

Exploring the Influence of Training Factors on Job Performance in the Qatari Governmental Sector: The Mediating Role of Leadership Skills

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Abstract

This study examines the impact of training-related factors on employees' job performance in Qatar, focusing on the role of acquired leadership skills as a mediating variable. It considers training-related factors as the independent variable, employees' job performance as the dependent variable, and acquired leadership skills as the mediating factor. The study sample includes 332 experienced employees from the government sector. A positivist approach was used, employing a questionnaire to collect quantitative data and reviewing previous studies for qualitative analysis. This methodology provided a structured understanding of the relationship between training, leadership development, and job performance. The findings highlight the importance of the training environment in shaping trainees' commitment to the programme. The trainer's expertise and knowledge of the training material play a role in building trainees' confidence. Training content influences the development of employees' skills and knowledge, reinforcing the need for active employee engagement in the training process. The study recommends discussing employees' training needs to ensure programmes align with their job roles, revising training schedules to improve participation, especially for fieldwork employees, conducting follow-ups to assess training effectiveness, and designing training programmes to enhance job performance.

Keywords: *Training, Job performance, Leadership skills, Government sector, Type of training, Training location, Trainer skills, Training content*

Introduction

Individuals' wealth of skills and knowledge has become a critical factor in achieving social and economic development. The ability of individuals to keep up with the rapid life changes and achieve their ambitions depends primarily on their qualifications and training. A recent study conducted by the United Nations Development Program (UNDP) in 2023 showed a positive association between high human indicators (including high levels of education, health and income) and social and economic development in countries. (UNDP, 2023, p. 12). According to the 2023 Human Development Report issued by the United Nations Development Program (UNDP, 2023), the following ten countries ranked first in the Human Development Index: Norway - Iceland - Finland - Switzerland - Netherlands - Germany - Sweden - Canada - Australia. Strong education systems, advanced healthcare systems, and high per capita income levels characterise these ten countries. (UNDP, 2023, p. 21)

Training contributes to developing the skills and capabilities of individuals, which leads to increased productivity and performance. It satisfies individuals' motivations and makes them more committed to their organisation. A 2022 study by Deloitte found that companies that invest in training have 20% higher productivity levels than those that do not. (Deloitte, 2022, p. 6) According to a 2021 study by the University of Georgia, an employee who receives training in a new skill can achieve an increase in productivity of up to 15%. (University of Georgia, 2021, p. 10). A 2020 study by McKinsey found that employees who feel they are receiving the proper training are 25% more likely to stay with their organisation. (McKinsey & Company, 2020, p. 15). According to a 2019 study by Harvard University, employees who feel they are receiving the proper training are 10% more likely to be committed to their jobs. (Harvard Business School, 2019, p. 12). Therefore, successful organisations resort to adopting a proactive approach that ensures the continuity of the training process throughout their employees' working lives to keep pace with rapid scientific and technological developments and enhance the chances of retaining highly qualified talent. This approach is supported by the Training and Development Reference Guide issued by the American Society

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for Training and Development (ASTD, 2023), which emphasises that training represents a strategic investment in human capital and is essential for achieving social and economic development. (ASTD, 2023, p. 94).

In light of the rapid developments witnessed by the current world, institutions and organisations have realised the importance of adopting a proactive approach that ensures the integration of training into their institutional vision and mission. Therefore, training has become of great interest, and one of their most important goals has been developing their employees' skills and enhancing their competencies. The role of the impact of factors related to training on the job performance of employees in the government sector is one of the essential topics that has received significant attention from researchers throughout the ages. We notice a diversity in the focus of previous studies, as some focused on the environmental aspects of training, while others focused on the social aspects. This study is distinguished by its emphasis on the impact of factors related to training on employees' job performance, highlighting the role of acquired leadership skills as an intervening variable. In an increasingly competitive global environment, organisations face significant challenges in maintaining their position and achieving continuity. The effective performance of employees is one of the most essential pillars of their success, and it requires them to possess advanced skills and competencies in various fields. Therefore, job training is a crucial tool that enhances employee performance and competencies.

It enables them to develop their skills and abilities and acquire new knowledge and experiences. Therefore, successful organisations seek to invest in adequate training programs aimed at enhancing the skills of their employees and refining their competencies, which leads to their success. In addition, continuous training enables employees to improve their performance continuously. It contributes to building team spirit and enhancing interaction, which creates a positive work environment that encourages cooperation and exchange of experiences. Effective interaction between colleagues enhances the personal and professional development of each individual. According to Harvey Mackay: "A good leader understands that anything that is done in a certain way over time is done wrong. Every individual performance can be improved." (Maxwell, 2018, p. 117).

Many research studies have shown that investing in training is one of the most crucial factors contributing to tangible economic returns for organisations. This is because training enhances employees' skills and competencies, leading to increased productivity and improved quality of the organisation's services and products. Consequently, this positively affects profitability and helps achieve strategic goals. On the other hand, training yields significant social benefits for employees by enhancing their skills and abilities, improving their living standards and overall social development. From an organisational perspective, training helps institutions develop their capabilities and improve efficiency, enabling them to compete effectively and sustain success in the labour market. Therefore, integrating efforts to promote a culture of training and activating its vital role in developing employees' capabilities and achieving institutional goals is essential for ensuring sustainable growth and progress at both individual and societal levels.

According to John C. Maxwell, "If you want to improve and develop, then you must train. It allows you to break your previous records and surpass what you did yesterday. When done correctly, training makes you better than you were the day before. If you don't train, you fall short of giving your potential the recognition it deserves." (Maxwell, 2018, p. 117). Several training-related factors are vital in influencing employee performance, including training program design, the quality of training provided, and trainer effectiveness. Therefore, this study aims to explore the impact of these factors in-depth on employee performance while highlighting the role of acquired leadership skills as a mediating variable in this relationship. The study includes an analysis of previous research in training and job performance, along with a field study conducted on a sample of employees in the public sector.

Accordingly, this study is expected to enhance our understanding of the relationship between training and job performance and the role of acquired leadership skills as a mediating variable in this connection. This, in turn, will allow practical recommendations to improve and develop training programs within the organisation, ultimately enhancing its efficiency and achieving its objectives more effectively.

The Research Problem

The State of Qatar recognises the importance of training in improving institutional performance and achieving organisational goals, making it a leading country in education, training, and development. However, there is a lack of comprehensive studies that analyse the interaction between various training-related factors and their impact on employees' job performance in the government sector. Therefore, the problem of this study lies in the need to examine the relationship between training-related factors and their effect on job performance, focusing on the role of acquired leadership skills as a mediating variable.

The study identifies training-related factors such as training program content, delivery methods, duration, evaluation, and alignment with employees' needs. Additionally, job performance will be measured through productivity, quality, commitment, personal skills, and problem-solving abilities. The study will analyse the relationship between training-related factors and job performance using various statistical methods to determine the extent of their influence on one another. It will also highlight the impact of acquired leadership skills as a mediating variable in this relationship. Acquired leadership skills play a crucial role as a mediating variable in the relationship between training-related factors and job performance. Employees who develop leadership skills through training can motivate themselves and their colleagues, lead teams to achieve goals, solve problems, make decisions, communicate effectively, and manage their time and resources efficiently. Consequently, acquired leadership skills contribute to overall job performance improvement.

This study is of great importance to government institutions in Qatar, as it will help improve training programs to make them more effective in enhancing employees' job performance. It will also identify the leadership skills needed by employees in the government sector and assist in designing customised training programs to develop these skills. Additionally, the study supports Qatar's national vision of building a diversified and sustainable economy by enhancing the skills and capabilities of Qatari citizens.

Study Objectives

This study seeks to achieve the following objectives:

Understanding the relationship between training-related factors and employees' job performance.

Examining the impact of training type on employees' job performance.

Examining the impact of training location on employees' job performance.

Examining the impact of trainer skills on employees' job performance.

Examining the impact of training content on employees' job performance.

Analysing the impact of acquired leadership skills as a mediating variable in the relationship between training-related factors and job performance.

Research Questions

This study revolves around the following research questions:

What is the relationship between training-related factors and employees' job performance?

How does training type impact employees' job performance?

How does training location impact employees' job performance?

How do trainer skills impact employees' job performance?

How does training content impact employees' job performance?

What is the impact of acquired leadership skills on employees' job performance as a mediating variable?

Significance of the Study

The significance of this study can be summarised as follows:

It highlights the impact of training-related factors on employees' job performance in the government sector.

It clarifies how acquired leadership skills play a mediating role in improving job performance.

Given the limited research in this area, it emphasises the need for comprehensive studies on the impact of training factors on job performance in different government sectors.

The study's findings will contribute to developing more effective training programs tailored to employees' needs.

It helps identify the leadership skills that should be emphasised in training programs to ensure optimal job performance.

The study provides insights into how multiple factors influence the relationship between training and performance, supporting strategic decision-making based on accurate data.

Literature Review

Training Related Factors

Previous studies have addressed factors related to training and its impact on employee performance in various sectors. Sugarti's study (2022) found that training, work environment, and career development significantly impact employee motivation, with the impact of training reaching 31%, work environment at 41.1%, and career development at 29.6%. Quraishi's study (2005) focused on the effectiveness of training programs in organisations. Its results showed that there were cases of relative satisfaction among the category of implementation assistants regarding the understanding of theoretical lessons and benefiting from them at work. At the same time, dissatisfaction was noted regarding some aspects, such as the level of internship and the educational level of trainees. On the other hand, Al-Sheety's study (2023) examined the impact of e-training on the performance of Egyptian Electricity Holding Company employees during the Corona pandemic. It proved a positive impact, as 79% of employees believed that e-training increased their productivity and improved their practical skills.

In the same context, Al-Huni's study (2015) addressed the impact of training policy on employee performance at the Sabha Medical Center in Libya. It proved that training improved practical skills and increased productivity by 75%. Shater's study (2022) evaluated the training effectiveness at the Palestinian National School of Administration, showing that training effectiveness explains 11.7% of the variance in job performance, while incentives and post-training evaluation explain 16.1% and 15%, respectively. The study recommended the need to provide incentives and enhance post-training evaluation. In another context, Hanna Urbankova et al.'s study (2021) analysed the opinions of 207 institutions in the Czech Republic, revealed that institutions prefer personal and self-assessment methods, and explained that the Corona pandemic prompted institutions to adopt remote evaluation methods.

On the other hand, Iqbal et al.'s study (2021) aimed to understand the impact of a toxic work environment on employee engagement, as it found that a toxic work environment negatively affects employee engagement, with an essential mediating role for organisational support and employee well-being in this

relationship. The study by Fayez Al-Subaie (2019) addressed the impact of training employees in federal agencies on presentation skills, stressing the need to develop advanced training programs based on modern technologies such as virtual reality. The study by Badran and Nabil (2019) also examined the role of training in improving employees' skills in the food and beverage department of Fayoum hotels. It showed that training improved employees' skills but did not significantly impact hotel managers' service quality evaluation.

The study by Bouzergata (2019) showed a positive impact of training on employee performance, as productivity, personal skills, and problem-solving ability improved, highlighting the importance of identifying employee needs and designing effective training programs. Finally, the study by Ahmed Saleh (2015) focused on analysing training needs in Kuwaiti government organisations. It revealed that analysing training needs helps improve employee performance, increase productivity, and reduce costs while identifying factors for the success of training programs.

Job Performance

The study by Anam Amin (2013) addressed the impact of employee training on job performance and explored the factors that contribute to enhancing the effectiveness of training programs. The researchers used a quantitative approach to collect data from 150 teachers working in educational institutions in Pakistan through a structured questionnaire to measure participants' perceptions of training, job satisfaction, and job performance with the application of correlation and regression analysis. The results indicated a significant positive impact of training on job performance, as it appeared that the quality of training, its relevance to employee needs, and the rate of employee participation in training were influential factors in this relationship. Al-Safty's study (2022) aimed to explore the impact of training on employee retention and analyse the factors influencing this relationship. The study included 200 employees from private companies in Egypt. It relied on a questionnaire and statistical analysis that revealed a strong positive relationship between training and employee retention. Job satisfaction and salary played an essential role in influencing this relationship, in addition to the quality of training and its relevance to employee needs.

In Khan's study (2012), the impact of training and motivation on employee performance was analysed in commercial companies in Pakistan, as the results showed a strong positive relationship between training effectiveness, motivation, and employee performance, even after controlling for variables such as experience and job satisfaction. The study also showed that leadership style and organisational culture affect employee engagement in training. Khan's study (2016) focused on the impact of employee training and development on performance through job satisfaction and relied on data from 115 employees in telecommunications companies in Pakistan. The results showed that training programs positively affect performance, with a statistical association between training, job satisfaction, and job performance.

Guan & Frenkel's study (2019) examined the impact of training perceptions on job performance, where data from 348 employees in Chinese manufacturing companies were analysed.

The results indicated that training perceptions positively affect performance through job satisfaction and civic organisational behaviour, and the human resource management system played a role in strengthening this relationship. Halawi's study (2018) focused on the impact of training on employee performance in two Lebanese companies. It concluded that training has a significant positive effect, especially when high quality aligns with employee needs.

The study of Al-Najaa (2013) investigated the impact of training on the performance of employees of government institutions in South Africa, where the results showed a strong positive relationship between training effectiveness and performance, and it was found that the level of employee response to training programs is an influential factor in this relationship. The study of Nyati (2021) focused on the impact of training on career development and job performance in commercial companies in Indonesia, and the results revealed the role of motivation as an intervening variable that enhances the relationship between training and job performance.

Finally, the study by Xie & Qi (2020) examined green training and its relationship to the growth of employees' career paths in Chinese companies, where the results showed that green training enhances career growth, especially when controlling for factors such as employee competence and job satisfaction, with intervention pressures being identified as an intervening variable in this relationship.

Acquired Leadership Skills

Training is one of the essential elements in developing leadership and professional skills, as many studies have addressed its impact on job performance and human competencies in various sectors. In a study conducted by Faisal Nasser (2018) at Tabuk University, it was found that training contributes to enhancing various competencies, which calls for developing training programs and linking them to the needs of the labour market to ensure their effectiveness. The study by Al-Samel and Al-Mahi (2011) also showed that developing leadership skills is essential in improving job performance within the Saudi Shura Council. This prompted researchers to recommend that qualified employees be qualified through specialised training programs to prepare them for leadership positions.

In the same context, Sarhan and Ahmed (2011) investigated the impact of training on the efficiency of agricultural guides in Qena, where the results showed a moderate improvement in job performance, motivation, and professional affiliation. The study by Muhammad and Sharif (2019) focused on the role of performance-oriented training in developing intellectual capital in telecommunications companies, indicating the importance of having a stimulating work environment and linking training to the career path to achieve the maximum possible benefit. Zazel Soria (2014) highlighted the relationship between training and administrative creativity in an Algerian research centre, stressing that training contributes significantly to enhancing the creative capabilities of employees. Saleh's study (2020) addressed the impact of training on developing employees' skills at Faisal Islamic Bank of Sudan. It recommended updating training methods and hiring qualified trainers to ensure the quality of training content.

Within the framework of comparisons between local and international companies, Bayoumi (2018) conducted a study on the efficiency of workers in Egyptian and foreign spinning and weaving companies and concluded the importance of enhancing training within Egyptian companies to keep pace with developments and achieve higher performance levels. Abdel-Mottaleb's study (2019) also showed that training plays an essential role in refining human competencies at Al-Waha Oil Company, as the study proved the significant positive impact of training on improving employee performance.

In the education sector, Al-Rashidi (2022) evaluated the development of professional skills for employees at the Applied Education Authority and recommended the need to organise continuous training courses to enhance their competencies. Youssef (2021) also analysed the reality of professional development for faculty members, as the study showed weakness in planning and motivation. Still, the results revealed great support for development proposals that could enhance the efficiency of the teaching staff. Regarding training in the educational field, Al-Habib's study (2020) focused on developing the educational skills of primary school teachers. Still, it indicated the existence of challenges, such as the lack of practical application opportunities, which requires improving the training environment to ensure its effectiveness. Finally, Hunt and Baruch (2003) reviewed the evaluations of 252 executives on the impact of training, where they confirmed its role in improving personal skills. Still, they pointed to some challenges, most notably the limited opportunities for practical application.

The relationship between the current study and previous studies

This study contributes to developing research on training and job performance by expanding the scope of understanding of the complex relationship between them. The contribution focuses on three main axes, the first of which is the analysis of the multidimensional relationship between training and job performance, as the study is not limited to the direct relationship between them but instead addresses the role of leadership skills acquired through training as an intervening variable. This approach helps provide a more accurate understanding of the impact of training, identify the factors that enhance the effectiveness of training programs, and provide practical guidelines for designing training programs that achieve their goals

more effectively. The study adopts an integrated research methodology that combines quantitative and qualitative methods, which allows for the collection of diverse and rich data, contributes to achieving a deeper understanding of the phenomenon studied, and enhances the accuracy and validity of the results.

This approach helps provide a more comprehensive analysis of the effectiveness of training and its impact on job performance. The study also provides valuable, practical results that contribute to improving training practices, as it identifies the factors affecting the success of training programs and provides clear guidelines for designing more effective programs. It also opens the way for future studies in this field, enhancing knowledge about the relationship between training and job performance. This study is distinguished from its predecessors by its focus on the government sector and by adding new knowledge about the role of acquired leadership skills as an intervening variable, expanding the research scope in this area. Thus, this study constitutes a valuable contribution by providing an advanced theoretical framework, an innovative research methodology, and results that can be applied to improve training practices in different work environments.

Theories Related to the Study

Since the beginning of the twentieth century, training has received significant attention from researchers and scientists. This interest has focused on understanding the factors related to training and the impact of acquired skills in motivating employees to be creative and raise productivity. This interest has resulted in many theories explaining training and its components and relationship to the behaviour of individuals and groups in different organisations. The most important of these theories are:

Social Learning Theory

Social learning theory is a psychological theory developed by Albert Bandura in the 1960s. The theory focuses on how individuals learn through observation and experience and emphasises the importance of modelling and social interaction in learning (Bandura, 1977). One of the essential principles of social learning theory is observational learning, where individuals can learn new behaviours by watching and imitating the behaviour of others (Bandura, 1986). Reinforcements and punishments play an essential role in this process, as reinforcements enhance desired behaviours, while punishments discourage undesirable behaviours. Social learning theory is used in many fields, such as education, psychotherapy, marketing, and organisational development.

Constructivist Theory

Constructivist learning theory emerged in the early twentieth century (Piaget, 1970; Vygotsky, 1978), and many psychologists contributed to its development, the most important of which are:

Jean Piaget: A Swiss psychologist who focused on the role of interaction between the individual and his environment in building knowledge (Piaget, 1970).

Lev Vygotsky: A Russian psychologist who focused on the role of social interaction in building knowledge (Vygotsky, 1978).

Jerome Bruner: He paid great attention to the role of participatory learning in building knowledge. (Bruner, 1960).

Constructivist learning theory emphasises the role of the following factors in the learning process:

Knowledge construction: The process of building knowledge is active and carried out by the learner through participation and interaction with the learning environment. Knowledge construction depends on the learner's previous experiences and linking them to new information (Piaget, 1970).

The role of the teacher: The teacher is not a source of knowledge but rather a facilitator of the learning process. The teacher helps the learner build knowledge by providing a learning environment rich in materials and activities (Vygotsky, 1978).

Assessment: Learning assessment focuses on understanding how the learner constructs his knowledge. Various assessment tools, such as projects and open-ended tests, are used to assess the learner's understanding of the material (Bruner, 1960).

Maslow's Theory

Maslow's theory of needs, developed by psychologist Abraham Maslow in 1943, can be used as a powerful tool to improve the effectiveness of training programs and achieve their goals. The theory assumes a hierarchy of human needs, starting with basic needs at the base and reaching higher needs at the top.

Benefits of Using Maslow's Theory in Training

Increased trainee engagement: When trainees' basic needs are met, they become more focused on learning and engaged.

Improved effectiveness of training programs: When training programs are designed with trainees' needs in mind, they become more effective in achieving their goals.

Increased trainee satisfaction: When trainees feel that their needs are being met, they become more satisfied with the training experience.

Motivation and Performance Theory

Motivation and Performance Theory is a leading management science and organisational psychology theory. The theory aims to understand the motivations of individuals to achieve exceptional performance in the work environment. It was developed in 1964 by Victor Vroom, Edwin Locker, and John Marshall Reiners. The theory focuses on the relationship between effort and performance, emphasising the factors influencing an individual's response to motivation in the work environment. The theory of motivation and performance can be used as a framework for understanding how to motivate employees and improve their performance in the workplace. Managers can use the theory to identify the factors influencing employee motivation and design programs that suit their needs and desires.

The relationship between theories and the study framework

First: Constructivist Theory

Constructivist theory focuses on the individual's active role in building knowledge through interaction with the surrounding environment. The study framework is consistent with this theory by emphasising the importance of trainees' interaction with the training environment, the impact of the type and content of training on the acquisition of leadership skills, and considering the acquired skills as part of the cognitive structure that affects job performance. The principles of constructivist theory can also be applied by designing interactive training programs, linking training content to the needs of the individual, and providing opportunities for practical application, which enhances training effectiveness and improves job performance in the government sector.

Second: Maslow's Theory

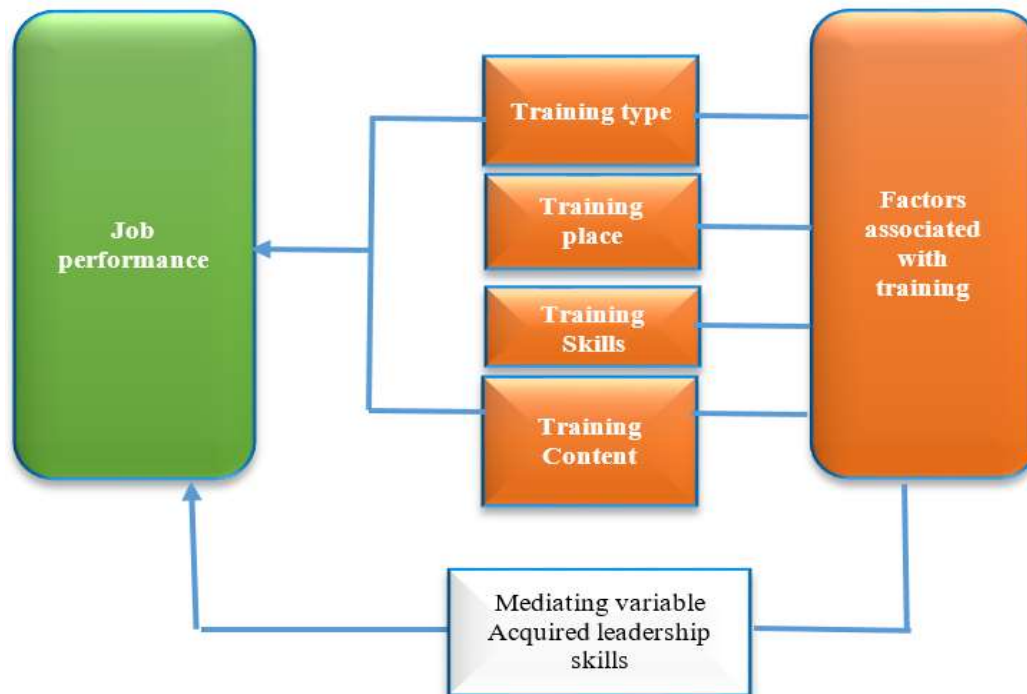
Maslow's theory focuses on meeting human needs in a hierarchical sequence, from basic to self-actualisation. The study framework is consistent with this theory by highlighting the impact of training on meeting security and social needs, the role of acquired leadership skills in self-actualisation, and the effect of job performance in enhancing personal motivation. The principles of the theory can be applied by

designing training programs that meet the needs of the individual, linking training to self-development, providing opportunities to apply skills, and creating a positive work environment, which improves training effectiveness and enhances job satisfaction.

Third: Motivation and Performance Theory

This theory focuses on the relationship between motivation and job performance through three elements: expectancy, where the quality of training affects the individual's expectations about the results of his efforts; the tool, where leadership skills enhance the individual's feeling that his efforts lead to positive results, and attractiveness, where improving performance enhances the sense of job satisfaction. These principles can be applied by designing training programs that meet the needs of trainees, linking training content to self-realisation, providing opportunities for practical application, and creating a supportive work environment, which increases training efficiency and improves performance.

The Research Formwork



Research Hypotheses

The study hypotheses are:

H1. There is a direct relationship between the factors related to training and employees' job performance.

H1.1 There is a direct relationship between the type of training and employees' job performance.

H1.2 There is a direct relationship between the training location and employees' job performance.

H1.3 There is a direct relationship between the trainer's skills and employees' job performance.

H1.4 There is a direct relationship between the training content and employees' job performance.

H2. There is a positive and significant relationship between acquired leadership skills as an intervening variable between the factors related to training and employees' job performance.

Methodology

This study relies on the quantitative methodology, which aligns with its positivist (positive) philosophy that emphasises the importance of scientific rules, numbers, and aspects in building knowledge. This methodology is the best choice for achieving the research objectives and answering the questions raised due to its ability to collect and analyse data accurately and objectively from practical reality. In addition to the quantitative methodology, the descriptive analytical method was employed in this study. This method relies on analysing the quantitative results obtained from the study tool to answer specific questions. The suitability of this method lies in its ability to accurately study the impact of training components on job performance by describing and analysing the relationship between them qualitatively and quantitatively (Abu Zaitoun, 2018).

Adopting the quantitative methodology and the descriptive analytical method in this study enabled the researcher to collect and analyse data accurately and objectively, which led to the extraction of reliable results about the impact of factors related to training on job performance. The quantitative methodology has many advantages that enhance the reliability of the study results, the most important of which are: accuracy and objectivity that allow phenomena to be measured and analysed accurately and objectively, reducing the possibility of bias in the results. The possibility of generalising the results to similar situations and contexts enhances the scientific study's value. The ease of comparing the results with other studies contributes to the accumulation of knowledge in the field of research. Accordingly, the quantitative methodology and the descriptive analytical approach are practical tools for studying the causal relationships between variables, which enabled this study to provide valuable results on the impact of factors related to training on job performance.

The Study Population Frame and Research Sample

The study population consists of employees in the government sector in the State of Qatar during the year 2024. This population is characterised by its large size and diversity, as its number is estimated at more than 4,000 employees. This population includes employees from various ministries and government institutions who perform different job duties in multiple fields.

Meanwhile, due to the difficulty of reaching all study community members, the simple random sample method was used to select a representative sample of employees. This method is characterised by its reliance on the principle of random sample selection, which means that each individual in the study community has an equal opportunity to be selected. The simple random sample method was applied by selecting the study sample from several ministries and major government institutions in the State of Qatar, including [the Ministry of Interior - the Qatar General Electricity and Water Corporation - and Qatar University mainly, and several employees of other government institutions]. These steps confirmed the adoption of a correct scientific methodology when selecting the study sample. The simple random sample ensures that the sample represents the original community, which positively affects the accuracy of the results derived from the study. The number of participants in the questionnaire was 323 individuals. This sample represents the study community, as the sampling error was calculated and resulted in 0.05, which is acceptable in quantitative research.

Study Tools and Instruments

This study relied on two main tools to collect data:

Questionnaire: An electronic questionnaire was used to collect quantitative data. The questionnaire was carefully designed to measure factors related to training and job performance, focusing on the role of leadership skills as an intervening variable. The questionnaire consisted of 6 sections, including descriptive

questions (gender, job type, age group, educational level) and statements on a five-point Likert scale to measure the study variables. The questionnaire was designed electronically using Google Forms.

Review of previous studies: Previous studies related to the research topic were reviewed to collect qualitative data. This review provided a theoretical framework for the analysis and helped develop the questionnaire tool.

Questionnaire Design

Before constructing the questionnaire, a group of previous studies were reviewed and used to develop the questionnaire of the current research, as all the scales used in designing the survey list for the study are scales that have previously obtained ethical approvals from the researchers who created them. These same scales have been used before in conducting previous studies. The following Table shows the sources of these scales:

Table (1). The Study Measures

<i>Source</i>	<i>Variable</i>
Al-Ghamdi (1435H), Khuzam (2020), Abbas (2015)	Type of Training
Al-Ghamdi (1435H)	Training Location
Abbas (2015), Federal Authority for Human Resources (2024)	Trainer Skills
Abbas (2015), Federal Authority for Human Resources (2024)	Training Content
Al-Ghamdi (1435H), Khuzam (2020), Abbas (2015)	Acquired Leadership Skills
Tayoush (2021)	Job Performance

Characteristics of the Questionnaire

Reliability: The questionnaire's reliability coefficient was calculated using Cronbach's alpha equation, and its value reached 0.96, a high value indicating the stability and reliability of the questionnaire. The reliability coefficients for the rest of the questionnaire's axes ranged between 0.71 and 0.94. The study contains quantitative and qualitative primary data, as the questionnaire was relied upon in the quantitative data because it is one of the tools used in quantitative research, is easy to deal with, and saves time and effort for the researcher. In contrast, the qualitative data was obtained by reviewing previous studies.

Description of the tool: To answer the study questions, a questionnaire was designed entitled "The impact of training-related factors on the job performance of government sector employees, with a statement of the impact of acquired leadership skills as an intervening variable on this relationship." The questionnaire consisted of 4 questions related to descriptive data (gender, job type, age group, educational level) in addition to 6 axes that include statements on a five-point Likert scale related to the study variables related to the factors related to training:

Section One includes five statements related to the type of training.

Section 2 includes five statements related to the training location.

Section 3 includes five statements related to the trainer's skills.

Section 4 includes five statements related to the training content.

Section 5 includes 11 statements related to leadership skills.

Section 6 also includes 11 statements related to job performance.

Each statement in the six sections requires a response on a Likert scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1). The questionnaire was designed electronically using the Google Form program.

Data was collected through an electronic questionnaire distributed to employees during April 2024. The electronic link to the questionnaire was sent to the human resources departments in the selected entities, asking them to distribute it to employees and encourage them to participate. Reminder messages were also sent to employees to increase the response rate.

Questionnaire Validity

Face Validity

Before applying the questionnaire, its content was carefully reviewed by experts in specialisation measurement and evaluation. This review aimed to ensure the content's validity, clarity, and effectiveness in measuring the targeted concept. Based on the experts' comments, the necessary modifications were made to the questionnaire to ensure its quality and safety. After making the modifications, official approval was obtained from the QU-IRB Committee on the validity of the questionnaire and its approval for use in the study. This approval is a confirmation of the quality of the questionnaire and its suitability for collecting data accurately and reliably.

Internal Consistency Validity

To assess the internal consistency validity of the questionnaire, Pearson's correlation coefficient was used for each statement with the total score and for each statement with the axis to which it belongs. As shown in Table (3.4), the results showed that all values of the correlation coefficients were more significant than 0.3. This high value indicates a strong relationship between each statement and the total score or axis to which it belongs, which supports the validity of the questionnaire in measuring the targeted concept. In addition, the correlation coefficient between the six axes of the questionnaire was calculated, as shown in Table (3.5). The values of the correlation coefficients between these axes ranged between 0.542 and 0.835. These values indicate a strong correlation between the axes, confirming their interconnection and coherence within the questionnaire. This also supports the stability of the results of each axis and the validity of its statements in measuring the sub-components of the targeted concept. In general, the internal consistency validity analysis results indicate a high degree of consistency and stability in the questionnaire. These results also support the validity of the questionnaire in accurately and reliably measuring the targeted concept.

Structural Validity

Structural validity was identified from confirmatory factor analysis using the AMOS program (as shown in Figure 1)

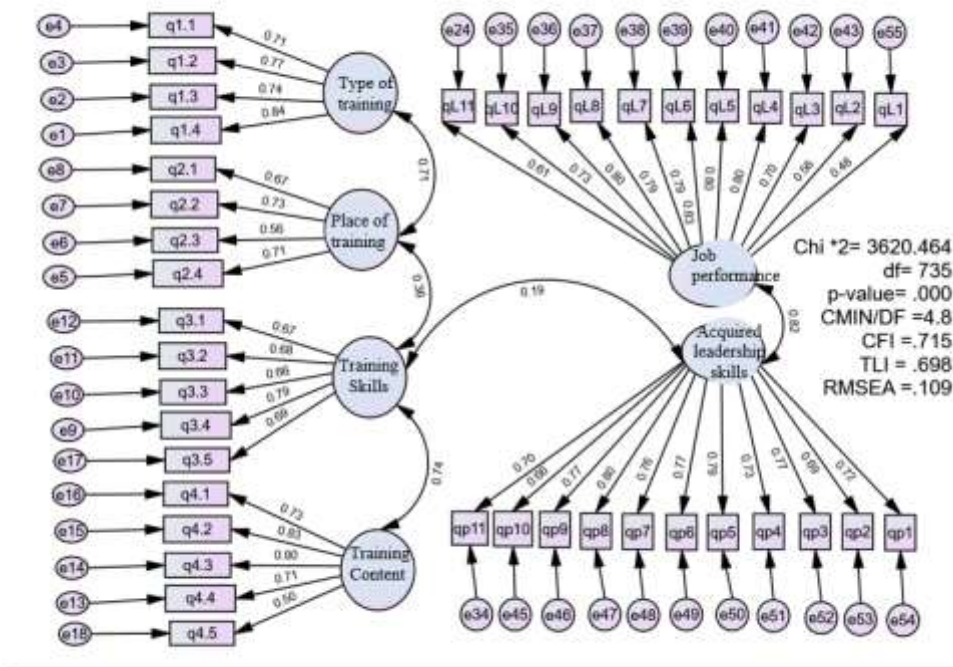


Figure (1). Structural Validity Using Confirmatory Factor Analysis Through the AMOS Program

Descriptive Analysis Results for Study Variables

Table (2). Study Sample by Gender, Age, Educational Level, and Professional Experience

Category	Count	%
Gender		
Female	111	33%
Male	221	67%
Total	332	100%
Age		
20 - 30 years	142	43%
31 - 40 years	76	23%
41 - 50 years	63	19%
51 - 60 years	21	6%
Above 60 years	30	9%
Total	332	100%
Educational Level		
High School	143	43%
Diploma	24	7%
Bachelor's	81	24%
Master's	39	12%
PhD	45	14%
Total	332	100%
Professional Experience		
Less than 5 years	54	16%
5 to 10 years	117	35%
11 years or more	161	48%
Total	332	100%

Table (2) provides a detailed description of the study sample in terms of the demographic characteristics of the participants. In terms of gender, the sample included a higher percentage of males (67%) than females (33%). As for age, the most represented age group was employees aged between 20 and 30 years (43%), followed by the age group from 31 to 40 years (23%), and then the age group from 41 to 50 years (19%). Smaller percentages of employees aged between 51 and 60 and over 60 participated (6% and 9%, respectively).

Regarding educational level, employees with a secondary and bachelor's degree were the most represented (43% and 24%, respectively). As for the distribution of the sample according to years of experience, the highest participation rate was for employees with 11 years of experience or more (48%), followed by employees with 5 to 10 years of experience (35%), and then employees with less than 5 years of experience (16%). These results indicate that the sample was characterised by appropriate diversity in terms of the demographic characteristics of the participants, which enhances the generalizability of the study results to the employee community.

Psychometric properties of the questionnaire:

Questionnaire Reliability

The reliability of the questionnaire was measured using Cronbach's alpha coefficient, which is a suitable tool for assessing the reliability of scales with graded responses. This analysis was applied using SPSS (version 29) on the data collected from the questionnaire. The results showed a high value for the overall Cronbach's alpha coefficient of the questionnaire, reaching (0.96). This value indicates the excellent reliability of the questionnaire and its ability to measure the targeted concept accurately. In other words, if the questionnaire was re-applied to another sample, its results are expected to be 96% identical to the study sample results. The values of Cronbach's alpha coefficients for the sub-axes of the questionnaire ranged between (0.71) and (0.94). Table (3.3) provides a detailed breakdown of the values of Cronbach's alpha coefficients for each axis of the questionnaire.

Table (3). Reliability Coefficients for the Overall Questionnaire and Its Subscales

<i>Subscale</i>	<i>Number of Items</i>	<i>Cronbach's Alpha</i>
Overall Questionnaire	42	0.966
Type of Training	5	0.844
Training Location	5	0.740
Trainer Skills	5	0.865
Training Content	5	0.790
Acquired Leadership Skills	11	0.899
Job Performance	11	0.930

Descriptive Statistical Analysis Results

The highest response rates to the questionnaire items were in the "Strongly Agree" category, indicating the significance of training and leadership skills in enhancing job performance.

All items across the six questionnaire sections had high mean scores exceeding the minimum threshold for "Strongly Agree" (4.2), confirming employees' strong agreement on the importance of training and its positive impact on job performance.

The relative mean scores for all items were found to be higher among males compared to females.

The age groups "above 60 years" and "under 30 years" had higher relative mean scores than other age groups for most questionnaire items, indicating that these groups require training more than others.

Employees with high school qualifications had higher relative mean scores for most questionnaire items, suggesting that they require more training than those with higher educational qualifications.

Employees with extensive experience (11 years or more) had lower relative mean scores than those with less experience, indicating that employees with fewer years of experience perceive a greater need for training.

Hypothesis Testing

Pearson correlation analysis was used to examine the relationship between training-related factors (independent variables) and job performance (dependent variable) to address the study's research questions and hypotheses. Additionally, multiple linear regression analysis was employed to assess the impact of each independent variable on the dependent variable. Furthermore, Path Analysis was conducted using AMOS software to determine the influence of the mediating variable on job performance. The following Table presents the results:

Table (4). The Effect of the Mediating Variable on Job Performance

<i>Question</i>	<i>Hypothesis</i>
What is the effect of training type on employees' job performance?	A positive and statistically significant correlation at a 0.05 significance level exists between training type and employees' job performance.
What is the effect of training location on employees' job performance?	A positive and statistically significant correlation exists between training location and employees' job performance.
What is the effect of trainer skills on employees' job performance?	A positive and statistically significant correlation exists between trainer skills and employees' job performance.
What is the effect of training content on employees' job performance?	A positive and statistically significant correlation exists between training content and employees' job performance.
What is the effect of acquired leadership skills on employees' job performance as a mediating variable?	A positive and statistically significant correlation exists between acquired leadership skills (as a mediating variable) and employees' job performance.

Correlation between Independent and Dependent Variables

Pearson correlation coefficients were calculated to determine the correlation between all independent variables and the dependent variable.

Table (5). Pearson Correlation Coefficients between Training-Related Factors, Leadership Skills, and Job Performance

<i>Independent Variables</i>	<i>Dependent Variable</i>	<i>Correlation Coefficient (r)</i>	<i>N</i>	<i>Lower Confidence Interval</i>	<i>Upper Confidence Interval</i>
Training Type	Job Performance	0.656	332	0.590	0.713
Training Location	Job Performance	0.653	332	0.587	0.711
Trainer Skills	Job Performance	0.683	332	0.622	0.737
Training Content	Job Performance	0.669	332	0.605	0.724
Acquired Leadership Skills	Job Performance	0.835	332	0.799	0.865

Table (5) shows that when taking each factor related to training separately, it became clear that there is a positive correlation between all these factors related to training and job performance, as well as a positive correlation between acquired leadership skills and job performance. The value of the correlation coefficient between the type of training and job performance was ($r = 0.656$), the training location and job performance ($r = 0.653$), the trainer's skills and job performance ($r = 0.683$), the training content and job performance ($r = 0.669$), and the acquired leadership skills and job performance ($r = 0.835$).

Table (6). Pearson Correlation Coefficients between Training-Related Factors and Acquired Leadership Skills

<i>Independent Variables</i>	<i>Dependent Variable</i>	<i>Statistical Values</i>
	Correlation Coefficient (r)	N
Training Type	Acquired Leadership Skills	0.542
Training Location	Acquired Leadership Skills	0.660
Trainer Skills	Acquired Leadership Skills	0.626
Training Content	Acquired Leadership Skills	0.700

From Table (6), it is clear that when calculating the correlations between the factors related to training, each separately, with the mediating variable (acquired leadership skills), it became clear that there is a positive correlation between all these factors with the mediating variable. The value of the correlation coefficient between the type of training and leadership skills ($r = 0.542$), the training location and leadership skills ($r = 0.660$), the trainer's skills and leadership skills ($r = 0.626$), and the training content and leadership skills ($r = 0.700$).

Assessing the Impact of Independent Variables on the Dependent Variable

Multiple regression analysis was conducted to determine the collective impact of the independent variables on job performance. The results from the linear regression analysis showed that the F-value = 261 and the significance level = 0.00, indicating that the independent variables significantly affect job performance. The generated regression model explains 77% of the variance in the data ($R^2 = 0.77$).

Table (7). Results of Multiple Linear Regression Analysis

<i>The dependent variable is job performance.</i>	<i>Unstandardised Coefficients</i>		<i>Standardised Coefficients</i>	<i>T</i>	<i>Sig.</i>	<i>Collinearity Statistics</i>	
	B	Std. Error	Beta			Tolerance	VIF
Model 1							
Training Type	0.206	0.033	0.243	6.306*	0.000	0.477	2.095
Training Location	-0.087	0.055	-0.0744	-1.580	0.115	0.3206	3.1194
Trainer Skills	0.236	0.062	0.180	3.772*	0.000	0.312	3.206
Training Content	0.004	0.050	0.0035	0.078	0.938	0.3438	2.9087
Leadership Skills Acquired	0.716	0.045	0.637	15.904*	0.000	0.443	2.256

From Table (7), the independent variables that impacted job performance, ranked by effect size, were acquired leadership skills, training type, and trainer skills. Acquired leadership skills had the most significant influence, with a t-value of 15.904, a significance level of 0.000, and a standardised Beta coefficient of 0.637. Training type followed, showing a t-value of 6.306, a significance level 0.000, and a standardised Beta coefficient of 0.243. Trainer skills ranked third, with a t-value of 3.772, a significance level of 0.000, and a standardised Beta coefficient of 0.180. However, training location and training content did not have a statistically significant effect, as their t-values were small and their significance levels exceeded 0.05. These results are also visually represented in Figure (2), depicting the relationships between independent and dependent variables. The values on the arrows represent standardised Beta coefficients, where higher values indicate a more significant influence of the independent variable on job performance.

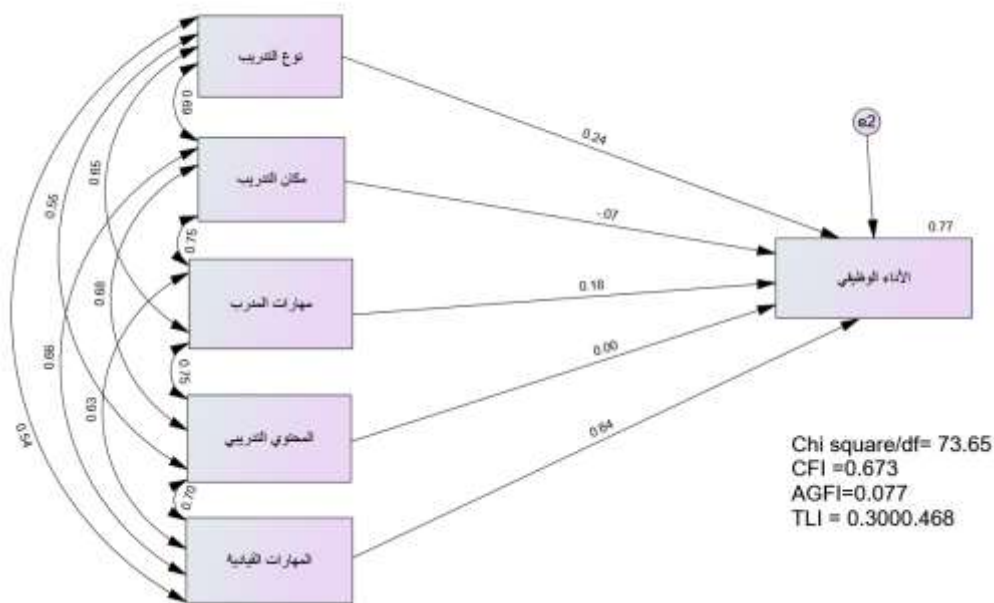


Figure (2). Model (1) Illustrating the Relationship between Independent Variables and the Dependent Variable

Effect of Independent Variables and Demographic Data (Gender - Age - Experience - Educational Qualification) on Job Performance

Multiple regression analysis was used to assess the impact of demographic variables on job performance and determine the effect of independent variables on the dependent variable in the presence of demographic variables (Table 8). The results of the linear regression analysis showed that the F-value = 123.898 and the significance level = 0.001, indicating that the independent and demographic variables impact the dependent variable. The resulting regression model explains 78% of the variance in the data ($R^2 = 0.78$), reflecting only a 1% increase compared to the model without demographic variables.

Table (8). Multiple Linear Regression Analysis of the Effect of Independent and Demographic Variables on the Dependent Variable

Dependent variable: job performance	Unstandardised Coefficients	Standardised Coefficients	t	Sig.	Collinearity Statistics

	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-0.051	0.213		-0.238	0.812		
*Training Type	0.176	0.034	0.208	5.206	0.000	0.436	2.293
Training Location	-0.097	0.055	-0.083	-1.761	0.079	0.3139	3.186
*Trainer Skills	0.246	0.062	0.188	3.956	0.000	0.308	3.246
Training Content	0.006	0.050	0.005	0.121	0.904	0.3387	2.9526
*Leadership Skills	0.699	0.046	0.622	15.338	0.000	0.423	2.363
Gender	-0.025	0.027	-0.027	-0.930	0.353	0.8164	1.225
Age	0.008	0.015	0.024	0.546	0.585	0.365	2.739
Educational Level	-0.001	0.012	-0.003	-0.063	0.950	0.4296	2.328
*Professional Experience	-0.063	0.022	-0.106	-2.849	0.005	0.501	1.996

From Table (8), we find that the independent variables that had an impact on job performance are, in order of impact size: acquired leadership skills ($t = 15.338$, significance level = 0.000, standard coefficient value Beta = 0.423), second in terms of impact, type of training ($t = 5.206$, significance level = 0.000, standard coefficient value Beta = 0.0208), and third in terms of trainer skills ($t = 3.956$, significance level = 0.000, standard coefficient value Beta = 0.0188).

Among the demographic variables, there was a statistically significant but negative impact of professional experience on job performance, which came in the fourth stage ($t = -2.849$, significance level = 0.005, standard coefficient value Beta = -0.106). As for the independent variables, training location and training content, as well as the demographic variables: gender, age and educational level, they did not have a statistically significant effect on job performance, as the (t) values were small, and the significance level was more critical than 0.05 for these variables.

The Effect of Acquired Leadership Skills on Job Performance

Path Analysis was conducted using AMOS software within the SPSS environment to determine the impact of the mediating variable (Acquired Leadership Skills) on job performance. Figure (3) represents Model (2) for Path Analysis, illustrating the relationship between independent variables (Training Factors), the mediating variable (Leadership Skills), and the dependent variable (Job Performance).

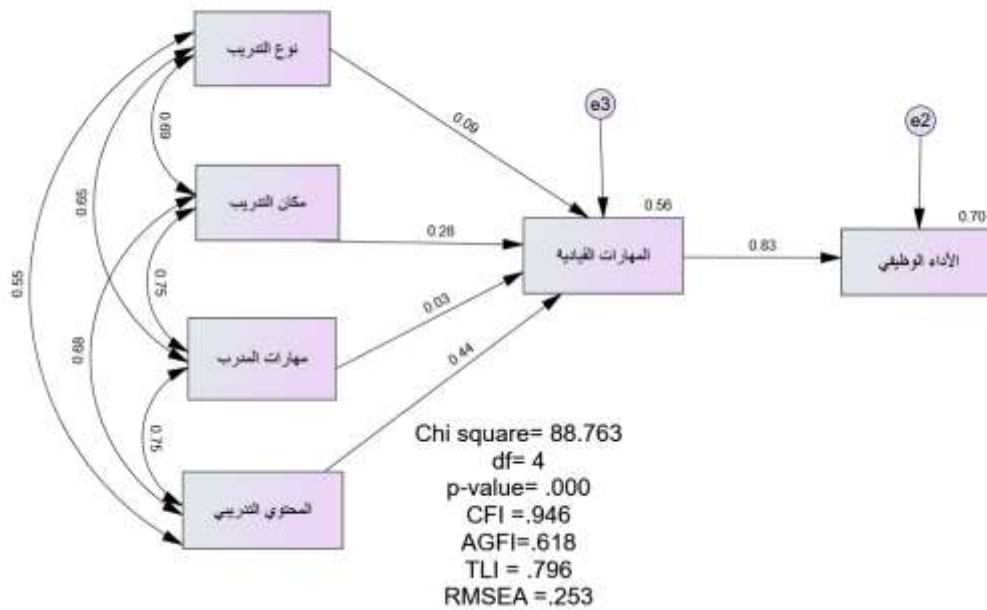


Figure (3). Model (2) for Path Analysis, Illustrating the Relationship Between Training Factors, Leadership Skills, And Job Performance

The figure illustrates the impact of training-related factors (as independent variables) on the dependent variable (leadership skills) as well as the influence of leadership skills (as a mediating variable) on the dependent variable (job performance). It also highlights the indirect effect of training-related factors on job performance. The figure shows that the training-related factors that affected leadership skills were training content and location, with Beta values of 0.44 and 0.28, respectively. Additionally, the mediating variable (leadership skills) significantly impacted job performance, with a Beta value of 0.83. Comparing the effect of leadership skills as an independent variable in Model (1) to its impact as a mediating variable on job performance, we find that its Beta value increased from 0.64 to 0.83. This indicates that the influence of acquired leadership skills on job performance is more substantial when considered through the mediating role of training-related factors rather than as an independent factor.

However, the independent variables—training location and training content—did not have a statistically significant effect on leadership skills, as their Beta values were small, and their significance levels were more critical than 0.05. To determine which model (Model 1 or Model 2) is superior, the goodness-of-fit for both models was tested, as presented in Table (9).

Table (9). Comparison of Model (1) and Model (2) Using Goodness-of-Fit Test

<i>Goodness-of-Fit Test</i>	<i>Model 1</i>	<i>Model 2</i>	<i>Acceptable Value</i>	<i>Better Model</i>
Chi-Square/df	73.651	22.19075	≤ 5	Model 2
CFI	0.673	0.946	≥ 0.90	Model 2
AGFI	0.077	0.618	≥ 0.80	Model 2
TLI	0.3	0.796	≥ 0.90	Model 2
RMSEA	0.468	0.253	≤ 0.08	Model 2
R ²	0.77	0.70		Model 1

From Table (9), it is evident that Model (2), which includes Acquired Leadership Skills as a mediating variable, is superior to Model (1), where Leadership Skills were treated as an independent variable.

Summary of Hypothesis Testing

Based on Model (2), the hypotheses were tested, and the results are summarised in Table (10):

Table (10). Summary of Hypothesis Testing and Research Questions Based on Model (2)

<i>Hypothesis</i>	<i>Statistical Test Results</i>	<i>Hypothesis Acceptance</i>
Training Type has a statistically significant effect on employees' job performance at a 0.05 significance level.	Training Type has no statistically significant effect on employees' job performance.	Rejected
There is a statistically significant effect of Training Location on employees' job performance at a 0.05 significance level.	Training Location affects employees' job performance.	Accepted
A statistically significant effect of Trainer's Skills on employees' job performance is at a 0.05 significance level.	Trainer's Skills have no significant effect on employees' job performance.	Rejected
Training Content has a statistically significant effect on employees' job performance at a 0.05 significance level.	Training Content affects employees' job performance.	Accepted
Acquired Leadership Skills (as a mediating variable) have a statistically significant effect on employees' job performance at a 0.05 significance level.	Acquired Leadership Skills (as a mediating variable) affect employees' job performance.	Accepted

Study Results

The descriptive analysis results revealed that the type of training plays a crucial role in enhancing employee performance, showing a strong positive correlation between them. Data indicated that most participants (82.5%) strongly affirmed the importance of adequately diversifying training programs to direct employees' abilities for maximum benefit. Additionally, 75% of participants emphasised that training objectives are set based on the actual needs of trainees. Supporting these findings, correlation tests showed a strong relationship between training type and job performance (correlation coefficient = 0.656). This indicates that diversifying training methods significantly contributes to improving employee performance. These results align with Abu Zaitoun's (2018) study, which highlighted that determining the type of training based on specific needs enhances its effectiveness in improving job performance. Similarly, Al-Hashimi (2019) confirmed the role of diverse training methods in enhancing employees' efficiency and developing their skills. However, hypothesis testing results suggested that the direct impact of training type on job performance was weak when considering other training-related factors and leadership skills.

The results showed that the training location is a key factor in enhancing job performance. About 83.4% of participants emphasised the importance of providing a suitable training environment, while 87.3% stressed the need for safety and security standards at the training site. These findings are consistent with Al-Sharif's (2020) study, which indicated that providing an appropriate training environment encourages employees to participate in training programs actively and maximise their benefits, ultimately improving job performance and enhancing their skills. Hypothesis testing supported the conclusion that training location significantly improves employee performance, showing a statistically significant positive correlation ($r = 0.653$). This indicates that the training environment is crucial in enhancing job performance. These findings align with Al-Sharif's (2020) study, which emphasised that a suitable training environment motivates employees to learn and fully benefit from training programs. Additionally, Al-Jabri's (2017) study supports this conclusion, proving that providing a well-equipped training location enhances training effectiveness, thereby improving job performance.

These results strongly suggest that the training location is vital in designing and implementing effective training programs. They highlight the importance of providing a comfortable, safe, and well-equipped training environment that encourages employees to learn efficiently, ultimately improving their job performance. Organisations should, therefore, pay great attention to designing and preparing suitable training environments when planning their training programs.

Moreover, the study found a strong positive correlation between trainer skills and employee job performance. Data analysis confirmed this, with 86.1% of participants stating that trainers' scientific and practical expertise significantly enhances training effectiveness and ensures a better return on investment. Additionally, 85.2% of participants stressed the importance of the trainer's competence during training in achieving high-quality results. These findings align with Al-Otaibi's (2019) study, which highlighted the role of skilled trainers in improving employee performance by guiding them effectively and motivating them to reach higher performance levels. Correlation analysis reinforced these results, showing a strong relationship between trainer skills and job performance (correlation coefficient = 0.683).

These findings also align with Al-Otaibi's (2019) research, which emphasised that competent trainers help employees improve performance through practical guidance and motivation. Similarly, Al-Mutairi (2016) stressed that trainers with strong training skills can design and implement more effective programs that enhance employee performance. The current study confirms the crucial role of trainer skills in designing and implementing effective training programs, significantly improving employee performance at various levels. It highlights that trainers' scientific and practical expertise and competence during training greatly motivate employees to learn better and achieve higher performance levels. Therefore, trainer skills are essential in designing and delivering effective training programs that enhance job performance. Organisations should focus on selecting highly skilled and competent trainers to ensure the best outcomes from training programs.

The descriptive analysis results highlighted the fundamental role of training content in enhancing employee job performance. Data indicated that 78.3% of participants emphasised the importance of designing training content tailored to trainees' varying capabilities, while 82.2% stressed the need for training content to match actual trainee needs. These findings underscore the importance of aligning training content with employees' needs, consistent with Al-Saleh's (2017) study, which found that designing training programs tailored to employees' needs effectively achieves training objectives and improves performance.

Correlation and multiple regression analyses supported these findings by confirming a statistically significant positive correlation between training content and improved employee performance (correlation coefficient = 0.669). This suggests that training content plays a crucial role in enhancing employee performance. The current study's results align with Al-Saleh's (2017) findings, which demonstrated that well-designed training content tailored to employees' needs ensures the achievement of training goals and improves job performance. Additionally, Al-Anzi's (2018) study confirmed that high-quality training content enhances employee capabilities and improves efficiency. These results highlight the importance of designing training content that aligns with trainees' needs and abilities to maximise the benefits of training programs and enhance job performance.

The study results showed that leadership skills acquired during training are crucial in improving employee job performance. Data indicated that most participants (85.5%) strongly emphasised the importance of encouraging leaders to work as a team, while 82.5% highlighted the necessity of leadership utilising employees' proposed ideas. These findings align with Al-Hammadi's (2018) study, which pointed out that developing leadership skills enhances teamwork and effective communication among employees, ultimately improving job performance. Correlation and multiple regression analyses supported these findings, revealing a strong and statistically significant correlation between acquired leadership skills and job performance (correlation coefficient = 0.835). This suggests that acquired leadership skills play a vital mediating role in improving employee performance. These findings are consistent with Al-Hammadi's (2018) study, which indicated that leadership skills development enhances teamwork and communication among employees, leading to improved job performance. Similarly, Al-Nimr's (2015) study supports this

conclusion by demonstrating that acquired leadership skills can enhance job performance efficiency and contribute to achieving organisational goals more effectively.

These findings underscore the importance of training programs in developing leadership skills among employees to improve their job performance. They demonstrate that acquired leadership skills improve teamwork and effective communication among employees, motivating them to exert more significant effort and achieve better results. As such, it can be concluded that leadership skills acquired during training are crucial in improving employee job performance. Therefore, organisations should develop their employees' leadership skills through well-designed training programs to ensure optimal performance outcomes.

Conclusion and Contributions

The study concluded that the following three factors fundamentally improve employee performance in the public sector: Training Location, Training Content Quality, and The Level of Acquired Leadership Skills. Conversely, training type and trainer skills did not show a statistically significant direct effect on job performance.

Study Contributions

Emphasising the Importance of Designing Comprehensive Training Programs

The study highlighted the importance of designing comprehensive training programs that align with employees' needs and provide a suitable training environment. It provided evidence that effective training programs should consider the following factors:

Diverse Training Methods: The study showed that diversifying training types (theoretical, practical, and interactive) significantly enhances employee performance.

Providing a Suitable Training Environment: The study emphasised the importance of a comfortable and safe environment with adequate facilities to ensure training effectiveness and motivate employees to learn.

Selecting Highly Skilled Trainers: The study indicated that trainer skills are crucial in improving employee performance. Therefore, organisations should choose carefully trainers with strong academic and practical experience and excellent communication skills.

Designing Relevant Training Content: The study confirmed the importance of designing training content tailored to trainees' needs and abilities to maximise the benefits of training programs and improve job performance.

Highlighting the Role of Acquired Leadership Skills in Improving Job Performance

The study demonstrated that leadership skills acquired during training play a significant mediating role in enhancing employees' job performance. It provided evidence that training programs focusing on leadership skill development contribute to:

Strengthening teamwork.

Improving effective communication.

Creating a motivating work environment that encourages employees to give their best efforts.

Achieving better results.

3. Providing Practical Guidelines for Government Organisations

This study is a practical guide for government organisations in designing and implementing effective training programs that enhance employee performance. The key recommendations include:

Prioritising training initiatives to improve employee capabilities.

Designing comprehensive training programs aligned with employees' needs.

Selecting highly skilled trainers.

Creating a supportive and motivating learning environment.

Preparing structured and engaging training content to encourage participation and interaction.

Developing employees' leadership and management skills to enhance their performance and help organisations achieve their goals.

Regularly evaluating the effectiveness of training programs.

Allocating sufficient budgets for training and development programs.

Bridging Knowledge Gaps in Training and Education

This study contributes to closing knowledge gaps in training and education by:

Providing scientific evidence on the importance of designing comprehensive training programs that align with employees' needs and offer a suitable training environment.

Highlighting the role of acquired leadership skills in improving job performance.

Offering practical recommendations for government organisations to design and implement effective training programs.

Direction for Further Research and Limitations

This study paves the way for further research in training and education, including:

Examining the Impact of Specific Training Types on Job Performance: Future studies could investigate the effects of specific training types, such as e-learning, coaching, and blended training, on public sector employees' job performance.

Analysing the Influence of Personal and Cultural Factors on Training Benefits: Future studies could explore how personal and cultural factors—such as age, gender, educational level, and cultural background—affect employees' ability to benefit from training programs and achieve desired outcomes.

Developing New Models for Evaluating Training Effectiveness: Future research could focus on creating more precise models for assessing training effectiveness by considering various factors influencing job performance.

Investigating the Impact of Training Programs on Employee Performance: Future studies could explore how training programs influence other performance aspects, such as job satisfaction, work commitment, and creativity.

Comparing Training Programs in the Public and Private Sectors: Comparative studies could examine the similarities and differences between training programs in the public and private sectors to identify best practices for designing and implementing effective training programs.

Study Limitations

Despite the valuable contributions of this study, it faces certain limitations that should be considered when interpreting the results:

Sample Size: The study used a random sample of government sector employees in Qatar. While a random sample is an effective tool to represent the target population accurately, it may not fully capture all categories of government sector employees for various reasons. Therefore, the study's findings may not be entirely generalisable to government employees in other countries. Similar studies should be conducted in different countries with varying contexts to achieve broader generalisation.

Research Methodology: The study adopted an analytical survey methodology commonly used in social sciences. This methodology relies on data collection through questionnaires, allowing researchers to gather large amounts of information from a broad sample of participants. However, survey data may be affected by particular biases, such as social desirability bias, response bias, and selection bias, which could impact the accuracy of the results.

Uncontrolled Factors: The study did not account for all possible factors that might influence job performance in the government sector. Other factors, such as personal traits, environmental conditions, and organisational aspects, were not measured in this study, which could affect the accuracy of the findings.

Generalisability of Results: The study provides scientific evidence on the importance of designing comprehensive training programs that align with employees' needs and create a suitable training environment. It also confirms the role of acquired leadership skills in improving job performance. However, the effectiveness of training programs and their impact on job performance may vary depending on factors such as the type of organisation, its culture, and employee characteristics.

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