11-3-2020

Strategies for improving training impact, retention and transfer in Saudi Arabian border guards

Abdelrahman Ammar A. Alhqbani

Hassan Mohammed J. Qusayri

Wael Khalifa R. Alanazi

Follow this and additional works at: https://commons.wmu.se/all_dissertations

Part of the Education Commons, and the International Relations Commons

Recommended Citation

https://commons.wmu.se/all_dissertations/1433

This Dissertation is brought to you courtesy of Maritime Commons. Open Access items may be downloaded for non-commercial, fair use academic purposes. No items may be hosted on another server or web site without express written permission from the World Maritime University. For more information, please contact library@wmu.se.
WORLD MARITIME UNIVERSITY
Malmö, Sweden
Strategies for Improving Training Impact, Retention and Transfer in Saudi Arabian Border Guards

By
Abdelrahman Ammar A ALHBANI
Hassan Mohammed J QUSAYRI
Wael Khalifa R ALANAZI

From SAUDIA ARABIA

A dissertation submitted to the World Maritime University in partial fulfillment of the requirements for the reward of the degree of

MASTER OF SCIENCE
in
MARITIME AFFAIRS
(MARITIME EDUCATIONAL AND TRAINING)

2020

Copyright Abdelrahman, Hassan and Wael, 2020
Declaration

I certify that all the material in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been conferred on me.

The contents of this dissertation reflect my own personal views and are not necessarily endorsed by the University.

(Signature): ........................................

................................................. :(Date)

Supervised by: ....................................

Supervisor’s affiliation......

Acknowledgements

Abstract
KEYWORDS

Table of contents
Declaration ................................................................. ii
Acknowledgements ......................................................... iii
Abstract ..................................................................... iv
Table of contents............................................................ v
List of Tables................................................................. vii
List of Figures ............................................................... viii
List of Abbreviations....................................................... ix

1. INTRODUCTION

1.1 background

1.1.1 General background: 10
1.1.2 Saudi Arabia border guard’s development history: 11

1.2 Research Problem
1.3 Research’s secondary obstacles and goals

1.3.1 Some of the Training Obstacles in Courses

1.3.2 research’s goals

1.4 Research Questions

1.5 Methodology and Sources

1.6 Scope

1.7 Dissertation outline

2. LITERATURE REVIEW

2.1 Training

2.1.1 Definition of Training

2.1.2 Training of Trainers

2.1.3 The Trainer-Trainee Relationship

2.1.4 Prior Studies

2.1.4.1 Literature on border guard’s training

2.1.4.2 Literature on the importance of training

2.1.5 The Impact of Training

2.1.6 the border guards training

2.2 Transfer of training

2.2.1 The Definition of Transfer of Training

2.2.2 Prior Studies

2.2.3 Theories Supporting the Transfer of Training

2.3 Training Retention

2.3.1 The definition of Training Retention

2.3.2 Prior Studies

2.3.3 Importance of Training Retention

2.3.4 The Impact and Improving of Retention

2.4 Factors that can affect training

2.5 motivation and training theories

2.5.1 motivation theories

2.5.2 Hierarchy of Needs

2.5.2.1 Deficiency Needs vs. Growth Needs

2.5.2.2 Maslow’s Theory Merits

2.5.2.3 Maslow’s Theory Limitations

2.5.2.4 Prior Studies

2.5.3 Kirkpatrick training evaluation

2.5.3.1 Kirkpatrick’s Four Levels history

2.5.3.2 Kirkpatrick’s Levels

2.5.3.3 Kirkpatrick’s Model Possible flaws
2.6 Learning Styles
  2.6.1 Introduction
  2.6.2 The Definition of Learning Styles
  2.6.3 Honey and Mumford Learning Styles
  2.6.4 Prior Studies on Honey and Mumford Learning Styles
  2.6.5 Learning Styles Regarding Border Guard
  2.6.6 Prior Studies on learning styles regarding border guard

3. METHODOLOGY
  3.1 Introduction
  3.2 Systematic Literature review
  3.3 methodology approach
  3.4 target population
  3.5 data collection
  3.5.1 qualitative method
  3.5.1.1 interviews
  3.5.1.2 selecting interviews and questionnaires questions
  3.5.2 quantitative method
  3.5.3 Questionnaire and interviews
  3.5.3.1 interviews
  3.5.3.2 questionnaire
  3.5.4 extra data collection methods
  3.6 data analysis
  3.7 conclusion

4. FINDINGS AND DATA ANALYSIS
  4.1 Introduction
  4.2 Questionnaire analysis
  4.3 Interview analysis
  4.3.1 stage one: training efficiency
  4.3.2 Phase two: motivation role in achieving good training out comes
  4.3.3 phase three: the relation between the trainee and the trainer
  4.4 Summary
  4.4.1 What is the true impact of the trainer and trainee relationship on the whole training program of the Saudi Arabia Border Guards
  4.4.2 What is the role that motivation (of both trainer and trainees) plays in achieving good training outcomes?
  4.4.3 How effective is the current training regime of the Saudi Arabian Boarder Guards and how can it be improved?
5. DISCUSSION OF FINDINGS AND CONCLUSIONS
5.1 Purpose of the chapter
5.2 Discussion of finding
5.2.1 Research Question
5.2.2 Research question
5.2.3 Research question
5.3 Recommendations and limitations for future studies
5.4 Conclusion

6. REFERENCES

7. APPENDICES
7.1 Appendix a: interview
7.3 Appendix b: questionnaire

List of Tables
Table 1 (Honey and Mumford Learning Styles)
Table 2 (comparison between qualitative and quantitative data)
Table 3 (Likert scale)

List of Figures
Figure 1 motivation theories
Figure 2 hierarchy of needs
Figure 3 systematic literature review

List of Abbreviations
MIKSA: Ministry of Interior Kingdom of Saudi Arabia
EADS: Article Contents European Aeronautic Défense and Space Company
FLIR: Forward-looking infrared
TOT: training of trainers
EU: European union
NASBGSU: The National Academy of the State Border Guard Service of Ukraine
KSA: The Kingdom of Saudi Arabia
SSPS: Statistical Package for the Social Sciences
ERG: employee resource group
SLR: systematic lecture review
1. Introduction

In the fast-paced world of today, people are looking forward to learning more about their fields. Most fields today require specific and targeted training hours, for a person to be considered professionally competent. Additionally, most of the graduates today need to have some experience in their field, to apply for jobs. When professionals in advanced medicine, innovative companies, or sophisticated armies are considered, we can see that these individuals have spent hours training for their jobs. The achievement of high levels of competency can be argued to be based on the exposure of such individuals to optimal training strategies. The training strategies that are used by institutions could have several benefits. These strategies allow for the learning and development of employees. Many of these strategies are developed in such a way that training of employees is linked to the organizational goals. Boxall and Purcell (1992) propose that human resource benefit can be attributed to better people working in better-processed organizations. And this can be done by the training programs. A sound training program is necessary for organization to thrive. There are several factors that go into making a training program effective. According to Steiner, Dobbins, & Trahan (1991), the relationship between the trainer and the trainee can impact the result of the training. The study explains that if there is a successful relationship between the trainer and the trainee, the training will eventually be successful. This is because the trainer and the trainee have to spend a lot of their time together, which affects the output of the training. This concept is explained by Mary Helen Immordino-Yang who notes that, “A lot of teachers ... have really strong abilities to engage socially with the students, but then it's not enough. You have to go much deeper than that and actually start to engage with students around their curiosity,

---

2 The Neuroscience of Learning, How the brain learns best, Mary-Helen Immordino-Yang, 2017
their interests, their habits of mind through understanding and approaching material to really be an effective teacher. According to this passage, it could be understood that the author is urging teachers to delve deeper into the interests and the curiosity of the students so that they can teach these students in the best ways possible. This is one of the strategies through which training programs could be made effective.

Many organizations around the world use Maslow’s hierarchy of motivation needs that has been provided by Abraham Maslow in 1962. The concept given by Maslow explains that a person is only motivated once the basic needs have been fulfilled (kopsov, 2019). Motivation to learn is an integral part of training. Motivation theories did not stop with Maslow’s theory. Other theories include (Locke’s goal setting theory, 1990), Herzberg two factors theory (1987), Alderfer ERG theory (2008)) and we will discuss each one of them briefly later so, we can use those theories to create modern training programs. And nothing is more important than motivation to develop better training strategies for individuals. The comprehension of the different levels of needs of the trainees and the ways to fulfill them so that the trainees could move on to the next level, has become a significant part of training sessions (Jerome, 2013).

Another aspect that needs to be considered is that individuals develop their learning styles through different tactics that they find useful. It might be very rare that all the individuals in a training program have the same learning style. According to studies, there are four main modes of learning: activists, inverters, theorists, and pragmatists (Guraya, Guraya, Habib, & Khoshal, 2014). Training programs in today's world can face many hurdles. A lack of adequate training instructors could have an immense impact on the training of the students. These trainers are a significant aspect of effective training. Similarly, there are several other hurdles that trainees could face during their training sessions that has a negative impact on their training. It could also be quite hard for trainers to control all the individuals that are present in the group, which in itself is a significant issue in training.
1.1 Background

1.1.1 General background:

The famous fifth-century BC Chinese philosopher Lao-Tzu is cited by Clark (2012) as writing that, “If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn”. Training is defined as a modified effective and efficient way to raise the performance and skills in various areas of life, and work to improve and develop the individual, whether at the personal, financial, academic or practical level. Van Dersal (1962). Training is a central piece of any organization. Through trainings, the goals of the organizations could be achieved by dividing them into smaller and branching tasks. Training is a term that signifies an individual’s acquisition of knowledge and skills in order to acquire qualified competencies after subjecting themselves to optimum learning experiences to improve their practical, cognitive skills, and effective skills. It is important to train employees so that they become effective, productive, and contribute to the profitability of the organization (Benjamin, 2016).

As explained earlier, the role of trainers in trainings is quite significant. Trainers are one of the key elements that move training to a better and higher level. It is often seen that accomplished trainers are able to teach their trainees in a more effective way (Steiner, Dobbins, & Trahan, 1991). Often, organizations send out one of their employees to be trained according to conventions between the organizations to exchange employees. That particular employee learns all the latest things that have to be learned and returns back to the organization to give the training to the other employees. The same technique has been applied by Saudi Arabia border guards,
where the guards are taught by American experts in the ways of defense (Defense Security Cooperation Agency, 2013). The role of Saudi Arabian guards is quite important in this research. To shed light on the background of this importance, one must understand the Vision2030 policy that has been developed by the Saudi government (Widdershoven, 2018). In the past, the country has relied on oil sources for the growth of economy. The country is one of the biggest exporters of oil, and it is truly reliant on oil. To change that, the current government has proposed Vision2030, which is a plan to develop different sources through which the economy of the country could grow. In the plan, it is included that the guards of Saudi Arabia must also be trained according to the Vision2030 (Shmuel Even, Yoel Guzansky, 2016). These guards will be trained to ensure that the country has a thoroughly established defense system. The training of these guards will be taken up by experts from other militaries from around the world, for example the Americans and the British (Patrick, 2019).

1.1.2 Saudi Arabia border guard’s development history:

The Saudi Arabian border guard development program is called MIKSA for the Ministry of Interior Kingdom of Saudi Arabia. Negotiations between Saudi Arabia and France about this project started since the nineteenth beginning. The MIKSA proposal was the result of discussions between the Saudi Secretary of State, Prince Nayef Bin Abdelaziz, and his French counterpart, Charles Pasqual. A protocol agreement was signed in 1994, but the project remained stagnant for many years to thereafter. As of 2006, Thales (Aerospace company) had planned the deployment of 225 radars covering 5,000 km of coastline and land boundary, along with 400 border posts, defense barracks, rating helicopters, reconnaissance aircraft, and control center in Riyadh (Marieke Brandt,2017).

The possibility of Iraq’s violence returns, Saudi Arabia prompted the building of a fence along the northern border of the Kingdom. This idea became a serious effort in 2006. In October 2006, the Deputy Interior Minister of Saudi Arabia, Prince Ahmed bin Abdel Aziz, announced plans for a 560-mile security fence along the Kingdom’s
border with Iraq. The construction of the fence was scheduled to begin in 2007 and was projected to take five to six years to complete. The Kingdom initially accepted tenders for the $500 million initiative in April 2006. The deal is part of the $12 billion MIKSA initiative to strengthen Saudi border defense around the Arabian Pen (Christopher Boucek, 2016).

The initial tenders were submitted in October 2007, with the aim that the contract would be awarded by the end of the year. Nevertheless, the decision was postponed by the plan to break the contract due to the increasing cost of raw materials, which raised the degree of risk to bidders. The delay was also attributed to Riyadh’s effort to standardize the systems it uses in the broader proposed network. The Saudi government has already invested more than $1.8 billion to improve security at the Iraqi border, according to the Saudi National Security Assessment Project. The joint venture between Al Rashid Trading & Contracting Company and the European Aeronautical Defense & Space Company has secured a SAR 3.4 billion contract to construct a 900-kilometre-long security fence along Saudi Arabia’s northern border with Iraq (Christopher M. Blanchard, 2009).

In 2009, Saudi Arabia signed a deal to build a security fence protecting all of its borders with Iraq, totaling 9,000 kilometers in length. The decision of Saudi Arabia to contract the French-German company EADS N.V. on 30 June 2009. EADS Defense & Security has been awarded (as the prime contractor) a border security program covering the full borders of the Kingdom of Saudi Arabia, following a contract for northern border security that is then underway. This contract was to be concluded over a period of five years and is the largest contract ever to compete as a full solution worldwide. FLIR Systems won a $2.4 million order to supply sensor systems to the Saudi Border Guard Development Program.

The difficulty of protecting the country’s borders lies in the challenging geography—while the northern frontier is largely flat, sandy deserts and gravel plains, the landscape
in the southwest is mountainous. The Saudi-Yemeni border, approximately 1500 km long, has been used as a conduit for smuggling and illegal entry into Saudi Arabia.

By October 2010, Saudi Arabia had set up 119 km of defensive barriers along the Yemeni border to avoid smuggling and infiltration from Yemen. Deputy commander of the Saudi border guards at the Saudi-Yemeni border, Abdul-Aziz al-Sabhi, said that the security barrier had been built in phases, with early tests showing that the rate of smuggling and infiltration had been substantially reduced (Dr. Shaul Shay, 2019).

The terrifying business operation which threat the borders was illegal trafficking in human beings. The successful tribal capture of the Yemeni state has enabled tribal elements to turn their power relations into revenue, but after the 2009 attacks, the attention turned to the fences to avoid infiltrators walking through. In 2013, Saudi Arabia revived the project abandoned in 2004 to create a three-meter (10-foot) fence along its border with Yemen. By 2013, Saudi Arabia was expected to spend more than $20 billion on border fence defense systems. Bordered by Yemen and Iraq Saudi Arabia will use border perimeter protection, including physical barriers, electronic barriers, monitoring and listening devices, and closed-circuit camera (C3) systems (Rupert F. Worth, 2010)

After the murder of the journalist Jamal Khashoggi Germany tended to complete the police training for the border guards after one year of stopping and this training is according to the training programs since 2009 and the last year 70 employees from the military and the Germany police participated in the training program.

The German Federal Police has implemented a series of training procedures in the Kingdom, where the training program includes forty-one training units, including seventeen specialized courses, to be conducted at the Saudi Border Guard Academy as well as in its regional offices. Officials in Berlin have yet to declare the time and place to resume their training. The press spokesperson for the German Foreign Ministry said
that the training courses should focus the transfer of information on the "principles of the rule of law and human rights." (DW, 2019)

The border guards’ trainings do not depend on the foreign training only but there is also, trainings by the Mohammed bin Naif Academy for Maritime Science and Security Studies in Jeddah, Mohammed bin Naif also made a training program for 30 leaders in the border guards and the border guards were serious about this program so 900 officers participated in this training. And this program is considered as a transformation in the nature of the training not only for border guards but also for all the security services because it is one of the sources with develop the leadership skills.

The border guards participated in this program because it is under the supervision of a group of the best experts in the security filed. And Mohammed Naif Academy is one of the most important pillars in the border guard’s training structure and it designed a diploma for the security of the borders and the three-stage strategic skills development program.

1.2 Research Problem

Studding the impact of the current training strategies utilized by the Kingdom of Saudi Arabia and how to improve them so that they are aligned with the Vision2030 plan. And as we mentioned in the historical background Saudi Arabia’s borders are facing certain threat, so the borders require modern techniques for the training.

And also according to the increasing attention to the training programs especially for the needs of the border guards to the training and how training is related to their performance and outcomes so, we can say that training is a main process for border guards and improving it should be a target.
Also, we can see that there is few data in this topic, and it doesn’t take the required attention recently, so this study will be considered as a door for the improvement processes.

Finally, due to the increasing dangers that threaten the Saudi Arabia borders we need to focus on how to keep in touch with the modern technologies to avoid any dangers.

1.3 Research obstacles and goals

1.3.1 Some of the Training Obstacles in Courses

Saudi Arabia has developed Vision 2030 for the purpose of development and organization of all sectors of the government. The country aims to ensure that all of these sectors reach the highest levels by the end of the implementation of the programs so that individuals, the society and the government of the country could have a positive impact. However, there are obstacles in the establishment of these plans, which have been observed through many research works. These obstacles are as follows:

- Although Saudi Arabia has put an emphasis on the training of the various organizations that are a part of Vision2030, the government is not allocating enough funds for these programs. These programs are very useful, especially for the defense guards, yet these programs are not given enough budget (Patrick, 2019).
- The second obstacle is that the significance of transfer of knowledge is not understood by the officials. This means that the needs of the trainees are not being fulfilled, which is a hurdle in their learning. That Craft (2018) notes, for example, that, “If you’re a pilot, knowledge transfer can literally be life-saving. While your business might not directly save people’s lives, it’s critical to the health of your business that you’re able to get the right information to the right person at the right time” (Andy cook, 2020).
- As Saudi Arabia is bringing in foreign trainers for their development programs, the communication between the trainer and the trainees could become an
obstacle. Differences in languages could very negatively impact the training of the people in the Saudi Arabia (Yusuf, 2017).

- The cost of not training the employees is another obstacle that is faced in the implementation of Vision2030. As mentioned above, the Saudi government is not allocating enough funds for the development plans. This leads to the problem of the cost of not training the employees. Michael LeBeouf explains that, “The great principle of management warns of the dangers of ignoring training. If you believe training is expensive, it is because you do not know what ignorance costs” (Michael LeBeouf, 1985). Companies that have the loyalty of their employees invest heavily in permanent training programs and promotion systems” (Benjamin, 2016). This suggests that as the Saudi government is not investing enough in the training programs, it will cost the government in the long run. Unfortunately the managers or training departments are not sure about the importance of applying the entire staff to training and gaining new skills and how this could affect the organization outcome?, Based on the above argument, it could be said that organizations need to develop according to the new information that has been discovered. As the Saudi government plans to move forward, ignoring this particular point, could have a devastating impact.

### 1.3.2 Research goals

This study will explore this particular aspect of Maslow’s hierarchy of needs and other motivation theories and their impact on the motivation of trainees. The study will also discuss the four modes of learning and their importance in training sessions will be further explored so that it could be understood how training methods could be improved. We will also study the impact of training of the trainers and the particular training aspect and the effectiveness of the training strategy. The main goal of this dissertation is to explore the strategies for improving training strategies that are applied to the Saudi Arabian guards. A clear emphasis will be placed on the effective strategies that help in clarifying and communicating the information to the trainees so we can mainly divide our research goals to:

- Improving training strategies.
- Showing the importance of motivation theories for the training impact.
- Showing the impact of the trainee and the trainer relationship.
- Showing the modern learning styles that could help with offering the training programs in a proper way.
1.4 Research Questions

The study will seek to answer the following research questions

- What is the impact of the trainer and trainee relationship on the whole training program of the Saudi Arabia Border Guards?
- What is the role that motivation (of both trainer and trainees) plays in achieving good training outcomes?
- How effective is the current training regime of the Saudi Arabian Boarder Guards and how can it be improved?

1.5 Methodology and Sources

A thorough literature review was be done to understand about the impact of trainer and trainee relationships. To better understand the situation of the training of Saudi Arabia Border Guard’s situation, web-based questionnaires will be developed. The questionnaires will include several questions about the experience of training that the guards as trainees have had, the effectiveness of these training sessions, the significance of motivation and questions about the learning style of the participants. A convenience sampling approach will be taken. The literature sources used will be those that discuss the definition of training the optimization of training outcomes, the importance of motivation, the differences in the training of the trainee and the trainer and their impact on training, as well as literature on learning styles.

1.6 Scope

Before starting our research, we need to scope the main guidelines, and what this study will cover and what we will not be able to cover. We also supposed to show the area that we focus our work in but it’s clearly obvious because our study is about the Saudi Arabia border guards. But we also mentioned the training programs abroad such like Europe training programs.
So we can start what this study will cover and as we mention our main purpose of the study is the development of the training impact so we will cover all of the possible factors on the training processes such as (training transfer, training retention and the learning styles). We also covered the trainee side and opinions about the training and how the training environment affect him, and we helped with improving the individual impact. And the relations between the employees.

Our study focused on the trainee motivations and how to make them receive as much as they can from the training. But this study did not include the modern techniques of the training and the military organizations we just focused on the human resources jobs and the trainees needs for a better result.

1.7 Dissertation outline

We presented this study in five chapters. The first chapter is representing our introduction by giving a general background about the training and a background about the training history in Saudi Arabia which helps with understand the actual steps that the training takes, explaining the main problem of the study and the another major obstacles and goals, the research questions, additionally we showed the scope of the study and the outlines. The second chapter is literature review and it’s considered as the core of the study, the third chapter is the methodology and how we collected our data, the fourth chapter is the data analysis, and the fifth chapter is the study findings and conclusions.
2. Literature Review

2.1 Training

2.1.1 Definition of Training

(Wilson & Cole, 1993) defined training as “a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individuals and to satisfy the current and future needs of the organization”.

Similarly, training is seen by (Beardwell & Holden, 2001) as a planned process which is mainly meant to affect and change behavior, attitudes, skills through the learning experience so as to achieve the required outcomes and the effective performance in a particular field.

And according to (Edwin B Filippo, 2007) training is increasing the employee skills for doing a specific job. So, we can see that the training is an organized process that aiming to improving the technical skills of the employees to prepare them to do their
jobs with an efficient way, so training provide the trainees with verity of skills and gives them the required knowledge. And training is as important as hiring new employees because it helps the new employees to get along with the work nature and helps the old employees to be more efficient and improve themselves.

And we can discuss the reasons that guides the organizations to create training programs in the following points:

- The changes in the work environment: due to the increasing technologies around the word we need to create employees with great knowledge to deal with this progress and to adapt with any future changes. We also need to involve this technology in the learning methods.
- The complex nature of the military organizations: when it comes to the border guards, we can see that the nature of the work is very complex and tough, so the training is necessary to prepare the employees to this environment.
- The relations: every organizations must pay great attention to organize the relations between the employees and this could happen by the training programs.
- To make the organization requirements and the job needs aligned with the employee specifications: sometimes the employees skill and previous experience doesn’t fit properly with the organizations requirements, and to handle this struggle we need training programs to prepare the employees for their jobs and to fill this gap.
- The changes in the job conditions: training isn’t only for the newcomers but it also necessary when it comes to promoting the old employees to a higher position or when we transfer them to a new position. And we also need it to increase the employee’s skills and provide them with new techniques.

And we will show the factors that affect the needs of training the employees in the following points:

- Achieving higher productivity: and when it comes to the border guards the productivity isn’t about the market, but it’s about achieving the organization goals and gaining the required skills and doing the jobs and the tasks efficiently.
- Improving quality: the quality of the training and the employees should always be Up-To-Date to cover all the requirements, and the border guards cannot stick with the traditional training methods because the world is changing every day.
• Reducing the learning periods: training programmed through experienced trainers helps to reduce the training time. But if we left the employees to the try and error methods that will take to mush times and errors is not accepted in the border guards and it couldn’t help them to reach the wright methods to do their jobs.
• Safety: border guards are dealing with new weapons and they have to be aware of all kind of weapons for not harming themselves and training is mainly about this.
• The training also gives the employees the responsibility and the security at the work and this will make them adapt faster.

2.1.2 Training of Trainers

Training of Trainers is the process of improving and honing already existed knowledge and skills of trainers as there is always a scope for upgrading. It is important to train the trainers to help them convey their skills and knowledge efficiently and effectively (Juneja, 2015). This can strengthen and increase the efficiency and performance of the employees, which, in return, will lead to improvement the organization (Kinsey, 2019).

Training of trainers is commonly known as TOT and it’s considered as a processes to make master trainers to train and prepare the new trainers or the less experienced ones. So, the TOT prepares a group of instructors who could transfer the data and the information and teach another group with a proper way. And this help us to have a group of trainers instead of one experienced trainer that will give the training is a longer period.

The TOT main goal is preparing trainers to provide the information with an efficient way, and to have the required information to answer the trainee questions, leading activities that make learning easier for the participants and for the secondary goals it is about strengthen the trainee abilities in:

• Guiding the trainees to the reference materials.
• Take the lead is discussions and arguments.
• To be good listeners.
• Make efficient observations.
• Help the trainees to find their ways to connect between the training and their jobs to apply what they learnt.

The TOT also helps the trainers to learn the importance of the body language and the eye contact and how to control their voices while speaking and talk with clear voices and how to use the proper signals.

And to design TOT sessions all what we need is having enough time to be sure of the efficiency of transferring the information, and to calculate the required time for the sessions we need to know the type and the number of the required topics. We also must involve the following points:

• Previous feedbacks and assessments.
• Information about the trainer and the trainees.
• The previous work.
• Models of the topics and the skills that will be delivered.
• Action planning.
• Planned follow-up support.

And for the TOT objectives the participants in this session will be able to:

• Applying the training and helping them in delivering the information on prepared and organized programs.
• Providing proven, reflective facilitative skills to support learner engagement Practice, critical thinking, and learning skills.
• Display expertise in the delivery of widely used main training strategies, such as brainstorming, processing / process controls, roleplayings, and practice sessions.
• Use sufficient intervention levels when coping with challenging teaching conditions, including disruptive learner behaviors.
• Initiate a specific course of action to improve their potential for preparation and facilitation.

And participating in the TOT programs cannot be available for all the employees but there are some requirements to be effective and to achieve the sessions goals. So, the participants must be highly qualified. And seasoned trainers that shows the following requirements:
• Specialized expertise in professional acquisition and facilitation, and adult learner participation.
• Success in the field and subject champions to be aware of the topics.
• Completion of all the training preparation.
• Ability to provide training (flexible; willing to travel) when required.

Finally, we could see that TOT helps us to reach half of our roads easily with less efforts and helps to save time. It also helps us to make use of foreign trainers to give this session then the participants will be able to give high quality training without a need of sending the trainees abroad to take knowledge and this will save money and be much better for the long-time training processes.

2.1.3 The Trainer-Trainee Relationship

The workplaces such as contexts international organizations or companies are known for its diversity and where multicultural workers meet and socialize, and when other nationalities are added to that workplace, the cultural identity variation expands (Heistad, 2005). Such workplaces need trainers who incorporate culturally inclusive and sensitive techniques and tools into their training programs. These trainers, when designing training programs, should not ignore the cultural differences just because employees work together. Neglecting the employees’ racial and authentic needs and viewpoints may lead to intolerance and misunderstanding (Mari Jo Pesch).

Moreover, this may result in preventing employees from using their diversity which may negatively affect the bottom line (Pesch, 2007). (Williams and Green, 1994) previously admitted that training programs which ignore cultural values and perspectives lead to the loss of credibility and respect. They also suggested that trainer should establish a common ground and should try to be aware of trainees’ culture. Trainers should take into account designing training events which do not make employees compromise the culture (Dilg, 1999), (Gay, 2000), (Garden Swartz and
Rowe, 1998) The trainer-train relationship has its impact on the training, (Iorio, 2013) claimed that establishing an egalitarian relationship is the first step that leads to a participative methodology. Training adult trainees are a challenging activity in which the trainer plays a significant role in making it effective and successful. Once the trainer is not aware of the trainees' realities, his/her performance will be inconsistent with the needs of trainees (Iorio, 2013).

So, we can say that any relation between humans is considered as a fertile ground for conflicts between them and it may develop the dysfunctional relationships. And talking about the relation between the trainer and the trainee, it could be the best example for this conflict, so the senior doctors give a great interest to this relation. And if we neglect the trainee side, we will see that conflicts rise if we have a difficult trainer (supervisor) or because of power inequality and weak communication personalities. And in this part, we will try to solve this problem from the trainee side to show how could these factors be related to the trainer and thus by giving a few recommendations to the organization such as the border guards:

(Define the working relationships nature, Corrupt and inefficient relationships at work, Reasons of conflicts between trainer and trainee in military and how to deal with trainer and trainee conflicts). And we will discuss each point briefly:

I. Define the working relationships nature:

We can imagine that the relation between the trainer and the trainee is like a personal relationship so we can see that any successful relationship is based on the both sides each side had to know his goals and his duties towards the other and they also have to acknowledge the struggles that will face them while achieving those goals and be ready to compromise. we can simply say that working relationships and personal relationships are both consisting of a complex loop that have different people with different personalities and several backgrounds, thoughts, motives and desires, so dealing with other humans are an essential part of our lives and a hard challenge in our working live.
The following are some factors that help to make a strong working relationship that was explored by Garelick and Fagin (2004):

- Clarify the organization goals and tasks.
- Clarity of the structure of authorities, with clear accountability lines.
- The presence of a common objective or targets.
- A chance to participate and contribute.
- The willingness to maintain trust and negotiate.
- Possibility to set aside essential differences.
- Esteem for alternate viewpoints.
- Protection of team's weakest member.
- Good leadership.
- Balance between individual aspirations and corporate requirements.
- Sharing similar experiences of life or cultural background.

II. Corrupted and inefficient relationships at work:

The difference in viewpoints lead to conflict which cause corrupt relations. And we can define the conflict as a dynamic processes That happens between interdependent parties when they experience negative emotional reactions to inherent differences and interference with the achievement of their objectives (Dr. Digvijaysinh Thakore, 2013). We cannot neglect the consequences of work relations conflict because it has a great impact on the work stability and the mental health of the trainees such as depression and psychiatric morbidity. And the factors which affect the disagreements and the conflict are Ambiguities in the definition of roles or where the responsibilities are ambiguous. We can say that one of the most common issues in workplaces is the irrational behavior.

From the trainer or the trainee or maybe both when their charged feelings damage the facts. The other individual may be nervous about raising the issue in an effort to prevent confrontation, feel threatened by someone with greater authority or influence, or assuming a personal motivation, but do not want to sound argumentative. This can
lead to a highly emotional situation with faulty assumptions layer after layer building up to a proverbial house of cards and the advancement of entrenched beliefs. So, we can say that What started out as misunderstanding can therefore lead to a dysfunctional relationship.

III. Reasons for conflicts between trainer and trainee in military:

our study is specifically about the border guards so we need to know what will cause problems in this field to avoid it and to achieve the best relation between the trainer and the trainee. Conflicts appear unavoidable considering hierarchical structure of this field and the continuous change in the staff and the guards and their permanent need for training with all of these changes and their personality differences. And we can divide the main conflict reasons in few points (Daniel Druckman, Jerome E. Singer, and Harold Van Cott, 1997):

- The problem trainee:

The trainee could be might be inflexible, clinically inept, stubborn, have bad time-keeping or organizational abilities, fail to do what is being asked, show poor communication skills, lack motivation, lack educational objectives, or have a hard personality so the conflict could be from the trainer or the trainee.

- The difficult trainer:

It was found that one of the most affecting factors on the trainee satisfaction is the quality of the supervision which provided from the trainer. unfortunately, most times the difficult supervisors are considered as an unsolvable issue for the trainees and you can report that your trainer is not proper. And we can count the problems which resulted from difficult consultant (trainer) in the following points:

- Authoritarian and harassment.
- Controlling.
- Undetermined and disorganized.
- Burnt-out.
- The consultant who is not exist.
- The consultant who is waiting his retirement.
- Poor in teaching and diabetes.

So, we can say that difficult trainer will be known with his reputation of being hard to work with and this is said by their trainees but unfortunately this suspect is ignored with the trainer complains about a new trainee. So, knowing what is making a bad supervisor should be connected to what is the good trainer like and we will show some points that shows the good supervisor on any supervisory from the psychology viewpoint (CLIMB Professional Development and Training, 2019):

- Straddling mentor and evaluator potentially conflicting roles.
- Provide impartial and detailed evaluation in contexts which value the reputation of the supervisor.
- Having experience.
- Being truthful and worth the trainee trust.
- Modeling the values, expectations and experiences differing.
- Tolerant of mistakes and encouraging progress for trainees.
- Offering trainees direct and explicit feedback.
- Open to feedback regarding their own working style.

- Communication problems:

The trainer must have good communications skills such as being a good listener, being open-minded and leave agreement areas, use open questions. And to be a good communicator as a trainer you must avoid mentioning unreasonable opinions and expectations. And they must avoid giving motivations, or warning from consequences or show their filling at workplace under pressure. And bad communication leads to conflict between the trainer and the trainee.

Feedback shows the communications problems because it is considered as a key role for the trainer so he has to be honest, reliable and objective and the feedback has to be in time and based on facts not assumptions and to focus on the performance and the
productivity more than the personality. And finally, it must be private, and it cannot consist something that the trainers cannot change. If the trainee felt judge from the feedback, then the trainer must have a hidden agenda, or he is counted as a bully. The delay of the feedback affects the work in a bad way so the feedback processes must be fast and balanced to ensure the development of the work and to strength motive for trainees. And the final report cannot be a surprise.

- Personality clashes:

We can find conflict also in the personality differences between the trainer and the trainee. And the personality properties of the trainer can significantly affect the relationship health and this characteristic include the trainer who is obsessed details, schedule and organization, unfortunately those trainers are considered as perfectionist, presumptuous, rigid, and stubborn, and frequently rely on others subscribing to their way of doing things. Personality clashes also can occur because of the poor communication or one of the main factors such as religion, gender, racism or and envy that interfere with the relationship on both sides. But our main question that we have to but on mind is (is really the conflict between the trainer and the trainee from the though trainer or it happens when the trainee isn’t suitable for the supervisor Conceptual model of things?)

- Power differential:

The trainer / supervisor also has an interpretative role in relation to the trainee and, therefore, the potential for abuse and the vulnerability of the trainee to the supervisor is evident. The relying of trainees on reference trainers generates a "potential imbalance of power and in some cases may result in intentionally or unintentionally harm to the trainee". This damage may be recognized in the trainee’s evaluation of the trainee when the end-of-post evaluation is completed. A trainer taking a constructive approach to writing complaints and sending e-mails to subvert a trainee’s career may also demonstrate abuse of power.
Likewise, an overpowering consultant could, knowingly or unknowingly, take advantage of the opportunity by undertaking a fault-finding mission. This may become part of a self-fulfilling prophecy. If the trainee is considered as he is a poor performer the trainer may be under pressure and he became more aggressive towards the trainer forgetting addressing the main issues. And this can cause the supervisor to be more criticism and academic humiliation” and this makes the trainee to feel helpless and useless and this can lead the trainee to be a victim for unstable team.

Another result for the power imbalance that it causes a state of confusion for the trainees who wants to change things or add thoughts but they are usually tolerant with the problems and avoid arguments for not losing their training or butting their career in danger. So, we can say that the trainee could feel useless and be afraid of solving current problems and he choose to neglect the problems instead of recuing some bad news. But unfortunately, this attitude enlarges the problem and may make the trainer bully on the trainee.

IV. How to deal with trainer and trainee conflicts:

after knowing the nature of the relation between the trainer and the trainee we could see the importance of this relation and how it impacts the hole work so the stronger this relationship is the better quality we can get from this training. And as we saw that conflicts are the biggest threat for this relation so we will try to give some instructors to deal with these conflicts (John Ford, 2001).

“Conflicts are really a house of cards ... you can bring them down by getting to the bottom and getting to the facts”. To deal with trainer and trainee relations it requires emotional intelligence, being aware of yourself, having ability to control ourselves and the ability to understand and recognize others needs and viewpoints, having ability to give motivation and being good in social skills. We can simply say that reducing work relations rely on understanding ourselves, understanding others needs, knowing our personality, understanding why we love specific people not others and finally knowing that some things would annoy us not others. From the trainee viewpoint conflicts with
supervisors must be solved quickly before it becomes bigger. This should include self-assessment, factual and non-personal thinking about the root of the problem, and informal discussion with a discreet colleague to gain a different perspective. Trainees are supposed to find out how their counterpart got in the post. After that, problems should be debated freely with the supervisor. Even so, there could be supervisors with whom it is hard to describe; consequently, the trainee must involve others in addressing issues that escalate or remain unresolved. And if it found that the supervisor is the source of the problems then we must take some steps to be sure that he isn’t using his power against the trainees:

- The managers who are responsible about the training must act as they are the trainees advocates
- In the case of having trainer who act improperly we must mention a direct approach to the trainees to apply directly.
- We could provide a local committee for trainees to act like a defender for the trainees.
- Finally, the training must be suitable for the trainee health and if the trainee health is affected by work pressure, they have to ask for help from the occupational health department.

We have to say that trainers are confused about taking the previous steps because of the power differences between the trainer and the trainee as we mentioned this power gap cause conflicts it also a factor which make the trainees do nothing so you will find that they do not report about hard trainer because of the bulling, the fear of making everything worse, believing that nothing could be done and being afraid of being the troubles maker at the workplace.

2.1.4 Prior Studies

2.1.4.1 Literature on border guard’s training

(Zalitis, et al., 2016) attempted to analyze the requirements which are imposed on the European Union border guards and the quality assurance in education process in the circumstances of constant changes. In addition, it attempted to propose more actions
which may help define a common standard of quality level the professional preparation of border guards. The study recommendations were as follow:

I. At the EU (FRONTEX) level

- Common principles and requirements should be developed for border guard professional education.
- Quality indicators should be implemented for border guard professional education.
- Quality of border guard education systems should be monitored through the use of standards and assessment criteria.

II. At the border guards training institutions level

- Necessary measures should be ensured to develop quality internal control and assurance, in order to prepare personnel for border guarding institutions in accordance with the defined requirements.

(Bloshchynskyi, 2017) revealed the practical training peculiarities at the National Academy of the State Border Guard Service of Ukraine which specializes in state border security, law enforcement activity, where seniors receive practical trainings which simulate practical actions such as:
  - military engineering
  - fire and medical trainings
  - border guard service tactics
  - personal security

The study found that military training is carried out at The National Academy of the State Border Guard Service of Ukraine (NASBGSU) during lectures to enrich and improve cadets’ knowledge and practical skills in performing duties.

(Häkkinen, P. & Hamalainen, R. (2012) paper aimed at studying both the possibilities and challenges in applying e-learning tools in border check training through making comparison between training of legal issues and border check practices. The paper’s main question was “how e-learning is utilized in and comports with border guard training?”; while its empirical materials were:

- Educational documents.
- E-learning material used in border check and legal training.
Observation and interviews with trainers and teachers at the Finnish Border and Coast Guard Academy.

The paper findings showed that e-learning, along with flipped learning, are useful in practical situations. (Andrii, et al., 2019) the study aimed to analyze the training standards of Ukrainian Border Guards interoperability according to the European Border Guards’ training standards.

The findings of the study showed that Ukrainian Border Guards’ training and educational systems meet the European professional requirements. Therefore, Ukraine can join in protecting different border sectors together with the counterparts from the EU Member States. Furthermore, the study showed several challenges, which are:

- National education and training systems are different
- Training process is still not fully recognized by the decision makers.
- The training sessions at Border Guards Academy are short.

The study recommended that Border Guard personnel should always be improved through:

- Organizing more training sessions and workshops; taking into consideration the latest and best achievements of international pedagogical experience.
- The assistance and support of governmental bodies.
- The co-funding of stakeholders and organizations such as (IOM, UNHCR, ICMPD).

2.1.4.2 Literature on the importance of training

Knowledge is one of the most important economic resources, as well as a source of competitive advantage: effective training is the best and shortest way to instill knowledge (Drucker, 1995). For most organizations, training is seen as an expensive investment. Thus, employers want to make sure that investing in training will bring profits in return (Baharim, 2005).
To overcome organizational challenges and hardships, employees should be well-trained and well-prepared (Quiñones, 1997). Once the desired knowledge, skills, and attitudes from the training have been transferred to the workplace, both the organization and the workers can achieve their goals, as training is the most appropriate and effective tool to improve the productivity and effectiveness of the workforce (Yamin, 2001).

A significant amount of money and time are deliberately and purposefully spent on training by organizations for their employees to acquire and learn new job-related competencies and skills (Cascio, 2000; Noe et al., 2006). According to the US Department of Labor, more than $50 billion is spent by US businesses every year on formal training programs. Another $70 billion is spent on indirect wages when employees attend training sessions. Far better outcomes are expected if the designers of the training take into consideration how and why employees are being trained at the workplace or in meetings (Day, 1998). Organizations should ensure that training sessions result in the desired outcomes, such as improving job performance (Velada, 2007).

(Altarawneh & Aseery, 2016) conducted a study on Training Needs Assessment process at Assir General Educational Directorate in Abha, KSA. The study aimed at shedding light on the challenges, problems, and shortages that Training and Development processes and programs encounter. The study resulted in a practical proposal that help overcome such challenges and obstacles, as well as improve Training Needs Assessment. The study relied on the following methods:

I. Quantitative deductive approach through a survey research strategy.
II. The extended data of military.

The study results showed the following:
• Despite the fact that identifying and assessing individuals’ training needs is very important to organizations, the participants never carried out a single assessment of training needs for the ones they supervise.
• When it comes to identifying trainees, participants never rely on systematic techniques, but rather on own subjective means.
• The most significant training needs’ indicators were moving workers from one workplace to another; workers’ low morale; dissatisfaction of students; increasing complains and finally lack of skills.
• While the main challenges were the lack of training needs’ assessments; absence of qualified training centers; lack of motivation and support from both internal and external environment; lack of time and budget to support the training processes.

The study conducted by (Kattuah, 2013) aimed at investigating the factors which hinder employees training and career development in Saudi firms, in order to come up with new practices which can result in better outcomes for both the organizations and employees. For the purpose of collecting data, the study used qualitative and qualitative methods. The sample was HR directors and training managers from 15 local and multinational Saudi-based organizations.

The findings highlighted that training is with high importance for organizations development and their objectives, and yet, employer commitment towards developing their employees were not obvious.

2.1.5 The Impact of Training

Some studies and researches have highlighted that organizations or employers did not use to invest in on-job training programs and courses which result in the improvement of their employees’ skills and knowledge due to the high cost and expenses of such training programs (Kraimer et al., 2011) (Yates, 2006).

Other studies demonstrated that training programs are means and instruments of developing employees’ self-reliance which benefit the organizations (Saigon et al., 2012). Therefore, employers should have to invest more on training their employees if
they want to build a better work environment which enables employees to effectively carry out the daily tasks (Patel, 2010).

2.1.6 the border guards training

Currently Brigadier Dr. Abdelaziz bin Saeed Al-Asmari, Director of the General Administration of Training at the General Directorate of Border Guard, said that five thousand marine personnel will be trained soon to protect marine installations, and 30 officers will be dispatched to the United States of America for aviation training. On the occasion of the 509 trainees who graduated from a number of courses at the institute of border guards today, under the patronage of his royal highness prince Mohammad bin Naif bin Abdul Aziz, assistant minister of the interior for security affairs, he said that border guard training makes great strides forward, particularly in terms of in-service training, pointing out that the training process is the work spirit and without training there can be no development in any work. Within the framework of the overall border guard development project, training Whether in the northern region or in the so-called integrated regulations currently applicable throughout the kingdom. He also said that "The officers receive navy exercises that last for more than a year, and we have six training centers, including the border guard training center in Tabuk, where many courses were graduated under the patronage of his royal highness prince Fahd bin sultan of Tabuk region (Saudi border guards, 2017).

Among the courses being graduated today, an anti-piracy course was offered to a number of newly graduated personnel who had undergone intensive training within a short period of time to extract hostages from any ship and to capture any ship with terrorists or pirates using modern long-range helicopters and gunboats, including the new ones recently commissioned by the border guards. Al-Asmari explained that there are new courses to be graduated from the institute of border guards in Riyadh, 24 Jumadah al-Ahmah, under the auspices of the director-general of the border guards. There are other courses in Jazan, Najran and eastern, in addition to courses on the job and hypotheses that are conducted in coordination with the armed forces of both the
eastern region and the naval forces with the border guards or the ground forces in the southern regions with the border guards as well (Abdallah saker, 2013).

"We have more than 120 officers in non-commissioned training courses for masters, Ph.D. or diploma courses, and many have been nominated for staff courses, some in the kingdom and others in Egypt, Jordan, Pakistan and Britain, and a group of officers in Britain learning English and others in Germany," he said. The training also includes Advanced Marine media and special equipment would be secured for border patrol teams. And for the newest step towards the development Recruitment of women to the border guard and training in assigned work. The female component is very important to its presence in the border guard, and every year many women are admitted working as inspectors at seaports. And for applying for the border guards’ programs the Admission into the border guard at the beginning of each school year at all border guard training centers and institutes, where thousands of young men wishing to join the border guard are admitted on the basis of the requisite conditions (Gawhara el ghamudy, 2018).

And the training system took many advantages from Europe. They we visited Germany and visited the federal police academy, the German coast guard center, and the police training center in Berlin. And they learned about new techniques, working methods and training. We in Saudi Arabia have modern techniques and long-range plans. Our colleagues in the field in the border areas constantly make seizures of both weapons, hashish and explosives, all because of the intensification of training in how to use the modern technique in the seizure process, including the use of thermal cameras, telecommunications and positioning, and much of the modern equipment, both on maritime and land patrols. The border guards have big training plans for a long time, particularly on-the-job training. Many training plans have been implemented in agreement with our colleagues training managers in the regions and sector commanders. We have launched workshops in Riyadh and Jeddah.
Finally, we can say that the training program is taking every single detail in mind and they took to many steps towards the developments. They also taking the foreign countries experts and make use of it in the new security and this make the training more efficient and adding women in the training programs this is so important for the new movements in Saudi Arabia’s vision.

2.2 Transfer of training

2.2.1 The Definition of Transfer of Training

When attending a training course, the most significant criterion is to transfer the knowledge and skills employees learned back on the job (Towler, 2019). As the ultimate goal of training the employees is to apply and transfer what they have acquired during the training period to their work (Mourakani, et al., 2015).

Transfer of training is defined as the tool which indicates training effectiveness; the degree to which trainees apply what they have been learned on the job (Salas et al., 2012).

Unless employees are not forced or obligated by the employers to transfer the skills and knowledge they learned; the former is more motivated to do so. When employees participate in setting transfer goals, they get more motivated to learn new skills early on, and that can increase application over time (Huang et al., 2015).

2.2.2 Prior Studies

(Mourakani, et al., 2015) study is meant to look closely into the transfer of skills and knowledge acquired by trainees to the workplace. The researches relied on qualitative and quantitative methods application, along with two survey, interviews, and a questionnaire, to achieve the study objectives.
The statistical society of the study was employees and chairmen who joined a training course held by Tehran Municipality between 2008-2011. While the statistical sample contained 282 persons who were randomly selected.

The findings of the study showed that Tehran municipality’s employees do transfer what they have learned during the training course to the workplace, and that personal and organizational elements have a significant impact on transferring (Mojgan Abdollahi, 2017).

However, the big amount of work, together with the insufficient preparation of the courses were the obstacles in transferring.

(Wedchayanon, 2018) study aimed at evaluating the behavior of trainees regarding knowledge, attitudes and skills and determining the crucial factors affecting the trainees’ transfer of training in the Metropolitan Waterworks Authority’s middle management training program, Thailand.

The participants were trainees, supervisors, and co-workers. The study used qualitative and quantitative methods, conducting a questionnaire in order to identify the key factors of the transfer of training. It also made interviews with the trainees and their supervisors. The results proved that the trainees’ characteristics and the organizational culture are key factors influencing on training transfer.

2.2.3 Theories Supporting the Transfer of Training

In addition to what have been stated earlier, plenty of renowned academicians and specialists have studied the importance of the transfer of training. For instance, (Baldwin and Ford 1988) divided transfer of training determinants into:

I. training inputs (training design\ trainees’ characteristics\ work environment)
II. training outputs (learning\ retention)
III. the conditions of transfer (training maintenance and generalization)
(Nikandrou et al., 2009) on the other hand, divided the factors affecting the transfer of training into:

I. factors stem from the trainees (including motivation, personal goals, ambitions)
II. factors stem from the training program (including scope and objectives of the training program, available equipment, adopted methods and techniques)

Motivation to transfer of training largely rely on the learner readiness, presumed (Kirwan and Birchall, 2006). On the contrary, (Velada et al., 2007) claimed that transfer of training is associated with the following:

- training design
- self-efficacy
- performance
- training retention
- feedback

(Grossman and Salas, 2011) had another viewpoint of factors underlying the transfer of training, which are:

I. training design (behavioral modeling, realistic training environment, error management)
II. trainees’ characteristics (motivation, cognition, self-efficacy)
III. work environment (support, climate of transfer, opportunity to perform, follow-up)

2.3 Training Retention

2.3.1 The definition of Training Retention

Undoubtedly, there are a bunch of definitions of training retention, e.g. (Kavitha et al., 2011) state that it is a responsive; the effort exerted to keep well-qualified employees in the organization.
(Aruna and Anitha, 2015) consider it the process of improving the skills of the employees through attending job-related training and coaching courses or programs so as to be more committed and loyal to the organization.

2.3.2 Prior Studies

(Brum, 2007) study results demonstrated that the more trainings the employees are introduced to, the more committed they become to the organization.

While (Kyndt et al., 2009) highlighted that training is the most appropriate way that changes the employees’ thoughts of turnover. (Owens, 2006) study had a similar result that training has a correlation between commitment and turnover. (Ahmad, 2013) conducted a study for examining the impact of training practice on employees’ retention. The number of participants were one hundred who were selected from both public and private organizations.

To analyze the data collected, the researcher used the descriptive statistics, correlation and regression analysis techniques. The results of the study showed that training practice has a great impact on the employees’ retention.

(Omoikhudu, 2017) study aimed at demonstrating both training and development impact on employees’ retention in Mark and Spencer retail sector, Dublin. As coaching and training is considered effective strategic approaches for upgrading the enhancing employees’ roles and performance.

Employees’ retention, especially well-skilled ones, is a major issue in organizations worldwide, which has called for developing new strategies which can minimize the turnover.

The research depended on questionnaires and (SPSS) for collecting and analyzing data, along with scale descriptive, case processing, scatter plots, Pearson correlation. The
study figured out that there is no significance impact of coaching and training on employees’ retention. Still, there are several factors which have great effect on employees’ retention, such as:

- financial and non-financial reward
- work environment
- sufficient salary and wages
- employees and managers relationship
- developing of employees’ skills

### 2.3.3 Importance of Training Retention

Organizations, due to globalization and competitiveness, constantly attempt to retain well-skilled and talented employees as they are key factors in the development and achieving the desired organizational goals (Mobrman, 2007).

Qualified employees’ retention has a great impact on the organization development, through giving them the opportunity to make decision, developing training programs to improve their skills, ensuring work-life balance with a good salary (Carmeli, 2005). Moreover, (Grawitch et al., 2006) outlined that regular training programs and courses held in the workplace not only minimize the employee turnover, but also maximize their performance, loyalty and commitment towards the organization and its goals.

### 2.3.4 The Impact and Improving of Retention

The loss of well-qualified and skilled employees is the biggest challenge for business and organizations (McCarthy et al., 2003). The availability of training courses and programs in the organization schedule or plans can prevent qualified employees from seeking another job vacancy in another organization (Taylor, 2014).

(Taylor, 2002) suggested the most appropriate way for employers identifying the reasons fall behind employees’ turnover, which is to ask them personally what the problem is. (Hughes, 2018) outlined that considering retention when planning for
employees’ training is essential and important. The author suggested some strategies, like:

- The material should be reintroduced
- The information should be activated
- The use of spaced repetition
- The fact that trainees remember the skills and knowledge gained during training

### 2.4 Factors that can affect training:

There are different factors that can affect the training efficiency and those factors can be from the environment, trainers and supervisors, the content of the training programs, and how it’s provided for the trainees and the lectures itself. All of these factors could harm the training results if we ignored them and we will discuss them below:

- The individual’s factors: Every time humans are involved, in any kind of activities they affect mainly of the environment and specifically on the process they are going through. And this is applied also in the training process. And as we know it as transferring information and knowledge from experienced person or an expert to a new learner. And the main parts in this process are clear the employees themselves who are seeking to improve their skill by training and the trainer who is responsible to deliver the information for this staff and these are the main two parts and we can also consider the authority who organize and design the training as a third part of the process, because they participate in observing the previous trainings and evaluate them. (Birdi 2005).

- The human resource policies: This was illustrated by Haywood and focused on the human resource strategy developed for training programs. As he has pointed out, an excessive number of training programs affect the main objective of training, which is skill development, and change (Haywood 1992).

- Organizational factors: All appears to be influenced by its context and climate, and so even with organizers of training. Birdi believed the lack of managerial support could curb the influence of innovative training. Inconducive climate influences efficacy of training (Birdi 2005).

- Other factor: Additionally, to Fischer and Ronald open mindedness is a factor in successful preparation. Training has been reported to be as successful as the learners and instructors are open-minded (Fischer 2011). Driskell claimed that the form of training performed, the quality of training and the skill of the training equally affect the training
outcomes. Achievement depends on how the trainer and his / her material performed the training (Driskell 2011).

2.5 Motivation and training theories:

Having low self-esteem can lead the trainers and the trainees to struggle with bad mood, doing less work with poor quality and suffer on their relations with the others. But in the other hand high self-worth can lead to not being able to learning from experiences especially the failure, so we can say that in developments and projects trainers and trainees managing self-worth is an important skill itself. so the managers and the supervisors use all the proper sources in their work to achieve balance in the employees confidence and self-esteem. And in this part, we will show the importance of motivation in the process pf development (Roy Baumeister, Joachim Krueger, 2003)

- Expenses, benefits, and ethics workers development

Before making any decisions from the managers about training, leading or employee investments they have to regard the value of improving the trainers self-worth and this belief came from many sources so before putting the cost of training programs the managers have to think about if the training will improve the productivity of the work and achieve the individual progress or not? (Joan Tanner, 2017)

From the moral view point the answer is yes but in the other hand spending time and money in developing the training and motivating the trainees by focusing on the personal development can cause a crisis.

- Self-worth

Trainees may develop a low part of self-worth through the feeling of being not suitable and the negative talks or actions. A vicious cycle may arise that can spin out of control if left uncontrolled by themselves or others.
The training program must include hr, members who have the responsibility of following the trainers and the trainees and know if they have and issues with self-worth especially when their emotions and filling affects their productivity in work. And in military field if we find people who are seeking for learning and developing, and this shows that the training is using proper motivations for the employees. And achieving this kind of environment is not easy but putting your investments in the trainees and trainers will enlarge the value of the workforce and strength the loyalty of the trainers and the trainees.

- **Knowing the trainees and trainers’ motivations**

  The key for increasing self-worth is understanding and motivating the workers. And the training helps the employees to understand their role in the army and the importance of their performance for the outcome mission and goal. And the most times the employees become more motivated when they understand the nature of their work and the effect of it on the community but the training on the basic skills for army not like the motivation training everyone is responsible on a part of the trainee and the trainer the physical part and the mental one. Sometimes you will find that the employees are known as the managers or maybe more due to their work quality and productivity is better. In some trainings they miss the education and the tools to achieve their training requirements. Departments can improve their work outcomes and quality by training and this cause happiness to the trainees and the trainers and they become more optimistic about the development and give a higher attention to self-worth.

- **People Are assets that need to be built**

  We have to look at the training and developing changes as it is an investment in the human resources so when you need to make a training for your employees you have to mention the value of your employees. Demonstrating a clear roadmap for succession, a dedication to training and growth and a long-term commitment to career progression for employees is crucial. Improving self-worth plays a modal role in
reinforcing the loyalty of the trainees towards their work. This will also allow most workers eager to organize their learning and growth to meet organizational needs. As a result, the company should develop an optimal environment for learning and development.

We can also see that there are many motivation theories that proves the importance of motivation for human being and many models of training that helps to provide the best environment for the training.

2.5.1 motivation theories:

- **Maslow’s hierarchy of needs**: (in the 1940s and 1950s) this theory divides or needs into five categories starting with the physiological needs and continuing through safety, belonging and love, esteem, and self-actualization. This theory is one of the oldest and to motivate people according to this theory you need to achieve the basic needs for the human and use is as motive so the trainee will reach the last stage on the pyramid and works on his productivity.

- **Alderfer’s ERG theory**: (in 2008) this theory divides human needs into three categories (existence needs, and this includes physiological and physical safety needs, relatedness needs and this includes Maslow’s social needs and esteem needs, growth needs and this includes self-actualization needs). And this theory agreed with Maslow’s that unsatisfied needs motivate people. This theory also says that if the managers focused on only one need, they will not be able to motivate the employees efficiently, and for individuals the sequence and the priority of the tree categories changes.

- **McClelland’s theory of needs**: (in 1960s) this theory is built on Maslow’s work, but this theory focused on existing needs more than developing needs. He divided the tree motivators for humans into (achievement a need for accomplish something, affiliation a need for love, power a need for controlling others work). McClelland found that strong needs for achievements people can come the best leaders so we can work on the achievements motivations to crate the best trainers.
• **Herzberg’s two factors theory:** this theory says that there are motivation factors that cause work satisfaction and there are hygiene factors that cause dissatisfaction. And those factors are:
  - Motivation factors:
    - Achievements.
    - Recognition.
    - Work.
    - Responsibility.
    - Advancement.
  - Hygiene factors:
    - Company policy.
    - Supervision.
    - Salary.
    - Interpersonal relationships.
    - Working condition

And we need all those factors to be sure that the employee is not dissatisfied and to motivate the employee to a higher performance.

• **Skinner’s reinforcement theory:** this theory is based on skinner’s conditioning theory which, says that behavior can be performed by its consequences. And this theory has two ways:
  - Positive reinforcement and this are by rewards or positive feedback for employees to motivate them.
  - Negative reinforcement and this are by punishments to stop the employee tendency for bad habits.

And this theory says that positive reinforcement is better than the negative one for motivation because using the negative reinforcement you are only stopping the bad behavior without giving any solutions and this creates a gap between the trainee and the trainer.

• **Vroom’s expectancy theory:** this theory helps to understand how people choose from available actions. And this theory defines motivation as process which affects out chooses among alternatives. And motivation is determined by three factors(expectancy and this when you believe that more work will result better performance, instrumentality and this when you think that there is a relation between activity and goals .work hard and you will be rewarded, valence when you reach the stage of valuing the results of success and the reward). And vroom think that motivation is a result of multiplying expectancy, instrumentality, and valence.
• **Adam’s equality theory:** this theory says that people are motivated when they are treated equally. So according to this theory employees compare their contribution in work and costs of their actions and the results to the others. And if they found that the ratio of their inputs/outputs to the others ratio is not equal then they will be motivated to reduce the inequity.

• **Locke’s goal setting theory:** this theory depends on setting specific challenging goals and achieving this goal is the key to motivation. And those goals guide our attitudes to reach that goals.

### 2.5.2 Hierarchy of Needs

We will focus of Maslow’s theory because it has been stated earlier that Maslow’s Hierarchy of needs plays a significant role in training, especially for the guards, and has impact on the motivation of trainees. Basically, Maslow's hierarchy of needs is a five-stage model of human needs as shown in the image below. It is a pyramid indicates a motivational theory in psychology. Maslow’s hierarchy lowest stage represents the basic needs, and it gets more complex as it goes to the top.

The hierarchy needs from the bottom upwards are physiological needs, safety needs, love and belonging needs, esteem needs and self-actualization needs.
2.5.2.1 Deficiency Needs vs. Growth Needs

Maslow claimed that the needs mentioned earlier are similar to instincts and affect behavior (Taormina and Gao, 2013).

Deficiency needs are lower-level needs, including Physiological needs, security needs, social needs, and esteem needs. These needs are supposed to be satisfied to avoid unpleasant consequences (Cherry, 2019). Growth needs are highest level, it stems from a desire to seek self-actualization, understanding and knowledge (Maslow, 1970).
When growth needs are met, motivation increases. On the contrary, when deficiency needs are met, motivation decreases. Therefore, it can be said that the difference between growth and deficiency needs are the change in motivation (Maslow’s Hierarchy of Needs, (n.d.)).

2.5.2.2 Maslow’s Theory Merits

Maslow’s theory of motivation has been widely appreciated due to (Kunchala, 2017):

I. It’s understandable, simple, dynamic and easy applicable.
II. It enhances the employers and organizations’ understanding of how to better motivate their employees.
III. It identifies the similarities and differences among humans.
IV. Its incisive insight into human nature.

2.5.2.3 Maslow’s Theory Limitations

I. Not all individuals are governed by the same needs Maslow suggested.
II. The theory can’t be supported empirically.
III. The theory shows no accurate relationship between needs and behavior.
IV. The operationalization of Maslow’s concepts. Therefore, it cannot be tested.
V. Maslow’s hierarchy-of-needs is limited and cannot be measured and generalized across all humans (Kunchala, 2017).

2.5.2.4 Prior Studies

Employees’ motivation has been one of the most significant duties for the management, and has been also the main issue for plenty of organizations and companies, bearing in mind that new approaches are being investigated by researchers in order to enhance traditional motivation theories, and, of course, develop new ones (Steers, 2004).

Motivation is defined as “the reasons underlying behavior” (Guay et al., 2010). It’s more like “the attribute that moves us to do or not to do something” (Broussard and Garrison, 2004).
Maslow explained that motivation arises when we attempt to fulfill five basic needs, which are: physiological, safety, love/belonging, esteem and self-actualization (Hartzell, The Needs Theory).

Regarding employees’ motivation, Maslow’s hierarchy of needs theory explains that financial and compensations incentives have great impact and effect on motivation, as it secures physiological needs (like shelter, food, clothing, and reproduction), as well as safety needs (like health, property, resources, and employment) (Oleson, 2004).

Moreover, training plays an effective and crucial role on Maslow’s hierarchy of needs.

- On safety level: a well-trained employee performance is safer than a non-trained one.
- On love and belongings level: training helps employees socialize with other co-workers who share the same interests.
- On esteem level: the more training the employees receive, the more productive and confident they become.
- On self-actualization level: training gives the employees the opportunities to think out of the box, to innovate, to brainstorm. (Benson et al. 2003).

2.5.3 Kirkpatrick training evaluation:

Every time we create a training for any organization, we need to think is it effective? Do the trainers and the trainees apply what they learned? And does it have a positive effect on their job and on the wider organization?

So, Kirkpatrick training is the best way to answer these questions because you can use it to measure the impact of your training and know how much your training members learned and how you can improve your training in the future. So, we will explain how to apply Kirkpatrick model in border guard training evaluation.

2.5.3.1 Kirkpatrick’s Four Levels history

Former Professor Emeritus at the University of Wisconsin Donald Kirkpatrick first published his model in 1959. In 1975, and again in 1993, he revised it when he wrote his best-known book, "Evaluating Training Programs."
Each successive level of the model is a more accurate measure of the efficiency of the training program. It was further developed by Donald and his son, James, and then by James and his wife, Wendy Kayser Kirkpatrick.

James and Wendy revised and explained the original theory in 2016 and presented the "New World Kirkpatrick Model" in their book, "Four Levels of Training Evaluation." One of the key changes is stressing the importance of making training applicable to the everyday work of people.

2.5.3.2 Kirkpatrick's Levels

The four levels are Results, Learning, Behavior and Reaction. We take a closer look at each level and discuss how to apply it below.

I. Level 1: reaction

How people reacted to the training helps you understand how well they received it. Because we want people to feel valuable for the training. Measuring how dedicated were, how involved they contributed.

This also helps you to develop future projects, by finding relevant issues that might have been lacking.

And we will provide some questions that help in taking the trainees reactions:

- Did you think that the training worth your time?
- Did you think that the training was successful?
- What was the training strengths and weaknesses?
- Did you like the theme of the location and of the presentation?
- Has the training session suited your personal styles of learning?
- Were the training activities attractive?
- What are the three most significant things you've learned from this training?
- How do you intend to apply what you have learnt in your work?
- Which kind of help do you need to apply which you learned?
After choosing the questions we need to know how we will measure the people reaction. We can use surveys and feedbacks, or we can notice the body language of the trainees at the sections and sign the progress.

II. Level 2: learning

Level 2 is geared towards measuring what your trainees have and have not learned. Level 2 also measures what they think they will be able to do differently as a result, how confident they are that they can do it and how motivated they are to make changes in the New World version of the tool.

This level illustrates how training has developed its skills, attitudes, and awareness, as well as confidence and dedication.

Start by determining what you want to test to assess how well your trainees have learned. Training sessions will have common learning objectives, so make your point of departure.

Depending on the goals, you can calculate learning in various ways. But, measuring these areas before and after training is helpful.

Test your trainees in order to determine their knowledge, skill levels and attitudes before the training commences. Instead, after the training is through, assess the trainees a second time to evaluate what they have learned, or evaluate their learning through interviews or verbal assessments.

III. Level 3: behavior

This level is designed to help you understand how well people apply their training. It may also show where support people can need. Yet behavior, only when circumstances are favorable will alter.
Imagine that, after a training session, you are assessing your team members. You can see little change, and you conclude that they have not learned anything, and the training has been inefficient.

Nonetheless, it is likely that they have learned a lot, but that behavioral improvement is obstructed by the corporate or team culture. Existing processes may mean there is little room, for example, for implementing new thought.

As a consequence, the people don't feel comfortable or see little chances to apply new information. And maybe they haven't had enough time to put it into action.

Make sure that you develop processes that encourage, strengthen and reward positive behavioral changes. The New World Kirkpatrick Model calls these processes "required drivers." When a member of a team makes good use of a new ability, stress this and thank him or her for it.

Effectively assessing actions is a gradual process which will take place over weeks or months after the initial training. Questions to pose are:

- Have the trainees used some of their learning?
- Are trainees in a position to teach others their new experience, skills, or attitudes?
- Are trainees aware that their behavior has changed?

Observations and interviews are one of the easiest ways to test behaviors. Another is integrating the use of new skills into the tasks you set up your team, so that people have the opportunity to show what they know.

**IV. Level 4: results**

At this level, the final results of your training are analyzed. This includes results that you or your organization have chosen to be good for business and good for your team members, and that show a good return on investment (ROI). (In addition, some adapted versions of the model have Level 5, dedicated to ROI work).
Level 4 would definitely be the most time-consuming and costly. Our biggest challenge will be identifying which outcomes, benefits, or final outcomes are most closely linked to the training and finding an effective way to measure those outcomes in the long run.

Modern trainers often use the Kirkpatrick model backward, by first stating the results that they want to see, and then developing the training that is most likely to deliver them. This helps to prioritize the goals of the training and make it more effective.

2.5.3.3 Kirkpatrick's Model Possible flaws

The model of Kirkpatrick remains common, but it should be used with caution. The basic framework is now over 60 years old (despite its numerous updates), and in this period the ways in which people learn and organizations work has fundamentally changed. Even the word "reading" was essentially substituted for "learning and growth."

One downside is that Levels 3 and 4 are time-consuming, resource-intensive, and costly to implement, which could yield the most valuable knowledge for the company. But for all organizations, the model might not be realistic, particularly if you do not have a dedicated training or HR department to perform the research. And it is not ideal for every situation, like one-off training.

Most significantly, there are many ways in which organizations adapt and these changes impact attitudes and outcomes as well as preparation. For example, tangible retention and productivity gains may result from the introduction of a new manager, or rather from a new computer system, rather than training. Or it could be a mix of those.

Finally, Kirkpatrick's model is great for evaluating training in a "scientific" way, but with so many possible variables, Level 4 may be limited in its usefulness, so we need to focus on the results during out border guards trainings because we need to be
accurate about the outcomes. So, we can mention our results and goals from the begging of the training to make easier for the improvement.

2.6 Learning Styles

2.6.1 Introduction

When learning something new, the first question naturally rises is “what” we are learning. But what about asking the question of “how” we are learning. Educators claim that the more we become aware of how we learn, the more effective learners we become. The best method of learning depends on the context, the task and the learner personality (Abidin, M.J.Z., Rezaee, A.A., Abdullah, H.N. and Singh, K.K.B).

Learning style preferences have been the major research topic for many academicians and policymakers (Christou and Dinov, 2010), (Abidin et al., 2011). Instructors should understand the learners’ learning style preferences as it helps them adopt and use the best teaching style.

Consequently, the ability of learner comprehension increases, and his/her performance improves. Knowing and understanding the learning styles enables the faculty ability to construct new opportunities based on learners’ experiences (Massey et al., 2011). For better performance, learners should be grouped according to their learning styles (Bachman, 2010).

2.6.2 The Definition of Learning Styles

Learning styles can be defined as “characteristics strengths and preferences in the way they take in and process information” (Felder, 1996). While (Dunn, 1990) defines it as “the way each learner begins to concentrate, process, and retain new and difficult information”.
Another definition which was adopted by (Keefe, 1979) says that learning styles is the “characteristics of the cognitive, effective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to learning environment”.

On the other hand, (Rosati, 1999) sees it as “the way in which a learner prefers to take in and process information”.

While (Loo, 2002) describes learning styles as “the consistent way in which a learner responds to or interacts with stimuli in the learning context”.

Finally, (Honey and Mumford, 1992) says that it is “a description of the attitudes and behaviors which determines an individual preferred way of learning”.

**2.6.3 Honey and Mumford Learning Styles**

(Honey and Mumford, 1986b) designed a questionnaire which can identify the best learning styles. Table (1) below shows the four learning styles.

<table>
<thead>
<tr>
<th>Style</th>
<th>Learners who.</th>
<th>Strengths</th>
<th>Criticism</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activists</strong></td>
<td>Participate in new experiences.</td>
<td>Skeptical learners.</td>
<td>Involved in new experiences without thinking of consequences.</td>
<td>Role-play.</td>
</tr>
<tr>
<td></td>
<td>Prefer to take the lead.</td>
<td></td>
<td></td>
<td>Brainstorming.</td>
</tr>
<tr>
<td><strong>Reflectors</strong></td>
<td>Prefer to stand back, observe, investigate, study</td>
<td>Thoughtful and cautious learners.</td>
<td>Slow at making decisions.</td>
<td>Coaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Interviews.</td>
</tr>
<tr>
<td>Theorists</td>
<td>Pragmatists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>all possibilities, and then</td>
<td>Study the theories underlying the actions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make decisions.</td>
<td>Think vertically and objectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careful and methodical.</td>
<td>They question and probe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good listeners</td>
<td>Rational and logical learners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take no risks.</td>
<td>Intolerant of uncertainty, ambiguity, and very</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannot lead a group.</td>
<td>restricted in lateral thoughts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadlines are obstacles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing activities.</td>
<td>Quotes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paired discussions.</td>
<td>Stories.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Models.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theorists</th>
<th>Pragmatists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try out ideas, techniques and</td>
<td>Practical and down-to-earth</td>
</tr>
<tr>
<td>theories with feedback from</td>
<td>Learners.</td>
</tr>
<tr>
<td>experts.</td>
<td>Pragmatists copy an example; emulate a role</td>
</tr>
<tr>
<td>They prefer to get on with</td>
<td>model.</td>
</tr>
<tr>
<td>Things: act quickly and</td>
<td>Technique-oriented and realistic.</td>
</tr>
<tr>
<td>confidently on ideas they</td>
<td></td>
</tr>
<tr>
<td>prefer.</td>
<td></td>
</tr>
<tr>
<td>Learn through practical tips.</td>
<td></td>
</tr>
<tr>
<td>Impatient with open-ended</td>
<td></td>
</tr>
<tr>
<td>discussions.</td>
<td></td>
</tr>
<tr>
<td>Reject anything without an</td>
<td></td>
</tr>
<tr>
<td>obvious application.</td>
<td></td>
</tr>
<tr>
<td>They are not interested in</td>
<td></td>
</tr>
<tr>
<td>theory or basic principles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 (Honey and Mumford Learning Styles)
2.6.4 Prior Studies on Honey and Mumford Learning Styles

(Mak et al., 2007) aimed at determining the learning styles preferred by postgraduate and undergraduate students in the Hong Kong Polytechnic University and finding out the correlation between learning styles preferences and the students’ gender and discipline. The results revealed that the reflector style is the best style, then came the theorist style, then the pragmatist style, and last came the activist style.

In addition, the results showed no significant correlation between learning styles preferences and the students’ gender and discipline. (Oravecova, 2009) study took place in University of Žilina, Slovakia. The study attempted to investigate the students learning style preferences.

The sample included 253 participants from different faculties and departments. The results of the study showed that the most preferred learning styles were the reflector and activist.

Similarly, the study conducted by (Chan and Mar, 2010) found out that the most preferred learning styles at the Institute for Tourism Studies of Macao, China were also the activist and reflector styles.

While (Fleming et al., 2011) highlighted that the reflector style was the most preferred learning style in the first and final year. The study also reported that there is correlation between learning style preference and the age.

(Aziz et al., 2013) study investigated the learning styles preferred the most by pharmacy students in the University of Malay, Malaysia. The findings demonstrated that reflector learning style was the most preferred style, while that activist was the least preferred.
2.6.5 Learning Styles Regarding Border Guard

Since our study concerns with border guards, we will try to state the learning and training styles which are exclusively carried out in that field.

For example, the learning utilized in The Finnish Border and Coast Guard Academy is constructive alignment, in which teaching aspects are all aligned (The Finnish Border and Coast Guard Academy, 2018). According to constructive alignment, border guard issues should not only be taught through lectures, but also through practical activities related to border security.

As the most significant part of border guard training is the obligatory internship period, which is emphasized in pedagogical studies (Vesterinen, 2002).

Constructive alignment can be defined as “a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes (LOs) in a way not typically achieved in traditional lectures, tutorial classes and examinations” (Biggs, et al., 2011).

E-learning is another excellent type of learning for border guard academy and institutions, which was developed for trainers. E-learning can be defined as “the use of computer and Internet technologies to deliver a broad array of solutions to enable learning and improve performance” (Ghirardini, 2011).

According to (Ghirardini, 2011) the quality of e-learning is enhanced by several factors, which are:

- The e-learning content is learner-centered.
- The e-learning content is segmented for new knowledge to be assimilated.
- The e-learning content is motivating and engaging.
- Learners’ interaction is sustained.
- The e-learning content reflects learners’ interests and needs.
Furthermore, both the environments and the methods of E-learning play a significant role in the blended learning.

**Blended learning** can be defined as “a combination of two fields of concern: education and educational technology” (Chew, et al, 2008), or it’s a combination of “face-to-face instruction with computer-mediated instruction” (Graham, 2006). Blended learning, comparing with purely face-to-face and purely online classes, is more effective (Guia, 2018).

Blended learning can also lower the educational expenses since the online space is the classrooms. The use of E-textbooks, which can be easily accessed to, reduces the educational costs (Robbins, 2016).

**2.6.6 Prior Studies on learning styles regarding border guard**

(Milhem, et al., 2014) study aimed to identify HR training strategies, theories and kinds of training. The study presented several training strategies (e.g. Improve Employee Performance: Duplicate Effective Training Programs and Identify Issues), training theories (e.g. Scientific Methods; Situated Learning or Cognition; Constructivism and Experiential Learning Theory) and training styles (e.g. On-The-Job and Off-The-Job Training; Team Training; Mentoring; Simulation; E-Learning).

The study concluded that developed training programs, along with organization strategy, are important steps to achieve desired objectives, while training theories help find the most appropriate approach of training.

Furthermore, the study results proved that the most successful organizations primarily invest in training programs, rather than organizations (Kraiger, 2003). As the former leads to better individual and organizational outcomes (Tharenou et al., 2007).
3. Methodology

3.1 Introduction

Methodology chapter will help us to describe our taken actions to understand the research problem and how we choose the proper methods in collecting and analyzing our data. And this chapter will help the reader to evaluate the research validity and reliability because the data selection affects the results. And the main two questions in this chapter are how we collect our data? And how we analyzed it? Kallet, Richard H. "How to Write the Methods Section of a Research Paper." Respiratory Care 49 (October 2004): 1229-1232. And we will apply these two questions in our research. And collecting the data depends on the study main questions so this chapter is mainly based on how we can collect the data which can help answering the study questions?

3.2 Systematic Literature review

It is a method to define, review and analyze all available research data, to provide answers to a specific research query. • A secondary type of analysis using a well-defined methodology (Kitchenham et al., 2007). And the reason of the systematic review is to assess, select and critically evaluate relevant literature on a particular issue, we also use it to analyze the data that have been collected from the literature review. And the SLR contest from few stages we will explain them in the following points:
Figure 3 systematic literature review

- Review planning: and in this stage we start with putting our standards that will help us to define the good papers from the literature review and how we will read the results. And for our study we will depend on collecting all the opinions from the previous study because our data is qualitative and the more opinions we have the more ideas we will get to improve and to answer our study question.

- Forming questions: and in this part we started with an opened question “what is the previous studies about training?” then we become more specific until we found that there is a leakage in this topic and there is no studies on it.

- Study strategy: and in this step we started to define the keywords that we will choose in our research such as (training, border guards, training impact, improvement, motivation) and we also defined the scope according to the study goals and what we really need to answer so we focused on understanding the training process and its importance and what is the affecting factors on it from the previous studies.

- The choosing process: and in this stage after knowing what we really need and choosing the key words that we will use to collect the data. A variety of articles and studies appeared, and we started to choose the proper ones from the headlines of each one to get the best results and the proper information.

- The strength of the evidence: and in this stage after reaching the information we needed to be sure from its validity and this is by making check list and reviewing the resources of the study and in the case of the absence of any sources and strong evidence about the information validity we ignore it or we just put it in mind as a second opinion because as we mentioned our study is mainly based about the opinions and the qualitative data.

- Analyzing: and in this stage we started to collect all the related data from the paper that we selected from the previous stages and it’s considered as a challenge but reading the articles and the study properly we will understand the point of them.

- Synthesis: and in this stage we started to collect all the data and define what is important in each article and write a brief conclusion to summarize and arrange the sequence of the research to avoid misunderstanding or forgetting any details.

- Process monitoring: and this is the final stage and we couldn’t rash it except after trial and error and this stage is how we understood that we can’t move forward with our study because of some missing details which mean that we will start the same cycle again until we fill all the missing part then we goes to another topic and enter the cycle again to collect the data.
And in this study we depended on from ten to twenty previous study and almost more than thirty five article and those articles was divided into magazine or newspaper articles and scientific articles we also depended on the border guards online website and their article and after collecting data from the various sources, we choose what we really need from this sources and we avoided mysterious sources and data. Finally, we analyze it and saw the most proper study for each topic as example for the motivation theories we saw that the hierarchy of need what the most proper study and all the other studies was only a different in discussing the theory but they all have the same concept.

3.3 Methodology approach

From our research questions we need to justify out required data for answering this question. And in methodology approach or research design we will show the used strategy in collecting the data and analyzing it. And there is an opinion that the main plan of the research and the research design must be suitable to give the conclusion in the end. So, in the practical level while research designing you must but a plan to execute the research and you need to choose the suitable way methods to follow and the main elements that you will focus on. And putting this general plan will help the researcher on having an obvious strategy with obvious elements which leads him directly to the data locations and types and the possible problems that he will face while data collection. To develop your research study, you need to open your mind and decide what is your research reason and purpose and identifying the type of investigation; deciding the extent of the researcher intervention; identifying the setting of the study; deciding measurement and measures; deciding data analysis; deciding data collection methods; deciding time horizon; deciding sampling design; and finally, identifying the unit of analysis. Finally, the research design is mainly about
classification the reading activities and describe your approach and your data analysis and selection in a proper way that achieves the research purpose.

In social researches like our own one. We can choose the research methodology before applying it in a specific problem in the research subject. And there is now one specific research but our choice for the methodology depend on the research questions and the methodology has to help the answers. And there is few factors that we have to but in in our minds while our selection that is related to the research nature (Often considered when choosing an acceptable research design are the conceptual framework underpinning this study, as well as practical concerns such as the availability of literature and the case of data collection methods). The following subparagraphs discuss research theory, the essence of the research goal and the reasoning behind the research design chosen.

If we thought about the qualitative studies we will find that our research data is more close to the qualitative data because the quantitative is more close to the number results and her a small comparison between the two methods to show why this research is considered as a qualitative one

<table>
<thead>
<tr>
<th></th>
<th>Qualitative research</th>
<th>Quantitative research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept</td>
<td>• Depends on understanding the human behavior from the informer viewpoint</td>
<td>• Depends on discovering facts about the social cases.</td>
</tr>
<tr>
<td></td>
<td>• Depends on negotiation and dynamic reality.</td>
<td>• Depends on measurements and stable reality.</td>
</tr>
</tbody>
</table>

62
<table>
<thead>
<tr>
<th>The methodology</th>
<th>Data collection depends on interviews and participants viewpoints.</th>
<th>Data collection depends on measurements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data analyses depends on the informer’s descriptions.</td>
<td>Data analysis depends on comparing numbers.</td>
</tr>
<tr>
<td></td>
<td>Data is reported in the same language it was collected with.</td>
<td>Data is reported by charts and diagrams.</td>
</tr>
</tbody>
</table>

*Table 2 (comparison between qualitative and quantitative data)*

So, from this small comparison we will find that our research is qualitative one because we focused on a considerable subject (border guards training). And we studied the experiments of the participants in the study (trainers and trainees) and we understood the relationship nature and the effect of it on the community and this is counted as studying the nature of the phenomena. We can also see that the qualitative research study the human thoughts and attitude. A qualitative methodology also provided a more flexible design for research since the theories and hypotheses are not predetermined. It allows for greater flexibility in coping with social problems which are frequently complex and ambiguous.

So, for this research the qualitative methodology was chosen. Because the qualitative method explained the meanings and the processes of the quantitative data and the qualitative methodology includes a subjective assessment of the results, including conclusions and findings. And this research is a exploration study mainly about the
training impact on the border guards development and the purpose of it is finding strategies for the improvement of the training by studying the current trainings and its impact. The qualitative research use various types of data collection such as Qualitative research uses instruments such as survey method, focus groups and interviewing forms that may include close-ended questions or semi-structured questions. Since the thesis aims to gain perspectives as well as knowledge about the impact of culture and language in employee training activities, it was agreed on an in-depth method of qualitative analysis such as one-on-one interviews. And for this research data the main requests from the participants is asking about their own experiences especially with the language issues and the culture differences with the foreigner trainers and the personality differences with the local trainers too. And asking the participants about their opinion about the training and the possibilities of the success of this training.

The available lecture review also affects the research methodology. Where research interests and comprehensive literature are concerned, a deductive (quantitative) approach is important, as there are observations or theories from which can conclusions be made. And as we mentioned we can’t find studies about the border guard trainings and the military is as sort of kipping this data as a secret and there is few data about the Saudi Arabia planes for development. And the research subject is counted as a new one and there are a few writings, and this is the research problem. A deductive (quantitative) approach is important where research interests and extensive literature are concerned because there are findings or hypotheses from which conclusions can be drawn.

3.4 Target population

Our study is mainly focusing on the border guards training. And because our data collection depends on the trainees and the trainers, we need to use the purposive sampling method to be accurate in selecting the population. And because this sample
will represent the hole training program, we need to choose various people from the training processes as example:

- Previous trainees from old training programs: to know everything about the old trainings and what we need to improve them.
- Foreigner trainers: to be aware of the newest techniques in the modern trainings abroad.
- New students in the border guards: to understand the newcomers needs and put in mind while the training design.
- The managers of the trainings: to know the purpose of the training and what they are looking for to add.
- We can also make Random samples and online surveys for all of the border guards’ members and take the average of the answers.
- The trainers: to know what they need to deliver all the information for the trainees.

### 3.5 Data collection:

#### 3.5.1 Qualitative method:

As we mentioned that our research depends on the qualitative data collection methods and for this research the most affected data collection method is face to face meetings to collect the various data which required a deep observation and Lianputong (2009) indicated that interviews are an important method for collecting in-depth knowledge through qualitative analysis. Also, Quantitative approaches, such as surveys, broad benchmarks, and priority setting, address the question "How much? "How should these methods leave the question?" "Unresponsive. This is where qualitative methods of collecting data come into play and because our study depends on why and how questions, so we are laying on the qualitative methods. And for understanding the qualitative methods we will find that Qualitative data collection looks at many aspects to provide the raw data with a clear understanding. Although qualitative approaches include gathering, evaluating, and handling data rather than counting responses or documenting numerical data, this approach aims to determine factors such as the participants' thoughts and feelings. Qualitative methods of collecting data go beyond
the documenting of incidents to establish meaning so with the qualitative methods will help the research in the following points:

- Describing the environment which will help in understanding where the trainings are taking place, and this will add meaning for the quantitative data.
- Identify the individuals in the report. Where research is limited to a specific group of people, whether deliberately or as a function of demographics or other factors, this information may inform the results so we can see that in this research we are focusing on the border guards.
- Define the study's material. Sometimes the specific research activities involved, and how the study messages were delivered and received, may illuminate the study facts. And this by understanding our study questions.

Be mindful of the external influences. Unforeseen events can affect the results of the study. Qualitative methods of data collection allow researchers to identify these events and incorporate them into their narrative findings, which is almost impossible to do with a pure quantitative approach.

We have three common methods in qualitative data (ethnographic, theory grounded and phenomenological)

- **Ethnography:** Analysis of human communities and traditions comes from anthropology. Ethnography is about understanding how people are living their lives. Through this method, researchers’ distance themselves from the specific and practical questions traditional market researchers use and observe the participants in a non-directed manner. This approach aims at exposing actions from the viewpoint of a subject rather than from the researchers' viewpoint. Ethnography helps to fill in the blank spaces when it is not possible for a person to express their expectations or the reasons behind their actions or behaviors. Instead of questioning whether a person behaves in a certain manner, or in addition to that, researchers use observation to explain the explanation behind certain behaviors, actions, or behaviors. And we need this method in our research because we can’t judge the impact of the training from our viewpoint we have to understand the impact of the training on the trainees and the trainers to know what they need and what we have to add to improve the impact.

- **Grounded theory:** and this method emerged as sociological researchers tried to give qualitative work a degree of legitimacy — to ground it in fact rather than theory. Before this approach, qualitative
data analysis was performed before any quantitative data was obtained, so the cycle of collection and analysis was disconnected.

- **Phenomenology:** Often the true colors of a person only show out when they are honestly evaluated, and this is applied in phenomenology. Because it describes how individuals view such activities, or special meetings. This approach tests responses to events beyond the norm, so knowing the picture as a whole, not just facts and figures, is important. One example of phenomenology is to study the experiences of people involved in a natural disaster. The researcher must familiarize himself with the data to analyze data from such an event; focus the analysis on the subject matter, time span or other factors; and categorize the data.

And for collecting data in these methods we have three ways:

- **Participant observation:** Investigators immerse themselves in subjects' daily lives. Another term for this is "fieldwork."
- **Interviews:** The formality of these can range from casual talks to structured interviews.
- **Document and artifact collection:** There is often more to grounded theory than observation and interviews. Scientists can learn about a group of people by looking at the materials used in the group. For example, the laws of a local community will shed light on views and provide a better image of the feelings of the people.

And we will focus on the interviews.

### 3.5.1.1 Interviews:

An interview as a purposeful debate between two or more people who used to Gather accurate and reliable data appropriate for research questions and goals. Interviews is also defined as a Data collection process in which participants are asked questions to find out what they are doing, thinking, or feeling. Interviews are a widely used tool for collecting data in the social sciences in general, and especially in management and business research. Thus, an interview is a face-to-face or voice-to-voice conversation directed by a researcher to obtain relevant research goals data, details, speech, opinions, and beliefs. Interviewing has the benefit of versatility in data collection, in which the interviewer can change and adapt questions to match the situation.
It lets the researcher gather additional data and interpret the data to match the study questions' needs. Therefore, interviews will be more confident about the information gathered, where the researcher will explain the purpose of the analysis and clarify any ambiguity of the questions or concepts. The interviewer can direct the respondent's interaction in a purposeful manner that results in strong results. It allows the interviewer to ask more complex and follow-up questions in other research methods, which are not possible. It also takes into account the non-verbal contact, such as the interviewee's actions, body language and facial expression. Although, Collis and Hussey (2009) warn that data collection interviews can be costly and time-consuming, particularly if there is a large percentage of participants to be interviewed or if there is an issue with immediate access to an appropriate sample.

The interviewer may ask leading questions, influence the response of a participant, or may get more information from one interviewee than another, thereby skewing the results. Furthermore, there is the problem of the chosen participants; other participants that contribute to a different conclusion.

We can divide interview into three types: Unstructured interviews, interviews which are semi-organized and structured. There is no fixed list of questions or subjects in an unstructured or informal interview, and the researcher cannot control the discussion, which does not correspond to the research questions. The respondent or interviewee gets the opportunity to talk openly about their condition or their convictions. In the other hand, a series of predetermined questions are used in structured or semi-structured interviews and the answers are reported on a standardized schedule. The interviewer may collect the data by recording the conversation or taking notes.

From the interview types we choose the semi structured interviews to allow engagement and access to the respondents' information while maintaining the discussion within the strict parameters of the research questions. In the following discussion, the researcher used a study-based questionnaire and then concentrated on
the research questions. Moreover, this is the best technique to deal with Arabic organizations, because managers prefer to talk rather than complete a questionnaire.

### 3.5.1.2 Selecting interviews and questionnaires questions:

We needed to prepare the suitable questions for the interview to get the best results from the participants and the Interview questions for interviews can include open-ended questions that require flexible responses, or closed questions that a respondent must choose Responses from predefined list. For this survey, closed questions, organized in themes to suit the needs of the research participants, were generally selected as the information was required for comparative purposes. We added an opened question in the end of each group of questions to let the interviewer explain his own opinion and thoughts. Factors driving the use of closed questions include Classify the respondents on a given point of view and the participants may Develop strong views on those subjects. And we had to say that closed questions are more comfortable and less risky for the interviewers but it’s not suitable for our study because we need to know their own experiences.

And in this research questionnaire we had to add various types of questions Information, measured and open-ended. By the general the order of the questions was to more common questions. Demographic questions emerged at the end of the questionnaire, meaning that participants could be willing to share more details by the time the interviews were finished.

We can divide our questionnaire questions into four groups:

- **First group:** is about the trainee position in the army and the place of his training. The trainee opinion about the training program and if it is adding any extra skills to the border guards, The period of the training and if its frequency or not, the language of the training and how the trainers collect the data about the trainees needs and what is required for the development.

- **Second group:** is about the results of the training on the trainees. And this is by asking the trainees about the efficiency of the training to achieve the required goals, the way the trainers follow the trainees progress and the final impact of the training on the individuals and the border guards.
• **Third group:** and it is about discussing issues related to the training process, the impact of language and social standards, and the manager procedures to facilitate training in compliance with the new government decrees.

• **Fourth group:** and this group addressed the effectiveness of moving skills training to the everyday activities of the employee, and the importance of this enhancement for the border guards. The outcomes of the views of the trainees on their courses have also been collected.

Finally after selecting it interview question we have to review it and be sure that its suitable for the study and for the training and we have to provide it in an obvious language and clear words to avoid misunderstanding.

**3.5.2 Quantitative method:**

Our study does not depend on the numerical data, but we are interested in the how more than how much, so the quantity method isn’t used on a big way in this research. But numbers are important to prove facts so from the four types of quantitative methods (Descriptive, Correlational research, Experimental research, and Quasi-experimental research) we need the correlational research method because Aims at collecting data showing relationships between various occurrences. A positive correlation is one in which two variables increase or decrease simultaneously. A negative correlation is when an increase in one variable means a decline in the other so as example with this kind of research we could figure out that when the number of the trainees increase the impact of the training increase to that’s why the training programs are seeking for sending the biggest possible number of soldiers abroad for trainings or by making parings with foreign countries to train the soldiers in Saudi Arabia.
3.5.3 Questionnaire and interviews:

3.5.3.1 Interviews:

After understanding the outlines of our data collection we could the see that the best way to collect data in our research are questionnaires and interviews and in this part we will provide the proper questions that will achieve our purpose of the study. And we will divide our interview into three phases according to our study main questions and this interview will include questions for trainee and trainers and it will be added as an appendix at the end of the study. And we choose opened interview questions to give the proper area and plenty of freedom for the interviewer to express his opinion and give his own solutions and this will help in observing the trainer reactions about the entire training program.

3.5.3.2 Questionnaire:

We also added a questionnaire at the end of the study, and we depended on the answers of the participants in this study. And the questionnaire was an additional data collection method besides the interview to give us number and short answers to certain the interview answers. And the percentages of the questioner answers are considered as a reference for any next studies. And the questionnaire questions aren’t divided like the interview, but they are mainly about the efficiency of the training and is it proper for the trainees or not?

3.5.4 Extra data collection methods:

We can collect our data in various ways besides the interviews and questionnaires and this extra method are:

I. Observation: Observation means collecting information without having to ask questions. This approach is more subjective, as the researcher, or observer, is expected to apply their opinion to the results. But in certain cases, there’s limited risk of bias. For example, we can follow up the trainings continuously and sign the notes. Observation may usually determine the dynamics of a
situation, which is typically not observable by other techniques of data collection. Observation can also be combined with further details, such as video.

II. Documents and existed data: We can obtain a large amount of data without asking anything from anyone. For a analysis, paper- and record-based research makes use of existing records. Reports of attendance, meeting minutes and financial records are only a few examples of this kind of research. Use documents and records can be effective and inexpensive, since you are primarily using already done work. Since the researcher has less control over the findings however, documentation and records may be an incomplete source of data, especially when it comes to a study like ours because the available data is rare.

III. Focus groups: A mixture of interviewing, surveying, and observing, a focus group is a form of data collection involving a variety of people who share something in common. The purpose of a focus group is to add a systemic dimension to the analysis of the individual data. For example, a focus group study can ask participants to watch a presentation before answering survey or interview-style questions, and then discuss the content. And we can use it with the trainees to know their opinions in groups and the efficiency of the training in cooperation. A focus group Focus groups also use open-ended questions such as, "How did you feel about the training?" or "what did you like the best about the training strategy?". The work is rooted in a single state of mind by open-ended questions avoiding external intervention.

3.6 Data analysis:

Before collecting our data and understanding the required methods for collecting it we need to analyze it and in this part of the research we will show the plan we used with this study. Data Analysis is the process by which statistical and/or logical techniques are systematically applied to describe and illustrate, condense, and recapture and evaluate data. According to Shamoo and Resnik (2003) various analytical procedures "provide a way to draw inductive inferences from data and differentiate the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data, the data analysis plan is a blueprint for how your survey data should be structured and analyzed — and it will help you accomplish three goals that contribute to the target you set before you launch your study:

- Answering the research main questions,
• Selecting the interviews questions to make understanding the research questions easier.

As we mentioned that our research is qualitative so, although data analysis may involve statistical procedures in qualitative research, analysis many times is an ongoing iterative process where data is collected and evaluated almost simultaneously on an ongoing basis. In addition, researchers typically examine patterns for findings during the entire process of data collection (Savenye, Robinson, 2004). The form of the analysis shall be determined by the specific qualitative approach adopted (field study, ethnography content analysis, oral history, biography, unobtrusive research) and data form (field notes, documents, audiotape, videotape). And in our study, we used interviews and documents and accurate review of the study results is an integral component of maintaining data integrity. Improper statistical analysis distorts scientific results, misleads casual readers (Shepard, 2002), and can adversely affect the understanding of science by the public. The issues of honesty are equally important for the study of non-statistical data.

Qualitative data are subjective in analysis and depend on research questions. While there are many analytical techniques, the approach adopted involves the aggregation into meaningful parts or categories of the mass of qualitative data. And the analyzing helps data to be reorganized and analyzed in a systematic and strict style. Here, to define trends or relationships, construct themes, and draw conclusions, the raw data from transcripts and notes are read and compared to research questions. Therefore, the data is labelled with the functions or the questions for the analysis and sorted until the definitions are clear.

Following each interview, and review started to keep the views and perspectives of the participants fresh and the researcher centered on the research issue. The recordings have been transcribed, and notes made for study in English. Additionally, summaries, self-memos, and a study diary were used to help explain the flow of the results. Themes and interrelationships started to appear in those initial steps.
3.7 Conclusion:

This chapter discussed the study main questions and showed the purpose of the study and the outcome of it. And we explained the research design reasons and the used approach on it showing the data analysis and collection methods. The research investigates on the impact of the training on the border guards and how can the relations between the trainee and the trainer affect the hole program results. The analysis is exploratory although there is a lack of literature on the subject and the work studies subjective opinions and experiences of humans because this topic is kind of new and the data of the military is not available for everyone. We also found that our research data are quantitative and the best way to collect data for our study is interviews and we explained what the required questions is for collecting all the possible data. Finally, we can see that the government data plays an important role in researches and the government surveys provides the quantitative data we need is in this kind of study.
4. Findings and data analysis

4.1 Introduction:

This chapter is to extract the useful information by rearranging and modifying the data, and we will get our results from analyzing the data that we collected from all the methods that we have mentioned at the previous chapter, the researcher provided the questionnaire online at google forms, 20 person participated in the interview and 117 one participated in the questionnaire. And we will try to answer our research main question by analyzing this data and get the best results. Our data is divided mainly into quantitatively data and qualitative data and all of the quantitatively data will be provided in described statics.

4.2 Questionnaire analysis

The questionnaires which we used in this research were designed to help with reaching the study objectives and problems, they also helped in collecting the proper information to answer the research questions and to explore the real effect of the training processes on the border guards of Saudi Arabia.

Our questionnaire contains 18 questions and those questions focus on measuring the affect and the productivity of the current training programs. And measures the participants feelings towards the training process.
We also depended on the percentage and the repeated answers and we used the arithmetic mean and the standard deviation for describing the participants' properties and answers, we also use graphs to make the percentage obvious.

We choose Likert scale to measure the agreement of the participants on the main sentences of the study.

<table>
<thead>
<tr>
<th>degree</th>
<th>The period length</th>
<th>The expected average</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>0.79</td>
<td>From 1 to 1.79</td>
<td>Totally disagree</td>
</tr>
<tr>
<td>Midrange</td>
<td>0.79</td>
<td>From 1.8 to 2.59</td>
<td>Disagree</td>
</tr>
<tr>
<td>High</td>
<td>0.79</td>
<td>From 2.6 to 3.39</td>
<td>To some extent</td>
</tr>
<tr>
<td></td>
<td>.8</td>
<td>From 4.2 to 5</td>
<td>Totally agree</td>
</tr>
</tbody>
</table>

Table 3 (Likert scale)

And we will analyses each sentence of the questionnaire due to the participant answers and due to the average answers, we will get our conclusions.

1. My trainer explained every task requested from me in detail.
From the graph we can see that the answers are divided into three main chooses, and the highest percentage goes to the midrange answer. So we can say that the quality of giving the trainers the required information about their tasks is moderate and it requires more work because explaining the task is very important for the task quality and the more details we give the more work we receive.

II. Each task was first demonstrated before I was asked to carry it out.

we can see that the most answers are agreeing with a slight difference in the agreement degree, but this mean that the tasks needs to be discussed more with the trainees before
carrying it out. And this will give the trainees relief and they will not have to carry out any mysterious tasks so will be ready for the task in a proper way.

III. In a specific order my trainer explained the reasons for performing tasks.

From the graph we can see that the participants are not totally agreed with explaining the reason of the task, so we can see that no dept. that we need to improve our ways in offering the tasks, and giving the reason of the task is the most important thing about the task, because how the trainee will do something he doesn’t know the aim of it and why he is doing this. So, giving the reason of the task from the beginning will give the trainee the will and the patience to do the task.

IV. I believe that I had dedicated ample time to studying each of my duties.
From the graph we can see that most of the participants have enough time to study and to know their duties and tasks, but we also need to focus on giving them much time to arrange their priorities and to understand their training and tasks, and this will make the training more efficient for all the participants especially for the trainees that have leakage in time management.

V. My trainer motivated me to ask questions whenever I didn't understand something was there.

From the graph we can see that most of the participants have been motivated and took the confidence to ask about whatever they need to know without any fears, but when it comes to the questions the percentage of the agreement have to be more because if
the trainee doesn’t have the courage to ask he won’t be able to do any tasks, and he will gain nothing out of the training, so questions have to take a massive part of the training processes to give the trainees all the information they need to do their best, and the trainers are the most responsible part in this mission because they have to give the trainee the courage to ask and they have to answer about any question in details.

VI. There was detailed clarification of the training policies and procedures.

From the graph we can see that most answers agreed on the clarification of the policies of the training, the policies of the training is so important especially when it comes to the border guards training because any action against the politics will but the trainee in a tight corner, so the politics and the procedures of the training have to be obvious for any applicant for the training before they join the training because they have to know what they are willing to deal with.

VII. I have been shown where supplies and equipment are kept, so that I can access them on my own.
From the graph we can see that most trainees were told the place of the equipment, and this shows the efficiency of the training processes and the trust that the trainers give for the trainees, this also provide much time comparing to depending on asking for taking any equipment and taking permissions, and this step creates strong relations between the trainee and trainers.

VIII. That training was important to the day to day role I do.

From the graph we can see that most participants agreed on the importance of the training to their role in the border guards, and we can see from that that the training
have various parts and include all the roles in consideration, and to make the training more efficient we need to understand every individual role in the border guards to focus on the leakage points and to understand each role and how to improve it with the training programs.

IX. The training duration was neither too long, nor too short.

From the graph we can see that the training period was moderate, and the highest percentage wasn’t sure about the training duration, so we need to make a certain period for each training and this period have to obvious sense the beginning of the training to allow the participants to see if this duration is suitable for them or no, and the duration of the training better to be moderate to achieve all the goals in addition to not causing any damages in the main work.

X. The topics were described in a number of different materials.
From the graph we can see that the biggest percentage wasn’t sure about that the training topics were described obviously with different ways, and this means that we need to be more certain about the ways we show the training topics for the trainees because we have different types of participants and not all of them understand with the same way and the same speed, so we need to provide various types of materials to help with delivering the information we also can provide different trainers to make the trainee more comfortable with receiving the information from different viewpoints. And this will help with the amount of information that the trainees gain at the end of the training and will help them in remembering all what they learned.

XI. I would recommend that others take a training course.
From the graph we can see that most of the participants would like to recommend taking training programs for others, and this means that the training programs that they took were useful for them and added for their skill. So, we need to create more training programs and to focus on the trainee satisfaction because it is one of the most important roles to make others enroll in this training programs. And their recommendations conceded as an advertising for the training programs.

XII. When people ask me what I do for a living, I am proud to tell them I work for the Saudi Arabia border guards.
From the graph we can see that this sentence took the biggest agreement percentage, and this means that all of the participants feel involved in the border guards and feels that their job is meaningful for the community, and this encourage them to do their best, and we can use this point in motivating the trainees at the training programs by telling them how this training are useful for the countries progress and for 2023 vision, and this will result better work from the trainees and the trainees and they will think about the training as a necessary process not just an option.

XIII. My supervisor recognizes and properly rewards the outstanding work.

From the graph we can see that most of the supervisors appreciate the outstanding work, and no doubt that rewarding good work will encourage the trainees to wide their minds and think out of the box and this will help the training process to gain new ideas and to achieve a creative environment and a fertile land for improvements. This also will make the trainees feel motivated and they will feel more attached to the trained and this will strength their self-trust.

XIV. I feel the work I do here is important.
From the graph we can see that most participants appreciate their role in the border guards, and this means that their work is appreciated from every one so they trust their job, and this factor plays a big role in the motivation process because when we choose the proper motivation method we could achieve the satisfaction of the employments and make them do their roles and respect their job.

XV. There are plenty of possibilities for going forward here.

From the graph we can see that most of the participants see that growing forward in the border guards is possible, and growing up and having future in your career is one of the most important factors for continuing this job and gives you a big motive to do
your best to get promoted, we also can use this point in the training programs by involving the training programs as an extra experience for applying for any higher positions and this will drive many employees to participate in the training.

XVI. My working hours help me to support the public and to look after my family.

From the graph we can see that the participants have the chance to live their normal life and they have a suitable time to spent it with their families, although the hard work they do and how important their job for the community, and having your own time as a human being is so important because you can’t spend your whole life working, and once the job takes much time they will quite to take care of their families so we need to focus on pitting a proper working hours for the trainings to make sure that the employees will enroll.

XVII. The training department conducts often an appropriate training program for your work.
From the graph we can see that not all of the participants are sure that the training unit make a proper training for their position and role, so we need to focus on creating the suitable training for each job, and this means crating more than one training programs to be sure that no one enroll in useful training for his own job, so we can mansion the training content for all of the applicants so they can decide what they need and give them a chance to choose, we also can observe the hole roles and see where is leakage and create the training programs for treating this leakage.

XVIII. Training is part of border guard strategy.
From the graph we can see that most of the participants see that the training is a part of the border guards strategies, and this means that the training is so necessary to keep the guards in touch with all of the modern technologies especially when it comes to nowadays modern technology and how the word is improving day after day. Also, training is very important to fill the gap of the toughness of the border guards job and training have to focus on the employee needs.

4.3 Interview analysis:

Interview analysis will be a little different because of the question nature, we depended on the numbers and average answers in the questionnaire to have an overall view point, but in the interviews we choose opened questions to get closer to the details and to know the participants opinions, and this will be more helpful to answer our main study questions. We divided our interview questions into three stages due to the question main topic. And we will analysis each question in an individual way with the help of the participant common answers and our interview participants were 20.

4.3.1 Stage one: training efficiency

I. How effective is the current training?

Most of the participants said that the training is good but not good enough to achieve the required level, the also saw that the training needs many things to be efficient and enough, they also put in mind the current situation and the involuntary social distance because of covid-19, so the current trainings have to be online and this is a big challenge for the trainers and the trainees, so we can see that the training programs need improvement to reach the trainees satisfaction, and this improvements have to put the trainees comments in mind.

II. Are the border guards conducting training programs continually?
According to the participants answers the border guards creates training programs regularly and this ensure that the training process is a main part of the training.

III. Have you attended any training program?

Most of the participants have attended training programs or created training programs and this mean that a large number of the border guards participate in the training programs, so we have to pay it more attention.

IV. How many training programs the border guards provide every year?

Most participants said that there are many training programs and it can’t be counted with a specific number every year but they are more than hundred training program per year, so we can see that this is a huge number for training but in the other hand some participants said that many of them are repeated. So the training programs have to be various and new and we need to add new strategies to attract more participants, we also need this big number of trainings to cover all the country regions and all of the border guards members.

V. Do you feel that the training programs improved you work efficiency?

Most of the participants the training was useful for them although the training required many improvements, and this means that training programs have a remarkable effect even if it’s not very strong. So, we could achieve the best outcomes if we designed the proper training programs.

VI. What did the training programs add to your skills?

The participants' answers were various, and this means that the training doesn’t focus on a specific skill, and the participants gain what they need to. And the most common answers were the public information, the military character, work under pressure and dealing with weapons. The training also played a big role for the trainers and helped them to gain the proper skills for teaching such as talking in
public and how to deliver information and leadership skills, so we can see that the training programs have to include a list with the most needed skills and work on achieving it at the training period by choosing the best training methods.

VII. Did the training sessions only focus on the practical side?

Most of the participants said that the training programs include many sides the practical, theoretical and the technical side and working on those sides in the training process helps in reaching the best result because losing any side of those sides will cause leakage in the training efficiency.

VIII. Are you satisfied with the information, which the training provides?

Most of the participants see that the information can be improved to be more efficient for the border guards job, so we need to focus on choosing the suitable information that could really help and avoid the old and the repeated one to keep in touch with the daily improvement in the world.

IX. Do you think that the training program increased the employee efficiency?

Most of the participants see that the training plays a modal role in increasing the employees' efficiency, but there is problem that the training doesn’t include all of the employees jobs so not all the trainees make use of what they learned from the training, and the training turned to be useless and a waste of time for them.

X. How does the organization measure the training progress?

Most participant said that the organizations measure the progress by the practical applications, questionnaires for the trainee and the trainer and from observing the trainee work after the training. And measuring the progress is very important process to know if the training achieving the goals of the organizations of it’s useless and if
the organization didn’t measure the progress continually it won’t be able to spot the weakness points of the training.

XI. How long does it take to implement the training program?

Most participants said it depends on the training nature but usually it takes from five days to one year. And this mean that the border guards provide different types of trainings short and long one and each type have it’s advantages. And using both of them in the training process provides more opportunities for trainees.

XII. What are your complains about the current training programs?

We will mention the participants complains briefly in few points:

- Putting pressure on the trainers.
- Not choosing a proper time of duration for the training.
- The trainers need to have experience.
- The training is missing the modern technologies.
- The training does not keep up with 2030 vision.
- The training programs do not relate to the real life.

So, from the participants complains we can see that they all agree on focusing on choosing the proper trainer and modifying the training techniques.

XIII. What are your suggestions to improve the net training program?

We will mention the participant suggestions briefly in few points:

- Observing the training programs from specialists and making a team to take notes, study and improve the trainings.
- Making questionnaire after each training program to take the trainee and trainer opinions.
- Make deals with international training departments in the marine science.
- Use modern technologies in improving the subjects and the content of the training, improving the training classes.
- Choosing proper trainers with experience and a will to teach. And give them advanced training programs.
- Have a specific reference for all the trainers to avoid distraction.
• Knowing the field needs and create the training according to it to make a relation between the work and the training.
• Making the training goals clear and obvious for the participants.

4.3.2 Phase two: motivation role in achieving good training out comes

I. Does the trainer clear your doubts about the topic?
Most of the participants said that it depends on the trainer’s skills and how he can deliver the information. And if the trainer is not qualified the questions become more and more. And this means that we have to choose a proper trainer to be able to remove all the distracting thought.

II. Was the training goal obvious?
Most of the participants said that the training goal was obvious, but a number was not sure about that, and this is unacceptable because having a clear goal for the training is the main factor for the success.

III. What is your best motive to achieve anything?
The participants’ answers were various, and this means that motivation changes from one to one, so we need to use different types of motives to improve all the trainees. And the main motives are giving an obvious goal to the trainees, giving the participants a proper trust and self-esteem, do not but the trainees under pressure because this will limit their thoughts and create continuous improvements in the training process.

IV. What is your purpose for taking this training programs?
Most participants goal from the training programs is improving their skills and being more efficient in their work, they also want to learn from other experiences. And we could achieve that by choosing experts in the training for giving the trainings and providing multitasks and information that could help the trainees in improving themselves.

V. What obstacles stops you from doing your best?
Participants had different obstacles and the obstacles is related to the motives of the participants, so we can see that most of participants don’t participate in trainings because their hard work doesn’t appreciated or rewarded and they can’t find any clear motive for going forward, they also find that the time of the
training doesn’t suit their life and work, and finally they see that the training miss the modern techniques, and growing up in position related to taking masters. So, we need to focus on the obstacles and motives together while designing the training programs to chive the best outcomes.

VI. Are there any new changes that may affect the trainee’s motivation?
The participant answers were various on this question and this means that humans have different thoughts about changes and affecting environment. And the main changes are the leakage in the materials and the Financial incentives, and also recommending some leaders to take masters from Sweden and this will make the leaders affect more in the trainees, the content of the training programs doesn’t fit the trainee specialization.

VII. How are employees involved in the development of the company?
Most participants wasn’t sure about how they are involved in the organization plans for developments, and this means that the organizations doesn’t set main goals for the employees or they don’t inform the employees about this plans, and this cause a gap in the development process, and the participants thoughts were that employees are involved according to their specialization and what the country need the most and which position needs the most attention, they also said that it’s according to the manager opinion.

VIII. Are employee objectives and company objectives aligned?
Most participants said that the goals of the employees and the company are sort of aligned, and the goals are existed but achieving it didn’t happen, also goals is one of the organization strategies and this help the participants to set their own gals and to ambitious.

IX. What are the motivation patterns in your company?
The participants answers divided into two grope, the first groups saw that the motivation is a Moral stimulation by thanks Certificate or motivated words, the second group saw that the motivation was Physical stimulation by financial rewards, giving them holidays, get promoted or sending them in training programs abroad. And mixing between these two types of motives gives the trainees hope and the will to do their best.
4.3.3 Phase three: the relation between the trainee and the trainer:

I. What is the true impact of the trainee and trainer relationship on the whole training?
   From the participants answers we can see that they all agree on the importance of the relation between the trainee and the trainer on the hole training, and creating good relation between them make it easier for the trainee to understand the information and easier for the trainer to give them all the information he wants to. And the main thing in this relation is respecting each other to achieve the best.

II. What skills should your trainer have to provide an efficient training?
   The participants answers was assort of similar, they said that the trainer has to be confident and has communication skills, he also need to know how to gain the trainees trust and how to control them, and he has to be aware of various types of teaching to deliver the information for all the trainees. So, we can see that we have to create advanced training programmer for the trainers to master their jobs and to be aware of their specialization and have various information.

III. What skills should your trainee have to receive the information?
   The participants also agree on the most of the skills that the trainee needs to have, so the trainee has to love learning and be curious about knowing new things and be ambitious to master his work, he needs also to respect the trainer and be a good listener and ask creative questions, the trainee also have to be quite and pay attention to the trainer orders. And we can also create training programs to make the trainees ready to receive information in the best way.

IV. What do you complain about your last trainer?
   Most of the participant complains was that the trainers weren’t qualified enough, and they have leakage in the content the information, they also miss the proper ways in delivering the information and the sessions became boring because of the old teaching methods. So, as we mentioned before we need to prepare the trainers to be ready and to achieve the trainees requires.

V. Do your trainees feel empowered?
   The answers of the participants divided into agreeing and disagreeing with this question, but they agreed that it depends on the trainer personality and how he deals with his trainees. And this why
we focus on the relation between the trainee and the trainer and how it can affect the outcome of the training.

VI. Does your Trainer maintain good relationship with trainees? The answers on this question also divided into agreeing and disagreeing, and this ensures that the relations depends on the trainer personality at the first place, some answers mentioned that some specializations abandon the relations between the trainee and the trainer and this make the training tough and make it harder for the trainee to receive any information. So, we need to build relations between them based on respect and trust to get the best results.

VII. Does the language and cultural differences affect the training impact? The most participants saw that the language and culture plays a big role in the quality of the training, so need to be sure that the trainee and the trainer understand each others and provide translation supervisors to explain any mysterious sentence, we also have to be sure that the differences in the habits and the culture don’t cause and conflict between the trainees. And prepare the participants to be tolerant and open minded when it comes to culture disagreements.

4.4 Summary

At the end of this chapter and after analyzing the questionnaire and the interviews, we can see that we got our answers to our main questions in details and we can divide our summary into three stages due to the questions:

4.4.1 What is the true impact of the trainer and trainee relationship on the whole training program of the Saudi Arabia Border Guards?

From the participants answers we saw the importance of this relation in the training out comes, and how the trainer responsible for the success of the training and the trainee share this mission with him, we also saw the suggestions of the participants to create a good trainer and trainee and by applying those suggestions we could improve
the training impact. We can also see that the trainer is the main part of this process and he is the stakeholder, because he can make this relation easy or rough whenever he wants.

4.4.2 What is the role that motivation (of both trainer and trainees) plays in achieving good training outcomes?

We can summarize the answers for this questions that motivations is the main reason for the training continues, because the trainee will quit if he is not motivated and nothing push him forward, and we can achieve motivation by mixing the organization goals and the individual goals we also need to focus on the obstacles that stop the employees from doing their best, and by this we could find out the best ways to motivate the trainees and the trainers.

4.4.3 How effective is the current training regime of the Saudi Arabian Boarder Guards and how can it be improved?

From the participants answers we could summarize the current training with one word (not enough), and as we mentioned that the training programs are good but it’s not enough for the employees needs and the field needs, and due to the advanced technologies and the modern techniques we need to keep up with all of that, and create trainers able to deal with modern technologies to transfer their experiences properly to the trainees.
5. Discussion of findings and conclusions

5.1 Purpose of the chapter

The analysis of the data was presented in the previous chapter. So, in this chapter we will try to summarize the study, discuss the study finding and answer the research main questions and explain them due to the previous chapters. We also will explain the final results of the study and our conclusions, giving all the recommendations for any future research in the same topic, showing all the ways we took while doing the study. This chapter also will explain all the concepts and the ideas and how those concepts answer the main research questions.

5.2 Discussion of finding

This study is mainly about the importance of the training programs and how to improve it, and we divided our research goals into three questions we will discuss them in an individual way. Starting with the impact of the trainee and the trainer relationship and showing the importance of motivation for the outcomes ending with the effect of the current training.

5.2.1 Research Question 1

What is the true impact of the trainer and trainee relationship on the whole training program of the Saudi Arabia Border Guards?
For this question we found from the study that the relation between the trainee and the trainer is one of the affecting factors on the success of the training programs, and this relation affects the trainee level of understanding and also affect the trainer qualifications. And if we could make good relations between the trainee and the trainer it will be easier for both of them to deal with each other.

We also found that we can manage this relation by extra training programs for both the trainee and the trainer to provide them with the required skills that could help the efficiency of the training, and this by giving the trainers advanced trainings that qualify them to master their jobs and to teach them the modern techniques in learning to know how to deal with different types of trainees and how to deliver the information in a proper way for each one, we also need to choose trainers with good communication skills to be able to control and handle any sudden problems without any conflicts or making the trainees feel empowered, the trainers also show be good listeners and give a chance for the trainers to express their opinions and help them to use their imaginations so they could be useful for the improvements.

And for the trainers they knew to be aware of the trainer personality before the training beginning and this will help them to respect and to deal with the trainer properly, the trainer also have to be ambitious and curious for learning and we can chive this by providing new training programs besides the repeated ones.

We found that most trainees complains from their trainers when they are bossy and they receive the information better when the trainer create relations with them and this tighten the gap between them and make the training easier and less boring than making the training as the normal classes.

We also found that the languages and culture differences have a big impact in the outcomes of the trainings, because understanding the training content become harder when the trainers can’t understand the trainer or ask about their adopts. And the culture differences and crate huge conflicts if the trainees and the trainers don’t know how to accept the different opinions.
Finally, we can say that the relation between the trainee and the trainer have to be moderate not tough but based on respect, accepting the differences and listening. And if we provided the proper environment for the trainee and the trainer, they would be able to achieve the training goals.

5.2.2 Research question 2

What is the role that motivation (of both trainer and trainees) plays in achieving good training outcomes?

From the study, we found that motivation is the main purpose for the trainees to continue training, or to be obvious motivation is the purpose to do anything. And paying attention to motivation while the training process will help in getting better results.

And we found that having a clear goal for the training give motive for the participants, and when the goal is not clear enough the productivity of the training affected. So, we can say that goals are the biggest motives, and we found that the others motives are related to the obstacles that face the trainees and the motives depends on the trainees personality so it changes from one to one. So, we need to use different types of motives.

And we found that most of the trainee motives are related to the healthy environment in work as example avoiding working under pressure and having self-esteem. We also found that not appreciating the hard work of the trainers make them lose hope and quite working and they lose their ambitions in promotions. We also found that sudden challenges and changes limits the participants' motivations for example the current situation and the shortage of the Financial incentives because of covid-19 and giving the training programs online this considered as a big challenge foe the trainees and it was hard for them to deal with it.

Another important finding was how the organization pay attention to the motivations and how they motivate the employees and we found that organizations use two
methods for motivations the Moral stimulation and the Physical stimulation and using the two methods will help with providing all the possible motives, but unfortunately we found that the trainees aren’t aware of how they are involved in the development process and this point could be used as a big motive for the employees. And will help with making the goals of the organization and the individuals aligned, because humans always seek for moving forward.

Finally, we can say that the main reason of the training programs is to improve the employee’s skills and doing better and this also the same goal for the organization so we need to cooperate with the individuals and see their needs to motivate them.

5.2.3 Research question 3

How effective is the current training regime of the Saudi Arabian Boarder Guards and how can it be improved?

From this study, we could have headlines for the current training situation, and this helped us to know what is missing, we also could collect the trainee opinions and suggestions in the improvements.

We found that the current training isn’t good enough to reach the required level and to be aligned with the 2030 vision, and most participants joined training programs and the organizations set training programs regularly and this means how important the training programs for the border guards, but unfortunately most of the training programs are repeated.

We also find that most of the trainees gained different types of skills and the training didn’t focus on a specific skill. And some trainings aren’t suitable for all the jobs, and some jobs aren’t involved in the training, but all the trainees agreed on the importance of the trainings and how it increases the word efficiency but it need to be more efficient and to divide the trainees into groups due to their jobs to give them the suitable trainings.
One of the most important findings is the different sides of the training and how it make a compilation between the practical and the theoretical sides but unfortunately the training is missing a very important side which is technology, and most of the trainees see that the training is stuck in the ancient teaching methods and didn’t fit with the modern technologies.

We also found that one of the most important process in the training is me using the improvements, and without this process we won’t be able to know the results or the we knees points in the training, we also found that it’s very important to measure the training progress from the trainee and the trainer viewpoints not only from the managers.

One of the finding was the importance of choosing the proper duration and the time of the training programs, because some trainees can’t join in the training programs because they are busy, and sometimes the long duration of the training affect the social life of the trainees. And this cause them to quit from the training.

Finally, we can say that the current trainings are just fine but bot perfect especially when the trainees but high expectations on what they are going to learn, and we found that most of the trainees aren’t satisfied with the training content and information because it’s not related to the real life job. And we can summarize the recommended solutions for improving the current training in, choosing proper and qualified trainers, add modern techniques in the trainings, but the trainees motives in mind to get better results from them and managing the relation between the trainee and the trainer will save mush time from the training.
5.3 **Recommendations and limitations for future studies**

At the end of this study, we could see that this topic is new, and the provided data is rare. And according to the current limitations because of the covid-19, it’s recommended for the future researches to choose a bigger samples and take more time to analysis the data, it’s also suggested to choose quantitative analysis besides the qualitative because it will help in proving the theories and the qualitative analysis. They also can make face-to-face interview better than the online one or make observation groups to collect more data. They also can make visits to the trainings and take notes, and this will be better to understand the nature of the training programs,

We also suggest that they can make questionnaires for foreign experts in the training programs for the border guards to help with giving modern solutions. They also can divide the samples into groups according to their poisons and this will be helpful in understanding the viewpoints from each part from the training process.

The future studies can also focus on the TOT importance and seek to encourage the organizations to create regular programs for TOT.

Finally, we need to mention that one of the biggest limitation is that topic is so important and some data can’t be provided because it’s better to be kept as a secret and that’s why the Existing online data isn’t so mush.

5.4 **Conclusion**

The study proved the importance of the training improvement on the border guards work and efficiency, and we seek in this study to give the reasons and the solutions for this goal. And we started from setting out goals and main questions for the study ending with answering them, and trough this journey we could find out a lot of
obstacles and factors that affect the training process trying to solve it just to reach out main goal (improving the current training of the border guards).

And from the study we could understand the meaning of the training and, retention and transferring of the training understanding how this can affect the quality of the training and achieve the improvements. We also understood the human nature and the motivation theories staring with hierarchy needs until the modern theories and how motivation is important for the training. We also understood how important the relation between the trainee and the trainer is and how to avoid conflicts and manage this relation. We also mentioned the factors that can affect the training process and how to deal with conflicts and prepare a proper environment for the trainee and the trainer.

The study also showed the importance of the TOT programs and how training isn’t only about the trainee but also the trainer needs the training to be more efficient and to reach the requirements of the organizations. And if we focused on the trainer’s training this will save much time and money and will give us better results.

This study also helped in showing the history of the border guards training and showing the dangers that faces the Saudi Arabia’s borders, and this give us a bigger motive to focus and to understand the importance of this study. We also could so that we can make a big use from the foreign experiences in the training programs.

This study also helped with knowing the learning techniques that could help in providing the training programs with various ways to keep up with the new technologies. And we showed the available learning styles and kick Patrick model which could help with designing the training programs and choosing the best method in delivering the information.

And the data collection methods in this study (interviews, questionnaire) helped to complete the missing gap and helped with understanding what the guards really need and what they want to add in the training programs. And we depended on the open questions to get all their thoughts without any limitations. We can also see that the
participants answer, and requirements were aligning with all of the suggestions and the opinions in the study. And this means that when it comes to improvements all the opinions could be helpful if we applied them properly.

Finally, we can see that our study could reach the main goal and we could understand the required steps to create the efficient training programs for the border guards we also could define the main problems in the current training and from where we could start our development and we can simply say that the key for a better training lies on the TOT, motivation and relations, and the modern technologies. And the literature review showed how improving the training programs is important for the border guards and for the individuals roles In the organizations so, at the end of this study we can say that the training is important but improving the training is more worthy.
6. References


Ahmad, Umer. (2013). Impact of Training on Employee Retention.


Honey, P. and Mumford, A. (1986b) Learning Styles Questionnaire. Peter Honey Publications Ltd.


114


Pesch, Mari. (2007). Trainer perceptions of culture, race and ethnicity on facilitation of training programs: a global perspective /


Raquel Velada, Antnio Caetano, John W. Michel, Brian D. Lyonsand Michael J.


https://doi.org/10.1002/job.4030120403


Training Industry 16601 Six Forks Rd #120, Raleigh, NC 27615


7. Appendices

7.1 Appendix a: interview

I. Phase one: how effective is the current training?

   I. Are the border guards conducting training programs continually?
   II. Have you attended any training program?
   III. How many training programs the border guards provide every year?
   IV. Do you feel that the training programs improved you work efficiency?
   V. What did the training programs add to your skills?
   VI. Did the training sessions only focus on the practical side?
   VII. Are you satisfied with the information which the training provides?
   VIII. Do you think that the training program increased the employee’s efficiency?
   IX. How does the organization measure the training progress?
   X. How long does it take to implement the training program?
   XI. What is your complains about the current training programs?
   XII. What are your suggestions to improve the net training program?

II. Phase two: motivation role in achieving good training out comes?

   I. Does the trainer clear your doubts about the topic?
   II. Was the training goal obvious?
   III. What is your best motive to achieve anything?
IV. What is your purpose for taking this training programs?
V. What obstacles stops you from doing your best?
VI. Are there any new changes that may affect the trainee's motivation?
VII. How are employees involved in the development of the company?
VIII. Are employee objectives and company objectives aligned?
IX. What are the motivation patterns in your company?

III. Phase three: what is the true impact of the trainee and trainer relationship on the whole training?

X. What skills should your trainer have to provide an efficient training?
XI. What skills should your trainee have to receive the information?
XII. What do you complain about your last trainer?
XIII. Do your trainees feel empowered?
XIV. Does your Trainer maintain good relationship with trainees?
XV. Does the language and cultural differences affect the training impact?

7.2 Appendix b: questionnaire

Please rate the following details on a scale of 1 to 5, with "strong agreement" of 5 and "strong disagreement" of 1.

- My trainer explained every task requested from me in detail.
  
  
  
  
  
  
  

- Each task was first demonstrated before I was asked to carry it out.
  
  
  
  
  
  

- In a specific order my trainer explained the reasons for performing tasks.
  
  
  
  
  
  

- I believe that I had dedicated ample time to studying each of my duties.
  
  
  
  
  
  

- My trainer motivated me to ask questions whenever I didn't understand something was there.
  
  
  
  
  
  

- There was detailed clarification of the training policies and procedures.
  
  
  
  
  

122
I have been shown where supplies and equipment are kept, so that I can access them on my own.

1 2 3 4 5

That training was important to the day-to-day role I do.

1 2 3 4 5

The training duration was neither too long, nor too short.

1 2 3 4 5

The topics were described in a number of different materials.

1 2 3 4 5

I would recommend that others take a training course.

1 2 3 4 5

When people ask me what I do for a living, I am proud to tell them I work for the Saudi Arabia border guards.

1 2 3 4 5

My supervisor recognizes and properly rewards the outstanding work.

1 2 3 4 5

I feel the work I do here is important.

1 2 3 4 5

There are plenty of possibilities for going forward here.

1 2 3 4 5

My working hours help me to support the public and to look after my family.

1 2 3 4 5

The training department conducts often a appropriate training program for your work.

1 2 3 4 5

Training is part of border guard’s strategy.

1 2 3 4 5