

**THE EFFECTIVENESS OF THE TRAINING PROGRAMS ON EMPLOYEES
PERFORMANCE: AN EMPIRICAL STUDY AT PRIVATE SECTOR COMPANIES
IN SAUDI ARABIA**

Dr. Khaled N. Alshuwairakh

Dean College of Business
Assistant Professor
Dar Al Uloom University
Riyadh, Kingdom of Saudi Arabia.

Dr. Khaled N. Alshuwairakh

khalshuw@yahoo.com
Ph.D.-Management (Virginia Commonwealth University-USA)
Dean-College of Business Administration
Dar Al Uloom University Riyadh
Kingdom of Saudi Arabia
P. O. Box: 92594
Riyadh: 11663
+966 11 4949126 (O)
+966 506624495 (M)

ABSTRACT: *Human resource is the lynchpin of any organization; either non-profit or profit oriented. Without people, an organization cannot exist. Attention on the people and the meeting of their needs is important to achieve corporate objectives. In this rapidly changing world, the management and achievement of employee's performance is gradually become more challenging and multi-tasking in an organization. There are continuous efforts and strategies lying down by many organizations to accomplish their objectives and also achievements of excellence by gaining competitive advantage. On the other hand employees are required to be creative, competent, innovative, flexible, and trained enough to handle the information effectively. Performance of employees is affected by different factors at work place. Job performance assesses whether a person performs a job well. Employee performance indicates the effectiveness of employee's specific actions that contribute to attain organizational goals. This study aim to investigate the effectiveness of the training programs on employee's performance at Saudi Arabia's private sector. The study is an analytical study in order to find out the effectiveness of the training programs on employee performance. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200. The result indicated that all the variables are positively correlated to each other also the total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41- 4.20), which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees. The total average value for domain role*

of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist them to solve their problems. The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector. Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA.

KEYWORDS: Training, programs, employee's performance

INTRODUCTION

Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007)

The present study was conducted to investigate the effectiveness of the training programs on employees performance at private sector in KSA by reviewing studies, reports, periodicals and books related to the topic of study also empirical study has been conducted on samples of private sector companies at Saudi Arabia to identify the relationship between the effectiveness of the training programs on employees performance. Also the reality of training programs from the respondent's point of view at private-sector companies and the role of training programs for improving the employee's performance at Saudi Arabia's private sector has been examined to conclude and interpret results.

Research Problem

Many of the previous studies and researches indicate that employees are not capable enough to perform their tasks in an efficient manner due to training problems. Some employees recognize about the importance of training on their performance on the other hand some other employees could not link training program with their performance which motivate researcher to investigate the effectiveness of the training programs on employees performance at private sector in KSA.

Research variable (Dependent & Independents)

- The independent variable: Effective Training Programs
- The Dependent variable: Employee Performance

Research Questions:

Based on research problem, the researcher formulates the research problem as below:

A- What is the reality of training programs from the respondent's point of view at private-sector companies in the Kingdom of Saudi Arabia?

B- What is the role of training programs for improving the employee's performance at Saudi Arabia's private sector?

1- Research Objectives:

By reviewing studies, reports, periodicals and books related to the topic of study, the researcher can identify the main objectives of this research at the following objectives:

A- Define the meaning of Training

B- Determine training methods & techniques

C- Determine Factors affecting training

D- How to design effective training programs

E- Types of training

F- Training Evaluation

G- Benefits of Training

H- Definition of Employee's performance

I- Identify the reality of training programs from the respondent's point of view at private-sector companies in the Kingdom of Saudi Arabia.

J- Identify the role of training programs for improving the employee's performance at Saudi Arabia's private sector

K- Investigate the effectiveness of the training programs on employee's performance at Saudi Arabia's private sector.

RESEARCH METHODOLOGY

The study is an analytical study in order to find out the effectiveness of the training programs on employee performance. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200.

Research Hypotheses

The following hypotheses has been formulated in order to answer research questions

A- Hypothesis One: Are there statistically significant differences in the respondent's point of view around the reality of training at Saudi Arabia's private sector.

Null Hypothesis H0: There are no statistically significant differences between the respondent's point of view around the reality of training at private sector in KSA.

Alternative Hypothesis H1: There are statistically significant differences between the respondent's point of view around the reality of training at private sector in KSA.

B- Hypothesis Two: Are there statistically significant differences in the respondent's point of view around the reality of performance at Saudi Arabia's private sector.

Null Hypothesis H0: There are no statistically significant differences between the respondent's point of view around the reality of performance at Saudi Arabia's private sector.

Alternative Hypothesis H1: There are statistically significant differences between the respondent's point of view around the reality of performance at Saudi Arabia's private sector.

C- Hypothesis Three: Is there a statistically significant relationship between the training programs and employees performance at private sector companies

Null Hypothesis. H0: There is no significant relationship between the training programs and employees performance at private sector companies in KSA

Alternative Hypothesis H1: There is a significant relationship between the training programs and employees performance at private sector companies in KSA

Samples design & Data Collection Method

Since the target population is large, the researcher has used random samples from employees working in Saudi Arabia's private sector in order to investigate the relationship between effective training program and employee's performance.

The study tool is a Three-part questionnaire designed by the researcher, The first part consists of six questions containing demographic information, The Second part consist of 10 questions which used for analysis of hypotheses focused on the effectiveness of training program .The third part consist of 5 on employees performance .All the items were measured using five-point Likert scale ,five points for "Strongly agree", four points for "Agree", three points for "Neutral ", two points for "Disagree", and one point for "Strongly disagree".

Likert scale analysis has been used as below:

1. Strongly disagree
2. disagree
3. Neutral
4. agree
5. Strongly agree

Data Analysis Methods:

- Descriptive statistical techniques has been used to describe the characteristics of the study sample as below:

- Percentages , frequencies and standard deviation
- "Five - Point-Likert Scale".
- The statistical package (SPSS) is used for analysing data and general information.
- Correlation coefficient (Cronbach's alpha- Pearson correlation coefficient) and interpretation of results.
- One-way ANOVA for testing study Hypothesis.

LITERATURE REVIEW

Training Definitions

There are several definitions of training, however researcher will mention below to advanced definitions of training: Training could is defined as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future (Reynolds, 2004). According to Azara Shaheen & other (2013). Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to Saleem and Mehwish (2011) training is an organized increase from the know - how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, it also enhances the capabilities of panel of employees in very effective way by motivating them and transforming them in to well organize and well - mannered, that ultimately affects the performance of organization. Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective

performance of the workers. However, he adds one thing more that it (training) extends the production of the organization. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management (Sabir, 2014).

Training Methods / Techniques

According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation -: This is where the training programme is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the programme.

Finally: An important factor related to training is the use of modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning process (Teck-Hua & Catherine, 2015; Mishra & Smyth, 2015; Alwekaisi, 2015)

Factors affecting training

Based on Franklin Dang Kum & other (2014), he mentioned to bellows factors

According to Kreitner and Kinicki (2007:69), there are a number of factors on the job that prevent transfer of learning. These include the following:

- If learners see no value in applying new skills, believe no rewards will result from doing so, or do not value the rewards, and then transfer of learning from classroom to the job will not occur.
- If individuals have little or no latitude to change what they do because the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed.
- If a learner's supervisor is not in favour of training, then there is little or no likelihood that a learner will be applying newly acquired skills. Supervisors exert a powerful influence over the behaviour of subordinates because they control rewards and punishment.
- If a trainee returns to the project field only to find that fellow workers greet new ideas with scepticism, then training will not be imparted successfully.

Cascio (2005:342) enumerates other factors that affect training, these are explained below:

- Funding for employee training: Adequate funding continues to be a concern. While the need for resources to provide employee training and development increases, funding may

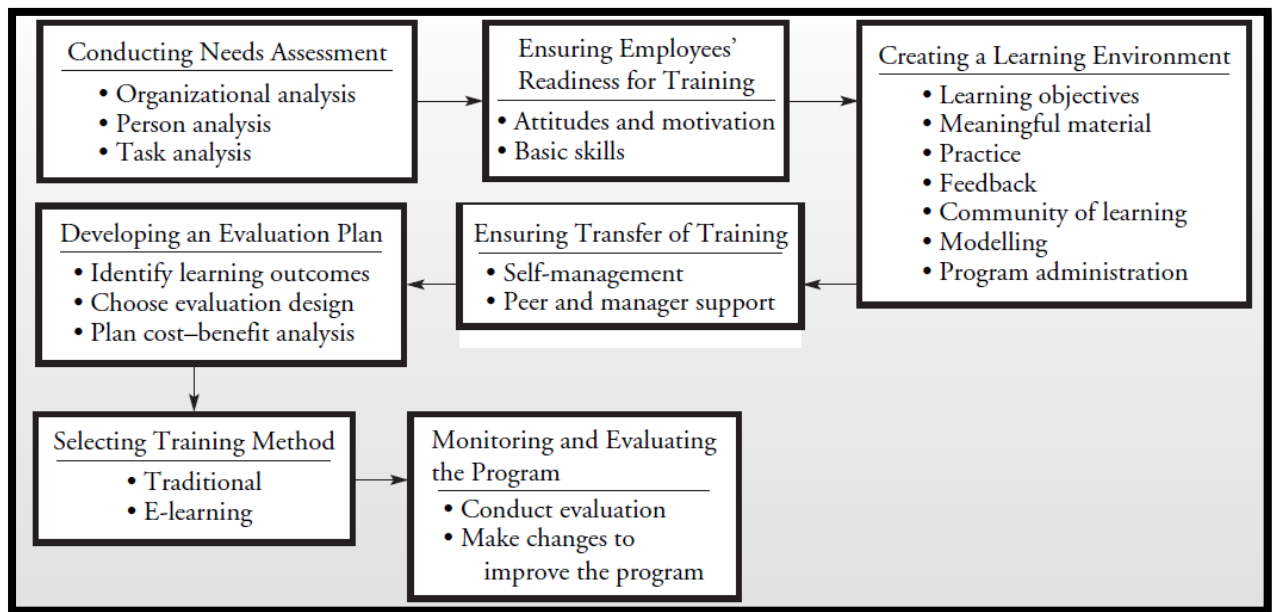
not be available. In fact, funding for training and development may be one of the first items to be eliminated in times of financial constraints.

- **Less job security:** Employees in the private sector (and employees in general) have less job security than previously. It is often said that people can expect to have many different employers and even different careers during their work life. Given this idea and reality, employees will continuously search for employers who will provide them with opportunities to develop transferable skills.
- **Limited opportunities for development:** Most organisations have a flat organisational structure. This means that there is little room for promotion. Employees and organisations need to embrace the idea that moving up is not the only way to be satisfied with one's work. An alternative is to create challenges for employees in their current positions or in a similar position. Employee.

How to Design Effective Training Programs

The training design process refers to a systematic approach for developing training programs. Below Figure presents the seven steps in this process.

- **Step 1** is to conduct a needs assessment, which is necessary to identify if training is needed.
- **Step 2** is to ensure that employees have the motivation and basic skills necessary to master training content.
- **Step 3** is to create a learning environment that has the features necessary in order for learning to occur.
- **Step 4** is to ensure that trainees apply the training content to their jobs. This step involves having the trainee understand how to manage skill improvement as well as getting co-worker and manager support.
- **Step 5** is to develop an evaluation plan. Developing an evaluation plan includes identifying what types of outcomes training is expected to influence
- **Step 6** is to choose the training method based on the learning objectives and learning environment. This step may include a traditional training method of face-to-face interaction with a trainer, or e-learning using a CD-ROM or web-based training.
- **Step 7** is to evaluate the program and make changes in it or revisit any of the earlier steps in the process to improve the program so that learning, behaviour change, and the other learning objectives are obtained.



Source: introduction to employee training and development, chapter one, WWW.highered.mheducation.com/sites/dl/free/.../567212/samplech01.pdf

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Types of Training

The following are the types of training provided in organizations: (Joyce Koryo Hogarh ,2012) :

A - On-The-Job Training: it is a training that is planned and structured that takes place mainly at the normal workstation of the trainee - although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.” On the job training looks at methods that are applied in the workplace, while the employees are actually working. On- the -job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available.

According to Smriti Chand (2008), On-the-job Training Methods consists of the following methods:

- Coaching
- Mentoring
- Job Rotation
- Job Instruction Technology
- Apprenticeship
- Understudy

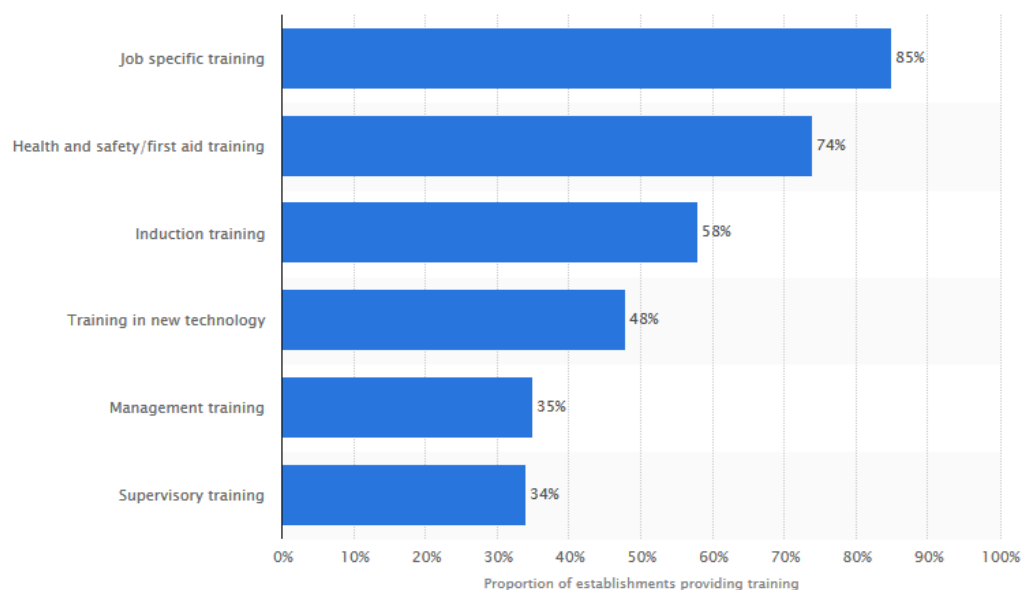
B- Off-The-Job Training : this is a form of employee training at site away from the actual work environment. It often utilizes lectures, presentations, case studies, role playing and simulation. Looking at the various definitions by these researchers, it can be found out that both on the job and off the job training is very important in training employees. Off-the-job Training Methods consists of the following methods:

- Lectures and Conferences
- Vestibule Training
- Simulation Exercises
- Sensitivity Training
- Transactional Training

Types of training in the worldwide

Types of training provided over the last 12 months by employers that train in the United Kingdom (UK) in 2013*

This statistic shows the types of training provided over the last 12 months by employers that train in the United Kingdom (UK) in 2013. The most commonly provided training, at 85 percent of all establishments, was job specific. 74 percent of establishments provided health and safety/first aid training for their employees.



Sources: <http://www.statista.com>

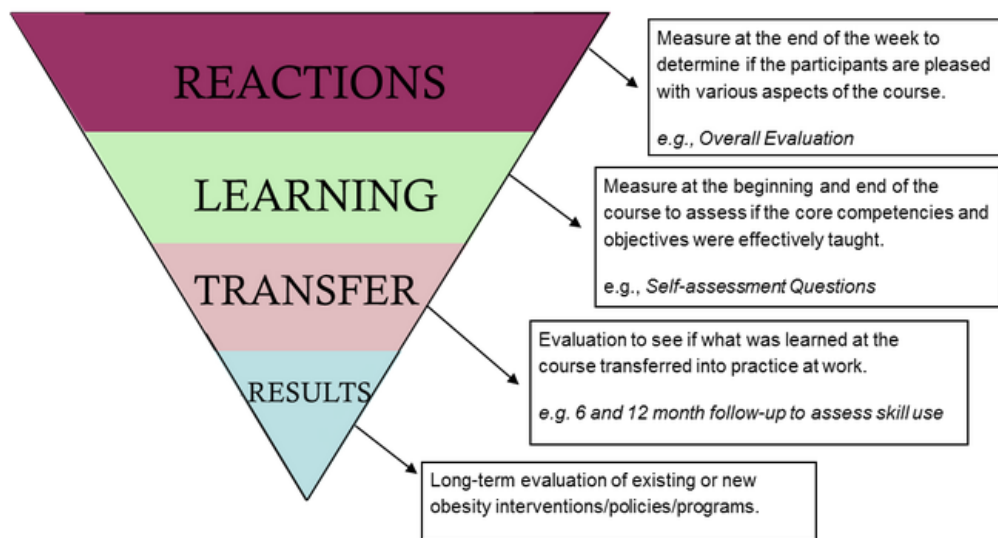
Researcher comments: Most countries recognize of the importance of training to enhance employees performance by allocating enough budget to support employee's capabilities 'with different types of training methods.

Training Evaluation

Acoording to Ayman Zakaria Najeeb (2013), in measuring the overall effectiveness of the training program there is the need to also consider the costs and benefits of the training program. This is very much about the Return on Investment factor (ROI). This will help the organization know whether there has been effectiveness in terms of profits. Evaluation should take place before, during and after the training programs. According to Kenney et al (1992) review of the training program should be done during and after its completion and should be

done by a training officer, the line manager, and the trainees themselves. Training can be evaluated in a wide variety of ways and means. Some of these are through questionnaires that serve as the feedback from the participants and case studies where the participants will have to apply the learned skills to practical situations and many others. According to Tidler (1999) there are four aspects that measure training effectiveness:

1. **Reaction:** What trainees say about the value of the training? This could be assessed as the training goes on.
2. **Learning:** Objectives met, knowledge and skills learned.
3. **Behavior:** The skills acquired are implemented on the job.
4. **Results:** Impacts on performance.



Framework modified from Kirkpatrick (1994). Evaluating Training Programs

Benefits of Training

According to Aidah Nassazi (2013) .The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) **High morale** – employees who receive training have increased confidence and motivations;
- 2) **Lower cost of production** – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) **Lower turnover** – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) **Change management** – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5) **Provide recognition**, enhanced responsibility and the possibility of increased pay and promotion;

6) **Help to improve the availability** and quality of staff.

According to James Watta Onyango & Daniel Wanyoike (2014) .The benefits of training can be summed up as: Improves morale of employees, Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover. Less supervision, a well-trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts. Fewer accidents, errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes. Chances of promotion, employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization. Increased productivity, Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

Employee's performance

There are several definition of employs performance According to alic kasau sila , (2014) cited from Brown (2008) has defines performance as how well a person completes tasks and also the attitude with which he/she completes the tasks. According to Hersen (2004), job performance can be defined (and assessed) in terms of quantifiable outcomes of work behaviour's such as amount of sales, numbers sold and also in terms of behavioural dimensions which may include work-related communication, decision making, problem solving among other skills. Baldwin (2008) defines performance as carrying out actions efficiently and effectively to meet agreed job objectives.

Afshan Sultana & other (2012), define performance as; "The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers". Many studies conducted earlier revealed that human resource management practices have been strongly and positively related to employee performance and developments areas.

Previous studies

Researcher will demonstrate previous studies related to study topics:

A- **Philipina Ampomah, (2016)** , The Effect of Training and Development on Employee Performance in a Private Tertiary Institution in Ghana" (Case Study: Pentecost University College (Puc) - Ghana)

Result: The study found out that employees are aware of the purpose of training in the organisation, the training objectives are clear to them before the training as well as the selection criteria. The study also found out that employees are motivated through training; and training and development results into higher performance. The study recommended that training and development of all staff should be vigorously pursued and made compulsory.

B- **Sidra Shakeel & Samreen Lodhi (2015)** "Impact of Training and Development on Employee Performance: A Case of Banking Sector of Pakistan"

Results: The finding proves that: There is positive link between training/development and employee performance. The study suggests that organizations should arrange training programs to their employees as a regular activity and develop their skills.

C- **Abeba Mitiku Asfaw , Mesele Damte Argaw & Lemessa Bayissa (2015)** "The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia "

Results The focus of this study was to determine the impact of training and development on the employees' performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. In this study we employed cross sectional institutional based quantitative research method. Data were collected using Likert's scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness. It is recommended that District Five Administration Office shall maintain providing employee training and development activities and ensure the participation of employees in planning, need or skill deficit identification and evaluation of training and development programs.

D- **Wehnam Peter Dabale , Nelson Jagero & Mentline Nyauchi (2014)** "The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe"

Results: this study was aimed to determine the relationship between training and employee performance in Mutare City Council, Zimbabwe. Correlational research design was used in this study, with an attempt describe and measure the degree of association between performance and training. Data was analysed using quantitative techniques, including inferential statistics. It was established that there was strong positive relationship between training and performance of employees.

E- **Ashikhube Humphrey Otuko, Kimani Chege & Musiega Douglas (2013)**, "Effect Of Training Dimensions On Employee's Work Performance: A Case Of Mumias Sugar Company In Kakamega County"

Results: show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly.

F- **Khawaja Jehanzeb & Nadeem Ahmed Bashir (2013)** " Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study "

Results: The purpose of this paper is to present a conceptual study established on the employee training and development program and its benefits. This paper will inspect the structure and elements of employee training and development program and later the study present what are the positive outcomes for employees and organizations. Organizations find it difficult to stay competitive in recent global economy. Importance of employee development program is growing for the organizations those pursuing to receive an advantage among competitors. Employees are esteemed resource of the organization and success or failure of the organization relay on the performance of employees. Therefore, organizations are financing large amount on employee training and development programs. Furthermore, in

training program it is supportive for companies to emphasis on knowledge, expertise and ability of employees. There is substantial discussion among professionals and researchers on the affect that development program has on both employee and organization. The study described here is a vigilant assessment of literature on fundamental of employee development program and its benefits to organizations and employees.

Researcher comments on previous studies

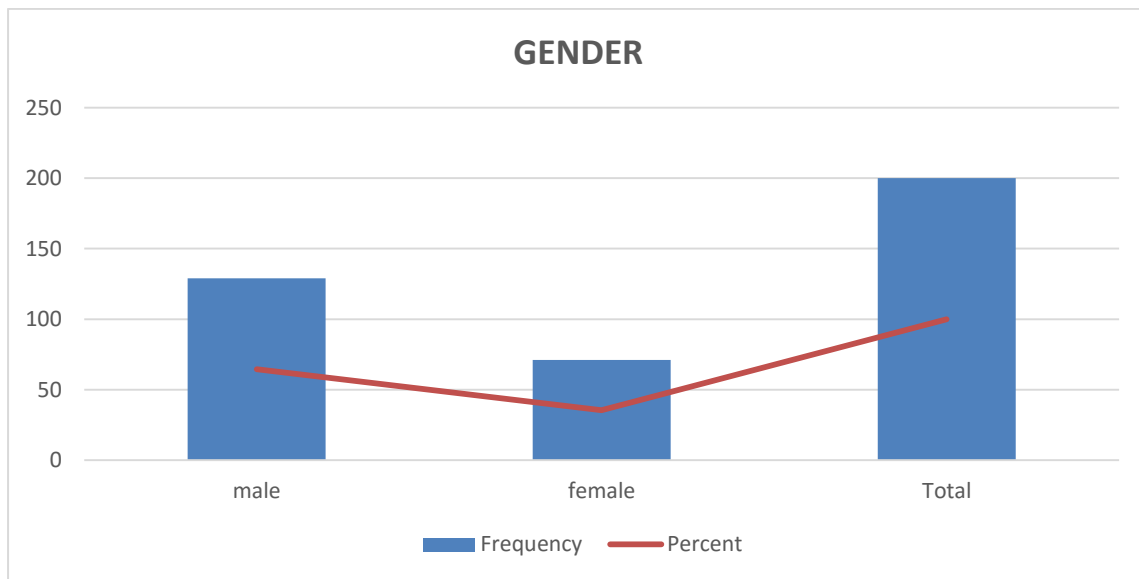
Training touches the lives of employees from the first day of a new job through retirement. Employee capabilities and skills could be changed through effective training programs. It not only develop the overall performance of the employees to effectively perform the current job but also enhance their skills and knowledge for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities.

RESULTS OF THE STUDY DATA ANALYSIS AND HYPOTHESIS TESTING

Data analysis

In this part the researcher demonstrate the demographic variable based on Frequency as below:

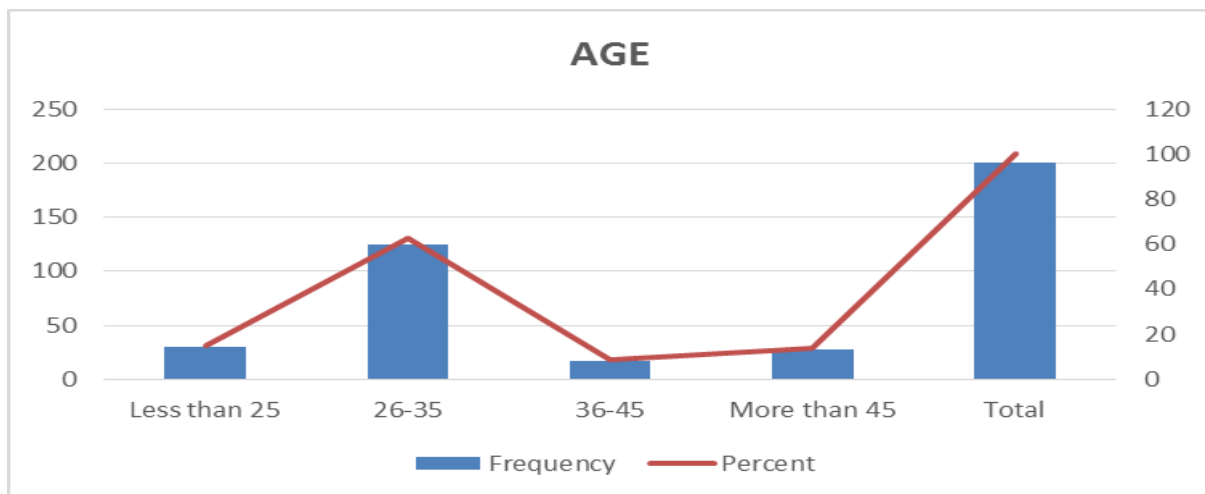
Table 1 : demographic variable- Gender –SPSS results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	129	64.5	64.5	64.5
	femal e	71	35.5	35.5	100.0
	Total	200	100.0	100.0	



Source: “Made by author”

Table no (1) refer to the majority of respondents (129) male and their percentage were (64.5%), while (71) of the study sample were female and their percentage (35.5%)

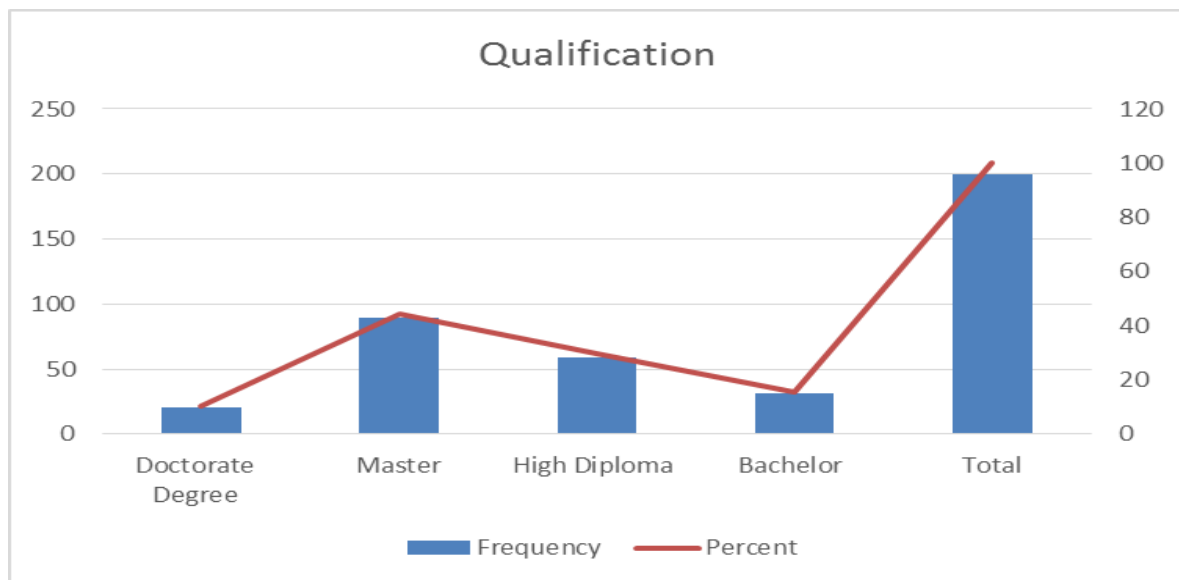
Table 2 : demographic variable- AGE –SPSS results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	30	15	15	15
	26-35	125	62.5	62.5	77.5
	36-45	17	8.5	8.5	86
	More than 45	28	14	14	100
	Total	200	100	100	



Source: “Made by author”

Table no (2) refer to the majority of respondents between 26-35 years (62.5%) while 30 responds less than 25 years (15%) while 28 were more than 46 years and their percentage (14%).

Table 3 : demographic variable- Qualification–SPSS results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctorate Degree	21	10.5	10.5	10.5
	Master	89	44.5	44.5	55
	High Diploma	59	29.5	29.5	84.5
	Bachelor	31	15.5	15.5	100
	Total	200	100	100	



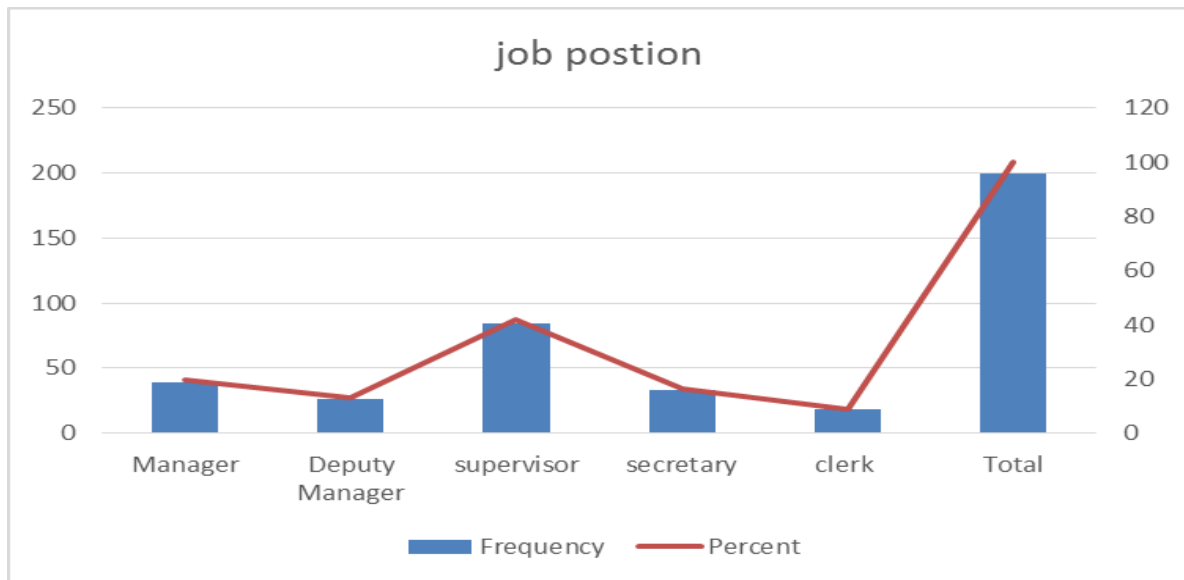
Source: “Made by author”

Table no (3) refer to (21) responds of the study sample hold doctorate degrees and their percentage were (10.5%), and (89) of the study sample holds Master degree with (44.5%) percent, also 59 responds hold a high diploma with (29.5%).

Table 4: demographic variable- job position –SPSS results

job position	Frequency	Percent
Manager	39	19.5
Deputy Manager	26	13
supervisor	84	42

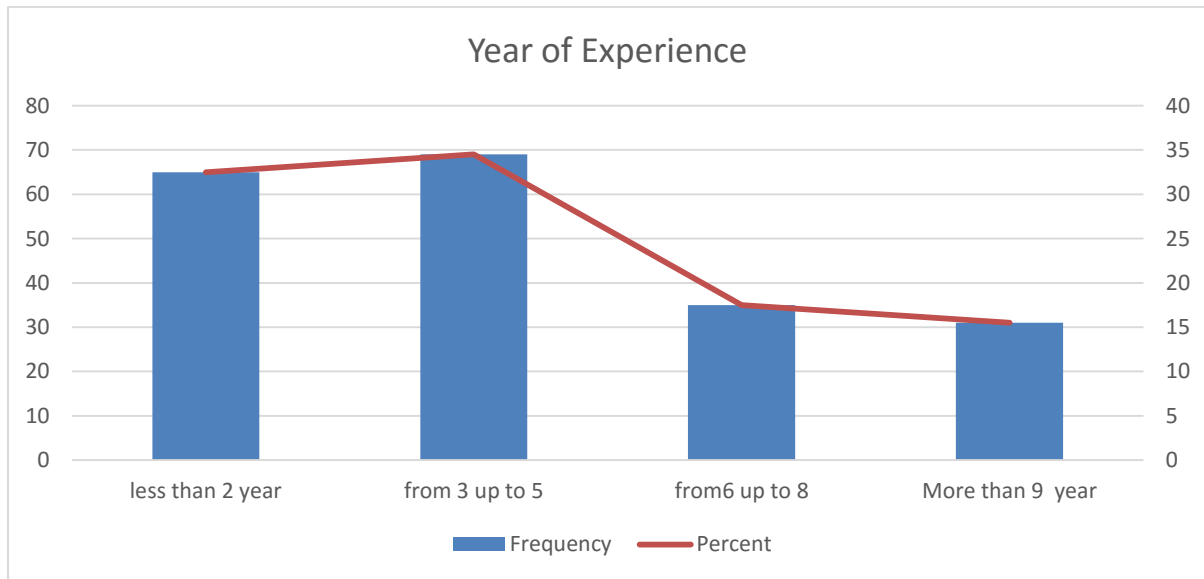
secretary	33	16.5
clerk	18	9
Total	200	100



Source: “Made by author”

Table no (4) refer to (39) of the study sample working as a managers and their percentage were (19.5%) while (26) of the study sample working as a deputy and their percentage were (13%) while (84) of the study sample working as supervisor with (42%) percent however (33) responds working as secretary with (16.5%).

Table 5 : demographic variable- Year of Experience –SPSS results					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 2 year	65	32.5	32.5	32.5
	from 3 up to 5	69	34.5	34.5	67
	from 6 up to 8	35	17.5	17.5	84.5
	More than 9 year	31	15.5	15.5	100
	Total	200	100	100	

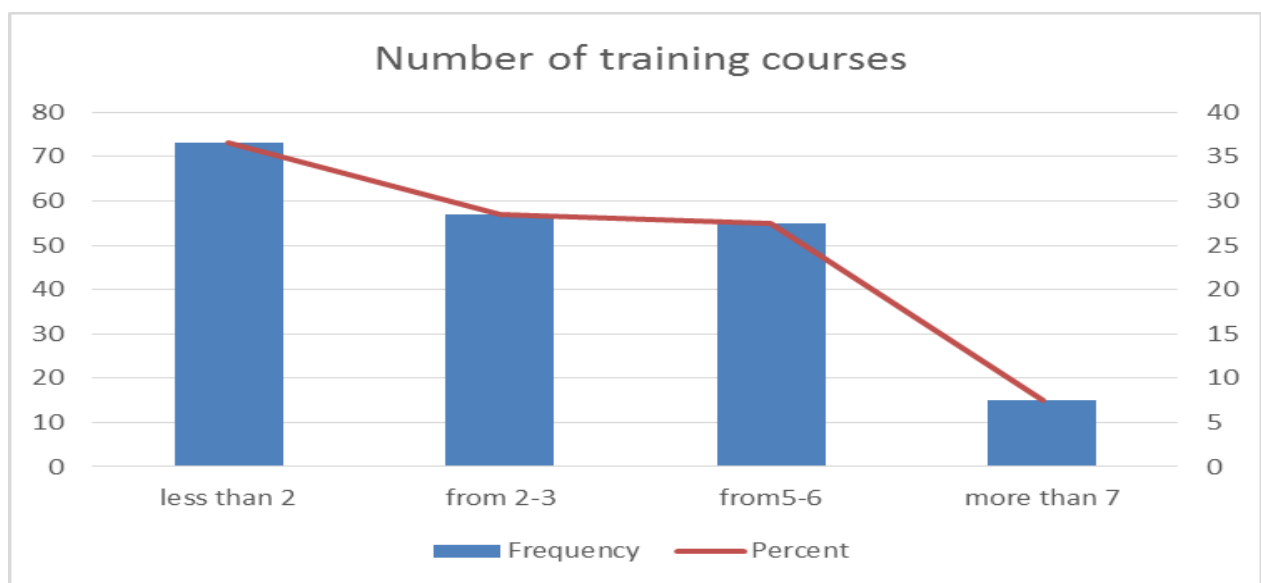


Source: “Made by author”

Table no (5) refer to (65) employees experience less than 2 years while (69) employees had experience between 3 -5 years while (35) of the study sample between 6-8 years' experience and (31) of the study sample was had experience more than 9 years.

Table 6 : demographic variable- Number of training courses- SPSS results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 2	73	36.5	36.5	36.5
	from 2-3	57	28.5	28.5	65
	from 5-6	55	27.5	27.5	92.5
	more than 7	15	7.5	7.5	100
	Total	200	100	100	



Source: “Made by author”

Table no (6) refer to (73) of the study sample attend approximately 2 training courses while (57) of the study sample had the 3-4 training sessions however (55) of the study sample had the 5-6 training courses.

Pearson correlation

Table 7 shows the findings pertaining to the correlations between training and job performance of the sample based on Pearson Correlation Coefficient. The result of the findings indicated that all the variables are positively correlated to each other.

Table 7 : Pearson Correlations

	TO2	TO1
TO2 Pearson Correlation	1	.791**
Sig. (2-tailed)		.000
N	200	200
TO1 Pearson Correlation	.897**	1
Sig. (2-tailed)	.000	
N	200	200

Sources: SPSS results

**. Correlation is significant at the 0.01 level (2-tailed).

Cronbach Alpha

Table 8 : Reliability Statistics	
Cronbach Alpha	N of Items
.762	21

Source: SPSS results

Cronbach's alpha determines the internal consistency or average correlation of items in a survey instrument to gauge its reliability , table (8) alpha coefficient greater than the minimum acceptable and is 60% to overall reliability coefficient 76.2%, indicating a high reliability.

RESEARCH QUESTIONS DISCUSSIONS & ANALYSIS

Research questions one: What is the reality of training programs from the respondent's point of view at private-sector companies in the Kingdom of Saudi Arabia?

In order to answer above question, mean, standard deviations has been calculated for each statements in training domain in order to extract statistical information

Based on likert scale classification as below

- 1.00-1.80 Strongly Disagree
- 1.81-2.60 Disagree
- 2.61-3.40 Neutral
- 3.41-4.20 Agree
- 4.21-5.00 Strongly Agree

Table 9: The reality of training program at KSA

	Sentence	Mean	Standard Deviations	Level	Arrangement
1	The trainer has ability to provide the ideas easily.	4.09	0.61	Agree	1
2	The trainer listens to the views of trainees.	4.03	0.17	Agree	2
3	The trainer motivates the trainees to do their best.	2.37	0.48	Disagree	9
4	The trainer has ability use of communication tools and skills.	0.17	0.17	Agree	6
5	The material of training match up with trainee's expectation.	0.17	0.17	Neutral	8
6	The material of training is comprehensive.	0.55	0.55	Disagree	10
7	Training material contents matching with time allowed.	4	0.01	Agree	3
8	Various methods and techniques are used in training process.	4	0.01	Agree	4
9	Place of training is prepared properly.	3.23	0.42	Neutral	7
10	Logistics training tools are available.	4	0.01	Agree	5
TOTAL MEAN 3.47					

Source: "Made by author"

The total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41-4.20), which also reflect the respondents agree with private sector provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees.

Research questions Two:

What are the role of training programs for improving the employee's performance at private sector companies in KSA?

In order to answer above question, Mean, standard deviations has been calculated for each statements in training domain in order to extract statistical information as below:

Table 10: the role of training programs for improving the employee's performance

	Sentence	Mean	Standard Deviations	Level	Arrangement
1	Training programs improve my skills and knowledge	4	0.001	Agree	3
2	My performance had increased after finishing training program	4.09	0.60	Neutral	1
3	Training programs assist me to solve my problems	4.03	0.17	Agree	2
4	I feel more creative after completing training programs	2.37	0.48	Neutral	5
5	There are many opportunities for career development after completing training programs	3.97	0.17	Neutral	4
TOTAL MEAN 3.37					

Source: "Made by author"

The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the

Training programs improve their skills and knowledge and assist them to solve their problems.

Test hypotheses

Hypothesis One: Are there statistically significant differences in the respondent's point of view around the reality of training at Saudi Arabia's private sector?

In order to find out significant differences in the respondent's point of view about the reality of training at private sector companies, the researcher has used Chi-Square test as below:

Table 11: Chi-Square test for training program

Domain	Chi-Square Value	Significant
Training	167.2	0.000

Source: "Made by author"

Analysis:

The calculation indicated that the value of Chi square in the table (10), was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA.

Finally

Alternative Hypothesis (H1) is accepted which mean there are statistically significant differences between the responses of respondents around the reality at Saudi Arabia's private sector.

Hypothesis Two: Are there statistically significant differences in the respondent's view around the reality of performance at Saudi Arabia's private sector

In order to find out significant differences in the respondent's point of view about the reality of employee's performance at private sector, the researcher has used Chi-Square test as below:

Table 12: Chi-Square test for employee's performance

Domain	Chi-Square Value	Significant
Training	9.88	0.007

Source: "Made by author"

The calculation indicated that the value of Chi square in table (11), was (9.88) at the level of significance (0.00) less than (0.05) which reflects a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector

Finally

Alternative Hypothesis (H1) is accepted, there are statistically significant differences between the respondent's point of view around the reality of performance at Saudi Arabia's private sector.

Hypothesis Three: Is there a statistically significant relationship between the training programs and employees performance at private sector companies in KSA.

In order to find out significant relationship between the training programs and employees performance at private sector companies, the researcher has used Pearson correlation coefficient as below:

Table 13: Pearson correlation coefficient

Relationship (R)	Pearson correlation	Significant
Training & Employees performance	0.819	0.00

Source: "Made by author"

Analysis

Based on Pearson correlation coefficient value (0.819), there is a positive significant relationship between the training programs and employee's performance in private sector companies at KSA which mean alternative hypothesis (H1) is accepted.

Results

Training is very important for employee's performance in acquiring competencies and help organization to retain its employees through satisfaction and motivation. Globally day by day the world is modernizing and moving rapidly which is creating many challenges for the organizations. Training can overcome and make an employee's capabilities more efficient which also contributes in the efficiency of the company.

This study aim to investigate the effectiveness of the training programs on employee's performance at Saudi Arabia's private sector. The study is an analytical study in order to find out the effectiveness of the training programs on employee performance. The researcher designed and distributed 250 questionnaire forms where he retrieved 230 forms and excluded 30 forms due to the lack of information which means overall sample is 200.

The result of the findings indicated that all the variables are positively correlated to each other also the total average value for domain reality of training was 3.47 which fall in the range of Likert scale between (3.41- 4.20), which also reflect the respondents agree with private sector companies provide effective training programs matching up with their expectations however there are some respondents disagreed about the comprehensiveness of training material and trainer motivate their trainees.

The total average value for domain role of training programs for improving the employee's performance was 3.37 which fall in the range of Likert scale between (2.61- 3.40), which also reflect the respondents were neutral about the role of training programs for improving the employee's performance at private sector companies in KSA however some respondents agreed about the training programs improve their skills and knowledge and assist them to solve their problems.

The Chi square calculation for the reality of training was (167.2) at the level of significance (0.00) less than (0.05) which reflects a significant difference in the respondent's point of view about the reality of training at private sector at KSA also Chi-Square result for employee's performance was (9.88) at the level of significance (0.00) less than (0.05) which reflect a significant differences in the respondent's point of view about the reality of performance at Saudi Arabia's private sector.

Pearson correlation coefficient value was (0.819), which indicate a positive significant relationship between the training programs and employee's performance in private sector companies at KSA which mean alternative hypothesis (H1) is accepted.

REFERENCES

- Alwekaisi, K. (2015), *Perception on training programs in family-owned firms in the Kingdom of Saudi Arabia*, Doctoral dissertation. Brunel University, London.
- Ampomah, P., (2016), *The Effect of Training and Development on Employee Performance in a Private Tertiary Institution in Ghana*, (Case Study: Pentecost University College (Puc) - Ghana), Asian Journal of Social Sciences and Management Studies, Vol. 3, No. 1, 29-33.

- Asfaw,A. , Argaw,M. & Bayissa,L.(2015),*The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia*, Journal of Human Resource and Sustainability Studies,P188-202.
- Brown, E. (2008), *Dimensions of Transformational leadership and relationship with employee performance in hotel front desk staff*. ProQuest Information and Learning Company. IOWA.
- Cascio, W.F. (2005), *Managing human resources* (4th Ed). London: McGraw-Hill.
- Chand,S.(2008), *Training Methods: On Job Training and off the Job Training Methods*, Article ,<http://www.yourarticlelibrary.com>
- Dabale, W. Jagero, N. Nyauchi,M.(2014), *The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe*,International Journal of Human Resource Studies,Vol. 4, No. 4.
- De Cieri & Kramar , (2003), *Human Resource Management in Australia: Strategy-People-Performance*,McGraw -Hill Australia Pty Ltd.
- Dessler, G. (2008), *Human Resource Management*, Pearson International Edition, 11th ed.
- Hersen, M. (2004), *Comprehensive Handbook of Psychological Assessment; Industrial and Organizational Assessment*. John Wiley & Sons Inc. New Jersey.
- Hogarh,J.(2012), *The Effect of Training on Staff Performance: A Case Study of SIC Insurance Company Limited*, Master thesis, Institute of Distance Learning, Kwame Nkrumah University of Science and Technology .
- Jehanzeb,K,& Bashir N, (2013) ,*Training and Development Program and its Benefits to Employee and Organization: A Conceptual Study* ,European Journal of Business and Management ,Vol.5, No.2.
- Kenney Et Al (1992), *Management Made Easy* , South Carolina, USA,1st edition Omron Publishers.
- Kreitner, R. and Kinicki, A. (2007), *Organisational behaviour*, New York: McGraw- Hill, 7th Ed.
- Kum.F, Cowden.R,Karodia.A, (2014),*The Impact of Training and Development on Employee Performance: a case study of Escon Consulting*, Singaporean Journal of Business, Economics and Management Studies.Vol.3, no.3.
- Laing, I. F.,(2009), *The impact of training and development o n work performance and productivity in public sectors organizations: A case study of Ghana ports and garbous authority*. A thesis submitted to Institute of Distance Learning, Kwame Nkrumah University of Science, and Technology.
- Mishra, V., & Smyth, R. (2015). *Workplace Policies and Training in China: Evidence from Matched Employee- Employer Data*. International Journal of Manpower, 36(7), 986-1011.
- Mullins, J. Laurie. (2007), *Management and organizational Behaviour*, Prentice Hall. Pearson Education, Edinburg Gate, 8th Ed.
- Najeeb,A.(2013) , *The Impact of Training and Information and Communication Technology on Employees Performance: An Empirical Study on Pharmaceutical Manufacturing Companies in Amman*, Master thesis, Middle East University.
- Nassazi, A. (2013), *Effects of training on Employee performance*. Evidence from Uganda, University of Applied Sciences .P 21.
- Onyango, J.Wanyoike, D. (2014), *The effects of training on employee performance A survey of health workers in Siaya County, Kenya*, European Journal of Material Sciences Vol.1, No.1, pp.11-15.

- Otuko, A.,Chege, K. & Douglas,M. (2013), *Effect Of Training Dimensions On Employee's Work Performance: A Case Of Mumias Sugar Company In Kakamega County*, International Journal of Business and Management Invention,Vol. 2, Issue 9 ,PP.138-149
- Reynolds, A. (2004). *Helping People Learn* , CIPD, London.
- Sabir, R.I., Akhtar, N., Azzi, S., Sarwar, B., Zulfigar, S. and Irfan, M. ,(2014). *Impact of Employee Satisfaction: A Study of Lahore Electric Supply Company of Pakistan*. Journal of Basic and Applied Scientific Research, 4, 229-235.
- Saleem, Q., Shahid, M. &Naseem, A. ,(2011) . *Degree of influence of training and development on employee's behaviour*. International Journal of Computing and Business Research. 2(3): 2229 - 6166.
- Shaheen. & Naqvi.S ,Khan.M,(2013), *Employees Training and Organizational Performance : Mediation by Employees Performance*, journal of contemporary research in business, Vol.5 ,No.4.
- Sila,k. (2014) ,*Relationship between training and performance: a case study of Kenya women finance trust eastern nyanza region*, Kenya, European Journal of Business and Social Sciences, Vol. 3, No.1 , pp 95-117.
- Sultana, A., Irum, S., Ahmed, k. & Mahmood. N. (2012). "*Impact of Training on Employee Performance: A Study of Telecommunication Sector in Pakistan*", Interdisciplinary Journal of Contemporary Research in Business, vol 4, no 6, pp. 646-661.
- Teck-Hua, H., & Catherine, Y. (2015). *How a One-Time Incentive Can Induce Long-Term Commitment to Training*. California Management Review, 57(2), 113-128.
- Tidler, K. (1999). *Evaluating Continued Medical Education Using Kirkpatrick's Four Levels of Evaluation*. (Doctoral dissertation). Available from Pro Quest Digital Dissertation database UMI: 9958848.
- Ying Chu Ng., (2004), "*Training determinants and productivity impact of training in China: a case of Shanghai*", Economics of Education Review, Vol;24, Pp. 275.
- Wright, P. & Geroy, D. G. (2001). *Changing the mindset: the training myth and the need for word-class performance*. International Journal of Human Resource Management 12, 4, 586–600.
- Yamoah, E. E. (2013), *Employee Training and Empowerment: A Conceptual Model for Achieving High Job Performance*, Journal of Education and Practice. 4(13).
- Zainab Javied, Asma Hyder (2009) "*Impact of Training on Earnings: Evidence from Pakistani Industries*". ISSN 1911-2017, Copyright © Canadian Center of Science and Education.
- Zao, K. H., Tuncali, K., & Silverman, S. G. (2003), *Correlation and Simple Linear Regression: Statistical Concepts Series*.
- Introduction to employee training and development*, chapter one, WWW.highered.mheducation.com/sites/dl/free/.../567212/samplech01.pdf
- Types of training provided over the last 12 months by employers that train in the United Kingdom (UK) in 2013, <http://www.statista.com>