

## The Development of Training Center as a Novel Business Concept

Ng Wei Chien<sup>1</sup>, Gan Kia Hui<sup>2</sup>, Muhammad Aidil Muqris Bin Azizi<sup>3\*</sup>, Muhamad Ammar Danial Bin Sabdan<sup>4</sup>, Ma Xiaomengying<sup>5</sup>, Miao Jiayi<sup>6</sup>, Khushi Dubey<sup>7</sup>

Universiti Sains Malaysia, Malaysia<sup>1,3,4,5,6</sup>

INTI International College Penang, Malaysia<sup>2</sup>

IMS Engineering College, Ghaziabad, India<sup>7</sup>

Corresponding Author: [m.aidil.muqris@student.usm.my](mailto:m.aidil.muqris@student.usm.my)<sup>3</sup>

ORCID ID: <http://orcid.org/0009-0004-2069-2179><sup>3</sup>

### ARTICLE INFORMATION

#### Publication information

#### Research article

#### HOW TO CITE

Chien, N. W., Hui, G. K., Muqris, M. A. A., Danial, M. A. S., Xiaomengying, M., Jiayi, M., & Dubey, K. (2024). The development of training as a novel business concept. *International Journal of Tourism & Hospitality in Asia Pasific*, 7(3), 310-325.

#### DOI:

<https://doi.org/10.32535/ijthap.v7i3.3550>

Copyright @ 2024 owned by Author(s).  
Published by IJTHAP



This is an open-access article.  
License: Attribution-Noncommercial-Share Alike (CC BY-NC-SA)

Received: 18 August 2024  
Accepted: 19 September 2024  
Published: 20 October 2024

### ABSTRACT

The objective of this study is to evaluate the effectiveness of innovative training methods, technology integration, personalized training, and strategic partnerships in enhancing business performance through the Qatar Skills Training Centre (QSTC). Employing quantitative methods, data were collected through a survey distributed via Google Forms, with responses from 154 participants representing various socio-economic backgrounds. The analysis revealed that while strategic partnerships did not significantly affect business performance, innovative training methods, technology integration, and personalized training demonstrated positive correlations with business success, supporting Hypotheses 1, 2, and 3. The results showed beta values of 0.588, 0.246, and 0.188 for these factors, respectively, and an  $R^2$  value of 0.92, indicating that 92% of the variance in business performance is attributable to these elements. This highlights the critical role of innovative training methods, technology, and personalization in driving successful business strategies. The findings suggest that organizations should prioritize these factors to enhance employee engagement, satisfaction, and overall operational effectiveness.

**Keywords:** Business Performance; Employee Engagement; Entrepreneurial Venture; Technology Integration; Training Services

## INTRODUCTION

The Qatar Skills Training Centre (QSTC) stands as a premier educational institution in Qatar, recognized for its unwavering commitment to delivering top-tier training programs across various industries and sectors. As an integral part of Artan Holding and aligned with the visionary goals outlined in the Qatar National Vision 2030, QSTC plays a vital role in reconciling competing policy priorities to foster sustainable development. Notably, it addresses the population imbalance between local citizens and expatriates, and the country's ambitions to sustain its per capita GDP in the coming decades ([Mohamed et al., 2022](#)). QSTC's commitment extends to advancing the nation's human capital development, thereby laying the foundation for social cohesion and long-term economic prosperity. With over 13 years of experience, QSTC has established itself as a leader in providing customized training solutions tailored to the diverse needs of its clientele. Whether supporting government agencies in optimizing their operations or individuals seeking to enhance their skill sets, QSTC consistently delivers training that yields measurable and meaningful outcomes.

A core objective of QSTC is to offer world-class learning opportunities locally, thus eliminating the need for participants to travel abroad. Upholding international training standards is a crucial aspect of this mission, as clear learning expectations set the benchmark for what learners should know and be able to do ([Bonifacio, 2013](#)). By empowering individuals to enhance their knowledge, skills, and talents in a local context, QSTC fosters a culture of lifelong learning and professional development. Its programs and courses are meticulously aligned with global standards, ensuring participants receive comprehensive training that emphasizes practical application in real-world scenarios. Through interactive workshops, industry-specific case studies, and hands-on learning experiences, participants acquire valuable insights and practical skills that can be immediately applied in their respective fields, thereby boosting their professional competencies and marketability.

Moreover, QSTC acts as a catalyst for organizational growth and transformation, equipping businesses and institutions with the skills and knowledge needed to thrive in today's highly competitive market. Its dedication to human capital development positions QSTC as a pivotal force in driving innovation, productivity, and sustainable economic prosperity across Qatar. Human capital reflects individuals' knowledge, skills, and abilities, which are essential for organizational success ([Pasamar et al., 2019](#)). Human capital can also be defined as the combination of knowledge, skills, aptitudes, and learned traits that contribute to productivity ([Daniel, 2019](#)). As such, QSTC is more than an educational institution; it serves as the driving force behind Qatar's human capital growth, shaping the future of individuals, institutions, and the nation at large.

QSTC offers an extensive array of training courses across fields such as engineering, health and safety, information technology, leadership, and management, among others. These programs are designed to meet the ever-evolving demands of industries, ensuring that participants gain the most up-to-date and in-demand skills. The center's state-of-the-art facilities, equipped with cutting-edge tools and resources, create an ideal learning environment. Additionally, QSTC's faculty comprises seasoned professionals and industry experts, whose extensive academic knowledge and real-world experience contribute to a robust learning experience. Educational programs emphasize the development of professional competencies in alignment with the standards of the teaching profession ([Catalano et al., 2020](#)).

Beyond individual participants, QSTC's influence extends to the broader community and

economy. By forming partnerships with various companies and sectors, QSTC plays a pivotal role in closing skill gaps, enhancing workforce capacities, and fostering a culture of excellence. Skill gaps refer to the disparity between workers' skill levels and the demands of their current roles (McGuinness & Ortiz, 2016). In addition, QSTC continually strives to achieve and maintain accreditations from prestigious international bodies, underscoring its commitment to excellence and ensuring that its programs adhere to the highest standards of relevance and quality.

In addition to its core training programs, QSTC actively engages in research and development initiatives aimed at identifying emerging trends and addressing future workforce challenges. This proactive approach allows the center to stay ahead of the curve and deliver innovative solutions that prepare individuals and organizations for the opportunities and challenges that lie ahead. By fostering innovation and continuous improvement, QSTC not only strengthens its own capabilities but also contributes to the broader goal of national development and progress.

QSTC's steadfast commitment to quality and adherence to international standards has cemented its status as a beacon of excellence within Qatar's educational landscape. By enabling individuals and organizations to realize their full potential, QSTC contributes to personal, professional, and national growth. As Qatar continues to evolve, QSTC is well-positioned to provide the skills, knowledge, and expertise necessary to tackle future challenges and capitalize on emerging opportunities. In doing so, the QSTC solidifies its role as a critical component of the nation's knowledge-based economic strategy, promoting a brighter and more prosperous future for all.

The objective of this study is to evaluate the effectiveness of innovative training methods, technology integration, personalized training, and strategic partnerships in enhancing business performance through QSTC. By examining the increasing demand for specialized, high-quality training programs, this research aims to identify how these factors contribute to entrepreneurial success for individuals seeking career advancement and organizations striving for excellence. Additionally, the study provides insights into the significance of prioritizing these elements in the development of training services, positioning them as a viable business opportunity in Qatar's dynamic economic landscape.

This study holds significant relevance in light of Qatar's ongoing efforts to diversify its economy and enhance human capital as outlined in the Qatar National Vision 2030. As the nation continues to foster sustainable growth, the development of specialized training services becomes increasingly important for both individuals and organizations to remain competitive in the evolving marketplace. The findings will contribute to understanding the potential of the training industry as a business opportunity, offering insights into how innovative training methods, technology integration, and personalized learning approaches can enhance workforce productivity and organizational success. The study also provides a foundation for further exploration of how training services can contribute to Qatar's long-term economic prosperity by fostering a skilled and adaptable workforce.

This research introduces a unique perspective by positioning training services not just as a tool for skill development but as a standalone entrepreneurial venture with high potential in Qatar's market. While existing literature focuses on the role of training in organizational growth, this study delves into the entrepreneurial aspect of providing training services as a business in its own right. The novelty lies in framing training solutions as both a business opportunity and a critical enabler for achieving broader economic goals, particularly in markets like Qatar, where the emphasis is on balancing

human capital development with economic expansion. By aligning the study with the strategic objectives of the Qatar National Vision 2030, this research highlights the intersection between entrepreneurship, education, and national development.

This study contributes to both academic literature and practical business insights by presenting a comprehensive analysis of the entrepreneurial potential within the training services sector in Qatar. It offers a multidimensional perspective on how innovative training methods, technology-driven solutions, and personalized education techniques can be leveraged to create viable business models. Furthermore, the research provides practical recommendations for aspiring entrepreneurs and policymakers, detailing how they can capitalize on this emerging opportunity to drive economic growth and workforce development. The contribution is twofold: it fills a gap in the academic discourse on the entrepreneurial potential of the training industry, and it serves as a practical guide for businesses and policymakers aiming to harness this sector to enhance human capital and national productivity. Through its findings, the study also informs strategic decision-making processes in both corporate and governmental sectors, aligning training initiatives with the broader goals of economic diversification and sustainability.

## LITERATURE REVIEW

Vocational training plays a crucial role in promoting entrepreneurship and enterprise development in Qatar. As [Gangi and Idris \(2023\)](#) highlight, Qatar, a nation renowned for its abundant natural resources, has recognized the necessity of economic diversification and the embrace of entrepreneurship to remain competitive in the modern era. To foster entrepreneurship, Qatar has placed great emphasis on entrepreneurship education and training, launching several initiatives to capitalize on the anticipated benefits of such programs. What makes Qatar's approach distinctive is its early focus on entrepreneurship training, which was implemented even before formal entrepreneurship education. This is evident from the establishment of numerous training centers over the past decade. [Al-Kaabi \(2020\)](#) elaborates on this by pointing out that Qatar, traditionally dependent on natural gas production, is now diversifying its economy to compete at an international level. This shift has necessitated changes in business and governmental attitudes, with vocational training being regarded as a key driver for improving public services.

Qatar has developed a comprehensive vocational training program for enterprises. Initially optional, this training became compulsory in 2015, with the aim of encouraging continuous employee participation. Training hours were standardized for each job level, and employees were required to complete these before being eligible for promotions. This change aligns with the country's broader goals set forth in the Qatar National Vision 2030, which was developed and adopted in 2008. Human development is a key pillar of this vision, and vocational training is directly linked to this by enhancing the capabilities of the Qatari workforce, enabling them to contribute to a prosperous and sustainable society ([Al-Sulaiti, 2021](#)).

According to [Maharmeh \(2021\)](#), public corporations in Qatar recognize the importance of vocational training and its impact on employee skills and organizational performance. They allocate significant budgets and invest heavily in training programs. However, despite these efforts, there has been little research into the actual impact of training on performance, nor has there been sufficient exploration of how well employees transfer their newly acquired skills into the workplace. This represents a significant gap, as public corporations need to ensure that their investments in training yield positive results in

terms of improved performance. With thousands of employees undergoing training annually, maximizing the benefits of these programs is crucial.

Moreover, the effectiveness of vocational training in improving employee performance is influenced by the organizational climate. [Maharmeh \(2021\)](#) argues that organizations must create a supportive and positive environment to facilitate the successful transfer of training. This includes clear communication of objectives, role clarity, fostering teamwork, promoting informal communication, and rewarding innovation. By cultivating such an environment, organizations can maximize the impact of vocational training on performance, ensuring that training investments lead to tangible improvements.

To optimize the effectiveness of vocational training programs, they must be designed to be practical, interactive, and engaging. Programs should meet the specific needs of employees and offer up-to-date, job-relevant information. Furthermore, training initiatives should provide equal opportunities for all employees to improve their skills, fostering a culture of continuous learning and professional development ([Al-Sulaiti, 2017](#)). Practical, diverse training methods tailored to the specific needs of different employees ensure that training opportunities are equitable and that employees derive real benefits from their participation. To maximize the overall impact of such training, organizations must also invest in comprehensive programs that address both individual and organizational needs. By aligning training efforts with strategic goals, companies can cultivate a high-performing workforce capable of adapting to evolving challenges and opportunities. Adopting a blended learning approach that incorporates on-the-job training, mentorship, and coaching can further enhance knowledge transfer and skill development, ensuring that employees are well-prepared for the demands of their roles ([Aesiyah et al., 2024](#)).

Qatar faces the dual challenge of reforming its educational system to prepare a dynamic local workforce for the global market, while also preserving the nation's cultural values, traditions, and language ([Amin & Cochrane, 2023](#)). In light of these objectives, Qatar's new vocational training initiatives, particularly those developed by institutions like the QSTC, have the potential to significantly contribute to the nation's economic and social development. As technology and globalization reshape workplace demands, the need for Qatari trainers, particularly in entrepreneurship, is growing. Equipping the youth with entrepreneurial skills, professional competencies, and the ability to make informed life choices is essential for the country's future. The QSTC is poised to address this need by preparing young people for emerging opportunities across various sectors.

The human element remains central to the efficiency and performance of organizations. The preparation and training of human resources are crucial for enhancing organizational effectiveness and efficiency, regardless of the size, activities, or objectives of the organization. Training equips individuals with the ability to absorb new knowledge, skills, and technologies at a faster rate, enabling organizations to keep pace with continuous development and the evolving demands of their industries ([Al-Sulaiti, 2021](#); [Aryani et al., 2021](#); [Yusof et al., 2024](#)). In this context, Qatar's approach to vocational training as a business concept is highly relevant to the nation's current developmental trajectory, as it aligns more effectively with the needs of Qatar's business and economic policies.

The goal of vocational training is to impart knowledge and skills that improve job performance. Effective training design must follow sound learning principles, which include preparing learners, providing interactive activities, allowing for practical application, and certifying learners based on their performance. Additionally, training should be flexible, incorporating a blend of learning modalities such as face-to-face instruction, e-learning, mobile learning, and online learning. A variety of strategies,



including simulations, feedback, problem-solving, and tutorials, can be employed depending on the desired learning outcomes ([Ally, 2013](#)). By adopting flexible, well-designed courses that incorporate diverse learning methods, vocational training in Qatar can achieve its goal of improving employee performance and meeting the country's development needs.

While Qatar has made significant strides in developing vocational training as part of its business strategy, it must further diversify its skills development strategies to support the transition towards a knowledge-based economy. Acknowledging and addressing the challenges faced by organizations, policymakers, and educators is essential for Qatar—and the wider Gulf Cooperation Council (GCC) region—to successfully navigate future uncertainties. By actively promoting diverse skills development strategies, Qatar can ensure that its economic transformation is both stable and sustainable, laying the groundwork for long-term prosperity ([Weerakkody et al., 2015](#)).

### **Hypotheses Development**

#### ***Relationship Between Innovative Training Programs and Business Success***

Innovative training programs significantly enhance the business success of the QSTC. These programs provide unique, high-quality training models while incorporating technological developments. Studies show that teaching methods play a critical role in influencing the quality of education and learning outcomes ([STEM Learning, 2009](#)). Additionally, new ideas are required to continually improve learning methods and increase the efficiency of training programs ([Simons et al., 2024](#)). By offering these distinct and high-quality programs, QSTC attracts a diverse group of trainees who gain a competitive edge in their careers. This approach differentiates the training center from its competitors in the market, attracting new trainees and retaining existing ones. As a result, this leads to higher participation rates and increased revenue for the company. Furthermore, the strong reputation of QSTC helps in attracting partnerships and sponsorships, which, in turn, aids in developing trainees equipped with essential skills. The findings of [Mumford et al. \(2000\)](#) highlight that skill development is largely influenced by the interaction with the surrounding environment. Consequently, QSTC experiences a boost in financial performance and sustained business growth.

H1: Innovative training programs are positively related to business success.

#### ***Relationship Between Technology Integration and Business Success***

The integration of technology into QSTC's training programs has a significant impact on business performance. The use of technology in education has been a major focus of educational technology research in recent decades ([Valtonen et al., 2022](#)). Technology enhances the learning experience, increases training efficiency, and improves trainee satisfaction. Furthermore, adopting advanced technologies helps better forecast customer demand and optimize resource allocation ([Yang et al., 2021](#)). The use of cutting-edge tools, such as e-learning platforms and virtual reality (VR) simulations, makes the training programs more attractive and effective. Technology integration also ensures that trainees acquire industry-relevant knowledge, preparing them for the needs of the job market. Additionally, the automation of administrative operations through technology integration significantly reduces costs and improves time management, resulting in increased operational efficiency. As a result, QSTC can enhance its income while reducing operational expenses.

H2: Technology integration is positively related to operational efficiency.

### ***Relationship Between Personalization of Training and Business Success***

Personalizing training to meet the individual needs of trainees plays a pivotal role in the success of QSTC. Prioritizing customer needs and feedback helps increase customer satisfaction, encourage repeat business, and generate positive word-of-mouth referrals. Personalization of training is crucial for enhancing customer experience and engagement. According to [Mohammed et al. \(2022\)](#), training involves equipping individuals with the skills, knowledge, and competencies necessary for improving their job performance and productivity. Personalized training programs that address the diverse needs, interests, and learning styles of trainees allow QSTC to satisfy its customers more effectively. An environment that fosters engagement and satisfaction guarantees that trainees receive high-quality teaching. By offering individualized learning paths, trainees can progress at their own pace and focus on areas where they need the most improvement. This approach fosters highly effective learning outcomes. Furthermore, the use of e-learning technology offers significant benefits to companies by reducing the costs associated with face-to-face training and making educational materials accessible globally ([Anton & Shikov, 2018](#)). Employees have the flexibility to access training materials on their own time, which maximizes their learning potential.

H3: Personalization of training is positively related to improved trainee engagement and satisfaction.

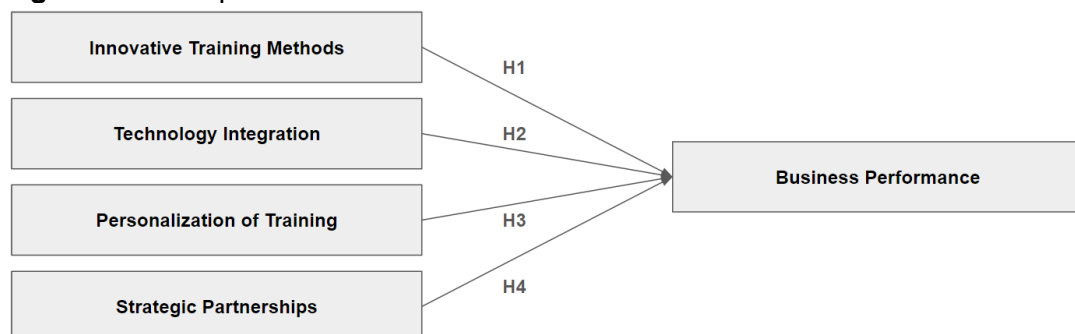
### ***Relationship Between Strategic Partnerships and Business Success***

Strategic partnerships are essential to the success of QSTC. Such partnerships involve collaborative relationships that aim to achieve mutual strategic goals and enhance long-term market positioning ([Emami et al., 2022](#)). Strategic partnerships improve decision-making within top management ([Gerami, 2024](#)). These collaborations enable QSTC to design curricula that meet market demands. Partnerships have also emerged as a critical strategy for product development and marketing ([Youssef et al., 2024](#)). By forming alliances, QSTC can foster creativity in product development and reduce associated risks. Strategic alliances enable companies to pool their technological expertise and marketing resources, which can result in superior products and services. Additionally, partnerships allow for the sharing of facilities, such as technological advancements, and provide mutual benefits, especially for companies located far apart. These collaborations frequently lead to increased efficiency and profitability by sharing investment and operational costs.

H4: Strategic partnerships are positively related to improving the overall education syllabus.

[Figure 1](#) below illustrates the Research Framework.

**Figure 1.** Conceptual Framework



## RESEARCH METHOD

### Sample and Procedure

This study employed quantitative data collection methods to evaluate the development of a novel training business concept by the QSTC. A survey and questionnaire were used to assess why Qatar is adopting training as a new business model. An online survey was conducted via Google Forms to gather data on the effectiveness and impact of this program. The sample consisted of 154 respondents from various socio-economic backgrounds. Targeted respondents were reached through social media platforms such as WhatsApp, Telegram, and Instagram. The data collected through Google Forms was then analyzed using IBM SPSS software.

### Measure

The Google Forms questionnaire was divided into five sections: demographic characteristics, assessment of individual behavior, level of interest in participation, effectiveness of the training, and the impact of training development as a novel business model.

### *Demographic Characteristics*

This section contained six multiple-choice questions designed to capture the respondents' demographic characteristics. These questions included gender, age, ethnicity, nationality, occupation, and educational level. Ensuring diverse participation was important to analyze how demographic factors might influence training outcomes.

### *Assessment of Individual Behavior*

Five questions were designed to evaluate the respondents' knowledge about professional training. This measure demonstrated the importance of training for successful careers. Respondents answered "Yes" or "No" to indicate their level of understanding.

### *Level of Interest in Participating*

In this section, respondents' interest in participating in the training was assessed through questions about the training model and their expectations. It consisted of five questions measured on a 5-point Likert scale, where 5 indicated "strongly agree" and 1 indicated "strongly disagree."

### *Effectiveness of the Training*

This section included five questions using a linear scale to determine whether the training objectives were met. The scale ranged from 1 to 5, with 5 indicating "very effective" and 1 indicating "not effective."

### *Impact of Training Development as a Novel Business Model*

Five questions were designed to evaluate the impact of the training program as a new business model. These questions were measured on a 5-point Likert scale, where 5 indicated "strongly agree" and 1 indicated "strongly disagree."

## RESULTS

**Table 1.** Summary of Respondent's Demography Example (N = 154)

	Response	Frequency	Percentage (%)
Gender			



Male	69	45
Female	85	55
Age		
18-25 years old	114	74
26-35 years old	21	14
36-45 years old	8	5
More than 45 years old	11	7
Ethnicity		
Malay	101	66
Indian	37	24
Chinese	16	10
Nationality		
Malaysian	111	72
Indian	37	24
China	6	4
Occupation		
Employed	39	25
Non-employed	3	2
Retired	2	1
Student	110	72
Educational Level		
Secondary school	7	5
Post-secondary Education	16	10
Bachelor's Degree	108	70
Master's Degree	23	15
Doctorate (PhD)	0	0

**Table 1** summarizes the demographic characteristics of the respondents. The majority of respondents (74%) were aged between 18-25 years, making this group the most prominent in the study. In contrast, respondents over 45 years old made up the smallest category (4%). The gender distribution was relatively balanced, with 45% male respondents (69 participants) and 55% female respondents (85 participants). This slight skew towards female participants does not indicate a significant gender disparity. Ethnically, the respondents were predominantly Malay (66%, or 101 participants), followed by Indian (24%, or 37 participants) and Chinese (10%, or 16 participants). Most respondents were Malaysian nationals (72%), with a smaller representation from India (24%) and China (4%). In terms of occupation, students formed the largest group (72%), followed by employed individuals (25%), while non-employed (2%) and retired (1%) respondents represented smaller portions of the sample. The educational levels of respondents showed that most had a bachelor's degree (70%), with 15% holding a master's degree, 10% having post-secondary education, and 5% with secondary education. These demographics reflect a diverse group of participants in terms of education and ethnicity, providing a broad view of the population sampled for the study.

**Table 2.** Summary of Individual's Behavior with Development of Training as A Novel Business Concept (N=154)

Response	Frequency	Percentage (%)
Do you believe professional training is essential for career development?		
Yes	151	99
No	3	1
Have you personally experienced professional training in your career?		

Yes	72	47
No	82	53
Do you think companies should invest more in professional training for their employees?		
Yes	154	100
No	0	0
Do you think soft skills training is important in the workplace?		
Yes	150	97
No	4	3
Do you believe that training can have a positive impact on the overall performance of a company?		
Yes	146	95
No	8	5

[Table 2](#) examines the respondents' attitudes toward the development of training as a novel business concept. An overwhelming 99% of respondents indicated that they believe professional training is essential for career development. This demonstrates a strong awareness among the participants about the importance of skill development in meeting industry requirements. Notably, 53% of the respondents had no prior experience with professional training, suggesting a gap in exposure to formal development opportunities, which may offer the potential for growth in this area. Additionally, all respondents (100%) agreed that companies should invest in professional training for their employees, highlighting the perceived value of upskilling and technological advancement in enhancing employee competencies. Further, 97% of respondents agreed on the importance of soft skills in the workplace, underlining the critical role these skills play in professional environments. Lastly, 95% of respondents believed that training positively impacts a company's overall performance. These results suggest a strong consensus on the benefits of professional training, both for individual career development and broader organizational success.

**Table 3.** Descriptive Analysis, Cronbach's Coefficients Alpha, and Zero-order Correlations for All Study Variables

Variable		1	2	3	4	5
1.	Innovative Training Methods					
2.	Technology Integration	0.932**				
3.	Personalization of Training	0.595**	0.706**			
4.	Strategic Partnerships	0.250**	0.219**	0.001		
5.	Business Performance	0.937**	0.933*	0.711**	0.232**	

[Table 3](#) presents the coefficient alpha values for business performance, ranging from 0.94 to 0.001. This indicates that technology integration and personalization of training are strongly correlated with innovative training methods and business performance, suggesting a positive relationship between these variables. However, strategic partnerships demonstrated a weak correlation with all other variables, indicating that this factor may have a limited impact on business performance and other variables. The weak correlation with strategic partnerships implies that while these collaborations may be beneficial, they may not be as directly influential as other factors like technology integration and training personalization.

**Table 4.** Summary of Regression Analysis

Business Performance		Beta
1.	Innovative Training Methods	0.588

2.	Technology Integration	0.246
3.	Personalization of Training	0.188
4.	Strategic Partnerships	0.031
$R^2$		0.920
F Value		427.46

Regression analysis is essential for identifying relationships between variables, and it was applied here to test the study's hypotheses. The dependent variable was business performance, with innovative training methods, technology integration, personalization of training, and strategic partnerships serving as independent variables. [Table 4](#) presents the regression analysis summary. The analysis revealed that strategic partnerships did not significantly affect business performance, leading to the rejection of Hypothesis 4. However, innovative training methods, technology integration, and personalization of training were positively related to business performance, with beta values of 0.588, 0.246, and 0.188, respectively. This supports Hypotheses 1, 2, and 3. The  $R^2$  value of 0.92 indicates that 92% of the variance in business performance can be explained by these three factors. This highlights that innovative training methods, technology integration, and personalization of training are the key drivers of strong business performance, with innovative training methods being the most dominant factor, as indicated by its highest beta value (0.588). On the other hand, personalization of training, while still positively related to business performance, had the lowest beta value (0.188), suggesting it has a smaller, albeit significant, impact compared to the other factors. This underscores the importance of innovation and technology in shaping successful business strategies, while also recognizing the role of tailored training in enhancing employee engagement and satisfaction.

## DISCUSSION

This study highlights the significant impact of innovative training programs on business success, thereby supporting Hypothesis 1. The strong correlation identified between these programs and business performance underscores the effectiveness of QSTC's unique and high-quality training models that incorporate technological advancements. Prior research emphasizes the crucial role of teaching methods in shaping educational outcomes; for instance, the findings from [STEM Learning \(2009\)](#) indicate that innovative pedagogical approaches lead to enhanced learning experiences. Moreover, [Simons et al. \(2024\)](#) assert that continuous improvement in learning methodologies is essential for maximizing training efficiency. This notion reinforces that QSTC's distinctive programs not only attract a diverse group of trainees but also enhance revenue streams and contribute to sustained business growth. By offering specialized training that meets the evolving needs of the workforce, QSTC positions itself as a pivotal player in Qatar's educational landscape.

The validation of Hypothesis 2 through regression analysis indicates a positive relationship between technology integration and operational efficiency. This finding aligns with the insights from [Valtonen et al. \(2022\)](#) and [Yang et al. \(2021\)](#), who highlight that technology enhances the learning experience and streamlines administrative processes. These advancements not only improve trainee satisfaction but also lead to increased income and reduced operational costs for training institutions. The study's results indicate that effective technology integration plays a crucial role in bolstering business performance, allowing QSTC to provide a modernized learning environment that meets the demands of today's job market.

Further supporting Hypothesis 3, the results reveal that personalization of training significantly contributes to trainee engagement and satisfaction. The emphasis on tailored training solutions aligns with [Mohammed et al. \(2022\)](#), which highlights the benefits of addressing diverse learning needs to enhance productivity. Personalized training enables QSTC to create customized learning pathways that cater to the individual strengths and weaknesses of trainees, thereby increasing their motivation and engagement. Additionally, as noted by [Anton and Shikov \(2018\)](#), the use of e-learning technology significantly reduces training costs while enhancing accessibility. This accessibility is critical for fostering a learning culture that encourages continual skill development, which is essential for maintaining a competitive workforce.

Contrastingly, the rejection of Hypothesis 4 indicates that strategic partnerships did not yield a significant impact on business performance within the context of QSTC. This finding diverges from existing literature, such as [Emami et al. \(2022\)](#) and [Youssef et al. \(2024\)](#), which suggests that partnerships can enhance curriculum design and market positioning. The lack of significance in this study points to the notion that the effectiveness of partnerships may vary based on the operational context and strategic goals of the organization. This emphasizes the importance for organizations to prioritize internal factors such as training innovation and technology integration, which have demonstrated a stronger correlation with improved business outcomes. Organizations may benefit more from investing in their training capabilities and internal resources rather than relying solely on external collaborations.

In summary, the study underscores the vital role of innovative training methods, technology integration, and personalized training in enhancing employee performance and overall business success. As businesses in Qatar continue to evolve in a competitive market environment, prioritizing these training strategies will not only foster individual growth but also significantly enhance organizational competitiveness. By focusing on the continual development of training programs that leverage technology and personalized approaches, QSTC can further solidify its position as a leader in vocational education and contribute to the broader goals of economic growth and workforce development in the region. Future research should explore the long-term impacts of these training methodologies on both individual career trajectories and organizational performance, providing deeper insights into the effective practices that drive success in the rapidly changing landscape of vocational education.

## CONCLUSION

In conclusion, QSTC stands as a leader in professional development and vocational education in Qatar, renowned for its innovation, quality, and excellence. The results of this study affirm that innovative training programs are positively related to business success (H1), highlighting QSTC's commitment to offering training that meets the diverse needs of its clientele. This dedication is further evidenced by the significant correlation between technology integration and operational efficiency (H2), underscoring the organization's agility and capability to adapt and innovate within a highly competitive environment. Additionally, the personalization of training has been shown to positively impact trainee engagement and satisfaction (H3), reinforcing QSTC's ongoing efforts to deliver relevant and effective training solutions tailored to individual learner requirements.

While the study found no significant relationship between strategic partnerships and business performance (H4), it suggests that such collaborations may still play a role in enhancing training offerings, albeit with varying effectiveness across different contexts.

This highlights the complexity of strategic partnerships in the vocational education sector, indicating that their impact may depend on the specific objectives and operational frameworks of the institutions involved. To maintain its leadership position, QSTC should continue to strengthen its focus on innovation in training delivery. This can be achieved by incorporating advanced technologies such as e-learning platforms, virtual reality (VR) simulations, and artificial intelligence (AI) tools, thereby providing a more immersive, adaptable, and engaging learning experience for trainees.

Furthermore, refining personalized training programs to cater precisely to individual learning styles and specific business requirements will be key in ensuring higher engagement and improved training outcomes. Tailored training not only enhances the learning experience but also fosters a sense of ownership and accountability among trainees, ultimately leading to greater retention of knowledge and skills. Continued cultivation of strategic partnerships with leading industry players and educational institutions can enhance the scope and impact of QSTC's offerings, allowing for the co-creation of tailored training programs and access to advanced resources. By strategically leveraging partnerships, QSTC can create a more comprehensive training ecosystem that benefits both trainees and employers.

To build on the findings of this study and further solidify its position as a leader in vocational education, QSTC should consider implementing several strategies. Expanding technology integration by investing in cutting-edge tools, such as AI-driven analytics for personalized learning and VR environments for experiential learning, would not only enhance the training experience but also ensure that the programs remain relevant to the job market. Developing robust feedback mechanisms to gather trainee input on their learning experiences can guide continuous improvement in training content and delivery methods, fostering a culture of responsiveness and adaptation. Actively seeking collaborations with local businesses can facilitate the co-creation of curricula aligned with industry demands, ensuring that trainees acquire the skills that employers seek. Additionally, undertaking longitudinal research to assess the long-term impacts of QSTC's training programs on trainees' careers and business performance can provide valuable insights into the effectiveness of training initiatives and inform future program development.

The implications of these efforts are substantial. By leading the way in innovative training methods and fostering stronger partnerships, QSTC can set new benchmarks for the professional development industry in Qatar and beyond. This approach not only empowers a more skilled workforce but also enhances business performance across various sectors. As QSTC continues to evolve and adapt to changing market dynamics, it will play a critical role in contributing to the broader economic and social development of the region. Moreover, QSTC's commitment to innovation and personalized training will enable it to respond effectively to the diverse needs of its trainees, ultimately fostering a more engaged and competent workforce. This continued evolution positions QSTC as not only a service provider but also a pivotal force in shaping the future of vocational education and training. By reinforcing its leadership in the field, QSTC can help drive the transformation of the educational landscape in Qatar, ensuring that it meets the demands of the future while supporting national economic growth and societal advancement.

#### **ACKNOWLEDGMENT**

N/A

#### **DECLARATION OF CONFLICTING INTERESTS**

The author(s) declare(s) that there is no conflict of interest.



## REFERENCES

- 'Aesiyah, A. H., James, S., Izzati, N. N. Z., Alimah, N. F. Z., Fatin, N. N. H., Zulaiqah, N. H. M. S., ..., & Kee, D. M. H. (2024). Empowering employees through training and development: A study on performance enhancement at paper manufacturing company. *Asia Pacific Journal of Management and Education*, 7(2), 131-144. <https://doi.org/10.32535/apjme.v7i2.327>
- Al-Kaabi, H. (2020). *Evaluation of the Vocational Training System in Qatar's Public Sector* [Doctoral dissertation, Cardiff Metropolitan University]. Cardiff Metropolitan University. [https://figshare.cardiffmet.ac.uk/articles/thesis/Evaluation\\_of\\_the\\_Vocational\\_Training\\_System\\_in\\_Qatar\\_s\\_Public\\_Sector/12655850/1?file=23872844](https://figshare.cardiffmet.ac.uk/articles/thesis/Evaluation_of_the_Vocational_Training_System_in_Qatar_s_Public_Sector/12655850/1?file=23872844)
- Al-Sulaiti, K. (2017). Training for improving staff performance in the light of empirical experience from Qatar. *FIKUSZ'17 Proceedings*, 6.
- Al-Sulaiti, K. (2021). *The Impact of Training on the Development of Human Resources in Qatari Public Sectors* [Doctoral dissertation, Magyar Agrár-és Élettudományi Egyetem]. Hungarian University of Agriculture and Life Sciences. [https://phd.mate.uni-mate.hu/89/2/khaloud\\_al\\_sulaiti\\_thesis\\_DOI.pdf](https://phd.mate.uni-mate.hu/89/2/khaloud_al_sulaiti_thesis_DOI.pdf)
- Ally, M. (2013, November). Training model to develop the Qatar workforce using emerging learning technologies. In *Qatar Foundation Annual Research Forum* (Vol. 2013, No. 1, pp. SSHP-012). Hamad bin Khalifa University Press (HBKU Press). <https://doi.org/10.5339/qfarf.2013.sshp-012>
- Amin, H., & Cochrane, L. (2023). The development of the education system in Qatar: assessing the intended and unintended impacts of privatization policy shifts. *British Journal of Middle Eastern Studies*, 1-21. <https://doi.org/10.1080/13530194.2023.2198688>
- Anton, C., & Shikov, A. (2018). The method of personalized corporate e-learning based on personal traits of employees. *Procedia Computer Science*, 136, 511-521. <https://doi.org/10.1016/j.procs.2018.08.253>
- Aryani, N. K. Y., Sapta, I. K. S., & Sujana, I. W. (2021). The Influence of organizational culture and competence on employee performance mediated by organizational commitments in the procurement of goods and services secretariat regency of Karangasem. *Asia Pacific Journal of Management and Education*, 4(3), 311-322. <https://doi.org/10.32535/apjme.v4i3.1270>
- Bonifacio, A. L. (2013). Developing Information Communication Technology (ICT) curriculum standards for K-12 schools in the Philippines. In *The Sixth Conference of MIT's Learning International Networks Consortium (LINC)*, MIT, Cambridge, Massachusetts, USA.
- Catalano, H., Albulescu, I., & Stan, C. (2020). The impact of training programs on Professional Learning and Development (PLD). A study for Romania. *Educatia* 21, (18), 29-42.
- Daniel, C. O. (2019). The effects of human capital development on organizational performance. *International Journal of Scientific Research and Management*, 7(01), 952-958. <https://doi.org/10.18535/ijssrm/v7i1.em03>
- Emami, A., Welsh, D. H., Davari, A., & Rezazadeh, A. (2022). Examining the relationship between strategic alliances and the performance of small entrepreneurial firms in telecommunications. *International Entrepreneurship and Management Journal*, 1-26. <https://doi.org/10.1007/s11365-021-00781-3>
- Gangi, Y. A., & Idris, A. T. (2023). Qatar's path to a knowledge-based economy: A Content analysis of entrepreneurship training initiatives. *Business and Economic Research*, 13(4), 22-38. <https://doi.org/10.5296/ber.v13i4.21256>

- Gerami, J. (2024). Strategic alliances and partnerships based on the semi-additive production technology in DEA. *Expert Systems with Applications*, 251, 123986. <https://doi.org/10.1016/j.eswa.2024.123986>
- Maharmeh, T. M. (2021). Organizational climate and transfer of training in a public corporation in Qatar. *IJRSP Journal*, 2(20), 131-162. <https://doi.org/10.52133/ijrsp.v2.20.4>
- McGuinness, S., & Ortiz, L. (2016). Skill gaps in the workplace: Measurement, determinants and impacts. *Industrial Relations Journal*, 47(3), 253–278. <https://doi.org/10.1111/irj.12136>
- Mohamed, B. H., Disli, M., Al-Sada, M. B. S., & Koç, M. (2022). Investigation on human development needs, challenges, and drivers for transition to sustainable development: The case of Qatar. *Sustainability*, 14(6), 3705. <https://doi.org/10.3390/su14063705>
- Mohammed, N. A., Mohammed, D., & Gana, J. (2022). The impact of training and development on employee productivity in the 21st century. *African Journal of Management and Business Research*, 3(1), 41-58.
- Mumford, M. D., Marks, M. A., Connelly, M. S., Zaccaro, S. J., & Reiter-Palmon, R. (2000). Development of leadership skills: Experience and timing. *The Leadership Quarterly*, 11(1), 87-114. [https://doi.org/10.1016/S1048-9843\(99\)00044-2](https://doi.org/10.1016/S1048-9843(99)00044-2)
- Pasamar, S., Diaz-Fernandez, M., & de La Rosa-Navarro, M. D. (2019). Human capital: The link between leadership and organizational learning. *European Journal of Management and Business Economics*, 28(1), 25-51. <https://doi.org/10.1108/EJMBE-08-2017-0003>
- Simons, P., Bogowicz, M., Dijcks, C., de Rooy, M., Hanbeukers, B., Boersma, L., & Jacobs, M. (2024). Innovative education method for a more effective, faster, and valued training in radiation therapy treatment planning. *Advances in Radiation Oncology*, 9(5), 101454. <https://doi.org/10.1016/j.adro.2024.101454>
- STEM Learning. (2009). *Pedagogy and Practice: Teaching and Learning in Secondary Schools - In Full. STEM Learning*. <https://www.stem.org.uk/elibrary/resource/36892>
- Valtonen, T., López-Pernas, S., Saqr, M., Vartiainen, H., Sointu, E. T., & Tedre, M. (2022). The nature and building blocks of educational technology research. *Computers in Human Behavior*, 128, 107123. <https://doi.org/10.1016/j.chb.2021.107123>
- Weerakkody, V. J., Al-Esmail, R., Hindi, N., Osmani, M., Irani, Z., & Eldabi, T. (2015). Localising professional skills development strategies in the GCC: Research and policy considerations for Qatar. *International Journal of Humanities and Social Science*, 5(9), 1-8.
- Yang, M., Fu, M., & Zhang, Z. (2021). The adoption of digital technologies in supply chains: Drivers, process and impact. *Technological Forecasting and Social Change*, 169, 120795. <https://doi.org/10.1016/j.techfore.2021.120795>
- Youssef, A., Blanchard, N. L., & Hammad, T. A. (2024). Strategic partnerships in pharmacovigilance: Business, legal, and regulatory domains. *Clinical Therapeutics*, 46(5), 424-428. <https://doi.org/10.1016/j.clinthera.2024.03.007>
- Yusof, R., James, S., Ng, J. Q., Roslan, N. B., Ng, S. L., Qureshi, S., & Kee, D. M. H. (2024). Assessing the influence of practical training on perceived employability among public university students in Malaysia. *Asia Pacific Journal of Management and Education*, 7(2), 198-212. <https://doi.org/10.32535/apjme.v7i2.301>

## ABOUT THE AUTHOR(S)

### 1<sup>st</sup> Author

Ng Wei Chien is a Senior Lecturer at Universiti Sains Malaysia with expertise in operations management, business analytics, and advanced problem-solving methodologies. His research interests include TRIZ, FMEA, Six Sigma, fuzzy FMEA, and machine learning. He actively integrates these areas into his work, contributing significantly to both academic and industrial applications.

Email: [ngweichien@hotmail.com](mailto:ngweichien@hotmail.com)

Orcid ID: 0000-0003-1293-6781

### 2<sup>nd</sup> Author

Dr. Gan Kia Hui is a Head of Programme cum lecturer at INTI International College Penang. Her research focuses on organisational behaviour and management, as well as psychological safety climate. She earned her MBA degree from the School of Business, Universiti Malaysia Sabah, and her Doctoral degree in School of Management of the Universiti Sains Malaysia. She won the Best Paper Award at the 1st International Youth Conference in 2021. She is on the Editorial Boards of Organizational Psychology (a specialty section of Frontiers in Psychology and Frontiers in Communication) as a review editor. She also participated as ASIA International Conference's scientific committee.

Email: [kiahui.gan@newinti.edu.my](mailto:kiahui.gan@newinti.edu.my)

Orcid ID: 0000-0002-9245-3386

### 3<sup>rd</sup> Author

Muhammad Aidil Muqris Bin Azizi is currently undergraduate student at Universiti Sains Malaysia.

Email: [m.aidil.muqris@student.usm.my](mailto:m.aidil.muqris@student.usm.my)

### 4<sup>th</sup> Author

Muhamad Ammar Danial Bin Sabdan is currently undergraduate student at Universiti Sains Malaysia.

Email: [ammarsabdan13@student.usm.my](mailto:ammarsabdan13@student.usm.my)

### 5<sup>th</sup> Author

Ma Xiaomengying is currently undergraduate student at Universiti Sains Malaysia.

Email: [xiao040129@student.usm.my](mailto:xiao040129@student.usm.my)

### 6<sup>th</sup> Author

Miao Jiayi is currently undergraduate student at Universiti Sains Malaysia.

Email: [miaojiayi@student.usm.my](mailto:miaojiayi@student.usm.my)

### 7<sup>th</sup> Author

Khushi Dubey is currently undergraduate student at IMS Engineering College.

Email: [khushid185@gmail.com](mailto:khushid185@gmail.com)