

# The Effect of Perceived Organizational Support (POS) on Training Outcomes at the Jordanian Social Security Corporation (SSC): The Psychological Safety as a Mediating Variable

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## Abstract

The study aimed to identify the effect of perceived organizational support on training outcomes, with organizational safety as a mediating variable, from the perspective of employees of the Social Security Corporation in Jordan. The study population was (1561) and the study sample was (299) employees. The study found that the perceived organizational support affects training outcomes and organizational safety, and that the organizational safety affects training outcomes, and that the perceived organizational support affects training outcomes with organizational safety as a mediating variable. The study recommended working to enhance and deepen organizational support in its dimensions (supervisor support, recognition and appreciation, justice and fairness, and organizational care & empathy) in public sector institutions in Jordan.

**Keywords:** Organizational Support, Training, Psychological Safety, Social Security, Jordan

## Introduction

Public sector organizations need to focus on human capital development as a strategic necessity because their operating environment consists of rapid change together with institutional reform and increased citizen expectations. Developing countries require their public institutions to simultaneously improve service quality and sustain efficiency, equity, and accountability. Under these circumstances training and development emerge as essential methods to promote both institutional flexibility and workforce creativity while ensuring the organization remains sustainable over time (Salas et al., 2012; Al-Azzam, 2022).

The Social Security Corporation (SSC) of Jordan has invested significantly in professional training and capacity-building programs to manage changing socio-economic and regulatory conditions while administering social insurance programs. However, despite these efforts, a persistent challenge has emerged: training outcomes among SSC employees vary considerably.

Different employee groups show varying levels of learning achievement and behavioral transformation after training despite standardized training programs (Baldwin & Ford, 1988; Grossman & Salas, 2011).

The observed difference in training results made scholars move their research attention from instructional aspects to the psychological and organizational contexts of training programs. Scholars are now directing more theoretical and empirical research towards Perceived Organizational Support (POS). The concept of Perceived Organizational Support (POS) emerges from Organizational Support Theory and Social Exchange Theory to describe employee perceptions of organizational appreciation for their contributions and concern for their welfare (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). Employees who perceive strong organizational support demonstrate increased commitment and work engagement while being more receptive to training programs.

The relationship between POS and training success has been validated in corporate settings but the dynamics of POS in public organizations with bureaucratic structures in Arab nations have yet to be fully examined. Employees in nations such as Jordan view organizational support differently due to their formalistic institutional cultures and inconsistent managerial support which impacts their motivation to learn new competencies (Ali & Farooqi, 2014; Ahmad & Yekta, 2010).

New research indicates that psychological safety which allows employees to take interpersonal risks without fear of repercussions functions as an essential psychological process connecting POS to successful training results (Edmondson & Lei, 2014). In a psychologically safe environment employees experience openness and active learning which leads to better collaboration and integration of new knowledge into practice. Employees who believe they can speak up and make mistakes without repercussions show increased meaningful participation in training and application of learning at work (Frazier et al., 2017). This research examines how perceived organizational support affects training outcomes for employees at the Social Security Corporation in Jordan using psychological safety as a mediating factor. The study investigates whether employees who receive substantial support experience better training results through establishing a psychologically safe work environment.

The theoretical contribution of this research lies in its integration of organizational support theory into a Middle Eastern public sector environment which broadens the established constructs' global relevance. The research results provide strategic advice for HR leaders and training managers at SSC and similar institutions about how supportive management and psychological safety together can maximize training investment returns.

Effective training requires understanding psychological enablers as Jordan works toward modernizing its public sector. This study reveals important information about how POS and psychological safety work together to influence training results which helps improve institutional development as well as workforce performance and citizen service delivery.

### Statement of the Problem

The advancement of public sector reform together with workforce professionalism and service improvement fundamentally depends on training and development initiatives. Organizations like the Social Security Corporation in Jordan view professional training as more than just a basic need since it strategically supports service delivery continuity and innovation while maintaining compliance (Aguinis & Kraiger, 2009; Al-Azzam, 2022). Extensive funding for training programs fails to eliminate persistent disparities in training effectiveness among different organizational units and individual employee groups (Salas et al., 2012; Grossman & Salas, 2011).

Research has traditionally focused on technical aspects of training variability including content relevance and instructional methods yet these factors alone cannot explain all differences in knowledge acquisition and job performance outcomes (Baldwin & Ford, 1988; Saks & Haccoun, 2022). Studies now more often focus on organizational and psychological elements that affect how effective training programs are.

Perceived Organizational Support (POS) stands out as a crucial determinant in this context. According to Eisenberger et al. (1986) POS measures how much employees think their organization values their work and looks after their well-being. Multiple studies demonstrate that when POS levels increase employees exhibit better training motivation and learning transfer which leads to improved performance outcomes (Rhoades & Eisenberger, 2002; Kurtessis et al., 2017). The majority of research on this subject emerges from Western private-sector institutions while public organizations remain underexamined especially regarding their operations in hierarchical and culturally conservative settings like Jordan (Ahmad & Yekta, 2010; Ali & Farooqi, 2014).

The concept of psychological safety adds complexity to this situation because it serves as a crucial element for employees to participate completely in learning activities without worrying about negative judgments or consequences. Studies show that psychological safety functions as a mediator between POS and significant organizational results through the creation of an environment that supports openness, trust-building, and learning opportunities (Edmondson & Lei, 2014; Newman et al., 2017). The empirical testing of psychological safety's mediating effect between POS-training outcomes remains unexplored in the Jordanian public sector.

Management reports and internal evaluations reveal that the development initiatives launched at SSC have produced inconsistent outcomes. Training results vary across employees with some showing substantial improvement and others experiencing minimal progress. This raises fundamental questions about the organizational climate: Employees feel they receive enough support and psychological safety to effectively utilize training content. This study addresses the central problem of insufficient empirical evidence about psychological conditions—especially perceived organizational support and psychological safety—which determine training effectiveness in Jordan's public sector. The strategic significance of this issue stems from its alignment with national human capital goals and current public administration modernization efforts in Jordan (UNDP, 2021).

The research investigates the impact of perceived organizational support on training outcomes at SSC and explores if psychological safety serves as a mediator in this relationship. The analysis of linkages between organizational support and training outcomes will provide evidence-based recommendations for training policies and human resource practices which will help public institutions develop their employees more efficiently and deliver better public services.

### *Research Questions*

Based on the research problem, the following research questions were formulated:

**Question 1:** What is the level of perceived organizational support at the Social Security Corporation in Jordan from the perspective of its employees?

**Question 2:** What is the level of training outcomes at the Social Security Corporation in Jordan from the perspective of its employees?

**Question 3:** What is the level of psychological safety at the Social Security Corporation in Jordan from the perspective of its employees?

**Question 4:** What is the effect of perceived organizational support on training outcomes at the Social Security Corporation in Jordan from the perspective of its employees?

**Question 5:** What is the effect of perceived organizational support on psychological safety at the Social Security Corporation in Jordan from the perspective of its employees?

**Question 6:** What is the effect of perceived organizational support on training outcomes at the Social Security Corporation in Jordan, in the presence of psychological safety, from the perspective of its employees?

### *Study Hypotheses*

Based on the study problem and its questions, the following hypotheses were formulated:

**Main Hypothesis 1:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Perceived Organizational Support, in its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

### **The following sub-hypotheses emerged from this main hypothesis**

**Sub-Hypothesis 1:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Supervisor Support on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

**Sub-Hypothesis 2:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Recognition and Appreciation on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

**Sub-Hypothesis 3:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Justice and Fairness on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

**Sub-Hypothesis 4:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Organizational Care and Empathy on training outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

**Main Hypothesis 2:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Perceived Organizational Support, in its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) on Psychological Safety in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) at the Social Security Corporation in Jordan from the perspective of its employees.

**Main Hypothesis 3:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Psychological Safety, in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

**Main Hypothesis 4:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Perceived Organizational Support, in its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) in the presence of Psychological Safety in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) at the Social Security Corporation in Jordan from the perspective of its employees.

### *Study Objective*

The study sought to achieve the following objectives:

- To identify the effect of perceived organizational support on training outcomes with Psychological Safety as a mediating variable from the perspective of employees of the Social Security Corporation in Jordan.
- To identify the reality of perceived organizational support from the perspective of employees of the Social Security Corporation in Jordan.
- To identify the level of training outcomes from the perspective of employees of the Social Security Corporation in Jordan.
- To identify the reality of psychological safety from the perspective of employees of the Social Security Corporation in Jordan

### **Importance of the Study**

#### *Theoretical Importance*

This research holds theoretical significance because it adds to the growing literature that spans organizational behavior and human resource development studies within public administration. The study progresses the application of Organizational Support Theory (OST) and Social Exchange Theory (SET) by assessing their validity within a non-Western public-sector setting through research at Jordan's Social Security Corporation.

The majority of studies concerning Perceived Organizational Support have originated from corporate environments within Western countries (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002). POS has shown strong connections to work results like organizational commitment and employee retention but its impact on training results within bureaucratic and hierarchical cultural settings remains insufficiently studied (Kurtessis et al., 2017). The research attempts to close this theoretical void by examining the connection between POS and training results in a Middle Eastern government organization to expand the cross-cultural validation and contextual reach of POS theory.

This research strengthens existing knowledge about training transfer and learning motivation by highlighting how these areas ignore organizational climate and employee psychological perceptions (Saks & Burke-Smalley, 2014). The study constructs a comprehensive human capital development model that integrates organizational support perception to show that training effectiveness relies on both instructional design and the employee's sense of organizational support and recognition.

The research offers valuable insights to public management theory with a specific emphasis on human resource governance. The administrative structures of public sector institutions in developing nations tend to be inflexible systems that fail to incorporate motivational strategies. The research analyzes the impact of psychological factors such as POS in governmental environments to question established technocratic public HRM approaches while offering behaviorally informed theoretical perspectives on public organizational performance (Ali & Farooqi, 2014).

#### *Practical Importance*

The findings of this study demonstrate important practical implications for human resource management and organizational development which are especially relevant to public administration reform in Jordan and comparable developing economies. The Social Security Corporation of Jordan serves as an essential institution for national social protection policy and public welfare systems as well as labor insurance. The organization's workforce effectiveness and agility drive its mission accomplishment and help build public trust in governmental institutions.

Following extensive training programs organizational reports show varying results in training outcomes which results in inconsistent service quality and performance inefficiencies. This study identifies perceived organizational support as a critical factor for training success and provides useful information for policymakers and HR professionals to enhance training ROI. When employees experience workplace environments that value their contributions and support their development, they become more engaged with training, which leads to better application of skills and organizational achievements according to Riggle et al. (2009).

This study provides helpful guidance for transforming the public sector in Jordan according to national development agendas like the Economic Modernization Vision which focus on strengthening institutional capacity and workforce skill development (UNDP, 2021). The research connects effective training with supportive work environments in line with strategic HRM best practices worldwide where psychological safety and organizational trust enable learning and innovation (Salas et al., 2012).

The results offer a new approach to public training programs enabling them to shift from traditional top-down compliance structures to more employee-focused and motivational systems. The change can diminish resistance to organizational changes while simultaneously boosting engagement levels and establishing a perpetual learning atmosphere in SSC and other public sector organizations. The research emphasizes that managerial actions along with HR strategies should sustain employee support throughout training activities by incorporating post-training mentorship, acknowledgment, and follow-up procedures (Saks & Haccoun, 2022).

The findings from this research offer practical applications that could benefit other Arab public administration systems which share similar structural and cultural characteristics. The study strengthens its relevance at a regional level while providing guidelines for other institutions facing modernization to implement proven HRM methods.

## Literature Review

### ***Perceived Organizational Support (POS)***

#### *Definition*

Perceived Organizational Support (POS) reflects how employees view their organization as valuing their work and showing genuine concern for their professional and personal well-being (Eisenberger et al., 1986). POS originates from Organizational Support Theory and Social Exchange Theory establishes its foundational principles demonstrating reciprocal obligations between organizations and their workers. Employees who receive strong organizational support develop increased affective commitment and their engagement levels rise while they align more closely with organizational objectives (Rhoades & Eisenberger, 2002). POS is determined by organizational justice and supervisor support as well as recognition systems and equitable policies together with positive work conditions according to Kurtessis et al. (2017). Public sector organizations depend on POS to sustain employee morale and performance since they cannot provide financial rewards. Eisenberger et al. (1986) defined Perceived Organizational Support as how much employees believe their organization appreciates their work while caring for their personal well-being. Organizational Support Theory defines the basic concept of Perceived Organizational Support through its depiction of reciprocal interactions between employees and their workplace organization. Rhoades and Eisenberger (2002) describe POS as the comprehensive employee belief system regarding organizational appreciation of their work and commitment to employee needs as well as socio-emotional welfare. The authors assert that POS functions as a psychological contract that influences employee attitudes and behaviors by creating perceived obligations for reciprocation. Perceived Organizational Support means employees believe their organization shows appreciation through fair treatment and supervisor support along with rewards and positive job conditions according to Shanock and Eisenberger (2006). This perspective explores the operational dynamics of POS communication and reinforcement strategies in organizational environments. Kurtessis et al. (2017) defined POS as the organizational commitment perception held by employees which includes fair treatment and recognition practices alongside support for professional growth. The definition of POS now integrates its emotional dimension while explaining how it influences organizational attachment (Baran et al., 2012).

#### *The Importance of POS*

Within training and development settings POS functions as an independent variable that influences training outcomes directly. Positive (POS) affects how employees engage with training programs while determining their learning motivation and ability to apply new skills at work which contributes to organizational achievement. This section explains the reasons that make POS essential for organizational success:

- **Enhancing Training Motivation and Learning Engagement:** POS promotes training motivation through the creation of supportive environments that recognize employee contributions. When organizations show real dedication to their employees' development it

causes employees to boost their brain power and emotional commitment to training initiatives (Saks & Burke-Smalley, 2014). Through psychological safety creation POS boosts content engagement while it diminishes learner anxiety and training method resistance (Edmondson & Lei, 2014).

- **Facilitating Knowledge Acquisition and Skill Development:** When employees experience strong POS their self-efficacy increases which leads them to be more receptive to learning new knowledge and skills. Learning outcomes become better when supportive environments provide access to learning resources while encouraging developmental task risk-taking and acknowledging personal achievements (Eisenberger et al., 2001). The effect is seen in organizations that hire workers from different demographic backgrounds because these groups contain employees who possess various levels of education and experience.

- **Improving Transfer of Training to the Job:** Workplace application of learned behaviors establishes a direct connection with POS. Employees exercise their learned skills more effectively when organizational support assures them that their efforts will receive recognition and appreciation. POS strengthens the connection between training programs and performance metrics by promoting behavioral transformation and new role development along with employee-driven initiative (Chiaburu & Tekleab, 2005).

- **Positive Organizational Support (POS) generates improved business outcomes and increases Return on Investment (ROI):** POS produces organizational benefits such as enhanced productivity and service quality together with reduced turnover rates by promoting better individual training responses and learning transfer. Organizational support for employees leads them to perform organizational citizenship behaviors including peer assistance and change project support which enhances training investment returns according to Rhoades & Eisenberger (2002).

- **Addressing Equity and Inclusion in Training Results:** POS functions as a necessary component to ensure equitable outcomes in learning achievements. People from underprivileged or traditionally underserved demographics start their training programs with varying levels of preparedness and confidence. Organizations that maintain strong POS through respectful communication and mentorship along with individual support help reduce performance disparities between employees from various educational backgrounds and job levels. According to Saks & Haccoun (2022) these practices lead to more equitable training benefit distribution.

### **Dimensions of Perceived Organizational Support**

POS represents multiple dimensions which together capture various aspects of organizational behavior. These dimensions include:

- **Supervisor Support:** The level at which direct supervisors exhibit care for their employees while providing feedback and promoting learning development initiatives determines their support toward employee advancement. Organizational representatives include supervisors whose behavior has a significant impact on POS according to Kottke & Sharafinski (1988).
- **Recognition and Appreciation:** When employees receive formal recognition or verbal praise and participate in organizational decision-making, they tend to view their organization as

more supportive. Feedback and reinforcement become critical components of training success within this dimension according to Rhoades & Eisenberger (2002).

- **Justice and Fairness:** Organizational justice covers procedural justice which ensures fairness in decision-making processes and distributive justice which ensures fairness in the results of those processes. Organizational justice components affect employees' views about respect and transparency which leads to stronger predictions about POS (Colquitt et al., 2001).
- **Organizational Care and Empathy:** Organizational care and empathy reflects how much attention an organization gives to employee well-being through work-life balance support, healthcare provisions, and emotional support systems. Organizational programs including flexible working hours, wellness initiatives and mental health support positively impact this dimension according to Eisenberger et al., 2001.

In general, the concept of Perceived Organizational Support functions as a key variable which exerts considerable influence on training results from learner responses to organizational effects over time. The Social Security Corporation in Jordan relies on Perceived Organizational Support to effectively develop employees in a way that respects workforce diversity and meets public accountability standards. Positive Organizational Scholarship (POS) acts as the main force behind learning engagement and skill acquisition which leads to successful training implementation in organizational environments.

## Training Outcomes

### *Training*

Various scholars have defined training through different lenses which emphasize learning outcomes, performance results or organizational growth aspects. Here are five prominent definitions: According to Noe (2017), training represents a structured company initiative to teach employees essential job-related competencies through the acquisition of knowledge, skills, and behaviors needed for effective performance. According to Aguinis and Kraiger (2009) training represents structured activities that focus on developing knowledge and skills alongside attitudes to boost employee performance within their existing job functions. According to Goldstein and Ford (2002), training represents a structured approach to modifying employee behaviors and knowledge while motivating them to boost both personal performance and the organization's effectiveness. According to Blanchard and Thacker (2013) training serves as the method by which individuals develop abilities that support organizational goal fulfillment. The researchers Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012) describe training as "a structured intervention which aims to boost the current or future job performance of trainees through learning."

Training represents a well-organized and intentional initiative to provide employees with necessary knowledge and skills along with behavioral competencies to boost performance at both individual and organizational levels. The intervention serves immediate developmental needs while functioning as a strategic asset for extended periods.

Although people often use training and development interchangeably, they are two separate but mutually beneficial concepts. The training program concentrates on developing specific job-related skills and knowledge for immediate work performance. Training generally represents short-term operational activities according to Noe (2017). Development

encompasses a comprehensive process that targets both personal and professional advancement and prepares individuals to assume leadership positions and handle organizational changes (McLagan, 1989). According to Aguinis and Kraiger (2009), training programs are designed to be task-specific and structured while development helps build broad competencies like critical thinking and leadership beyond basic job requirements.

The classification of training depends on both its intended purpose and how it is delivered. The types are (Sitzmann et al., 2006):

- **Induction Training:** Induction Training functions to introduce new employees to both organizational culture and operational requirements.
- **Technical Skills Training:** This training concentrates on essential job skills and teaches employees how to use necessary tools and systems.
- **Soft Skills Training:** Soft skills training develops key interpersonal skills which include communication along with leadership abilities, teamwork capabilities and emotional intelligence.
- **Compliance Training:** Compliance Training covers mandatory legal standards together with regulatory obligations and ethical guidelines such as occupational safety and anti-corruption measures.
- **Managerial and Leadership Training:** This training program builds strategic thinking abilities as well as decision-making expertise and team leadership skills for present and upcoming organizational leaders.
- **E-Learning and Blended Training:** Online platforms work together with face-to-face teaching to enhance both flexibility and accessibility.

#### *Advantages and Importance of Training*

Training yields numerous individual and organizational advantages, and serves as a crucial element for sustaining organizations and driving innovation. The main points about training effectiveness are:

- **Improved Competence and Productivity:** Employees who receive proper training demonstrate higher competence and productivity levels (Kraiger et al., 1993).
- **Increased Employee Retention:** When organizations invest in training it shows their commitment which builds loyalty in their employees (Bartlett, 2001).
- **Reduced Supervision:** Employees with proper training demonstrate less need for supervision because they possess strong independent working skills.
- **Enhanced Organizational Reputation:** Employer branding benefits from high-quality training which draws top talent.
- **Supports Change Management:** Successful execution of technological, structural, or cultural changes requires training according to Noe (2017).
- **Enhancing Performance:** Through training employees develop essential skills and knowledge which enable them to complete tasks with effectiveness and efficiency (Kraiger, Ford & Salas, 1993).
- **Adaptability and Innovation:** Organizations in fast-paced environments develop adaptable cultures through training that promotes continuous learning and improvement (Salas et al., 2012).
- **Employee Motivation and Satisfaction:** Through effective training programs employees demonstrate increased engagement and job satisfaction which enhances their morale and retention rate (Bartlett, 2001).

- **Reducing Errors and Improving Quality:** Safety-related and technical training helps minimize errors and improves the quality of services and products (Phillips & Phillips, 2016).
- **Strategic Alignment:** Through training employees gain the skills necessary to meet organizational objectives and strategic plans (Blanchard & Thacker, 2013).

A cross-sectoral IT investigation by Nguyen et al. (2021) found age and job seniority to be statistically significant training transfer predictors since younger workers acquired skills faster but older workers maintained more consistent behavioral application.

The study by Al-Qahtani & Mohammad (2020) among Saudi Arabian public sector employees revealed that educational qualification strongly predicts training content satisfaction. Postgraduate employees demonstrated higher engagement levels and better application of skills after training.

Elnaga & Imran (2013) showed that experienced employees retained training content better than their inexperienced counterparts but displayed lower adaptability to new innovations especially in digital learning formats.

The study by Zhang & Yu (2023) applied meta-analytic techniques to evaluate training effectiveness throughout East Asia and demonstrated that both gender and educational attainment levels significantly affected learning and behavior results.

Al-Khatib & Abu-Shanab's 2020 research explored how age and experience levels affect training programs within Jordanian public organizations. Research revealed that digital training environments suited younger employees better than older employees who preferred conventional learning methods.

The integrative literature review by Salas et al. (2012) confirmed that training motivation and behavioral implementation vary across job levels which confirmed the need for role-specific training content.

Wognum & Bartlett (2002) demonstrated that training strategies must be tailored to generational and experiential differences since standardized training approaches produce minimal impact within diverse age groups in the workforce.

According to Tannenbaum & Yukl (1992), hierarchical positioning determines the goals and expected outcomes of training because leadership roles bring higher cognitive expectations and policy implementation challenges.

Birdi et al. A 1997 longitudinal study in UK public services demonstrated that employee motivation for training participation depends heavily on their tenure length together with their specific job roles and the level of support from their organization.

### *Training Outcomes*

Training outcomes represent the cognitive, behavioral and organizational effects produced by an institution-initiated formal learning process designed to improve employee performance. The measurement of training outcomes occurs across multiple dimensions with Kirkpatrick's Four-Level Model standing out because it evaluates participant reactions

alongside knowledge acquisition and behavioral changes before examining organizational results (Kirkpatrick & Kirkpatrick, 2006). Current training frameworks emphasize measuring ROI while considering contextual elements like trainee traits and environmental impacts which affect training transfer (Phillips & Phillips, 2016).

The learning transfer model of Baldwin and Ford (1988) identifies three principal elements that impact training success which include trainee characteristics, training design and the work environment. This model gained broad acceptance in training research while later advancements like Holton's Learning Transfer System Inventory (LTSI) introduced diagnostic methods to identify learning transfer barriers across individual and organizational contexts (Holton et al., 2000). These models understand that demographic variables interact with cognitive abilities, motivation levels, and environmental conditions to influence learning transfer outcomes.

Modern organizational learning theories emphasize personalization in training strategies because of the diverse learning requirements which call for flexible approaches (Noe, 2017). The multilevel training engagement theory introduced by Sitzmann and Weinhardt (2019) states that individual-level engagement stems from personal traits together with demographic context. The study positions its research within current theoretical frameworks through an investigation of how often ignored demographic traits influence training program success in government organizations.

### *Definition*

Training outcomes represent the measurable changes that result from structured training programs which participants attend. The results from training efforts show measurable changes in employee knowledge and skills alongside shifts in behavior and attitudes while improving organizational performance. Training outcomes provide necessary measures to assess how well training programs deliver value and achieve intended results. Kraiger, Ford, and Salas (1993) assert that training outcomes have multiple dimensions which include cognitive knowledge acquisition (what trainees learn), skill-based performance abilities (trainee action capabilities), and affective emotional responses (trainees' attitudes towards learning).

Training outcomes according to Kirkpatrick and Kirkpatrick (2006) have four dimensions which include participant reactions to the training and what participants learn followed by how learning translates into job performance ending with organizational performance results. Salas et al. (2012) explain that significant training results demonstrate improvements in learning and behavioral changes alongside team performance and leadership abilities together with strategic organizational matching. Phillips and Phillips (2016) make the case for adding financial metrics such as ROI into assessments to measure tangible benefits from training investments.

### *Importance of Training Outcomes*

The evaluation of training outcomes remains essential for strategic human resource development practices and evidence-based management methodologies. Training outcomes demonstrate their value through their ability to measure success metrics that support organizational goals, and as the following:

- **Guide Organizational Strategy:** Learning initiatives become aligned with institutional goals through the assessment of training outcomes. Public sector organizations pursue goals such as policy implementation along with digital transformation to improve service excellence (Salas et al., 2012).
- **Enhance Learning Accountability:** Measured results reveal if training programs successfully reached their planned objectives. In budget-limited settings such as government agencies resource allocation depends on this principle according to Phillips & Phillips (2016).
- **Foster Continuous Improvement:** Feedback from training outcomes allows learning and development professionals to modify content and delivery methods and enhance learner support systems for improved effectiveness (Noe, 2017).
- **Improve Individual and Team Performance:** Successful learning transfer to the workplace results in enhanced task performance and innovation along with increased employee engagement and operational efficiency (Baldwin & Ford, 1988).
- **Promote a Learning Culture:** Training programs that establish clear relevant outcomes become integrated into company culture and promote continuous learning and professional advancement (Sitzmann et al., 2008).

### **Dimensions of Training Outcomes**

Assessment of training outcomes follows four interconnected dimensions which provide a thorough framework for evaluating impact:

**Reaction:** Reaction outcomes represent participants' direct feedback regarding their satisfaction with the training program. Evaluation dimensions include trainer performance assessments along with content clarity and relevance evaluations, logistical arrangements check, and participant engagement measurements during sessions (Kirkpatrick & Kirkpatrick, 2006). Reaction measures prove to be powerful indicators of learning motivation and engagement even though they are often overlooked because they are subjective. Research by Sitzmann et al. (2008) indicates a statistical correlation between positive reactions and improved learning retention along with increased behavioral intent.

**Learning:** Learning outcomes assess how well trainees have mastered the targeted competencies. Assessment of learning outcomes typically involves pre- and post-tests, simulations alongside skill demonstrations and reflective assessments. Kraiger et al. (1993) identify three subtypes: (1) Cognitive learning: Acquisition of declarative and procedural knowledge (2) Skill-based learning: Development of motor or technical skills (3) Affective learning: Changes in attitudes, self-efficacy, and motivation.

Learning outcomes form the essential foundation that leads to behavior change and performance improvement. Proper measurement of learning outcomes generates early signs of successful educational training.

**Behavior (Transfer of Training):** Behavioral outcomes measure how effectively learning transfers into workplace application and retention. Transfer of training means using newly acquired knowledge and abilities for job-relevant situations. This key indicator of training effectiveness connects educational activities with practical performance in the workplace. Baldwin and Ford (1988) presented transfer as being affected by (1) Trainee characteristics

(e.g., motivation, self-efficacy) (2) Training design (e.g., relevance, practice opportunities) (3) Work environment (e.g., supervisory support, peer reinforcement).

Organizational assessment utilizes observational checklists alongside supervisor evaluations and self-report surveys and tracks key performance indicators (KPIs) over time.

**Results:** The findings demonstrate how training affects the organization on a comprehensive level. The broader organizational effect of training shows up through financial performance indicators like cost reductions and increased revenue as well as enhanced service quality through faster processing times and reduced error rates together with strategic outcomes such as better employee retention and innovation. Phillips and Phillips (2016) highlight the critical requirement for ROI analysis and outcome monetization especially within public institutions which face strict accountability standards from taxpayers and policymakers.

## **Psychological Safety**

### *Definition*

Psychological safety represents a complex construct that occupies a key position in contemporary organizational behavior studies particularly when examining learning environments and innovative and team-based activities. This term reflects how comfortable people are with engaging in workplace interpersonal actions while being free from the threat of negative repercussions. Edmondson (1999) said that the concept of psychological safety describes how team members feel secure enough to engage in interpersonal risk-taking activities, while Kahn (1990) characterizes psychological safety as the ability to display and utilize one's identity without concern for damaging self-image or professional status. Newman et al. (2017) defined psychological safety as the belief that employees can express opinions and voice concerns without risking punishment which extends the concept beyond teams to organizational culture. Baer & Frese (2003) defined psychological safety as a workplace atmosphere that supports individuals in proposing new ideas and bringing up concerns and critiques. Frazier et al. (2017) defined psychological safety as the belief that individuals can take interpersonal risks such as speaking up or reporting mistakes without fear in uncertain evaluative contexts such as training sessions.

Definitions in this area consistently highlight essential elements such as freedom from interpersonal fear and encouragement of expression along with support for risk-taking behavior which prove critical for successful learning engagement.

### *Importance of Psychological Safety*

Psychological safety stands out as a critical element in training settings because the ability to learn effectively requires both emotional openness and cognitive risk-taking from participants. During training sessions individuals must face challenges to their established knowledge base while dealing with personal limitations through trial and error which presents fundamental psychological risks. Below, are some key reasons for importance:

- **Facilitates Learning Behavior:** The research by Edmondson (1999) and Siemsen et al. (2009) shows that employees in psychologically safe work environments exhibit better learning behaviors through questioning and seeking clarification and by acknowledging their knowledge gaps.

- **Enables Engagement:** Psychological safety enhances engagement throughout cognitive processing, emotional involvement, and behavioral participation in training sessions. According to Newman et al., (2017) trainees who feel psychologically safe show increased confidence in discussions to better retain knowledge and transfer skills.
- **Reduces Fear of Negative Judgment:** Employees feel apprehensive about their peers' and supervisors' judgments when participating in group or cross-functional training sessions. Psychological safety eliminates participation restrictions so participants can engage without barriers.
- **Promotes Growth-Oriented Mindsets:** A workplace environment characterized by psychological safety allows employees to see mistakes as chances for development rather than threats to their identity according to Edmondson & Lei (2014).
- **Enhances Transfer of Training:** The combination of cognitive mastery and supportive social environments for risk-taking and experimentation affects employee skill application in their job roles as described by Tai (2006).

Modern organizations that work with dynamic teams and continuous feedback need psychological safety as an essential prerequisite for successful training implementation. Employee participation and benefits from training sessions depend on their response to organizational support which is determined by psychological safety levels. The system creates a secure learning environment that reduces fear and boosts openness. Psychological safety acts as an intermediary element that exposes how perceived organizational support leads to actual training outcomes.

#### *Dimensions of Psychological Safety*

A full understanding of psychological safety as a complex construct is essential when examining employee learning and development activities. Psychological safety develops through several intertwined dimensions which collectively establish employees' sense of security and respect and their ability to steer clear of interpersonal risks. Training environments require these dimensions to function optimally because students achieve effective learning through active participation and behaviors involving openness and risk-taking. Current research findings show that psychological safety represents a multidimensional framework comprising emotional dimensions along with behavioral and relational components (Edmondson & Bransby, 2023; Li et al., 2022). The research literature recognizes five primary dimensions as fundamental concepts. The dimensions are:

- **Comfort in Speaking Up:** This dimension pertains to the extent to which individuals feel at ease expressing their thoughts, asking questions, or constructively challenging ideas without fear of embarrassment, dismissal, or retaliation. In training environments, this dimension is critical to psychological safety, as it allows participants to voice confusion, seek clarification, or provide feedback—behaviors that are essential for meaningful learning and continuous improvement. A key theoretical foundation for this dimension lies in the concept of *voice behavior*, which refers to the discretionary communication of suggestions, concerns, or questions intended to improve functioning within a group or organization (Liang, Farh, & Farh, 2021). Voice behavior is particularly vital in collaborative learning settings, where open communication enhances shared understanding, innovation, and adaptive learning. A practical example of this dimension can be observed when a trainee requests a facilitator to re-explain a technical concept without hesitation or fear of judgment. Such behavior signals the presence of psychological safety and supports the deepening of understanding through

active inquiry. Empirical evidence affirms the importance of voice safety in enhancing learning effectiveness. Newman, Donohue, and Eva (2017) found that learning environments characterized by high levels of psychological safety—especially those that encourage voice—promote greater engagement, critical reflection, and cognitive assimilation among participants. Moreover, Edmondson and Bransby (2023, p. 114) emphasize that speaking up is not merely a communication act but a foundational component of team learning. They argue that open participation enables collective sensemaking and supports sustained knowledge development in training and development contexts.

- **Interpersonal Risk-Taking:** Interpersonal risk-taking refers to an individual's willingness to engage in behaviors that may expose them to social or professional vulnerability. Within the context of training and learning environments, this dimension is reflected in actions such as responding to questions with the possibility of being incorrect, offering suggestions that may be rejected, or attempting unfamiliar tasks without a guarantee of success. Such behaviors represent a departure from self-protective tendencies and signal a readiness to embrace the uncertainties inherent in the learning process. The significance of interpersonal risk-taking in training lies in its direct connection to experiential learning. Effective learning often involves trial, error, and reflective adjustment. In environments lacking psychological safety, individuals tend to avoid experimentation out of fear of negative evaluation or embarrassment, thus limiting their opportunities for growth and development. Conversely, when safety is present, learners are more likely to engage in authentic exploration and learning-by-doing. A practical example can be observed when an employee voluntarily participates in a complex team-based activity, despite uncertainty about the task requirements. This decision demonstrates a willingness to take interpersonal risks in service of learning and skill development. Empirical evidence supports this association. Li, Liang, and Zhang (2022) found that individuals who perceive their training environments as psychologically secure are more inclined to engage in risk-laden yet highly beneficial learning behaviors. These behaviors, in turn, lead to significant gains in knowledge and skill acquisition. Similarly, Newman, Donohue, and Eva (2017) emphasize that interpersonal risk-taking serves as a reliable indicator of psychological safety, highlighting that learners are more capable of failing without fear of stigmatization—an essential condition for achieving deep, transformative learning.

- **Mutual Respect and Trust:** Mutual respect and trust represent a foundational dimension of psychological safety, particularly in group-based learning contexts. This dimension encapsulates the assurance that individual contributions will be met with dignity and that ideas, questions, and errors are subject to fair and constructive evaluation by others. In environments where power asymmetries or hierarchical structures are present—such as training settings that involve both junior and senior participants—mutual respect serves as the cornerstone for fostering a psychologically safe atmosphere. An illustrative example occurs when a junior employee proposes an idea during a training session and is met not with dismissal but with active engagement from peers and senior colleagues alike. Such interactions signal an environment where all voices are valued, thereby reinforcing psychological safety and promoting inclusive dialogue. Empirical research highlights the critical role of mutual respect in facilitating team cohesion and openness, which in turn enhance collaborative learning processes. For example, studies by Brockner et al. (2021) and Carmeli et al. (2022) indicate that mutual respect acts as a catalyst for trust-building,

collective efficacy, and the sharing of knowledge within team-based environments. In application, mutual respect is particularly vital in diverse learning contexts, such as virtual, multicultural, or cross-functional training environments. It enables inclusive engagement and minimizes the risks of marginalization or disengagement among participants from varied backgrounds. Li, Liang, and Zhang (2022) further argue that trust-based interactions form a reinforcing cycle in which the willingness to speak up and the dynamics of learning mutually sustain one another. According to their findings, such trust enables a culture of continuous learning, where individuals feel secure in contributing ideas and receiving feedback without fear of negative repercussions.

**- Freedom from Fear of Negative Consequences:** This dimension refers to the psychological condition in which individuals feel safe to express vulnerability without apprehension of punitive actions, social rejection, or professional marginalization. The elimination of fear related to negative consequences fosters a stable emotional environment in which individuals can acknowledge personal limitations or mistakes without compromising their self-image or professional standing. This condition is essential for authentic engagement and psychological safety in developmental contexts such as training programs. For instance, within the context of a structured training session, a participant may openly admit to having not completed pre-training assignments, doing so without apprehension about being judged or facing professional consequences. Such behavior reflects the presence of a psychologically safe climate that enables honesty and fosters meaningful learning interactions. The theoretical foundation of this dimension is rooted in Kahn's (1990) theory of personal engagement, which posits that individuals are more likely to invest emotional, cognitive, and physical energies into their work roles when they are not preoccupied with preserving a favorable image or avoiding negative social judgment. This freedom to be authentic enhances their level of engagement and facilitates deeper learning and performance outcomes. Empirically, Zhao et al. (2020) provide compelling evidence for the adverse effects of fear on learning. Their research indicates that fear of negative evaluation significantly reduces trainees' willingness to participate in learning activities and undermines their capacity to retain knowledge. Thus, fear acts as a barrier to effective training transfer and performance improvement. Edmondson and Bransby (2023) further assert that the presence of fear within organizational learning environments obstructs the potential for profound developmental outcomes. They emphasize that removing fear is a prerequisite for cultivating environments conducive to experiential learning, open dialogue, and adaptive growth.

The combination of these four dimensions establishes the level at which employees feel secure about participating in learning behaviors related to training. Whether any of these dimensions exists or not can greatly affect the effectiveness of training programs. Organizations that encourage speaking up and risk-taking along with mutual respect and emotional security under supportive leadership conditions intensify the beneficial effects of perceived organizational support on training outcomes.

Organizations can diagnose learning barriers and create tailored training programs which support continuous improvement when they understand and measure psychological safety across its various dimensions.

The organizational behavior literature today acknowledges psychological safety as a fundamental construct particularly within fields requiring learning adaptability and employee growth. The original definition of psychological safety as a shared belief in a safe work environment for taking interpersonal risks has expanded into a complex concept involving multiple interrelated emotional and behavioral conditions. The multiple dimensions of psychological safety become particularly relevant during training sessions because factors like evaluation anxiety and insufficient support from peers can block successful learning. The studies by Edmondson & Bransby (2023) alongside Liang et al. (2021) and Li et al. (2022) recommend viewing psychological safety as a multi-dimensional framework which captures the complexities of interpersonal dynamics in professional learning settings.

### *Interrelationship Between Perceived Organizational Support, Psychological Safety, and Training Outcomes*

In contemporary organizational settings, the effectiveness of training interventions is increasingly understood to depend not only on program content or trainee characteristics but also on the broader **psychosocial climate** within which training occurs (Aguinis & Kraiger, 2009; Al-Azzam, 2022). In this regard, **Perceived Organizational Support (POS)** has emerged as a vital antecedent that influences employee attitudes, engagement, and learning behaviors. Simultaneously, **psychological safety** has been recognized as a key mechanism through which supportive organizational conditions translate into enhanced training effectiveness (Frazier et al., 2017; Edmondson & Bransby, 2023). This section explores the interactive dynamics among these three constructs and presents a conceptual model in which psychological safety serves as a **mediating variable** linking POS to training outcomes.

From a theoretical standpoint, the interaction between these constructs is grounded in **Organizational Support Theory** and **Social Exchange Theory**. POS functions as a signal of socio-emotional investment by the organization, which triggers reciprocal behaviors among employees, including trust, commitment, and learning-oriented participation (Eisenberger et al., 2001; Blau, 1964).

**Psychological safety serves as the cognitive-affective mechanism** that allows employees to convert perceived support into meaningful learning behaviors. Without psychological safety, even highly supportive environments may fail to result in effective training outcomes because employees may not feel free to fully engage (Zhao et al., 2020).

This interaction can be represented as a **partial or full mediation model**, depending on whether psychological safety entirely explains the POS-training outcome link or merely strengthens it. Empirical studies suggest both configurations are possible depending on context, such as job complexity, training design, and leadership behavior (Frazier et al., 2017; Li et al., 2022).

In the context of training, POS shapes trainees' cognitive and affective responses to development programs. Research shows that employees who perceive high organizational support are more likely to exhibit higher levels of **training motivation, goal orientation, and engagement**, which directly contribute to superior **training outcomes** (Rhoades & Eisenberger, 2002; Saks & Belcourt, 2006).

Training outcomes—commonly conceptualized as changes in **knowledge, skills, attitudes, and behavior**—are significantly improved when employees feel that the training is endorsed and supported by the organization (Aguinis & Kraiger, 2009; Tai, 2006). When organizational support is lacking, employees may question the relevance, necessity, or sincerity of training efforts, leading to reduced effort and transfer of learning.

While the direct link between POS and training outcomes is well-established, emerging research suggests that **psychological safety** plays a **mediating role** in this relationship by explaining the *mechanism* through which organizational support fosters effective learning behavior (Frazier et al., 2017; Li et al., 2022).

POS creates a work environment characterized by **trust, inclusion, and respect**, which are key antecedents of psychological safety. As a result, when employees perceive organizational support, they are more likely to feel safe in expressing ideas, admitting knowledge gaps, or engaging in trial-and-error learning during training programs (Edmondson & Lei, 2014; Carmeli et al., 2022). This psychological safety, in turn, encourages behaviors such as **speaking up, asking questions, and participating actively**, which are essential for knowledge acquisition and learning transfer (Newman et al., 2017; Liang et al., 2021).

Moreover, psychological safety **buffers the risk** associated with cognitive and social vulnerability in training environments. For example, trainees may hesitate to participate in role-plays or simulations out of fear of negative evaluation. When psychological safety is high, these fears are mitigated, enabling full participation and higher levels of engagement (Edmondson & Bransby, 2023).

**Why Psychological Safety is Used as a Mediator Variable?** This study integrates psychological safety as a **mediator** to explore **how perceived organizational support (POS)** influences **training outcomes**. While POS reflects employees' belief that the organization values and supports them (Eisenberger et al., 1986), it is not always clear *how* that perception translates into **observable improvements in learning performance**. Psychological safety provides the **missing link**.

According to **Organizational Support Theory** (Eisenberger et al., 1986), when employees perceive their organization supports them, they develop a reciprocal sense of trust and obligation. This perceived support creates a **social-emotional climate** where employees feel safe to engage in learning behaviors, forming the core of **psychological safety** (Edmondson & Lei, 2014). In line with **Social Exchange Theory**, support leads to trust, and trust leads to behaviors like active participation, open communication, and risk-taking (Blau, 1964).

Several studies validate the mediating role of psychological safety: Frazier et al. (2017) conducted a meta-analysis showing that psychological safety mediates the link between organizational factors (like leadership and support) and outcomes such as performance and innovation. Newman et al. (2017) specifically found that psychological safety bridges supportive climates and employee learning behavior. In training research, psychological safety has been associated with **greater trainee engagement, higher learning transfer, and better retention** (Siemsen et al., 2009).

**In general**, psychological safety plays a pivotal role in shaping how employees respond to organizational support and, consequently, how they engage in and benefit from training. It creates a **safe zone for learning**, reducing fear and increasing openness. As a mediator, psychological safety explains the **psychological pathway** that connects perceived support with actual training outcomes. Its inclusion in this study enables a **nuanced understanding** of how supportive environments foster learning, participation, and long-term competency development. Ultimately, psychological safety is not merely a passive emotional state—it is an **active enabler of organizational learning and performance improvement**.

### **Methodology**

**The Approach:** The current study is a quantitative study that used a descriptive approach to measure the reality of each of: organizational support, training outcomes, and organizational safety, from the perspective of employees of the Social Security Corporation in Jordan. It also used an analytical approach to identify the effect of perceived organizational support on training outcomes, both with and without organizational safety as a mediating variable.

**Study Population:** The study population consisted of all employees of the General Social Security Corporation in all its branches, totaling (1561) employees, according to statistics provided by the Human Resources Department in the researched institution.

**Study Sample:** To obtain the necessary data, the researcher distributed the study instrument (the questionnaire) to a simple random sample of the study population. The questionnaire was distributed electronically to (1000) employees, and the number of returned and valid questionnaires for statistical analysis was (299).

**Study Tool:** A questionnaire was developed based on the theoretical literature of the current study (Kottke & Sharafinski, 1988; Li et al, 2022; Al-Azzam, 2022; Ahmad & Yekta, 2010) to collect the necessary data and information. The tool study consisted of four parts, the first of which was dedicated to obtaining the demographic data of the study sample. The second part was devoted to obtaining the opinions of the study sample regarding the dimensions of the independent variable (Perceived Organizational Support) in all its dimensions, and this part contained (19) items. The third part also consisted of (19) items and measured the opinions of the study sample regarding the dependent variable (Training Outcomes), while the fourth part was allocated to obtain the opinions of the respondents on (Psychology Safety), which represents the mediating variable, through (19) items as well.

**Statistical Standard:** The five-point Likert scale was adopted to correct the study tools, giving each item of its items one degree from among its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), which represent numerically (5, 4, 3, 2, 1) respectively. The following scale was adopted for the purposes of analyzing the results: from 1.00 - 2.33 Low, from 2.34 - 3.67 medium, from 3.68 - 5.00 High, and so on. The scale was calculated using the following equation: Highest limit of the scale (5) - Lowest limit of the scale (1) Number of required categories (3)  $5-1 = 1.33$  3 Then, the answer (1.33) is added to the end of each category.

*Validity of the Study Tool*

**Face Validity:** The study tool (questionnaire) was presented to a group of arbitrators with expertise and academic experience from a number of Jordanian public and private universities. This was done for the purpose of providing feedback and ensuring its suitability, in terms of the number of items, clarity, accuracy, coherence, and consistency, as well as any other observations they deemed appropriate, whether by deletion, modification, or addition. This review process and the subsequent correction and modification of most of the tool were considered a test of the face validity of the tool.

**Reliability of the Study Tool:** To ensure the reliability of the tool, internal consistency was calculated using Cronbach's Alpha, and the results are shown in Table (1).

Table (1)

*Cronbach's alpha*

Variables	Internal Consistency
Reactions	0.79
Learning	0.70
Behavior	0.74
Results	0.83
<b>Training Outcomes</b>	<b>0.92</b>
Supervisor Support	0.76
Recognition and Appreciation	0.74
Justice and Fairness	0.82
Organizational Care and Empathy	0.88
<b>Perceived Organizational Support (POS)</b>	<b>0.93</b>
Comfort in Speaking Up	0.84
Interpersonal Risk-taking	0.87
Mutual Respect and Trust	0.81
Freedom from Fear of Negative Consequences	0.85
<b>Psychological Safety</b>	<b>0.91</b>

The table (1) shows that the Cronbach's alpha values for all dimensions of the study instrument (questionnaire) ranged between (0.70-0.93). Reliability is considered weak if the coefficient values are less than (0.60). Sekaran & Bougie (2010, 184) assumed that the minimum reliability coefficient is (0.70), and reliability is considered good when the coefficient values are (0.80) or more. Therefore, the values in the previous table are an indicator of the stability of the study instrument, the consistency between its items, its reliability, and its ability to be relied upon to conduct statistical analysis.

**Normal Distribution Test:** A normal distribution test was performed on the data based on the skewness and kurtosis coefficients to test whether the data used in the analysis follows a normal distribution or not. The results are shown in the table (2):

Table (2)

*Normal Distribution Test for Data Based on Skewness and Kurtosis Coefficients*

Variables	Skewness	Kurtosis
Reactions	-.502	.653
Learning	-.529	.051
Behavior	-.340	.082
Results	-.484	.545
<b>Training Outcomes</b>	<b>-.371</b>	<b>.341</b>
Supervisor Support	-.600	.361
Recognition and Appericiation	-.703	.689
Justice and Fairness	-.434	.070
Organizational Care and Empathy	-.621	.141
<b>Perceivd Organizational Support (POS)</b>	<b>-.474</b>	<b>.342</b>

The results of the normality test for the data using skewness and kurtosis coefficients indicate that all values fall within statistically acceptable limits ( $\pm 2$ ), suggesting that the data follows a normal distribution.

*Testing the Suitability of the Study Model for the Statistical Methods Used*

The linear correlation test was used to ensure that there is no high correlation between the independent variables, based on the Variance Inflation Factor (VIF) test and the Tolerance test for each independent variable. The independent variables of the model must be independent of each other. To ensure this, we use this test, which is one of the ways to get rid of the multicollinearity problem. It is important that the Variance Inflation Factor does not exceed the value of (10), and the Tolerance test value must be greater than (0.05). By calculating the coefficients for each independent variable, the results obtained were listed in the following table:

Table (3)

*Testing the Variance Inflation Factor and Tolerrated Variance for the study variables*

Independent Variables	Tolerance	VIF
Supervisor Support	.228	4.395
Recognition and Appreciation	.258	3.881
Justice and Fairness	.555	1.803
Organizational Care and Empathy	.346	2.894

The table (3) shows that the variance inflation factor (VIF) values for all variables are less than (10), while the tolerance values for all variables are greater than (0.05). Therefore, it can be concluded that there is no problem of high correlation between the variables. This indicates the absence of statistically significant correlation between the independent variables shown in the correlation table. This supports their use in the model, according to (Gujarati, 2004, 352). To confirm the previous result, Pearson correlation coefficients were used between the dimensions of the independent variable to ensure the absence of multicollinearity between the sub-variables in the independent variable. The results are shown in table (4):

Table No. (4)

*Pearson Correlation Matrix for the Sub-variables in the Independent Variable*

	Supervisor Support	Recognition and Appreciation	Justice & Fairness	Organizational Care & Empathy
Supervisor Support	1			
Recognition & Appreciation	** .722	1		
Justice & Fairness	** .545	** .662	1	
Organizational Care & Empathy	** .701	** .709	** .519	1

Statistically significant at the level of ( $\alpha \leq 0.01$ )

The table (4) shows that the highest correlation between the sub-variables of the independent variable is (0.722) between the two variables (supervisor support) and (esteem and recognition), while the correlation coefficients between the other independent variables were lower than that. This indicates the absence of high multicollinearity among the sub-variables of the independent variable, as they are all less than (0.80). Therefore, the sample is free from the problem of high multicollinearity (Gujarati, 2004, 352).

## Results

*Independent Variable: Perceived Organizational Support*

The means and standard deviations for the study sample's responses regarding perceived organizational support were extracted as follows:

Table (6)

*Means and Standard Deviations related to Perceived Organizational Support, ordered in descending order by means*

#	Dimension	Mean	Standard Deviation	Rank	Relative Importance
3	Justice and fairness	3.94	0.70	1	High
2	Recognition and Appreciation	3.78	0.67	2	High
1	Supervisor Support	3.69	0.71	3	High
4	Organizational Care and empathy	3.68	0.87	4	High
	<b>Perceived Organizational Support (POS)</b>	<b>3.78</b>	<b>0.64</b>		<b>High</b>

The table (6) indicates that the perceived organizational support has a high relative importance, with an overall mean of (3.78) and a standard deviation of (0.64). Justice and fairness ranked first with a mean of (3.94) and a standard deviation of (0.70), representing a high relative importance. Meanwhile, organizational care and empathy came last with a mean of (3.68) and a standard deviation of (0.87), also indicating high relative importance.

**Dependent Variable: Training Outcomes**

The means and standard deviations of the study sample's responses on training outcomes were extracted and are as follows:

Table (7)

Means and standard deviations related to training outcomes, ranked in descending order by means.

#	Dimension	Mean	Standard Deviation	Rank	Relative Importance
1	Reactions	3.92	0.68	1	Hugh
3	Behavior	3.84	0.69	2	High
4	Results	3.84	0.71	2	High
2	Learning	3.74	0.65	4	High
	<b>Training Outcones</b>	<b>3.84</b>	<b>0.61</b>		<b>High</b>

It is evident from the table (7) that the relative importance of the training outcomes was high, with an overall mean of (3.84) and a standard deviation of (0.61). Reactions came first with a mean of (3.92) and a standard deviation of (0.68), and with a high relative importance. Learning, on the other hand, came last with a mean of (3.74) and a standard deviation of (0.65), and with a high relative importance.

*Mediating Variable: Psychological Safety*

The arithmetic means and standard deviations of the study sample's responses on psychological safety were extracted as follows:

Table (8)

Arithmetic means and standard deviations related to psychological safety, arranged in descending order by arithmetic means

#	Dimension	Mean	Standard Deviation	Rank	Relative Importance
1	Comfort in Speaking Up	3.83	0.70	1	High
3	Mutual Respect and Trust	3.75	0.69	2	High
4	Freedom from fear of Negative Consequences	3.74	0.72	3	High
2	Interpersonal Risk-taking	3.66	0.66	4	Moderate
	<b>Psychological Safety</b>	<b>3.74</b>	<b>0.62</b>		<b>High</b>

It is evident from the table (8) that the relative importance of perceived psychological safety was high, with an overall mean of (3.74) and a standard deviation of (0.62). Comfort in speaking up came in the first rank, with an average of (3.83) and a standard deviation of (0.70), and with high relative importance. While interpersonal risk-taking came in last, with an average of (3.66) and a standard deviation of (0.66) and with moderate relative importance.

*Hypothesis Test*

To verify the main hypothesis and its derived sub-hypotheses, multiple regression analysis was used to assess the perceived organizational support, with its combined dimensions (supervisor support, recognition and appreciation, justice and fairness, and organizational care and empathy) on training outcomes, with their combined dimensions (reactions,

learning, behavior, and results) from the perspective of the employees of the Social Security Corporation in Jordan, as shown in the following tables:

Table (9)

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928	.861	.859	.227

**Independent Variable:** Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy

**Dependent Variable:** Training Outcomes

The table (9) shows that the correlation coefficient between the independent and dependent variables is (0.928), and the coefficient of determination, denoted by ( $R^2$ ) is (0.861). This is interpreted as if an independent variable is added to the model, its value will increase even if the independent variable is not significant in the model (increasing the sum of squares due to regression SSR while keeping the total sum of squares SST constant). For this reason, the adjusted coefficient of determination (Adjusted  $R^2$ ) is calculated, which takes into account the increase in degrees of freedom. As shown above, its value is (0.859). Therefore, the independent variables (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) were able to explain (85.9%) of the changes in the dependent variable, training outcomes, and the rest is attributed to other factors.

*Overall Significance Test of the Multiple Regression Model*

Table (10)

*ANOVA results for testing the significance of the regression model*

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig
Regression	93.945	4	23.486	454.252	.000
Residuals	15.201	294	.052		
Total	109.146	298			

**Independent Variable:** Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy

**Dependent Variable:** Training Outcomes

The ANOVA table (10) explains the analysis, which aims to identify the overall explanatory power of the model using the F-statistic. Based on the table (-), there is a high significance for the F-test, estimated at (454.252), with a significance level of (Sig = 0.000) which is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the regression model is suitable for measuring the causal relationship between the independent variables (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) and the dependent variable (training outcomes). Thus, it can be said that there is at least one independent variable from the independent variables that affects the dependent variable and can be significant. This is determined through the significance test of the coefficients of the multiple regression equation.

Table (11)

*Regression Coefficient Table a(Coefficient)*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Consistent	.341	.084		4.064	.000
	Supervisor Support	.165	.039	.194	4.250	.000
	Recognition & Appreciation	.280	.039	.311	7.262	.000
	Justice & Fairness	.399	.025	.459	15.702	.000
	Organizational Care & Empathy	.068	.026	.098	2.648	.009

Dependent Variable: Training Outcomes

*Sub-Hypotheses*

**Sub-hypothesis 1:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Supervisor Support on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

It is evident from table number (11) that the (t) value for supervisor support in training outcomes reached (4.250), which is greater than its tabular value at a significance level of (0.000) and is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the sub-hypothesis is rejected and the alternative hypothesis is accepted, which states "There is a statistically significant effect at a level less than 5% for supervisor support in training outcomes in all its dimensions (reactions, learning, behavior, results) from the perspective of the employees of the General Social Security Corporation in Jordan".

**Sub-hypothesis 2:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Recognition and Appreciation on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

It is evident from table number (11) that the t-value for recognition and appreciation in training outcomes reached (7.262), which is greater than its tabular value at a significance level of (0.000) and is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, which states that "there is a statistically significant effect at a level of less than 5% of appreciation and recognition on training outcomes with all its dimensions combined (reactions, learning, behavior, results) from the perspective of the employees of the General Social Security Corporation in Jordan."

**Sub-hypothesis 3:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Justice and Fairness on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

It is evident from table number (11) that the t-value for justice and fairness in training outcomes reached (15.702), which is greater than its tabulated value at a significance level of (0.000), and is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the sub-hypothesis is rejected and the alternative hypothesis is accepted, which states that "there is a statistically

significant effect at a level less than 5% of justice and fairness in training outcomes, with all its dimensions combined (reactions, learning, behavior, results), from the viewpoint of the employees of the Social Security Corporation in Jordan."

**Sub-hypothesis 4:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Organizational Care and Empathy on training outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

It is evident from table number (11) that the t-value for organizational care and empathy in training outcomes reached (2.648), which is greater than its tabular value at a significance level of (0.000) and is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the sub-hypothesis is rejected, and the alternative hypothesis is accepted, which states: "There is a statistically significant effect at a level less than 5% of institutional care on training outcomes in their combined dimensions (reactions, learning, behavior, results) from the perspective of the employees of the General Social Security Corporation in Jordan."

This indicates the rejection of the first main hypothesis and the acceptance of the alternative hypothesis, which states "There is a statistically significant effect at a level of less than 5% of perceived organizational support, with its combined dimensions (supervisor support, appreciation and recognition, fairness and equity, and institutional care), on training outcomes with their combined dimensions (reactions, learning, behavior, and results) from the perspective of employees of the Social Security Corporation in Jordan."

**The second main hypothesis:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Perceived Organizational Support, in its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) on Psychological Safety in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) at the Social Security Corporation in Jordan from the perspective of its employees.

To verify the second main hypothesis, multiple regression analysis was used on perceived organizational support in its combined dimensions (supervisor support, appreciation and recognition, fairness and equity, and institutional care) in relation to psychological safety in its combined dimensions (comfort in expressing opinions, willingness to take personal risks, mutual respect and trust, and freedom from fear of negative consequences) from the perspective of employees of the General Social Security Corporation in Jordan, as shown in the following tables:

Table (12)

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827	.684	.680	.348

*Independent Variable*

**Dependent variable:** Psychological Safety

The table (12) shows that the correlation coefficient between the independent and dependent variables is (0.827), and the coefficient of determination, denoted as ( $R^2$ ), is (0.684). This is interpreted as, if an independent variable is added to the model, its value will increase even if the independent variable is not significant in the model (an increase in the sum of squares due to regression SSR while the total sum of squares SST remains constant). Therefore, the adjusted coefficient of determination (Adjusted  $R^2$ ) is calculated, which takes into account the increase in degrees of freedom. As shown above, its value is (0.680). Accordingly, the independent variables (supervisor support, recognition and appreciation, Justice and fairness, and organizational care and empathy) were able to explain (68%) of the changes in the dependent variable, psychological safety, and the rest is attributed to other factors.

*Overall Significance Test of the Multiple Regression Model*

Table (13)

*ANOVA Results for Testing the Significance of the Regression Model*

Source of Variation	Sum of Squares	DF	Mean of Square	F	Sig
Regression	77.254	4	19.314	159.388	.000
Residuals	35.625	294	.121		
Total	112.879	298			

The ANOVA table (13) illustrates the analysis, which aims to identify the explanatory power of the model as a whole through the statistic (F). Based on what the table (-) shows, it is clear that there is a high significance for the (F) test, estimated at (159.388) and with a significance level estimated at (Sig = 0.000), which is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the regression model is suitable for measuring the causal relationship between the independent variables (supervisor support, recognition and appreciation, justice and fairness, organizational care and empathy) and the dependent variable (psychological safety). Thus, it can be said that there is at least one independent variable from the independent variables that affects the dependent variable, which can be significant, and this is known through the test of significance of the coefficients of the multiple regression equation.

Table (14)  
*Regression coefficients table a (Coefficient)*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	.571	.128		4.443	.000
	Supervisor Support	.219	.059	.253	3.691	.000
	Recognition & Appreciation	.234	.059	.256	3.969	.000
	Justice & Fairness	.340	.039	.385	8.745	.000
	Organizational care & Empathy	.037	.040	.052	.926	.355

**Dependent Variable:** Psychological Safety

The following is evident from Table (14):

- The t-value for supervisor support in psychological safety was (3.691), which is greater than its tabular value at a significance level of (0.000) and is less than the level of significance ( $0.05 \leq \alpha$ ).
- The t-value for recognition and appreciation in psychological safety was (3.969), which is greater than its tabular value at a significance level of (0.000) and is less than the level of significance ( $0.05 \leq \alpha$ ).
- The t-value for justice and fairness in psychological safety was (8.745), which is greater than its tabular value at a significance level of (0.000) and is less than the level of significance ( $0.05 \leq \alpha$ ).
- The t-value for organizational care and empathy in psychological safety was (0.926), which is greater than its tabular value at a significance level of (0.000) and is less than the level of significance ( $0.05 \leq \alpha$ ).

This indicates the rejection of the second main hypothesis and the acceptance of the alternative hypothesis, which states: "There is a statistically significant effect at a level less than 5% of perceived organizational support with its combined dimensions (supervisor support, recognition and appreciation, justice and fairness, organizational care and empathy) on psychological safety with its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) from the perspective of the employees of the Social Security Corporation in Jordan."

**The third main hypothesis:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Psychological Safety, in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) at the Social Security Corporation in Jordan from the perspective of its employees.

To verify the third main hypothesis, multiple regression analysis was used for psychological safety with its combined dimensions There is no statistically significant effect at the level ( $\alpha < .05$ ) of Psychological Safety, in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative

Consequences) on Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) from the perspective of the employees of the Social Security Corporation in Jordan, as shown in the following tables:

Table (15)

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894	.799	.796	.273

**Independent Variable (Psychological Safety:** Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences, Support from Leadership and Peers)

**Dependent Variable:** Training Outcomes

The table (15) shows that the correlation coefficient between the independent and dependent variables is (0.894), indicating a strong positive relationship. The coefficient of determination ( $R^2$ ) is (0.799), which means that approximately 79.9% of the variance in the dependent variable (training outcomes) can be explained by the independent variables (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from Fear of Negative Consequences, and Support from Leadership and Peers). It is known that the  $R^2$  value tends to increase with the addition of more independent variables to the model, even if they do not significantly contribute, due to the increase in the sum of squares due to regression (SSR), while the total sum of squares (SST) remains constant. Therefore, the adjusted coefficient of determination (Adjusted  $R^2$ ) is calculated to correct for the potential inflation caused by the number of predictors. In this model, the adjusted  $R^2$  is (0.796), indicating a high level of explanatory power after accounting for the degrees of freedom. Accordingly, the independent variables were able to explain approximately 80% of the changes in the dependent variable (training outcomes), with the remaining 20% attributed to other external or unmeasured factors.

*Overall Significance Test for a Multiple Regression Model*

Table (16)

*ANOVA Results for Testing the Significance of the Regression Model*

Source of variation	Sum of Squares	DF	Mean Square	F	Sig
Regression	87.174	4	21.793	291.602	.000
Residuals	21.973	294	.075		
Total	109.146	298			

**Independent Variable (Psychological Safety:** Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences)

**Dependent Variable:** Training Outcomes

The ANOVA table (16) illustrates the analysis, which aims to identify the explanatory power of the model as a whole through the statistic (F). Based on the table, it is evident that there is a high significance for the F-test, estimated at (291.602), with a significance level estimated at (Sig = 0.000) which is less than the significance level ( $0.05 \leq \alpha$ ). Therefore, the regression model is suitable for measuring the causal relationship between the independent variables

(Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) and the dependent variable (training outcomes). Thus, it can be stated that there is at least one independent variable from the independent variables that affects the dependent variable, and this effect may be significant. This can be determined through the significance test of the regression coefficients in the multiple regression equation

Table (17)

*Regression coefficients table a (Coefficient)*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant	.579	.098		5.875	.000
	Comfort in Speaking up	.221	.042	.257	5.263	.000
	Interpersonal Risk-taking	.210	.039	.230	5.376	.000
	Mutual Respect & Trust	.160	.034	.182	4.666	.000
	Freedom from fear of Negative Consequences	.278	.042	.330	6.648	.000

*Dependent Variable: Training Outcomes*

The following is evident from Table (17):

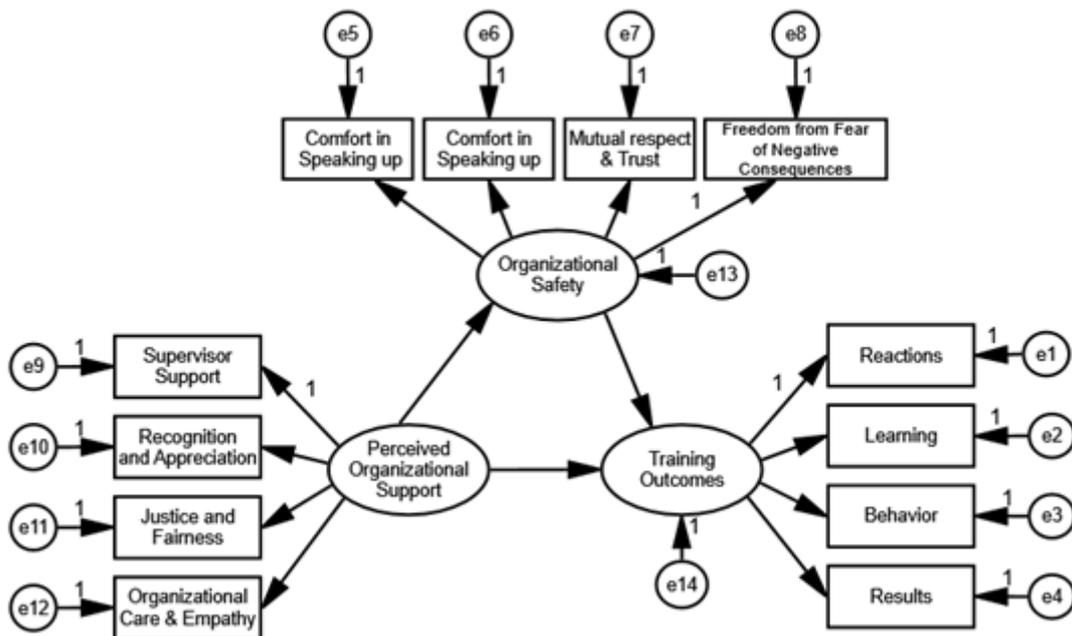
- The t-value for psychological safety in comfort in speaking up in training outcomes was (5.263), which is greater than its tabular value at a significance level of (0.000), which is less than the significance level ( $0.05 \leq \alpha$ ).
- The t-value for psychological safety in the interpersonal risk-taking in training outcomes was (5.376), which is greater than its tabular value at a significance level of (0.000), which is less than the significance level ( $0.05 \leq \alpha$ ).
- The t-value for psychological safety in mutual respect and trust in training outcomes was (4.666), which is greater than its tabular value at a significance level of (0.000), which is less than the significance level ( $0.05 \leq \alpha$ ).
- The t-value for psychological safety in freedom from fear of negative consequences in training outcomes was (6.648), which is greater than its tabular value at a significance level of (0.000), which is less than the significance level ( $0.05 \leq \alpha$ ).

This indicates the rejection of the third main hypothesis and the acceptance of the alternative hypothesis, which states: "There is a statistically significant effect at a level of less than 5% for psychological safety, with its combined dimensions (comfort in speaking up, interpersonal risk-taking, mutual respect and trust, and freedom from fear of negative consequences) in the training outcomes, with their combined dimensions (reactions, learning, behavior, and results), from the perspective of the employees of the Social Security Corporation in Jordan."

**The Fourth Main Hypothesis:** There is no statistically significant effect at the level ( $\alpha < .05$ ) of Perceived Organizational Support, in its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) on

Training Outcomes in its combined dimensions (Reactions, Learning, Behavior, Results) in the presence of Psychological Safety in its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) at the Social Security Corporation in Jordan from the perspective of its employees.

To test this hypothesis, path analysis was used with the program (Amos ver. 24) within the Statistical Package for Social Sciences (SPSS) to verify the direct and indirect effects of organizational safety as a mediating variable with its combined dimensions (Comfort in Speaking up, Interpersonal Risk-taking, Mutual Respect and Trust, Freedom from fear of Negative Consequences) in the relationship between perceived organizational support with its combined dimensions (Supervisor Support, Recognition and Appreciation, Justice and Fairness, Organizational Care and Empathy) as an independent variable and training outcomes with its combined dimensions (reactions, learning, behavior, and results) as a dependent variable, according to the Baron & Kenny, 1986 model. This was done through the following conditions: (1) Verify that the independent variable affects the mediating variable. (2) Verify that the independent variable affects the dependent variable. (3) Verify that the mediating variable affects the dependent variable in the presence of the independent variable. Figure (1) illustrates this:



P	C.R.	S.E.	Estimate		
***	17.676	.054	.955	POS	<--- Psychological Safety
***	8.668	.062	.540	POS	<--- Training Outcomes
***	7.834	.055	.434	Psychological Safety	<--- Training Outcomes
Indirect Effects			Direct Effects		

P	C.R.	S.E.	Estimate	
Psychological Safety	POS		Psychological Safety	POS
.000	.000		.000	.955
.000	.415		.434	.540
				Psychological Safety Training Outcomes

### Discussion of Findings

#### *Finding 1: Supervisor Support and Training Outcomes*

This study found that supervisor support significantly influences training outcomes across all four dimensions: reaction, learning, behavior, and results. This finding is highly compatible with the literature review presented in the research. Eisenberger et al. (2002) and Kottke & Sharafinski (1988) emphasized the role of supervisors as agents of the organization who communicate organizational care and commitment. In hierarchical and bureaucratic contexts like Jordan's SSC, supervisors serve as the closest point of contact between the employee and the institution, making their support critical in motivating participation and facilitating learning transfer. The research also noted that in Jordanian institutions, managerial support is often perceived inconsistently (Ali & Farooqi, 2014), which makes the positive effect of supportive supervisors even more critical.

#### *Finding 2: Recognition and Appreciation and Training Outcomes*

Recognition and appreciation were found to have a significant positive effect on training outcomes. This is entirely consistent with the literature discussed in the study. According to Rhoades and Eisenberger (2002) and Baran et al. (2012), recognition enhances affective commitment and intrinsic motivation, which are essential for learning engagement. In the Jordanian cultural context, public acknowledgment plays a heightened role in reinforcing desired behaviors, which amplifies the impact of appreciation. This also supports the claim by Kurtessis et al. (2017) that recognition is one of the strongest predictors of perceived organizational support.

#### *Finding 3: Justice and Fairness and Training Outcomes*

The significant impact of justice and fairness on training outcomes is consistent with the theoretical framework presented in the literature review. Colquitt et al. (2001) assert that procedural and distributive justice are essential predictors of trust and engagement. The research emphasized that fairness in access to training, as well as in the evaluation of its outcomes, shapes employees' perceptions of respect and equity, which in turn affect learning motivation. This finding aligns with Saks & Burke-Smalley (2014), who emphasized the importance of a just training environment for knowledge acquisition and behavioral change.

#### *Finding 4: Organizational Care and Empathy and Training Outcomes*

Organizational care and empathy were shown to positively influence training outcomes, a result that is fully supported by the literature. Eisenberger et al. (2001) highlighted that perceived empathy from the organization promotes psychological readiness for learning. In a conservative public institution like SSC, showing care through health benefits, work-life balance, and emotional support signals the organization's investment in its employees, which

enhances training receptivity. This is particularly relevant in cultures where interpersonal warmth is valued, as noted in the research.

*Finding 5: Combined Dimensions of POS and Training Outcomes*

The combined effect of all four POS dimensions significantly predicted training outcomes. This holistic influence is directly aligned with the conceptualization of POS as a multidimensional construct (Kurtessis et al., 2017). The literature emphasized that the integration of support, recognition, fairness, and empathy creates a comprehensive support climate, which significantly boosts training transfer and post-training performance. This finding confirms the model proposed in the literature and supports the argument that fragmented or one-dimensional support is insufficient.

*Finding 6: POS and Psychological Safety*

This finding confirms that perceived organizational support significantly enhances psychological safety, and it is strongly compatible with the literature review. According to Frazier et al. (2017) and Edmondson & Lei (2014), POS lays the groundwork for psychological safety by creating a climate of trust and inclusion. The literature in this study highlighted how supportive environments encourage employees to take interpersonal risks and be more open during training. In the SSC context, where fear of negative evaluation can be a barrier, this result validates the mediating role of emotional safety in learning environments.

*Finding 7: Psychological Safety and Training Outcomes*

The significant positive effect of psychological safety on training outcomes aligns with the theoretical discussion in the research. The literature (Edmondson, 1999; Newman et al., 2017) consistently demonstrates that when employees feel safe, they are more likely to engage in training, admit knowledge gaps, and participate actively. The SSC case illustrates how psychological safety mitigates the barriers posed by hierarchical culture and promotes deeper learning and better application of knowledge.

*Finding 8: Mediating Role of Psychological Safety Between POS and Training Outcomes*

This study confirmed that psychological safety mediates the relationship between POS and training outcomes, a finding that directly supports the conceptual model proposed in the literature. Frazier et al. (2017) and Newman et al. (2017) argued that POS enhances learning not only directly but also by fostering a psychologically safe environment. The research emphasized this point by noting how supportive structures must translate into psychological states to be effective. In SSC, where organizational culture may otherwise limit open learning, this mediating relationship explains how POS transforms into actionable training engagement.

## **Theoretical and Practical Recommendations**

### *Theoretical Recommendations*

- 1. Expand Organizational Support Theory (OST) in Public Sector Contexts:** The findings confirm that OST is applicable not only in Western, private-sector organizations but also in bureaucratic, public-sector institutions in the Middle East. Future research should further test OST in different cultural and administrative settings to explore its boundary conditions and cultural adaptations.

2. **Integrate Psychological Safety into Learning Models:** The role of psychological safety as a mediator suggests its centrality in the learning process. Theories of adult learning, organizational learning, and human capital development should explicitly include psychological safety as a cognitive-affective enabler of training engagement and behavior change.
3. **Adopt Multidimensional Conceptualizations of POS:** The study supports the view that POS is not a single construct but a multidimensional one. Future theoretical models should distinguish between supervisor support, recognition, justice, and empathy, and examine their unique and interactive effects on learning outcomes.
4. **Bridge HRD and Organizational Behavior Research:** This research connects psychological climate with performance outcomes in training contexts. Scholars should further bridge the literature in HRD, employee motivation, and organizational behavior to create holistic models that explain learning engagement in public institutions.
5. **Contextualize Theories Within Bureaucratic Structures:** Given the unique dynamics in hierarchical and formalistic organizations like SSC, future theory-building should integrate administrative structure, cultural norms, and governance into models of training effectiveness and employee learning behavior.

#### *Practical Recommendations*

1. **Train Supervisors as Development Partners:** Given the strong influence of supervisor support, organizations should design development programs that equip supervisors with coaching, feedback, and emotional intelligence skills. Supervisors should be held accountable for supporting training before, during, and after implementation.
2. **Institutionalize Recognition Systems:** Organizations should build formal recognition mechanisms into their training programs, including awards, verbal appreciation, and integration of training achievements into performance reviews. This will enhance motivation and learning retention.
3. **Promote Procedural Justice in Training Access and Evaluation:** Transparent criteria should be established for training nominations and outcome evaluations. Creating appeal processes and including employee feedback will strengthen perceptions of justice and increase engagement.
4. **Enhance Organizational Care Policies:** HR departments should develop programs focused on employee well-being—such as flexible work hours during training, counseling services, and health-based incentives—to demonstrate care and foster a receptive learning environment.
5. **Embed Psychological Safety into Organizational Culture:** Organizations should establish norms of respectful listening, mistake tolerance, and inclusive dialogue. Training sessions should include anonymous feedback, safe discussion spaces, and explicit reinforcement of learning as a growth process.
6. **Monitor and Measure Support Climate and Safety:** HRM units should adopt climate assessment tools to regularly measure perceived support and psychological safety. These metrics should inform the design and delivery of training and development initiatives.
7. **Develop Post-Training Follow-Up Systems:** To ensure transfer of learning, organizations should implement mentoring, action plans, and peer support networks after training. Supervisor debriefs and tracking of skill application can reinforce behavior change.
8. **Align Training Programs with National Reform Agendas:** Especially in public institutions like SSC, training should be strategically aligned with national capacity-building and

modernization efforts. This alignment reinforces the strategic relevance of learning and mobilizes institutional support.

## Conclusion

This study explored the impact of Perceived Organizational Support (POS) and psychological safety on training outcomes among employees at the Social Security Corporation (SSC) in Jordan. The findings revealed strong, statistically significant relationships between various dimensions of POS and training effectiveness, both directly and through the mediating role of psychological safety. These results underscore the critical importance of psychosocial factors in public-sector training success. The study expands the empirical applicability of Organizational Support Theory and highlights the essential role of psychological safety in enhancing learning behaviors.

The evidence suggests that training effectiveness is not merely a function of content or delivery methods, but rather hinges on how employees perceive the organizational climate, fairness, empathy, and their ability to engage safely. These insights are particularly relevant to public institutions undergoing reform and striving for better service delivery, such as the SSC.

## Implications

### *Organizational Implications*

1. **Strategic HR Planning:** Public institutions must integrate POS and psychological safety into human resource management strategies to improve training ROI and long-term workforce development.
2. **Leadership Development:** Managers and supervisors play a central role in transmitting support and building safe climates. Training in emotional intelligence and developmental leadership is imperative.
3. **Policy Reformation:** HR policies should reflect values of transparency, recognition, and care to institutionalize support and fairness, thereby fostering a culture conducive to continuous learning.

### *Policy Implications*

1. **Public Sector Modernization:** Governments can enhance civil service performance by embedding POS and psychological safety indicators into broader reform agendas.
2. **Capacity Building Frameworks:** Donor-funded training programs and national strategies should assess the psychosocial climate as a precondition for intervention success.

## Theoretical Implications

1. **Model Advancement:** The integration of POS and psychological safety in this study presents a dual-pathway model that future research can refine and expand in varied contexts.
2. **Contextual Validity:** The results affirm that Western theories such as Organizational Support Theory can be effectively contextualized within Middle Eastern public institutions.

*Suggested Future Studies*

1. **Cross-Sectoral Validation:** Future studies should examine the POS-psychological safety-training outcomes model in other sectors such as health, education, and municipalities to test its generalizability.
2. **Longitudinal Research:** A longitudinal design could explore the sustained impact of POS and psychological safety on training outcomes and job performance over time.
3. **Intervention-Based Studies:** Experimental research that manipulates support or psychological safety interventions can provide causal evidence for their impact on learning outcomes.
4. **Demographic Moderators:** Investigating how variables such as age, gender, experience, and job level moderate the relationship between POS and training outcomes would enrich the model's explanatory power.
5. **Digital Training Contexts:** Future research should explore how POS and psychological safety influence e-learning engagement, especially in hybrid or remote training environments post-COVID-19.

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