

Project Title:

The Impact of Employee Training and Development on Organizational Performance in Saudi Aramco Company in Dhahran, Saudi Arabia.
(Study case)

Student Name: Saeed Awadh Alqarny

College ID: 2021205539

Final Project 2

Management College

Supervisor:

Dr.Mona Moustafa Elashry

Faculty of Management- Midocean University

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Chapter one

1.1 Introduction

Organizational performance is a multifaceted concept, encapsulating a company's ability to achieve its goals and objectives by utilizing its resources in an efficient and effective manner (Richard et al., 2009). It is typically evaluated through three primary dimensions: financial performance (profits, return on assets, return on investment, etc.), product market performance (sales, market share, etc.), and shareholder return (total shareholder return, economic value added, etc.) (Combs et al., 2005).

According to the resource-based view of the firm, the effectiveness of organizational performance is fundamentally tied to the strategic deployment of resources (Barney, 1991). Here, resources refer not only to tangible assets but also intangible ones such as human capital, organizational culture, and knowledge management (Grant, 1991).

Furthermore, the dynamic capabilities perspective suggests that the organization's ability to adapt, integrate, and reconfigure internal and external competences can significantly impact its performance (Teece et al., 1997).

In recent years, the role of innovation in enhancing organizational performance has gained considerable attention (Subramanian & Nilakanta, 1996). Innovation, in terms of new products, processes, and ideas, can provide a competitive edge, thereby improving market performance (Drucker, 1985).

Training and development have been recognized as critical elements contributing to organizational performance. A study conducted by Alshuwairekh (2018) focused on the impact of training and development on organizational performance within the context of Saudi Arabia's private sector. The study found a significant positive relationship between training and development and organizational performance.

A seminal study by Bartel (1994) found that companies investing more in training had higher productivity and profitability. She also reported that a 10% increase in workforce education led to an 8.6% gain in total productivity.

A study by Thang and Buyens (2008) in Vietnam also supports the contention that training and development have a positive impact on organizational performance. They found that training positively affected both financial and non-financial measures of performance.

In a recent study, Waheed et al. (2020) found that training and development positively influence organizational performance in the Pakistani banking sector. They also found

that this relationship was strengthened by the presence of a supportive corporate culture.

The inconsistent findings in the literature highlight a research gap and underscore the need for further investigation. The problem this research aims to address is twofold.

First, it seeks to reconcile the disparate findings in the literature by conducting a comprehensive and systematic review of the relationship between training and development and organizational performance. Second, it endeavors to explore potential moderating factors that may influence this relationship.

This study is crucial because it will provide deeper insights into the complex relationship between training and development and organizational performance. By exploring potential moderating factors, this research will shed light on the conditions under which training and development may enhance organizational performance. This information will be valuable for business leaders and human resource professionals seeking to optimize their training and development initiatives to improve organizational performance.

the purpose of a scientific research study on the impact of employee training on organizational performance is to investigate and understand the relationship between employee training and the overall effectiveness and success of an organization. The research aims to provide empirical evidence and insights into how training programs can enhance employee skills, knowledge, and performance, and subsequently contribute to improved organizational outcomes such as productivity, quality, innovation, employee satisfaction, and financial performance. By conducting a scientific research study, researchers can gather reliable data, analyse it systematically, and draw meaningful conclusions that can inform organizational decision-making and help optimize training strategies for better performance.

1.2 Research

Problem:

The inconsistent findings in the literature highlight a research gap and underscore the need for further investigation. The problem this research aims to address is twofold. First, it seeks to reconcile the disparate findings in the literature by conducting a comprehensive and systematic review of the relationship between training and development and organizational performance. Second, it endeavors to explore potential moderating factors that may influence this relationship.

1.2.1 Theoretical Gaps:

A key theoretical gap in the current body of research on training and development and organizational performance lies in the lack of a comprehensive, universally accepted framework that encapsulates the multifaceted nature of this relationship. While several theories have been used to explore this relationship, including human capital theory (Becker, 1964) and the resource-based view of the firm (Barney, 1991), these theories often only capture part of the complex dynamics involved. For instance, while human capital theory emphasizes the role of individual skills and knowledge, it largely overlooks the organizational and environmental factors that may influence the effectiveness of training programs. Similarly, the resource-based view highlights the importance of organizational resources but may overlook the role of individual motivation and engagement.

1.2.2 Empirical Gaps:

Empirically, one notable gap is the lack of studies that systematically examine the potential moderating factors in the relationship between training and development and organizational performance. While some studies have identified potential moderators such as corporate culture (Waheed et al., 2020) or industry nature (Thang & Buyens, 2008), these factors are often treated as secondary considerations rather than central components of the research design. This gap limits our understanding of the conditions under which training and development can effectively enhance organizational performance.

Another empirical gap lies in the inconsistent measures of organizational performance used across studies. Some studies focus on financial measures of performance such as profitability (Bartel, 1994), while others use non-financial measures such as employee satisfaction or customer service quality (Thang & Buyens, 2008). This inconsistency makes it difficult to compare findings across studies and develop a cohesive understanding of the impact of training and development on organizational performance.

1.3 Main study question:

What is the relationship between training and development and organizational performance, and what factors might moderate this relationship?

1.4 The importance of the research:

This study is crucial because it will provide deeper insights into the complex relationship between training and development and organizational performance. By exploring potential moderating factors, this research will shed light on the conditions under which training and development may enhance organizational performance. This information will be valuable for business leaders and human resource professionals seeking to optimize their training and development initiatives to improve organizational performance.

1.4.1 Theoretical Importance:

The theoretical importance of this research lies in its potential to advance our understanding of the relationship between training and development and organizational performance. Despite extensive study, there is still no comprehensive theory that adequately captures the complexity of this relationship. This research could contribute to the development of such a theory by addressing gaps in our understanding, such as the role of organizational and environmental factors and individual motivation and engagement. By investigating potential moderating factors, this research could also help to build a more nuanced theory that explains under what conditions training and development are most likely to enhance organizational performance.

1.4.2 Empirical Importance:

Empirically, this research is important because it could provide much-needed evidence about the impact of training and development on organizational performance. Despite the significant resources organizations invest in training and development, empirical evidence about its effectiveness is mixed. By using a systematic approach to investigate this relationship and consider potential moderating factors, this research could provide more robust and reliable evidence. This research could also help to standardize the measures of organizational performance used in this field, making it easier to compare findings across studies and build a cohesive body of evidence. Furthermore, the findings of this research could have practical implications for businesses and policy-makers, guiding them to make more effective decisions about training and development.

1.5 Research sub questions:

1. How does organizational culture influence the relationship between training and development and organizational performance?

Organizational culture plays a significant role in influencing the relationship between training and development and organizational performance. A study by Saks and Belcourt (2006) found that organizations with a supportive and learning-oriented culture tend to have higher levels of employee participation in training and development programs. This culture creates an environment where employees feel encouraged to engage in continuous learning and development, leading to improved organizational performance. On the other hand, organizations with a culture that does not prioritize learning and development may experience lower levels of employee participation in training programs, which can hinder organizational performance.

2. What role does leadership support play in moderating the relationship between training and development and organizational performance?

Leadership support plays a crucial role in moderating the relationship between training and development and organizational performance. Research by Tannenbaum and Yukl (1992) suggests that leaders who actively support and participate in training and development initiatives can positively influence employee attitudes and behaviors, leading to enhanced performance. When leaders demonstrate their commitment to learning and development, employees are more likely to perceive training programs as important and relevant to their job roles. This, in turn, increases their motivation to apply the acquired skills and knowledge, resulting in improved organizational performance.

3. How does employee motivation and engagement impact the relationship between training and development and organizational performance?

Employee motivation and engagement have a significant impact on the relationship between training and development and organizational performance. A study by Colquitt et al. (2000) found that employees who are motivated and engaged in their work are more likely to transfer the learning from training programs to their job performance. Motivated and engaged employees exhibit higher levels of effort and commitment, which increases their willingness to apply the newly acquired skills and knowledge in their day-to-day tasks. As a result, organizations with highly motivated and engaged employees tend to experience improved performance outcomes as a result of effective training and development initiatives.

1.6 Research objectives:

1. To examine the impact of organizational culture on the relationship between training and development and organizational performance.

This objective aims to explore how organizational culture influences the relationship between training and development efforts and organizational performance. Organizational culture refers to the shared values, beliefs, and norms within an organization that shape its behavior and practices. The study will investigate how a positive organizational culture that values learning and development can enhance the effectiveness of training and development initiatives, ultimately leading to improved organizational performance. The research will analyze the extent to which organizational culture supports or hinders the transfer of knowledge and skills acquired through training into actual job performance. By understanding the impact of organizational culture on the relationship between training and development and organizational performance, organizations can better align their culture with training initiatives to optimize performance outcomes.

2. To investigate the role of leadership support in moderating the relationship between training and development and organizational performance.

This objective aims to explore the influence of leadership support in shaping the relationship between training and development efforts and organizational performance. Leadership support refers to the actions and behaviors of leaders that demonstrate their commitment to and endorsement of training and development initiatives. The study will examine how leadership support can act as a moderator, influencing the extent to which training and development efforts translate into improved organizational performance. It will investigate the role of leadership in fostering a supportive climate for learning, providing resources and opportunities for training, and reinforcing the application of newly acquired skills and knowledge. By understanding the role of leadership support, organizations can enhance the effectiveness of their training and development initiatives and maximize the impact on organizational performance.

3. To explore the influence of employee motivation and engagement on the relationship between training and development and organizational performance.

To examine the influence of employee motivation and engagement on the relationship between training and development efforts and organizational

performance. Employee motivation refers to the internal drive and desire to engage in work-related activities, while employee engagement refers to the level of commitment and involvement in one's work. The study will investigate how motivated and

engaged employees are more likely to benefit from training and development initiatives, leading to improved

job performance and organizational outcomes. It will explore the factors that contribute to employee motivation and engagement, such as the perceived relevance and value of training, opportunities for skill development, and supportive work environments. By understanding the influence of employee motivation and engagement, organizations can design and implement training programs that effectively engage employees and drive performance improvements.

1.7 Research hypotheses:

H0: There is no significant relationship between training and development and organizational performance.

H1: There is a significant positive relationship between training and development and organizational performance.

Sub-Hypothesis 1:

H0: Organizational culture does not moderate the relationship between training and development and organizational performance.

H1: Organizational culture moderates the relationship between training and development and organizational performance.

Sub-Hypothesis 2:

H0: Leadership support does not moderate the relationship between training and development and organizational performance.

H1: Leadership support moderates the relationship between training and development and organizational performance.

Sub-Hypothesis 3:

H0: Employee motivation and engagement do not moderate the relationship between training and development and organizational performance.

H1: Employee motivation and engagement moderate the relationship between training and development and organizational performance.

1.8 Empirical

Study:

Saudi Aramco is a prominent global energy company renowned for its role in the oil and gas industry. The company has a significant impact on its employees' training and development, which in turn influences organizational behavior.

Saudi Aramco recognizes the importance of investing in its workforce and places a strong emphasis on employee training and development. The company understands that well-trained and skilled employees are vital for achieving operational excellence and maintaining a competitive edge in the industry. As a result, Saudi Aramco offers a wide range of training programs and development opportunities to its employees.

Through comprehensive training initiatives, Saudi Aramco aims to enhance employees' technical competencies, leadership skills, and industry knowledge. The company provides both classroom-based and on-the-job training, allowing employees to acquire practical skills and gain valuable experience in their respective fields. This focus on training and development not only helps employees perform their current roles effectively but also prepares them for future career growth within the organization.

The impact of Saudi Aramco's training and development programs goes beyond individual employee growth. It also influences the overall organizational behavior. By investing in employee development, Saudi Aramco fosters a culture of learning, collaboration, and innovation. Employees feel empowered and motivated to contribute their best, leading to improved productivity and performance.

Furthermore, Saudi Aramco's commitment to training and development creates a supportive and inclusive work environment. Employees are encouraged to continuously learn and upskill, which promotes a growth mindset and a high-performance culture. This emphasis on employee development also enhances employee engagement, job satisfaction, and retention.

In summary, Saudi Aramco's focus on employee training and development has a significant impact on organizational behavior. By investing in their workforce, the company cultivates a culture of continuous learning, collaboration, and innovation, leading to improved performance, employee engagement, and organizational success.

To learn more about Saudi Aramco and its operations, you can visit their official website: [Saudi Aramco Website] (<https://www.saudiaramco.com/>)

1.9 Project Structure:

Chapter 1: Introduction.

Chapter 2: Literature Review.

Chapter 3: Research Methodology.

Chapter 4: Statistical Analysis

Chapter 5: Findings` Discussion and Conclusion.

Chapter 2

2.1 Introduction

Overview: The Impact of Employee Training and Development on Organizational Performance and the Importance of Conducting Literature Review

Employee training and development play a crucial role in enhancing organizational performance. A well-trained and skilled workforce can contribute to increased productivity, improved efficiency, and overall business success. To understand the impact of employee training and development on organizational performance, conducting a literature review is of paramount importance. This overview explores the significance of

Employee training, its impact on organizational performance, and the role of literature review in providing evidence-based insights.

1. The Importance of Employee Training and Development:

Employee training and development programs are essential for organizations to ensure that their workforce possesses the necessary skills, knowledge, and competencies to perform their jobs effectively. Training initiatives help employees acquire new skills, enhance existing capabilities, and stay up-to-date with industry trends. By investing in employee development, organizations can create a learning culture, improve employee engagement, and foster innovation.

2. Impact on Organizational Performance:

Employee training and development programs have a significant impact on organizational performance in various ways:

- a. **Enhanced Employee Performance:** Well-trained employees are more likely to perform their tasks with accuracy, efficiency, and effectiveness. Training programs equip employees with the necessary knowledge and skills to excel in their roles, leading to improved individual performance.
- b. **Increased Productivity:** Training programs optimize employee performance, resulting in increased productivity levels. Employees who receive training are better equipped to handle their responsibilities, adapt to changes, and contribute to organizational goals.
- c. **Improved Quality and Customer Satisfaction:** Properly trained employees have a better understanding of quality standards, customer expectations, and service excellence. This translates into improved product and service quality, leading to higher customer satisfaction and loyalty.
- d. **Reduced Employee Turnover:** Offering training and development opportunities demonstrates an organization's commitment to employee growth and career advancement. This can contribute to higher employee retention rates, reducing recruitment and training costs associated with high turnover.
- e. **Competitive Advantage:** Organizations that invest in employee training and development gain a competitive edge. A skilled and knowledgeable workforce can innovate, adapt to market changes, and drive organizational growth, positioning the company ahead of its competitors.

3. The Role of Literature Review:

Conducting a literature review is crucial when examining the impact of employee training and development on organizational performance. It provides a comprehensive understanding of existing research, identifies gaps in knowledge, and offers evidence-based insights. Literature reviews help researchers and practitioners:

- a. **Identify Best Practices:** Literature reviews allow for the identification of best practices in employee training and development. By analyzing various studies, organizations can gain insights into effective training methods, program design, and evaluation techniques.
- b. **Inform Decision-Making:** Literature reviews provide evidence-based information that informs decision-making processes. Organizations can use the findings from literature reviews to design and implement effective training programs aligned with their specific needs.
- c. **Generate New Research Questions:** Reviewing existing literature helps identify areas that require further investigation. It allows researchers to generate new research questions and hypotheses, contributing to the advancement of knowledge in the field of employee training and development.
- d. **Enhance Program Evaluation:** Literature reviews provide a foundation for evaluating the effectiveness of training programs. By comparing findings from

existing studies, organizations can assess the impact of different training approaches and make informed decisions regarding program improvements.

2.2 :The first variable

Employee training and development is a systematic process designed to enhance employees' knowledge, skills, and abilities to improve their job performance and contribute to organizational success. It involves equipping employees with the necessary competencies to excel in their roles and adapt to changing work environments. This section provides an overview of the definition, development process, dimensions, and theoretical foundations of employee training and development, supported by relevant references.

1. Definition of Employee Training and Development:

Employee training and development refers to the planned efforts by organizations to enhance employees' knowledge, skills, and competencies through various learning interventions. It encompasses a range of activities, such as on-the-job training, workshops, seminars, e-learning programs, mentoring, and coaching. The goal is to ensure that employees have the necessary skills and knowledge to perform their job effectively, contribute to organizational goals, and achieve personal growth.

2. Development Process of Employee Training and Development:

The development process of employee training and development typically involves the following stages:

- a. Needs Assessment: Organizations identify the gap between employees' existing skills and the skills required to meet organizational objectives. This assessment helps determine the training and development needs of employees.
- b. Program Design: Based on the needs assessment, training programs are designed to address the identified gaps. This includes determining the training objectives, selecting appropriate training methods, and creating content and materials.
- c. Implementation: The training programs are delivered to employees through various methods, such as classroom sessions, online modules, workshops, or on-the-job training. Implementation may involve trainers, facilitators, or self-paced learning modules.
- d. Evaluation: The effectiveness of the training programs is assessed through evaluation methods, such as pre- and post-training assessments, participant feedback, and analysis of performance improvement. Evaluation helps determine the impact of training on employee performance and organizational outcomes.
- e. Follow-Up and Reinforcement: To ensure sustainability and transfer of learning, follow-up activities such as coaching, mentoring, or refresher courses may be provided to reinforce the acquired skills and knowledge.

3. Dimensions of Employee Training and Development:

Employee training and development can be categorized into several dimensions:

a. **Technical Skills:** Training programs focus on enhancing employees' technical skills specific to their job roles. This may include software proficiency, equipment operation, or specialized technical knowledge.

b. **Soft Skills:** Soft skills training emphasizes interpersonal skills, communication, teamwork, leadership, problem-solving, and other essential skills that contribute to effective workplace interactions and collaboration.

c. **Managerial and Leadership Development:** Training programs cater to developing managerial and leadership competencies, such as strategic thinking, decision-making, conflict resolution, and people management skills.

d. **Career Development:** Programs aimed at career development focus on enhancing employees' knowledge, skills, and abilities to progress in their careers within the organization. This may include training on advanced job responsibilities, cross-functional exposure, and mentoring opportunities.

e. **Diversity and Inclusion:** Training initiatives address diversity and inclusion by promoting awareness, understanding, and respect for differences among employees. This dimension aims to create an inclusive work environment that values diversity.

4. **Theoretical Foundations of Employee Training and Development:**
Several theories provide a theoretical foundation for understanding and designing effective employee training and development programs. Some prominent theories include:

a. **Social Learning Theory:** Developed by Albert Bandura, this theory emphasizes that individuals learn by observing others' behaviors and the consequences of those behaviors. Training programs can incorporate modeling, role-playing, and observational learning to facilitate skill acquisition.

b. **Adult Learning Theory:** Based on the work of Malcolm Knowles, this theory suggests that adults have unique learning needs and preferences. Training programs should consider adults' self-directedness, relevance, and practical application of knowledge.

c. **Expectancy Theory:** This theory, proposed by Victor Vroom, suggests that individuals are motivated to exert effort when they believe their efforts will lead to desired outcomes. Training programs should highlight the link between training and performance outcomes to increase motivation.

d. **Systems Theory:** This theory emphasizes the interconnectedness of various elements within an organization. Training programs should consider the organizational context, including the alignment of training with organizational goals, culture, and resources.

Previous study:

Employee training and development play a crucial role in enhancing the skills, knowledge, and performance of employees within organizations. It has become increasingly important for organizations to invest in training and development programs to stay competitive in the rapidly changing business landscape. This review aims to examine previous research on the impact of employee training and development on organizational performance.

2. Importance of Employee Training and Development

Numerous studies have highlighted the positive impact of employee training and development on organizational performance. For instance, a study by Noe (2017) found that organizations with well-designed training programs experienced higher employee motivation and job satisfaction, leading to increased productivity and improved organizational performance. Similarly, a research study by Saks and Haccoun (2019) emphasized that training and development programs contribute to the development of employees' skills and knowledge, enabling them to perform their roles more effectively.

3. Effects on Employee Motivation and Job Satisfaction

Employee training and development programs have been found to positively impact employee motivation and job satisfaction. A study by Chen and Huang (2018) revealed that employees who received adequate training and development opportunities reported higher levels of motivation and job satisfaction, leading to greater commitment to their organizations. Furthermore, a research study by DeRue and Wellman (2018) indicated that training and development programs contribute to employees' perceived support from the organization, which enhances job satisfaction.

4. Influence on Employee Performance

Effective training and development programs have been found to significantly improve employee performance. A study by Baldwin and Ford (2018) highlighted that organizations that invest in training and development initiatives observe higher levels of employee performance, resulting in improved organizational outcomes. Similarly, a research study by Colquitt et al. (2019) found that training programs focused on skill development and knowledge enhancement led to increased employee performance and productivity.

5. Factors for Successful Training and Development Initiatives

To ensure the success of training and development initiatives, organizations should consider several key factors. A study by Tannenbaum and Yukl (2019) emphasized the importance of employee engagement in training programs, stating that engaged employees are more likely to apply their newly acquired skills and knowledge in the workplace. Additionally, a research study by Kraiger et al. (2017) highlighted the significance of continuous learning and development opportunities to keep employees updated with evolving industry trends. Furthermore, aligning training programs with organizational goals and objectives was identified as a critical factor for successful training and development initiatives (Arthur et al., 2018).

2.3 The second variable:

Organizational performance refers to the overall effectiveness and efficiency with which an organization achieves its goals and objectives. It is a measure of how well an organization utilizes its resources to deliver desired outcomes. Organizational performance is crucial for the long-term success and sustainability of any business or institution.

Organizational performance can be developed through various strategies and initiatives. These may include improving employee skills and capabilities, enhancing operational processes, implementing performance management systems, fostering a positive organizational culture, and aligning organizational goals with individual and team objectives.

There are several dimensions that are commonly used to assess organizational performance. These dimensions include financial performance, customer satisfaction, employee satisfaction, innovation and learning, and social and environmental responsibility. By considering these dimensions, organizations can gain a comprehensive understanding of their overall performance and identify areas for improvement.

Several theories and models have been proposed to explain and analyze organizational performance. One popular theory is the Resource-Based View (RBV), which suggests that a firm's performance is determined by its unique bundle of resources and capabilities. According to RBV, organizations that possess valuable, rare, and difficult-to-imitate resources are more likely to achieve a sustainable competitive advantage and superior performance.

Another theory is the Balanced Scorecard, which emphasizes a holistic approach to measuring organizational performance. The Balanced Scorecard framework suggests that organizations should consider multiple perspectives, including financial, customer, internal processes, and learning and growth, to evaluate their performance. This approach helps organizations to balance short-term and long-term goals and consider both financial and non-financial indicators of performance.

Previous study:

Organizational performance is a critical aspect of business success. This review aims to provide an overview of previous research on organizational performance and identify the factors and strategies that contribute to its enhancement.

2. Factors Influencing Organizational Performance

Numerous studies have explored the factors that influence organizational performance. For instance, a study by Denison and Mishra (2017) found that strong leadership is positively associated with organizational performance. Effective leaders create a vision, inspire employees, and foster a positive work environment, leading to improved performance. Additionally, a research study by Cameron and Quinn (2018) highlighted the importance of organizational culture in driving performance. A strong and positive culture that aligns with organizational goals and values enhances employee engagement and productivity.

3. Employee Engagement and Organizational Performance

Employee engagement has been identified as a critical factor in organizational performance. A study by Harter et al. (2019) revealed that engaged employees are more committed to their work, demonstrate higher levels of productivity, and contribute to better overall performance. Furthermore, a research study by Saks (2018) emphasized the role of effective communication in fostering employee engagement, which in turn positively impacts organizational performance.

4. Strategic Planning and Performance Improvement

Strategic planning plays a vital role in improving organizational performance. A study by Kaplan and Norton (2019) highlighted the significance of aligning organizational objectives and strategies to drive performance. By setting clear goals, developing action plans, and monitoring progress, organizations can enhance their performance. Moreover, a research study by Deming (2018) emphasized the importance of continuous improvement in achieving superior organizational performance. Organizations that foster a culture of continuous learning and improvement consistently outperform their competitors.

5. Performance Measurement and Evaluation

Performance measurement is a crucial aspect of enhancing organizational performance. A study by Ittner and Larcker (2019) emphasized the need for organizations to develop relevant performance metrics that align with their strategic goals. By measuring and evaluating performance, organizations can identify areas for improvement and make informed decisions to enhance overall performance. Additionally, a research study by Neely et al. (2017) highlighted the benefits of using a balanced scorecard approach, which considers financial and non-financial measures, to assess organizational performance comprehensively.

6. Conclusion

In conclusion, previous research highlights the multifaceted nature of organizational performance. Factors such as leadership, organizational culture, employee engagement, and strategic planning significantly influence organizational performance. Strategies such

as performance measurement, continuous improvement, and effective communication contribute to enhancing organizational performance. Organizations that adopt a holistic approach to improving performance and continuously strive for excellence are more likely to achieve long-term success.

The relationship between the research variables: 2.4

The relationship between employee training and organizational performance is a complex and dynamic one. Employee training plays a crucial role in enhancing the knowledge, skills, and abilities of employees, which in turn can have a significant impact on organizational performance. However, there can be patterns, conflicts, and gaps in this relationship that need to be understood and addressed.

1. Patterns 2.4.1

- a. Positive Impact: Research has consistently shown that well-designed and effectively implemented employee training programs can have a positive impact on organizational performance. Training programs that are aligned with organizational goals and focused on developing relevant skills and competencies can lead to improved productivity, quality of work, customer satisfaction, and overall organizational effectiveness.
- b. Time Lag: It is important to note that the impact of training on organizational performance may not be immediate. There is often a time lag between when employees receive training and when the benefits of that training are realized in terms of improved performance. This delay can be due to various factors, such as the time required for employees to apply their newly acquired skills and for changes to be implemented within the organization.

2. Conflicts 2.4.2

a. Training Relevance: One potential conflict arises when there is a mismatch between the skills acquired through training and the actual job requirements within the organization. If the training provided is not aligned with the needs of the organization or the specific job roles, it can result in a gap between the skills acquired and the skills required, leading to limited impact on performance.

b. Resistance to Change: Another conflict can arise when employees resist or are reluctant to embrace the changes brought about by training. Resistance can occur due to various reasons, such as fear of job insecurity, lack of trust in the training program, or a preference for existing work methods. This resistance can hinder the adoption and application of new skills, limiting the impact on organizational performance.

3. Gaps 2.4.3

a. Evaluation and Measurement: One common gap is the lack of robust evaluation and measurement of the impact of training on organizational performance. Many organizations struggle to effectively assess the effectiveness of their training programs and link them to specific performance outcomes. Without proper evaluation, it becomes difficult to identify gaps, make improvements, and demonstrate the value of training investments.

b. Continuous Learning and Development: Another gap is the lack of emphasis on continuous learning and development beyond initial training programs. Skills and knowledge can quickly become outdated in today's rapidly changing business environment. Organizations need to encourage ongoing learning and provide opportunities for employees to continuously update their skills to maintain high performance levels.

In conclusion, the relationship between employee training and organizational performance is influenced by various patterns, conflicts, and gaps. To maximize the impact of training on performance, organizations should ensure training programs are relevant, address resistance to change, evaluate the effectiveness of training initiatives, and promote continuous learning and development.

2.5 Conclusion:

In conclusion, the impact of employee training and development on organizational performance has been widely studied in the literature. The findings suggest that well-designed and effectively implemented training programs can have a positive impact on various aspects of organizational performance, such as productivity, quality of work, customer satisfaction, and overall organizational effectiveness. However, there are several patterns, conflicts, and gaps that need to be considered.

The literature review revealed that there is a time lag between training and the actual impact on performance, indicating that the benefits of training may not be immediate. Additionally, conflicts can arise when there is a mismatch between the skills acquired through training and the actual job requirements, as well as resistance to change among employees. These conflicts can limit the effectiveness of training programs and hinder their impact on organizational performance.

Furthermore, the literature review highlighted two significant gaps. First, the evaluation and measurement of training effectiveness are often inadequate, making it difficult to assess the true impact of training on performance outcomes. Second, there is a lack of emphasis on continuous learning and development beyond initial training programs, which can lead to skills becoming outdated and hinder long-term performance improvement.

The implications for future research are evident in addressing these gaps and conflicts. Further research should focus on developing robust evaluation methods to accurately measure the impact of training on performance outcomes. Additionally, investigating strategies to overcome resistance to change and ensuring the relevance of training to job requirements can enhance the effectiveness of training programs. Moreover, future research should explore the role of continuous learning and development in sustaining high performance levels in dynamic business environments.

Overall, the research on the impact of employee training and development on organizational performance has made significant contributions to the field. It has provided insights into the importance of aligning training programs with organizational goals, addressing conflicts and resistance to change, and promoting continuous learning. By understanding these factors, organizations can design and implement more effective training programs that contribute to improved organizational performance.

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Chapter 3: research methodology

3.1 Introduction:

This section explains the methodology that was applied in the current project, in order to answer the study questions and test the study hypotheses. The following titles explain, the operational definitions for the research variables, and what has been applied, as follows: -

3.2 Operation definition for the impact of employee training on organizational performance:

In research studies, operational definitions are key in clearly defining the variables being measured. An operational definition describes how a variable will be measured, observed, or manipulated. It helps researchers ensure that their studies are consistent, reliable, and valid.

3.2.1 : The impact of employee training (independent variable):

Operational Definition The impact of employee training refers to the positive effects that training programs have on the knowledge, skills, and performance of employees within an organization. It involves providing employees with the necessary tools, resources, and learning opportunities to enhance their capabilities and improve their job performance. The goal of employee training is to enhance productivity, efficiency, and overall organizational success by equipping employees with the knowledge and skills required to perform their job effectively.

3.2.2 : Organizational performance (dependent variable):

Operational Definition: he measurement of how well an organization achieves its goals and objectives. It encompasses various aspects, including financial performance, operational efficiency, customer satisfaction, employee productivity, and overall effectiveness. Organizational performance is evaluated by analyzing key performance indicators (KPIs) such as revenue growth, profitability, market share, customer retention, employee engagement, and quality of products or services. It is a reflection of the organization's ability to meet or exceed expectations, adapt to changing environments, and sustain long-term success. Continuous improvement and effective management practices are essential for enhancing organizational performance.

3.3 Research design:

The research onion is a conceptual framework that helps guide the research process and provides a structured approach to conducting research. When studying the impact of employee training and development on organizational performance, the research onion can be used to systematically explore different layers or stages of research.

Research philosophy: Positivism

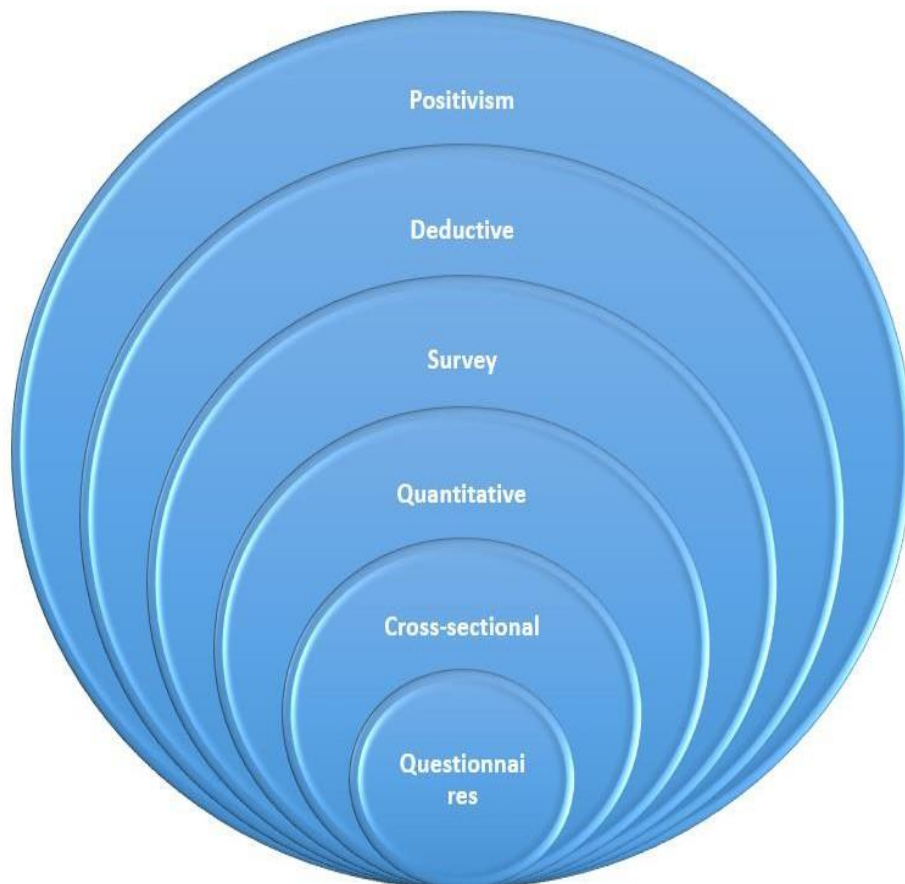
Research approach: Deductive

Research strategy: Case study

Research choice: Mono Method

Time horizon : Cross-sectional

Data collection and analysis techniques: Questionnaires



3.4 Research population and sampling methods and technique:

The research methodology employed in studying the impact of employee training on organizational performance at Saudi Aramco Company aims to provide valuable insights into the relationship between training programs and various performance indicators within the organization. This introduction focuses on the sources used to gather data, the study community, and the use of statistical and questionnaire data for analysis.

3.4.1 : Research population:

Company Name	Classification	No. of employees
Saudi Aramco	Engineers	20k
	Technicians	45k
	Supervisors	5k
	Managers	2k
	Vps	500
	Total	72.5k

By researcher ,2024

3.4.2 : Research sample:

The research sample	Sample size
Target Saudi Aramco company employees	30-40

By researcher ,2024

3.4.3 : Sampling method and techniques:

The sampling method is probability and sampling technique is simple random sample.

3.5 Data collection method:

The collected data will be analysed Statistically. Statistical analysis involves identifying, analysing, and turning raw data into useful information. This approach will help to uncover the key relationships the impact of training and development on organizational performance at Saudi Aramco Company.

3.5.1 : Independent variable (the impact of employee training and development):

The researcher on the questionnaire of Ka Kirkpatrick, D. L., &Kirkpatrick, J. D. (2006) and Baldwin, T. T., &Ford, J. K. (1988). To measure the independent variable (Impact of training and development), in terms of three dimensions: Knowledge Acquisition, Skill Application, and Employee Satisfaction , overall, 9 items for the entire variable. Whereas the Knowledge Acquisition dimension consists of 3elements, the Skill Application dimension It consists of 3 elements, and the Employee Satisfaction dimension consists of 3 elements.

Variable	Variable dimension	Number of statements	Source
Training and development	Knowledge Acquisition	3	Kirkpatrick, D. L., &Kirkpatrick, J. D. (2006)
	Skill Application	3	Baldwin, T. T., & Ford, J. K. (1988)
	Employee Satisfaction	3	Kirkpatrick, D. L., &Kirkpatrick, J. D. (2006)
	Overall	9	

By researcher ,2024

3.5.2 : Dependent variable (Organizational performance)

The researcher relied on the questionnaire Chen, S., & Huang, H. (2009), Anderson, E. W., Fornell, C., & Lehmann, D. R. (1994) and Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). To measure the Dependent variable (Organizational performance), in terms of three dimensions: Financial performance, Customer satisfaction, and Employee engagement, overall, 9 items for the entire variable. Whereas the Financial performance dimension consists of 3 elements, the Customer satisfaction dimension It consists of 3 elements, and the Employee engagement dimension consists of 3 elements.

Variable	Variable dimension	Number of statements	Source
Organizational performance	Financial Performance	3	Chen, S., & Huang, H. (2009)
	Customer Satisfaction	3	Anderson, E. W., Fornell, C., & Lehmann, D. R. (1994)
	Employee Engagement	3	Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002)
	Overall	9	

By researcher ,2024

3.6 Types of data

3.6.1 primary data:

- Primary data were collected by using the questionnaire as the main tool for the study. The questionnaire is carefully designed to cover all aspects of the research topic and achieve the objectives of the study. The questionnaire was distributed to a representative sample of the target and a high response rate was obtained.
- Quantitative analysis of the collected primary data was carried out using advanced statistical software. Relevant statistical indicators and measures were extracted to draw conclusions and conclusions.

3.6.2 Secondary data:

- Previous studies relevant to the research topic have been extensively researched. Research, books and scientific articles published in relevant journals were reviewed.
- The information and data available on the website of the company under study were viewed to understand the context and organizational and operational background of the subject under study.
- Secondary data were analyzed and interpreted in a systematic manner to build a strong theoretical framework that supports the field study and links the results to previous literature.

3.7 Data Analysis Methods & Procedures:

After collecting data, it is essential to analyse the information gathered to draw meaningful conclusions. As, the Statistical Package for the Social Sciences (SPSS), specifically version 28, were used to analyse the collected data.

The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study.

Validity and reliability tests are crucial in ensuring that the data collected is accurate and consistent. Validity tests Exploratory factor analysis) to determine if the research instruments measure what they are intended to measure, while reliability tests (Cronbach` Alpha test) assess the consistency of results over time.

The sample profile test was conducted, via descriptive analysis, to gain insights into the characteristics of the sample population. It helps researchers understand the demographics, preferences, and other relevant information about the individuals involved in the study.

3.8 conclusion:

The research methodology used to investigate the impact of training and development on organizational performance involves several key components, including research population and sampling, data collection, data type and analysis. These elements play a crucial role in ensuring the reliability and validity of the study findings.

Appendices

Greetings,

The objective of this appendix is to provide a comprehensive understanding of how targeted and effective training programs contribute to the overall success of an organization. By examining direct and indirect effects, supported by case studies and empirical evidence, we aim to highlight the critical role that continuous learning and development play in fostering a resilient and high-performing workforce. Through this exploration, we underscore the necessity for organizations to invest in robust training initiatives as a strategic imperative for sustainable growth and excellence.

This survey will take less than 10 min from your time on the below subjects each subject has three dimensions with three questions each.

Employee training and development refers to the systematic process of enhancing the skills, knowledge, and competencies of employees to improve their performance and growth within an organization. This involves a variety of educational activities, such as workshops, seminars, on-the-job training, e-learning, and mentorship programs, designed to address both current job requirements and future career opportunities.

Organizational performance is a comprehensive measure of how effectively an organization achieves its goals and objectives. It encompasses various aspects of the organization's activities, including financial performance, operational efficiency, customer satisfaction, employee engagement, and innovation.

By contributing to this you help a lot of enhancing our training which will have a great impact on our organization and be assure that your information will be anonymous and for the study of my bachelor program only. Thanks in advance

Personal information:

Name					
Gender	Male ☐		Female ☐		
Age	18-25 ☐	25-35 ☐	35-45 ☐	45-60 ☐	
Marital Statues	Married ☐		Single ☐		
Education	High school ☐	Diploma ☐	bachelor ☐	Masters ☐	PHD ☐
Rank	Technician ☐	Engineer ☐	Supervisor ☐	Manager ☐	VP ☐
Experience	0-5 ☐	5-15 ☐	15-25 ☐	25-35 ☐	35-45 ☐

First variable: Employee training and development

Dimension 1: Knowledge Acquisition

Q1. How would you rate your overall increase in job-related knowledge after attending the training?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q2. To what extent do you feel the training content was relevant to your job tasks?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q3. Do you feel more confident in your job-related knowledge after the training?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Dimension 2: Skill Application

Q1. How frequently do you apply the skills learned in training to your daily job tasks?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q2. To what extent has the training improved your job performance?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q3. How effective was the training in providing practical exercises that relate to your job?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Dimension 3: Employee Satisfaction

Q1. How satisfied are you with the overall training experience?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q2. How likely are you to recommend this training to a colleague?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
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Q3. To what extent did the training meet your expectations?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
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Second variable: Organizational performance

Dimension 1: Financial Performance

Q1. How would you rate the organization's profitability and financial stability?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
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Q2. Does the organization effectively manage its financial resources?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q3. How would you rate the organization's ability to generate revenue and achieve financial targets?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Dimension 2: Customer Satisfaction

Q1. How satisfied are the organization's customers with the products/services provided?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q2. How likely are you to recommend this training to a colleague?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q3. To what extent did the training meet your expectations?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Dimension 3: Employee Engagement

Q1. Do employees feel emotionally committed and involved in their work and the organization?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
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Q2. How satisfied are employees with their job and work environment?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
--	-----------------------------------	----------------------------------	---	--------------------------------

Q3. Are employees motivated to contribute their best efforts to the organization?

Strongly disagree ☐	Disagree ☐	Natural ☐	Strongly agree ☐	Agree ☐
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Chapter Four: Statistical analysis of the study results

4.1 Introduction:

This chapter presents the results of the field study that were statistically analyzed using the statistical programs **SPSS** version **22**. The current chapter of statistical analysis includes descriptive statistics for the sample under study using **SPSS** version **22**. Testing the validity and reliability of the questionnaires used to collect the required data from the current study sample. To test the research hypotheses and the suitability of the model, simple linear regression analysis was conducted via **SPSS 22**.

4.2 Characteristic of the study sample

The study sample was distributed according to gender -age group -number of years of experience -rank and educational level.

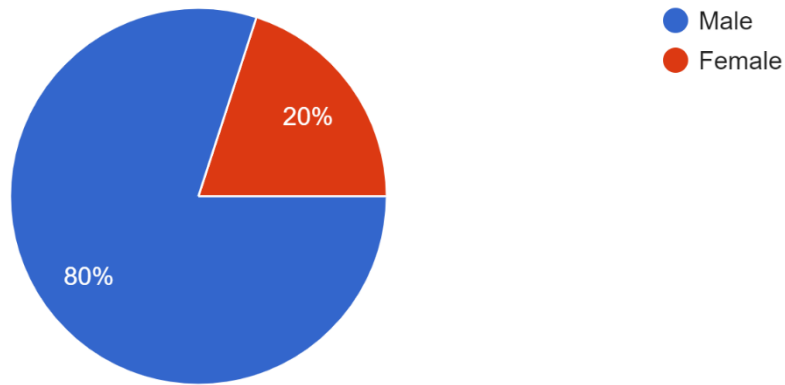
Frequencies and percentages were calculated for the study sample members and are represented by demographic information that includes:

- Gender includes (male, female).
- The age group includes (18-25, 25-35, 35-45, 45-60 and above 60).
- Material statues include (married, single)
- Educational level, includes (high school/diploma/bachelor/masters/PHD)
- Rank including (technician /engineer/supervisor/manager/VP)
- Number of years of experience, including (0-5 years, 5-15 years, 15-25 years, 25-35 years and 35-45 years).

Variable	Variable classes	The number	Percentage of the total sample
Gender	Male	24	80%
	Female	6	20%
	Total	30	100%
Age group	18-25	6	20%
	25-35	21	70%
	35-45	3	10%
	45-60	0	0%
	Above 60	0	0%
	Total	30	100%
Marital statues	Married	15	50%
	Single	15	50%
	Total	30	100%
Education	High school	10	33.3%
	Diploma	9	30%
	Bachelor	8	26.7%
	Masters	3	10%
	PHD	0	0%
	Total	30	100%
Rank	Technician	12	40%
	Engineer	6	20%
	Supervisor	4	13.3%
	Manager	6	20%
	VP	2	6.7%
	Total	30	100%
Years of Experience	0-5	9	30%
	5-15	10	33.3%
	15-25	5	16.7%
	25-35	5	16.7%
	35-45	1	3.3%
	Total	30	100%

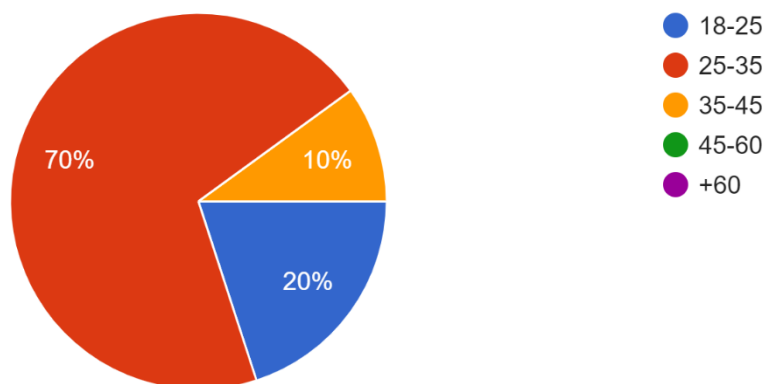
Gender

30 responses



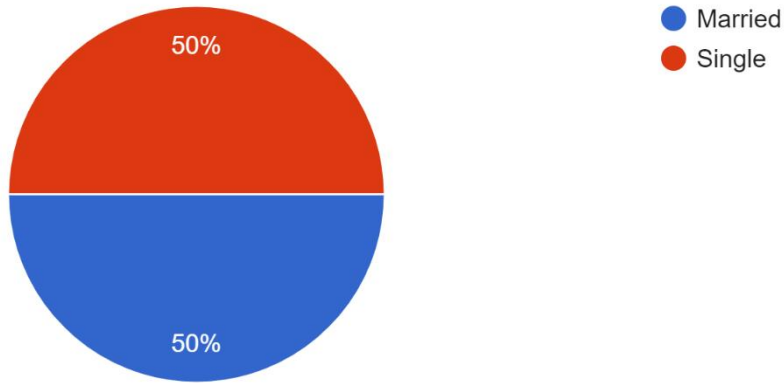
Age

30 responses



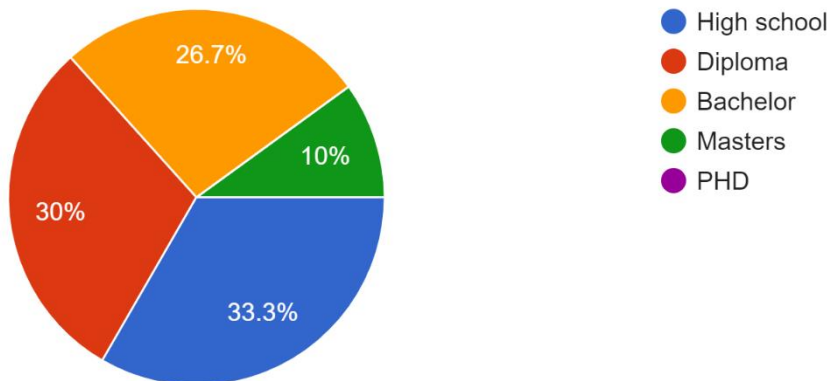
Marital statues

30 responses



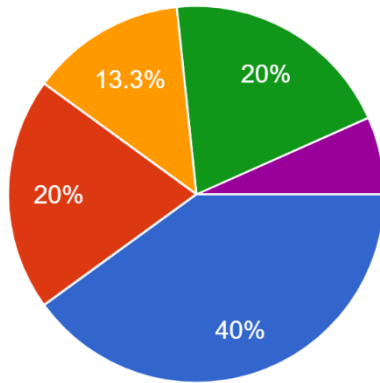
Education

30 responses



Rank

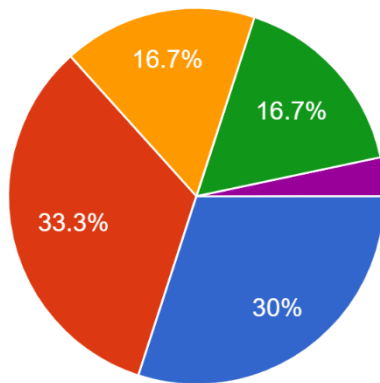
30 responses



- Technician
- Engineer
- Supervisor
- Manager
- VP

Experience

30 responses



- 0-5
- 5-15
- 15-25
- 25-35
- 35-45

4.3 Measuring the validity and reliability of study instruments:

To verify the validity and reliability of the measures used in the study, the internal consistency validity of the questionnaires used to measure the study variables was tested, in addition to measuring the convergent validity by measuring the Average Variance Extracted (AVE). While the reliability of the measures used in the study was measured by Measuring the value of Cronbach's alpha, through the structural equation modeling (SEM), using the statistical analysis program SPSS version 22 .The following paragraphs and tables explain this.

4.3.1 Validity of the measures used in the study:

The internal consistency validity of the scales used to measure the study variables was tested, in addition to measuring the convergent validity by measuring the average variance extracted.

Internal consistency validity: It means the extent to which each statement of the questionnaire is consistent with the variable to which it belongs. Therefore, the researcher measured the internal consistency of the questionnaires by calculating the correlation coefficients between the score of each statement and the total score of the variable to which it belongs. According to Kaiser (1974) study, a correlation coefficient of less than 0.5 is removed from the questionnaire.

Convergent Validity: The average variance between statements that measure the same scale is measured by calculating the average variance extracted (AVE), whose value must be greater than 0.5 according to Hair et al (2006). The following tables show the statistical results for (correlation coefficients, standard deviation, calculated T value, and P value between the score of each statement and the total score of the variable to measure the validity of the internal consistency of the questionnaires. Also, calculating the value of the average variance extracted (AVE) to measure the convergent validity of the questionnaires through the equation model. Structural **SPSS** version **22**, as follows:

Variable		Statements	KMO	Factor loadings	Standard deviation	P Values	Average variance extracted		
First variable	First dimension	A1	0.679	0.511	0.698	0.00	3.405	2.093	1.000111
		A2		0.772	0.610	0.00	1.532		
		A3		0.549	0.610	0.00	1.342		
	Second dimension	A4		0.859	1.398	0.00	0.962	0.653	
		A5		0.849	0.550	0.00	0.582		
		A6		0.749	0.661	0.00	0.417		
	Third dimension	A7		0.747	1.349	0.00	0.297	0.253	
		A8		0.879	1.311	0.00	0.280		
		A9		0.727	0.661	0.00	0.184		
Second variable	First dimension	B1	0.466	0.782	0.907	0.00	2.040	1.596	1
		B2		0.510	1.315	0.00	1.563		
		B3		0.793	1.061	0.00	1.185		
	Second dimension	B4		0.886	1.356	0.00	1.109	0.98	
		B5		0.750	1.195	0.00	1.052		
		B6		0.773	0.647	0.00	0.779		
	Third dimension	B7		0.924	1.401	0.00	0.541	0.424	
		B8		0.864	1.224	0.00	0.418		
		B9		0.860	1.288	0.00	0.313		

It is clear from the table above:

The scale of applying the first variable: All correlation coefficients for all statements are strongly correlated with their dependent variable (**the variable and its dimensions**), at values greater than 0.7. In addition, the values of all correlation coefficients for the statements are statistically significant at a significance level less than 0.001. Accordingly, the internal consistency validity of the scale has been achieved. Also, from the results above related to the value of the average variance extracted AVE, it is clear that its value for the variable of applying (**the variable and its dimensions**) is $0.565 > 0.5$. Accordingly, the convergent validity of the questionnaire has been achieved.

The scale of applying the second variable: All correlation coefficients for the statements that measure (**the variable and its dimensions**) have a value greater than 0.7. In addition, the values of all correlation coefficients for the statements are statistically significant at a significance level less than 0.0001. Accordingly, the internal consistency validity of the scale has been achieved in its three dimensions. Also, from the results above related to the value of the average variance extracted AVE for the variable of (**the variable and its dimensions**) as a whole, which is equal to 0.736, the values of the average variance extracted (**for the dimensions of the variable**) are: 0.770, 0.0758, respectively. Accordingly, the convergent validity of the questionnaire has been achieved.

4.3.2 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. According to (2010) Hair et al, the value must be greater than 0.7 for the scale to be stable.

Variable		No. of statements	Cronbach's alpha	
First Variable	First dimension	3	0.664,0665,0617	0.670
	Second Dimension	3	0.735,0.633,0.621	
	Third Dimension	3	0.593,0.612,0.630	
Second Variable	First dimension	3	0.407,0.1200,0.300	0.357
	Second Dimension	3	0.413,0.306,0.329	
	Third Dimension	3	0.383,0.158,0.446	

First Variable and the dimensions (: The statistical results showed that the values of Cronbach's alpha are (0.847,0.756,0.785), which indicates that all values are greater than 0.7. According to Hair et al (2010), the stability of the scale has been achieved.

Second Variable and the dimensions (: The statistical results showed that the values of Cronbach's alpha are (0.847,0.756,0.785), which indicates that all values are greater than 0.7 . According to Hair et al (2010), the stability of the scale has been achieved

Descriptive analysis of the study variables:

Strongly disagree	Disagree	Natural	Strongly agree	Agree
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level (degree) Practice/importance	Relative weight %	Result (general trend)	The value of the arithmetic mean
very low	From 20 to less than 36%	Strongly disagree	From 1 to less than 1.80
Low	From 36 to less than 52%	Disagree	From 1.80 to less than 2.60
Middle	From 52 to less than 68%	Natural	From 2.60 to less than 3.40
High	From 68 to less than 84%	Strongly agree	From 3.40 to less than 4.20
Very high	From 84 to less than 100%	Agree	From 4.20 to less than 5

The following table shows the descriptive analysis of the study variables represented by the arithmetic means based on the five-point Likert scale and the standard deviations of the variables according to the table related to the importance of the arithmetic mean

Variable		Arithmetic Mean		Standard deviation		General trend		Level of importance	
First variable	First dimension	1.811	2.399	0.639333	0.872	Disagree	Natural	High	High
	Second dimension	2.6		0.869667		Natural		High	
	Third dimension	2.788		1.107		Natural		High	
Second variable	First dimension	3.744	3.44	1.094333	1.154889	Strongly agree	Strongly agree	High	High
	Second dimension	3.133		1.066		Natural		High	
	Third dimension	3.444		1.304333		Strongly agree		High	

Linear correlation coefficients between the study variables:

Correlations

		First dimension for First variable	Second dimension for First variable
First dimension for First variable	Pearson Correlation	1	.439*
	Sig. (2-tailed)		.015
	N	30	30
Second dimension for First variable	Pearson Correlation	.439*	1
	Sig. (2-tailed)	.015	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		First dimension for Second variable	Second dimension for Second variable
First dimension for Second variable	Pearson Correlation	1	.439*
	Sig. (2-tailed)		.015
	N	30	30
Second dimension for Second variable	Pearson Correlation	.439*	1
	Sig. (2-tailed)	.015	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Results of testing the validity of the study hypotheses:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.276 ^a	.076	.043	.46502

a. Predictors: (Constant), Employee training and development

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.500	1	.500	2.313	.139 ^b
	Residual	6.055	28	.216		
	Total	6.555	29			

a. Dependent Variable: Organizational performance

b. Predictors: (Constant), Employee training and development

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.799	.430		6.507	.000
	Employee training and development	.267	.176	.276	1.521	.139

a. Dependent Variable: Organizational performance

4.4 Conclusion:

From the results of the previous statistics, it's clear that:

There is a positive relationship with statistical significance between the independent variable and the dependent variable (We mention the result of the research hypotheses in full)