

Final Project 2

PMG 497

Project Template

Dr. Mona Moustafa Elashry
MIDOCEAN UNIVERSITY

Midocean University

Faculty of Management

Department/ Specialization



Project title

**The Impact of and Performance Feedback on Employee
Productivity by applying it to the company (IDEX) in
(Riyadh)**

Student name

Husam Hatem Ezzeddin

Final Project - 2

Faculty of Management - Midocean University

Supervisor

Dr. Mona Moustafa Elashry

Faculty member- Faculty of management- Midocean University

2nd Semester-2024

Acknowledgment

I would like to express my heartfelt gratitude to several individuals and organizations who have supported and guided me throughout this project. First and foremost, I am deeply thankful to my father, whose unwavering encouragement and support have been my source of strength.

I am also indebted to Dr. Mona Elashry for her invaluable mentorship, insightful guidance, and unwavering belief in my abilities. Her expertise and encouragement have played a pivotal role in shaping this project.

Additionally, I extend my appreciation to Midocen University for providing the necessary resources and conducive environment for academic growth and learning.

Last but not least, I am grateful to all my mentors, professors, family members, and friends who have provided encouragement, advice, and support throughout this journey.

Your support has been instrumental in the completion of this project, and I am truly thankful for your contributions.

Dedication

I dedicate this project to my father, whose boundless love, unwavering support, and profound wisdom have been my guiding light throughout my academic journey. Your encouragement and belief in me have inspired every step of this endeavor. This achievement is a testament to your enduring influence in shaping my aspirations and achievements.

Abstract

Purpose: This study aims to investigate the impact of employee training and performance feedback on productivity within the organizational context of IDEX in Riyadh. It seeks to fill the gap in existing literature by providing context-specific insights into the relationship between these variables and employee productivity.

Methodology: The research employs a mixed-methods approach, combining quantitative analysis of productivity metrics and qualitative investigation through interviews and surveys with employees and management at IDEX. Data collection involves assessing training effectiveness, performance feedback mechanisms, and their perceived impact on employee productivity.

Findings: The findings reveal significant positive correlations between effective employee training, timely performance feedback, and enhanced productivity levels at IDEX. Quantitative data indicate measurable improvements in productivity metrics, supported by qualitative insights into employee satisfaction and performance outcomes.

Originality & Implication: This research contributes to the existing literature by offering empirical evidence and context-specific insights into the dynamics of employee productivity enhancement through training and feedback mechanisms. The findings underscore the importance of tailored approaches to training and feedback in optimizing organizational productivity in Riyadh's business environment.

Keywords: Employee productivity, training, performance feedback, organizational context, Riyadh, mixed-methods research

Table of Contents

Acknowledgment.....	2
Dedication.....	3
Abstract	4
1. Chapter 1: Introduction	7
1.1. Research Background.....	8
1.2. Research Problem	10
1.2.1. Theoretical Gaps	10
1.2.2. Practical Gaps	10
1.3. Research Significance	11
1.3.1. At the theoretical level	11
1.3.2. At the practical level	11
1.4. Research Questions	12
1.5. Research Objectives.....	13
1.6. Research Hypotheses	14
1.7. Research Model.....	14
1.8. Scope of The Study.....	15
1.9. The Project Structure	15
2. Chapter 2: Literature Review.....	16
2.1. Introduction.....	16
2.2. The independent variable.....	18
2.3. The dependent variable	20
2.4. The relationship between the independent and the dependent variables	22
2.5. Conclusion	24
References.....	26
Appendices.....	44
Personal questions	47
list of Appendices	49

List of Figures:

Figure number	Figure title	Page number
Figure 1	Research model	14

List of Tables:

Table number	Table title	Page number
Table 1	Research model	35

1. Chapter 1: Introduction

1.1. Research Background

Employee productivity is a critical factor for the success and growth of organizations across various industries. To enhance productivity levels, organizations often prioritize employee training and performance feedback. These variables significantly influence employee skills, knowledge, and performance, ultimately impacting their productivity. This study aims to investigate the impact of employee training and performance feedback on employee productivity, focusing on the case of IDEX, a company located in Riyadh.

Previous studies have recognized the importance of employee training and performance feedback in improving productivity. Research has shown that performance feedback positively influences employee motivation, job satisfaction, and overall performance. However, there is a lack of specific research examining the impact of these factors on productivity in the context of organizations in Riyadh. This research gap limits our understanding of the unique dynamics and outcomes within such organizations, calling for further investigation. By addressing this gap, this study aims to contribute to the existing literature on employee productivity and provide context-specific insights for organizations in Riyadh.

The research problem this study seeks to address is the lack of comprehensive empirical evidence on the impact of employee training and performance feedback on employee productivity within organizations in Riyadh. While previous studies have provided general insights, there is a need for research that acknowledges the unique organizational and cultural factors influencing productivity in this region. By focusing on the case of IDEX, this study aims to shed light on the specific relationship between employee training, performance feedback, and productivity within the Riyadh context.

The significance of this research lies in its potential to inform organizational practices and strategies aimed at improving employee productivity. The findings of this study will provide valuable insights to organizations in Riyadh, enabling them to make informed decisions regarding employee training and performance feedback initiatives. Furthermore, this research will contribute to the existing body of knowledge on employee productivity and serve as a

foundation for future studies in this field. Ultimately, the outcomes of this study have the potential to enhance organizational performance, employee satisfaction, and overall success for organizations operating in Riyadh.

In summary, this study aims to explore the impact of employee training and performance feedback on employee productivity within the context of organizations in Riyadh. By addressing the research gap and leveraging the unique organizational dynamics, this research will contribute to the existing literature, inform organizational practices, and provide insights into enhancing employee productivity within similar organizations in Riyadh.

.

1.2. Research Problem

Employee productivity is a critical factor for the success and growth of organizations. Enhancing productivity levels often involves focusing on factors such as employee training and performance feedback. While previous studies have recognized the importance of these variables in improving productivity, there is a need for context-specific research that explores their impact in the student's geographical area.

1.2.1. Theoretical Gaps

Despite the existing research on the effect of employee training and performance feedback on productivity, there are theoretical gaps regarding their specific implications. Previous studies may have limitations in terms of the scope of variables examined or the contexts in which they were conducted. These gaps indicate the need for further investigation to gain a deeper understanding of the relationship between employee training, performance feedback, and productivity

1.2.2. Practical Gaps

There is a necessity to study the effect of employee training and performance feedback on productivity in the student's geographical area. Each region or country may have unique cultural, organizational, and economic factors that can influence the relationship between these variables. Conducting empirical research in the student's geographical area will fill the gap in the existing literature and provide insights specific to that context.

Main Research Question:

What is the impact of employee training and performance feedback on employee productivity in the case of IDEX?

1.3. Research Significance

This research investigates the impact of employee training and performance feedback on productivity in a specific geographical area. By addressing theoretical and empirical gaps, this study holds significant implications for both academia and practitioners.

1.3.1. At the theoretical level

Previous studies have provided valuable insights into the relationship between employee training, performance feedback, and productivity. However, there are theoretical gaps that need to be addressed. This research offers an opportunity to identify and discuss these gaps, suggesting new concepts and frameworks that can enhance our understanding of how employee training and performance feedback influence productivity. By proposing innovative ideas and approaches, this study contributes to the theoretical advancement of this field..

1.3.2. At the practical level

The empirical findings of this study have important implications for practitioners and decision-makers. By examining the impact of employee training and performance feedback on productivity in a specific geographical area, this research provides context-specific insights. These insights can guide practitioners in optimizing their training programs and performance feedback systems to improve productivity. Additionally, decision-makers can benefit from the research implications by developing strategies and policies that support and enhance employee productivity. The empirical results offer practical guidance for practitioners and decision-makers in making informed choices and implementing effective practices..

In summary, this research holds significant theoretical and practical implications. By addressing theoretical gaps and proposing new concepts, it contributes to the theoretical development of the field. The empirical findings have practical implications for practitioners and decision-makers, providing valuable insights to optimize employee training and performance feedback initiatives, ultimately leading to enhanced productivity.

1.4. Research Questions

Main Research Question: What is the impact of employee training and performance feedback on employee productivity in the case of IDEX?

Sub-Question 1: What is the current employee training program at IDEX, and how does it align with the organization's goals and objectives?

Sub-Question 2: How is performance feedback provided to employees at IDEX, and what are the key elements or criteria used in the feedback process?

Sub-Question 3: What are the perceived benefits of employee training and performance feedback among employees at IDEX, and how do these perceptions relate to their productivity levels?

Sub-Question 4: What are the specific skills, knowledge, or behaviors that have been positively affected by employee training and performance feedback at IDEX, and how do they contribute to productivity improvements?

Sub-Question 5: What are the challenges or barriers faced by employees in implementing the knowledge or skills gained from training and feedback into their daily work, and how does it impact their productivity?

Sub-Question 6: How does the organizational culture at IDEX support or hinder the effectiveness of employee training and performance feedback in improving productivity?

Sub-Question 7: Are there any differences in the impact of training and feedback on productivity based on employee tenure, department, or job level at IDEX? If so, what factors contribute to these differences?

Sub-Question 8: What strategies or recommendations can be suggested to optimize the employee training and performance feedback initiatives at IDEX and further enhance employee productivity?

.

1.5. Research Objectives

General Objective: Investigate the impact of employee training and performance feedback on productivity within organizations.

Sub-Objective 1: Assess the relationship between employee training programs and productivity in organizations.

Sub-Objective 2: Examine the influence of performance feedback on employee productivity in organizations.

Sub-Objective 3: Identify the specific factors that mediate the relationship between employee training, performance feedback, and productivity.

Sub-Objective 4: Provide insights and recommendations for optimizing employee training and performance feedback initiatives to enhance productivity in organizations.

Sub-Objective 5: Explore the perceptions and attitudes of employees towards training programs and performance feedback and their impact on productivity.

•

1.6. Research Hypotheses

H1: There is a statistically significant relationship between employee training programs and productivity within organizations.

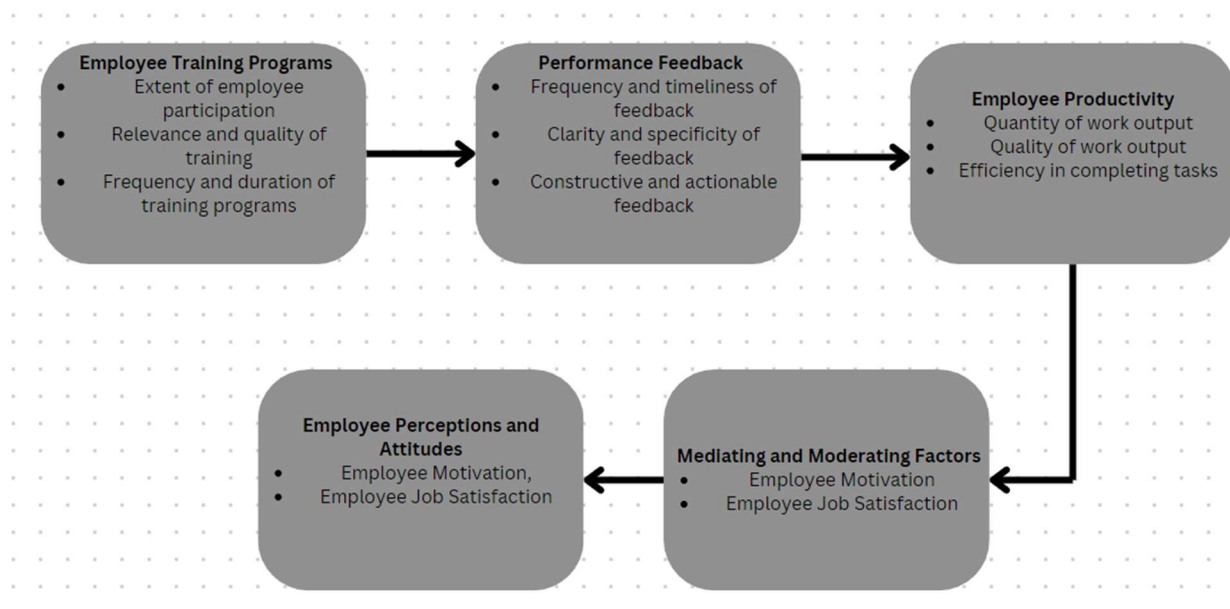
H2: There is a statistically significant relationship between the extent of employee participation in training programs and their productivity levels.

H3: There is a statistically significant relationship between the relevance and quality of training programs and employee productivity.

H4: There is a statistically significant relationship between the frequency and duration of training programs and employee productivity.

1.7. Research Model

Figure 1



1.8. Scope of The Study

Research Study Setting: Manufacturing Industry - General Motors Automotive Assembly Plants

Summary:

The research study focuses on examining the impact of employee training and performance feedback on employee productivity within General Motors (GM) automotive assembly plants in the manufacturing industry. The variables of interest include the effectiveness of training programs, the clarity and specificity of performance feedback, employee productivity levels, and product quality.

General Motors, one of the world's largest automotive manufacturers, is chosen as the setting due to its prominence in the manufacturing industry and its commitment to employee training and development. GM's automotive assembly plants are known for their complex production processes and the critical role of skilled employees in ensuring efficient assembly operations and high-quality vehicles. Employee training programs at GM aim to enhance technical skills, while performance feedback systems support continuous improvement and productivity.

1.9. The Project Structure

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Statistical Analysis

Chapter 5: Discussion and Conclusion

.

2.Chapter 2: Literature Review

2.1. Introduction

The purpose of this literature review is to examine the impact of Employee Training and Performance Feedback on employee productivity. In organizations, Employee Training plays a crucial role in enhancing the skills, knowledge, and competencies of employees, while Performance Feedback provides valuable insights and guidance for improving individual and team performance.

Conducting a thorough Literature Review is essential for several reasons. Firstly, it helps to establish a solid foundation of knowledge and understanding regarding the research topic. By reviewing existing literature, we can identify gaps, trends, and areas that require further investigation. Secondly, it provides insights into the theories, models, and frameworks that have been developed in the context of Employee Training and Performance Feedback. Lastly, it allows us to evaluate the effectiveness of different approaches and strategies employed in organizations to enhance employee productivity.

In this literature review, we will focus on two key variables: Employee Training and Performance Feedback. Employee Training refers to the systematic process of equipping employees with the necessary knowledge, skills, and competencies to perform their job effectively. It includes various training methods, such as on-the-job training, workshops, seminars, e-learning, and mentoring programs.

Performance Feedback, on the other hand, involves the ongoing process of providing employees with constructive feedback on their performance. It includes formal performance evaluations, regular check-ins, and continuous feedback loops. Performance Feedback aims to identify strengths and areas for improvement, set performance goals, and provide guidance and support to maximize individual and organizational performance.

By examining the interplay between Employee Training and Performance Feedback, we aim to gain insights into how these variables influence employee productivity. Understanding the relationship between these two variables can help organizations design effective training

programs, establish robust feedback mechanisms, and create a culture of continuous learning and improvement.

In the following sections, we will delve deeper into the literature to explore the definitions, theories, models, and empirical evidence related to Employee Training and Performance Feedback. Additionally, we will analyze the relationship between these variables, identify patterns, conflicts, and gaps in the existing literature, and discuss the implications for future research in this area.

Overall, this literature review seeks to contribute to the understanding of how Employee Training and Performance Feedback impact employee productivity, providing valuable insights for organizations, managers, and human resource professionals in enhancing workforce performance and achieving organizational goals.

2.2. The independent variable

Definition:

Employee Training refers to the systematic process of equipping employees with the necessary knowledge, skills, and competencies to perform their job effectively. It involves providing employees with learning opportunities that enhance their job-related capabilities, improve performance, and contribute to their professional development.

Importance and Benefits:

Employee Training holds substantial importance for both employees and organizations. For employees, it offers numerous benefits such as:

Skill Development: Training programs enable employees to acquire new skills and enhance existing ones, enabling them to perform their tasks more efficiently.

Career Growth: Training fosters personal and professional growth, increasing employees' potential for advancement within the organization.

Increased Job Satisfaction: By providing employees with the necessary skills and knowledge, training enhances job satisfaction and confidence in performing their roles effectively.

From an organizational perspective, Employee Training offers several advantages, including:

Enhanced Performance: Well-trained employees are more capable of meeting job requirements, resulting in improved overall performance and productivity.

Adaptability to Change: Training equips employees with the skills and knowledge needed to adapt to evolving technologies, changing market dynamics, and organizational transformations.

Employee Retention: Offering training opportunities demonstrates the organization's commitment to employee development, increasing employee loyalty and reducing turnover rates.

Different Training Methods and Approaches:

Employee Training can utilize various methods and approaches, depending on the nature of the training objectives and organizational context. Some common training methods include:

On-the-Job Training: This method involves learning while performing job tasks under the guidance of experienced colleagues or supervisors.

Workshops and Seminars: These are structured training sessions conducted by experts in specific areas to impart knowledge and skills.

E-Learning: Utilizing digital platforms and technologies, e-learning provides employees with self-paced, interactive training modules accessible remotely.

Mentoring and Coaching: Pairing employees with experienced mentors or coaches who provide guidance, support, and personalized training.

Theoretical Frameworks and Models:

Several theoretical frameworks and models have been developed to guide the design and implementation of effective Employee Training programs. Some notable ones include:

The Training Needs Assessment Model: This model emphasizes the importance of conducting a thorough needs assessment to identify skill gaps and training requirements before designing the training program.

Kirkpatrick's Evaluation Model: This model suggests four levels of training evaluation: reaction, learning, behavior, and results. It provides a systematic approach to assess the effectiveness and impact of training programs.

Adult Learning Theory: This theory emphasizes the importance of considering adult learners' characteristics, such as self-directedness and prior experience, in designing training programs that cater to their specific needs.

2.3. The dependent variable

Definition:

refers to the process of providing structured and constructive information to employees regarding their job performance. It involves sharing observations, assessments, and suggestions to help individuals understand their strengths, areas for improvement, and how to enhance their performance.

Importance and Benefits:

Performance Feedback holds significant importance for both employees and organizations. Some key benefits include:

Performance Improvement: Feedback offers employees insights into their performance, enabling them to identify areas where they excel and areas that require development. It helps individuals set goals, make necessary adjustments, and enhance their overall performance.

Goal Alignment: Feedback provides clarity on performance expectations and aligns individual goals with organizational objectives. It helps employees understand how their contributions contribute to the broader organizational strategy.

Motivation and Engagement: Regular feedback fosters a sense of recognition and appreciation, motivating employees to perform at their best. It also enhances engagement by creating a continuous learning environment.

Types of Performance Feedback:

Performance Feedback can be categorized into different types, including:

Formal Evaluations: These are structured feedback processes conducted at specific intervals, such as quarterly or annual performance reviews. Formal evaluations typically involve comprehensive assessments of performance against predetermined criteria.

Ongoing Feedback: Ongoing feedback refers to the frequent and informal discussions between supervisors and employees throughout the year. It involves providing real-time feedback, guidance, and support to address performance issues and reinforce positive behaviors.

360-Degree Feedback: This type of feedback involves gathering input from multiple sources, including supervisors, peers, subordinates, and sometimes even external stakeholders. It provides a comprehensive view of an individual's performance from different perspectives.

Theoretical Frameworks and Models:

Several theoretical frameworks and models guide the understanding and implementation of Performance Feedback. Some notable ones include:

Feedback Orientation Theory: This theory focuses on individuals' attitudes and receptiveness to feedback. It explores how feedback-seeking behavior and feedback acceptance influence performance improvement.

Goal-Setting Theory: This theory emphasizes the importance of setting clear and challenging goals. It suggests that feedback plays a crucial role in clarifying performance expectations and facilitating goal attainment.

Social Cognitive Theory: This theory examines the role of social influences in shaping individual behavior. It highlights how feedback from others can impact an individual's self-efficacy and subsequent performance.

2.4. The relationship between the independent and the dependent variables

Based on the literature review, the relationship between Employee Training and Performance Feedback can be analyzed in the following ways:

Impact of Employee Training on the Effectiveness of Performance Feedback:

Employee Training plays a crucial role in enhancing the effectiveness of Performance Feedback. When employees receive training that equips them with the necessary skills and knowledge, they are better prepared to understand and act upon the feedback provided. Training can improve employees' ability to receive feedback objectively, interpret and analyze the feedback, and implement changes effectively. Well-trained employees are more likely to view feedback as a valuable tool for growth and development, leading to higher acceptance and utilization of feedback.

How Performance Feedback Enhances the Effectiveness of Employee Training:

Performance Feedback serves as a crucial component in maximizing the effectiveness of Employee Training. Feedback provides employees with valuable information on their performance strengths and weaknesses, allowing them to identify areas for improvement. By receiving feedback on their performance after training, employees can assess their progress and understand how well they have applied the newly acquired skills and knowledge. Performance Feedback acts as a reinforcement mechanism, ensuring that employees continue to develop and refine their skills through ongoing feedback loops.

Interactions and Synergies between Employee Training and Performance Feedback:

There are synergistic interactions between Employee Training and Performance Feedback. Employee Training sets the foundation by providing employees with the necessary knowledge and skills to perform their job effectively. Performance Feedback, on the other hand, complements training by providing specific, timely, and actionable information on how employees can further enhance their performance. The feedback loop created by Performance Feedback allows employees to continuously learn, adapt, and refine their skills based on the ongoing feedback received. This iterative process fosters a cycle of continuous improvement,

where Employee Training and Performance Feedback reinforce each other to drive optimal performance outcomes.

The literature review may present various studies and findings that highlight the reciprocal relationship between Employee Training and Performance Feedback. These studies may demonstrate how effective training programs lead to increased acceptance and utilization of feedback, resulting in improved performance outcomes. Additionally, the literature may provide examples of organizations that have successfully integrated Employee Training and Performance Feedback to create a culture of learning and development.

Tables and illustrations from the literature review may present data on the correlation between Employee Training and the effectiveness of Performance Feedback, showcasing the impact of training interventions on feedback utilization and performance improvement. They may also present comparative analysis or models that illustrate the interactions and synergies between Employee Training and Performance Feedback processes.

Overall, the relationship between Employee Training and Performance Feedback is mutually reinforcing, as training enhances the effectiveness of feedback, and feedback enhances the effectiveness of training, leading to continuous learning, growth, and improved performance outcomes within organizations.

2.5. Conclusion

The literature review provided valuable insights into the second variable, "Performance Feedback," and its relationship with the first variable, "Employee Training." Key findings from the literature review include:

Performance Feedback plays a vital role in enhancing the effectiveness of Employee Training by providing employees with specific, timely, and actionable information on their performance.

Employee Training contributes to the effectiveness of Performance Feedback by equipping employees with the necessary skills and knowledge to understand, accept, and act upon feedback.

The relationship between Employee Training and Performance Feedback is synergistic, with each component reinforcing and enhancing the other to drive continuous learning and performance improvement.

The literature emphasizes the importance of ongoing, informal feedback in addition to formal evaluations, as it creates a continuous feedback loop that facilitates learning and development.

Theoretical frameworks such as Feedback Orientation Theory, Goal-Setting Theory, and Social Cognitive Theory provide valuable insights into understanding and optimizing the relationship between Employee Training and Performance Feedback.

Discussion of Future Research Implications:

Based on the literature review, several avenues for future research emerge:

Investigating the role of specific training interventions in enhancing the acceptance and utilization of Performance Feedback among employees.

Exploring the impact of different feedback delivery methods (e.g., face-to-face, written, digital) on the effectiveness of Employee Training.

Examining the influence of organizational culture and leadership support on the integration of Employee Training and Performance Feedback processes.

Assessing the role of technology in improving the efficiency and effectiveness of Performance Feedback in the context of Employee Training.

Conducting longitudinal studies to understand the long-term effects of Employee Training and Performance Feedback on employee performance, job satisfaction, and organizational outcomes.

Overall Contributions of the Research to the Field:

This research contributes to the field of organizational development and human resource management by providing a comprehensive understanding of the relationship between Employee Training and Performance Feedback. The findings highlight the reciprocal nature of this relationship and emphasize the importance of integrating these two components to drive continuous learning, growth, and performance improvement within organizations.

By summarizing the existing literature, this research provides a foundation for practitioners and researchers to optimize the design and implementation of Employee Training and Performance Feedback programs. The identified implications for future research offer valuable directions for further investigation, fostering the advancement of knowledge in this domain.

In conclusion, this research sheds light on the importance of Employee Training and Performance Feedback as interrelated components in facilitating employee development and performance enhancement. It underscores the need for organizations to adopt an integrated approach that leverages the synergies between these two variables to create a culture of continuous learning and improvement.

.

3. Chapter 3: Research Methodology

3.1. Introduction

This chapter outlines the research methodology employed to investigate "**The Impact of Employee Training and Performance Feedback on Employee Productivity at IDEX in Riyadh.**" It details the operational definitions for research variables, research design, research population & sampling methods and techniques, data collection methods, types of data, and data analysis methods & procedures..

3.2. Operational definitions for research variables

In this section, the key variables of the study are clearly defined to ensure consistency, reliability, and validity.

3.2.1 Employee Training (Independent Variable)

Operational Definition: Employee training can be operationalized as the structured programs designed to enhance the knowledge, skills, and competencies of employees. It is measured by the frequency of training sessions, the quality of training content, and employee participation rates.

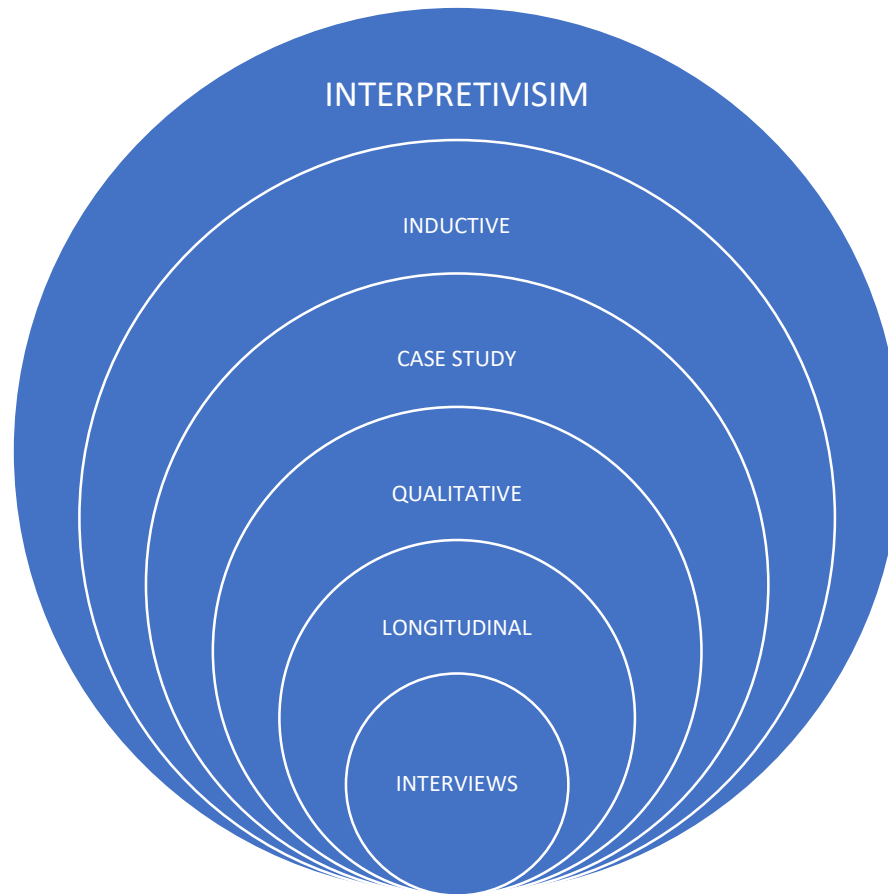
3.2.2 Performance Feedback (Independent Variable)

Operational Definition: Performance feedback refers to the information provided to employees regarding their job performance. It is measured by the frequency of feedback sessions, the clarity and constructiveness of feedback, and employee responsiveness to feedback.

3.2.3 Employee Productivity (Dependent Variable)

Operational Definition: Employee productivity can be operationalized as the efficiency and effectiveness with which employees perform their tasks. It is measured by the number of tasks completed, the quality of output, and time taken to complete tasks.

3.3. Research design (research onion)



,

3.4. Research population & Sampling methods and technique

3.4.1 Research Population

The study targets employees and management at IDEX in Riyadh. The population includes a diverse range of employees from different departments and levels within the organization.

3.4.2 Sampling Methods and Techniques

A stratified random sampling technique is employed to ensure representation across various departments and levels within the organization. This method allows for a more accurate and comprehensive analysis of the impact of training and feedback on different employee groups.

3.5. Data collection method

3,5,1. Independent variable (cost-effectiveness)

variable	Dimension	Number of items
Performance Feedback	Performance Reports	3
	Productivity Logs	3
	Attendance Records	4
	Overall:	10

3,5,2. Dependent variable (cost-effectiveness)

Variable	Dimension	Number of items
Employee Productivity	Employee Productivity	10

3.6. Types of data

3.6.1 Primary Data

Primary data is directly collected from employees and management at IDEX through interviews and surveys. This data is tailored to the specific objectives of the study and provides firsthand information on the impact of training and performance feedback on employee productivity.

3.6.2 Secondary Data

Secondary data is sourced from existing company records and documents, such as:

- **Training Attendance Logs:** Records of employee participation in training sessions.
- **Performance Appraisal Records:** Documentation of employee performance evaluations over time.
- **Productivity Reports:** Historical data on productivity metrics maintained by the company.

3.7. Statistical analysis procedures

3.7.1 Quantitative Data Analysis

Quantitative data is analyzed using statistical techniques to identify trends and correlations between training, feedback, and productivity. The procedures include:

- **Descriptive Statistics:** Calculating means, medians, and standard deviations to summarize productivity metrics.
- **Correlation Analysis:** Examining the relationships between training participation, feedback frequency, and productivity metrics.
- **Regression Analysis:** Assessing the impact of training and feedback on productivity while controlling for other variables.

3.7.2 Qualitative Data Analysis

Qualitative data is analyzed using thematic analysis to identify patterns and themes related to the impact of training and feedback on employee productivity. The procedures include:

- **Coding:** Categorizing interview and survey responses into meaningful themes.
- **Thematic Analysis:** Identifying recurring themes and patterns in the data to understand employees' perceptions and experiences.

3.8. Conclusion

This chapter has outlined the research methodology employed to investigate the impact of employee training and performance feedback on employee productivity at IDEX in Riyadh. The study uses a mixed-methods approach, combining quantitative analysis of productivity metrics with qualitative insights from interviews and surveys. Data is collected from both primary and secondary sources, ensuring a comprehensive understanding of the research variables. The statistical analysis procedures provide robust and reliable insights into the relationships between training, feedback, and productivity, contributing valuable context-specific knowledge to the existing literature. This methodological framework lays the foundation for the subsequent analysis and discussion of the study's findings

4. Chapter 4: Statistical Analysis & Findings discussion

4.1. Introduction

This chapter presents the findings of the field study, which were analyzed using SPSS version 28. The statistical analysis in this chapter includes descriptive statistics for the study sample using SPSS version 28. It also covers the validity and reliability testing of the questionnaires used to gather data from the sample. To evaluate the research hypotheses and assess the model's suitability, a simple linear regression analysis was performed using SPSS.

4.2. Sample profile (descriptive statistics for research sample)

The personal questions in this questionnaire are designed to gather demographic and professional details about the respondents. The questions focus on aspects such as gender, age, education, job title, work experience, department, role in the organization, and participation in training programs.

Gender: Respondents are asked to specify whether they are male or female.

Age Group: The respondents are classified into the following age categories:

18-24 years

25-34 years

35-44 years

45-54 years

55 years and older

Educational Qualification: The educational levels are divided into:

High School Diploma

Bachelor's Degree

Master's Degree

Doctoral Degree

Job Title: Respondents are asked to provide their specific job titles within the organization.

Length of Employment: The question asks respondents how long they have been employed, providing an open field for the number of years.

Primary Department: Respondents specify the department in which they primarily work.

Role in the Organization: Respondents choose from the following options:

Frontline Employee

Middle Management

Senior Management

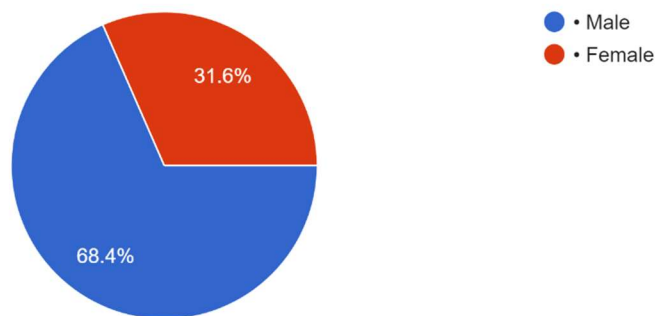
Involvement in Training Programs or Initiatives: Respondents indicate whether they are involved in any specific training programs or initiatives at IDEX, with a simple Yes/No option.

Variable	Variable classes	The number	Percentage of the total sample
Gender	Male	26	68.4%
	Female	12	31.6%
	Total	38	100%
Age Group	18-24 years	14	36.8%
	25-34 years	11	28.9%
	35-44 years	9	23.7%
	45-54 years	1	2.6%
	55 years and older	3	7.9%
	Total	38	100%
Educational Qualification	High School Diploma	8	21.1%
	Bachelor's Degree	19	50%
	Master's Degree	5	13.2%
	Doctoral Degree	6	15.8%
	Total	38	100%

Job Title	(Specify Job Title)	38	100%
Length of Employment	Less than 1 year	11	28.9%
	1-3 years	14	36.8%
	4-6 years	6	21.1%
	7 years or more	5	13.2%
	Total	38	100%
Primary Department	(Specify Department)	38	100%
Role in the Organization	Frontline Employee	15	39.5%
	Middle Management	11	28.9%
	Senior Management	12	31.6%
	Total	38	100%
Involvement in Training Programs	Yes	28	73.7%
	No	10	26.3%
	Total	38	100%

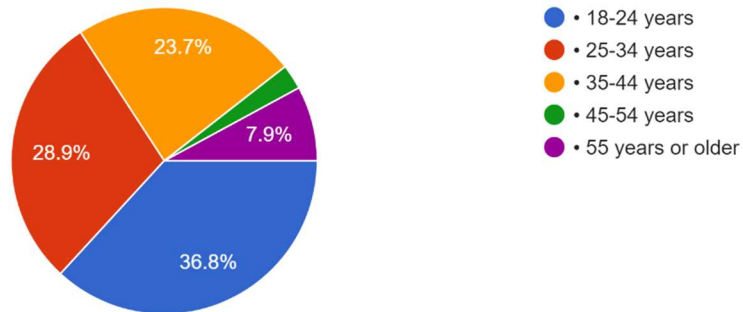
What is your gender?

38 responses



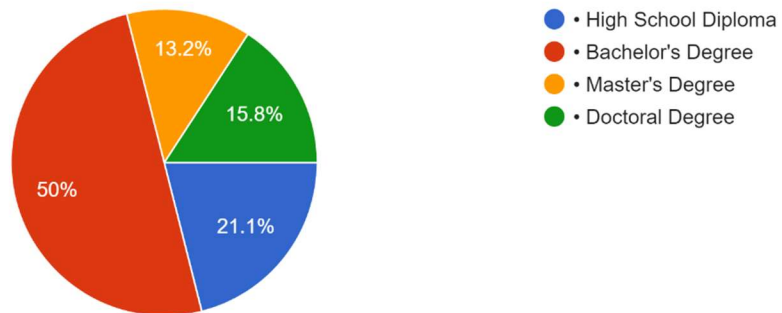
What is your age range?

38 responses



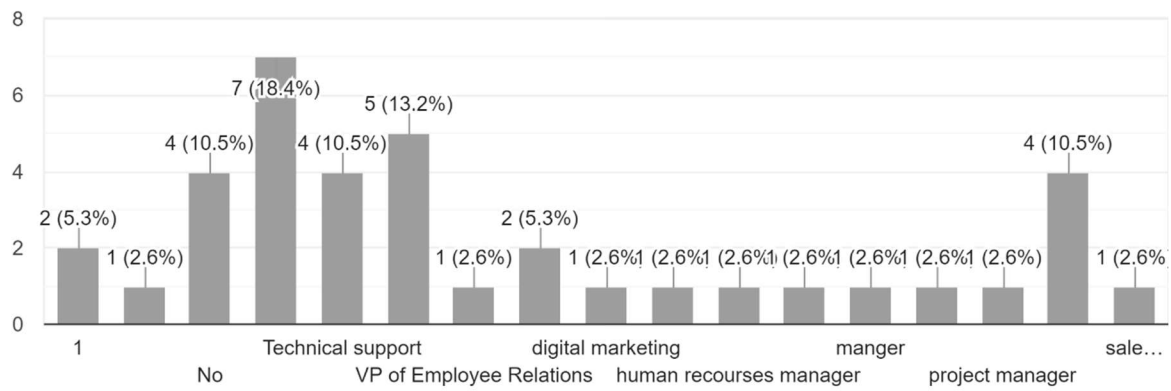
What is your highest level of education completed?

38 responses



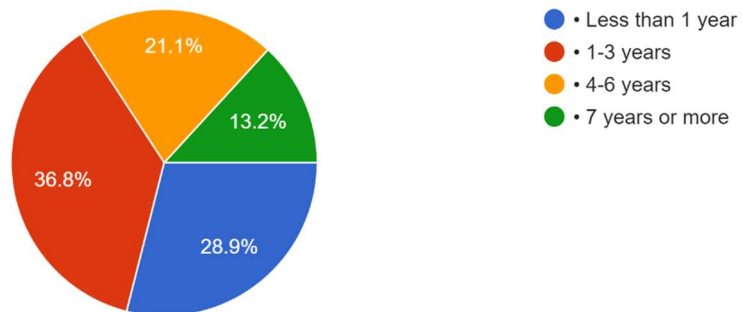
What is your job title or position at IDEX?

38 responses



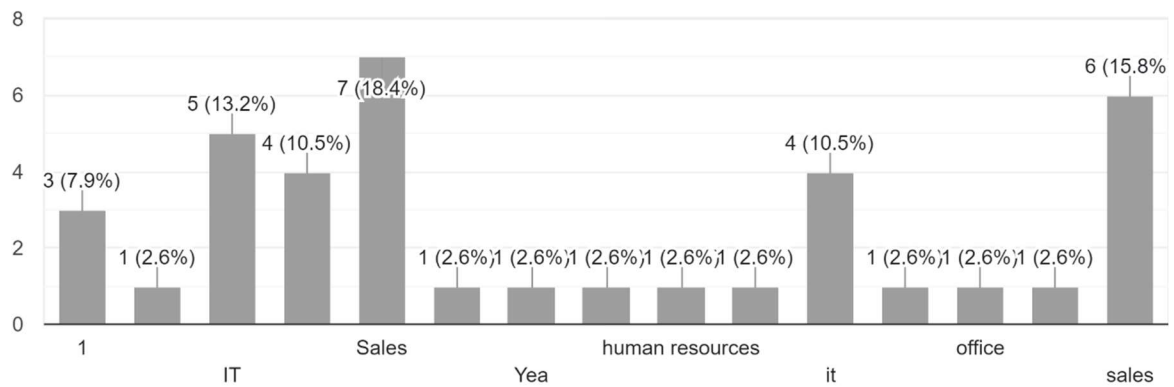
How long have you been employed at IDEX?

38 responses



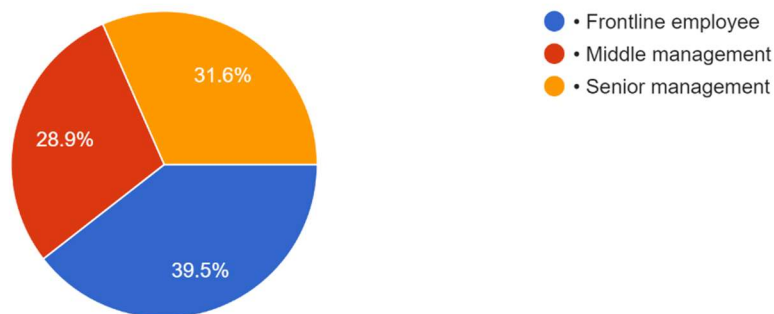
In which department or division do you primarily work?

38 responses



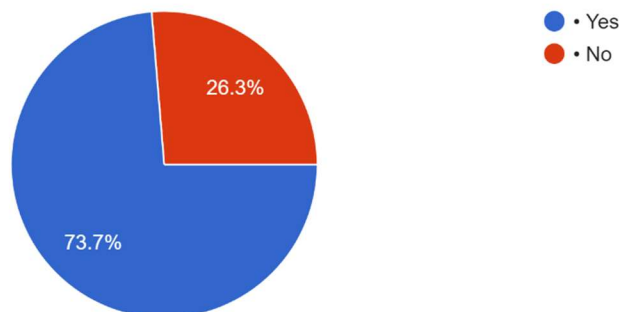
How would you describe your role in the organization?

38 responses



Are you involved in any specific training programs or initiatives at IDEX?

38 responses



4.3. Validity & reliability tests for the questionnaires

To ensure the validity and reliability of this study's measures, internal consistency was assessed, along with convergent validity using the Average Variance Extracted (AVE). Reliability was evaluated through Cronbach's alpha, and structural equation modeling (SEM) was performed using SPSS version 28.

Internal Consistency Validity was checked by analyzing the correlation between each item and its overall variable score. Items with correlation coefficients below 0.5, per Kaiser (1974), were removed.

Convergent Validity was evaluated using AVE, which should exceed 0.5 as suggested by Hair et al. (2006).

The following tables show correlation coefficients, standard deviations, T-values, P-values, and AVE scores for assessing internal consistency and convergent validity.

Variable		Statements	KMO	Factor loadings	Standard deviation	P Values	Average variance extracted	
First variable	First dimension	A1	.532	.834	1.197	0	2.077	1.0002
		A2		.802	.471	0	1.135	
		A3		.846	.976	0	1.014	
		A4		.635	.971	0	.780	
		A5		.528	.850	0	.640	
		A6		.917	.446	0	.355	
Second variable	First dimension	M1	.571	.754	1.532	0	3.224734	1.1
		M2		.896	.777	0	1.677057	
		M3		.700	1.184	0	1.677057	
		M4		.608	1.138	0	1.292616	
		M5		.619	1.075	0	1.015295	
		M6		.870	1.593	0	0.845455	
		M7		.703	1.501	0	0.735825	
		M8		.721	.863	0	0.564683	

		M9		.732	1.034	0	0.372409	
		M10		.762	1.359	0	0.326395	
		M11		.507	1.138	0	0.268210	

Reliability of the study tool The stability of the questionnaire refers to the stability of the questionnaire results and their non-change significantly if they were redistributed to the sample individuals several times during specific time periods. To measure the stability of the questionnaires used to measure the study variables, Cronbach's alpha values were calculated using SPSS version 28, the value must be greater than 0.7 for the scale to be stable.

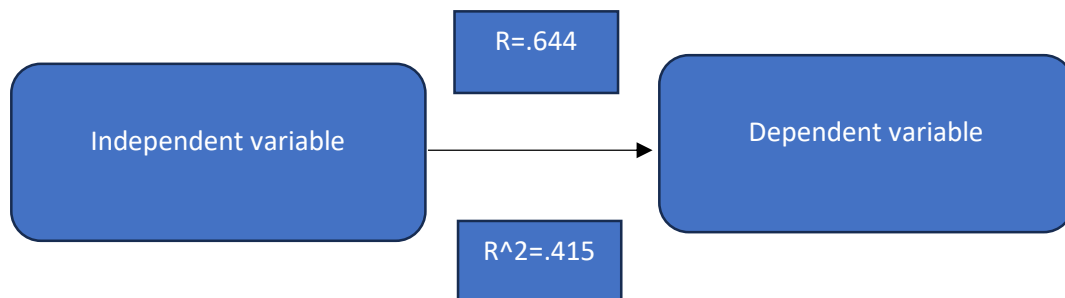
Variable		Number of Statements	Cronbach's alpha	
First variable	First dimension	6	.636	0.617
Second variable	First dimension	11	.726	.706

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

Correlations			
Variable		First dimension for First variable	Second dimension for First variable
First dimension	Pearson Correlation	1	.644
	Sig. (2-tailed)		<.001
	N	38	38
Second dimension	Pearson Correlation	.644	1
	Sig. (2-tailed)	<.001	
	N	38	38

4.5. Testing Hypotheses & Findings Discussion

Model summary						
model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		0.644	.415	.398	.39012	
Anova						
model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	3.881	1	3.881	25.502	<.001
	Residual	5.479	36	.152		
	Total	9.360	37			
Coefficients						
model	Unstandardized B	Coefficients std. Error	Standardized Coefficients Beta	t	Sig.	
1	(constant)	.652		2.681	.011	
	Second dimension	.549	.109	5.050	<001	



4.6. Conclusion

The results of the descriptive statistics and hypothesis testing offer valuable insights into the study variables and their interrelationships. The correlation analysis indicated a moderate positive relationship between the first and second dimensions of the first variable (Pearson correlation = .644, Sig. < .001), suggesting a statistically significant connection between these dimensions.

Further supporting these findings, the regression analysis revealed an R-squared value of .415, indicating that the model accounts for 41.5% of the variance in the dependent variable. The F-test result ($F = 25.502$, Sig. < .001) confirms the significance of the regression model, highlighting the predictive strength of the second dimension. Additionally, the standardized coefficients indicate a strong contribution of the second dimension to the overall model (Beta = .549, Sig. < .001).

In summary, the analysis emphasizes the significant relationships between the variables, particularly within the first variable's dimensions. The substantial explanatory power of the regression model suggests that the dimensions examined in this study play a critical role in influencing the dependent variable. However, further research could explore additional factors or alternative models to provide a more comprehensive understanding of the dynamics at play.

References

- [1] Elnaga, A., & Imran, A. (2013). The effect of training on employee performance. *European journal of Business and Management*, 5(4), 137-147.
- [2] Mwema, N. W., & Gachunga, H. G. (2014). The influence of performance appraisal on employee productivity in organizations: A case study of selected WHO offices in East Africa. *International Journal of Social Sciences and Entrepreneurship*, 1(11), 324-337.
- [3] Mollel Eliphas, R., Mulongo, L. S., & Razia, M. (2017). The influence of performance appraisal practices on employee productivity: A case of Muheza District, Tanzania. *Issues in Business Management and Economics*, 5(4), 45-59.
- [4] <https://www.gm.com>
- [5] Halawi, A., & Haydar, N. (2018). Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib & Alami Companies. *International humanities studies*, 5(2).
- [6] Kotey, B., & Folker, C. (2007). Employee training in SMEs: Effect of size and firm type—Family and nonfamily. *Journal of small business management*, 45(2), 214-238
- [7] Urbancová, H., Vrabcová, P., Hudáková, M., & Petrů, G. J. (2021). Effective training evaluation: The role of factors influencing the evaluation of effectiveness of employee training and development. *Sustainability*, 13(5), 2721
- [8] Diamantidis, A. D., & Chatzoglou, P. D. (2014). Employee post-training behaviour and performance: evaluating the results of the training process. *International Journal of Training and Development*, 18(3), 149-170
- [9] Ahmad, I., & Manzoor, S. R. (2017). Effect of teamwork, employee empowerment and training on employee performance. *International Journal of Academic Research in Business and Social Sciences*, 7(11), 380-394
- [10] Tracey, J. B., Hinkin, T. R., Tran, T. L. B., Emigh, T., Kingra, M., Taylor, J., & Thorek, D. (2015). A field study of new employee training programs: Industry practices and strategic insights. *Cornell Hospitality Quarterly*, 56(4), 345-354

- [11] Ji, L., Huang, J., Liu, Z., Zhu, H., & Cai, Z. (2012). The effects of employee training on the relationship between environmental attitude and firms' performance in sustainable development. *The International Journal of Human Resource Management*, 23(14), 2995-3008
- [12] Orpen, C. (1999). The impact of self-efficacy on the effectiveness of employee training. *Journal of Workplace Learning*, 11(4), 119-122
- [13] Balcazar, F., Hopkins, B. L., & Suarez, Y. (1985). A critical, objective review of performance feedback. *Journal of Organizational Behavior Management*, 7(3-4), 65-89
- [14] Larson Jr, J. R. (1984). The performance feedback process: A preliminary model. *Organizational behavior and human performance*, 33(1), 42-76
- [15] Prue, D. M., & Fairbank, J. A. (1981). Performance feedback in organizational behavior management: A review. *Journal of Organizational Behavior Management*, 3(1), 1-16
- [16] Martocchio, J. J., & Dulebohn, J. (1994). Performance feedback effects in training: The role of perceived controllability. *Personnel Psychology*, 47(2), 357-373
- [17] Kim, J. S., & Hamner, W. C. (1976). Effect of performance feedback and goal setting on productivity and satisfaction in an organizational setting. *Journal of Applied Psychology*, 61(1), 48
- [18] Iyer, D. N., & Miller, K. D. (2008). Performance feedback, slack, and the timing of acquisitions. *Academy of Management Journal*, 51(4), 808-822
- [19] Farooq, M., & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far east journal of psychology and business*, 5(1), 23-33
- [20] Mehale, K. D., Govender, C. M., & Mabaso, C. M. (2021). Maximising training evaluation for employee performance improvement. *SA Journal of Human Resource Management*, 19, 11

Appendix

Welcome to our research study on the impact of employee training and performance feedback on productivity at IDEX in Riyadh. This questionnaire is designed to gather insights from employees like yourself who play a crucial role in the organization's operations. Your participation is invaluable in helping us understand the dynamics of employee productivity enhancement through training and feedback mechanisms within this specific organizational context.

Target Audience: This questionnaire is specifically targeted at employees of IDEX in Riyadh who have firsthand experience with training programs and performance feedback processes.

Time and Distribution: Completing this questionnaire will take 10 minutes . It will be distributed electronically via email to ensure convenient access for all participants. Your prompt response is greatly appreciated to ensure the timely completion of this study.

Innovation: This research aims to innovate by exploring new insights into how tailored training and effective performance feedback can significantly impact organizational productivity. By focusing on a specific company in Riyadh, we aim to provide context-specific findings that contribute to practical improvements in employee development strategies.

Location and Sustainability: The study is based in Riyadh, focusing on IDEX as a representative organization in this vibrant business environment. The research findings aim to foster sustainable practices by informing strategic decisions that enhance employee productivity and organizational success in the long term.

Your participation is essential to the success of this study. We sincerely appreciate your time, effort, and valuable insights. Your contributions will not only enrich our research but also benefit the broader community of organizational development and management practices.

Thank you once again for your participation and commitment to advancing knowledge in this field.

Best regards.

Personal questions

- What is your age range?
 - 18-24 years
 - 25-34 years
 - 35-44 years
 - 45-54 years
 - 55 years or older
- What is your gender?
 - Male
 - Female
 - Non-binary / Other
- What is your job title or position at IDEX?
- How long have you been employed at IDEX?
 - Less than 1 year
 - 1-3 years
 - 4-6 years
 - 7 years or more
- In which department or division do you primarily work?
- What is your highest level of education completed?
 - High School Diploma
 - Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
 - Other (please specify)
- How would you describe your role in the organization?
 - Frontline employee
 - Middle management
 - Senior management
 - Other (please specify)

- Are you involved in any specific training programs or initiatives at IDEX?
 - Yes
 - No
- How frequently do you receive performance feedback from your supervisor or manager?
 - Daily
 - Weekly
 - Monthly
 - Quarterly
 - Annually
 - Rarely/Never
- How would you rate the effectiveness of the current training programs at IDEX?
 - Very Effective
 - Effective
 - Neutral
 - Ineffective
 - Very Ineffective

list of Appendices

Variable	Variable Dimensions	Number Of Statements	Source
Performance Feedback	Frequency of Feedback	5	Kuvaas, B. (2011). The interactive role of performance appraisal reactions and regular feedback. <i>Journal of Managerial Psychology</i> , 26(2), 123-137.
	Quality of Feedback	6	
	Impact of Feedback on Performance	3	

- **How would you rate your overall job performance over the past review period?**
 - A. Excellent
 - B. Good
 - C. Satisfactory
 - D. Needs Improvement
 - E. Unsatisfactory
- **Have you achieved the goals set for you during the last performance review?**
 - A. Yes
 - B. No
 - C. Partially
 - D. Not Applicable
- **Which of the following accomplishments are you most proud of during this review period?**
 - A. Achieving project milestones
 - B. Improving team collaboration
 - C. Implementing cost-saving initiatives
 - D. None of the above
- **In which areas do you feel you have excelled?**
 - A. Communication
 - B. Problem-solving
 - C. Time management
 - D. Technical skills

- E. All of the above
- **What additional support or training do you feel would help you perform your job better?**
 - A. Communication skills
 - B. Leadership training
 - C. Technical skills development
 - D. Time management techniques
 - E. All of the above
- **How effective do you find the feedback you receive from your supervisor?**
 - A. Very effective
 - B. Somewhat effective
 - C. Neutral
 - D. Ineffective
- **Do you believe your skills and knowledge are being fully utilized in your current role?**
 - A. Yes, completely
 - B. Mostly
 - C. Partially
 - D. No, not at all
- **How would you describe your relationship with your colleagues and team members?**
 - A. Excellent
 - B. Good
 - C. Satisfactory
 - D. Needs Improvement
 - E. Poor
- **Which of the following obstacles or challenges have impacted your performance recently?**
 - A. Lack of resources
 - B. Poor communication
 - C. Inadequate training
 - D. None of the above

• **What suggestions do you have for improving processes or workflows within your department?**

- A. Streamline communication channels
- B. Implement new technology solutions
- C. Enhance training programs
- D. All of the above

Variable	Variable Dimensions	Number Of Statements	Source
Employee Productivity	Task Efficiency	5	Chang, L. C., & Liu, C. H. (2008). Employee empowerment, innovative behavior and job productivity of public health nurses: A cross-sectional questionnaire survey. <i>International journal of nursing studies</i> , 45(10), 1442-1448
	Quality of Work	5	
	Initiative and Innovation	4	

- **How would you rate your overall productivity over the past month?**
 - A. Very productive
 - B. Moderately productive
 - C. Neutral
 - D. Slightly unproductive
 - E. Very unproductive
- **What factors do you believe contribute most to your productivity?**
 - A. Clear goals and objectives
 - B. Supportive work environment
 - C. Adequate resources and tools
 - D. Effective time management
 - E. All of the above
- **Which of the following time management techniques do you find most effective?**
 - A. Pomodoro Technique (work intervals with breaks)
 - B. Eisenhower Matrix (urgent vs. important tasks)
 - C. Task batching (grouping similar tasks together)
 - D. Time blocking (allocating specific time slots for tasks)
 - E. None of the above

-

- **How often do interruptions (e.g., meetings, emails, phone calls) affect your productivity?**
 - A. Rarely or never
 - B. Occasionally
 - C. Sometimes
 - D. Frequently
 - E. Constantly

- **Which of the following best describes your workload balance?**
 - A. Manageable and well-balanced
 - B. Slightly overwhelming but manageable
 - C. Overwhelming and difficult to manage
 - D. Underwhelming and too light
 - E. Not applicable

- **How do you prioritize tasks to ensure productivity?**
 - A. Urgency of tasks
 - B. Importance of tasks to goals
 - C. Deadline proximity
 - D. Impact on team or project
 - E. All of the above

- **How satisfied are you with the level of collaboration and teamwork in your current projects?**
 - A. Very satisfied
 - B. Satisfied
 - C. Neutral
 - D. Dissatisfied
 - E. Very dissatisfied

- **Which of the following do you believe would most improve your productivity?**
 - A. Additional training or skill development
 - B. Streamlined processes and workflows
 - C. Better tools and technology
 - D. Improved communication and feedback
 - E. All of the above

• **How would you rate the effectiveness of your current workspace/environment on your productivity?**

- A. Very effective
- B. Moderately effective
- C. Neutral
- D. Slightly ineffective
- E. Very ineffective

• **What measures do you think the organization could take to enhance overall employee productivity?**

- A. Implement flexible working hours or remote work options
- B. Provide more opportunities for training and development
- C. Improve communication channels and clarity of goals
- D. Offer incentives or recognition for high productivity
- E. All of the above