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RESEARCH ARTICLE

THE INFLUENCE OF DIGITAL TRAINING ON EMPLOYEE SOCIAL AND ENVIRONMENTAL CONCERNS (CASE STUDY: MIDDLE EAST)

Motaz yousef Almughanni[1,*]

[1] *PhD in Business Administration, Expert in Telecommunications Sector, Gaza, Palestine*

*** Corresponding author: Motaz yousef Almughanni; E-mail: motazalmoughani5@gmail.com**

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Abstract

This study investigates the role of Digital training in the Telecommunication sector in middle east, and its influences to achieve employee social and environmental concerns. A conceptual model was developed to assess the influence of digital training content, trainer capability, transfer of learning. For this reason, this study followed an empirical analysis and developed a questionnaire to collect data from employees in Palestinian telecommunication company (jawwal). A total of 320 responses were analyzed. The importance of this study stems from the role of digital training in providing new knowledge and developing skills, not only in a theoretical way but also through viewing the actual experience of organizations. We will consider the extent to which these experiences are retained in the mind of the trainee for a period of time and how does theses skills and capabilities will affect the employee social and environmental concerns. The study concluded that there is a statistically significant positive relationship between digital training and employees' social and environmental concerns, with a correlation coefficient of (0.551) and a significance level of (Sig. = 0.000), which is below the authorized significance level ($\alpha \leq 0.05$). Additionally, the results showed that the coefficient of determination (R^2) reached (0.442), indicating that digital training explains 44.2% of the variance in employees' social and environmental concerns.

Keywords: Digital training; Social concerns; Environmental concerns.

JEL Classification: [M53, M14, Q56, O33]

Introduction

In recent years, the private sector—both at the national and global levels—has undergone a profound transformation driven by the accelerating wave of digitalization. The integration of digital technologies has moved beyond being a competitive advantage to becoming an operational necessity, with e-channels emerging as the primary medium for delivering services and facilitating transactions (Abror & Muharam, 2024). This digital shift has redefined market dynamics, resulting in heightened levels of competition across industries, compelling organizations to innovate, adapt, and continuously improve their processes to sustain their market positions.

Within this evolving landscape, the role of Human Resources (HR) has gained unprecedented significance. A strong and competitive organizational system must be anchored in the capabilities of competent, reliable, and professional HR, as they represent the foundation for ensuring the seamless execution of operational activities (Hanggraeni, 2012; Quyen, 2020). Beyond their functional responsibilities, HR professionals are now expected to actively contribute to the organization’s strategic agility by fostering digital competencies, enabling innovation, and facilitating knowledge transfer across different organizational units. As digitalization reshapes the business environment, the alignment of HR capabilities with technological advancements is no longer optional—it has become a strategic imperative for organizational sustainability and growth.

Amid the intensifying competition brought about by rapid digitalization, telecommunications companies are compelled to strategically prepare all organizational dimensions, with human resource management positioned at the core of this preparedness. As the primary foundation of organizational success, human resources must embody a workforce equipped with extensive knowledge, advanced skills, and the capacity to consistently deliver superior performance outcomes (Wahyono, 2024). Achieving this level of competency necessitates proactive managerial interventions aimed at continuously enhancing employee performance, with targeted training initiatives serving as a central mechanism. Such training should not be treated as a one-time investment but rather as an ongoing process, complemented by practical work experience, to ensure that existing competencies are refined, expanded, and aligned with the evolving demands of the digital era (Shifa & Harto, 2024).

Training plays a pivotal role in enhancing employee performance, thereby directly improving productivity. Its effectiveness, however, depends on the presence of professional and well-structured management (Asif, 2021; Pudjianto et al., 2023). Effective management—driven by competent human resources—supports the organization's vision, mission, and strategic goals through contributions of talent, creativity, and active participation in operational activities (Anggraeni, 2020). Furthermore, the success of training programs relies on continuous evaluation to assess their impact and address gaps between expected and actual skills. Incorporating a sustainable evaluation mechanism into digital training ensures the achievement of learning objectives and fosters a long-term learning culture. Such a culture enhances adaptability to technological change, strengthens responsiveness to market demands, and, as Chasanah (2008) notes, promotes job satisfaction, productivity, and employee loyalty.

In contemporary business contexts, addressing social and environmental considerations has emerged as a strategic imperative, with employee ownership serving as a potential catalyst for advancing such priorities. When individuals within the workforce hold equity in their organization, their engagement extends beyond short-term profitability toward safeguarding the firm's sustainable future. This sense of shared interest often fosters proactive involvement in environmental stewardship and socially responsible initiatives. Research indicates that organizations with higher levels of employee ownership are more likely to adopt sustainable operational practices and demonstrate stronger commitments to community engagement (Kruse, Freeman, & Blasi, 2010). Ownership not only instils a stronger sense of accountability but also encourages the pursuit of innovative, resource-efficient, and ecologically sound practices. By aligning employee incentives with organizational performance, companies can facilitate more seamless integration of sustainability measures into daily operations. Employees who feel genuinely invested are more inclined to generate creative solutions to societal and environmental challenges, adopt continuous improvement strategies, and implement measures aimed at minimizing ecological footprints. Furthermore, enterprises with employee ownership structures frequently report improved workforce stability and retention rates (Selvakumar & Charan, 2025).

Research Gap

Based on this, this study constructs a Descriptive and analytical approach to clarify the relationship between Digital training and increase social and environmental employee concerns. Despite the extensive body of research on social and environmental awareness, several gaps remain. First, existing studies indicate that the relationship between increased environmental awareness and social sustainability through the adoption of human resource practices is complex and not fully understood. Second, although studies highlight the importance of policy interventions and education in raising social and environmental awareness, there is a lack of quantitative analysis on the relationship between the digital training and the improvement of employee social and environmental aware. Finally, this study responds to the call for more empirical research on Digital training and Employee social and environmental concerns (Pham et al.,2019; Morales et al., 2023; Nsafon et al., 2024).

Research Problem

the telecommunications sector in the Middle East faces unique challenges related to market saturation, customer churn, and the need for agile, customer-centric strategies (Alnoukari & Hanano, 2017).

This study seeks to address this gap by investigating the extent to which digital training influences employees socially and environmentally concerns in the telecommunication sectors at the middle east.

This research seeks to answer the following questions:

1. What is meant by Digital Training?
2. What are social concerns mean?
3. What are Environmental concerns mean?
4. What is the role of implementing Digital Training to achieve effective employee social and environmental concerns in the telecommunication sector in the Middle East?

Research Objectives

This research aimed to:

- To assess the extent to which Digital Training have been implemented in the telecommunication sector in the Middle East.
- To analyze the implementation of Digital Training on employee social and environmental concerns in the telecommunication sector in the Middle East.
- To evaluate the impact of Digital Training on employee social and environmental concerns in the telecommunication sector in the Middle East.

1. Literature Review and Hypotheses

1.1. Digital Training

Digital training has emerged as a global phenomenon, becoming an essential component of organizational operations across nearly all sectors (UN eGovernment Survey, 2022). In light of the growing need to address the demands of both businesses and citizens within a high-technology and high-expectation context, public sector organizations have increasingly prioritized the acceleration of their digital service transformation (Ramakrishnan et al., 2022).

In the commercial sphere, training is commonly understood as the process through which employees acquire knowledge, skills, and attitudes that enhance their job performance. It is also described as a developmental process that advances both professional and personal capabilities, equipping staff with updated knowledge, competencies, and attitudes. Within this framework, digital technology training emphasizes the cultivation of digital competence, particularly in areas such as digital instructional skills, pedagogical practices, advanced technological expertise, and effective utilization of digital tools (Sailer et al., 2021).

Digital training, offered in diverse formats, provides an immersive and interactive learning environment by integrating multimedia components—such as animations and instructional videos—and ensuring accessibility via multiple devices, including computers, tablets, and smartphones, thereby accommodating employees even in production settings (Korn et al., 2015). Unlike traditional paper-based instructions, digital training affords enhanced visualization options, rapid access to targeted information, and supplementary resources, rendering it more effective than traditional methods. These programs may incorporate video lessons, reading materials, online workshops, and other formats designed to replace or complement conventional classroom, peer-to-peer, or instructor-led sessions. Moreover, adaptive training systems, leveraging machine learning techniques and

sophisticated algorithms, dynamically adjust the complexity and content of training modules in real time by analysing learner data—such as performance metrics and progress records—to optimize the overall training experience (Peltokorpi et al., 2023).

Digital training has gained significant attention from organizations due to several advantages. One of its defining features is continuity, as it can operate around the clock through the World Wide Web without interruption. Compared to traditional training approaches, it is often more cost-effective and eliminates the constraints of time and location, enabling trainees to access video and audio materials from anywhere and at any time (Areiqat & Al-Doori, 2018).

Scholars have identified several essential criteria to ensure the effectiveness of digital training, generally encompassing three main dimensions: the quality and relevance of digital technology training content, the capabilities of the trainer, and the transfer of learning into practical workplace application (M.L. Ng, Chow, Wong, & Luk, 2024; Jimenez-Reyes et al., 2022; Leach et al., 2021). These dimensions collectively form the foundation for designing, delivering, and sustaining impactful digital training programs.

We can summarize these dimensions as follows in table (1):

Table (1): Dimensions of digital training

Digital Training Dimensions
1 - Digital technology training contents
2- Trainer capability
3 - Transfer of learning

1.1.1. Digital technology training contents

Digital training content refers to the unique elements of a training program, including its messages, instructions, concepts, ideas, knowledge, and skills (Radhakrishnan et al., 2018). In this study, digital technology training content is defined as the advanced technological knowledge and learning materials designed to facilitate training and achieve specific objectives. Such content may cover areas like data analytics, digital marketing, smart management, and artificial intelligence applications to support business decision-making and develop data-driven solutions (Wang et al., 2021). As highlighted by Xie et al. (2023), the quality of digital technology training content plays a direct role in influencing the learning process and determining training effectiveness. The findings of this study emphasize that high-quality content is a key predictor for improving the overall training system.

1.1.2. Training capability

Chen et al. (2020) describes the trainer as a professional who imparts knowledge and skills to others within their field of expertise. The trainer's role involves providing guidance and instructions that facilitate the transfer of knowledge and the development of competencies. Jacobs and Park (2009) further define this role as the degree of involvement the trainer demonstrates throughout the learning process. Previous studies have emphasized that trainers play a pivotal role in influencing trainees' performance and competence acquisition (Zakaria & Lim, 2022). Moreover, Glerum and Judge (2021) found that trainees often respond more positively to the trainer's approach and engagement than to the training content itself.

1.1.3. Transfer of learning

Transfer of learning is defined as the extent to which individuals apply the knowledge, skills, and attitudes acquired during training to different contexts after the completion of the training program (Moon et al., 2019). Within organizational settings, effective training outcomes are often reflected in the successful transfer of learning, whereby participants are able to translate what they have learned into practical actions in the workplace. Jaramillo-Baquerizo et al. (2019) emphasize that this process entails the effective application of

knowledge gained through training. Furthermore, Latif (2012) notes that the transfer of learning also depends on the trainer's ability to convey advanced technological knowledge to trainees, enabling them to integrate these competencies into their professional tasks.

1.2. Social and environmental concerns

Employee social and environmental concerns encompass employees' attitudes, perceptions, and behavioural intentions toward issues such as social justice, equity, community well-being, and environmental protection within the workplace context. These concerns increasingly influence organizational culture, sustainability strategies, and corporate social responsibility (CSR) agendas. In contemporary organizations, employees are no longer passive participants but rather active stakeholders who can support, challenge, or shape corporate decisions depending on their alignment with personal social and environmental values.

Organizations that recognize their interconnectedness with societal and environmental issues are placing greater emphasis on employee engagement in these domains. In this regard, training has emerged as a vital mechanism for fostering strong employee commitment toward social and environmental responsibilities. For instance, companies reinforce environmental protection through practices such as green training, sustainable recruitment, environmental performance tracking, and green rewards (Khan, 2023). These initiatives help employees internalize organizational sustainability standards and proactively engage in green behaviours, a process influenced by factors such as personal norms, organizational identification, and green motivation (Silva, 2022; Ahmed et al., 2021).

Over the past few decades, heightened global concern over environmental degradation and social inequities has spurred extensive academic discourse (Wilson & Bryant, 2021; Yorkovsky & Zysberg, 2021; Arslan et al., 2023). Historically, environmental responsibility was positioned primarily within CSR frameworks, with a focus on managerial responsibility (Carroll, 2021; Windsor, 2021). However, recent scholarly discussions reveal a notable shift toward recognizing the role of individual responsibility in addressing environmental and social challenges. This perspective highlights the need to examine the drivers and barriers of individual engagement in sustainable or "green" behaviours (Kollmuss & Agyeman, 2002).

Translating individual environmental actions into organizational contexts is now a focal point for both academics and practitioners. Understanding employee engagement with environmentally conscious practices—and differentiating between voluntary and prescribed social and environmental behaviours—is essential (Norton et al., 2015). Prescribed behaviours are typically guided by organizational policies and formal sustainability initiatives (Unsworth et al., 2021), whereas voluntary efforts allow employees greater autonomy, enabling them to contribute innovatively toward organizational sustainability goals and CSR objectives.

1.2.1. Social Concerns (Employee Perspective)

In the organizational context, social concerns refer to employees' perceptions and evaluations regarding fairness, workplace diversity, equity, labour rights, community engagement, and overall human well-being. Aguilera et al. (2007) suggest that employees demonstrate social concerns when they perceive that organizational actions have significant implications for the welfare of stakeholders, both internal and external to the organization.

Operational Definition:

For the purposes of this research, employee social concerns are defined as the degree to which employees value and prioritize social justice, fair labor practices, and equitable treatment when assessing workplace policies, managerial decisions, and corporate activities.

1.2.2. Environmental Concerns (Employee Perspective)

In the organizational context, environmental concerns among employees represent their awareness, attitudes, and behavioural intentions toward minimizing ecological harm, conserving natural resources, and supporting environmental sustainability initiatives in the workplace. Dunlap and Jones (2002) define environmental concern as "the degree to which people are aware of environmental problems and support efforts to solve them."

Operational Definition:

For the purposes of this research, employee environmental concerns are defined as the extent to which employees expect and support their organization's commitment to minimizing negative environmental impacts and implementing eco-friendly, sustainable practices.

1.2.3. Employee Social and Environmental Concerns

Combining both dimensions, employee social and environmental concerns can be conceptualized as a composite construct reflecting the extent to which employees perceive, evaluate, and respond to organizational practices that impact both human and ecological well-being. This construct encompasses employee expectations for fairness, equity, community welfare, and labor rights, alongside their commitment to environmental protection, resource conservation, and sustainable business practices. Integrating these concerns into human resource policies and organizational strategies has been shown to foster higher employee engagement, stimulate innovation, and enhance corporate reputation (Ones & Dilchert, 2012).

1.2.4. Theoretical Perspectives

Several theories provide the conceptual backbone for understanding employee social and environmental concerns: in table (2)

Table (2): employee social and environmental concerns theories

	Theory	Author	Abstract
1	Stakeholder Theory	(Freeman, 1984)	Stakeholder Theory posits that organizations must address the needs and expectations of all stakeholders, including employees, to ensure long-term success. Employees are both internal stakeholders and representatives of external societal values, meaning their social and environmental expectations often mirror broader public concerns.
2	Social Identity Theory	(Tajfel & Turner, 1986)	Social Identity Theory explains how employees derive part of their identity from their organization. When an organization is perceived as socially and environmentally responsible, employees feel a stronger sense of pride and belonging, increasing job satisfaction and commitment.
3	Theory of Planned Behaviour	(Ajzen, 1991)	The Theory of Planned Behaviour (TPB) suggests that employees' intentions to engage in pro-social and pro-environmental workplace behaviours depend on their attitudes, subjective norms, and perceived behavioural control. This theory is useful for predicting sustainable workplace behaviours.
4	Triple Bottom Line	(Elkington, 1994)	The Triple Bottom Line framework integrates economic, social, and environmental performance. From an employee perspective, organizations that align with the TBL model create work environments where personal values and corporate actions are in harmony.

Research over the last two decades indicates that employees increasingly evaluate employers based on their commitment to social responsibility and environmental stewardship (Glavas, 2016; Kim et al., 2022).

Companies perceived as indifferent to these issues risk higher turnover, lower engagement, and reputational damage.

Recent studies show that:

Millennials and Gen Z employees are particularly likely to seek employment in organizations that demonstrate authentic CSR and sustainability practices (Haddock-Millar et al., 2021).

Employee perceptions of environmental responsibility are linked to pro-environmental behaviours at work, such as energy conservation, waste reduction, and green innovation (Paillé & Boiral, 2013).

Socially responsible HR policies (fair wages, diversity programs, employee volunteering) increase retention and attract socially conscious talent (Brammer et al., 2015).

1.3. Hypothesis Development

Recent empirical research underlines how digital training can enhance employees' social and environmental awareness. For instance, a study by Üstüner, Acar, and Akdaş (2023) in the healthcare sector found that digitalization improves employee well-being, which in turn promotes more sustainable economic behaviours—particularly when combined with a strong learning orientation. In parallel, Zhang, Man, and Wang (2022) demonstrated that embedding sustainability within training programs and associated rewards significantly elevates employees' perceptions and behaviours aligned with corporate sustainability. Sector-specific evidence from the mining industry in DR Congo suggests that green training directly enhances employee environmental performance, and is further reinforced by a supportive green culture and strong work ethic (Nsafon et al., 2024). Finally, corporate eLearning platforms also contribute to environmental sustainability by reducing paper use and travel-related emissions, effectively embedding eco-friendly practices within digital training formats (Ordevski, 2024).

The research follows a deductive approach, beginning with a review of the existing literature to derive testable hypotheses the main hypothesis can be formulated and three sub-hypotheses can be extracted based on each dimension of Digital Training. The main hypothesis

H1: There is a significant effect of Digital Training with dimensions (Digital Technology Training Contents, Trainer Capability, Transfer of Learning) on Employee Social and Environmental Concerns dimensions on the Telecommunication sector in the Middle East.

And the sub-Hypotheses as follow:

H1.1: Digital Technology Training Contents positively influences Employee Social and Environmental concerns

H1.2: Trainer Capability positively influences Employee Social and Environmental concerns

H1.3: Transfer of Learning positively influences Employee Social and Environmental concerns.

2. Methodology and Procedures

The study's methodology and procedures constitute a central pillar through which the applied part of the research is carried out. This section is essential for obtaining the data required to perform statistical analysis and arrive at results that can be interpreted in light of the relevant literature on the study topic. Consequently, this section aims to achieve the objectives of the study by providing a detailed description of the adopted methodology, the study population and sample, the research instrument used, the process of its preparation and development, as well as its validity and reliability.

Study Population and Sample:

The study population is defined as all the elements of the phenomenon under investigation (Al-Mahmoudi, 2019:23). This study was applied to employees at the Palestinian Telecommunications Company (Jawwal) who hold supervisory positions in Palestine.

Table (3): Study Population at the Palestinian Telecommunications Company – Jawwal

Job Title	No
Gaza Area Manager	1
Department Director	6
Head of Section	16
Unit Head	41
Exhibition Manager	16
Team Leader	2
Administrator	238
Total	320

Compiled by the researcher based on data from the Human Resources Department at the Palestinian Telecommunications Company – Jawwal (2025).

- **Study Sample at the Palestinian Telecommunications Company – Jawwal:**

The researcher employed the **census sampling method** due to the small size of the statistical population and the ease of covering it completely. The questionnaire was distributed electronically to **320 employees** holding managerial positions in the company (i.e., the entire study population). A total of **310 questionnaires** were retrieved, representing a response rate of **96.87%**, as shown in Table (4):

Table (4): Study Population After Retrieval

Job Title	No
Gaza Area Manager	1
Department Director	5
Head of Section	15
Unit Head	37
Exhibition Manager	15
Team Leader	2
Administrator	235
Total	**310**

- **Research Tools:**

To achieve the objectives of the study, the researcher relied on the following research tools:

1. **Questionnaire:** The primary tool used for data collection was a structured questionnaire distributed among employees at the Palestinian Telecommunications Company "Jawwal."

The questionnaire was designed to measure the **The Influence of Digital Training on employee Social and Environmental concerns** in the company. It consisted of two main sections:

- **Section One:** Demographic information about the respondent (gender, age, job title, academic qualification).
- **Section Two:** Axes addressing the impact of business intelligence on customer relationship management, consisting of **30 items**, as shown in Table (5):

Table (5): Distribution of Questionnaire Sections

#	Study Variables		Number of Paragraphs
1	Independent Variable: Digital Training	The First Dimension: Digital technology training content	5
2		The Second Dimension: Trainer Capability	5
3		The Third Dimension: Transfer of Learning	5
	Independent Variable: Digital Training		15
1	Dependent Variable: Social and Environmental concerns	The First Dimension: Beliefs	5
2		The Second Dimension: Knowledge	5
3		The Third Dimension: oncerns	5
	Dependent Variable: Social and Environmental concerns		15
	Total Study Dimensions		30

- **Questionnaire Measurement Scale:**

The researcher selected a **five-point Likert scale (1–5)** to measure respondents' agreement with each statement. A higher score (closer to 5) indicates stronger agreement with the item. Each point on the scale carries a **relative weight of 20%**, as illustrated in Table (6):

Table (6): Likert Scale Scores

Response	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Degree	5	4	3	2	1

- **Questionnaire Validity:**

Questionnaire validity refers to the degree to which the questions measure what they are intended to measure. Zanqufi (2019) defined it as:

"The comprehensiveness of the questionnaire in covering all elements that should be included in the analysis, and the clarity of its items and terms to ensure they are understandable to the user." (Al-Mahmoudi, 2019).

The researcher ensured the validity of the questionnaire using by:

- **Internal Validity (Internal Consistency):**

Internal consistency refers to the extent to which each item in a given domain aligns with the total score of that domain (Al-Mahmoudi, 2019). The researcher assessed the internal validity of the questionnaire by calculating the **correlation coefficients between each item and the total score of its respective domain**.

- **Internal Consistency Results:**

a. **Independent Variable – Digital Training:** Table (7) presents the correlation coefficients between each item in the " **Digital Training** " domains and the total score of each corresponding dimension. The results show that the correlation coefficients were **statistically significant at the 0.05 level ($\alpha \leq 0.05$)**, indicating that each dimension validly measures the intended construct.

Table (7): Correlation Coefficients Between Each Item and the Total Score of the Business Digital Training

#	Independent Variable: Digital Training	Pearson Correlation Coefficient	P-value (Sig)
	The First Dimension: Digital Technology Training Contents		
1	digital technologies seminar has increased my understanding of the subject	.821**0	0.000
2	digital technologies seminar contents were relevant to the job I perform	.83**0	0.000

3	Skills acquired through this digital technology seminar were helpful to me in carrying out my duties	.722**0	0.000
4	The skill(s) acquired through this digital technology seminar has increased my capability	.811**0	0.000
5	The digital technology seminar added value by providing opportunity to learn and develop skills and knowledge	**0.791	0.000
	The Second Dimension: Trainer Capability		
1	Speaker/Facilitator who Trains was helpful	.751**0	0.000
2	Speaker/Facilitator who trains was well prepared	.722**0	0.000
3	Training courses showed encouragement and motivated participants to learn	.814**0	0.000
4	Speaker/Facilitator used varied learning methods for different types of learners (e.g. slides, images, videos, practical	.754**0	0.000
5	The digital technology seminar was collaborative and involved discussion with the speaker/ facilitator	0.851**	0.000
	The Third Dimension: Transfer Of Learning		
1	My organization supported me in transferring the learning from this digital technology seminar to work	.744**0	0.000
2	I am able to transfer the learning from this digital technology seminar to my colleagues	.655**0	0.000
3	The digital technology seminar has put me in further control over my job	.76**0	0.000
4	The digital technology seminar has increased work efficiency and effectiveness	.731**0	0.000
5	I can express my ideas through digital technology after attending digital training session	.685**0	0.000

b. **Dependent Variable – Employee Social and Environmental concerns:** Table (8) shows the correlation coefficients between each item in the "Customer Relationship Management" dimension and its total score. The results indicate that the correlation coefficients were **statistically significant at the 0.05 level ($\alpha \leq 0.05$)**, confirming the validity of each dimension.

Table (8): Correlation Coefficients Between Each CRM Item and the Total Dimension Score

#	Dependent Variable: Employee Social and Environmental concerns	Pearson Correlation Coefficient	P-value (Sig.)
	The First Dimension: beliefs		
1	I believe and am convinced of the importance of the environmental and social concerns in the field of business	.821**0	0.000
2	I volunteer for projects or activities that address social and environmental issues in my company	0.641**	0.000
3	I spontaneously give my time to help my colleagues take the social and environmental concerns into account	.714**0	0.000
4	I undertake social and environmental actions that contribute positively to my company's image	.756**0	0.000
5	I think there are some misconceptions within my organization regarding social and environmental awareness, so they need to change.	.602**0	0.000
	The Second Dimension: Knowledge		
1	I suggest new practices that could improve the social and environmental performance of my company	0.77**	0.000
2	I encourage my colleagues to adopt more social and environmental conscious behaviour	.801**0	0.000
3	I stay informed of my company's social and environmental efforts	.662*0	0.013
4	I make suggestions about ways to protect the social and environmental concerns more effectively	.613**0	0.000
5	I have enough information about the social and environmental laws and norms in our country	.721**0	0.000
	The Third Dimension: concerns		
1	I really care about the social and environmental concern of my company.	.741**0	0.000
2	I would feel guilty about not supporting the social and environmental efforts of my company	.722**0	0.000
3	The social and environmental concern of my company means a lot to me	.659**0	0.000
4	I feel personally attached to the social and environmental concern of my company	.767**0	0.000
5	I strongly value the social and environmental efforts of my company	0.813**	0.000

2. Construct Validity:

Construct validity is one of the main indicators of the instrument's validity. It measures the extent to which the instrument achieves the goals it is designed for and evaluates how well each domain correlates with the overall questionnaire score.

Table (9): Correlation Coefficients Between Each Domain (Digital Training & Employee Social and Environmental concerns) and the Total Questionnaire Score

#	Study Variables		Pearson Correlation Coefficient	P- Value (Sig.)
1	Independent Variable: Digital Training	The First Dimension: Digital Technology Training Contents	0.819**	0.000
2		The Second Dimension: Trainer Capability	0.782**	0.000
3		The Third Dimension: Transfer Of Learning	0.732**	0.000
	Independent Variable: Digital Training		0.823**	0.000
1	Dependent Variable: Employee Social and Environmental concerns	The First Dimension: Beliefs	0.534**	0.001
2		The Second Dimension: Knowledge	0.568**	0.000
3		The Third Dimension: Concerns	0.599**	0.000
	Dependent Variable: Employee Social and Environmental concerns		0.755**	0.000

Table (9) demonstrates that **all correlation coefficients across the questionnaire domains were statistically significant at the 0.05 level ($\alpha \leq 0.05$)**, confirming that all domains validly measure the intended constructs.

- **Seventh: Questionnaire Reliability:**

Reliability refers to the consistency of the questionnaire results if administered multiple times under the same conditions. In other words, a reliable questionnaire produces stable and consistent results over repeated trials within a specific time frame.

The researcher assessed the reliability of the study's questionnaire using **Cronbach's Alpha**, **split-half reliability**, **composite reliability (CR)**, and **average variance extracted (AVE)**, as shown in the following table:

Table (10): Reliability Metrics – Cronbach's Alpha, Split-Half, Composite Reliability

#	Study Variables		Number of Paragraphs	Cronbach's Alpha Coefficient	Split-Half Reliability
1	Independent Variable: Digital Training	The First Dimension: Digital Technology Training Contents	5	0.845	0.733
2		The Second Dimension: **Trainer Capability**	5	0.840	0.727
3		The Third Dimension: **Transfer Of Learning**	5	0.817	0.792
	Independent Variable: Digital Training		15	0.895	0.801
1	Dependent Variable: Employee Social and Environmental concerns	The First Dimension: Beliefs	5	0.712	0.688
2		The Second Dimension: Knowledge	5	0.723	0.719
3		The Third Dimension: Concerns	5	0.788	0.751
	Dependent Variable: Customer Relationship management		15	0.784	0.731

From Table (10), it is evident that the **Cronbach's Alpha and split-half reliability values exceeded 0.70**, indicating a high level of internal consistency. Similarly, the **Composite Reliability (CR) values were above 0.80**, supporting the robustness of the instrument.

Therefore, the questionnaire in its final version is deemed **valid and reliable** for distribution. The researcher has thus ensured the **credibility and accuracy** of the instrument, making it suitable for **analyzing results, answering the research questions, and testing the study hypotheses**.

3. Results of the Analysis and Hypotheses Testing

- **First: Analysis of Business Digital Training**

The one-sample t-test, arithmetic means, and relative weights were used to analyze each item under the four dimensions of Digital Training. The results are presented in the following tables, which reflect the respondents' perspectives at the Palestinian Telecommunications Company “Jawwal.”

- **Analysis of the "Digital Technology Training Contents" Dimension**

Table (11): Mean, relative weight, p-value, and ranking of the items under the "Digital Technology Training Contents" dimension.

	The First Dimension: Digital Technology Training Contents	Avg	S.D	Avg Weighted	Effected Degree
1	digital technologies seminar has increased my understanding of the subject	3.67	0.71	73.4	high
2	digital technologies seminar contents were relevant to the job I perform	3.74	0.75	74.8	high
3	Skills acquired through this digital technology seminar were helpful to me in carrying out my duties	4.00	0.72	80	high
4	The skill(s) acquired through this digital technology seminar has increased my capability	3.85	0.71	77	high
5	The digital technology seminar added value by providing opportunity to learn and develop skills and knowledge	3.6	0.77	72	high
	The First Dimension: Digital Technology Training Contents	3.772	0.51	75.44	high

Based on Table (11), it is evident that the respondents showed a high level of agreement with the items in this dimension. The mean score was 3.772, corresponding to a relative weight of 75.44%. The researcher attributes this strong agreement to the importance of Digital Technology Training Contents In the rapidly evolving landscape of the telecommunications industry, digital technology training has become a cornerstone for sustaining competitiveness, innovation, and operational excellence. The dynamic nature of telecommunications—driven by emerging technologies such as 5G, artificial intelligence (AI), cloud computing, Internet of Things (IoT), and cybersecurity systems necessitates a workforce that is continuously updated with the latest digital competencies.

- **Analysis of the " Trainer Capability " Dimension**

Table (12): Mean, relative weight, p-value, and ranking of the items under the " Trainer Capability " dimension.

	The Second Dimension: Trainer Capability	Avg	S.D	Avg Weighted	Effected Degree
1	Speaker/Facilitator who Trains was helpful	3.5	0.74	70	high
2	Speaker/Facilitator who trains was well prepared	3.67	0.74	73.4	high
3	Training courses showed encouragement and motivated participants to learn	3.9	0.73	78	high
4	Speaker/Facilitator used varied learning methods for different types of learners (e.g. slides, images, videos, practical demos)	3.88	0.81	77.6	high
5	The digital technology seminar was collaborative and involved discussion with the speaker/ facilitator	3.71	0.75	74.2	high
	The Second Dimension Trainer Capability	3.732	0.41	74.64	high

Table (12) reveals a high level of agreement among respondents, with a **mean score of 3.732** and a **relative weight of 74.64%**. The researcher explains this result by emphasizing the critical role of the trainer capability

in enhancing performance. the Importance of Trainer Capability in Middle East Telecommunication Companies In the contemporary telecommunications sector—particularly within the rapidly developing economies of the Middle East—trainer capability plays a pivotal role in ensuring the effectiveness of workforce development and the successful implementation of digital transformation initiatives. As the region continues to invest heavily in advanced technologies such as 5G networks, artificial intelligence (AI), cloud computing, and smart infrastructure, the quality and expertise of corporate trainers have become critical to achieving strategic organizational goals.

- **Analysis of the "Transfer of Learning " Dimension**

Table (13): Mean, relative weight, p-value, and ranking of the items under the "Transfer of Learning " dimension

	The Third Dimension: Transfer Of Learning	Avg	S.D	Avg Weighted	Effected Degree
1	My organization supported me in transferring the learning from this digital technology seminar to work	3.85	0.70	77	high
2	am able to transfer the learning from this digital technology seminar to my colleagues	3.9	0.73	78	high
3	The digital technology seminar has put me in further control over my job	3.95	0.75	79	high
4	The digital technology seminar has increased work efficiency and effectiveness	3.82	0.77	76.4	high
5	I can express my ideas through digital technology after attending digital training session	3.78	0.68	75.6	high
	The Third Dimension: Transfer Of Learning	3.86	0.36	77.2	high

Table (13) indicates strong agreement from the respondents, with a **mean score of 3.86** and a **relative weight of 77.2%**. The researcher explains this by stating that the **transfer of learning** is the process through which employees apply knowledge, skills, and competencies acquired during training to their actual job performance, is a critical determinant of organizational success, particularly in technologically intensive sectors such as telecommunications. In the context of **Middle Eastern telecommunication companies**, where rapid digitalization and technological innovation are reshaping operational landscapes, ensuring effective transfer of learning is essential for realizing the full value of training investments.

- **Overall Analysis of Business Digital Training**

Table (14): Mean, standard deviation, relative weight, and rankings for all Digital Training items.

	Independent Variable: Digital Training	Avg	S.D	Avg Weighted		Effected Degree
1	The First Dimension: Digital Technology Training Contents	3.76	0.51	75.44	2	high
2	The Second Dimension: **Trainer Capability**	3.73	0.41	74.64	3	high
3	The Third Dimension: **Transfer Of Learning**	3.86	0.36	77.2	1	high
	Independent Variable: Digital Training	3.787	0.52	75.73		high

From Table (14), the overall **mean score for all Digital Training items is 3.787**, with a **relative weight of 75.73%**, indicating a high level of agreement among respondents. The third dimension, "transfer of learning," ranked first with a **relative weight of 77.2%**, while the Second dimension, "trainer Capability," ranked fourth with **74.64%**.

The researcher concludes that digital training In the era of rapid technological advancement and digital transformation, **digital training** has emerged as a strategic necessity for organizations operating in the **telecommunication sector**, particularly within the **Middle East**. As regional economies accelerate toward knowledge-based and digitally enabled growth, telecommunication companies—being the backbone of digital connectivity—must ensure their workforce possesses the competencies required to adopt, manage, and innovate with emerging technologies.

Digital training is not merely a human resource initiative but a **strategic imperative** for Middle Eastern telecommunication companies striving to remain competitive in the global digital economy. It enables organizations to **align human capital with technological progress**, ensuring sustainable growth, operational excellence, and leadership in digital innovation across the region.

- **Second: Analysis of Employee Social and Environmental concerns Dimensions**

A one-sample t-test, arithmetic mean, and relative weight were used to analyze each item under the **Employee Social and Environmental concerns** dimensions. The results presented in the tables below reflect the views of the respondents at the company under study.

Table (15): Mean, relative weight, p-value, and ranking of the "Customer Acquisition" items.

	Dependent Factor Employee Social and Environmental concerns	Avg	S.D	Avg Weighted	Effected Degree
1	I believe and am convinced of the importance of the environmental and social concerns in the field of business	3.65	1.63	73	high
2	I believe and am convinced of the importance of the environmental and social concerns in the field of business	3.5	1.75	70	high
3	I spontaneously give my time to help my colleagues take the social and environmental concerns into account	3.7	1.04	74	high
4	I undertake social and environmental actions that contribute positively to my company's image	3.85	2.27	77	high
5	I think there are some misconceptions within my organization regarding social and environmental awareness, so they need to change.	3.6	2.47	72	high
6	I suggest new practices that could improve the social and environmental performance of my company	3.75	1.67	75	high
7	I encourage my colleagues to adopt more social and environmental conscious behaviour	3.54	1.65	70.8	high
8	I stay informed of my company's social and environmental efforts	3.3	1.92	66	high
9	I make suggestions about ways to protect the social and environmental concerns more effectively	3.45	1.60	69	high
10	I have enough information about the social and environmental laws and norms in our country	3.52	1.85	70.4	high
11	I really care about the social and environmental concern of my company.	3.38	1.69	67.6	high
12	I would feel guilty about not supporting the social and environmental efforts of my company	3	1.59	60	high
13	The social and environmental concern of my company means a lot to me	3.42	1.39	68.4	high
14	I feel personally attached to the social and environmental concern of my company	3.66	1.54	73.2	high
15	I strongly value the social and environmental efforts of my company	3.71	1.47	74.2	high
	Dependent Factor Employee Social and Environmental concerns	3.535	0.78	70.70	high

The results from Table (15) show a high level of agreement from the respondents regarding the "**Employee Social and Environmental concern**" dimension overall, with a mean score of **3.535** and a relative weight of **70.70%**. The researcher attributes this strong approval to "In recent years, **social and environmental responsibility** has become a critical component of organizational sustainability, particularly in the **telecommunication sector**. For telecommunication companies in the **Middle East**, where economic diversification and sustainability are central to national development agendas, integrating employee awareness and engagement in social and environmental issues has become essential for achieving long-term corporate success and societal impact".

Fostering employee awareness and engagement in social and environmental concerns is vital for Middle East telecommunication companies striving to achieve **sustainable growth and responsible innovation**. By

empowering employees to act as sustainability ambassadors, these companies can enhance their social impact, reduce environmental footprints, and align business success with regional and global sustainability goals.

- **Third: Hypothesis Testing and Results Discussion**

- **Main Hypothesis**

  - **H1**: Digital Training positively influences Employee Social and Environmental concerns:
  - H1.1: Digital Technology Training Contents positively influences Employee Social and Environmental concerns
  - H1.2: Trainer Capability positively influences Employee Social and Environmental concerns
  - H1.3: Transfer of Learning positively influences Employee Social and Environmental concerns

Table (16) shows that the correlation coefficient is **0.551**, and the **p-value (Sig.) is 0.000**, which is less than the significance level (**$\alpha \leq 0.05$**). This indicates a statistically significant **positive relationship** between **digital training** and **Employee Social and Environmental concerns** Furthermore, the **coefficient of determination (R^2)** is **0.442**, which means that **digital training explains 44.2% of the variance** in Employee Social and Environmental concerns.

Table (16): Correlation coefficients and regression values for digital training in relation to Employee Social and Environmental concerns

Hypothesis	Pearson Correlation Coefficient	(R^2)	ß	P- Value (Sig.)	Sig
Digital Training positively influences Employee Social and Environmental concerns	0.551*	0.442	0.157	0.000	Sig

- **Sub-Hypotheses**

Table (17): Correlation coefficients and regression values for digital training in relation to Employee Social and Environmental concerns

	Hypothesis	Pearson Correlation Coefficient	(R^2)	ß	P- Value (Sig.)	Sig
1	Digital Technology Training Contents positively influences Employee Social and Environmental concerns	0.532*	0.442	0.215	0.000	Sig
2	Trainer Capability positively influences Employee Social and Environmental concerns	0.573*		0.175	0.000	Sig
3	Transfer of Learning positively influences Employee Social and Environmental concerns	0.511*		0.112	0.000	Sig

1. **Digital Training and Employee Social and Environmental concerns**

   - Correlation: **0.532**
   - coefficient of determination **(R^2)**: **0.442**

The researcher interprets this result by emphasizing that the relationship between **Digital Training and Employee Social and Environmental concerns** is **complementary**, Digital training can play a vital role in increasing employees' awareness of **social and environmental issues**. Through well-designed e-learning modules or digital workshops, employees can understand the importance of sustainability, ethical behavior, and corporate social responsibility (CSR). This awareness encourages them to adopt eco-friendly practices and socially responsible attitudes at work.

Digital training itself supports environmental sustainability by **reducing paper use, travel, and physical training resources**. This not only minimizes the organization's carbon footprint but also sets a positive

example, aligning corporate training practices with environmental values, and when employees receive digital skills training, they become more capable of using technology to **develop innovative solutions** to social and environmental challenges. For instance, digital literacy enables them to optimize energy use, manage e-waste responsibly, and contribute to green innovations within their departments.

Digital training can address issues like **digital ethics, data privacy, and social inclusion**. Training employees on responsible digital behavior helps ensure that technological advancements support not only efficiency but also fairness, transparency, and respect for human and environmental values, and the organizations with strong digital training programs can better align employee performance with **corporate sustainability strategies**. When employees understand the environmental impact of their roles and how technology can mitigate it, they contribute more effectively to the organization's overall sustainability and CSR objectives.

Employees who feel that their organization invests in digital learning and sustainability initiatives often develop a stronger **sense of purpose and engagement**. Linking digital training to environmental and social goals helps build a culture of shared responsibility and long-term commitment to sustainable development, while digital training supports sustainability, it also requires **critical management of energy use, data storage, and device lifecycle**. Companies must ensure that digital transformation does not inadvertently increase electronic waste or energy consumption—maintaining a balance between technological progress and environmental protection.

- **Regression Equation:**

Employee Social and Environmental concerns = 0.157 + 0.215 (Digital Technology Training Contents) + 0.157 (Trainer Capability) + 0.112 (Transfer of Learning).

4. Findings and Recommendations and Conclusion:

First: Findings:

1. **Digital Training Enhances Environmental Awareness:** Study show that digital training programs that incorporate sustainability content help employees develop stronger environmental awareness and eco-friendly behaviors.
    - E-learning and digital simulations can illustrate real-world environmental impacts, such as energy use or waste management, helping employees understand their role in reducing the organization's carbon footprint.
    - Research also finds that when employees receive regular digital sustainability training, they are more likely to adopt **green workplace practices**, such as recycling, energy conservation, and paperless operations.
2. **Strengthening Social Responsibility through Digital Learning:** Digital training enables organizations to deliver consistent education on social ethics, equity, and inclusion across large and diverse workforces.
    - Training in topics like **digital ethics, data privacy, and corporate social responsibility (CSR)** helps employees act responsibly and uphold organizational social values.
    - Interactive online programs promote **awareness of community engagement and fair labor practices**, encouraging employees to contribute positively to society through their work.
3. **Integration with Corporate Sustainability Goals:** Digital training is increasingly used as a tool to align employees with their company's **sustainability and CSR** strategies.

- Organizations that link digital training with sustainability objectives see higher levels of **employee participation in green and social initiatives**.
- Employees who understand their company's sustainability vision are more motivated to integrate **social and environmental concerns** into daily decision-making.

4. Efficiency and Environmental Benefits of Digital Training: Digital training itself contributes to environmental responsibility by reducing the environmental impact of traditional training methods.
   - Online learning eliminates the need for printed materials, physical classrooms, and travel, thereby reducing greenhouse gas emissions.
   - This makes digital learning both an educational and operational sustainability tool.
5. **Digital Empowerment and Innovation:** Employees trained in digital technologies are more capable of **developing innovative solutions** to environmental and social challenges.
   - Digital literacy enables employees to use data analytics, automation, and smart systems to monitor and improve environmental performance.
   - This creates a feedback loop: digital skills lead to innovation, which strengthens sustainability outcomes.

In summary, **digital training positively influences employees' social and environmental concerns** by:

1. Raising awareness of sustainability issues.
2. Encouraging ethical and socially responsible behavior.
3. Supporting organizational sustainability strategies.
4. Reducing environmental impacts through digital delivery.
5. Empowering employees to innovate for sustainability.

Second: Recommendations:

1. **Integrate Sustainability Topics into Digital Training Programs:** Organizations should **embed environmental and social responsibility modules** within their digital training curricula such as:
   - Include content on energy conservation, responsible resource use, waste reduction, and ethical digital behaviour.
   - Use case studies and simulations to help employees understand the real-world impact of sustainable practices.
2. Align Digital Training with Corporate Sustainability Goals: Digital learning initiatives should be directly linked to the company's CSR and environmental sustainability strategies such as:
   - Training outcomes should reinforce the organization's sustainability vision and values.
   - Managers should communicate how digital upskilling contributes to achieving social and environmental targets.
3. Promote a Green Learning Culture: Organizations are encouraged to cultivate a culture of continuous learning focused on sustainability such as:
   - Encourage employees to engage in ongoing digital learning about eco-friendly technologies and ethical digital practices.

- Recognize and reward employees who apply their digital skills to promote environmental or social improvements.

4. Utilize Digital Platforms to Reduce Environmental Impact: Companies should leverage online and blended learning platforms to minimize the ecological footprint of training such as:
   - Shift from paper-based materials and in-person workshops to digital formats.
   - Ensure digital systems are energy-efficient and use cloud services that support sustainability standards.
5. Incorporate Social and Environmental KPIs into Training Evaluation: Organizations should evaluate the effectiveness of digital training programs not only through performance outcomes but also through social and environmental indicators such as:
   - measure how digital learning influences employees' environmental behaviour, ethical decision-making, or community engagement.
6. **Encourage Leadership Support and Example:** Leadership plays a critical role in linking digital training with sustainability such as:
   - Leaders should **model socially and environmentally responsible behaviour** and participate in the same digital training programs as employees.
   - This demonstrates organizational commitment and increases the perceived importance of sustainability learning.
7. **Use Technology to Drive Social Innovation:** Organizations can harness employees' digital competencies to **develop innovative solutions** addressing social and environmental challenges such as:
   - Encourage employees to use digital tools to design green initiatives, manage CSR projects, or optimize energy efficiency.
8. **Ensure Accessibility and Inclusiveness in Digital Training:** To strengthen social responsibility, companies must ensure **equal access** to digital learning opportunities such as:
   - Provide multilingual content, adaptive technologies, and training for employees with varying digital literacy levels.
   - This inclusiveness reinforces both social equity and organizational cohesion.
9. **Monitor and Continuously Improve:** Establish a **feedback system** to monitor how digital training affects employees' attitudes toward sustainability such as:
   - Collect data on employee engagement, behavioral changes, and sustainability performance, then use insights to refine future training content.
10. **Collaborate with External Sustainability Experts:** Partnerships with **universities, NGOs, or environmental agencies** can help ensure that digital training content remains relevant, credible, and aligned with global sustainability standards such as the **UN Sustainable Development Goals (SDGs)**.
11. Organizations should view digital training not only as a tool for skill development but also as a **strategic driver of social and environmental responsibility**. By integrating sustainability principles into digital learning design, companies can enhance employee engagement, foster ethical behavior, and contribute to long-term organizational sustainability.

Third: Conclusion:

- The relationship between digital training and employee social and environmental concerns is both significant and mutually reinforcing. Digital training serves as a powerful mechanism for promoting sustainability awareness, ethical behavior, and social responsibility among employees. By integrating environmental and social topics into digital learning platforms, organizations can enhance employees' understanding of their role in achieving corporate sustainability objectives. Moreover, digital training contributes to environmental preservation through its own nature—reducing paper use, travel, and energy consumption associated with traditional training methods.
- In addition, well-designed digital training programs empower employees with the digital competencies needed to innovate and implement sustainable solutions in their daily work. This empowerment not only supports the organization's environmental goals but also strengthens its social responsibility by fostering inclusiveness, equity, and ethical engagement. The positive outcomes of digital training are further amplified when aligned with organizational sustainability strategies and supported by leadership commitment.
- Overall, digital training represents a critical link between technological advancement and responsible organizational behavior. It enables employees to act as active agents of change who contribute to environmental protection and social well-being. Therefore, organizations—particularly in technology-driven sectors such as telecommunications—should view digital training not merely as a tool for professional development, but as a strategic instrument for cultivating a sustainable, socially conscious, and environmentally responsible workforce.

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مقالة بحثية

تأثير التدريب الرقمي على الاهتمامات الاجتماعية والبيئية للعاملين: دراسة حالة في الشرق الأوسط

معتز يوسف المغني[1]،*[*]

[1] دكتوراه في إدارة الأعمال، خبير في قطاع الاتصالات، غزة، فلسطين

* الباحث الممثل: معتز يوسف المغني، البريد الالكتروني: motazalmoughani5@gmail.com

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المُلخّص

تبحث هذه الدراسة في دور التدريب الرقمي في قطاع الاتصالات في الشرق الأوسط، وتأثيراته في تحقيق الاهتمامات الاجتماعية والبيئية للموظفين. وقد تم تطوير نموذج مفاهيمي لتقييم تأثير محتوى التدريب الرقمي، وقدرة المدرب، ونقل التعلم. ولهذا السبب، اتبعت هذه الدراسة تحليلاً تجريبياً وطورت استبانة لجمع البيانات من الموظفين في شركة الاتصالات الفلسطينية (جوال). وقد تم تحليل ما مجموعه 320 استجابة. وتنبع أهمية هذه الدراسة من الدور الذي يلعبه التدريب الرقمي في توفير معارف جديدة وتنمية المهارات، ليس فقط بصورة نظرية ولكن أيضاً من خلال استعراض التجربة الفعلية للمنظمات. سوف نأخذ في الاعتبار مدى الاحتفاظ بهذه الخبرات في ذهن المتدرب لفترة من الزمن، وكيف ستؤثر هذه المهارات والقدرات على الاهتمامات الاجتماعية والبيئية للموظف. وقد وجدت الدراسة أن هناك اعتماداً على التدريب الرقمي وأنه يساهم بشكل كبير في تحسين الاهتمامات الاجتماعية والبيئية للموظفين. وأوصت الدراسة بدمج موضوعات الاستدامة ضمن برامج التدريب الرقمي: يجب على المنظمات تضمين وحدات المسؤولية البيئية والاجتماعية ضمن مناهج التدريب الرقمي الخاصة بها مثل: إدراج محتوى حول ترشيد استهلاك الطاقة، والاستخدام المسؤول للموارد، وتقليل النفايات، والسلوكيات الرقمية الأخلاقية. خلصت نتائج الدراسة إلى وجود علاقة إيجابية ذات دلالة إحصائية بين التدريب الرقمي واهتمامات العاملين الاجتماعية والبيئية، حيث بلغ معامل الارتباط (0.551)، كما بلغت قيمة مستوى الدلالة الإحصائية (Sig.=0.000)، وهي أقل من مستوى الدلالة المعتمد ($\alpha \leq 0.05$). كذلك أظهرت النتائج أن معامل التحديد (R^2) بلغ (0.442)، مما يشير إلى أن التدريب الرقمي يفسر ما نسبته 44.2% من التباين في اهتمامات العاملين الاجتماعية والبيئية.

الكلمات المفتاحية: التدريب الرقمي؛ الاهتمامات الاجتماعية؛ الاهتمامات البيئي.

تصنيف Jel: [M53, M14, Q56, O33]

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