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EVALUATING THE ELECTRONIC TRAINING EFFECTIVENESS AN ANALYTICAL STUDY OF THE OPINIONS OF A SAMPLE OF TRAINEES AT SEBHA UNIVERSITY

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ABSTRACT

The Objective: Organizations should have employees who are committed to performing well and have the ability to survive in a competitive environment. The electronic training application is considered one of the main components that help in improving the performance. A descriptive correlative study was conducted in 2025. The sample is consisted of 79 participants who were trained electronically, working in the executive and central department in the university to collect the data. An electronic questionnaire consisted of three parts was used: Demographic data, a specific questionnaire designed to evaluate the effectiveness of the electronic training, and a questionnaire designed to evaluate the level of trainees' satisfaction. The data was analyzed using SPSS program and were presented as descriptive statistics for frequencies, percentages, mean, and standard deviation and Pearson correlation coefficient. The Results: the responses of the examined sample related to evaluating the effectiveness of electronic training at Sebha University resulted at a high level and with a general arithmetic average (3.95), as the results shows that the trainees evaluation of the effectiveness and the use of electronic training at Sebha University occupied a high degree. The Originality of the Value: the results show that there is a positive relationship that statistically proves the provided training programs and the satisfaction of the trainees. Moreover the electronic infrastructure also has an important role in the success of the electronic training. That is why it's necessary to highlight goal planning and setting clear measurable goals as well as providing appropriate technical support to trainees.

Keywords: *Training, Electronic Training, Effectiveness, Evaluation, University, Sebha University.*

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INTRODUCTION

Training and development activities are strategically implemented to enhance employee's knowledge, skills, and abilities in order to achieve the organizational goals effectively. Implementing effective training and development programs is potential to

improve the organizational performance by increasing the productivity, enhancing the work process, reducing the costs, and boosting the employee satisfaction. However, organizations often face difficulties in implementing the training programs that achieve these benefits effectively. The common challenges that encountered by many organizations include limited financial resources, inadequate evaluations of program effectiveness, and the employee' reluctance to the participate in training initiatives. Co-operate training programs face significant challenges due to limited resources and budget constraints. The lack of sufficient funds restricts the range of training tools, technologies, and instructors that organizations can provide. As a result of financial limitations, organizations often adopt strategies aimed at reducing training hours , narrowing the scope of training to specific individuals or departments, or limiting training opportunities to only an "adequate" level. However, empirical evidence suggests that engaging in more rigorous and comprehensive training programs often results n greater benefits in terms of improved safety, compliance and skill levels. Insufficient financial resources also lead to delayed investment in new training technologies that have proven effective in enhancing motivation and facilitating learning (Zion Lee, 2023).

Training is one of the most important strategies for higher educational institutions and universities, as it enables them to bridge the gap between labor market requirements and workforce capabilities. It also increases the productivity and improves the work environment. Professional employee training is primarily planned to enhance and rehabilitate their skills, equipping them with the most essential knowledge and competencies to improve the performance and strengthen their attitudes toward the work throughout their careers.

As a result, the role of Human Resource Management (HRM) has shifted from the traditional focus on employee management processes such as recruitment, promotion, and motivation to a more strategic dimension that empowers individuals to reach their full potential. HR managers have adopted the electronic training for several reasons, including creating unique training experiences, leveraging the outcomes of globalization and digital transformation, and overcoming the challenges associated with the traditional training methods (Aldosemani, 2022; Altwijri).

Due to the globalization, many companies have begun to rely on the electronic training because of its ability to reach large groups of people across different regions or countries, reducing costs while delivering effective information. For many individuals, the electronic training is seen as the favorite learning channel for easily being accessible. On the other hand, the basics of the electronic training revealed that the primary goal of the electronic training is to enhance the job performance and the level of satisfaction that the trainee feels, and to create a productive workforce. Business leaders usually embark on the electronic training for various reasons, such as trying to create a unique advantage and the need for the globalization.

Previous Studies:

study (Lim et al,2007) found that more competent the trainees were using the computer, the greater the learning performance and the content related to the task

directly affect the learning performance of the trainees. While (Ozurana, Kutub, 2010) study reached to the fact that there's an increase in the level of employee satisfaction in companies that use electronic learning as an institutional training tool. As (Rumayah et al, 2012) also showed that the motivation to learn, management and organization support were important for the user satisfaction, while (Sharma et al, 2016) study confirmed that if the employee is digitally proficient, he will be satisfied with the use of electronic training. While the results of (Surto et al, 2019) study indicated that the electronic training model was more effective than face-to-face training, based on increasing the professional competence of informal teachers. The results of (Islam, 2022) study also confirmed that every aspect of electronic training and growth have a significant impact on the electronic training. Good infrastructure. Online training methodologies and efficiency in the entire training system create critical importance for the success of organizations in the electronic training and development. (Dewi et al, 2023) study results showed that the work environment has a significant impact on work motivation and employee performance, and at the same time electronic training affect work motivation and employee performance, however (Saty wati, Warsu, 2024) study indicated that applying the electronic training can increase the participant's knowledge and skills in writing scientific papers so that it has an impact on increasing the professionalism of teachers in schools. While the results of (Nasra et al, 2025) study indicated that the electronic training does no significantly reduce the impact of confidence and the electronic training on the performance.

Problem of the study

study (Farouk,2022) results showed that the dimensions of the expected electronic training (competence-method-environment) have a positive impact on the employee's job performance and that the expected electronic training efficiency (content and trainer) is the most important indication of the employee's job performance followed by the electronic training environment, as shown by the results of the study of (Shipra et al, 2016) that if the employee is digitally proficient, he will be satisfied with the use of electronic training, and therefore the employee satisfaction does not affect their intentions to use the electronic training system simultaneously. While (Ismail at al, 2022) study indicated that the organizations must consider having a variety of platforms to use in implementing the electronic training among the employees, and it is also very necessary to know the training needs that requested by the employees in order to obtain effective results and returns. As (Rathee, Renus 2018) study showed that the electronic training has a positive impact on the employees, because it improves the employees' satisfaction and it enhances the performance, besides improving their technical skills and leads to the comprehensive development and better employee's efficiency, while (Bernardes et al,2019) study indicated that training participants have higher pre-training satisfaction as well as training benefit and higher organizational effectiveness when the training is described as on-the-job training compared to online training. (Andoh et al, 2023) asserted the trainees aversion especially towards the trainers' presentations and the organization of training, therefore measuring reactions is useful for various reasons, as it provides valuable insights to refine and enhance training initiatives. The study of (Giangreco et al, 2019) confirmed that evaluating the trainees' reactions is crucial to evaluating the

effectiveness of the training. While the results of the study of (Selase 2021) revealed some of the challenges that the employees faced with electronic training including lack of awareness, low communication rate, and lack of high quality. These issues require significant investment not only during the development and implementation phase but also in post-training maintenance. Implementing the electronic training faces many obstacles. Preliminary studies conducted by researchers found that electronic training is hindered by unstable internet connections, lack of interaction among participants, difficulty understanding the material, wasted internet data, and access problems. Some participants cannot keep up due to low internet speed, communication is not smooth, miscommunication often occurs during training sessions , explanations of material are insufficient, and network problems persist (Arkorful & Abaidoo,2016; Dhull & Sakshi, 2017).

These factors make the electronic training less effective in improving the participants' knowledge and skills. The success of electronic training largely depends on aspects such as human resource readiness, technological facilities and organizational preparedness (Luckyardi & Rahaman, 2021; Salamatina, 2020).
In light of the findings of previous studies and research, the present study problems emerges in exploring the level of satisfaction among trainees at Sebha University regarding online training programs. Accordingly, the problem can be formulated in the following questions:

1. To what extent are the trainees at Sebha University satisfied with the electronic training being implemented?
2. What are the main obstacles that may contribute to trainees aversion toward the electronic training?

The Concept of the Electronic Training

The concept of training refers to all procedures related to learning experiences and activities aimed at increasing the effectiveness of performance and behavior through the acquisition of new skills, knowledge and experiences by individuals (Govand and Shukur, 2015). Training is a short term intervention designed to transform people by providing them with the required and adequate information, skills, and attitudes to meet or exceed customer expectations and achieve desired results. It is also defined as an organized and systematic activity that leads to increase skills, knowledge and competence necessary to perform job tasks effectively (Khan et al, 2016)

In the same context, (Marsikova & Slaichova, 2015) defined training as a planned effort by the organization to facilitate employees' learning of job related competence. Regarding electronic training it is similar to electronic learning in certain characteristics, such as the use of technology and methods of content delivery. However, training generally takes a much shorter period to achieve a specific educational objective or to acquire a specialized skill (Kamal et al, 2016).
Electronic training can be defined as a remote training process conducted through the internet, which provides trainees with the required knowledge and skills about various selected topics. Therefore, the term electronic training refers to use of multimedia technology, the internet, and modern communication tools to deliver

interactive training programs tailored to the needs of the target trainees in different fields, overcoming the limitations of time and place (Amara & Atia, 2016).
The most appropriate learning strategies used during online training can lead to positive results and improved workplace performance. The design of electronic training must be carefully considered to ensure good outcomes in terms of employee performance (Martins, Zerbini, & Medina, 2019).

According to (Motloka et al.,2018), training within organizations is very important and has a direct or indirect relationship with the employee's performance. This is because an organization's success or failure in achieving its goals largely depends on the training of its workforce. Therefore, the top management must recognize the importance of investing in employee training to improve the performance. On the other hand, (Kloud Bou Kamal, 2016)emphasized the importance of electronic training and its impact on performance, stating that the implementation of electronic training provides flexibility by granting the employees more authority , which enhances their confidence and increase their willingness to take on extended responsibilities within the organization. Similarly, (Hassan,& Yen, 2020) stated that electronic training has a significant impact on performance because employee performance is closely linked to the training and development conducted by the organization. Additionally, training can improve job quality, particularly in terms of employees' intellectual capacity. The electronic training system is considered a suitable technology to overcome challenges that arise in facilitating training processes (Mohsin, 2013). Electronic training is similar to the electronic learning in many ways, especially in delivery methods and technologies used, except that it usually refers to a much shorter learning timeframe designed to achieve a specific training goal or skill.

Electronic training has also been defined as a type of education that occurs online with multimedia and audio components and is integrated comprehensively in a way that makes it accessible through any web browser (Alhooti & Anto, 2020). Moreover, (Mohsin & Sulaiman, 2013) defined electronic training as the process of delivering skills and knowledge using technology transferred over the internet from the trainer to the employee. In addition, (Hassan & Yen, 2020) stated that electronic training is a learning process through the technology that occurs everywhere. For sound individual growth that benefits the organization, training is a highly required mechanism, as it serves as a benchmark used by organizations to determine the tasks or work performed by employees. Therefore, priority must be given to the employee's performance to support the sustainability of organizational performance. In order to achieve good employee performance, the organization itself must initiate effective ways to improve job performance. So as to remain competitive in today's business world. It is essential to possess a competitive advantage and to be well-equipped with talents suitable for the relevant industry (Wolor et al., 2020).

Effectiveness of Electronic Training

Many scholars who have studied traditional training emphasize the importance of evaluating training effectiveness, while acknowledging its difficulty. Most research on training evaluation has focused on measuring trainee's reactions to training programs and the degree of learning achieved. Trainees reactions are measured through their

attitudes toward the content, method, and trainers, whereas the degree of learning is measured through improvements in abilities, including knowledge, skills, and attitudes (Lima et al, 2007). Training effectiveness is essentially an assessment that examines the extent to which training has enhanced employee's skills, knowledge, and behavior within the organization. Perception of training effectiveness involves multiple factors related to the pre-training, training, and post-training stages, as well as personal factors (Manna & Biswas, 2018). Several studies indicate that organizations should consider ways to simplify navigation steps, provide clear instructions, and make the electronic training interface more attractive, interactive, and easy to understand. The importance of management and organizational support in predicting user satisfaction highlight the need for the organizations and managers to play an active role in insuring the success of electronic training system (Ramayah et al, 2012). (Sharma & Sharma, 2016) noted that, to ensure the electronic training efficiency, trainers play a vital role in conducting online training. Hence, the competence of electronic training is one of the key factors affecting the electronic training effectiveness, as trainees tend to feel satisfied when trainers can deliver excellent and effective sessions. According to Sharma (2016), in order to ensure the efficiency of the electronic training, trainers play a vital role in conducting electronic training sessions.

Thus the efficiency of the electronic training is one of the factors that affect the overall effectiveness of the electronic training, as trainees feel more satisfied when trainers can deliver excellent and effective training. The efficiency of the electronic training is considered the most influential aspect in employee performance and training effectiveness, because it relates to the attitude, behavior, skills, and knowledge of the trainers themselves during the training process. This, in turn helps in achieving the organizational goals, maintaining the employee's productivity, and preserving the company's brand image (Khalid et al., 2017).
Moreover, the trainer should provide feedback, acknowledge achievements, and maintain a positive relationship with trainees to sustain their engagement in the electronic training. Hence, throughout these actions, the improvement of the electronic training can be achieved (Paul, 2020).

METHODS

The electronic training involves the use of multimedia to deliver education and learning online through web-based training (WBT) (Dada et al, 2019). There are several types of methods of electronic training, including

Web-based learning
Webinars
Virtual classrooms
Video- based learning
Mobile learning

In general, training can improve task efficiency, establish job interest, enhance the employee's satisfaction, and strengthen the organizational commitment, leading to improved employee performance (Anitha & Kumar 2016).

Asynchronous electronic training does not require simultaneous participation; it is conducted with time delay, and trainers and trainees are physically separated.

This allows trainees to learn anytime and anywhere, as well as their own pace (Dada et al, 2019).

The Practical Aspect

The practical aspect aims to identify the level of trainee's satisfaction at Sebha University regarding the use of the electronic training. To achieve this objective a questionnaire was used as the main research tool, designed to collect the required information from the study population through random sampling. This section presents a descriptive analysis of the questionnaire data in two main parts:

1. **Part one**: analysis of the participants' demographic data to determine the reliability of the information obtained and the extent to which results can be generalized. This was done through analyzing frequencies and percentages to identify the distribution of the participants' responses to the statements of the questionnaire.
2. **Part two**: analysis of participants' responses to the statements of the questionnaire.

Section one: Analysis of the Participants' Demographic Data

This section analyzes participants' data in terms of gender, academic qualifications, years of internet use, and total hours spent using the electronic training system per week.

Distribution of the study sample according to the demographic variables of the sample

Ratio	Repetition	Category	Demographic Data
78.5%	62	Male	gender
21.5%	17	Female	
100	79	Total	
49.4%	39	Master	The Academic Qualification
50.6%	40	PhD	
100.0	79	Total	
13.9%	11	40-31	
53.2%	42	50-41	
32.9%	26	51 or more	
100.0	79	Total	
8.9%	7	5-1 years	Experience
13.9%	11	10-6 years	
32.9%	26	15-11 years	
44.3%	35	16 or more	
100.0	79	Total	

3.8%	3	3-1 years	Number of years of using the internet
5.1%	4	6-4 years	
13.9%	11	9-7 years	
77.2%	61	9 years or more	
100.0	79	Total	
50.6%	40	3-1 hours	The total hours spent using the electronic training system per week
27.8%	22	6-4 hours	
10.1%	8	9-7 hours	
11.4%	9	9 hours or more	
100.0	79	Total	

Table (1) illustrates the demographic variables of the study sample. This distribution of the sample according to gender shows that 78.5% were males and 21.5% were females, indicating that the majority of the study participants were male. Regarding the educational qualification variable, the data reveal that most participants hold a PhD degree (approximately 51%), which undoubtedly enhances the reliability of the data collected from them. As for the participants' professional experience, the largest proportion (about 44%) had more than 16 years of experience, which adds credibility to the findings obtained by the researchers. The second-largest group had between 11-15 years of experience. Regarding the number of years of the internet usage the data shows that 77% of the sample have been using the internet for more than 9 years followed by 14% who reported using it for 7-9 years. Concerning the total number of hours spent using the electronic training system per week, 51% of the sample reported spending between 1-3 hours per week on it.

Section Two: Analysis of the Survey Questions

Before analyzing the survey questions related to the trainees' satisfaction at Sebha University, it was essential to test the reliability of the questionnaire items. Reliability refers to obtaining consistent results if the questionnaire is redistributed. The Cronbach's Alpha Coefficient was used for this purpose, as it ranges between 0 and 1; the closer the value is to 1, the higher the reliability.

As shown in Table (2), the Cronbach's Alpha coefficient equals 0.874 for all the 26 items of the questionnaire. Since the value is greater than 0.6, the commonly accepted threshold in such studies, it indicates that the questionnaire has a high level of internal consistency.

Table 2. A Table Showing the Cronnbach's Alpha Coefficient

Number of Paragraphs	**Alpha Cronbach Coefficient**	**Paragraph**

26	0.874	The level of the trainees' satisfaction at Sebha University regarding the use of the electronic training

To measure the participants' opinions and attitudes toward the survey items, the five –point Likert Scale of agreement was used – the suitable scale for all these questions is the agreement scale. Not the Satisfaction Scale. Why the scale of agreement? because the statements describe the features or benefits of the electronic training, and the participants are asked to indicate the degree of agreement with each statement, not their satisfaction level. So, the agreement scale is the most suitable one, as it determines the extent to which the participants agree with each statement, in order to determine the general trends investigated by means of a potential average. The following table was used to show the measurement of the general trends.

Table 3. Showing the direction of the participants' responses the based on the potential average using a five-point Likert Scale

Level	Potential Average
Agree to a very low degree	From 1 to 1.79
Agree to a low degree	From 1.80 to 2.59
Moderately agree	From 2.60 to 3.39
Highly agree	From 3.40 to 4.19
Very much agree	From 4.20 to 5

Analysis of Section two of the Questionnaire

To analyze the data and answer the research questions, several statistical packages can be used depending on the type of data and required analysis. Among these, the SPSS (Statistical Package for the Social Sciences) program is the most commonly used in educational research.

1. **Evaluating of the electronic training effectiveness**

For evaluation purposes, descriptive statistics (mean and standard deviation) were used. When calculating means and standard deviations in SPSS, the interpretation depends on the analytical concept, as follows:

Mean: represents the central value of the data and indicates the general trend. Example: "The mean satisfaction level with service was 3.8 out of 5, indicating a relative high level of satisfaction."

Standard deviation: Measures data dispersion around the mean. A smaller standard deviation indicates homogeneity, while a larger one indicates greater variability. Example: "the standard deviation was 1.2, suggesting the most responses were close to the mean, indicating relative consistency among the participants."

Summary of the Interpretations:

A high mean indicates a tendency toward higher values.

A low mean indicates a tendency toward lower values.

A small standard deviation indicates homogeneity.

A larger standard deviation indicates diversity in responses.

Table 4. Descriptive Analysis of the items related to evaluating the effectiveness of the electronic training at Sebha University

General Trend	Order	Standard Deviation	Arithmetic average	Paragraphs related to evaluating the effectiveness of the electronic training at Sebha University
Very high	1	000.	5.00	The electronic training helps to acquire new knowledge and skills
High	11	000.	4.00	E-training programs simplify information and make it clear
High	11	000.	4.00	E-training facilitates the individual and collaborative learning
High	11	000.	4.00	E- training allows learning anytime and anywhere
Very high	6	0.648	4.20	E- training enables synchronous and asynchronous communication among learners
Very high	2	0.661	4.35	E- training develops learners' technical skills
Very high	3	0.614	4.27	E- training supports independence and self-confidence in learning
Very high	5	0.604	4.24	E- training provides a learning environment that meets modern demands
High	16	0.771	3.91	E- training ensures fairness and equality among the trainees
Very high	4	0.729	4.27	E- training provides easy access to resources and information
High	14	0.706	3.96	E- training offer immediate feedback to the trainees
High	12	0.650	3.99	E- training content is modern, accurate, and reliable
High	8	0.734	4.11	E- training save time compared to the traditional training
High	7	0.549	4.14	E- training presents content attractively using text, images, and graphics
High	17	0.620	3.89	Online discussions during e- training accept differences and diverse opinions
High	15	0.575	3.95	Various evaluation methods are available for e- training
High	13	0.640	3.97	E- training keeps pace with technological advancements
High	18	0.707	3.75	Communication between the trainees and the trainers is easy
High	9	0.615	4.08	There are well-equipped facilities for e- training programs

High	10	0.688	4.04	The cost of e- training programs is lower than the traditional training
Low	24	0.878	2.85	Course content is designed based on the relevant training needs
High	23	1.092	3.41	Trainers meet high standards in managing e-assessments
High	19	0.717	3.73	There is a high level of the organization and presentation of the training content
High	22	0.656	3.46	The training content is well-organized and delivered effectively
High	21	0.830	3.51	As a trainee, I feel trainers are competent in managing e-learning and e-content

Overall Weighted Mean: 3.95 /Standard Deviation: 0.594/
General Trend: High

The section consists of 26 items measuring the effectiveness of the electronic training at Sebha University. The results indicate that the overall mean is 3.95, showing a high level of agreement among respondents across most items. The highest mean score (5.00) was for the item "E-training supports the independence and self-confidence." The next highest were "E-training develops learner's technical skills." The third (4.27) was "the E-training supporting the independence and self-confidence." The next highest were "the E-training providing easy access to resources and information." (4.27) and "E-training providing modern learning environment." (4.24)

In contrast, the lowest mean (2.85) was for "There are well-equipped facilities for e-training programs," indicating participants' dissatisfaction with this specific aspect.

Second: Frequency analysis: to determine the degree of trainees' satisfaction with the electronic training. The axis consists of twenty-six (26) paragraphs that measure the level of satisfaction of trainees at Sebha University with the use of electronic training, where the repetitions were calculated in addition to the arithmetic average and standard deviation of the responses of the study sample members, with the aim of judging the de4gree of their agreement, for each paragraph, and the results came as follows: The results indicate that the surveyed sample's responses regarding trainee satisfaction with e-learning at Sebha University were highly positive, with an overall mean score of 3.95. Overall, the respondents' opinions were high across all items, indicating that the sample was completely satisfied with e-learning at Sebha University.

RESULT AND DISCUSSION

The following results were revealed throughout the conducted study and the statistical analysis:

The results showed that the trainees' evaluation of the effectiveness of the electronic training at Sebha University regarding the use of the electronic learning was high, as the respondents' opinions were generally high across all items. The results also indicate that the most significant obstacles that could contribute to the trainees' aversion to the electronic learning are lack of resources, lack of practical application of the training process, technical problems, lack of discussions and interactive activities, and poor time management. Therefore, the researchers recommend that the University Council should work to overcome all the obstacles that could contribute to the trainees' aversion to the electronic learning, incorporating practical programs into the training process, providing technical infrastructure and prompt technical support, including interactive activities, and organizing and managing time.

Suggestions :

For the content:

- Diversify and enhance the interactive nature of the content: Use a combination of text, video, images, infographics, and simulations to make it more interactive and engaging.

Enhance the practical aspect: Focus on applied activities and practical projects to connect theory with practice.

Set clear objectives: Establish measurable and evaluable training objectives to ensure the achievement of desired outcomes.

For trainers and trainees:

Collaborative learning: Encourage interaction and collaboration among trainees through the use of effective communication tools.

Focus on one task at a time: Advise trainees to focus on one task at a time to increase productivity and comprehension, rather than multitasking.

Promote a culture of continuous learning: Encourage trainees to engage in continuous learning and constantly develop their skills.

For the organizational and technical aspects:

Select the appropriate platform: Choose an e-learning platform that meets the organization's needs and supports its specific training objectives.

Trainer training: Train trainers on the use of modern technologies and effective e-learning methods.

Evaluate training outcomes: Use continuous assessment tools to measure the achievement of objectives and link results to performance.

CONCLUSION

Future studies can expand on this research by exploring the extent of the impact of electronic training in improving performance levels. As well as identifying the effects that electronic training can play in developing organizations. In addition to his contribution to the development of human resources.

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