

Final Project 1

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Project Template

Midocean University

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

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1. Chapter 1: Introduction

1.1. Research Background

The growing presence of digital technologies has changed the way organisations design and provide training. The initial stages depict how institutions started embracing technology-centred learning as the Internet came to the fore in 1994, when a large number of organisations, universities, and governments utilised the Internet to help deliver education and training programmes as they felt there were some restrictions in the conventional classroom setting. This move resulted in more organised programs like the eLearning Early Adopters' Programme (eLEAP) (Eichberger et al., 2020), which is an indication of increased interest in flexible, technology-assisted staff development.

With the maturity of digital learning, electronic training systems were incorporated by organisations in various sectors to establish a workforce with increased capabilities. To illustrate, within a single corporate context, the E-learning Brismart application is a system that can be used to improve the quality and performance of the employees at PT. XYZ (Zuliarni & Hendrian, 2025). These systems are normally consistent with strategic objectives, and they should help to enhance the competency of employees.

The educational perspectives affected E-training development. Vyas & Rathod (2025) stated that a recent study within the Indian banking sector highlighted the transformative role of constructivism-based e-learning, stressing learner-centred digital environments as a fundamental driver of modern training practices. Nevertheless, even though digital learning platforms are promising, they have challenges. Others have a disproportionate performance, which is expressed in the analysis of the

reality of e-Learning: Success and failure of learning management system (Dahal & Manandhar, 2024).

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

E-learning has also been associated with employee growth, with research on the results of training being conducted on MENA companies and organisations, especially commercial banks in Jordan (Al-Ghezawi & Megdadi, 2021). This reveals an increased interest in digital learning in the region and the necessity to comprehend the effect of digital learning on the competency level of the employees better. Considering the growing dependence on electronic training and mixed results on the effectiveness of the same, it is worthwhile to explore the validity of whether the electronic training is really contributing to job competency.

1.2. Research Problem

Electronic training is becoming a common aspect of a workforce development strategy for organisations. Though, despite this high adoption, the question of whether electronic training brings about any significant effect on the job competency of employees remains unanswered. The use of

e-training platforms by many companies is based on the hope that the platform will improve the skills, knowledge and overall performance of employees. Nevertheless, it is not clear to what degree these expectations are fulfilled (Beer & Mulder, 2020).

Saudi Arabia's national business Solutions Company has implemented electronic training programmes as one aspect of digital transformation. However, it is still unclear whether these programmes are actually enhancing the core competencies that employees need to carry out their duties. This ambiguity leaves a gap in discerning the real value and usefulness of e-training in the context of the operations of the company.

Thus, the main research question arises because of the very weak indicators of the effect of electronic training on the job competency of the employees and the necessity to determine whether these programmes actually lead to better competence and performance.

1.2.1. Theoretical Gaps

Theoretically, the current discourses on electronic training are inclined towards highlighting its benefits, yet they mostly fail to elaborate on how and why e-training can result in competency development. The theory available is largely centred on learning methods, training, or overall job performance improvement, yet very little theoretical data exists that links electronic training to job competency outcomes in a specific way (Huu, 2023).

Also, in the majority of theoretical models, there is no clear distinction between general knowledge-enhancing and job-specific competencies-enhancing training. This creates a gap in theory as they are not aware of the

mechanisms by which electronic training is correlated with competency development, especially in a non-academic corporate context.

1.2.2. Practical Gaps

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

Electronic training is widely adopted in the targeted business-solutions company, but there is no formal assessment of how it impacts the job competency of employees. The company cannot be sure of the level of success of e-training, and without an understanding of whether the training is producing the desired results, the company could be failing to harness the strength of employees to the full or still investing in training strategies that fail to realise the desired gains.

These practical gaps demonstrate that there is a necessity for conducting empirical studies that will answer the question: To what extent does electronic training affect employees' job competency in a national business-solutions company in Saudi Arabia?

1.3. Research Significance

The research is significant as it covers an actual requirement in companies that are turning towards electronic training as a way of training their

workers. The environment in which a national business-solutions firm in Saudi Arabia functions is competitive and technology-intensive, with employees required to refresh their knowledge and skills on a continuous basis (Sousa & Rocha, 2019). But a question arises, how far does electronic training enhance the job competence of the employees in this case? The consideration of this particular relationship makes the study valuable both theoretically and empirically.

1.3.1. At the theoretical level

On the theoretical level, this research will help to better understand the connection between electronic training and job competency as opposed to the general performance or satisfaction. The current debates about the efficacy of e-learning and training currently point to contradictory or inconclusive findings, yet fail to offer a solid differentiation between the outcomes of performance and the competencies themselves (Indrayani et al., 2023). Moreover, most of the current research on electronic training and e-learning has been done within educational institutions or in particular fields like the banking field, health, and government. It has a relative lack of theory-based research that examines electronic training in business-solutions firms in Saudi Arabia. The analysis of this setting allows the researcher to apply the current theoretical discourse to the new organisational and cultural setting, and will possibly indicate whether the current assumptions regarding e-training and competency are applicable in this kind of company or should be modified.

1.3.2. At the practical level

At the practical level, the research has direct implications for managers and HR professionals as well as training specialists in the company and in other organisations of the same nature. Electronic training can be very costly in terms of systems, materials, and time for employees. Unless it results in a significant enhancement of job competency, these resources can be inefficiently utilised. The research can assist decision-makers in evaluating the efficiency of the current training practices by offering empirical data on the impact of electronic training on the job competency of employees, as well as deciding whether a redesign of current training practices is necessary (Al-Hashimy & Yao, 2025).

The results can also be used to make informed decisions on the kind of training to be provided electronically and how these programmes are to be designed to facilitate competency development. This can be in decisions concerning the content design that training should have, the extent to which training should be interactive, the post-training activities, and the incorporation of the use of electronic training in other HR activities, such as performance appraisal and career development. To the employees, enhanced electronic training may result in clarifying expectations, enhancing skills, and having confidence in their capabilities of doing their jobs (Reisoğlu, 2021).

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

1.4. Research Questions

The study is guided by the following research questions:

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

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

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

1.5. Research Objectives

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

1.6. Research Hypotheses

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

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

1.7. Research Model

Independent Variable (IV): Electronic Training

Dependent Variable (DV): Employees' Job Competency

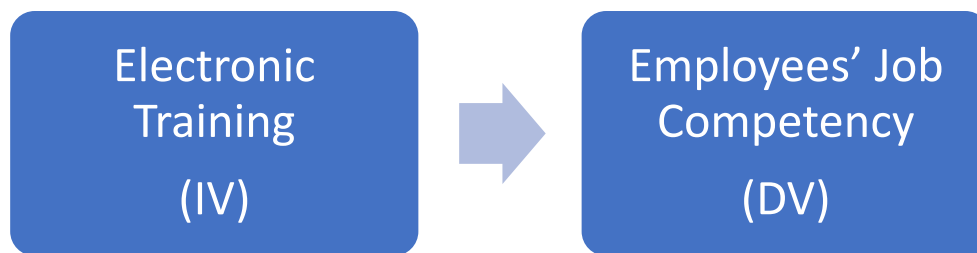


Figure 1. The research model diagram

1.8. Research Methodology

This section describes the research design, population, sampling methods, data collection methods, analysis methods, and ethical considerations adopted in the study. The approach would make certain that the research questions and objectives were handled in a systematic and dependable way (Snyder, 2019).

The research design used in this study is a quantitative, descriptive, cross-sectional study. The method is appropriate when analysing the present state of electronic training and the job competency of the employees in the organisation, and trying to determine the type of relationship between the two variables. A quantitative design will enable the collection of structured answers from a significant number of employees, whereas the descriptive and cross-sectional aspects will enable a clear picture of the situation at a particular moment in time.

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

The method to select participants is a non-probability convenience sampling. The approach is suitable as it will enable the researcher to access the employees who are readily available and willing to take part. The sample size will be calculated in terms of the number of employees who will complete the questionnaire during the data collection period. This kind of sampling is said to be an acceptable sampling method when the study is a descriptive one and wants to collect general information and not generalise the results to any population.

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

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

The questionnaire will be easy, straightforward, and simple to use to ensure the employees respond positively and minimise errors in response (Mukherjee, 2019).

The collection of data will be conducted electronically, and an online survey tool, like Google Forms or Microsoft Forms, in both Arabic and English languages, will be used. The questionnaire link shall be sent to the participants via official communication channels. Ease of access, quick response, and convenience are beneficial to the employees in various locations or departments through the use of electronic distribution.

The participants will be made aware of the study purpose, voluntary participation, and the estimated time of taking the questionnaire. The data will be gathered within a specific time to gather enough participation.

The data obtained will be evaluated using descriptive statistics. The demographic characteristics of the respondents will be summarised with the use of frequencies and percentages. There will be the calculation of standard deviations and means that will explain the level of electronic training and the level of job competency of the employees (Dubey & Kothari, 2022).

Descriptive statistics suit this research as the purpose is to give a clear picture of the existing situation within the company and to describe the key variables without using sophisticated statistical tests.

There are a number of limitations that can be experienced in this study. To begin with, due to the self-reported responses, the data may be affected by a social desirability bias or false reporting. Second, the cross-sectional design causes the information to be captured at a given time, and therefore, there is no possibility of making causal inferences (Sreekumar, 2023). Third,

convenience sampling can limit the ability to apply the results to the whole population of employees. The limitations notwithstanding, the methodology is suitable for the fulfilment of the objectives of the study.

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

1.9. Scope of The Study

The proposed study is aimed at evaluating the impact of electronic training on the job competency of employees in a national company dealing with business solutions in Saudi Arabia. The scope is carefully stipulated so that the research is detailed, manageable, and in tandem with its objectives.

The research is restricted to the full-time workers of the chosen company. It excludes temporary employees, contract employees, and external stakeholders. The scope is restricted to the workers who have access to and get to access the electronic training programmes of the company (Singh et al., 2022). Every respondent participating in the research is given complete access to the official e-training platform of the company, lumofy.com, which will be the key point of entry through which electronic training content and courses will be delivered.

Two variables are analysed in the research: the independent variable is electronic training, and the dependent variable is job competency of employees. All other possible factors that might affect competency, e.g., traditional training techniques, managerial backing, motivation,

organisational culture, or working environment, are purposely avoided in the analysis (MohdNajm et al., 2024).

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

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

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

1.10. The Suggested Project Structure

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

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

Chapter Two will comprise the project's main analytical elements. It begins with a literature review that examines theoretical perspectives, concepts related to electronic training and job competency, and prior empirical evidence.

The third chapter will present the results using a descriptive analysis of the data and an analysis of the findings. The last section of the chapter is the discussion, conclusion, practical recommendations, and suggestions.

2.Chapter 2: Literature Review

2.1. Introduction

In this chapter, both theoretical and empirical perspectives on e-training and employee job competency will be explored. According to Romi (2023), what explains the growing interest in digital education is the significant expansion of e-learning systems. In order to maintain their ability to adapt, companies continue to invest in the development of their employees, as evidenced by the efforts focused on developing staff and rapid transformation (Balogun & Enemuo, 2022). Drawing on perceptions from multiple theoretical contexts and empirical studies, this chapter examines the role of electronic training in fostering competency development within organisational contexts.

2.2. Theoretical Foundation of the Study

The virtual training is anchored on a number of theoretical backgrounds. The study of learning technologies states that organisations are becoming increasingly dependent on electronic training due to its strategic value, as it is being proven by the statement that the increased popularity of electronic training in most industries across the world can be attributed to the factors of cost-effectiveness, time saving, and the availability of learning resources (Senadheera & Yatigammana, 2025). A constructivist theory of learning has been linked to this trend because of the emphasis on the learner's autonomy and flexibility. Vyas and Rathod (2025) can help address this dynamic by observing that the changing environment should adopt dynamic approaches to learning.

Electronic training is also directed by systems-based perspectives. The adaptive e-learning success model comprises eight assumptions, revealed by

Romi (2023), that four dimensions and variables of success play a role in the perception of e-learning success. These dimensions provide a systematic framework for understanding the association among the quality of the system, the quality of information, the nature of service, and learners' fulfilment in achieving the learning outcomes.

The other theory that will be part of this study is competency-based HRM, which establishes performance standards and capability requirements. Limited adoption, however, exists. Fejfarova and Fejfar (2022) also proclaim that only 21.8% of the organisations are using the competency-based approach in managing the organisation, which is a sign of discrepancies between the theoretical endorsement and the organisational performance.

The theory of training transfer might also prove helpful, as it will be necessary to underline the significance of skill application in the working environment. In Bukhari et al. (2020), the barriers to the popularisation of implementation are described based on observations of various issues and flaws in the transfer of the training process. All these theoretical strands give a background of how electronic training can influence employee competency.

2.3. The independent variable

Electronic training has become one of the most critical organisational learning systems. Senadheera and Yatigammana (2025) attribute the increased use of electronic training to the increased prevalence of training in industries. The scalability and flexibility of online platforms can be associated with this growth. Various frameworks have been developed to

conceptualise the efficacy of electronic training. Romi (2023) stated that conceptual diversity is very important as competing approaches and models are used to improve learner performance and e-learning. These models address several factors in e-learning, including the suitability of the training content, making the design interactive, and suitability for the system.

The learner readiness is another consideration. Shirmila and Udhayarekha (2022) state that training should be structured around user needs and that the program should meet the specific needs of certain populations. E-learning systems may not be quite useful when the learners are not technologically ready or very confident. Research also shows that psychological barriers hinder digital learning adoption. The employees may possess technology self-efficacy and anxiety about technology, which can reduce engagement and effectiveness of learning (Senadheera & Yatigammana, 2025).

Obstacles as they may be, electronic training is widely used in skills acquisition. Madhushani and Darshani (2025) observe that organisations are increasingly turning to e-learning tools to facilitate skill acquisition among the workforce. At a broader organisational level, the article by Alsharhan et al. (2021) offers a strategic perspective on digital learning; it references the impacts of eLearning capabilities on an organisation's performance. All of these observations indicate that electronic training is a complex object, shaped by technological, pedagogical, and organisational pressures.

2.4. The dependent variable

Job competency refers to the knowledge, skills, and behaviours that one needs in order to perform work tasks. Competency is one of the

performance aspects that organisations appreciate. Bou Kamal et al. (2016) underline such a basis of the relationship by perceiving that the high quality of the work of employees relies on competent training. The competency requirements are changing as organisations are digitalised. This change, as explained by Rosita et al. (2025), is due to the fact that the digital transformation altered how companies handled human resources. On the same note, Samoilovych et al. (2022) note that the changes in the national and global economies require new skills, stating that the digital economy needs new methods and tools to develop human capital.

The training system affects competency development. Lim (2004) explains the digitalisation of training formats by organisations by pointing out some shortcomings of the common face-to-face classroom setup. The fact that training and competency development are related, and the studies carried out in other fields, as stated by Wetan et al. (2025), reported the training-related changes in performance outcomes. Competency is, in general, developed according to the organisational expectations, technological environment, and learning and development opportunities.

2.5. The relationship between the independent and the dependent variables

The relationship between electronic training and job competency can be accounted for by the fact that the research proves the concept of digital learning and developing the skills of the workers. Madhushani and Darshani (2025) pinpoint this effect by saying that the electronic platforms assist in enhancing the abilities of the employees. This correlation remains evidenced by the research in the service sector, e.g., Wetan et al. (2025),

who mention that [[there is a significant effect of training on employee performance.

Competency development is also associated with the relevance of training. By mentioning that the instructional design must consider the separate groups of people in terms of their technical exposure, Shirmila and Udhayarekha (2022) point out that the content of the instructions must be in accordance with what the learners need.

The additional value to this relationship is the performance of the digital training system. Now, it turns out that the four dimensions of success do have a role to play in the e-learning success perception, as concluded by Romi (2023). All four dimensions of success affect the learning process, and this means that the quality of the system and the extent of satisfaction of the learners make a difference.

However, it is possible that electronic training may have a lesser impact because of any contextual difficulties. The cultural barriers are identified by Senadheera and Yatigammana (2025), who discovered that the differences in cultures do influence the organisational perspectives of the development of the employees and embracing e-training. These findings indicate that e-training may not always be applied to enhance competence unless the contextual restrictions are considered.

2.6. Empirical Literature Related to the Study Variables

Different findings are reflected in empirical research on electronic training. In Wetan et al. (2025), training effectiveness is the term that is used to mean effectiveness in workplace outcomes. Constructivist learning environments have been reported to record potentially positive competency gains, which

is justified by the study of Vyas and Rathod (2025), who mentioned the transformative impact of Constructivism-based eLearning.

There are also perceptions of the learners. Shirmila and Udhayarekha (2022) position perception as one of the predictors of engagement of IT employees towards virtual training. These findings determine the user-experience factor of learning adoption.

Barriers to the transfer of training are also established through empirical research. Bukhari et al. (2020) note that transfer of training is a burning aspect to organisations interested in realising performance enhancement, suggesting that the post-training environmental variables are disposed to determine competency of performance.

The positive relationship that exists between e-learning and competency development in other studies is acknowledged. Madhushani and Darshani (2025) stated that e-learning also contributes to the acquisition of the skills of employees. Meanwhile, Senadheera and Yatigammana (2025) state such problems as the presence of supposed technology-related anxiety, which may affect the outcomes of the learning process.

Mostly, the empirical information shows that the electronic training can help in the development of the competencies; however, it will be dependent on the readiness of the learners, the quality of the system, and the organisational setting.

2.7. Conclusion

The reviewed literature shows that electronic training is extremely crucial in developing organisational capabilities. Theoretical models explain how digital systems help to achieve learning, and the competency-based

approaches explain the importance of getting and maintaining the needed competencies. Empirical studies stated that there is overall support for the correlation between electronic training and development as far as competence is concerned.

Nevertheless, some gaps can be identified. The existing research is mainly specialised in particular areas or settings of the education field, and there are minimal details regarding business-solutions environments in Saudi Arabia. The barriers relating to cultural background, technological readiness, and transfer of training have not been well researched. The gaps as follows justify the need to investigate the relationship between the electronic training and job competency in the specific organisational setting in this study.

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