2	1	
					لدي فهم واضح للمهام المطلوبة في وظيفتي.
					أنا على دراية بالسياسات والإجراءات المتعلقة بعملتي.
					أحرص على تحديث معلوماتي المتعلقة بعملتي باستمرار.

22. المهارات التقنية / الوظيفية

5	4	3	2	1	
					أستطيع استخدام الأدوات والأنظمة والبرامج المطلوبة في وظيفتي بفعالية.
					أستطيع حل المشكلات التقنية أو المتعلقة بالعمل التي تنشأ في مهامتي اليومية.
					أستطيع إنجاز مهام وظيفتي دون الحاجة إلى مساعدة متكررة من الآخرين.

23. جودة وكفاءة العمل

5	4	3	2	1	
					أنجز مهماتي بدقة وبأقل قدر من الأخطاء.
					أنجز عملي ضمن الأطر الزمنية المتوقعة.
					أستطيع التعامل مع حجم كبير من العمل مع الحفاظ على الجودة.

24. التواصل والتعاون

5	4	3	2	1	
					أتواصل بوضوح مع الزملاء والمشرفين بشأن المسائل المتعلقة بالعمل.
					أعمل بكفاءة مع الزملاء من مختلف الأقسام أو الفرق.
					أستجيب بشكل مناسب للملاحظات الواردة من زملائي أو مشرفي.

25. حل المشكلات والقدرة على التكيف

5	4	3	2	1	
					أستطيع التكيف بسرعة عند حدوث تغييرات في المهام أو الأنظمة أو الإجراءات.
					أستطيع تحديد أسباب المشاكل في عملي واقتراح الحلول.
					أستطيع تعلم مهارات جديدة متعلقة بالوظيفة عند الحاجة.

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