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The Effect of Human Resource Management Practices on Employees' Motivation and Creativity in the Private Sector of Saudi Arabia

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ABSTRACT

By linking HRM practices with employees' intrinsic motivation and creativity, we sought to evaluate the effectiveness of HRM practices for improving the enthusiasm and ingenuity of workers. More specifically, we investigated the impact of a package of HRM practices (i.e., job training and job design) on employees' inherent motivation and the influence this has on their creativeness while performing their roles. Data were gathered from 416 employees in the private sector of Saudi Arabia to study how job training and design affected three basic determinants of intrinsic motivation—namely autonomy, relatedness, and competence—as well as the degree to which improvements in employee motivation have a positive effect on their creativity. The findings indicate that (1) overall job design has a positive and significant effect on employees' motivation, with the most effective job design dimensions being task significance, feedback, and autonomy, while (2) job training also has a significant positive impact on intrinsic motivation. Moreover, (3) the results further demonstrate that intrinsic job motivation has a significant effect in terms of encouraging employees to fulfil their roles in a more creative way.

Keywords: HRM, Job Training, Job Design, Autonomy, Relatedness, Competence
JEL Classifications: C2, C21, L32, O1, O15

1. INTRODUCTION

Due to heightened competition and constant changes in the global economy, Saudi Arabia introduced a national plan (Saudi Vision, 2030) with the aim of diversifying its economy by reinforcing economic and investment activities (vision2030.gov.sa). This vision expects the private sector of Saudi Arabia to play an important role, so human resource management (HRM) practitioners in this sector may need to rethink their management practices in order to develop and attract motivated and talented employees, because high-quality human resources are vital if the private sector is to optimally support the development of the country. In addition, the Saudi government is investing in important HRM activities, such as training, in the private sector to enhance employees' knowledge and skills (Shehab, 2016). Indeed, the Saudi Arabian Monetary Agency Report (2009) forecasted that investment in human resource development and training will reach approximately $36.65 billion in 2011 (Shehab, 2016).

Around the world, more and more organizations are realizing the importance of having creative employees (Shalley and Gilson, 2004), so they can identify creative solutions to overcome the economic constraints and other obstacles that limit profitability and productivity, thus helping to stay ahead of the competitors. Nevertheless, to this day there is a shortage of HRM practices in the Kingdom of Saudi Arabia (Fadhel, 2007; Al-Dosary and

Rahman, 2009, Anderson et al., 2012). The time is therefore ripe to develop HRM practices for Saudi Arabia's private sector, so firms can build unique competitive advantages, both domestically and internationally, based on Vision 2030 (Shehab, 2016) by helping their employees to become more intrinsically motivated and creative.

In the modern economy, human resource management (HRM) practices, job motivation, and creativity are becoming important topics to address in work and organizational science. Indeed, to be competitive, organizations must have motivated, creative employees, because this can act as a sustainable advantage. More specifically, businesses should foster a culture of creativity in order to tap into the imagination of their human resources. Many researchers (Amabile, 1997; George and Zhou, 2001; Oldham and Cummings, 1996; Runco, 2004; Scott and Bruce, 1994; Shalley, 1995; Woodman et al., 1993) have suggested that creative, motivated employees make an important contribution to making an organization effective enough to expand its markets and survive in the long-term. Given these reasons, a motivated, creative workforce represents both a competitive advantage and a critical strategic asset for any work environment.

However, a closer inspection of the HRM research suggests that the relationship between HRM practices and employee outcomes is more complex than one may first assume (Kuvaas and Dysvik, 2010). A further observation in the literature is that human resource management scholars claim that HRM bundles can more positively affect the performance of organizations (e.g., MacDuffie, 1995; Ferris et al., 2004; Boselie et al., 2005), because the individual HRM practices within a bundle support each other by enhancing different aspects of the workforce's characteristics, thereby creating combined effects that are considerably stronger than the sum of those individual practices (Becker and Gerhart, 1996; Delery, 1998). Accordingly, the overall purpose of this present study is to investigate the relationship between the application of multiple HRM practices and intrinsic employees' motivation and creativity.

In this study, we argue that training and job design are applied in HRM for motivational reasons, specifically for jobs with aspects that may benefit from a good degree of creativity. We posit that both these practices may stimulate autonomy, competency, and interpersonal relatedness, which in turn may lead to better motivation and creativity. We therefore need to understand the effects of job design and training when they are applied by different organizations in the private sector of Saudi Arabia.

2. LITERATURE REVIEW

2.1. HRM Practices

According to Jackson and Schuler (1995) and Ling and Nasurdin (2010), HRM practices are part of a strategy for attracting, developing, motivating, and retaining employees in order to secure an organization's continued success and survival. Such practices can have a favorable impact on employees' performance by encouraging them to work not just harder, because they feel they have more control over their job, but also smarter and more responsibly as their skills and competencies develop (Pfeffer and Veiga, 1999). In our study, we will address two such practices: training and job design.

2.1.1. Training

Is an important factor that keeps an organization competitive in a market (Akhtar et al., 2008), and it reflects on the level of skill and knowledge that is achieved by employees, which in turn can have a positive impact on employee productivity. Robbins and Cenzo (1998) defined training as the process by which people acquire and improve skills, knowledge, attitudes, and behaviors. On the employment level, Khan (2012) defined it as "a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing attitudes and behaviors to enhance the performance of employees."

2.1.2. Job design

Foss et al. (2009) positioned job design as "a fundamental HRM activity" in that it determines the actual job structure by identifying important tasks and activities and dividing them among employees in a way that allows the organization to benefit from specialization while also combining some job duties to improve efficiency. Caliskan (2010), meanwhile, mentioned that designing jobs is undertaken by organizations to arrange work so that it will satisfy both the physical and behavioral needs for labor and enhance employee productivity by settling reasonable standards for work fulfillment. Hackman and Oldham (1974), for their part, defined five job dimensions:

- Skill variety is the degree to which a job demands a range of various activities to be performed, thus requiring the employee to use a variety of different skills and potentials (Hackman and Oldham, 1980).
- Task identity is the degree to which a job requires the completion of an identifiable scope of work (i.e., executing a job from beginning to end to achieve a tangible outcome) (Hackman and Oldham, 1980).
- Task significance is the degree to which a job has a significant effect on the lives of other people, who may be within the same organization or in the wider world (Hackman and Oldham, 1980).
- Autonomy is defined as "the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman and Oldham, 1980).
- Feedback is defined as "the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance" (Hackman and Oldham, 1980).

2.2. Intrinsic Job Motivation

Deci et al. (1989) and Vallerand (1997) defined intrinsic motivation as the drive to perform a task for its own sake, such that the employee experiences pleasure and satisfaction in the activity. Warr et al. (1979), meanwhile, referred to intrinsic job motivation as the extent to which employees are eager to immerse themselves in, and be proud of, a job. For their part, Ryan and Deci (2000) indicated three psychological needs being met as signs of

motivated employees, with these being reflected in feelings of competency, autonomy, and interpersonal relatedness in their jobs:

- Autonomy indicates the degree to which individuals can enjoy significant independence, self-determination, and discretion in deciding which procedures to employ when carrying out a task (Hackman and Oldham, 1980).
- Competence is vital for employees to contribute to successful organizational performance, and this is defined as the skills required for employees to successfully complete their tasks (Chandler, 2011).
- Interpersonal relatedness refers to a need to form close, stable, nurturing, and protective relationships (Shahar et al., 2003) and meet a need to feel connected to others (Wang et al., 2019).

2.3. Employee Creativity

Most research into creativity has focused on the factors that affect employee creativity in the workplace (Kim et al., 2010), and this has generally started by defining it before identifying its antecedents. In the literature, creativity has several definitions. Ford and Gioia (2000) defined it as a subjective assessment of the originality and worth of the result of an individual's or group's activity in a certain setting. In their study, Jiang et al. (2012) mentioned that Amabile et al. (1996) defined creativity as the capacity for innovative and beneficial ideas by individuals or small groups of individuals working together. Woodman et al. (1993), meanwhile, positioned creativity as individuals working together within a complicated social system to create valuable, helpful new ideas, services, products, and procedures.

2.4. The Relationship between HRM Practices and Employees' Intrinsic Motivation

A growing body of studies support the argument that providing employees with job-relevant training can help to improve levels of human capital (Takeuchi, Lepak, Wang, and Takeuchi, 2007) and that the use of certain HR practices, such as job training and design, can enhance the knowledge, skills, and abilities of an organization's employees and hence increase their motivation (Perello-Marin and Ribes-Giner, 2014). Employees primarily have the psychological expectations of autonomy, relatedness, and competence, and these can be met through human resource management practices (Gagne and Deci, 2005). All this is conducive to improving intrinsic motivation through enhanced job characteristics (Hackman and Oldham, 1976). Such techniques are not command-and-control mechanisms for employee behavior, so they are more likely to promote intrinsic motivation rather than detract from it. This was further emphasized by Kuvaas (2008), who stated that current human resource management (HRM) research suggests that companies should provide employees with the tools and opportunities to develop their motivation, skills, attitudes, and behaviors. Pfeffer and Veiga (1999), stated, "Simply put; individuals work smarter because they are encouraged to gain skills and competence," as they discussed the impact of management techniques on employee performance. As a result, it is anticipated that HRM best practices will improve an individual employee's motivation, skills, attitudes, and behaviors. Deci and Ryan proposed what is now a well-known hypothesis that states that three essential psychological demands must be met before motivation can improve, namely competence, autonomy, and relatedness (Deci and Ryan, 1985; Ryan, 1995; Ryan and Deci, 2000a, 2000b). Goal-directed actions are motivated by these three fundamental psychological requirements in every human being according to self-determination theory (SDT), and when these three psychological needs are satisfied in a given environment, intrinsic motivation increases. On the other hand, intrinsic motivation will be harmed if these three psychological demands are not met. Gagne and Deci (2005), for example, found that people who are more genuinely driven and engaged in their employment put in greater effort and achieve more than those who are not.

2.5. Job Training and Motivation

Training can enhance the knowledge, skills, and abilities of an enterprise's employees and subsequently increase their motivation (Perello-Marin and Ribes-Giner, 2014). Indeed, it provides employees with the opportunity to improve their general and specialized abilities and enhance their employability (Benson, 2006), and this may in turn influence their attitudes and behaviors (Robbins and Cenzo, 1998). According to Shin, Jeong, and Bae (2016), job training is expected to positively affect intrinsic job motivation by developing employees' domain-specific knowledge and abilities. According to Alkhater and Alhalwachi (2018), training has been widely acknowledged as having a good influence on employee motivation. In addition, the development of employee competence, autonomy, and relatedness as an HRM motivation outcome is vital to enhancing employee technical skills and knowhow, which is in turn critical to securing motivation (Chandler, 2011). The need for competence can be nurtured by firms investing in new skills and knowledge (Stone et al., 2009), and this means employees can acquire the skills they need to optimally perform their duties in the organization (Chandler, 2011). Indeed, employees can acquire new competencies that extend their horizons, internalize knowledge from various sources, and more readily apply their skills and knowledge in their jobs when they are given appropriate and extensive training. This helps nurture a feeling of being motivated. Having acquired the necessary skills and knowledge, employees will start feeling a sense of independence when taking decisions thanks to the training. Training opportunities, according to Gellatly et al. (2009), enable autonomy by enhancing feelings of internal control. Training can also help satisfy the need for relatedness by signaling to employees that they are valued by the firm, such that it is willing to invest in a long-term relationship with them (Suazo et al., 2009). This can also involve allowing collaboration between colleagues and mentors, because this can also promote relatedness (Stone et al., 2009). Job training is an attempt to enhance employee behavior (Panigrahy and Pradhan, 2015), which perhaps explains why Leede et al. (2002) observed that high-performing firms devote more resources to training and skills.

Sharma and Shirsath (2014) highlighted the importance of training programs at work and stressed how they can help to improve and enhance the performance of an individual employee. In this paper, the authors wished to investigate how training programs can help employees grow and develop a sense of motivation, being guided by the findings of previous studies. It was thought that this would assist managers in convincing other stakeholders about the need for training in the modern world. Unlike other

characteristics—such as technology, management behavior, and working environment—this study found that there is a favorable relationship between employee training and motivation, and both of these led to increased performance. According to Sharma and Shirsath (2014), training is a proven strategy for motivating individuals and businesses as a whole. With appropriate training programs, employees are able to develop and become more motivated. Indeed, applying scientific management methodologies and motivational tactics in the workplace, combined with seeing people as assets to be developed, can help organizations to accomplish their main goals.

2.6. Job Design and Motivation

In 1976, Hackman and Oldham proposed their "job characteristics model" that focused on job design. This was created to study the specific aspects of a job and how these characteristics can influence various work outcomes. More specifically, if certain qualities are present in a role, the model posits that this job will more likely foster strong inherent work motivation (Gomez-Mejia et al., 2005; Matteson, 2002). For example, individuals who work in a complicated occupation—such as those with high degrees of autonomy, feedback, importance, identity, and variation—are more likely to have high levels of intrinsic drive and respond to challenges with innovative ideas (Jiang et al., 2012). Designing such characteristics into a job can have three main effects in terms of 1) enhancing employees' innate work motivation (Hackman and Oldham, 1974); 2) predicting employees' motivation, as argued by Spector and Jex (1991); and 3) increasing the creativity of employees (Shalley and Gilson, 2004). These objectives were supported by Juhdi et al. (2007), who also found that certain job characteristics contribute to motivation.

Thus, it can be argued that job design and training practices tend to develop highly skilled employees by ensuring the acquisition of the procedural knowledge and task-related skills that are needed for high levels of performance, and this subsequently improves employees' intrinsic motivation by cultivating feelings of competence, autonomy, and relatedness at work.

Thus, this study hypothesized the following:
H1: HRM practices positively influence intrinsic job motivation.

In addition, there are two sub-hypotheses:
H1a: Job training positive influences intrinsic motivation through enhanced autonomy, competency, and relatedness.
H1b: Job design has a positive influence on intrinsic motivation.

Motivated employees bring many benefits to an organization by demonstrating their superior capabilities to complete tasks and perform well. The indisputable value of such capabilities has encouraged scholars to identify many motivational factors that can stimulate employees' creativity. As such, previous research into creativity has applied an intrinsic motivational approach, assuming that an intrinsically driven state (i.e., where someone engages in an activity for the sake of the activity itself) acts as a link between environmental conditions and creativity (Liu et al., 2011). The actual motivation may be fundamentally present in employees, but they need to be stimulated by the job and the work environment to bring this out. An individual with potential creativity can be measured according to many components. According to Amabile (1988), there are three primary components of creative behavior: expertise, a creative personality, and intrinsic drive. Barron and Harrington (1981) defined creative personalities as including qualities like an interest in complexity, autonomy, a high level of energy, self-confidence, the ability to bring people together, the ability to accommodate seemingly opposing facts in the same concept, and an awareness of being creative. Intrinsic motivation, according to Shalley et al. (2004), supports an individual's "tendency to be inquiring, cognitively flexible, risk taking, and persistent in the face of impediments." To support highly creative performance, Amabile (1996) underlined the need to keep people intrinsically engaged and structure their activities around various motivators. Furthermore, according to Amabile (1983) and Deci and Ryan (1985), a high level of intrinsic drive is believed to promote cognitive processes that support mastering tough tasks, taking risks, and being adaptable and spontaneous. As a result, greater creative performance is achieved. In other words, according to Shin et al. (2016), strong levels of intrinsic job motivation are likely to encourage employees to proactively uncover issues in their work and volunteer solutions to those challenges.

There is plenty of evidence for the positive impact of autonomy on creativity, and experts have indicated that to be creative, people need the freedom to experiment with ideas and widen the range of options and materials from which a solution can be found (Amabile, 1983). Shin et al. (2016) studied a sample of 3,316 production line employees from 240 industrial companies in South Korea to conduct a multi-level study of the impact of HR practices. They discovered that HRM practices (i.e., training and job design) were positively associated with intrinsic job motivation (i.e., competency, autonomy, and interpersonal relatedness), with intrinsic job motivation (IJM) being an enhancing mediator between HRM practices and workers' creativity.

Thus, if intrinsic job motivation is indeed a significant determinant of employee's creativity, we propose the following hypothesis:

H2: Intrinsic job motivation positively influences employees' creativity.

3. RESEARCH METHODOLOGY

This study investigated the effects of job design and training, as human resources management practices, on intrinsic motivation and creativity among private sector employees in Saudi Arabia. The researcher adopted a quantitative cross-sectional study due to the limited time available for the study, the small number of variables, and the small sample. A quantitative method based on a self-administrated questionnaire was deemed efficient and effective for obtaining the required data from the participants and thus be able to address the research questions within the available time period and resource constraints. A quantitative cross-sectional design using an online survey questionnaire was suitable for

enabling this study to test the hypotheses and meet the research objectives. The sample comprised 384 participants.

The survey comprised 35 items over five main sections:

First section: This section included five demographic variables (Age, gender, education, years in workforce, employment tenure, size of the organization, and industry of the employment). These variables have been given significance due to its related to creativity and motivation (e.g., George and Zhou, 2001; Shalley et al., 2004).

Second section: aims to study the first sub hypothesis (H1a) regarding employee‟s job training. Job training was measured by total 5 items of 8 items from prior studies by (Kuvaas, 2008), (Dysvik and Kuvaas, 2008). These 5 items are measuring employees‟ perceived satisfaction and adequacy from job training that they have received in their organizations.

Third section: Aims to study the second sub hypothesis (H1b) regarding Job design. We measured employees' job design using a version of the 15-item Job Diagnostic Survey by (Morris and Venkatesh, 2011) which originally was introduced by (Hackman and Oldham 1974). JDS is an instrument designed to test and measure five core characteristics of task design (skill variety, task identity, job autonomy, task feedback, and task significance).

Fourth section: This aimed to study the second hypothesis (H2) about intrinsic motivation. To assess intrinsic motivation, we used the seven items proposed by Kuvaas et al. (2017) and Vansteenkiste et al. (2009). The intrinsic work motivation scale of Kuvaas et al. (2017) consists of six items that Kuvaas (2006) introduced and were built upon by Kuvaas and Dysvik (2009). Kuvaas et al. (2017) stated that this scale taps into the core of the following well-known construct definition (Deci et al., 1989): The motivation to perform an activity comes from experiencing the satisfaction inherent in that activity. In order to be compatible with the motivation model Self-Determination Theory of Deci et al. (1989), we added the seventh item of Ryan and Connell (1989) and Vansteenkiste et al. (2009) to measure interpersonal relatedness (i.e., feeling part of a group at work) because the researcher believed that the question of interpersonal relatedness was not included in the study of Kuvaas et al. (2017).

Fifth section: Aims to study the second hypothesis (H2) regarding Creativity. Employee creativity was measured with a 13-item creativity scale developed by Zhou and George (2001).

4. RESULTS

Results showed that overall job design has a positive and significant effect on employees. Also it was found that among the most effective job design that contribute on employees' intrinsic motivation is the task significant mean value (4.29), feedback (mean = 4.04), and at the third level task identity (mean 3.95). In addition, training has approached a moderate level of effect on employees' intrinsic job motivation (and most of employees believe that, it is important for organizations the employees should receive the necessary training. Intrinsic job motivation has a significant effect to encourage the employees to do their job in a creative way. Among the most important effective role played, is that, the intrinsic job motivation makes the employee feel that their jobs have meaning, in addition to feeling part of a team and recognizing the work tasks as a driving power in their jobs.

Most of the employees indicated a high level of creativity, and it was found that almost all employees confirmed that they exhibit creativity in their jobs when given the opportunity to do so, and almost of them indicated that they also suggest new ways to increase quality and express ideas to other, as well as come up with creative solutions to problems.

Job training had a significant positive impact on intrinsic motivation, with it having the power to describe approximately 31% of the variation in intrinsic motivation.

Job design variables (i.e., task significance, task identity, skill variety, autonomy, and feedback) contributed about 41% to determining changes in intrinsic motivation. Autonomy, task significance, and feedback were the most important elements of job design for having a significant impact on intrinsic motivation (Table 1).

Intrinsic job motivation had a significant positive impact on employee creativity, thus contributing positively to improving employees' creativity. Furthermore, the results reveal that, intrinsic job motivation could described 38% of the variation in employees' creativity.

The results did not reveal any statistically significant variations between participants' perceptions about the dimensions of job design, training, intrinsic job motivation, and creativity based on differences in participants' gender, education level, and working experience. In other words, gender, educational level, and working experience had no influence on human resource practices and their effects on employees' creativity (Table 2).

The one-way analysis of variance (ANOVA) revealed that there were statistically significant differences between employees' perceptions of training and intrinsic job motivation at a significant level (0.05) based on age differences, although this was not the

Table 1: The results of multiple regression analysis to examine the impact of job design on intrinsic motivation

Model	Coefficient	Beta	T-test	Sig.	F	Sig.
Constant	0.718		3.282**	0.001	57.730**	0.00
Task significance	0.232	0.210	4.850**	0.00		
Task identity	0.079	0.074	1.659	0.098		
Skill variety	0.02	0.022	0.512	0.61		
Autonomy	0.307	0.397	8.062**	0.00		
Feedback	0.128	0.130	2.744**	0.006		
R=0.643			R^2=0.413, Adj.R^2=0.406			

**Indicates that the F-statistic is significant at the (0.01) level. *Indicates that the T-test statistic is significant at the (0.01) level

Table 2: The results of simple regression analysis to examine the impact of intrinsic job motivation on creativity

Model	Coefficient	Beta	T-test	Sig.	F	Sig.
Constant	1.961		15.069**	0.00	253.46**	0.00
Intrinsic job motivation	0.539	0.616	15.920**	0.00		
R=0.616				R^2=0.380, Adj.R^2=0.378		

**Indicates that the F-statistic is significant at the (0.01) level, *Indicates that the T-test statistic is significant at the (0.01) level

case with job design and employees' creativity. The ANOVA revealed that there were statistically significant differences among employees' perception of training based on employment tenure, while there were no significant differences in attitudes toward job design, intrinsic job motivation, and employee creativity. More specifically, attitudes toward training were most positive among the newest employees (i.e., employed <1 year) compared to more established employees in their organizations.

5. DISCUSSION

Despite decades of empirical research and theoretical development, HR researchers have lamented the lack of collective knowledge about creativity and what promotes it within organizations. Woodman et al. (1993) argued that researchers "surprisingly" still know little about how the creative process works in the context of formal organizations. George (2007) pointed out that instead of assuming that intrinsic motivation underlies creativity, researchers should tackle this theorized linkage more directly, considering that the ability to enhance intrinsic motivation is an essential but difficult task for organizations wishing to achieve a more creative workforce, so it must be addressed more scientifically to enable organizations to implement appropriate HR-development plans for their employees. In order to achieve the current research objectives of evaluating HRM practices and employees' behavioral outcomes (i.e., motivation and creativity), data were collected by distributing a self-administrated questionnaire to a target sample selected from employees of private sector companies in the KSA. The data analysis enabled the testing of the research hypotheses, leading to various findings, and conclusions. This chapter therefore discusses the concluded findings of this study and compares them with findings from previous studies on the topic. In addition, the implications and limitations of this study are discussed and directions are suggested for future research. Recommendations are also made.

Garg and Rastogi (2006) pointed out that it is very important to link HRM with enhanced intrinsic motivation, and this study did indeed find that the HRM practices of job training and job design do indeed positively influence the intrinsic motivation of employees in the private sector of the KSA. This finding confirms both the two-sub hypotheses about training and job design. This concurs with the conclusions of various previous studies (Perello-Marin and Ribes-Giner 2014; Munjuri, 2011; Shin et al., 2016) that were conducted to examine the effect of HRM practices on intrinsic motivation. For example, the research of Shin et al. (2016) concluded that HRM practices have a significant cross-level effect on individual intrinsic job motivation in manufacturing companies in South Korea. One of the important findings of this current study was that overall job design and training practices had a positive and significant influence on employees' intrinsic job motivation. More specifically, it was found that job design could explain about 41% of the variation in intrinsic job motivation, while job training could explain approximately 31% of variance. Thus, in this HRM practice bundle, job design seems to be the dominant practice contributing to employees' intrinsic motivation through task significance, feedback, and autonomy. Plentiful, continuous job training for employees also has a significant impact by improving autonomy, competency, and relatedness, thus helping employees to perform in the organization. This finding contradicts that of Munjuri (2011), who found that training most helped to improve employees' performance levels, as evidenced by a direct positive relationship, whereas job design had the least impact. In addition, Garg and Rastogi (2006) found that job design indirectly affects an employee's level of motivation.

Training is essential for business organizations, because it continuously improves employees' skills and enhances their ability to find solutions for various complex problems that arise in their jobs. An interesting finding of the current study is that job training has a significant positive impact on intrinsic motivation. This is supported by the findings of some prior studies (Sharma and Shirsath, 2014; Dysvik and Kuvaas, 2008; Garg and Rastogi, 2006; Babakus et al., 1996). The findings emphasize that organizational training programs are definitely driving employees to increased levels of motivation on an individual level, thus improving performance. Marescaux et al. (2010), meanwhile, found that training has a positive impact on autonomy and relatedness, but surprisingly they found that it has a negative impact on competence, which seems counterintuitive and contradicts the findings of this current study. It could therefore be argued that job training serves as a "booster" for employee motivation when there are already high levels of perceived training opportunities.

In addition, the results appeared to shown that the job design characteristics of Hackman and Oldham's model (i.e., task significance, task identity, skill variety, autonomy, and feedback) determine about 41% of the variation in intrinsic motivation. This agrees with some previous studies (Pee and Lee, 2015; Choge et al., 2014; Hadi and Adil, 2010; Zhang and Bartol, 2010; Lawler III, 1969) that found that job characteristics were a factor in intrinsic motivation. However, the results of the current study also indicate that there task identity and skill variety have no significant impact on intrinsic motivation. In contrast, Choge et al. (2014) and Hadi and Adil (2010) found that task identity has a positive effect on employee motivation. In summary, according to the results, some job characteristics can have a significant and positive impact on intrinsic motivation among employees, so a well-designed job motivates employees.

The current study also found that intrinsic job motivation has a significant and positive effect on encouraging employees to do their jobs in a creative way, which agrees with previous studies (Shin et al., 2016; Hannam and Narayan, 2015; Hassan et al., 2013; De Jesus et al., 2013; Zhang and Bartol, 2010). Among the most important effects at play is how intrinsic job motivation makes employees feel that their jobs are meaningful and that they belong to a team, so the tasks employees do at work represent a driving power at work in showing a high level of creativity. In addition, among the most important features of employee creativity is the fact that almost all the employees confirmed that they exhibit creativity in their jobs when given the opportunity to do so by suggesting new ways to increase quality and giving ideas to others, as well as coming up with creative solutions to problems.

6. CONCLUSION

This research aimed to explore the influence of HRM practices on employees' motivation and creativity, so it focused on highlighting the association between job training and intrinsic motivation and the effect of job design on intrinsic motivation, as well as how intrinsically motivated employees are more inclined toward creativity in the private sector of Saudi Arabia. The researcher applied a cross-sectional study design to survey 416 employees from different organizations and came up with some useful findings. First, the study found that the bundled HRM practices had a significant positive effect on intrinsic motivation, although job design had more impact than job training as an independent determinant of intrinsic motivation. In turn, autonomy, task significance, and feedback were the most significant factors for motivation, compared with skill variety and task identity. Regardless, job design and employee training can be used together as tools to improve intrinsic job motivation, because the study found that the two factors have the power to determine any changes in intrinsic job motivation. Finally, the study revealed that intrinsic job motivation leads to employee creativity.

The research now closes with a number of recommendations emphasizing the importance of training and job design for improving intrinsic job motivation, which in turn helps foster employee creativity. Indeed, HRM practices appear to be a great way to achieve the desired level of intrinsic job motivation and subsequently creativity, and employees with high levels of intrinsic job motivation are more likely to put greater effort into their jobs. Thus, HRM practices should be considered as a powerful means for raising both employee motivation and creativity.

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