The Impact of the Follow-Up Process on Improving Training Outputs: A Case Study of the Education Department in Al Ahsa Region

Norah Ahmed Abdulkader

Bachelor Student, College of Business Administration, King Faisal University, AlAhsa, Saudi Arabia
n.a.3K@hotmail.com

Rym Belgaroui

Assistant Professor, College of Business Administration, King Faisal University, AlAhsa, Saudi Arabia
rbelgaroui@kfu.edu.sa

Abstract

This study aimed to emphasize the importance of applying the follow-up process after the completion of training programs on improving the training outputs. This study was, mainly, designed on quantitative and qualitative approaches using a case study strategy to accomplish its objectives and to answer its questions. This case study was applied to the Human Resource Development Unit's female section at the Education Department in AlAhsa region (HRDUF). The quantitative approach of this study was based, mainly, on questionnaire developed by the researcher of this study which was distributed to some targeted groups of trainees. The developed questionnaire comprises three main sections, namely, basic data about trainee, questions about training programs, and questions about the impact of training follow-up process. On the other hand, the qualitative approach focused on interviewing a number of trainers at the HRDUF with specific questions, among which, their experiences in providing training programs, their views about the importance of

follow-up process, their readiness to implement follow-up process, and Pros and Cons of follow-up process. The results confirmed the validity of the study hypotheses and compatibility with the study questions about the importance of: a) applying the training follow-up process to enhance knowledge, skills, and attitude (KSA) of trainees and to promote high productivity at the workplace, and b) incorporating follow-up process in the future training programs.

Keywords: Training Outputs, the Follow-Up Process, the Education Department in Al Ahsa Region, KSA.

1. Introduction

1.1. Application Initiative:

The importance of training and development programs becomes very relevant. This program is designed to improve employees' skills and abilities, while making them feel valued and invested in by the company (Verbum, 2025). Training programs are an essential path to keep competitiveness of organizations. Having a high quality and comprehensive training program will not only enable organization to strengthen its employee's competencies and talents but also build up employee lacking knowledge. Training programs bring all employees up to a higher standard of competency so that the entire workforce can share a common set of knowledge, skills, and attitude (KSA). Research by Pham et al (2023) indicates that employees who successfully transfer their training exhibit enhanced proficiency, resulting in increased productivity, reduced errors, and superior overall job performance. Therefore, concerned organizations have realized that the success of training programs is not limited only to assessing needs, designing attractive training programs, implementing modern and innovative interactive methods, but also to the inclusion of follow-up process within the main stages of the design and implementation of training programs.

The training follow-up process has great potential to give trainees opportunity to practice learnt knowledge and skills at their workplace, exchange experiences with other employees, improve continuous learning process, and have self-motivated drivers to enhance performance. Similarly, it has great potential to give trainers opportunity to assess effectiveness of training programs, detect pros and cons of training program, and improve designing and implementing the future training programs.

1.2. Problem Statement:

In the ever-changing business environment, organizations have realized the great challenges to achieve the highest level of efficiency and effectiveness in applying knowledge and skills and in making the best use of their competencies to reach the desired level of success among competitors (Alsamawi, 2014). The success of any organization depends primarily on the level of efficiency and performance of its employees, as they play a major role in achieving the organization's vision (Watkins, 2018).

The researcher of this study has observed during the cooperative training program at the Human Resource Development Unit - female section in the Education Department of AlAhsa region (HRDUF), the understanding and realization of the importance to assess the present status of provided training programs in terms of intensity and diversity, potential impact on the trainees' performance and productivity, and the potential impact on workplace productive environment. It has been observed, also, the prominent role played by the HRDUF in designing suitable training plans aiming to keep pace with changes, designing supportive systems, and improving measures to achieve its vision towards creating efficient and competent training staff and skillful trainees matching the need of work market. Specifically, the HRDUF focuses in identifying training needs, categorizing targeted group, designing training courses, determining the implementation headquarters, the

mechanism by which the program will be presented, and designing a questionnaire about the trainee's satisfaction with the training program, without consideration to measure the impact of these programs on the trainees' KSA and on the work environment as well. Mohammed, et al., (2019) pointed out that American institutions allocated more than 30 billion US dollars' investment to training programs annually, and about 10% of that investment was devoted to follow up training programs impacts and outputs. Training program might not achieve its ultimate goals, if not considering the follow-up process after the completion of training program.

Although, the prominent role of HRDUF in designing and implementing training programs, it faces a great challenge to assess the impact of the provided training programs on training outputs, which, might be attributed to the limitation of financial support, time, and motivation, in addition to, the shortage of specialized studies and research that enhance the importance of follow-up process and measuring the impact of training programs.

1.3. Significance of Study

The significance of this study relies, mainly, on its unique nature to assess the importance of the training follow-up process on trainees' KSA, organization, and workplace at the HRDUF, in addition to, introduce feasible recommendations to overcome the possible challenges to implement the process within training programs.

1.4. Study Objectives

- Assess the current status of the follow-up process of the implemented training programs at the HRDUF.
- Clarify the importance of implementing the follow-up process at the HRDUF and its effect in improving the KSA of trainees and the performance of the HRDUF.
- Set a number of feasible recommendations to overcome the current challenge

facing the HRDUF to assess the potential impact of the provided training programs on training outputs.

1.5. Study Questions

1. What is the importance of follow-up process to enhance the impact of training programs on trainees, organizations, and workplace?
2. What are the Pros. and Cons. of the follow-up process for trainees, organizations, and workplace?
3. What are the common techniques applied at the HRDUF to assess the impact of training programs?

1.6. Study Hypothesis

1. The follow-up process is of great importance in raising trainees' work efficiency.
2. The follow-up process is of great importance in transferring knowledge, enhancing trainees' skills and performance.
3. Lacking of the follow-up process is among reasons for poor achievement of training programs' goals.

2. Literature Review

2.1. Training Program Strategy:

Verbum (2025) shows that effective training and development programs have a significant positive impact on employee retention. Training program strategy is moving towards a systematic approach that includes a set of series actions that fall under four main processes, namely, need assessment, designing, implementation, and evaluation (Engetou, 2017).

- Need assessment is the first and most important process aiming to identify and analysis training needs for either individual, organizational or job. Needs

assessment passes through four procedures, namely, job requirements analysis, organizational analysis, performance evaluation, and HR studies.

- Designing each training program according to need assessment of individual and institutional employees. Training program must be achievable, measurable, clear and specific. At the design stage, the goals and objectives of the training program should be defined, ready to be converted into realistic results depend in some factors such as program duration, program content, instructional method, trainer qualification, nature of trainee and background, support material, resource and classroom, and training schedule (Kapur, 2018). Some institutions prefer buying and bringing these programs rather than making by them self, because they can't bear full required time and money to provide training program. Moreover, institution trainers couldn't be expert in everything, so some program need to buy with more experienced trainer (Vimala, 2019).

- Implementation training program is implemented by applying specific techniques and methods. There are factors that are preferred when implementing training programs, including trainer experience and qualifications, trainer enthusiasm and skills, effective mutual communication, and feedback technique (Vimala, 2019). Geographically dispersed trainees, misunderstanding, and diversity of cultures are common problems that cause difficulty to implement training program. Consider the level of knowledge, intelligence, and abilities, and what are the habits and educational patterns for providing training content that satisfies all preferences. General training programs unrelated to the trainee's need would waste time and effort (Andriotis, 2019).

- Evaluation of training program is a critical stage and it must be a continuous process after completion of the training in order to measure the efficiency of the program, to improve the design of training programs in the future (Kapur, 2018). From the evaluation process, human resource managers check whether the training outputs have achieved the desired impact on the trainees' ability to apply

the acquired KSA in the workplace. HR managers can evaluate the effectiveness of the program through trainee's notes, improvement in job performance (Srivastava & Walia, 2018). Keller (2018) mentioned that for training programs to succeed, the follow-up process should be incorporated into the main stages of program design in order to provide more support and continuous promotion to implement new practices and skills. In recent studies by Rodriguez et al., (2025) highlights positive impact of training programs on teamwork, decisions making.

2.2 Training Follow-up Process:

The desired change on trainees is most likely occurring along with the implementation of follow-up process (Vola & Tunga, 2016). In another words, incorporating the follow-up process within any training program should be considered to ensure the potential impact of training programs on trainees and trainees' workplace. The potential impact of the follow-up process on trainees contains the acquisition enhancement of KSA. The connotation of follow-up process is most likely associated with quality control and outputs evaluation (Keller, 2018).

The significance of follow-up process lies on its driving role to: a) ensure potential application of the acquire KSA at trainees' workplace, b) determine future needs of organization to cope with new development (Watkins, 2018), c) analyze trainees' feedback to develop effective plans for future training programs (Vola & Tunga, 2016). d) verify level of training program's goals achievement, e) assess the program's effectiveness and impact on the trainees, f) obtain trainees' feedback and assess their satisfaction level on the training program immediately after the completion of training program or continuously through a periodical survey, and g) strengthen employees commitment, engagement, confidence and satisfaction (Silberman, 2013).

Far West Capital (2014) and Keller (2018) highlighted the potential advantages of

follow-up process on trainers and trainees as follows:

- A sign of trainer's interest, and an expression of readiness to make development changes.
- An indicator of seriousness, sincerity, and reliability of trainees to training program to achieve the desired benefits and to reach highest standards of success in workplace.
- Promote restructuring future training program according to trainees' feedback and specific gaps, as appropriate.

On the other hand, Keller (2018) indicated some major disadvantages of the followup process that might hinder its implementation, as follows:

- It requires a lot of time, efforts, and costs.
- Unresponsiveness of trainees to training follow-up process.
- Complexity of communication channels.

2.3. Follow-Up Techniques:

There are some useful follow-up techniques that organizations can adopt for their training programs, as follows:

1. Action Plans, this technique is about written document done by trainees, so that the trainee describes either in brief or in detail the expectations of how could apply the KSA at the workplace. This method indicates the extent to which the trainee understands the training objectives and the required KSA to assist him/ her in developing capabilities and performance at workplace (Martin, 2010).

2. Peer Meeting, it is an organized meeting by either an expert advisor or a responsible professional officer who monitors performance progress of trainee at workplace. This meeting takes place through staff gathering aiming to retrieve training contents, thus, highlight good examples of how the trainee can apply the acquired KSA at workplace and explain the impact of acquired KSA on employee's

performance and competency. Through peer meeting technique, trainee clarifies barriers faced in applying the acquired KSA at workplace and introduces solutions to overcome barriers. This meeting, also, would improve the trainee's understanding of the training materials, thus, motivating him/ her to share views and best practices out of the training materials (Martin, 2010).

3. Supervision Consultations, this technique involves two parties, the direct supervisor of a trainee or a specific group of trainees, and the other party is the trainee. The direct supervision on trainee contains mentoring, ratifying, giving improvement notes, encouragement, motivation, and giving opportunities for trainees to transfer what they have learnt, and practice at workplace (Martin, 2010).

2.4. Information Support System (ISS):

The ISS technique aims to support trainees after training program, by providing electronically additional information and references related to training program's topic. The ISS also provides trainees with methods that enable them to communicate properly with experts, consultants and professionals to answer their inquiries and solve problems facing them such as applying the acquired KSA at workplace or clarifying concepts that were not clearly understood (Martin, 2010). Within the ISS, a collaborative learning platform is designed to encompass different methods of interaction and communication between trainers and trainees, and among trainees themselves so that trainees can meet together through chat rooms and share what they have learnt through training programs and raise Q&A among themselves (Watkins, 2018).

2.5. Recovery Courses:

Recovery courses offered to help the trainee regaining the basic concepts of the training programs and explain how to apply acquired KSA at workplace. These courses are implemented through simple and concise content design. Trainers can

participate these recovery courses to address trainees' concerns, enhance mutual interaction between trainees, and promote exchange of views and experiences. Admin (2018) indicated that recovery courses could expressed in the concept of follow-up sessions.

2.6. Provide Opportunity for Practicing:

This technique provides trainees opportunity to transfer the acquired KSA to workplace, therefore, trainer can effectively measure training program outputs and tackle existing gaps of training program in a timely manner. Many trainees lose some of the acquired KSA, as they do not apply them at their workplace. On the other hand, the assessment of training program's quality and outputs might not be accurate enough because trainees do not apply the acquired KSA at workplace. Admin (2018) emphasized the importance of providing opportunities for trainees to apply and practice the acquired KSA at workplace.

2.7. Training Evaluation:

Trainers and human resource professionals give great importance to training evaluation to ensure alignment of training objectives and content delivered to trainees and to trainee's institution goals, improve quality and productivity of workplace, encourage trainees to acquire new KSA to raise his/her performance, discover training disruptive gaps and opportunity for trainees, and evaluate the impact of training on outputs. The evaluation process requires gathering information from various sources such as feedback, quality of productivity and performance, etc. which helps to identify required improvements in training or stopping the training program (Anear, 2019). Deller (2019) pointed out that there is a relationship between the quality of training and its effect on achieving training objectives, thus, it gives promising evaluation results. One of the most common evaluation methods is "Kirkpatrick Model" which was introduced in the 1950s. Kirkpatrick model was based on four levels to evaluate any training program,

including; Reaction, Learning, Behavior and Results (Deller, 2019), and Kurt (2018), as follows:

- **Level 1: Reaction**, this level focuses on measuring how trainees react to the training content. Trainers in this level take into account the trainees feedback about training program by questioning them their thoughts, degree of enjoyment and satisfaction, and the added value of training program to their work. Kirkpatrick emphasized the importance of this level as it helps improving training programs in the future; therefore, trainees' feedback is very critical to be considered in this level. Common techniques used in this level are interview/ questionnaire (Kurt, 2018).

- **Level 2: Learning**, this level checks to what extent trainees understand training program's content and goals, and to what degree trainees' KSA improved. This level is more challenging and harder than level 1. The most common technique of this level is to comparing pre-training and post-training feedback about training program goals and aims (Kurt, 2018).

- **Level 3: Behavior**, this level is deemed an authentic assessment to evaluate usefulness of training program, which is conducted after the completion of training program to reveal whether trainees apply what have been learnt at workplace, and the degree of trainees' behavior change, through which, trainers will realize the degree to which trainees benefit from training program and the change in applying the acquired KSA at the workplace (Smidt, et al., 2009). Defining exact time and place those trainees will start applying what have been learnt from training programs are the most prominent challenges facing trainers at this level. The most common techniques of this level are the close observation.

- **Level 4: Result**, this level determines whether training outputs match expectations. Deller (2019) assumed level 4 as a measure to assess program's success in terms of high quality, low costs, high productivity, less errors, high

level of trainees' satisfaction. Results of this level is measured by financial and morale affect (Smidt, et al., 2009).

2.8. Knowledge Transfer at Workplace:

In **recent** years, the focus of any organization is to organize highly effective training programs to its employees, believing that its success depends largely on the quality of training program and its outputs. Precise assessment of training outputs is very important, including, high staff performance, high productivity and enterprise profits, a sense of job satisfaction by the employee. One of the most important outputs to human resource development researchers is how trainees can transfer experience and knowledge after training to workplace. Rapid assimilation and transferring of acquired KSA in workplace are one of the most prominent challenges facing many organizations (Khan, et al., 2015). Knowledge transfer is defined as the ability of trainees to transfer the acquired KSA at workplace aiming to raise the level of employees and institutional performance (Hendricks, 2019), and to apply new ideas and experiences to workplace (Hamid, et al., 2012). Hendricks (2019) described the process of knowledge transfer at workplace in terms of near transport, and far transport. Near transport is designed to transfer KSA in areas similar to trainees' field of specialization and nature of workplace, such as if an IT employee learns how to erase viruses and resist a hacker from a computer. Far transport is more complicated for trainee as he/ she works in an environment and conditions that are not identical to what he/ she has learnt from training program.

Baldwin & Ford model (1988) is one of the most common models used in human resource development research. This model based on behavioral studies and its primary goal is to maintain the acquired KSA for the possible time at workplace (Khan, et al., 2015). The model consists of three main components, a) training inputs focusing on the trainee's characteristics, training design, and working

environment conditions, b) training outputs to make sure that trainee gains the required knowledge and retain training information, and c) conditions of transportation to propagate acquired KSA with others, and give trainees an opportunity to train or transfer experience to other beneficiaries, and maintain the transfer behavior (Hamid, et al., 2012).

3. Methodology

This study was, mainly, designed on quantitative and qualitative approaches using a case study strategy to accomplish its objectives and to answer its questions. This case study was applied to the Human Resource Development Unit's female section at the Education Department in AlAhsa region (HRDUF). The quantitative approach of this study was based, mainly, on questionnaire developed by the researcher of this study which was distributed electronically through Google document to some targeted groups of trainees. The developed questionnaire comprises three main sections, namely, basic data about trainee, questions about training programs, and questions about the impact of training follow-up process. On the other hand, the qualitative approach focused on interviewing a number of trainers at the HRDUF with specific questions, among which, their experiences in providing training programs, their views about the importance of follow-up process, their readiness to implement follow-up process, and Pros and Cons of follow-up process.

4. Results and Discussions

4.1. Quantitative Analysis:

Results of the quantitative analysis showed that (115) trainees responded to the study questions, which were categorized into (3) sections as follows:
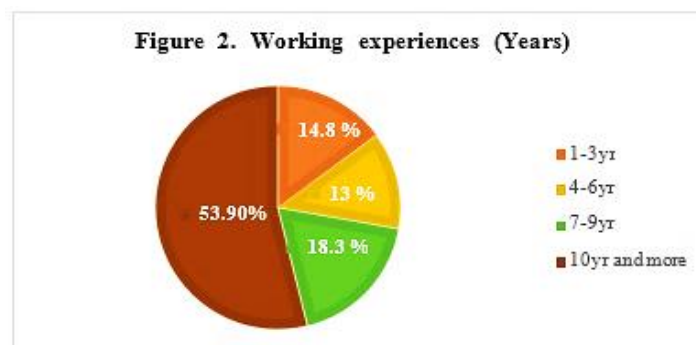
4.1.1 Basic Information:

(1) Job Levels: The respondents to the study questionnaire represented various job levels ranging from directors, managers, and administrators with about 42%, 37.4% and 20.9%, respectively (Figure 1). Such diversity of job levels of the respondents enriches the findings of the questionnaire and made them more reliable.


Figure 1. Job levels.
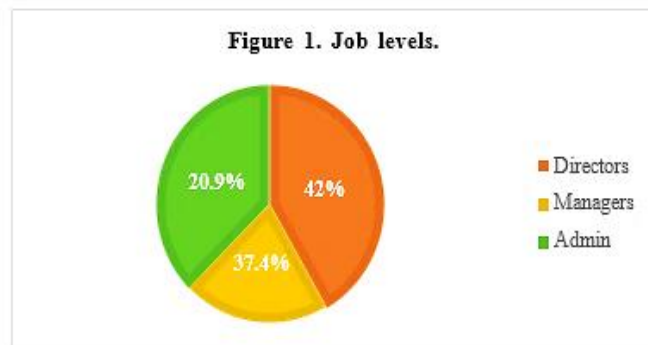
(2) Working Experiences: Working experience of the respondents ranged between a minimum of 1-3 years (15%) to a maximum of about 10 years and more (54%). About 31% of the respondents' working experience lies in the range of 4-9 years (Figure 2). Also, the diversity of working experiences among respondents is another factor that enhances the level of reliability of the questionnaire findings.

Figure 2. Working experiences (Years)

International Journal of Financial, Administrative, and Economic Sciences (IJFAES) Vol. (4), No. (3)

IJFAES

VISION FOR SCIENTIFIC RESEARCH AND PUBLISHING

March 2025

المجلة الدولية للعلوم المالية والإدارية والاقتصادية

الإصدار (4)، العدد (3)

(3) Number of attended training programs: Most respondents attended between 2-4 training programs in the past two years, representing about 36% of the total respondents. In researcher point of view, it is considered restively average for a period of two years. On the other hand, there were about 24.3% of trainees attended more than 10 training programs during the last two years, which is more than favorable (Figure 3).

Figure 3. Number of attended training programs.
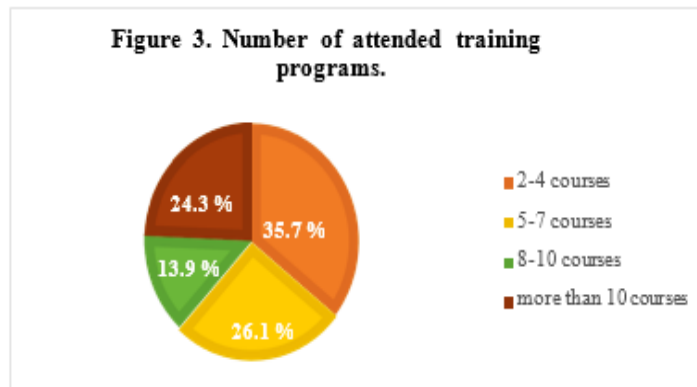
(4) Nature of work: In terms of nature of respondents' work, results showed that about 56.5% of the respondents are working in their field of specialization, while, about 43.5% are not, which of course affects the performance of work in an ideal way and limits the benefit derived from work (Figure 4)
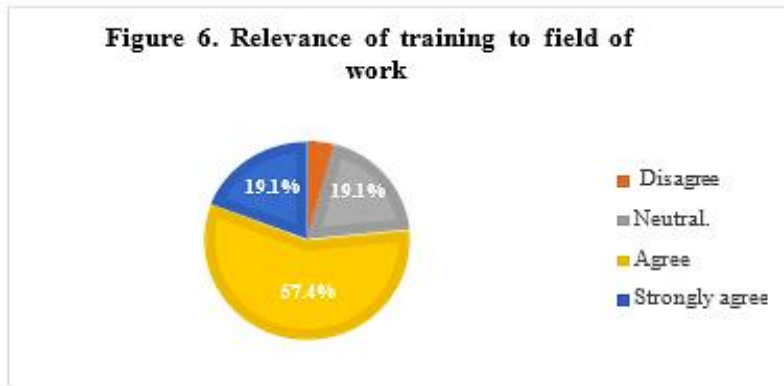

Figure 4. Nature of work
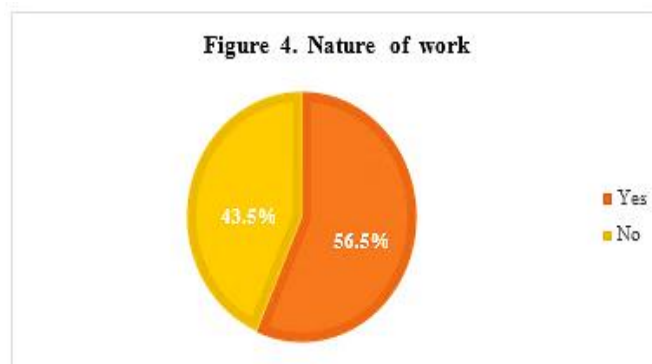
4.1.2 Training Program:

(1) Level of Satisfaction: Results showed that 65% of the respondents were satisfied with the attended training programs in terms of their content, and the acquired KSA, which, reflect the major role of training programs to promote performance and productivity of trainees. Results showed, on the other hand, a number of respondents was dissatisfied representing about 20 % of the total and about 24% was neutral (Figure 5). The dissatisfied and neutral respondents should be approached by the concerned training units to understand reasons of dissatisfaction and neutrality, so as, consider them in the future training programs.


Figure 5. Level of satisfaction.
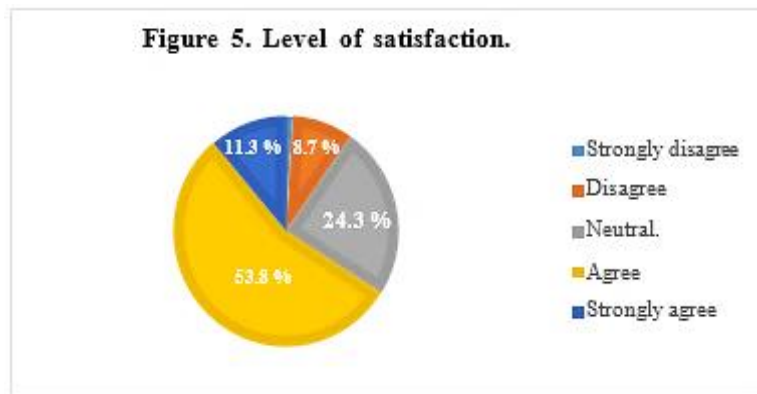
(2) Relevance of Training to Field of Work: In terms of relativity of training programs to the trainee's field of work, results showed that about 77% of the respondents attended training programs relative to their field of work. From the other end, there was about 4.3% respondents disagreed with this question. These findings are aligned with the literature about the importance of implementing the "Training Programs Strategy" to design suitable training programs that meet needs of the trainees, fill their performance gaps, and advance their progress in the workplace (Figure 6).

International Journal of Financial, Administrative, and Economic Sciences (IJFAES)
Vol. (4), No. (3)

IJFAES

March 2025

المجلة الدولية للعلوم المالية والإدارية والاقتصادية

الإصدار (4)، العدد (3)

Figure 6. Relevance of training to field of work

(3) Rationale of Nomination: Results showed that about 66% of respondents were nominated to attend training programs according to work needs and to improve trainees' performance. While, about 12% of the total number of respondents was not nominate properly (Figure7), which, should be avoided in the future training programs.


Figure 7. Rationale of nomination
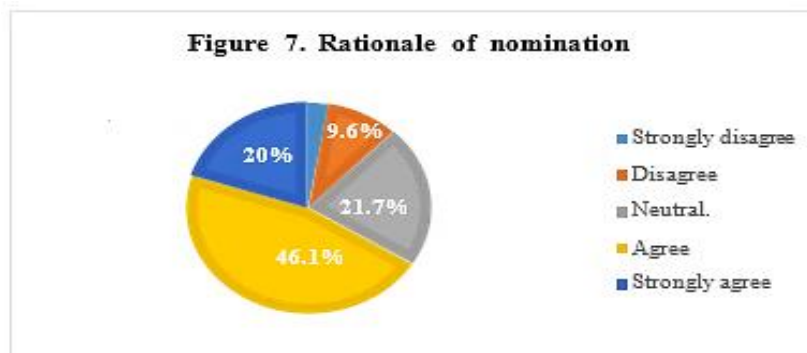
(4) Willingness to Transfer Knowledge: One important advantage of attending well-designed training programs in the field of specialization and/ or work tasks is to transfer the acquired KSA to the others. Results of the questionnaire confirmed that about 85.2% of the respondents showed interests to transfer the acquired KSA to the others, this result is aligned with the Baldwin and Ford

model (1988) about the importance of transferring KSA to the others (Figure 8).


Figure 8. Willingness to transfer knowledge
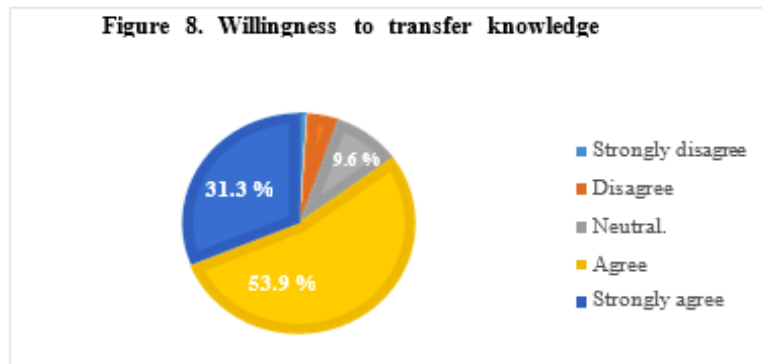
(5) Application of Acquired KSA: Another advantage of attending well-designed training programs is to apply what have been learnt from training programs to improve work environment and to provide efficient services at higher standards. The study results showed that about 86% of the total respondents confirmed the application of the acquired KSA to improve performance and productivity at the workplace, which, is aligned with the concept of near transportation as described by Hendricks (2019), compared to the concept of far transportation (Figure 9).

Figure 9. Application of acquired KSA
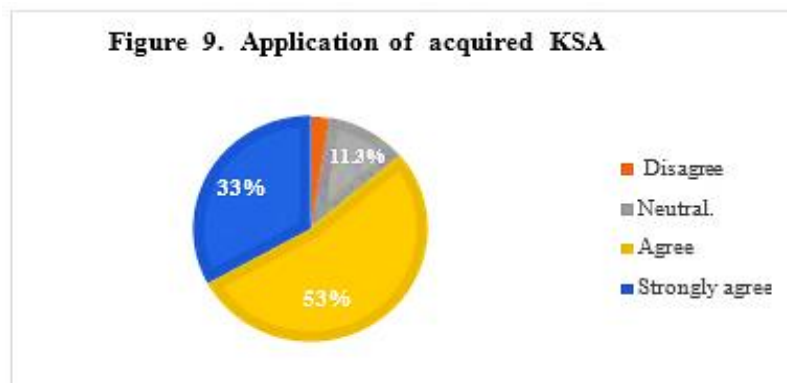
(6) Motivation to Work Better: One indicator of successful implementation of training programs is the level of motivation to the trainees to deliver the best of their capacities in the workplace. About 89.5% of the respondents agreed that they are

motivated to deliver the best of their capacities at workplace after attending training programs (Figure 10).

Figure 10. Motivation to work better.
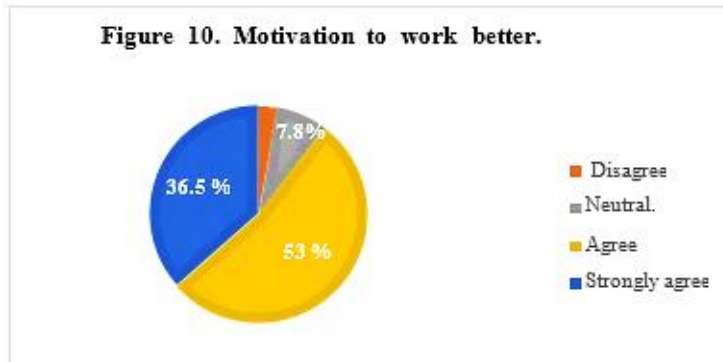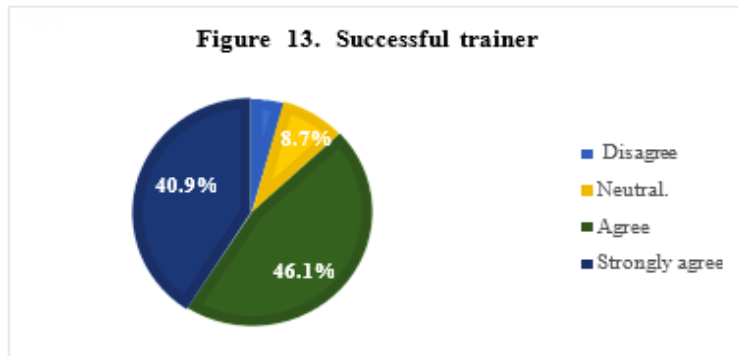
4.1.3 Impact of Follow-Up Process after Training.

(1) Assessing Training Impacts: Aiming to assess the potential impact of the follow-up process after the completion of the training program on trainees, results indicated that about 89.6% of the respondents was aware and admits the importance of the follow-up process after the completion of attending a training program to enhance their performance and productivity at the work place, which in turns, confirms the 1st hypothesis of the study, (The follow-up process is of great importance in raising trainees' work efficiency) (Figure 11).

Figure 11. Assessing training impacts
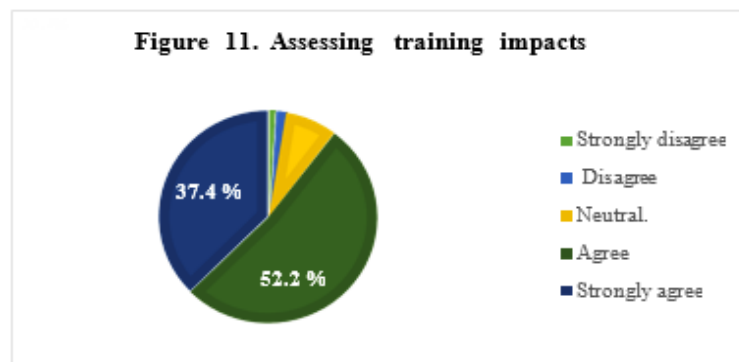
(2) Follow-up and Progress: About 87% of the respondents confirmed the importance of follow-up process in advancing level of motivation at workplace and the level of trainees' performance (Figure 12), which confirms the 2nd hypothesis (The follow-up process is of great importance in transferring knowledge, enhancing trainees' skills and performance).

Figure 12. Follow-up and progress.
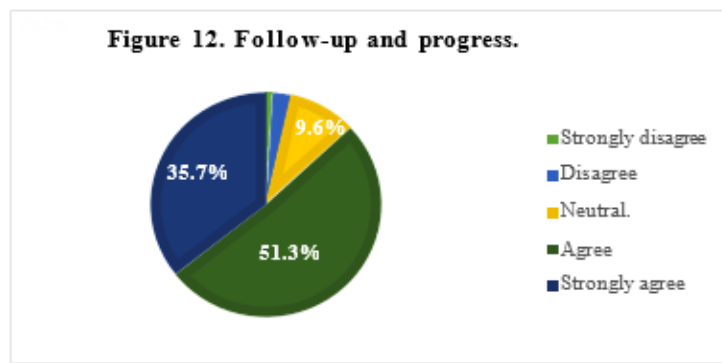
(3) Successful Trainer: About 87% of the respondents confirmed, also, that trainers who care and track the performance of trainees at workplace are deemed successful trainers. As indicated by (Martin, 2010) conducting periodical meeting to improve the trainee's understanding of the training materials is one of the key indicators of a successful trainer. In addition, Brodie (2019) stated that the more the trainer is concerned about the trainee, the more confidence the trainee is on the efficiency and credibility of the trainer, the more the training programs achieve their targeted goals (Figure 13).

Figure 13. Successful trainer

(4) Follow-up as A Measure of Efficiency: About 86% of the respondents, also, confirmed that conducting the follow-up process would help measuring the efficiency and the potential impact of training program on trainees which confirms the 3rd study hypothesis (Lacking of the follow-up process is among reasons for poor achievement of training programs' goals) (Figure 14).

Figure 14. Follow-up as a measure of efficiency
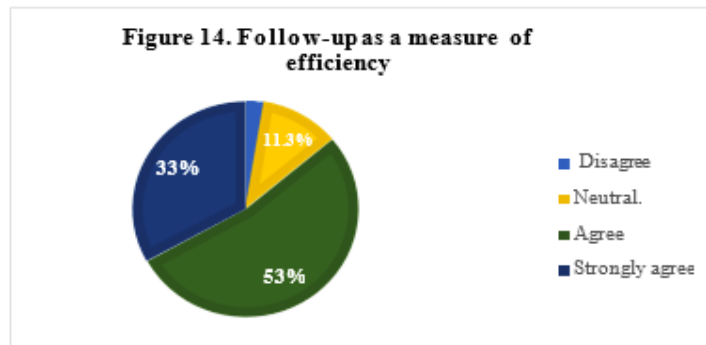
(5) Applied Follow-up Techniques and Applications: Based on what was previously mentioned in the literature (Follow-Up Techniques and Applications), result showed that about 51% of the respondents preferred the technique of "Giving the trainee opportunities to practice" what they have learnt from training programs to consolidate knowledge and skilled acquired from training program and to ensure their ability to practice the acquired KSA at the workplace. The second preferred technique represented about 42.6% was setting

International Journal of Financial, Administrative, and Economic Sciences (IJFAES)
Vol. (4), No. (3)

IJFAES

March 2025

المجلة الدولية للعلوم المالية والإدارية والاقتصادية

الإصدار (4)، العدد (3)

"Information Support System (ISS)" to provide additional information and references, and to provide means of communication with experts in the field for advices and problems solving. "Collaborative Education Platform" technique was received about 41.7% from the respondents. On the other hand, about 5.4% of the respondents suggested other follow –up techniques such as providing a product with what has been learnt, documenting field application and disseminating experience, and ongoing practice and reinforcement (Figure 15).

Figure 15. Applied follow-up techniques and applications.
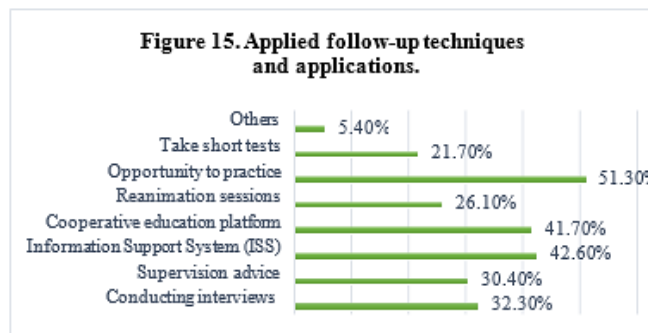
(6) Barriers to Apply Learning: Many barriers have been raised by respondents to apply what have been learnt during training programs at workplace. The most challenging barriers were pressure at work by about 51%, the lack of a stimulating work environment by about 23%. Some other barriers mentioned with low importance were cost of application, irrelevance of training program's goals with workplace needs, and weakness of trainers to deliver training contents to trainees (Figure 16).

Figure 16. Barriers to apply learning

144

International Journal of Financial, Administrative, and Economic Sciences (IJFAES)
Vol. (4), No. (3)

IJFAES

March 2025

المجلة الدولية للعلوم المالية والإدارية والاقتصادية

الإصدار (4)، العدد (3)
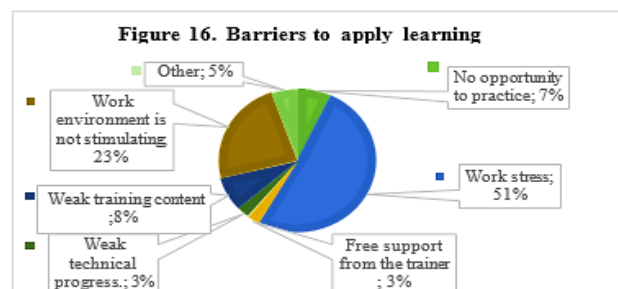
4.2 Qualitative Analysis:

Results of the qualitative analysis reflected responses of (7) trainers working at the HRDUF to the study's interview questions. The interview questions categorized into (2) sections, namely, basic information about trainers, and interview questions about the importance of follow-up process and its impact on training outputs.

In terms of trainers' job experience, results showed a wide range of experiences among trainers with a minimum of (1) year to a maximum of (24) year with an average of (22) year. The diversity of job experience among the interviewed trainers reflected the depth and breadth of their responses to the interview's questions, which in turns, reflected the level of maturity and richness of their responses towards the ultimate objectives of the study.

Table (1): Summary of the Interviewed Trainers' Responses to the Study's Questions

Interview Questions	Answers
Q1: For how long you have been implementing training programs? How many?	- The average time spent by the trainers in the implementation of training programs was about (8) years, with a minimum of about (1) year and maximum of about (18) years. - The average number of training programs offered by a trainer was about (9) training program annually, with a minimum of about (2) training programs annually and a maximum of about (22) training programs annually.
Q2: Is the Education Department in AlAhsa region keen to provide suitable means to follow up the trainees after training?	- All interviewed trainers confirmed that the Education Department in AlAhsa region has continuously provided suitable follow-up means to measure the impact of training programs on trainees and the extent to which the acquired knowledge and skills applied in the workplace. - Among the provided follow-up means are: a) the application of an impact measurement form after training program to measure the level of satisfaction of trainees on training contents, material and equipment, venue, and trainer, b) establish feasible communication channels between trainers and trainees to build trusts among them and to answer received questions and thoughts from trainees, c) explore potential trainees and provide them opportunities to deliver part of the training program and sharing other trainees with their knowledge, skills, and Attitudes (KSA).

Q3: To what extent are you interested in trainees' application of the acquired knowledge and skills at the trainees' workplace?	- All interviewed trainers confirmed their interests in trainees' application of the acquired knowledge and skills at the trainees' workplace, as a measure of successful training program. - One way to measure the success of the training program is done by applying a feedback approach to get trainees feedback before the start of the training program about important skills that she expects to gain from the programs and how to apply these knowledge and skills at workplace, and to set a roadmap to follow-up the progress of the trainee in the near future.
Q4: Have you ever applied the follow-up process after training on one of your trainees? What are the applied techniques?	- About 86% of the interviewed trainers have applied the follow-up process to their trainees, including but not limited to the following techniques: a) provide trainees with e- practical applications/ tasks to help them applying the acquired knowledge and skills at workplace, b) visit trainees at their workplace to follow-up the implementation acquired KSA, c) apply Kirkpatrick model, and The Upper Training Return - a modern Arab model to measure the training return.
Q5: What are the major obstacles that prevent you from applying the follow-up process after training?	- About (86%) of the trainers highlighted obstacles that they face during the application of the follow-up process. Among which are: a) lack of desire and seriousness of the trainees when attending the training programs, which results in poor application of the acquired KSA, b) work pressure on trainer and lack of full-time participation for training program, c) lack of support from trainers' direct managers to follow-up trainees after the completion of training programs.
Q6: From your point of views, how important is it to apply the follow-up process after training program?	- All trainers agreed that the follow-up process is very important, as it is the process through which the trainer can identify the degree of effectiveness of training and the extent to which the objectives of the program have been achieved, and the impact of training program on the trainees' KSA and the performance of the trainees and the organization.
Q7: What are the main advantages of implementing the follow-up process on trainees' performance and productivity?	- Answers of the interviewed trainers pointed out the great advantages of the follow-up process on: a) increasing the effectiveness of training programs and improving the performance and productivity of the individual to carry out the assigned work accurately and quickly, b) increasing the efficiency of trainers, c) reflecting the actual reality of the training need, d) reducing costs, waste and errors, e) increasing organization productivity, f) increasing trainees satisfaction, and g) promoting competition among competitive organizations.
Q8: What would you advise training officials to make training programs more valuable and beneficial?	- Search for full-time, experienced and competent trainers. - Provide means to trainees to overcome obstacles to implement what have been learnt at workplace. - Provide incentives for trainees. - Provide well-equipped training halls. - Develop plans for the future training programs to address training need for targeted group.

As presented at table (1), answers of the interviewed trainers have complied with

the study questions, such as the first question of the study 1) what is the importance of the follow-up process after training to enhance the impact of the training programs on the trainees, organizations, and workplace? Answers of interviewed trainers at Q3 and Q6 stress the importance of applying the follow-up process on trainees to measure the impact of training on the training outputs for individuals and the organization. Answers of the interviewed trainers, also, confirmed at Q7, that the follow-up process less likely have any negatives during its application in the organizations, but all the responses indicated that the follow-up process has unlimited positives, in terms of, raising performance, improving productivity, increasing satisfaction by trainees, and helping to adhere to the values of the organization and others. On the other hand, the answers of the interview Q5 indicated that there are some difficulties to apply follow-up process, which logically answers 2nd of the study question (What are the Pros. and Cons. of the post-training follow-up process for trainees, organizations, and workplace?).

Answers to the interview Q4 mentioned methods that trainers have applied to measure the potential impact of follow-up process on training outputs, including, the use of electronic means (e-mail), assigning some tasks to trainees to accomplish in their work, which answered the 3rd question of the study (What are the common techniques applied at the HRDUF to applicant to assess the impact of training programs?). From the point of view of this study's researcher, these means should not be limited to those mentioned in Table (1) but rather there is a great need to conduct a deep analytical study to the approved methodology such as the Kirkpatrick approach and Upper Training Return - a modern Arab model to measure the training return. Aiming to identify the best follow-up methodologies and techniques that suite needs and aspirations of training programs.

5. Conclusion

This study is an endeavor to assess the importance of follow-up process on training outputs at the female section of the Education Department in AlAhsa region as a case study. Qualitative and quantitative approaches were applied to validate the study questions and hypothesis, and to confirm their compatibility with pertinent scientific literature. Results of the qualitative and quantitative analysis emphasized the importance of applying the follow-up process to enhance knowledge, skills and attitudes (KSA) for the trainees and promote productivity at the workplace, accordingly, the importance of integrating the follow-up process into the future training programs. Future studies are essential to consider the potential widespread application of the follow-up process of training programs not only at the other Education Departments but also the other national organizations in Saudi Arabia to improve the training outputs and to enhance work efficiency and competitiveness, in addition to assess the other dimensions of the follow-up process such as follow-up strategies and techniques that suite the current states of Saudi Arabia and align with the promising objectives and directions of the Vision 2030 of Saudi Arabia towards HR empowerment and productivity enhancement.

6. Limitations

6.1 Restricting Access to Literature:

Among the most prominent problems facing this study's researcher was the presence of some restrictions to access the required literature materials, and these restrictions often require payment to obtain the literature Martials. Therefore, there was a gap to reach the largest number of previous studies in order to collect information from various researchers' perspective.

6.2 Unexpected Circumstances Emerged at the Time of The Study:

At the time of the outbreak of Corona Virus (COVID-19), the study's researcher has

faced a direct communication problem with targeted trainers; therefore, researcher was forced to send questions via e-mail. Although, some trainers did not answer the questions due to heavy duties at work. Others provided unclear or detailed responses for some questions.

7. Outdated literature

The researcher found several available useful studies on the subject of the research, but some of them were outdated as published before 2000. Therefore, the researcher of this study has faced some difficulty to find new literature materials about the most recent developments and scientific interpretations about the follow-up process.

8. Recommendations

Based on the attained results of this study, there are some promising recommendations to promote the application of follow-up process after the completion of training programs aiming to enhance training outputs. The recommendations of this study are intended to be adopted, mainly, by the Human Resource development unit - female section in the Education Department of AlAhsa region (HRDUF) and the other training departments in the Kingdom of Saudi Arabia. This study recommendation could be summarized as follows:

1. Establish a Follow-up and Impact Measurement Division at the HRDUF aiming to measure the impact of training programs on the trainees, monitor their performance at work and consider their feedback and to contribute towards the success of training programs and achieving their goals.

2. Encourage the Education Department in AlAhsa region to recruit full-time specialized trainers to hold the full responsibility to design and Implement a training strategy including the follow-up process.

3. Develop a set of specific KPIs to measure the impact of training programs on

International Journal of Financial, Administrative, and Economic Sciences (IJFAES)
Vol. (4), No. (3)

IJFAES

March 2025

المجلة الدولية للعلوم المالية والإدارية والاقتصادية

الإصدار (4)، العدد (3)

the performance and productivity of employees, and to consider that in the employee annual performance appraisal.

4. Advice the HRDUF to design effective methods and techniques to measure the outputs and impact of training programs on the trainees' performance and workplace productivity.

5. Advice the HRDUF to implement practices to measure reactions from trainees to discover strengths and weaknesses in the provided training programs aiming to advance the future training programs.

6. Incentivize distinguished trainers and trainees financially and/ or morally.

7. Arrange dialogue sessions with single program trainees aiming to sharing successful experiences between each other and disseminating expertise and knowledge to increase the benefit.

8. Establish a fully equipped training hall to provide training programs effectively.

9. Carry out the follow-up process permanently after the training programs to assess the improvements in the levels of female trainees' performance, and the changes in their antedate at workplace.

9. Future Research

This study was conducted within a limited framework in Human Resource Development Unit - Female section in the Education Department of AlAhsa region (HRDUF) in order to assess the potential impact of the follow-up process on improving training outputs. Accordingly, future studies should consider the potential widespread application of the follow-up process analysis not only at the other Education Departments but also the other national organizations in Saudi Arabia to improve the training outputs and to enhance work efficiency and competitiveness. In addition, recommendations of this study emphasize the importance to assess the

other dimensions of the follow-up process such as follow-up strategies and techniques that suite the current states of Saudi Arabia.

More importantly, future studies about the follow-up process along with its strategies and techniques should be aligned with the promising objectives and directions of the Vision 2030 of Saudi Arabia towards HR empowerment and productivity enhancement.

References

1. Admin, 2018. Before, During, and After Training: Improving Knowledge Transfer in Your Organization in 3 Stages. [Online] Available at:
   https://www.shiftelearning.com/blog/improving-knowledge- transfer [Accessed 6 Mar 2020].
2. Alsamawi, A., 2014. The Effect of Training and Development (T &D) on Employees' Performance in the Presence of Knowledge Management the Mininstry of Finance in Yemen: As ACase Study, Yemen: Middle East University.
3. Al-Subaiy, N. & AlMulla, F., 2019. Organizational guide for the Human Resources Development Unit, AlAhsa: Ministry of education.
4. Andriotis, N., 2019. Training and Development Challenges and Solutions in the Workplace. [Online] Available at: https://www.talentlms.com/blog/training-challenges-solutions-workplace/ [Accessed 2 Feb 2020].
5. Anear, L., 2018. Training Evaluation: Stages to Success. [Online] Available at https://safetyculture.com/topics/training-evaluation/ [Accessed 15 Mar 2020].
6. Brodie, I., 2019. The Importance of Good Follow-Up. [Online] Available at: https://www.ianbrodie.com/importance-good-follow-up/ [Accessed 17 Feb 2020]
7. Deller, J., 2019. How to Measure Training Effectiveness in 4 Simple Steps. [Online] Available at: https://kodosurvey.com/blog/how-measure-training-effectiveness-4-simple-steps [Accessed 15 March 2020].
8. Engetou, E., 2017. The Impact of Training and Development on Organizational Performance. Case study: National Financial Credit Bank Kumba., Kumba: Centria University of Applied Sciences.
9. Far West Capital, 2014. 5 Benefits of Following Up. [Online] Available at: https://www.farwestcapital.com/blog/5-benefits-following/ [Accessed 5 Mar 2020].

10. Hamid, W. S., Saman, M. Z. M. & Saud, M.S., 2012. Exploring Factors Influencing the Transfer of Training Using a Grounded Theory Study: Issues and Research Agenda, Malisya: Procedia - Social and Behavioral Sciences 56 (2012) 662 – 672.

11. Hendricks, B., 2019. Transfer of Learning in the Workplace. https://study.com, 28 September, pp. Chapter 7- Lesson 4.

12. Kapur, R., 2018. Designing and Implementation of Training Programs in Organizations.[Online] Available at: https://www.researchgate.net/publication/325247443_Training_and_Development [Accessed 11 Feb 2020].

13. Keller, S., 2018. Training Follow-up. [Online] Available at: https://sswm.info/train-trainers/post-training-activities/training- follow-up [Accessed 13 Feb 2020].

14. Khan, I., Mufti, S. & Nazir, A. N. A., 2015. Transfer of Training: A Reorganized Review on Work Environment and Motivation to Transfer, india: International Journal of Management, Knowledge and Learning, 4(2), 197–219.

15. Kurt, S., 2018. Kirkpatrick Model: Four Levels of Learning Evaluation. [Online] Available at: https://educationaltechnology.net/kirkpatrick-model-four-levels-   learning-evaluation/ [Accessed 16 March 2020].

16. Martin, H. J., 2010. Improving Training Impact through Effective Follow-Up: Techniques and Their Application, Cleveland: Emerald Group Publishing Limited - Journal of Management Development 29(6):520-534.

17. Ministry of education, 2019. Human Resource Development Unit: Vision, Mission, Goals. [Online] Available at: http://d.hasaedu.sa/hrd/4815 [Accessed 8 April 2020].

18. Ministry of education, 2019. Human Resource Development Unit: General goal and task. [Online] Available at: http://d.hasaedu.sa/hrd/4779 [Accessed 25 March 2020].

19. Mohammed, H., Abduallah, M., AlFalah, J. & Bker, A., 2019. Evaluation Study to the Impact of Training Programs in the Deanship of Quality and Development at the University of Hail, Hail: Ministry of Higher Education.

20. Pham, T. T., Lingard, H., & Zhang, R. P. (2023). Factors influencing construction workers'intention to transfer occupational health and safety training. Safety Science, 167(March), 106288. https://doi.org/10.1016/j.ssci.2023.106288.

21. ROodriguez, Z., Lopez, M., Gentilini, M., Ruegg, P., 2025. Impact of training dairy farm personnel on milking routine compliance, udder health, and milk quality.

http://doi.org/10.3168/jds.2024-25609.

22. Silberman, J., 2013. 7 Important Tips for Training Success After It Ends. Available at: https://elearningindustry.com/7-important-tips-for-training-success-after-it-ends [Accessed 5 March 2013].

23. Smidt, A., Balandin, S., Sigafoos, J., Reed, V.A, 2009. The Kirkpatrick model: A useful tool for evaluating training outcomes, Australia, Norway, New zeland, USA: Journal of Intellectual & Developmental Disability 34(3):266-74.

24. Srivastava, V. & and Walia, A. M., 2018. An Analysis of Various Training Evaluation Models. In: International Journal of Advance and Innovative Research. New Delhi: International Journal of Advance and Innovative Research, Volume 5, Issue 4 (XIV): October - December, 2018, ISSN 2394 - 7780, pp. 276-282.

25. Verbum Regnum Dei., 2025. The Effect of Training and Development Programs on Millennial Generation Employee Retention in The Service Industry. International Journal of Financial Economics (IJEFE)Vol. 2No. 1January2025, page 214-224.

26. Vimala, V., 2019. Human Resource Development. In: HRD framework. King Faisal University, Suadi Arabia - AlAhsa, pp. 2-15.

27. Vola, E. & Tunga, H., 2016. Training Follow-up, Poland: Wroclaw University of Economics and Business.

28. Watkins, A., 2018. Ongoing Training: Importance of Training Follow-Up. Available at: https://www.eleapsoftware.com/importance ongoing-training- follow/ [Accessed 5 Mar 2020].