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The Impact of Training on Enhancing Job Performance at SABIC, Jubail, KSA

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Dedication

I dedicate this humble effort to my honorable parents, may God have mercy on my father and mother and grant them the highest place in Paradise.

To my brothers and sisters, my pillars of strength and pride, and to their children, wishing them continued success and prosperity.

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1Chapter 1: Introduction

1.1 Introduction

The Industrial Revolution, which was a whirlwind of rapid progress in various fields, required rapid adaptation from everyone. Whether at the individual level, within organizations, or across society as a whole, raising living standards has become a critical goal. This need for adaptability remains true for businesses navigating the internal and external changes of today's world. (Hedaya et al., 2022). As a result, a company's ability to adapt to change is essential to its ability to survive in the business world and to ensure that it achieves the goals it has set. (Marta, 2017). As a result of the materialistic trend that has clearly dominated the work environment and its various systems, the basic criterion for the organization’s success has become the human resource (Arafat et al 2024).

Training is one of the important and sensitive topics that receives great attention, as the human resource seeks through it to improve his skills and performance in order to adapt to his work position

and perform it without difficulties. Arafat et al (2024) Training is a comprehensive activity designed to give, acquire, enhance and develop work competence, productivity, discipline, conduct and work ethics at a certain level of ability and experience in line with the requirements of the position or job (Mangkongara, 2013). Employee development is the process of increasing an employee's ability and competence to reach the performance standards required for himself and the company as a whole. Employee development leads to increased job satisfaction, which enhances the productivity and profitability of the company (Chambers, 2006).

According to Zheng (2009), a statistically significant relationship was found between employee training and the resulting performance training in completing various tasks. It was found that those employees who received training were more capable of performing different tasks and vice versa. Training has a direct relationship to employee performance. Most careers involve some type of on-the-job training, and a trained workforce has benefits for employees and employers. Training is often conducted to familiarize new employees with the roles and responsibilities of their position as well as company policies (Tukunimulongo et al, 2016)

Although previous research has shown that training is generally successful, it has often been unclear exactly what type of training and how best to deliver it to maximize performance gains. An employee's performance in a company does not always improve after attending training, sometimes an employee's performance declines. This is due to several factors, namely the qualifications of the employees who will participate in the training are not suitable, the providers are not suitable, the content of the training materials, training methods, training sites, training environment and training time (Nordiana Dehan & Pratama, 2018).

It is hoped that the research will provide information that can be useful to all managers in line with the implementation of on-the-job training. It also aims to help them find effective ways to develop and implement on-the-job training. It is expected that human resources training institutions will find this study very useful in developing their future training programs. Bafaneli et al. (2015). By uncovering optimal training approaches, this research provides actionable recommendations for

company to invest wisely and get the most out of their training programs. Moreover, it takes into account the dynamic nature of today's business environment, ensuring its findings are directly relevant and applicable. This research not only builds on existing knowledge but also lays the groundwork for further exploration of specific training modalities and their impact in different contexts. Ultimately, it has the potential to significantly advance knowledge, improve organizational practices, and boost employee performance in the modern business landscape.

While previous research has established a positive correlation between training and performance, factors influencing the effectiveness of training programs remain an area of exploration. This research aims to address this gap by examining the relationship between various training practices and employee performance outcomes at SABIC. The findings of this study are expected to provide valuable insights for SABIC's management in designing and implementing effective training programs, ultimately contributing to improved employee performance and organizational success.

1.2 Research Problem

Organizations recognize the critical role of training in empowering employees with the necessary skills and knowledge to excel and achieve peak performance. However, despite acknowledging the positive impact of training on employee performance, a crucial gap remains in our understanding of the specific types of training, delivery methods, and moderating factors that contribute to optimal training effectiveness in today's rapidly evolving business landscape. This research aims to address this gap by investigating the impact of various training practices on job performance at SABIC, Jubail KSA.

1.2.1 Theoretical Gaps:

Current theories may not accommodate the unique training requirements of different roles within the SABIC industry and context. Although the benefits of training are recognized, the most effective

ways to increase performance for different skill types and learning styles remain unclear. Theoretical frameworks may not fully explain how effectively employees apply learned skills to their jobs. This research aims to explore the specific training needs of the workforce and the effectiveness of SABIC's specific training methods, contributing to a more comprehensive understanding.

1.2.2 Empirical Gaps:

While it is possible to study the overall effect of training, there may be a lack of research that explores the specific aspects of training programs that contribute most to improved performance. This research can investigate the relationships between different training characteristics (such as duration, delivery method, and content) and employee performance. Although there are studies on the impact of training, there may be a lack of empirical evidence that specifically focuses on organizations such as SABIC in the Al Jubail region of Saudi Arabia. This study can contribute by providing empirical data on the effectiveness of training programs within this specific context to address this gap by collecting data on SABIC's training practices and analyzing their impact on employee performance.

Main research question:

" What is The Impact of Training on Improving Job Performance"

1.3 Research significant:

The process of continuous training is considered one of the most important effective means of influencing and adapting the human resource to work and keeping it always in the picture with the latest developments and scientific and practical methods at the internal and external levels of the organization. The modern vision of training has proven that it is one of the best types of organizational investments, and that it is an investment with a high return. In the short and long term, management must provide financial capabilities and specialists for training, which may be expensive for the organization, but the return will be comfortable for it by improving the level of efficiency and performance of individuals as well as raising productivity, thus ensuring the continued survival of the organization (Arafat et al, 2024)

1.3.1 Theoretical significance:

This research seeks to contribute to the theoretical understanding of training effectiveness by studying the relationship between different training practices and employee performance at SABIC

Company. This study can identify the factors that affect the effectiveness of training programs. This can contribute to developing a more comprehensive theoretical framework for understanding the effectiveness of training in different contexts.

The findings may challenge or refine existing theoretical models of training effectiveness by highlighting previously not considered factors or interactions between variables. This can lead to a more nuanced and nuanced understanding of the complex relationship between training and performance.

1.3.2 Empirical significance:

The results can provide valuable insights to the SABIC management team in designing and implementing effective training programs tailored to meet the specific needs of their employees and organizational goals. This can lead to improved employee performance, increased productivity, and ultimately, enhanced organizational success.

These insights can also benefit training organizations by informing the development of more impactful programs and other organizations by helping them improve their training practices and achieve better results. By understanding the factors that contribute to training effectiveness, these organizations can create more targeted and impactful training programs for their clients.

1.4 Research Questions

- What is the impact of management's interest in the training component on Improving job performance in SABIC company?
- What is the impact of training programs in the institution on Improving job performance in SABIC company?
- What is the impact of implementing and evaluating training within the organization on Improving job performance in SABIC company?

1.5 Research Objective

- Exploring the effect of Training on Improving Job Performance in SABIC company.
- Exploring the effect of management's interest in the training component on Improving Job Performance in SABIC company.

- Exploring the effect of training programs in the institution on Improving Job Performance in SABIC company.
- Exploring the effect of implementing and evaluating training within the organization on Improving Job Performance in SABIC company.

1.6 Research Hypotheses

- Main hypothesis H1:
  - There is a statistically significant effect of Training on Improving Job Performance in SABIC company.
- The first sub-hypothesis Ha:
  - There is a statistically significant effect of management's interest in the training component on Improving Job Performance in SABIC company.
- The second sub-hypothesis Hb:
  - There is a statistically significant effect of training programs in the institution on Improving Job Performance in SABIC company.
- The third sub-hypothesis Hc:
  - There is a statistically significant effect of implementing and evaluating training within the organization on Improving Job Performance in SABIC company.

1.7 Research Model

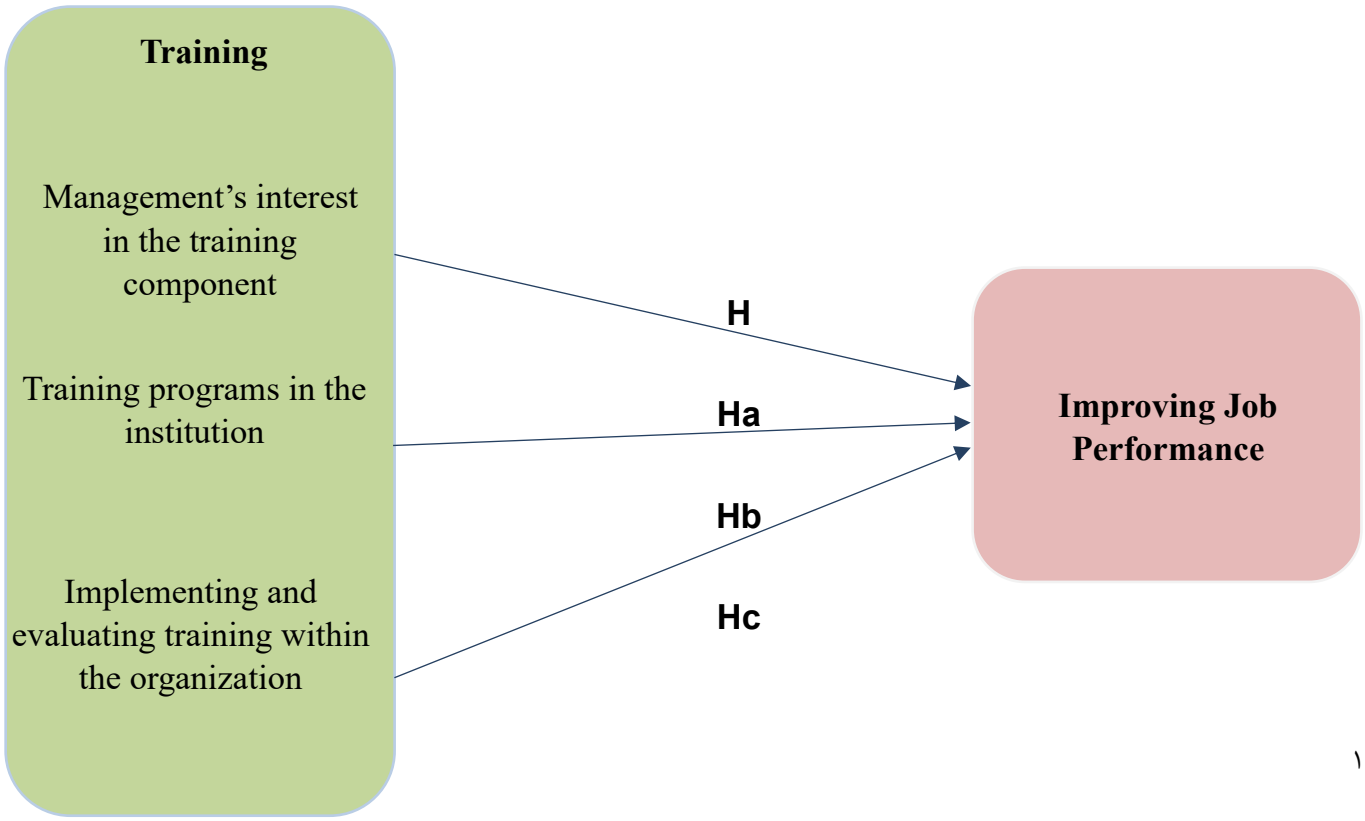


Figure 1: Designed By The Researcher, (2025)

1.8 Empirical Study

A field study will be conducted at SABIC, the leading Saudi company providing operation and maintenance services, to study how training programs affect employee job performance. The study will use a mixed methods approach, combining quantitative data from surveys and performance measures with qualitative data from interviews with employees and supervisors. This comprehensive approach will capture changes in an employee's knowledge, skills and job performance after training. By analyzing pre- and post-training data, researchers can isolate the effect of the training program itself. The expected result is to show the positive impact of training on employee performance. The results will be used to develop more targeted training programs to address identified skills gaps and improve employee satisfaction. Ultimately, this study aims to contribute to SABIC's mission of providing outstanding operations and maintenance solutions by ensuring that its workforce possesses the skills and knowledge necessary to excel.

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

Figure 3: Designed By The Researcher, (2025)

2 Chapter 2: Literature Review

2.1 Introduction

In today's dynamic business environment, organizations require a skilled and adaptable workforce to achieve their strategic goals. Training and development programs play a crucial role in equipping employees with the necessary knowledge, skills, and abilities to perform their jobs effectively. This literature review explores the significant impact of training on job performance, examining how well-designed programs can enhance employee capabilities, boost productivity, and contribute to overall organizational success.

Employee performance is a critical factor in the success of any organization. Skilled and knowledgeable employees are more productive and efficient and contribute to a positive work environment. Training programs have long been recognized as a key strategy for improving employee performance. This literature review explores the impact of training on job performance, examining how well-designed training programs can enhance employees' knowledge, skills, and attitudes, ultimately leading to better performance outcomes. This review will delve into the existing research on the subject, analyzing the various types of training programs and their effectiveness in different job contexts. We will explore how training can improve both hard skills, such as technical expertise, and soft skills, such as communication and teamwork. Additionally, the review will examine factors that influence the success of training programs, including needs assessment, delivery methods, and employee engagement.

Through the different types of training programs offered by organizations and how they meet specific skill development needs, the impact of training on various aspects of job performance, including productivity, accuracy, quality of work, decision making, and the factors that influence the effectiveness of training programs. Potential challenges will also be identified. related to training and how organizations can overcome them to maximize the return on their investment in training. By examining existing research and evidence, this review aims to provide a comprehensive understanding of the relationship between training and job performance. This knowledge can be valuable to organizations in designing and implementing effective training programs that contribute to a more skilled, high-performing workforce.

2.2 First variable: Training

Training is the process of teaching or developing specific skills, knowledge, and fitness in oneself or others to achieve useful competencies ([Wikipedia], n.d.). These competencies can improve an individual's capability, capacity, productivity, and performance (Noe et al., 1986). Training forms the core of apprenticeships and provides the foundation for technical colleges and polytechnics (Schiesser, 1985).

Training extends beyond acquiring basic skills for a particular trade or profession. It provides ongoing opportunities to maintain, upgrade, and update skills throughout one's working life (Baldwin & Ford, 1987). Professionals often refer to this as professional development (Naylor & Briggs, 1963). Training also encompasses the development of physical fitness relevant to specific areas like sports, martial arts, and military applications (Bompa & Buzzichelli, 2019). Certain professions are inherently dangerous and require a minimum level of competence to ensure the safety of practitioners and those around them (Geller, 2006). Occupations like occupational diving, rescue, firefighting, and operating specific machinery often require assessment and certification to demonstrate this minimum competence before individuals can practice (International Labour Organization, 2001).

On-the-job training takes place within a typical work environment, utilizing the actual tools, equipment, and materials trainees will encounter in their roles (Noe et al., 2019). It is often considered the most effective method for vocational training (Schiesser, 2017). This approach involves employees receiving training at the workplace while performing their actual job duties. A professional trainer (or sometimes an experienced employee) guides the process, offering hands-on experience supplemented by formal classroom sessions if needed. On-the-job training can also leverage web-based technology or video conferencing tools (Baldwin & Ford, 1988). This method is applicable across all departments within an organization.

Simulation-based training utilizes technology to support trainee development, particularly beneficial for skills requiring extensive practice or those with significant responsibility for safety (Gery, 1991). This method allows trainers to identify, analyze, and address skill deficiencies in a controlled, virtual environment. It also provides trainees with the opportunity to experience and learn from rare real-world events like emergencies or system failures. Trainers can run scenarios and observe trainee responses, enhancing their preparedness for real-world situations. Common examples where simulation training is used include piloting aircraft, spacecraft, locomotives, and ships; operating air traffic control systems; power plant operations; advanced military training; and advanced emergency response training like firefighting and first aid (Gery, 1991).

Off-the-job training occurs outside of regular work hours, implying that employees are not considered directly productive during the training period (Noe et al., 2019). This method involves training employees at a dedicated location away from the actual work environment. It often utilizes

techniques like lectures, seminars, case studies, role-playing, and simulation (Baldwin & Ford, 1988). The advantage of off-the-job training is that it allows participants to focus more intently on the training content without work distractions. This type of training has been shown to be more effective for inculcating concepts and ideas (Baldwin & Ford, 1988). Many personnel selection companies offer services to improve employee competencies and change work attitudes through off-the-job training programs (Society for Human Resource Management, 2024). Internal training programs can cover a wide range of topics, from problem-solving skills to leadership development.

A more recent development in job training is the On-the-Job Training Plan (OJT Plan). The United States Department of the Interior recommends that a proper OJT plan should include (U.S. Department of the Interior, n.d.):

- An overview of the subjects to be covered
- The expected duration of the training in hours
- An estimated completion date
- A method for evaluating the effectiveness of the training

Researchers have developed training methods for artificial-intelligence devices as well. Evolutionary algorithms, including genetic programming and other methods of machine learning, use a system of feedback based on "fitness functions" to allow computer programs to determine how well an entity performs a task. The methods construct a series of programs, known as a “population” of programs, and then automatically test them for "fitness", observing how well they perform the intended task. The system automatically generates new programs based on members of the population that perform the best. These new members replace programs that perform the worst. The procedure repeats until the achievement of optimum performance. (Banzhaf, et al, 1998) In robotics, such a system can continue to run in real-time after initial training, allowing robots to adapt to new situations and to changes in themselves, for example, due to wear or damage. Researchers have also developed robots that can appear to mimic simple human behavior as a starting point for training.

2.3 Second variable: Improving Job Performance

Job performance assesses whether a person performs a job well. Job performance, studied academically as part of industrial and organizational psychology, also forms a part of human resources management. Performance is an important criterion for organizational outcomes and success. John P. Campbell describes job performance as an individual-level variable, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance, which are higher-level variables (Campbell, 1990)

Campbell, (1990) First, Campbell defines performance as behavior, which is something done by an employee. This concept differentiates performance from outcomes. Outcomes result partially from an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions.

Campbell allows for exceptions when defining performance as behavior. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral (Campbell, 1990).

The difference between individual controlled action and outcomes is best conveyed through an example. In a sales job, a favorable outcome is a certain level of revenue generated through the sale of something (merchandise, or some service such as insurance). Revenue can be generated or not, depending on the behavior of employees. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than employees' behavior influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can remain low. The first is performance and the second is the effectiveness of that performance. One can de-couple these two because performance is not the same as effectiveness (Campbell et al, 1970).

Campbell, (1988) Another closely related construct is productivity. One can think of productivity as a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, productivity is the ratio of outputs to inputs—those inputs being effort, monetary costs, resources, etc.Utility, another related construct, is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness, and productivity are value judgments.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness).

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards. Job performance consists of more than one kind of behavior. Campbell (1990) proposed an eight factor model of performance based on factor analytic research that attempts to capture factors of job performance existent across all jobs.

Campbell (1990):

1. The first factor is task specific behaviors which include those behaviors that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
2. On the other hand, non-task specific behaviors, the second factor, are those behaviors which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behavior would be showing a product to a

potential customer. A non-task specific behavior of a sales person might be training new staff members.

3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
4. An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.
6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.
7. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.
8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Another way to divide up performance is in terms of task and contextual (citizenship and counterproductive) behaviors (Borman & Motowidlo, 1993) Whereas task performance describes obligatory behaviors, contextual behaviors are behaviors that do not fulfill specific aspects of the job's required role. Citizenship behaviors are defined as behaviors which contribute to the goals of the organization through their effect on the social and psychological conditions (Rotundo et al, 2002). Counterproductive behaviors, on the other hand, are intentional actions by employees which circumvent the aims of the organization (Sackett & DeVore, 2001).

Campbell (1990) also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts, ideas, etc. If declarative knowledge is knowing what to do, procedural knowledge and skill is knowing how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, interpersonal skill, etc.

The third predictor of performance is motivation, which refers to "a combined effect from three choice behaviors—choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). It reflects the direction, intensity, and persistence of volitional behaviors (Dalal & Hulin, 2008). Campbell (1990) emphasized that the only way to discuss motivation as a direct determinant of behavior is as one or more of these choices. (See also Work motivation.). Campbell (1990) also mentioned several performance parameters that may have important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

The first one is the distinction between speed and accuracy. This distinction is similar to the one between quantity and quality (Lawler, 1973). Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of trade offs should an employee makes? The latter question is important because speed and accuracy for the same task may be independent of one another.

The second distinction is between typical and maximum performance. Sackett, Zedeck, and Fogli (Sackett et al, 1988) did a study on supermarket cashiers and found that there was a substantial difference between scores reflecting their typical performance and scores reflecting their maximum performance. This study suggested the distinction between typical and maximum performance. Regular work situations reflect varying levels of motivation which result in typical performance.

Special circumstances generate maximum employee motivation which results in maximum performance.

Additionally, the impact of organizational justice perceptions on performance is believed to stem from Equity Theory. This would suggest that when people perceive injustice they seek to restore justice. One way that employees restore justice is by altering their level of performance. Procedural justice affects performance as a result of its impact on employee attitudes. Distributive justice affects performance when efficiency and productivity are involved (Cohen, 2001). Improving justice perceptions improves productivity and performance (Karriker et al, 2009).

2.4 The relationship between Training and Improving Job Performance

According to Neo (2000) in East Africa, specifically in Kenya the East African Breweries Limited (EABL) conducts personal performance management assessments during the year, resulting in agreed career development plans for each manager.

For many, this involves training courses held within the group companies to develop particular skills. During the year, EABL delivers over 6,500 days of training – representing an investment by the group of around Kenyan Shillings 24 million the equivalent of USD 300,000. Strong attention is given to providing opportunities for their people to develop their careers within the group. During the year around 90% of all vacancies in EABL companies were filled by internal applicants.

One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee.

Along with these changing values trends at the workplace that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other coworkers.

A significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance.

Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Michael Armstrong, 2000). Because of the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 1997).

Therefore, training has acquired a strategic value for hotels since service quality depends on employee customer care effectiveness Connie Zheng.(٢٠٠٩)

Thomas (1997) argues that employee training involves teaching employees skills that can help them become more efficient and productive workers. Most careers include some type of on-the-job training, and a trained work force has benefits for employees and employers.

Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency.

Employees who are welltrained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates.

Armstrong (2000) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills.

In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. Reliable, skilled employees can also be empowered to train other employees, the fact that reduces pressure for the management team.

When evaluating the performance of employees, it is very important to have a check list that will be used consistently. The technique for measuring the performance of employees may differ from every company. The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and employee performance.

Thus training impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior (Evans, 1999).

On the job training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not (Evans, 1999).

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries must invest in the on the job training for its employees.

According to Robert Simpson Managing director of Legna Construction Limited, a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and employment of the country's human resource, training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. (40% increase from 2001 – 2004).

He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue.

Evans and Lindsay (1999) also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the employee performance.

2.5 Conclusion

In conclusion, the literature overwhelmingly supports a positive relationship between training and employee performance. Training programs, like those implemented at East African Breweries Limited (EABL), can equip employees with the skills and knowledge necessary to excel in their roles. This can lead to a number of benefits for both the employee and the organization, including:

Increased Efficiency and Productivity: Trained employees are better equipped to handle their tasks, leading to less wasted time and resources. (Ginsberg, 1997) (Thomas, 1997)

Improved Decision-Making: Training fosters confidence and critical thinking skills, allowing employees to make sound decisions. (Armstrong, 2000). Enhanced Innovation: Training exposes employees to new ideas and fosters a willingness to adapt, which can lead to creative solutions and improved problem-solving. (Armstrong, 2000)

Higher Morale and Motivation: Employees who feel valued and invested in by their companies tend to be more engaged and satisfied. (Armstrong, 2000)

Reduced Turnover: By investing in employee development, organizations can retain valuable talent. (Armstrong, 2000). Stronger Teamwork: Training that emphasizes shared goals and expectations can lead to more cohesive and effective teams. (Armstrong, 2000). Increased Revenue: Studies have shown a direct correlation between employee training and a company's bottom line. (Evans, 1999) (Simpson, as cited in the passage)

These findings underscore the importance of training as a strategic investment for organizations of all sizes. By prioritizing employee development, companies can build a skilled and motivated workforce that is prepared to meet the challenges of today's competitive business environment.

The passage also highlights the importance of tailoring training programs to meet the specific needs of the organization and its employees. Effective training should be well-designed, delivered by qualified instructors, and provide opportunities for application and feedback. With careful planning and execution, training programs can be a powerful tool for improving employee performance and driving organizational success.

3 Chapter 3: Research Methodology

3.1 Introduction

This chapter delves into the research methods chosen to explore how training impacts job performance. Focusing on SABIC Company, a case study from Jubail, KSA, the chapter details the research design, data collection strategies, analysis techniques employed, and the ethical considerations that guided the entire research process.

Training programs can equip employees with the necessary skills and knowledge to perform their jobs more effectively. This translates to increased efficiency, improved problem-solving abilities, and a higher quality of work. By enhancing skills and knowledge, training can lead to significant productivity gains. Employees become more adept at their tasks, leading to faster completion times

and higher output. When employees feel equipped to perform their jobs well through effective training, their overall satisfaction with their roles can increase. This translates to higher morale, better engagement, and potentially lower turnover rates.

The Road to Organizational Success, the goal is to demonstrate how well-designed and implemented training programs within SABIC can contribute to a positive cycle. By investing in training, the company equips its employees with the tools and knowledge they need to perform their jobs effectively. This leads to increased productivity, improved employee satisfaction, and ultimately, contributes to the overall success of SABIC.

3.2 Operational definitions for research variables

This section defines how key research variables, training and improving job performance, will be operationalized. The definitions clarify how these concepts will be measured specifically for SABIC Company.

Effective training programs can positively impact employee performance by improving productivity and efficiency.

Increased employee satisfaction resulting from skills training can also bolster employee retention.

Ultimately, well-implemented training positively influences job performance and contributes to organizational success.

3.2.1 Training

Training refers to structured learning activities designed to enhance employees' skills, knowledge, attitudes, and efficiency for better organizational performance.

It is an ongoing investment in human assets, aimed at assisting employees in acquiring new skills and knowledge to achieve organizational goals .

Effective training programs can positively impact employee performance by improving productivity and efficiency

3.2.2 Improving Job Performance

Job performance is the behavioral outcome of an employee that reflects positive attitudes towards their organization.

It is defined and measured differently across disciplines and professions in service-oriented organizations.

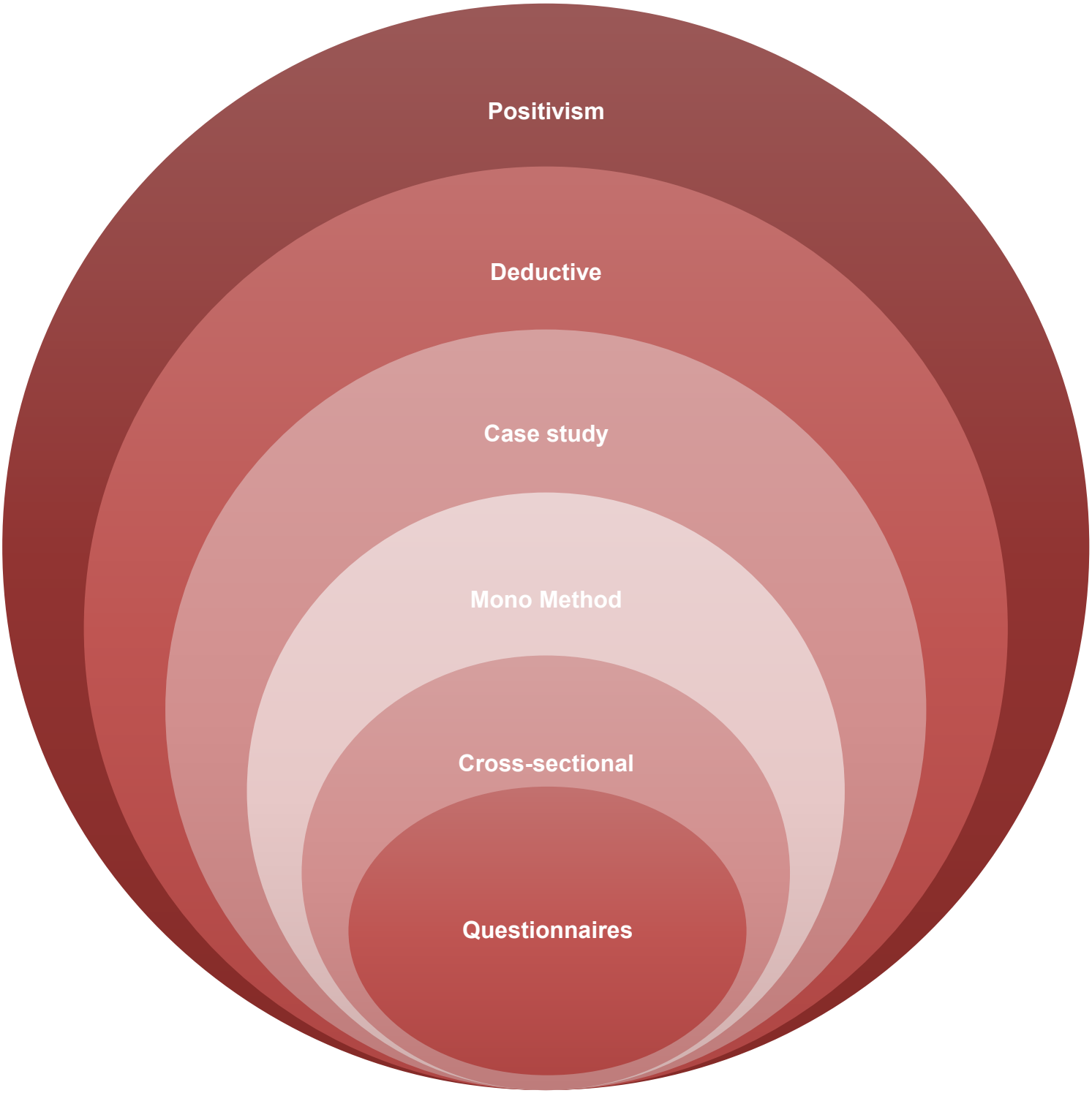
The concept of job performance is dynamic and multidimensional, encompassing behavioral, episodic, and aggregate aspects.

3.3 Research Design

This research utilizes a quantitative case study approach. The value of case studies for in-depth exploration of phenomena are highlighted within their real-world context. Here, the focus is on the impact of training on improving job performance, with SABIC company as the case study. By employing a quantitative approach, the research aims to gain a nuanced understanding of SABIC's training practices and their effect on improving job performance.

- **Research philosophy:** Positivism
- **Research approach:** Deductive
- **Research strategy:** Case study
- **Research choice:** Mono Methods
- **Time horizon:** Cross-sectional
- **Data collection and analysis techniques:** Questionnaires

Figure 3: Research Methodology



Designed By The Researcher, (2025)

3.4 Research population & Sampling methods and technique

To understand the **merits** of the research, it is necessary to present the methodology followed by introducing the sources. Data, study population, how to choose the study sample, study model as the tool used to complete it.

3.4.1 Research Population

Table (1) Research Population

Company Name	Classifications	Number Of Employees
SABIC	Managers	400 Managers
	Stuff	1000 – 5000 employees

Source: the researcher, (2025)

3.4.2 Research Sample

Table (2) Research Sample

The Research Sample	Sample Size
Target employees in SABIC company	30 – 40 employees

Source: the researcher, (2025)

3.4.3 Sampling Method & Techniques

Choosing a probability sampling method, specifically simple random sampling. This is a powerful technique for ensuring a representative sample of your target population (employees at SABIC).

This technique minimizes selection bias, ensuring that every member of the population has a fair chance of being included in the sample. By employing a probability sampling method like simple random sampling, that ensure a representative sample of employees and draw reliable conclusions about the impact of training programs on job performance at SABIC.

3.5 Data collection method

The collected data will be analyzed Statistically. Statistical analysis involves identifying, analyzing, and turning raw data into useful information. This approach will help to uncover the key relationships between training practices and improving job performance at SABIC Company.

3.5.1 The independent variable (Training)

The researcher is relied on the questionnaire Arafat et al (2024). In order to measure the independent variable Training, in terms of three dimensions namely:

- Management's interest in the training component
- Training programs in the institution
- Implementing and evaluating training within the organization

With overall 17 items for the whole variable. As, Management's interest in the training component dimension consists of 4 items, Training programs in the institution dimension consists of 5 items, and Implementing and evaluating training within the organization dimension consists of 8 items. The instrument type is Likert : Yes\No

Table (3) for the instrument of the independent variable Training

Variable	Variable Dimensions	Number Of Statements	Source
Training	Management's interest in the training component	4	Arafat et al (2024) The role of training in improving employee productivity for economic institutions
	Training programs in the institution	5	
	Implementing and evaluating training within the organization	8	
	Overall	17	

Source: the researcher, (2025)

3.5.2 The dependent variable (Improving Job Performance)

The researcher is relied on the questionnaire of Khoudra et al (2024). In order to measure the dependent variable Improving Job Performance in terms of one dimension namely:

- Performance

With overall 12 items for the whole variable .The instrument type is Likert : Yes\No

Table (4) for the instrument of the dependent variable Improving Job Performance

Variable	Variable Dimensions	Number Of Statements	Source
Improving Job Performance	Performance	10	Khoudra et al (2024) The role of administrative control in improving employee performance

Source: the researcher, (2025)

3.6 Types Of Data

Both primary and secondary data play important roles in research. Primary data allows to delve deeper into specific question, while secondary data provides a strong foundation and broader context. A successful research project often relies on a combination of both primary and secondary data. By using them strategically to gain a deeper understanding of the research question and contribute valuable knowledge to the field.

3.6.1 Primary data

Primary data was collected by using a questionnaire as the main tool for the study. The questionnaire was 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 those targeted, and a high response rate was obtained.

Quantitative analysis of the collected primary data was performed using advanced statistical programs. Relevant statistical indicators and metrics were extracted to draw results and conclusions.

3.6.2 Secondary data

Previous studies related to the research topic were 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 reviewed to understand the context and organizational and operational background of the topic under study.

Secondary data were analyzed and interpreted in a systematic manner to build a strong theoretical framework that supports the field study and link the results to previous literature.

3.7 Data Analysis Methods & Procedures

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

This chapter has meticulously detailed the research methods employed to investigate the intricate relationship between training programs and employee job performance at SABIC Company, a case study from Jubail, KSA. By adopting a rigorous and well-defined methodology, this research delves beyond a simple cause-and-effect analysis. It focuses on the specific context of SABIC, offering valuable insights applicable to similar organizations.

The anticipated findings hold significant potential to contribute to the broader understanding of how training programs influence employee performance. By examining the impact of training within SABIC, this research can illuminate best practices and potential pitfalls that can be generalized to other companies within the region and beyond.

Furthermore, the research has the potential to directly impact SABIC's internal operations. The findings can serve as a catalyst for refining and optimizing the company's training and development strategies. By aligning training programs with the specific needs of employees and demonstrably linking them to improved performance, SABIC can foster a more skilled, engaged, and productive workforce.

Ultimately, this research strives to bridge the gap between theoretical knowledge and practical application. By investigating the impact of training within a real-world setting, this study aims to yield insights that can inform strategic decision-making at SABIC and contribute valuable knowledge to the field of human resource development. The potential outcomes translate into a win-win situation: improved employee performance for SABIC and a more comprehensive understanding of training effectiveness for the broader business community.

4 Chapter 4: Statistical analysis of the research results

4.1 Introduction

This chapter presents the results of a field study analyzed using SPSS version 28. It begins with descriptive statistics of the sample, followed by an assessment of the questionnaire's validity and reliability. The chapter concludes with a simple linear regression analysis to test the research hypotheses and model fit.

4.2 Characteristics of the research sample

The research sample was distributed according to Gender – Age – Qualification - Seniority in the company.

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

- Gender includes: (Male, Female)
- Age includes: (From 20 to 35, From 35 to 50)
- Qualification includes: (Secondary, Bachelor's, Master's)
- Seniority in the company includes: (Less than 3 years, 3to 5 years, More than 5 years)

Table (5) Characteristics of the research sample

Variable	Variable classes	The number	Percentage of the total sample
Gender	Male	20	64.5%
	Female	11	35.5%
	Total	31	100%
Age	From 20 to 35 years	21	67.7%
	From 35 to 50 years	10	32.3%
	Total	31	100%
Qualification	Secondary	11	35.5%
	Bachelor's	19	61.3%
	Master's	1	3.2%

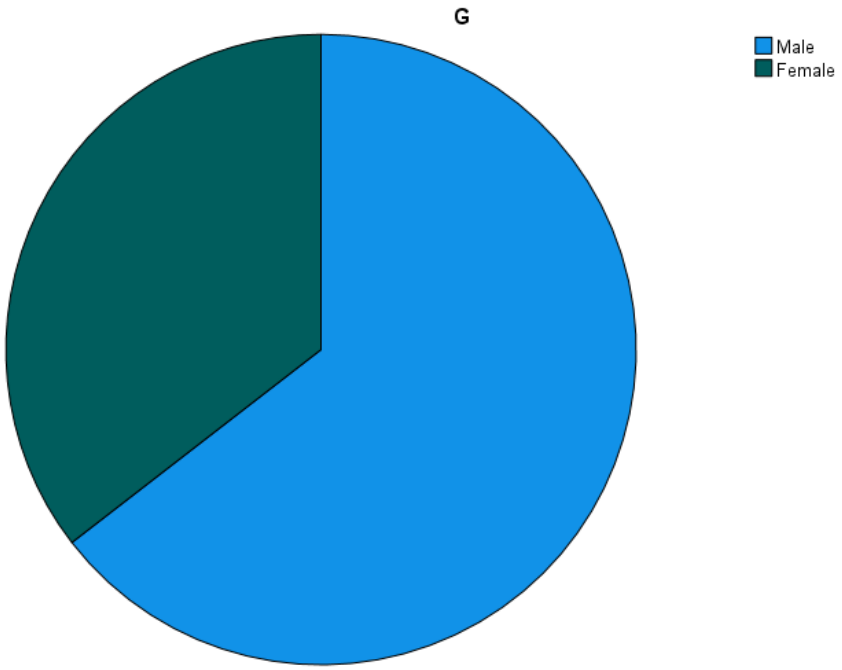
	Total	31	100%
Seniority in the company	Less than 3 years	17	54.8%
	3 to 5 years	5	16.1%
	More than 5 years	9	29%
	Total	31	100%

Source: the researcher, (2025)

From the previous table we conclude the following:

As for **Gender**, the number of Males is greater than the number of Females, as Males represent 64.5% percentage of the total sample while the Females represent 35.5% percentage of the total sample, as the following:

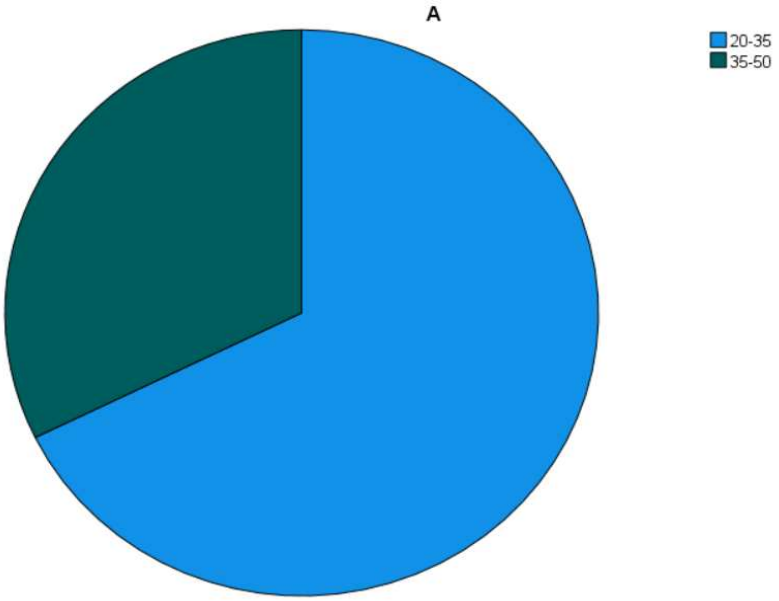
Figure (4) Gender percentage



Source: SPSS V. 28

As for **Age**, From 20 to ٣٥ years is greater than the number of From 35 to ٥٠ years, as From 20 to 35 years represent 67.7% percentage of the total sample while the From 35 to 50 years represent 32.3% percentage of the total sample, as the following:

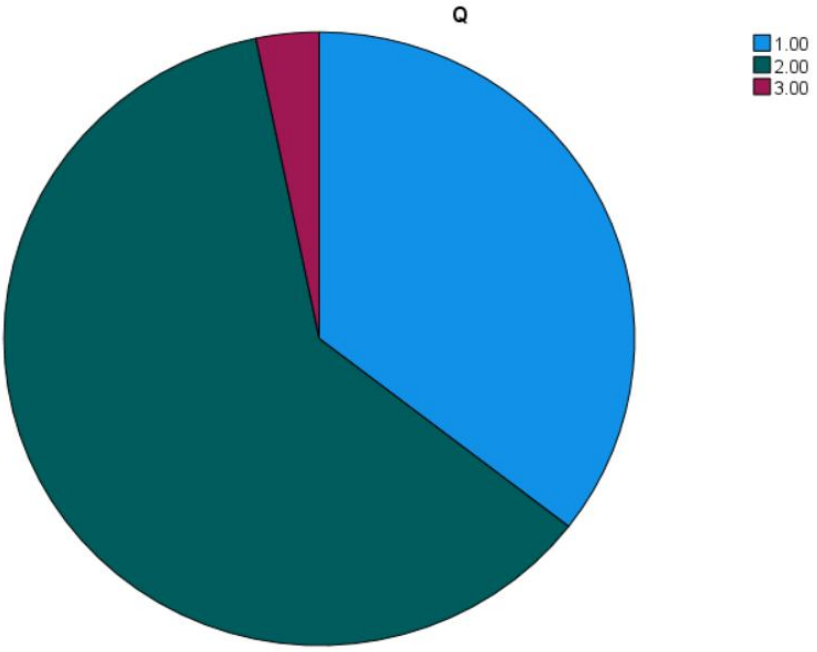
Figure (5) Age percentage



Source: SPSS V. 28

As for **Qualification**, Bachelor's is greater than the number of Secondary and Master's, as Bachelor's represent 61.3% percentage of the total sample while the Secondary represent 35.5% percentage of the total sample, and Master's represent 3.2% percentage of the total sample as the following:

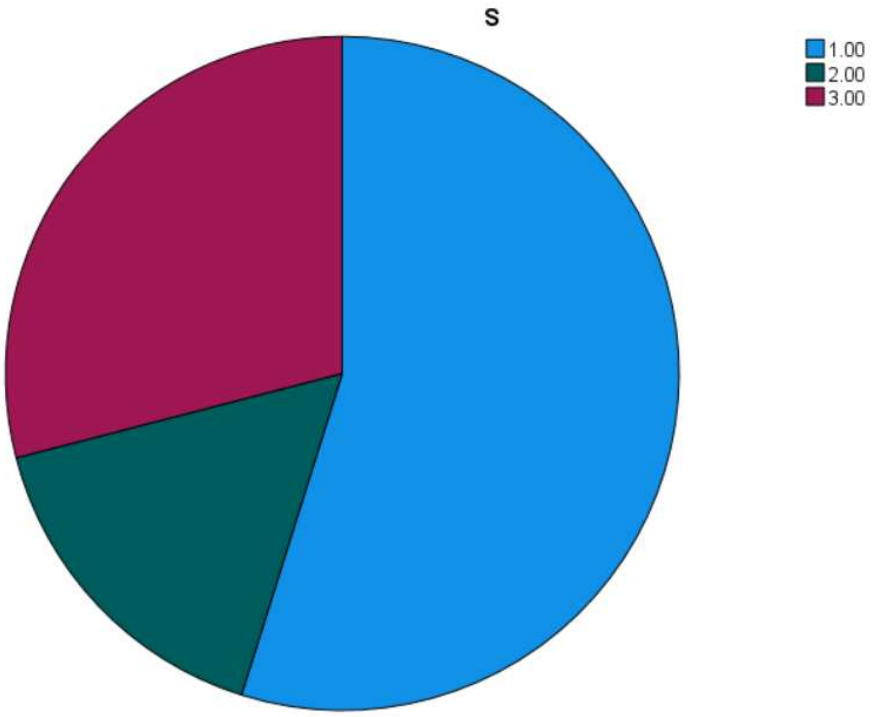
Figure (6) Qualification



Source: SPSS V. 28

As for **Seniority in the company**, Less than 3 years is greater than the number of 3-5 years and More than 5 years, as Less than 3 years represent 54.8% percentage of the total sample while the 3-5 years represent 16.1% percentage of the total sample, and More than 5 years represent 29% percentage of the total sample as the following:

Figure (7) Seniority in the company



Source: SPSS V. 28

4.3 Measuring the validity and reliability of research instruments

In order to verify the validity and reliability of the measures used in the research, the internal consistency validity of the questionnaires used to measure the research 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 research was measured by Measuring the value of Cronbach's alpha, through the structural equation modeling (SEM), using the statistical analysis program SPSS version 28. The following paragraphs and tables explain this.

4.3.1 Validity of the measures used in the research

This research assessed the internal consistency validity of the scales used to measure the research 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 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 28, as follows:

Table (6) Validity of the measures used in the research

Variable		Statements	KMO	Factor loadings	Standard deviation	P Values	Average variance extracted	
Training	Management's interest in the training component	MI1	0.457	0.850	0.40161	0.00	٢,٧٩٠	١,٢٤٨
		MI2		0.787	0.55066	0.00		
		MI3		0.605	0.47745	0.00		
		MI4		0.642	0.47519	0.00		
	Training programs in the institution	TP1		0.909	0.34078	0.00	٠,٨٢٨	
		TP2		0.825	0.51431	0.00		
		TP3		0.842	0.58842	0.00		
		TP4		0.846	0.55066	0.00		
		TP5		0.755	0.40161	0.00		
	Implementing and evaluating training	IE1		0.660	0.42502	0.00	٠,١٢٤	
		IE2		0.836	0.57548	0.00		
		IE3		0.581	0.42502	0.00		
		IE4		0.656	0.58842	0.00		

	within the organization	IE5		0.850	0.47519	0.00		
		IE6		0.835	0.54081	0.00		
		IE7		0.867	0.51431	0.00		
		IE8		0.817	0.58842	0.00		
Improving Job Performance		IJ1	0.543	0.618	0.54081	0.00	1.000	
		IJ2		٠,٨٥٧	0.56796	0.00		
		IJ3		0.722	0.56985	0.00		
		IJ4		0.749	٠,٦٧٥٢١	0.00		
		IJ5		0.738	0.56985	0.00		
		IJ6		0.786	0.61522	0.00		
		IJ7		0.854	0.58842	0.00		
		IJ8		0.541	0.67202	0.00		
		IJ9		٠,٥٩٠	0.47519	0.00		
		IJ10		٠,٦٧٠	0.54081	0.00		

Source: the researcher, (2025)

It is clear from the table above:

Training Scale: All correlation coefficients for all statements are closely related to their dependent variable (Improving Job Performance), 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 above results related to the value of the average variance extracted AVE, it is clear that its value for the innovation variable and its dimensions is 2.790, 0.828, 0.124 respectively.

Improving Job Performance Scale: All correlation coefficients for the statements measuring business sustainability 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 has been achieved as well as from the previous results related to the value of the average variance extracted AVE for the Improving Job Performance variable as a whole, which is equal to 1.00 for the values of the average variance extracted, and accordingly, the convergent validity of the questionnaire has been achieved.

4.3.2 Reliability of the research 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 research 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.

Table (7) Reliability of the research tool

Variable		Number of Statements	Cronbach's alpha	
Training	Management's interest in the training component	٤	0.860	0.860
	Training programs in the institution	٥	0.861	
	Implementing and evaluating training within the organization	٨	٠,٨٥٧	
Improving Job Performance		١٠	0.711	

Source: the researcher, (2025)

It is clear from the table above:

Training Scale: The statistical results showed that the values of Cronbach's alpha are (0. 860, 0. 861, 0.٨٥٧), which indicates that all values are greater than 0.7. According to Hair et al (2010), the stability of the scale has been achieved.

Improving Job Performance Scale: The statistical results showed that the values of Cronbach's alpha is 0. 711, which indicates that the value is greater than 0.7. According to Hair et al (2010), the stability of the scale has been achieved.

According to the statistical results above, which proved the validity and reliability of the scales used in the current research, which means the possibility of relying on its results and the validity of these questionnaires for application and trust, and using them in conducting analyses to test the research hypotheses.

4.4 Descriptive analysis of the research variables

The sample members' responses to the scale items were measured according to a three-point Likert scale, according to:

Agree	Neutral	Disagree

The level of importance was calculated according to the following equation:

The relative weight corresponding to each category was calculated by multiplying the arithmetic mean by [100 ÷ 3] (the three-point scale) = 33.3%

The following table shows the significance of the arithmetic means, as follows:

Table (8) Significance of arithmetic means

Arithmetic mean value	General trend	Ratio	Level
From 1 to 1.9	Agree	From 0 to 33.3%	High
From 2 to 2.5	Neutral	From 33.3 to 66.6%	Med
From 2.6 to 3	Disagree	From 66.6 to 100%	Low

Source: the researcher, (2025)

The following table shows the descriptive analysis of the research variables represented by the arithmetic means based on the three-point Likert scale and the standard deviations of the variables according to the table related to the significance of the arithmetic mean, where the significance of the arithmetic mean shown in

the table above is considered to know the level of application of the Training and its dimensions, as well as the Improving Job Performance according to the point of view of the study sample, as follows:

Table (9) Arithmetic means and standard deviations of research variables

Variable		Mean		Standard deviation		General trend		Level	
Training	Management's interest in the training component	١,٢٦٦١	١,٢٦١٨	٠,٤٧٦٢٣	٠,٤٩٠٦٦	Agree	Agree	High	High
	Training programs in the institution	١,٢٤٥٢		٠,٤٧٣١٦		Agree		High	
	Implementing and evaluating training within the organization	١,٢٧٤٢		٠,٥١٦٥٨		Agree		High	
Improving Job Performance		١,٣٩٦٨		٠,٥٨١٥٣		Agree		High	

Source: the researcher, (2025)

According to the descriptive results of the study variables, the descriptive statistical results regarding the independent variable Training and its dimensions indicated that the general trend among the research sample is approval and that its application in the company is high, while the descriptive statistical results for the dependent variable Improving Job Performance were at a high level in the company, from the point of view of the research sample.

4.5 Linear correlation coefficients between research variables

Table (10) correlation coefficients between research variables

Variable		Training	Management's interest in the training component	Training programs in the institution	Implementing and evaluating training within the organization	Improving Job Performance
Training	Pearson Correlation	١	0.845	0.848	0.881	٠,٦٨٦
	Sig. (2-tailed)	-	< 0.001	< 0.001	< 0.001	< 0.001
	N	٣١	٣١	٣١	٣١	٣١
Management's interest in the training component	Pearson Correlation	0.845	١	0.559	0.606	0.481
	Sig. (2-tailed)	< 0.001	-	0.001	< 0.001	0.006
	N	٣١	٣١	٣١	٣١	٣١
Training programs in the institution	Pearson Correlation	0.848	0.559	١	0.646	0.527
	Sig. (2-tailed)	< 0.001	0.001	-	< 0.001	0.002
	N	٣١	٣١	٣١	٣١	٣١
Implementing and evaluating training within the organization	Pearson Correlation	0.881	0.606	0.646	١	0.749
	Sig. (2-tailed)	< 0.001	< 0.001	< 0.001	-	< 0.001
	N	٣١	٣١	٣١	٣١	٣١
Improving Job Performance	Pearson Correlation	٠,٦٨٦	0.481	0.527	0.749	١
	Sig. (2-tailed)	< 0.001	0.006	0.002	< 0.001	-
	N	٣١	٣١	٣١	٣١	٣١

Source: the researcher, (2025)

From the above table, it is clear that there is a significant relationship between Training and Improving Job Performance at the level of significant < 0.001

It also showed a significant relationship between the dimensions of Training and Improving Job Performance, which are:

- ✓ Implementing and evaluating training within the organization at the level of significant 0.002
- ✓ Improving Job Performance at the level of significant < 0.001

It also showed a nonsignificant relationship between Management's interest in the training component and Improving Job Performance at the level of significant 0.006 **According to the opinion of the research sample**

4.6 Research hypothesis test results

Hypotheses were tested using SPSS version 28 as the following:

- There is a statistically significant effect of Training on Improving Job Performance in SABIC company.

To test this hypothesis, the simple linear regression analysis method was used.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686[a]	.470	.452	.23443

a. Predictors: (Constant), T

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.416	1	1.416	25.762	<.001[b]
	Residual	1.594	29	.055		
	Total	3.010	30			

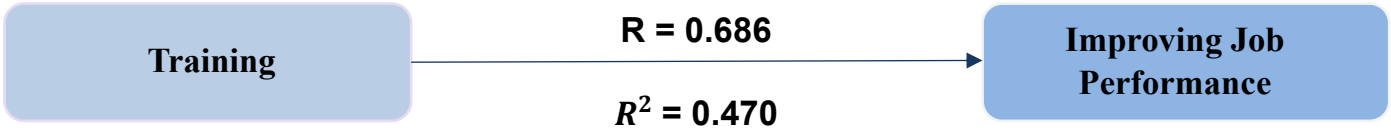
a. Dependent Variable: IJ

b. Predictors: (Constant), T

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.409	.199		2.057	.049
	T	.782	.154	.686	5.076	<.001

a. Dependent Variable: IJ



The tables above show the following:

The significance level of the (F) test (sig) is less than (0.001), which indicates the significance of the simple linear regression model at a significance level of 0.001

The value of the correlation coefficient (R = 0.686) indicates a positive relationship between the two variables. The value of R indicates that the association between the two variables is strong..

The adjusted coefficient of determination (R^2 = 0. 470) indicates that (47%) of the variance of **Training** can be explained by the variance in the level of **Improving Job Performance**.

The value of (T) indicates the significance of the regression coefficient beta (β), as the significance level calculated for the (T) test is less than (0.001).

Based on the previous results, the validity of the main hypothesis is accepted, which states that there is a positive correlation with statistical significance between **Training** as an independent variable and **Improving Job Performance** as a dependent variable.

- There is a statistically significant effect of management's interest in the training component on Improving Job Performance in SABIC company.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481[a]	.231	.205	.28249

a. Predictors: (Constant), MI

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.696	1	.696	8.716	.006[b]
	Residual	2.314	29	.080		
	Total	3.010	30			

a. Dependent Variable: IJ

b. Predictors: (Constant), MI

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.810	.205		3.952	<.001
	MI	.463	.157	.481	2.952	.006

a. Dependent Variable: IJ

Management's interest in the training component → **R = 0.231** → **Improving Job Performance**

R^2 **= 0.205**

The tables above show the following:

The significance level of the (F) test (sig) is (0.006), which indicates the significance of the simple linear regression model at a significance level of 0.006

The value of the correlation coefficient (R = 0.231) indicates a positive relationship between the two variables. The value of R indicates that the association between the two variables is weak..

The adjusted coefficient of determination (R^2 = 0. 205) indicates that (20.5%) of the variance of **Management's interest in the training component** can be explained by the variance in the level of **Improving Job Performance**.

The value of (T) indicates the significance of the regression coefficient beta (β), as the significance level calculated for the (T) test is less than (0.001).

Based on the previous results, the validity of the hypothesis is accepted, which states that there is a positive correlation with statistical significance between **Management's interest in the training component** as an independent variable and **Improving Job Performance** as a dependent variable.

- There is a statistically significant effect of training programs in the institution on Improving Job Performance in SABIC company.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527[a]	.278	.253	.27372

a. Predictors: (Constant), TB

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.837	1	.837	11.172	.002[b]
	Residual	2.173	29	.075		
	Total	3.010	30			

a. Dependent Variable: IJ

b. Predictors: (Constant), TB

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.713	.210		3.390	.002
	TB	.549	.164	.527	3.342	.002

a. Dependent Variable: IJ

Implementing and evaluating training within the organization → **R = 0.278** → **Improving Job Performance**

R^2 **= 0.253**

The tables above show the following:

The significance level of the (F) test (sig) is (0.002), which indicates the significance of the simple linear regression model at a significance level of 0.002

The value of the correlation coefficient (R = 0.278) indicates a positive relationship between the two variables. The value of R indicates that the association between the two variables is weak..

The adjusted coefficient of determination (R^2 = 0.164) indicates that (16.4%) of the variance of **Implementing and evaluating training within the organization** can be explained by the variance in the level of **Improving Job Performance**.

The value of (T) indicates the significance of the regression coefficient beta (β), as the significance level calculated for the (T) test is (0.002).

Based on the previous results, the validity of the hypothesis is accepted, which states that there is a positive correlation without statistical significance between **Implementing and evaluating training within the organization** as an independent variable and **Improving Job Performance** as a dependent variable.

- There is a statistically significant effect of implementing and evaluating training within the organization on Improving Job Performance in SABIC company.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749[a]	.561	.546	.21349

a. Predictors: (Constant), IE

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.688	1	1.688	37.034	<.001[b]
	Residual	1.322	29	.046		
	Total	3.010	30			

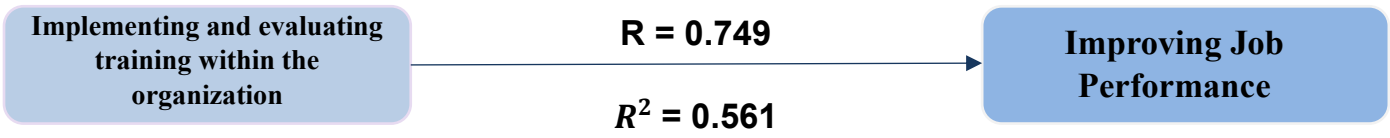
a. Dependent Variable: IJ

b. Predictors: (Constant), IE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.502	.152		3.299	.003
	IE	.703	.115	.749	6.086	<.001

a. Dependent Variable: IJ



The tables above show the following:

The significance level of the (F) test (sig) is less than (0.001), which indicates the significance of the simple linear regression model at a significance level of 0.001

The value of the correlation coefficient (R = 0.749) indicates a positive relationship between the two variables. The value of R indicates that the association between the two variables is strong..

The adjusted coefficient of determination ($R^2 = 0.561$) indicates that (56.1%) of the variance of **Implementing and evaluating training within the organization** can be explained by the variance in the level of **Improving Job Performance**.

The value of (T) indicates the significance of the regression coefficient beta (β), as the significance level calculated for the (T) test is less than (0.003).

Based on the previous results, the validity of the hypothesis is accepted, which states that there is a positive correlation with statistical significance between **Implementing and evaluating training within the organization** as an independent variable and **Improving Job Performance** as a dependent variable.

According to the statistical results above:

- There is a statistically significant effect of Training on Improving Job Performance in SABIC company.
- There is **NOT** a statistically significant effect of management's interest in the training component on Improving Job Performance in SABIC company.
- There is a statistically significant effect of training programs in the institution on Improving Job Performance in SABIC company.
- There is a statistically significant effect of implementing and evaluating training within the organization on Improving Job Performance in SABIC company.

4.7 Conclusion

This chapter was analyzed using SPSS version 28. Through descriptive statistics of the sample, the validity and reliability of the questionnaire were evaluated. The chapter concluded with simple linear regression analysis to test the research hypotheses and the suitability of the model

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List Of Appendices

6 Appendices

Welcome!

We are conducting a research study titled "The Impact of Training on Improving Job Performance at SABIC, Jubail KSA". Your participation is valuable in helping us understand how training programs contribute to employee performance within our company.

This questionnaire aims to gather your insights and experiences regarding the training programs you have participated in at SABIC. Your honest and anonymous responses will be crucial in identifying strengths, weaknesses, and areas for improvement within our training programs.

By completing this questionnaire, you are contributing to:

Evaluating the effectiveness of training programs at SABIC.

Identifying areas where training can be improved to better support employee performance.

Shaping future training initiatives to be more relevant and impactful for employees.

The questionnaire should take approximately 10-15 minutes to complete. All your responses will be kept confidential and anonymous.

Before you begin, please note:

There are no right or wrong answers. We value your honest feedback.

Your participation is entirely voluntary. You may choose to stop the questionnaire at any time.

We appreciate your time and cooperation

Variable	Variable Dimensions	Number Of Statements	Source
Training	• Management's interest in the training component • Training programs in the institution • Implementing and evaluating training within the organization	1-17	Arafat et al (٢٠٢٤) The role of training in improving employee productivity for economic institutions
Improving Job Performance	• Performance	1-10	Khoudra et al (2024) The role of administrative control in improving employee performance

6.1 Personal Information:						
Gender	Male		Female			
Age	From 20 to 35		From 35 to 50			
Qualification	Secondary		Bachelor's		Master's	
Seniority in the company	Less than 3 years		3 to 5 years		More than 5 years	

6.2 First variable: Training

No.	statement	Agree	Neutral	Disagree
The first dimension: management's interest in the training component				
1	• The training needs of employees are determined based on the results of the performance evaluation.			
2	• The training needs of employees using new technologies in the organization are identified.			

3	• The need for training courses is determined when new jobs are created.			
4	• The training needs of employees were identified based on measurable scientific standards.			
The second dimension: training programs in the institution				
5	• The organization works to find training programs that match the content of the training courses.			
6	• The training programs are designed to match the actual needs of the trainees.			
7	• The institution has the information technology needed for training programs.			
8	• The organization uses its website to provide information about training programs.			
9	• When designing programs, the organization works to develop sufficient instructions for the trainee regarding the training content and application of activities.			
The third dimension: implementing and evaluating training within the organization				
10	• The organization uses presentation programs such as Point Power to implement training programs			
11	• Email is used to communicate between trainers and trainees.			
12	• Multimedia is used in training programs (electronic images - electronic video).			
13	• The organization relies on modern training programs			
14	• Training programs are implemented through cooperative interaction between trainees.			
15	• The organization works to compare the performance of employees before and after benefiting from training programs			
16	• The organization uses assessment tools to measure skill performance for some skilled tasks.			
17	• The trainees' performance is monitored after the training programs			

6.3 Second variable: Improving Job Performance

No.	Statement	Agree	Neutral	Disagree
1	• The overall performance level of the institution is high			
2	• The performance level at maximum power is very high			
3	• The performance level under actual power is very high			
4	• The level of performance in the case of external interventions to manage the affairs of the institution leads to a weak level			
5	• The level of performance in the event of a weak system of incentives, wages and rewards becomes singular			
6	• The level of performance in the absence of a spirit of cooperation between the different administrative levels leads to extreme decline			
7	• The level of performance in the event of gaps in the administrative structure declines and deteriorates			
8	• Performance level if technical training for maintenance work is neglected			
9	• The level of performance, if attention is paid to training maintenance workers, flourishes and develops			
10	• The level of performance in the absence of a positive role model for employees weakens and declines			

G

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	64.5	64.5	64.5
	Female	11	35.5	35.5	100.0
	Total	31	100.0	100.0	

A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-35	21	67.7	67.7	67.7
	35-50	10	32.3	32.3	100.0
	Total	31	100.0	100.0	

Q

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	35.5	35.5	35.5
	2.00	19	61.3	61.3	96.8
	3.00	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	17	54.8	54.8	54.8
	2.00	5	16.1	16.1	71.0
	3.00	9	29.0	29.0	100.0
	Total	31	100.0	100.0	

جامعة ميدأوشن
كلية الإدارة
إدارة المشاريع

أثر التدريب في تعزيز الأداء الوظيفي في شركة سابك، الجبيل، المملكة العربية السعودية

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٢٠٢٥