Understanding the Relationship between Human Resource Training and Organizational Performance Empirical study on the Education Service in KSA

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ABSTRACT

This study investigated the relationship between Human Resource Training (HRT) and organizational performance within Saudi educational institutions. The research assessed the level of organizational support for HR training, examined the role of training needs assessment and evaluation in improving employee performance, and explored various HR training styles and their correlation with performance outcomes. The study also analyzed the factors contributing to the continuous improvement of HR training programs and evaluated the impact of employee participation on job performance and institutional goals. A descriptive-analytical methodology was adopted, using a structured questionnaire distributed to educational professionals in Saudi Arabia. The findings revealed that HR training significantly impacted both individual and organizational performance. The program and quality of training, along with organizational support and evaluation involvement, were crucial in enhancing institutional effectiveness. The study recommended increased employee engagement in training evaluation and the diversification of training methods to align with performance goals.

Keywords: human resources training, organizational performance, employee performance, training needs assessment.

1. Introduction
1.1. Background

The knowledge and information revolution in the recent years has led to create a new form of economy, which is cognitive economy. Hence, money and natural wealth resources are no longer the main sources of economy. Instead, knowledge brought societies to the lead. Therefore, it is a must for these societies to reserve and keep its status through dealing with and treating the development in the fields of health, agriculture, communication, industry and particularly training and education (Alkhalifa, 2021).

Kingdom of Saudi Arabia has moved towards adapting cognitive economy as a means for improving the Kingdom's economy through governance, economic incentives, creativity, research, protecting intellectual properties, continuous education and training and information and communication technology. The significance of this cognitive economy lies in its ability to decreasing costs and expenses, motivating new inventions, and contributing to raising the country's readiness for unstable environmental changes (Moahmoud, 2015).

As training is essential for improving the human resources, organizations need to invest in training human resources as mans for achieving their goals and implementing their plans as well as increasing their productivity, this study seeks to investigate the impact of human resources training on the organizational performance in the educational institutions in the Kingdom of Saudi Arabia.

The business environment of Saudi Arabia experiences substantial changes because of the nation's Vision 2030 reform plan. The vital aspect of organizational change focuses on committing strategic efforts to and vocational training sectors. Through advanced HR training programs people acquire vital workplace capabilities which lets them succeed in contemporary labor markets along with enhancing their workplaces 'responsiveness, creativity and operational excellence. The topic has been selected because it focuses on two variables involved are recent issues to be considered in the field of management. The topic can be also generalized on other organizations taking into consideration the different natures and circumstances of each organization and considered in the development plans for the different organizations.

The Kingdom's contributions," Vision 2030 pays great attention to the Saudi citizen to compete locally and globally by preparing a distinguished national workforce through promoting values, developing basic and future skills, and developing knowledge. Accordingly, the need arose to develop a package of initiatives and programs aimed at improving and developing the

skills of the workforce by ensuring that education and training outcomes are consistent with the needs of the labor market, improving the alignment between supply and demand, and increasing the level of citizens' skills to meet current and future needs and predict any type of future challenges to skills and training. Among the initiatives is the Waad Initiative Based on the importance of developing national human capital as a fundamental pillar for achieving the goals of the Kingdom's Vision 2030. also, Ministry of Human Resources and Social Development launched a national campaign in partnership and cooperation with the private sector within the national program to stimulate the private sector to train, which aims to qualify national cadres from different segments of society by building agreements and memoranda of commitment to training with the private sector. The first phase achieved the pledge of campaign partners with more than 1,155,000 training opportunities until the end of 2025 according to specific standards and requirements". (Ministry of Human Resources and Social Development, 2023). Therefore, the study is expected to be significant for many parties. First, it is significant for researchers in the field of management as it will pave the way for other research to be conducted investigating the impact of HRT on organizational aspects including organizational performance in other kinds of organizations. In addition, it is expected to benefit the stakeholders in different organizations suggesting different ways of improving the organizational performance in the educational organizations as well as other institutions. As a result, it is anticipated that the study will be important to numerous stakeholders. Researchers, stakeholders, human resources managers, or staff members of Saudi educational institutions could be the sources of knowledge on the subject. All of the KSA's educational institutions are examples of organizations or institutions related to the subject. Therefore, the present research will concentrate on the Higher Education Establishments in KSA.

The Kingdom of Saudi Arabia is currently witnessing a far-reaching societal movement, and it is moving forward with confident steps that include a higher cognitive content away from the economy dependent on natural resources. Despite this, there are still many major challenges that the Kingdom must overcome to ensure moving forward towards achieving its long-term future vision. Despite the Kingdom's strategic assets and resources, there are many structural and institutional problems that must be addressed. The (Alkalifah, 2021) summarized the need to train resources cognitively, skillfully and behaviorally. One of the researcher's recommendations was that it is necessary to measure the impact of training on the performance of organizations and to inform training officials about the strategies, structures and administrative tasks of organizations in detail, as they have an impact on the performance of the organization. This is what we would like to study in this research. Organizational performance is a key aspect of the organizational lives in all kinds of organizations. All organization administrations mainly aim to have the best performance in their organizations (Abdullah& Anwar 2021). thus, affected by many factors including the

financial aspects and the Human resources. Human resources come among the first determiners of the organizational performance (Wuntu& Mogea 2022). To ensure ideal performance in different organizations, managers need to have constant and continuous training so that they can develop their leadership and managerial abilities and perform better. This training also helps the organizations to overcome different challenges facing the different departments and sectors of the organizations (Cania et al., (2016). The educational a sector in Saudi Arabia encounters multiple obstacles which prevent HR training from achieving its goal of organizational performance enhancement. Most organizations struggle with skills shortages because training courses fail to connect properly with real market needs (Singh et al., 2022; Khasawneh, 2024). Human Resource training assessment in Saudi Arabia faces challenges because organizations lack standardized measurement methods to determine performance outcomes (Al-Zahrani et al., 2018; Bajow et al., 2022). Sections in HR training programs resist digital transformation because institutions face limited resources and a lack of digital proficiency to implement e-learning tools and digital platforms (Alshahrani et al., 2023; Wu, 2024). The limited availability of funds hinders organizations from implementing extensive training programs which reduces their ability to achieve sustained institutional efficiency (Kaisara, 2024). The solution demands enhanced training precision that suits market demands combined with larger digital tool expenditure and sustained institutional effort in workforce improvement. The current study is expected to fill the research and knowledge gap in the field of management focusing on the impact of HRT on the organizational performance in the Saudi educational institutions.

The educational institutions are among the most important institutions that in critical need for continuous development based on their practitioners' performance. This is because education performs the basis for other sectors in each country. In KSA, special attention is paid for improving the educational institutions" performance as part of improving these institutions. Research has established HR training as a productivity driver yet Saudi Arabia's vocational and educational institutions lack sufficient studies about how HR training impacts organizational performance (Alshahrani et al., 2023; Singh et al., 2022). The majority of current research examines general workforce development patterns instead of measuring how HR training affects essential institutional performance metrics including employee productivity and retention and efficiency (Bajow et al., 2022). The effectiveness of digital transformation in HR training for Saudi Arabia's educational sectors has not received sufficient research attention despite widespread studies in other regions (Wu, 2024). This research investigates HR training effects on organizational performance in Saudi Arabia's educational sector through empirical data collection to advance knowledge about training success and institutional achievement. This training also helps the organizations to overcome different challenges facing the different departments and sectors of the organizations (Cania et al., (2016). The problem lies in the scarcity of studies that examine
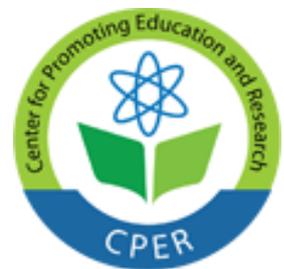
the measurement of the impact of human resource training on organizational performance in educational institutions.

Based on the above, there is considerable difficulty in assessing the impact of HRT on organizational performance in general and in the educational institutions in particular. Therefore, the current study attempts to offer overall comprehension for the nature of HRT impact on the organizational performance in the educational institutions.

1.2. Research Questions:

A systematic analysis of essential performance metrics is needed to determine the effects of HR training on organizational outcomes within Saudi Arabia's educational sector. The research investigates the following the main question and its sub-questions: The main question of the study is as follows:

What is the Relationship between Human Resource Training (HRT) and organizational performance in the education service sector in the Kingdom of Saudi Arabia?

From which a number of sub-questions branch out, namely:

- **Ques 1:** What is the extent of organizational support and commitment to training in enhancing employee development?
- **Ques 2:** What role does train assessment play in improving employee performance within educational institutions?
- **Ques 3:** What is the nature of human resource training program adopted to support educational institutions?
- **Ques 4:** What are the key factors contributing to the continuous improvement of human resource training (HRT) in educational institutions?
- **Ques 5:** What impact does employee training have on Their individual job performance and contribution to achieving educational institutions goals?

1.3. Research Objectives

The research investigates The research investigates What is the Relationship between Human Resource Training (HRT) and organizational performance in the education service sector in the Kingdom of Saudi Arabia.

Following are the objectives of this study:

a) To assess the level of organizational support and commitment to HR training initiatives aimed at enhancing employee development within Saudi educational institutions.
b) To examine the role of training needs assessment and evaluation processes in improving employee performance across educational institutions in KSA.
c) To identify and categorize the various HR training styles and approaches used in the Saudi education sector and their relationship to institutional performance indicators.
d) To investigate the factors that drive the continuous improvement of HR training programs in educational organizations.
e) To evaluate the impact of employee participation in HR training programs on their individual job performance and contribution to educational institutions goals.

The research investigates HR training's organizational success impact in Saudi Arabia's educational sectors through empirical evidence.

2. Literature Review

The variables measured in this study are organizational performance and human resource training (HRT). First of all, the literature review provides the further definition of organizational performance and its key indicators using the financial indicators (profit), nonfinancial indicators, etc. It then looks at various HR training approaches such as digital learning, leadership development and skill-based programs. Global and regional studies on the relationship between HR training and organizational performance are analyzed. It explores the specific challenges and the opportunities in Saudi educational institutions in the policies constraints, the digital evolution, and inclusivity concerns. Finally, the research gap is identified, which is the need for localized studies on the impact of HR training on faculty and institutional outcomes. The following is literature review:

2.1. Definitions of Organizational Performance

The effectiveness with which an organization achieves its goals and objectives is what Organizational performance means for that's why it is a very important concept in management and business studies. Financial performance indicators include revenue growth, profitability, and return on investment while the non-financial metrics include, employee productivity, customer satisfaction and operational efficiency (Wiranegara, 2024). Operational efficiency is the optimization of resources to maximize output while minimizing costs, measured through cycle time, cost per unit, and resource utilization (Kulkarni, 2025; Bayya, 2025). It extends beyond cost reduction to include agility, innovation, and AI-driven automation (Plechero, Santini, & Corò, 2025). In education, it enhances faculty workload management, digital learning, and administrative automation, improving institutional rankings and student outcomes (Kappatos, 2025). Addressing bureaucratic hurdles and technological resistance is crucial for long-term sustainability.

There are various perspectives on the definition of organizational performance provided by scholars. Morales-Arevalo and Rodríguez (2024) define organizational performance as the capacity of an entity to use its resources in an efficient manner to achieve strategic goals and maintain competitive advantage. This definition focuses upon decision making and data analytics being able to drive performance outcomes. Likewise, Labrador (2024) asserts that how productively the internal communication processes function in an organization determines its performance through influencing the productivity, innovation, as well as the employee's engagement.

From a broader perspective, the balanced scorecard approach is used to evaluate organizational performance, which includes financial, customer, internal business process, and learning and growth perspectives (Reis, 2024). This approach gives a complete image of health of an association covering components like representative improvement; associations culture; and putting till it comes to the market. Organizational
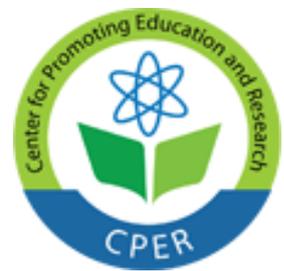
performance in educational institutions is measured in terms of academic excellence, student outcomes, faculty development and operational efficiency (Waghmode & Mane, 2024). In order to improve performance metrics, educational organizations must have their human resources, and training programs to line up with institutional goals, and strategic human resource development is hence an important factor to long term success.

Although these definitions are varied, there is a general agreement that organizational performance is a multidimensional concept that is affected by both internal and external factors. Leadership, employee motivation, organizational culture and external market conditions are other factors that have significant impact on performance outcomes (Nikolayevskyy, Alagna, & Destito, 2025). Thus, effective strategies for performance management have to be holistic and cover human capital development, strategic planning, and performance monitoring in a continuous manner.

2.2. Definitions of Human Resources Training

Human Resources Training (HRT) is an important function in organizational management that seeks to improve employees' knowledge, skills and competencies to enhance both individual and organizational performance. Generally, it is defined as a systematic process by which employees acquire technical knowledge, interpersonal skills and work ethics that allow them to perform their job roles effectively (Kalogiannidis, Kalfas, & Chalaris, 2024). According to this definition, HR training programs are rather structured since they are meant to conform to a company's strategic goals and workforce development requirements.

HRT is, therefore, conceived by scholars as not an event, but a process of learning and development. As defined by Sharma (2024), human resources training can be viewed as an investment with the employees which initiate productivity, innovation and satisfaction. As such, he highlights that organizations that make efforts to train their employees are advantaged over others in developing an adaptive and knowledgeable workforce. Similarly, Yadav and Sharma (2024) claim that the HR training practices improve organization sustainability by developing a continuous improvement and knowledge sharing culture.

On the job training, mentorship programs, e learning modules, workshops and simulation-based training are some of the forms that HR training can take (Laurent, Jaccard, & Suppan, 2025). Keshtegar and Keikha (2025) state that HR training programs should be designed to meet the needs of employees and be in line with organizational objectives. They claim that as a well-structured training program increases the employee engagement, lower turnover rate and performance outcomes. Moreover, technology is used in HR training, as many organizations use digital learning platforms, virtual reality training and artificial intelligence based personalized learning experiences (Barbieri, Srinivasan, & Ulrich, 2025). The transformation of HR training into the digital format helps to make learning more accessible, cost effective and efficient in servicing of various workforce demands.

Although much is seemingly expected to gain from it, the same training also encountered problems such as budget constraints, resistance to change, and even the difficulty in measuring the effectiveness of the training (Lingcob & Quines, 2025). In the words of scholars, robust assessment mechanism such as pre training, post training evaluation, feedback loops and performance metrics have to be integrated for training to succeed. In general, human resources training is a dynamic working and strategic function of workforce development and Organizational performance. It includes different learning methods, is technology driven and needs to be continuously assessed to ensure that it is effective in achieving organizational objectives.

2.3. Defining different types of Training

The Human Resource Training (HRT) program implements diverse learning procedures that develop worker capabilities together with operational output and administrative effectiveness. Various training methods exist to fulfill particular needs of specific professions and business environments and organizational requirements. Training programs succeed based on their proper connection to organizational objectives and sector needs as well as staff enhancement plans. The following section outlines the primary HR training categories which have been defined according to their professional usage. Having employees learn and develop skills through practical work experience at their genuine job tasks is known as On-the-Job Training (OJT). The learning method applies knowledge straightaway through real-world work settings that mentors and trained professionals guide under their supervision (Forotani et al. 2025). OJT serves as a standard training method across industries that need technical expertise including manufacturing and healthcare and engineering because practical experience proves essential.

Professional trainers deliver structured educational programs known as instructor-led training (ILT) at classrooms and workshops and corporate training facilities (Besharati Kivi et al., 2025). Training initiatives use theoretical and practical curriculums to teach leadership skills together with compliance information and technical ability. Professional learning takes place regularly throughout corporate settings and education institutions since formal training systems drive the execution of policies and professional development guidelines. The technology-enabled platforms of E-learning and Digital Training deliver customizable training materials through online courses and webinars because of AI-based learning modules thereby allowing employees to learn at their own pace (Reid, Ashford, and Caza 2025). The method operates without geographical restrictions while improving knowledge accessibility which benefits remote work environments as well as those that combine on-site and remote practices. E-learning has transformed from traditional methods into an interactive approach through virtual reality (VR) and gamification technology which suits modern tech-oriented employees.

Soft Skills and Behavioral Training teaches staff to enhance their communication approach alongside developing teamwork skills and resolving conflicts and developing leadership
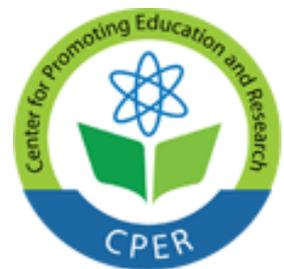
capabilities. Employees who work in teams and interact with clients and hold managerial positions need this training (Hua et al., 2025). The main distinction between hard skill technical training is that soft skills development improves emotional capacities while developing problem-solving abilities and adapts employees to handle shifting work settings. Organizations understand that workplace culture together with employee relations directly affect productivity so they make this training essential for their organizational development.

The goal of Diversity Equity and Inclusion (DEI) Training is to develop an inclusive workplace environment that values diverse backgrounds (Karani et al., 2025). The training system educates people about unconscious bias together with gender equality principles and cultural acceptance methods and proper hiring procedures. Companies deploy DEI training as an essential measure to create equitable and inclusive workplaces because these initiatives demonstrate corporate social responsibility and ethical leadership in order to attract multiple types of talent. Through Coaching and Mentorship Programs skilled professionals or senior managers offer customized career development services along with individualized training to employees (Aletta & Kang, 2025). This individualized learning method diverges from standard formal training because it delivers continuous assistance through which people can improve their long-term career progression and leadership development. Organizations match inexperienced staff members with seasoned mentors to help both groups advance their careers through knowledge exchange.

Employers conduct Technical and Job-Specific Training to establish critical sector knowledge that workers need to perform sophisticated occupational duties (Han, Liu, & Karimi, 2025). The training method exists in IT and healthcare and finance and engineering sectors because employees need to understand new tools and methodologies and best practices. The training curriculum includes software instruction for IT specialists alongside healthcare training for medical staff and engineering instruction for advanced manufacturing practices. All workforce training methods serve unique purposes in professional development since they help workers maintain their skill competitiveness and flexibility which supports organizational goals. Businesses must shift to adaptive training systems that use technology and competency assessment methods because digital changes alongside AI learning is transforming professional development methods and requires this change for better economic outcomes.

2.4. Relationship Between Human Resources Training and Organizational Performance

Across different industries, which includes the educational institutions, Human Resources Training (HRT) is a crucial driver of the organization performance. Various studies show that the organization should heavily invest in structured, continuous employee training in order to boost productivity, innovation, and efficiency. This literature review examines the relationship between HRT and organizational performance from global, regional and national perspectives, in general organizations and educational institutions.

Research around training employees for the organization globally suggest that training the workforce will help the achievement of organizational success as it contributes to workforce competency, innovation and engagement. Companies that invest in human capital building by means of training programs were found by Liu, Zhao, Jia and Qiu (2025) to adapt better in the global market and become more efficient. In the same vein, Asghar, Ullah, Ahmed and Iftikhar (2024) found that providing structured staff training enhances operational effectiveness, service quality as well as employee retention in the service sector.... Iqbal (2025) in a study has mentioned that technology-based training solutions like artificial intelligence and virtual learning platforms increase organization's move towards adaptability and competitiveness. Training programs designed to foster skill development, raise knowledge, and enhance employee engagement, teamwork as well as financial performance of an organization.

In terms of training human resources in the education sector, every institution relies on the human resource sector to succeed in their objectives as well as thus the continued success of the institution. Wu, Li, and Zhang (2025) considered how educators and administrative training programs improve the efficiency of the center and improve academic quality. However, the items offer strong evidence to suggest that professional development programs will result in increased faculty engagement, more effective teaching methods, and improved student performance. Additionally, Desriyanto and Kurniawan (2025) discovered that leadership training and communication skills development in government affiliated educational institutions enhanced employee efficiency and institutional decision making. Furthermore, their study determined that faculty members trained in leadership, pedagogy, and technology integration take part in their institution's effective functioning to a great extent. Rizvić (2025) further explored the influence of continuous education for educators and administrative staff in European universities and found that training correlates to having more extensive knowledge transfer, more effective institutional collaboration and in the case of universities, more research is performed.

HR training is found to be strongly related to organizational performance in the Middle East and developing regions as per studies. Organizations in the Gulf Cooperation Council (GCC) countries which invest in employee structured training programs, see higher job satisfaction, lower turnover, and effective workforce (Alharbi, 2025). Failing to invest continuously into learning, leads to reduced competitiveness and skill shortages in a company. Nabiryo, Rosado, Garraghan, and Iqbal (2025) studied a training of healthcare professionals in developing economies and discovered the healthcare outcomes of the trained became better, operational costs became lower, and workforce motivation much better. The findings indicate that HR
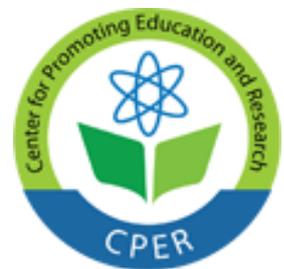
training is a critical factor in organizational success in both private and public sector institutions.

Training program focused toward educational institutions in developing regions especially in the Middle East and Africa have resulted in dramatic increases in teaching quality and institutional performance. According to Keshtegar and Keikha (2025), improving teaching methodologies, student engagement, and research contributions of faculty in Iranian universities has been found to be effective through training programs. Waskito (2025) also studied faculty training programs in Indonesian vocational education institutions and found that training is positively correlated with student employability. In institutions that offered industry-specific training courses in their curriculum, graduate employment rates rose and employers were more satisfied with the graduates. Additionally, Afifa (2025) studied investment into digital learning and professional development programs in Saudi Arabian higher education institutions.

Human Resources Training in Saudi Arabia is considered one of the main elements of the kingdom's Vision 2030, which seeks to enhance skills of the workforce and diversify the national economy. According to Alharbi (2025), the role of Electronic Human Resource Management (e-HRM) systems in Saudi companies is that technology driven training programs enhance employee efficiency, job satisfaction and organizational competitiveness. Study by Gichure (2025) on total quality management (TQM) practices in corporate and government organizations in Kenya indicated that the institutions with strategies of human resources development perform better concerning operational efficiency and service delivery when compared with competitors. Similar trends have been observed in Saudi public and private institutions that have implemented structured training initiatives.

HR training is a key element in the transformation of the Saudi education sector, which is undergoing a major transformation. According to Walwenda (2025), there has been an enhancement of teaching methodologies, research capabilities and student involvement in Saudi universities due to leadership training and faculty development programs. Likewise, Ongere (2025) discovered that HR management practices such as structured training for educators and administrators improve service delivery and institutional effectiveness in Saudi Arabia's public education system. Institution with strong priority for faculty development and technology adoption in teaching receive higher student satisfaction, stronger academic output, and better political ranking. In addition, research on vocational and technical education institutions Arabica Arabica told that including the corporate training partnerships increases vocational graduates' employment rates, and also their educational requirements closest to the reality of the industry (Chau Thi Le & Nguyen Thanh, 2025).

Finally, a consistent pattern is observed across global, regional and national studies that Human Resources Training positively impacts organizational performance. Companies that focus on continuous learning and the up scaling of employees along with professional development lead to higher productivity of employees, improve efficiency, and actually work out to be successful in the long run. The relationship between HR training and organizational performance is particularly strong in educational institutions. Higher academic quality, student engagement, institutional growth are all attributes that derive from faculty training programs, leadership development initiatives and, logically, integration of technology solution for learning. HR training in Saudi Arabia is crucial in developing the country's education system and bringing it in line with international standards. Looking ahead, the combination of AI driven learning, industry – academia cooperation and leadership development programs will deepen the importance of HR training in institutional or corporate achievement.

2.5. Types of Training Needed for HR to Improve Organizational Performance

Human Resources Training (HRT) is very significant for enhancement of organization performance through development of employee competencies, job satisfaction and efficiency in general. Training of different types is required depending on the organizational needs, industry demands and regional challenges. This literature review examines the types of HR training that enhance organizational performance in general organizations and educational institutions, organized in global, regional, and national perspectives. Organizations that invest in structured HR training are more productive, innovative and retain employees better globally. According to Ortiz et al. (2025), the most effective training programs for improving performance are AI enabled HR training, leadership development, and digital skill enhancement. The way an AI driven HR chatbot can give real time support to employees and automate HR queries as well as make learning more efficient with better organizational effectiveness – is pointed out by their research.

Meanwhile, according to Ahmed, Muhammad, Shahid and Tanveer (2025), predictive analytics training assists HR professionals in improving results of workforce management, performance evaluation, and recruitment strategy. Using this knowledge in the project, the organizations using data driven training programs have had more informed decision making, more employee engagement and reduced turn over. Furthermore, Hajizadeh Ebrahimi and Moakedi (2025) emphasize the need for HR professionals to undergo organizational change management training. A study discovered that the companies that actually partake in the change management, conflict resolution and corporate restructuring training activities, find smoother transitions and more adaptable employees, especially during major organizational shifts.

Faculty training programs are critical for improving teaching quality and for succeeding as an institution in the education sector. They (Sahito and Khoso, 2025) found active learning strategies and training on teaching methodology to be the most effective means in enhancing engagement among faculty and academic performance of students. Continuing to address their findings, their research shows that universities offering
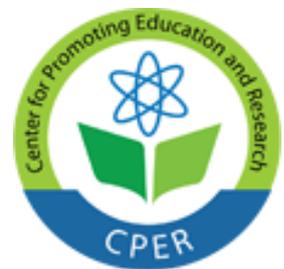
professional development programs for educators do grow through higher institutional rankings and parents are optimistic about their child's educational offerings. This was also studied by Chitambala and Marvin (2025) in higher education where they found that by training educators and HR staff on digital learning tools, cloud-based HR systems and virtual classroom management, the administrative efficiency increased and so did the satisfaction of faculty.

HR training programs at the workplace in the Middle East, Africa and Asia are escalating in building technological skills, training leaders and basing learning on performance. Madiistriyatno (2025) states that leadership, motivation, and work discipline training play an important role in improving workforce commitment in Indonesian corporations. According to his study, structured leadership training programmes in these organisations also lead to higher loyalty among employees and better productivity from teams. Heydariyeh and Hematian (2025) studied similar HR productivity improvement models in the African context and found that training in workforce planning, employee engagement strategy and data analytics for HR decision making, resulted in benefits to the public sector organizations. After analyzing the same, their study came to a conclusion that African companies that adopted AI and automation training in their HR practices improved operational efficiency and lowered workforce redundancy.

In developing regions, educational institutions need specialized HR training to improve faculty skills, administrative efficiency and institutional growth. Fahlefi (2025) indicates that HR training on educational management in vocational schools with regards to curriculum development, engagement of students and industry collaboration increased the performance of teachers and employability of the graduates. In a similar pattern, Hasada (2025) studied Islamic schools in Southeast Asia HR management training and found out that such training focusing on educator training in modern pedagogical techniques, emotional intelligence, and student counselling has led to both teacher satisfaction and student learning outcome.

HR training in the Saudi Arabia is guided by Vision 2030 that revolves around digital transformation, diversifying the economy, and developing the workforce skills in HR. The findings of Lule, Mugerwa, Abio, Oguttu, and Kakeeto (2025) showed that HR should engage in training on workforce digitalization, performance metrics, and leadership coaching, as this facilitates corporate efficiency and employee productivity. In the same vein, Ahmed and Jawad (2025), conducted research on cybersecurity training to HR professionals in Saudi organizations and argued that, if HR staff were trained on data security, AI driven fraud detection and compliance protocols, it would enhance the workforce resilience and corporate reputation.

Faculty training and administrative skill development programs are necessary in Saudi Arabian educational institutions to enhance organizational performance. Integration of sustainable leadership training, research development programs, and student centred teaching methods (Alotaiby, 2025) enabled them realize

higher faculty retention and higher academic output. Furthermore, Goudar, Dhananjaya, and Hukkeri (2025) show that HR training about digital transformation and AI based education contributed to the Arabic universities modernizing their teaching methods, improving administrative efficiency and improving learning experience of the students.

Finally, HR training is a key factor in improving organizational performance in all industries and regions. In advance of a training program in AI driven HR support, predictive analytics, and leadership development, they have been shown to work globally. In developing economies, HR success depends on regionally performance-based training and digital skill building. Corporate and educational institutions in Saudi Arabia are changing through digitalization, leadership coaching and workforce efficiency programs in line with Vision 2030's HR training. In educational institutions, faculty development, technology integration and teaching based on research should be focused upon. Long term organisational excellence can only be sustained by future HR training initiatives based on AI enabled learning, leadership growth, and the combination of industry and academia.

2.6. How to Improve Organizational Performance Through Human Resources Training

Human Resources Training (HRT) is an integral driver of organizational performance since trainings add to the competence of employees, leadership strengths and efficiency in all sectors. HR training should help employees become more productive at work, innovative and it should help the business realize its full potential. This literature review explores how HR training affects organizational performance from a global, regional and national perspective in general organizations and educational institutions.

Internationally, having an AI powered personalised training with learning path training results in higher efficiency and higher workforce engagement. The AI driven training modules and real time skill assessments are pointed out by Davis, Evans and Foster (2025) as an optimal force development model. They found that the organizations are using AI enabled learning system to retain 30% of their employees less, also employees are becoming better at their job. Clark and Diaz (2025) also looked into how gamification in corporate training increases engagement and knowledge retention. And they found that those firms where interactive learning, simulation-based training, reward driven learning, were used increased workforce productivity 20 percent more than the traditional training methods. The second key global trend is integrating sustainability into human resources programs. Finally, Nayak and Singh (2003) discovered that organisations, where employees have received corporate social responsibility (CSR), environmental knowledge and ethically responsible decision-making training, go on to enjoy improved brand reputation, low compliance risks and better operational efficiency.

Teacher training and programmes of digital transformation have also been put in place which have tremendously improved performance in the education sector. Liu, Zhao, Jia, and Qiu (2025) are reported that the training of HR in
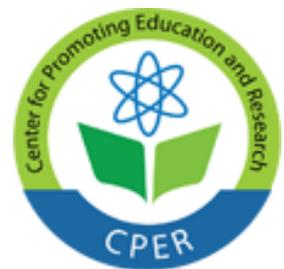
digital tools and research methodologies and the introduction of pedagogical advances increases faculty engagement and student success. Ajiteru and Abalaka (2025) in another study, also point out that HR training in student counseling, leadership and administrative processes in universities enhances overall institutional performance. It was found that universities that earmark funds for continuous faculty development intend of having higher ranking across academia globally and higher satisfaction rates among students.

HR training in most has been crucial in improving adaptation for workforce and leadership development in developing areas like the Middle East, Africa and Asia. HR training meant to assist digital transformation and automation showed that workforce productivity increased in emerging markets (Aakula, Saini, & Ahmad, 2025). Using AI assisted HR training, companies in these regions have reported 25 percent reduction in their operational inefficiencies in their research. Saeed (2025) analyzed in Africa how HR training in leadership, performance analytics and career growth planning affects corporate success. The findings of the study were that those organizations that have provided structured leadership programs to managers experienced a higher employee engagement and lower employee turnover rates.

Structured HR training is of great benefit to educational institutions in emerging markets. In 2025, Xabibullayevich studied how HR training through e-learning, faculty development, and institutional leadership helped Central Asian higher education institutions to enhance their performance. According to his findings, introduction of digital training tools into HR practices by universities promoted faculty retention and research output. Ajiteru and Abalaka (2025) in their study on Nigerian universities discovered that HR training in academic leadership and governance enhanced institutional administration and efficiency. The key findings point to the fact that universities investing in HR workshops focused on faculty management and student engagement had better ratings in accreditation and improvements in student performance.

Saudi Arabia's Vision 2030 to transform the economy through developing workforce skills is centered on HR training. Mamoudan and Erdebilli (2025) state that those corporate organizations meant to have their HR training in digital literacy, leadership, and taken real decisions with the aid of data had higher operational efficiency and had better financial performance than those that did not have such HR training. Employee engagement and corporate leadership development are another key aspect of HR training in Saudi Arabia. According to Torkabadi, Mamoudan and Erdebilli (2025), organizations that provide executive training for middle to senior managers reported a 40% improvement in leadership effectiveness and fast decision-making process.

HR training is being given priority in Saudi Arabian universities for faculty development, administrative efficiency and student centric learning. The studies as carried out by Ajiteru and Abalaka (2025) on HR training in Saudi universities demonstrated that training programs on student engagement,

digital transformation and faculty leadership positively impacted the institutional rankings and student outcomes. In the same way, Ajiteru and Abalaka (2025) investigated HR training is Saudi vocational institutions, concluding that such training on workforce readiness, career counselling, digital pedagogy development boosts employability rates of graduates in Saudi vocational institutions.

In conclusion, HR training is a fundamental factor in improving organizational performance globally, regionally and nationally. In general organizations, HR training programs in AI driven learning, gamification, leadership development, sustainability initiatives help the organization achieve significant workforce productivity and operational efficiency. It helps faculty training in educational institutions, administrative skill building, and its digital learning programs result in higher student performance, faculty retention, and institutional rankings. HR training is a cornerstone of economic transformation under Vision 2030 for Saudi Arabia. Companies who work on digital literacy, leadership development and employee engagement training also deliver on high performance metrics. Likewise, the integration of faculty development and technology driven HR programs in a university enhances institutional efficiency and graduate employability. In the future, AI based learning, gamified training experiences and personalized skill development programs will continue to enhance the effect of HR training on the organization's success.

2.7. the extent of organizational support and commitment to training in enhancing employee development:

The extent of organizational support and commitment to training is a crucial determinant in shaping the outcomes of employee development initiatives. When organizations exhibit a strong commitment to training, it reflects a strategic understanding that human capital is central to achieving long-term goals and sustaining competitiveness. In well-functioning institutions, particularly within the education sector, this commitment is evident through the allocation of resources, alignment with institutional goals, and the integration of training into broader performance management systems. The presence of leadership support plays a significant role in reinforcing a culture that values learning and development. In Saudi Arabia's educational sector, increasing attention is being given to professional development programs, especially with national transformation agendas such as Vision 2030 encouraging investment in human capital (Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Government funding and policy reforms have emphasized continuous improvement of educators through structured training programs. However, institutional disparities remain in terms of how uniformly and effectively these directives are implemented across public and private educational institutions (Jehanzeb, K. (2020).

Organizational support for training also involves creating enabling environments that facilitate the application of newly acquired skills in daily operations. This goes beyond merely offering access to training sessions; it includes structured follow-up, mentoring, performance feedback, and recognition
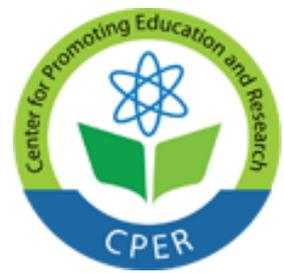
mechanisms that reinforce the value of learning. In contexts where post-training support is weak or non-existent, the outcomes of even the most comprehensive training programs can be diminished. For example, research in the GCC region has revealed that many educational institutions still treat training as an isolated event rather than an integral part of workforce strategy, which undermines its developmental impact (Rawashdeh, A. M., & Tamimi, S. A. (2020). Moreover, educators often report a lack of autonomy in choosing relevant training topics, limited time to engage in reflective practice, and insufficient institutional mechanisms for tracking professional development impact. These issues highlight a disconnect between policy intentions and operational realities, suggesting the need for more tailored, feedback-oriented training strategies supported by organizational systems (Astuty, I., & Udin, U. D. I. N. (2020).

Another essential dimension of organizational commitment lies in the extent to which employee development is embedded within the strategic vision and core values of the institution. When training is perceived as a fundamental pillar of institutional success rather than a peripheral activity, it receives stronger institutional backing. Such commitment can be demonstrated through leadership engagement, budget allocations, training needs assessments, and the institutionalization of career progression frameworks tied to skill enhancement. In educational institutions in Saudi Arabia, some universities and schools have started to integrate development goals with annual performance reviews, which has encouraged greater participation in training programs. However, disparities continue to exist in how middle management translates executive training goals into actionable development plans for their teams. A lack of strategic alignment between training initiatives and institutional challenges can reduce the perceived relevance and motivation among employees, making training less impactful. Therefore, commitment must be consistent across all levels of the organization to ensure training programs are relevant, well-resourced, and actionable (Eisenberger, et al. (2020).

Lastly, the cultural and structural context within which organizational training is delivered significantly affects its success. In hierarchical or bureaucratic organizations, top-down approaches to training may limit engagement and feedback. In contrast, institutions with open communication, participatory planning, and a learning-oriented culture tend to derive more meaningful outcomes from their training investments (Saadeh, I. M., & Suifan, T. S. (2020). In Saudi educational institutions, while there is increasing governmental advocacy for inclusive and modern pedagogical methods, the pace of cultural adaptation within organizational settings remains uneven. Factors such as resistance to change, administrative overload, and limited digital infrastructure still constrain the impact of training programs, especially in rural or underfunded areas. Thus, for organizational support to truly enhance employee development, institutions must invest not only in content and delivery but also in fostering organizational cultures that embrace learning, recognize effort, and incentivize improvement. This requires sustained leadership,

stakeholder engagement, and continual evaluation to close the gap between training intentions and developmental outcomes (Burhan Ismael, et al. (2021).

2.8. The role of training assessment in enhancing employee performance within educational institutions:

Training assessment plays a crucial role in enhancing employee performance within educational institutions by serving as a systematic approach to evaluating the effectiveness, relevance, and impact of professional development programs. In the context of education, where both academic and administrative staff require up-to-date skills and knowledge, assessing the quality and outcomes of training ensures that institutional goals align with individual professional growth. Through proper assessment, institutions can determine whether training interventions lead to improved teaching practices, better communication, and more efficient management of educational tasks. This evaluative process not only informs decision-makers about the return on investment in training but also promotes a culture of accountability and continuous improvement (Yimam, M. H. (2022).

Moreover, training assessment facilitates the identification of knowledge gaps and skill deficiencies among employees, thereby allowing institutions to customize future training content to meet specific needs. Without assessment, training programs risk being generic and disconnected from actual performance issues. When assessments are conducted regularly, they can reveal patterns of recurring challenges faced by staff, such as difficulties in using new educational technologies or implementing updated curricular standards. Addressing these challenges through targeted training enhances overall employee competence and confidence, contributing to the institution's mission of delivering high-quality education. Furthermore, it promotes a sense of empowerment among staff, as they feel their personal development needs are recognized and addressed (Hameedi, K. S. (2023).

In addition, training assessment acts as a bridge between strategic planning and workforce development in educational institutions. When assessments yield data on how training contributes to performance improvements, institutions can use this information to refine their strategic goals, allocate resources more effectively, and support evidence-based planning. This alignment ensures that training efforts are not isolated initiatives but are integrated into the broader institutional framework. Such integration enhances organizational cohesion, as all departments and units begin to share a common understanding of the institution's priorities and performance expectations. Over time, this leads to a more productive and synchronized work environment (Sendawula, et al. (2018).

From a human resource perspective, assessing training also supports talent management and career progression within educational institutions. Employees who participate in training programs and demonstrate measurable performance improvements can be identified as potential leaders or candidates for more advanced roles. Training assessments, therefore, help
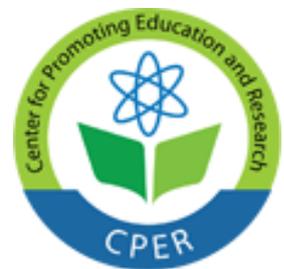
create transparent pathways for promotion and professional recognition, which in turn motivates staff to engage more deeply in their roles (Gilal, et al. (2019). Institutions that leverage training assessments in this way tend to have higher levels of employee engagement, reduced turnover, and greater institutional loyalty. Thus, assessment becomes not just a tool for evaluation, but a strategic mechanism for nurturing and retaining talent.

Finally, training assessment contributes to the culture of reflection and professional ethics within educational institutions. When employees are encouraged to evaluate and reflect on their training experiences, they become more aware of their strengths and areas for improvement (Arifin, Z., Nirwanto, N., & Manan, A. (2019). This reflective practice encourages a mindset of lifelong learning, which is essential in the ever-evolving field of education. Furthermore, institutions that emphasize training assessment signal their commitment to high standards of practice and accountability. In doing so, they not only improve individual performance but also build institutional credibility and trust among stakeholders, including students, parents, and accrediting bodies. In essence, training assessment is indispensable for fostering an environment where performance excellence and institutional growth are continuously pursued (Hendri, M. I. (2019).

2.9. The nature of human resource training programs adopted to support organizational performance.

The nature of human resource training styles adopted within organizations is deeply intertwined with their commitment to performance enhancement, as these styles reflect the strategic choices made to cultivate employee skills, knowledge, and behaviors. Training styles can vary widely, ranging from formal, structured sessions to informal, experiential methods, and each reflects an organization's values, goals, and workforce composition (Nondoh, R. A. (2021). The choice of training style is often influenced by the nature of the work, the organizational culture, and the competencies required for success. In environments that prioritize innovation and adaptability, for instance, participatory and collaborative training methods may be emphasized to stimulate critical thinking and teamwork. On the other hand, highly regulated industries may favor standardized and compliance-driven training styles to ensure consistency and legal adherence (Abdirisak, M. A. (2023).

At the core of training style selection is the recognition that adult learning is most effective when it is relevant, engaging, and applicable to real-world contexts. Human resource professionals often design training programs that align with adult learning principles, using styles that promote active involvement and self-direction. For example, coaching and mentoring, which are increasingly popular training styles, focus on individualized development and ongoing feedback, helping employees integrate learning into their daily responsibilities. These personalized approaches not only build confidence and competence but also demonstrate the organization's investment in its people. As such, the adoption of flexible, learner-centered training styles has become a hallmark of high-performing organizations that aim to nurture a resilient and responsive workforce (Chakraborty, D., & Biswas, W. (2020).

Furthermore, the use of blended and technology-based training styles has become more widespread, particularly in response to the growing demand for agility and accessibility in training delivery. Online modules, virtual simulations, and interactive platforms enable employees to learn at their own pace, while still engaging with essential organizational content. These digital training styles are often complemented by face-to-face sessions that reinforce application and critical reflection. The hybrid nature of such styles allows organizations to scale training efforts without compromising quality, especially in geographically dispersed or fast-growing enterprises. Importantly, the integration of technology into training practices reflects an organizational commitment to modernization and continuous performance improvement (Banmairuroy, W., Kritjaroen, T., & Homsombat, W. (2022).

Another critical aspect of training styles is the degree to which they promote inclusivity, adaptability, and relevance to diverse employee needs. Human resource departments must ensure that the training styles adopted are not only effective but also culturally sensitive and accessible to various learning preferences. For instance, experiential learning methods, such as role-plays and case studies, may be more impactful in dynamic team environments, while others may benefit more from visual or auditory learning formats. Tailoring training styles to accommodate diversity within the workforce strengthens employee engagement and ensures that performance development is equitably distributed. As a result, training becomes a catalyst for building a cohesive organizational identity that is aligned with performance expectations (Saeed, et al. (2019).

Ultimately, the training styles adopted by human resource departments are instrumental in shaping the overall trajectory of organizational performance. When training is aligned with strategic goals, tailored to the workforce, and delivered through styles that promote meaningful engagement, it becomes a vital tool for transformation and growth. Effective training styles foster a culture of continuous improvement, where employees are empowered to innovate, collaborate, and strive for excellence. This, in turn, reinforces organizational competitiveness and sustainability in a rapidly changing business landscape. Therefore, understanding and implementing the appropriate training styles is not a peripheral concern, but a strategic imperative that drives long-term organizational success (Banmairuroy, et al. (2022).

2.10. The key factors that contribute to the continuous improvement of human resource training (HRT) in educational institutions:

Continuous improvement in human resource training (HRT) within educational institutions is driven by a commitment to excellence in teaching, leadership, and administrative efficiency. As educational environments grow more complex due to rapid changes in technology, pedagogy, and policy, there is increasing pressure on institutions to ensure that their human resources are consistently developed and upskilled. The ongoing
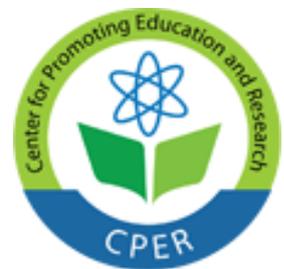
refinement of HRT programs is essential not only for enhancing individual performance but also for achieving broader institutional goals (Saeed, et al. (2019). This requires a sustained focus on evaluating existing training practices, identifying areas of improvement, and implementing strategies that promote relevance, engagement, and long-term impact. Educational institutions that prioritize continuous improvement in HRT are better equipped to maintain a competitive edge, attract and retain talent, and meet evolving stakeholder expectations.

A foundational factor in this improvement process is the establishment of a clear and data-informed training needs analysis. Without a systematic approach to identifying what employees need to learn or improve upon, training programs risk being misaligned with actual performance gaps. Educational institutions that conduct regular needs assessments—through surveys, performance appraisals, and feedback loops—are more likely to design targeted training interventions that address specific challenges. Moreover, needs analysis enables institutions to anticipate future competency demands, such as digital literacy or inclusive teaching practices, thus allowing for proactive training design. This forward-thinking approach ensures that human resource development remains responsive rather than reactive, fostering a culture of preparedness and adaptability (Jung, Y., & Takeuchi, N. (2018).

Another essential factor is the integration of modern learning technologies and methods into training delivery. The use of digital platforms, interactive learning tools, and virtual classrooms has revolutionized how training is conducted in educational settings. These technologies provide flexibility, scalability, and the ability to personalize content to suit different learning styles. In turn, employees can access training at their convenience, revisit materials as needed, and engage in collaborative online environments that enhance peer learning. The infusion of technology not only improves accessibility and efficiency but also reflects a commitment to innovation—an increasingly important quality in contemporary education. Continuous investment in learning technologies and trainer development ensures that HRT remains dynamic and effective (Kembo, J. (2021).

Leadership support and institutional commitment also play a decisive role in the continuous improvement of HRT. When senior leaders champion professional development as a strategic priority, it sends a strong message to the workforce about the value placed on learning and growth. This support often translates into adequate funding for training programs, protected time for staff to participate, and recognition of achievements related to professional learning. Institutions with strong leadership commitment are more likely to embed HRT into their organizational culture, making it a regular and expected part of employment rather than a one-time event. Additionally, involving managers and team leaders in the design and follow-up of training helps align training with performance goals, which enhances the relevance and application of learning outcomes.

Lastly, the continuous evaluation of training outcomes is a critical driver of improvement in HRT. Educational institutions that implement structured evaluation models—such as Kirkpatrick's Four Levels or ROI frameworks—are able to measure not just attendance or satisfaction, but actual knowledge gain, behavioral change, and impact on institutional performance. This evidence-based approach to training assessment provides valuable insights into what works and what needs modification. It encourages a cycle of feedback, reflection, and revision, where training is constantly refined based on real-world effectiveness. Over time, such evaluation practices contribute to a more agile, data-driven training culture where programs evolve in line with employee needs and institutional objectives (Al-Tit, et al. (2022).

2.11. The impact of employee training on individual performance following the completion of training programs.

Employee training has a significant and direct impact on individual performance, particularly when the training is strategically designed to address specific skill gaps and job requirements. After completing structured training programs, individuals often demonstrate improved competence in their roles, as they are equipped with updated knowledge, refined skills, and enhanced problem-solving capabilities. This improvement can be observed in various dimensions such as the quality of work output, speed of task completion, and the ability to adapt to new procedures or technologies. Training serves as a catalyst for professional growth, allowing employees to translate theoretical learning into practical execution within their daily responsibilities. The immediacy of this impact is typically noticeable in performance appraisals, peer feedback, and measurable productivity metrics (Odhiambo, J. O. (2018).

Moreover, the psychological effects of training contribute positively to individual performance. Employees who undergo well-facilitated training often report higher levels of motivation, confidence, and job satisfaction. These emotional and cognitive changes play a vital role in shaping behavior and work ethic. Feeling valued and invested in by the organization reinforces an employee's sense of belonging and responsibility, which in turn enhances their commitment to high performance. The knowledge that their skills are current and aligned with industry standards gives employees the self-assurance needed to tackle complex tasks, engage in creative problem-solving, and pursue higher goals. In this sense, training is not only a tool for skill acquisition but also a driver of intrinsic motivation (Cik, et al. (2021).

The long-term impact of training also includes the development of professional autonomy and decision-making capabilities. Employees who are well-trained are more likely to work independently, manage time effectively, and contribute meaningfully to team dynamics. They can take on additional responsibilities, lead small initiatives, or mentor junior colleagues—each of which amplifies their value to the organization. This progression from dependence to independence is a hallmark of effective training outcomes, particularly in sectors where continuous learning is essential. Furthermore, trained
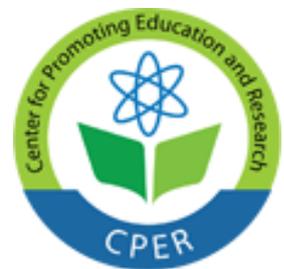
employees are better prepared to handle stress, manage workloads, and maintain consistent performance standards even under pressure, which strengthens the overall resilience of the workforce (Mark, L., & Nzulwa, J. (2018).

However, the extent of the training's impact on performance depends heavily on the alignment between the content of the training and the individual's job role. If the training is generic or poorly contextualized, its practical value diminishes, and the expected performance gains may not materialize. In contrast, when training is tailored to individual roles, includes real-life scenarios, and is followed up with support mechanisms such as coaching or performance monitoring, it leads to sustained improvements. Organizations that pair training with performance feedback and continuous learning opportunities maximize the benefits, as employees are not only trained but also supported in applying what they've learned. This ongoing cycle of learning and practice enhances both short-term productivity and long-term professional development.

In summary, the completion of training programs can transform individual performance through enhanced skills, greater motivation, and increased professional autonomy. The depth of this transformation, however, is influenced by the relevance of the training content, the learning methods used, and the presence of supportive follow-up strategies. When organizations invest in high-quality, context-specific training and link it with broader performance systems, they empower employees to grow in capability, confidence, and contribution. Ultimately, the relationship between training and performance is one of reciprocal reinforcement: as employees perform better, they often seek more training, and as they train more, their performance continues to rise, creating a cycle of continuous improvement and organizational value (Carter, J. W., & Youssef-Morgan, C. M. (2019).

2.12. Research Gap

Although there is a great deal of research on Human Resources Training (HRT) and organizational performance, there are still many gaps, especially in the Saudi educational institutions. Studies of how HR training impacts faculty development, student performance and administrative efficiency in Saudi universities are minimal, and most studies center on corporate organizations. Secondly, the performance assessment metrics in the educational settings require further exploration because previous studies concentrate on financial and operational indicators, and rarely factor in the non-financial variables such as faculty engagement, student satisfaction, and knowledge transfer in the institution.

The second gap is the lack of research on gender inclusivity in HR training programs in Saudi institutions. Although studies have been conducted on diversity training in corporate settings, there is a lack of focus on how HR training contributes to female faculty retention and leadership development in Saudi universities. The digital transformation of HR training is no less understudied even as more AI driven learning, virtual training platforms, and e-HRM systems start to be used worldwide. The purpose of this study is to fill these research gaps by examining the relationship between HRT and organizational performance in Saudi educational institutions.

3. Methodology

3.1. Methodology:

For the purpose of this study, we used descriptive and analytical analysis to study the impact of Human Resource Training (HRT) on Organizational performance. The qualitative data survey method was conducted using a 5-point Likert scale questionnaire to collect respondents' data using Google Forms, which focused on 400 who have experience in their field. The pilot test was carried out among 30 respondents randomly selected from the sample of study to answer the questionnaire. Half Split and Cronbach's Alpha reliability values were then calculated. The results obtained from the SPSS software show that the overall Cronbach's Alpha value and Half Split method values is greater than 0.70, indicating that the instrument has a high level of reliability.

3.2. Research Design

In this research, the researcher used a cross-sectional survey (descriptive design) to Understanding the impact of HRT on Organizational performance as follows:

➢ *The first phase* of the research thesis proposal included identifying and defining the problems and establishment objective of the study and development research plan.

➢ *The second phase* of the research included a summary of the comprehensive literature review. Literatures on claim management was reviewed.

➢ *The third phase* of the research included a field survey which was conducted with " Understanding the impact of HRT on Organizational performance".

➢ *The fourth phase* of the research focused on the modification of the questionnaire design, through distributing the questionnaire to pilot study, The purpose of the pilot study was to test and prove that the questionnaire questions are clear to be answered in a way that help to achieve the target of the study. The questionnaire was modified based on the results of the pilot study.

➢ *The fifth phase* of the research focused on distributing questionnaire. This questionnaire was used to collect the required data in order to achieve the research objective.

➢ The sixth phase of the research was data analysis and discussion. Statistical Package for the Social Sciences, (SPSS V26) used to perform the required analysis. The final phase includes the conclusions and recommendations.

400 questionnaires were distributed to the research sample and 332 questionnaires are received. We conclude from this that the response rate is 332/400 * 100, which equals 83%.

3.3. Data Collection Methodology:

The researcher used one source of data collected as follows:

➢ Primary Data: researcher will design questionnaire especially for this research methodology depend on the
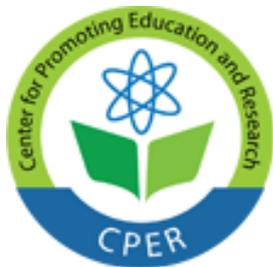
analysis of data (descriptive and analytic analysis), use the main program (SPSS V26). The questionnaire was distributed electronically by sending the link, and a number of 332 questionnaires were collected.

The researcher used a questionnaire whose validity and reliability were tested in a study ، and thus it was re-applied in the current study to ensure its ability to achieve the objectives of the study.

3.4. Population and Sampling

The study sample was determined as random sample with a number of (400) individuals from the Education Service KSA in Saudi Arabia. In addition, data collected by recording information through an electronic questionnaire.

400 questionnaires were distributed to the research sample, which consisted from 332 Human resources workers in King Abdul Azeez University, Imam Mohammed Bin Sood University, King Khaled, Beesha University, King Saud University and the Colleges of Technology in various branches, and 332 questionnaires were retrieved.

4. Data Analysis and Results

4.1. Demographic data:

Shows the results about Personal information as follows:

1. Gender: 51.2% from the sample are " male", and 48.8% are " female".
2. Age: 13.9% from the sample of age are " 25 years old or less ", 21.7% between " 30-35 years old ", 32.2% between " 36- 40 years old ", and 32.2% "41 years old or more ".
3. Qualification:1.8 % from the sample of qualification are " diploma " ,35.5 % " bachelor ", 39.2% " master ", and 23.5% " PhD ".
4. Years of experience :11.4 % from the sample, the years of experience are "5 years or less ", 31.9% between "6-10 years ", 27.1% between "11-15 years ", and 29.5% " More than 15 years ".
5. Specialization: 28.6% from the sample of Specialization are " Administrative " ,24.4 % Humanitarian ,7.5 %" Arts ", and %39.5 " Scientific ".
6. Job cat: 15.4% from the sample of Job cat are " Head of department ", 15.4% " Educational supervisor " 16.3% "Administrative supervisor ", 16.9% " Head of college " ,29.8 % " Teacher ", and 6.3 % " Secretary ".

Table 1:Personal information

| Variable	Category	Frequency	Percent
Gender	Male	170	51.2%
	Female	162	48.8%
Age	25 years old or less	46	13.9%
	30-35 years old	72	21.7%
	36- 40 years old	107	32.2%
	41 years old or more	107	32.2%
Qualification	diploma	6	1.8%
	bachelor	118	35.5%
	master	130	39.2%
	PhD	78	23.5%
Years of experience	5 years or less	38	11.4%
	6-10 years	106	31.9%
	11-15 years	90	27.1%
	more than 15 years	98	29.5%
Specialization	Administrative	95	28.6%
	Humanitarian	81	24.4%
	Arts	25	7.5%
	Scientific	131	39.5%
Job cat	Head of department	51	15.4%
	Administrative supervisor	51	15.4%
	Educational supervisor	54	16.3%
	Head of college	56	16.9%
	Teacher	99	29.8%
	Secretary	21	6.3%
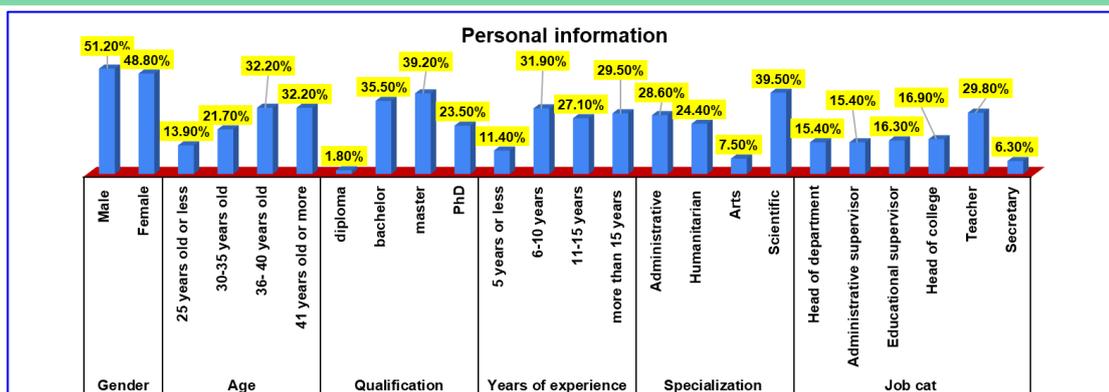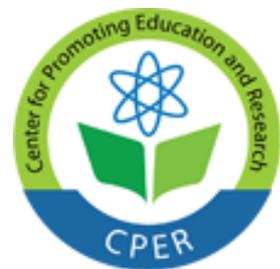
Figure 1:Personal information

4.2.Questionnaire content:

When designing the questionnaire, the largest number of previous studies and research related to the topic was reviewed. questionnaire contains three parts:

Part one: Demographic Characteristics
Part two: Training and consist from two fields as follows:
✓ Organization support and commitment to training
✓ Training assessment
Part three: consist from two fields as follows:

✓ HRT program
✓ Improving HRT
Part four: Individual Performance

Data Measurement

The respondent can answer the questionnaire item with a number from 1 to 5 where (5) represents the highest acceptance degree about an item and (1) represents the lowest acceptance degree about it as illustrated in table (2).

Table 2: Respondent scale

Level	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Scale	1	2	3	4	5
Mean Range	1.0-1.8	1.8-2.6	2.6-3.4	3.4-4.2	4.2-5.0
Weight mean	20%-36%	36%-52%	52%-68%	68%-84%	84%-100%

- **Pilot Study**

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

- **Validity of the Research**

We can define the validity of an instrument as a determination of the extent to which the instrument actually reflects the abstract construct being examined. "Validity refers to the degree to which an instrument measures what it is supposed to be measuring". High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly reflects the concept, it is supposed to measure. Achieving good validity required the care in the research design and sample selection. The amended questionnaire was by the supervisor and expert to evaluate the procedure of questions and the method of analyzing the results. The expert agreed that the questionnaire was valid and suitable enough to measure the purpose that the questionnaire designed for.

- **Content Validity of the Questionnaire**

Content validity test was conducted by consulting two groups of experts. The first was requested to evaluate and identify whether the questions agreed with the scope of the items and the extent to which these items reflect the concept of the research problem. The other was requested to evaluate that the instrument used is valid statistically and that the questionnaire was designed well enough to provide relations and tests between variables. The two groups of experts did agree that the questionnaire was valid and suitable enough to measure the concept of interest with some amendments.

- **Statistical Validity of the Questionnaire**

To ensure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measure the correlation coefficient between each item in the field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one filed and all the fields of the questionnaire that have the same level of similar scale.
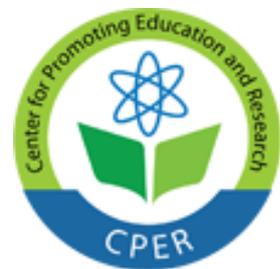
Criterion Related Validity:

1) Internal consistency:

Internal consistency (Brains, Willnat, Manheim, Rich 2011), (Kramer, Geoffrey P., Douglas A. Bernstein, and Vicky Phares,2009), of the questionnaire is measured by a scouting sample, which consisted ofthirty questionnairesthrough , measuring the correlation coefficients between each question in one field and the whole filed. Table (3) below shows the correlation coefficient and p-value for each field items. As show in the table the p- Values are less than 0.05 or0.01, sothe = correlation coefficients of this field are significant at α 0.01or α0.05 = , soit can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 3:The correlation coefficient between each item in the field and the whole field

Training			Human Resource Training (HRT) program			Improving Human Resource Training (HRT)			Individual Performance		
Item No.	Coefficient of correlation	P-Value	Item No.	Coefficient of correlation	P-Value	Item No.	Coefficient of correlation	P-Value	Item No.	Coefficient of correlation	P-Value
1	.692**	0.000	1	.438*	0.015	1	.693**	0.000	1	.728**	0.000
2	.539**	0.002	2	.683**	0.000	2	.560**	0.001	2	.711**	0.000
3	.661**	0.000	3	.690**	0.000	3	.748**	0.000	3	.569**	0.001
4	.688**	0.000	4	.573**	0.001	4	.824**	0.000	4	.686**	0.000
5	.845**	0.000	5	.391*	0.033	5	.834**	0.000	5	.480**	0.007
6	.634**	0.000	6	.498**	0.005						
7	.726**	0.000	7	.707**	0.000						
8	.539**	0.002	8	.551**	0.002	* Correlation is significant at 0.05 level					
9	.840**	0.000	9	.797**	0.000	** Correlation is significant at 0.01 level					
10	.732**	0.000	10	.757**	0.000						
			11	.767**	0.000						
			12	.808**	0.000						
			13	.737**	0.000						

2) Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one filed and all the fields of the questionnaire that have the same level of liker scale.

As shown in table (4), the significance values are less than 0.01, so the correlation coefficients of all the fields are significant at α = 0.01, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study**.**

Table 4:Structure Validity of the Questionnaire

Variable	Coefficient of correlation	P-Value
Training	.858**	0.000
Human Resource Training (HRT) program	.904**	0.000
Improving Human Resource Training (HRT)	.814**	0.000
Individual Performance	.897**	0.000

** Correlation is significant at 0.01 level

- **Reliability of the Research**

Reliability of an instrument is the degree of consistency with which it measures the attribute it is supposed to be measuring. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient. For the most purpose's reliability coefficient above 0.70 are considered satisfactory. Period of two weeks to a month is recommended between two tests Due to complicated conditions that the consumer is facing at the time being, it was too difficult to ask them to responds to our questionnaire twice within short period. The statistician's explained that, overcoming the distribution of the questionnaire twice to measure the reliability can be achieved by using Kronpakh Alpha coefficient and Half Split Method through the SPSS software.

- **Half Split Method**

This method depends on finding Pearson correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then, correcting

the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction (*Eisinga, R.; Te (Grotenhuis, M.; Pelzer, B. (2012)*. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation:

Consistency coefficient = 2r/(r+1), where r is the Pearson correlation coefficient. The normal range of corrected correlation coefficient 2r/(r+1) is between 0.0 and + 1.0 As shown in Table (5), the values of reliability were in the range from 0.740 to 0843. and reliability for all fields = 0.832. This is considered high. So, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution to the population sample.

Table 5:Split-Half Coefficient method

Variable	person-correlation	Spearman-Brown Coefficient
Training	0.677	0.807
Human Resource Training (HRT) program	0.587	0.740
Improving Human Resource Training (HRT)	0.601	0.751
Individual Performance	0.728	0.843
All items	0.712	0.832

- **Cronbach's Coefficient Alpha**

Cronbach's alpha (Ritter, N. (2010)) is designed as a measure of internal consistency; i.e., do all the items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency.

Cronbach's Coefficient Alpha was calculated for each field of the questionnaire.

Table (6) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. the values of reliability were in the range from 0.782 to 0.880. and reliability for all fields = 0.858. This is considered high. So, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution to the population sample.

Table 6:Cronbach's Alpha for Reliability

Variable	No. of item	Cronbach's Alpha
Training	10	0.874
Human Resource Training (HRT) Programs	13	0.782
Improving Human Resource Training (HRT)	5	0.795
Individual Performance	5	0.880
All items	33	0.858

Statistical analysis Tools

The researcher used in the data analysis both qualitative and quantitative data analysis methods. The data analysis was conducted using (SPSS 26). The researcher used the following statistical tools:

1) Frequencies and percentages: to know the characteristics of the individuals of the research sample according to personal data
2) Means and standard deviations: to calculate the means of the questionnaire statements
3) Pearson Correlation Coefficient for Validity (Brains, Willnat, Manheim, Rich 2011).
4) Cronbach's Alpha for Reliability Statistics to calculate the reliability of the questionnaire.

5) Simple linear regression to test the effect of independent variable on dependent variable.

- **Analysis for each field**

For all Statement of questionnaire, the degree of response for each item will be determined based on the five-point division (Likert scale) as follows:

From 1 to less than 1.8 represent (strongly disagree)
From 1.8 to less than 2.6 represent (disagree).
From 2.6 to less than 3.4 represent (medium)
From 3.4 to less than 4.2 represent (agree).
From 4.2 to 5.0 represent (strongly agree).

Ques 1: What is the extent of organizational support and commitment to training in enhancing employee development?

Table (6) shows that the mean of items ranges from (3.44–4.01), the average mean for all items =3.80 from (5) > "3", Sd.

Deviation =,0.52 and the wight mean = 76.06% > 60%, We conclude that the level of organization support and commitment to training is high according to Likert scale. The items of organization support and commitment to training are ranked from highest to lowest according to the weight mean as follows:

- (In your organization, HRT designs the training plans to treat weakness in the human resources performance) with weight mean 80.24%, and first rank.
- (The organization adapt the improvement and development means through training) with weight mean 79.04%, and second rank.

- (In your organization, training programs are aligned with organization goals) with weight mean 77.05%, and third rank.
- (In your organization updates its training programs based on their requirements and needs) with weight mean 75.12%, and forth rank.
- (The organization have highly commitment with training) with weight mean 68.86%, and fifth rank.

Table 7:Organization support and commitment to training

No.	Item	Mean	standard deviation	Weight means	Degree of approval	Rank
5	In your organization, HRT designs the training plans to treat weakness in the human resources performance	4.01	1.04	80.24%	Agree	1
1	The organization adapt the improvement and development means through training	3.95	0.74	79.04%	Agree	2
2	In your organization, training programs are aligned with organization goals	3.85	0.99	77.05%	Agree	3
4	In your organization updates its training programs based on their requirements and needs. .	3.76	1.13	75.12%	Agree	4
3	The organization have highly commitment with training.	3.44	1.21	68.86%	Agree	5
	Overall items	3.80	0.52	76.06%	Agree	

**Ques 2: What role does train assessment play in improving employee performance within educational institutions?**

Table (7) shows that the mean of items ranges from (3.50–3.91), the average mean for all items = 3.76 from (5) > "3", Sd. Deviation =0.52, and the wight mean = 72.22% > 60%, We conclude that the level of **training** assessment is high according to Likert scale. The items of training assessment are ranked from highest to lowest according to the weight mean as follows:

- (The training given to HR is usually effective is It offers new content that improve the employees' skills) with weight mean 78.25%, and first rank.

- (In your organization, HRT programs are evaluated by managers) with weight mean 77.35%, and second rank.
- (The employees who attend the training programs have additional advantages such as upgrading and rewards) with weight mean 76.08%, and third rank.
- (The time allocated for the training programs is usually suitable for the employees and their schedules) with weight mean 74.46%, and forth rank.
- (The trainees take part in assessing the training they receive) with weight mean 69.94%, and fifth rank.

Table 8:Training assessment

No.	Item	ean	standard deviation	Weight means	Degree of approval	Rank
5	The training given to HR is usually effective is It offers new content that improve the employees' skills	.91	1.10	78.25%	Agree	1
1	In your organization, HRT programs are evaluated by managers	.87	0.97	77.35%	Agree	2
4	The employees who attend the training programs have additional advantages such as upgrading and rewards	.80	1.15	76.08%	Agree	3
2	The time allocated for the training programs is usually suitable for the employees and their schedules	.72	1.12	74.46%	Agree	4
3	The trainees take part in assessing the training they receive	.50	1.24	69.94%	Agree	5
	Overall items	.76	0.56	75.22%	Agree	
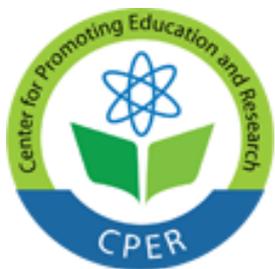
Ques 3: What is the nature of human resource training programs adopted to support educational institutions?
Table (8) shows that the mean of items ranges from (3.35–4.05 the average mean for all items = 3.61 from (5) > "3", Sd. Deviation =0.41, and the wight mean = 72.12% > 60%, We conclude that the level of human resource training (HRT) Programs is high according to Likert scale. The items of human resource training (HRT) style are ranked from highest to lowest according to the weight mean as follows:

(The content of the training programs is usually appropriate for the employees' needs) with weight mean 80.90%, and first rank.

(All departments' new employees have the same HRT programs at the beginning of their work to be introduced to the company and its requirements, and then distributed over the training programs that are suitable to the department they belong to.) with weight mean 75.84%, and second rank.

- (The organization offers Technical and Job-Specific Training) with weight mean 75.12%, and third rank.
- (The organization offers soft Skills and Behavioral Training) with weight mean 73.43%, and forth rank.

- (The organization offers Diversity, Equity, and Inclusion (DEI) Training) with weight mean 72.95% and fifth rank.
- (HRT programs vary in each department based on the skills required for each one) with weight mean 72.59%, and sixth rank.
- (HRT is usually directed to the employees' personal and professional skills) with weight mean 72.23%, and seventh rank.
- (The training content varies to improve social, technical, professional and personal skills) with weight mean 71.87%, and eight rank.
- (The organization offers Coaching and Mentorship Programs) with weight mean 69.52%, and ninth rank.
- (The organization offers Instructor-Led Training (ILT)) with weight mean 69.34%, and tenth rank.
- (The organization offers E-learning and Digital Training) with weight mean 69.16%, and eleventh rank.
- (The organization offers on-job-training (OJT)) with weight mean, 67.71% and twelfth rank.
- (The HRT programs trainers are chosen with high qualifications and skills) with weight mean, 66.93%% and thirteenth rank.

Table 9: Human resource training (HRT) program

No.	Item	Mean	standard deviation	Weight means	Degree of approval	Rank
1	The content of the training programs is usually appropriate for the employees' needs	4.05	0.90	80.90%	Agree	1
5	All departments' new employees have the same HRT programs at the beginning of their work to be introduced to the company and its requirements, and then distributed over the training programs that are suitable to the department they belong to.	3.79	1.23	75.84%	Agree	2
13	The organization offers Technical and Job-Specific Training	3.76	1.34	75.12%	Agree	3
10	The organization offers soft Skills and Behavioral Training	3.67	1.19	73.43%	Agree	4
11	The organization offers Diversity, Equity, and Inclusion (DEI) Training	3.65	1.24	72.95%	Agree	5
4	HRT programs vary in each department based on the skills required for each one	3.63	1.19	72.59%	Agree	6
2	HRT is usually directed to the employees' personal and professional skills.	3.61	1.21	72.23%	Agree	7
6	The training content varies to improve social, technical, professional and personal skills	3.59	1.19	71.87%	Agree	8
12	The organization offers Coaching and Mentorship Programs	3.48	1.17	69.52%	Agree	9
8	The organization offers Instructor-Led Training (ILT)	3.47	1.22	69.34%	Agree	10
9	The organization offers E-learning and Digital Training	3.46	0.97	69.16%	Agree	11
7	The organization offers on-job-training (OJT)	3.39	1.26	67.71%	Agree	12
3	The HRT programs trainers are chosen with high qualifications and skills.	3.35	1.34	66.93%	Agree	13
	Overall items	3.61	0.41	72.12%	Agree	

Ques 4: What are the key factors contributing to the continuous improvement of human resource training (HRT) in educational institutions?

Table (9) shows that the mean of items ranges from (3.41–4.09), the average mean for all items = 3.78 from (5) > "3", Sd. Deviation =0.57, and the wight mean = 75.65% > 60%, We conclude that the level of improving human resource training
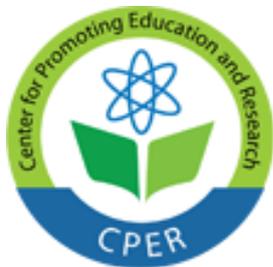
(HRT) is high according to Likert scale. The items of improving human resource training (HRT). are ranked from highest to lowest according to the weight mean as follows:

- (Identifying training needs in light of the skills needed for the organization may help to improve HRT) with weight mean 81.75%, and first rank.
- (Assigning specialists for training human resources may help to improve HRT) with weight mean 80.48%, and second rank.
- (Identifying training needs in light of the expected outcomes may help to improve HRT) with weight mean 77.77%, and third rank.
- (The use of modern technology in HRT may help to improve HRT) with weight mean, 70.12% and forth rank.
- (HRT constant assessment may help to improve HRT) with weight mean, 68.13% and fifth rank.

Table 10: Improving human resource training (HRT).

No.	Item	Mean	standard deviation	Weight means	Degree of approval	Rank
1	Identifying training needs in light of the skills needed for the organization may help to improve HRT	4.09	0.75	81.75%	Agree	1
5	Assigning specialists for training human resources may help to improve HRT	4.02	1.12	80.48%	Agree	2
2	Identifying training needs in light of the expected outcomes may help to improve HRT	3.89	1.15	77.77%	Agree	3
4	The use of modern technology in HRT may help to improve HRT	3.51	1.20	70.12%	Agree	4
3	HRT constant assessment may help to improve HRT	3.41	1.25	68.13%	Agree	5
	Overall items	3.78	0.57	75.65%	Agree	

- **Ques 5: What impact does employee training have on Their individual job performance and contribution to achieving educational institutions goals?**

Table (10) shows that the mean of items ranges from (3.35–4.13), the average mean for all items =3.78 from (5) > "3", Sd. Deviation =0.53, and the wight mean =0.75.53 % > 60%, We conclude that the level of Individual Performance after completing the training programs is high according to Likert scale. The items of Individual Performance after completing the training programs are ranked from highest to lowest according to the weight mean as follows:

- (I become more cooperative with my colleagues and team to do my tasks) with weight mean 82.53%, and first rank.

- (Training has provided me with the ability to accept the suggestions and notes for improvement) with weight mean 79.82%, and second rank.
- (After training, I always seek to have my work accurate) with weight mean 76.69%, and third rank.
- (Training has provided me with abilities of innovating new ways of work.) with weight mean 71.57%, and forth rank.
- (After training, I have the ability to exchange the new ideas about wok with my colleagues) with weight mean 67.05%, and fifth rank.

Table 11: Individual Performance after completing the training programs.

No.	Item	Mean	standard deviation	Weight means	Degree of approval	Rank
1	I become more cooperative with my colleagues and team to do my tasks.	4.13	0.76	82.53%	Agree	1
5	Training has provided me with the ability to accept the suggestions and notes for improvement	3.99	1.04	79.82%	Agree	2
2	After training, I always seek to have my work accurate	3.83	1.14	76.69%	Agree	3
4	Training has provided me with abilities of innovating new ways of work.	3.58	1.21	71.57%	Agree	4
3	After training, I have the ability to exchange the new ideas about wok with my colleagues	3.35	1.34	67.05%	Agree	5
	Overall items	3.78	0.53	75.53%	Agree	
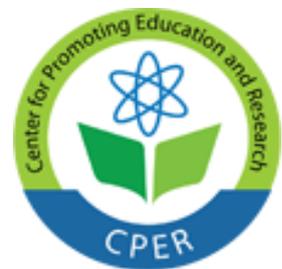
4.3. Test questionnaire statements:

To empirically assess the relationship between HR training and organizational performance, the study will evaluate the following main research topics:

a. Organizational support and commitment to training play a crucial role in enhancing employee development, which directly contributes to improved organizational performance in educational institutions in Saudi Arabia. To test this, we use simple linear regression, and the results in table (11) shows that the value of t test = 5.940, and the p-value $0.000 < 0.05$, and the value of coefficient determination $R^2 = 0.097$. We conclude that support and commitment to training effect on organizational performance in educational institutions with percent 9.7% in Saudi Arabia at significant level $\alpha \leq 0.05$.

Table 12: Simple linear regression (independent variable: support and commitment to training)

independent variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.574	.204		12.596	.000
support and commitment to training	.316	.053	.311	5.940	.000

Dependent Variable: organizational performance, R^2: = 0.097

b. Training assessment practices significantly influence employee performance outcomes, serving as a key driver of organizational performance within the education sector.
To test this, we use simple linear regression, and the results in table (12) shows that the value of t test =6.350, and the p-value $=0.000 < 0.05$, and the value of coefficient of determination $R^2 =0.109$. We conclude that training assessment effect on organizational performance in educational institutions with percent 10.9% in Saudi Arabia at significant level $\alpha \leq 0.05$.

Table 13: Simple linear regression (independent variable: Training assessment)

independent variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.599	.188		13.857	.000
Training assessment	.313	.049	.330	6.350	.000

Dependent Variable: organizational performance, R^2: =0.1

c. The training program adopted by human resource departments are essential in supporting organizational objectives and improving institutional performance.
To test this, we use simple linear regression, and the results in table (13) shows that the value of t test = 6.787, and the p-value $=0.000 < 0.05$, and the value of coefficient of determination $R^2 = 0.122$. We conclude that human resource training (HRT) program effect on organizational performance in educational institutions with percent 12.2% in Saudi Arabia at significant level $\alpha \leq 0.05$.

Table 14: Simple linear regression (independent variable: Human resource training (HRT) program

independent variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.130	.244		8.729	.000
Human resource training (HRT)	.456	.067	.350	6.787	.000

Dependent Variable: organizational performance, R^2:=0.122

d. The continuous development and improvement of training programs is a fundamental factor in strengthening the overall performance of educational organizations.
To test this, we use simple linear regression, and the results in table (14) shows that the value of t test = 7.448, and the p-value $=0.000 < 0.05$, and the value of coefficient of determination $R^2 = 0.144$. We conclude that Developing training programs effect on organizational performance with percent 14.4% in educational institutions in Saudi Arabia at significant level $\alpha \leq 0.05$
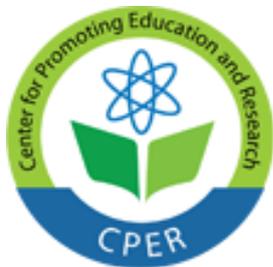
Table 15:Simple linear regression (independent variable: Improving human resource training (HRT) Programs)

independent variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.444	.181		13.500	.000
Improving human resource training (HRT) Programs	.352	.047	.379	7.448	.000

Dependent Variable: organizational performance, R^2:=0.144

5. Findings, Conclusion and Recommendation
5.1. Findings of the study

Based on the data collected, and the analysis of these data, the study found there is a positive relationship between human resources training and organizational performance. This entails that that any change or stop in the human resources training affects the organizational performance. This is approved as the results revealed that the level of Individual Performance after completing the training programs is high.

1. The training provided to improve organizational performance needs to be comprehensive including Instructor-Led Training (ILT), offers E-learning and Digital Training, soft Skills and Behavioral Training, offers Diversity, Equity, and Inclusion (DEI) Training, offers Coaching and Mentorship Programs in addition to Technical and Job-Specific Training.
2. Human resource training (HRT) Programs effect on organizational performance in educational institutions with percent 12.2%in Saudi Arabia at significant level $\alpha \leq 0.05$.
3. Support and commitment to training effect on organizational performance in educational institutions with percent 9.7% in Saudi Arabia at significant level $\alpha \leq 0.05$.
4. Improving human resource training (HRT) Programs effect on organizational performance with percent 14.4% in educational institutions in Saudi Arabia at significant level $\alpha \leq 0.05$.
5. Training assessment effect on organizational performance in educational institutions with percent 10.9% in Saudi Arabia at significant level $\alpha \leq 0.05$.
6. There are different ways to improve HRT so that it can contribute to improving organizational performance. These ways including focusing on the various skills to be addressed, providing constant training over the different levels of wok whether before starting the job, during the work or after completing the missions.

The findings of the study are consistent with those Human Resources Training (HRT) improves organizational performance, particularly in educational institutions. This is corroborated by the study:

1. Positive Effect with Performance: According to the study, there is a clear correlation between organizational performance and human resource training, and any shortcomings in this area have an effect on performance. This is consistent with research by Liu et al. (2025) and Asghar et al. (2024), which shows that staff productivity and organizational success are greatly impacted by good training.
2. Impact Measures: This study determines how different facets of human resource training affect performance.
   - -Human resource training programs contribute 12.2% to organizational performance.
   - Support and commitment to training account for 9.7%
   - Improvements in HR training programs lead to a 14.4% improvement-
   - Training evaluations contribute 10.9% to performance metrics-
   - According to Desrianto and Kurniawan (2025), these percentages are in line with worldwide trends that show structured training programs improve staff retention and operational effectiveness.
3. Holistic Training Needs: The results indicate that, in keeping with research that highlights the value of all-encompassing training programs, HR training should cover technical, professional, and personal skills (Iqbal, 2025). This strategy is crucial for improving competitiveness and flexibility in learning environments.
4. When technology, such e-learning and AI solutions, is employed in training, employee performance improves (Gichure, 2025). By emphasizing the need of integrating technology into HR education, the study backs up this tendency.

5.2. Recommendations of the study:
Based on the findings of the study, the researcher recommends the following:

1. Conducting more studies investigating the relationship and impact of HRT and organizations concepts including performance.
2. Incorporating organizational performance with the participating in training programs as a measure of being a distinguished employee.
3. Improving HRT through the following:
   a. Bringing experts in human resources.
   b. Making constant surveys for the HR needs so that training can be based on these needs.
   c. Holding workshops and symposiums that motivate the HR to take part in HRT.
   d. Making use and taking benefit of local and international experiences.
   e. Trainees' participation in evaluating the training they receive must be enhanced to enhance the level of
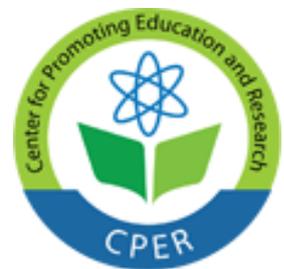
training, as well as trainee engagement and interaction, contributing to the achievement of training program outcomes.

    f. Contribute to helping trainees transfer and share ideas and knowledge gained from training with their colleagues after completion.

4. Stakeholders and employers need to put HRT as part of its monthly and annual agenda.
5. Providing employees who commit to HRT with privileges such as gifts and bonuses on salaries.

5.3. Conclusion

This study aimed to add for the research and scientific knowledge through adding more knowledge on the relationship between Human Resources training and organizational performance in the educational sector in Kingdom of Saudi Arabia. In addition, the level of support provided by educational organizations for training and the extent to which employees participate in training evaluation. Exploring the most style of Training provided in the performance of educational institutions and the best ways to improve training programs through continuous program evaluation and making improvements. Also, the positive impact that an individual may add after completing the training program. The questionnaire, which aimed to achieve the study objective through the data collected and analyzed revealed that there is a strong positive relationship between Human Resources training and organizational performance in the educational sector in Kingdom of Saudi Arabia. Based on this, the researcher recommended to be aware of the significance of HRT and improving it using different means such as making use of the international experiences and making the training based on the HR needs.

• Limitations of the study

This study involves some limitations as follows:

1. The limited number of the participants in the questionnaire as only 332 out of 400 individuals in the sample filled it.
2. The limitation of the universities of which the sample was chosen as universities were chosen. These universities include King Abdul Aziz university, Imam Mohammed university, King Khaled University, Beesha, King Saud University and various branches of technical colleges.
3. The time limitation, as the study is limited to the academic year 2024-2025.

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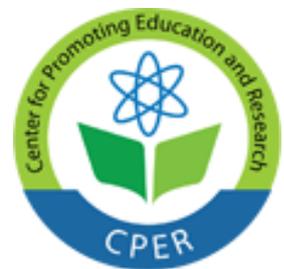
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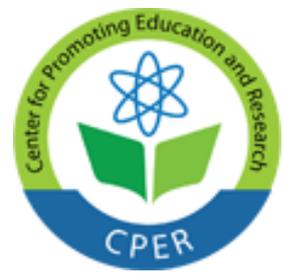
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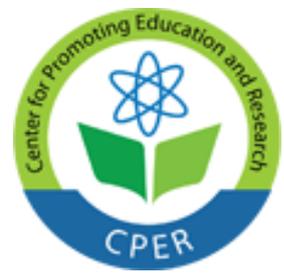
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