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Trends, Challenges, and Prospects in Digital Learning Within the Business Sector: A Case Study of Qatar

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Abstract

The timing and methods of staff training are expected to undergo a significant transformation through digital learning. However, there is limited understanding of adoption and its effects on worker satisfaction in Qatar. This mixed-methods study aimed to evaluate the implementation of digital training in Qatar, focusing on obstacles encountered during the transition and employee satisfaction. Sixty-seven professionals participated in this study. 17 participants completed the open-ended questions, whereas 50 participants completed the surveys. Digital training poses several challenges, including distractions, technological issues, reduced motivation, and insufficient physical interaction. The findings reveal that a majority of organisations in Qatar have implemented digital training, with employees expressing satisfaction with it. Digital training positively impacts job satisfaction by increasing the likelihood of recognition, fostering enjoyment in work tasks and relationships with colleagues, cultivating a sense of pride in one's role, and enabling more efficient work processes.

Keywords: Digital Learning, Staff Training, Business Process, Qatar, Job Satisfaction

1. Introduction

Digital employee training is increasingly significant. Statistics from the American Society for Training and Development indicate that approximately 36.5% of employee training in 2009 was delivered digitally (Yoo & Han, 2013). The increased adoption of transformative technologies by organisations is a factor associated with the rise in digital training adoption (Hester et al., 2016). The proliferation of internet connectivity has led organisations to endorse digital learning to advance employee professional development (Bergson-Shilcock, 2020). Additionally, the global COVID-19 pandemic accelerated the shift to digital operations for businesses (Gigauri, 2020). Employees must possess the requisite skills to effectively perform their jobs remotely and adapt to task automation in response to changes in the work environment (Gigauri, 2020). The global nature of business encourages organisations to adopt digital learning for employee training, as it effectively reaches extensive employee groups across various geographical locations (Kuznia, 2014).

While digital learning assessment in educational settings has received considerable attention, research on digital learning in corporate settings has been limited (David et al., 2012). This study examines the potential impact of digital learning on employee satisfaction, drawing on the perceived benefits identified in previous research (Gigauri, 2020; Kumara & Kumar, 2021). Research indicates that digital learning platforms may expand opportunities for modalities, timing, and location of learning (Henning et al., 2014). The diverse technological facilities that support digital learning, including video and audio-conferencing networks and computer-assisted instruction, lead organisations to view digital learning as a means of balancing work and education (Henning et al., 2014). Yoo and Han (2013) observed that digital training allows employees to transcend the constraints of location and time.

Organisations aim to shorten learning durations by utilising digital learning platforms, adopting modular approaches, and improving the delivery of learning resources (Görke et al., 2017). Digital methods allow organisations to tailor training programs to address specific deficiencies identified in employees (Kuznia, 2014). Digital training offers an effective way to maintain comprehensive training records, which are crucial for monitoring employee performance, identifying their needs, and gathering information pertinent to their competencies (Kuznia, 2014). Digital learning may present challenges for employees that could adversely impact their satisfaction and willingness to utilise the platforms. A notable challenge is that educational technology may blur the boundaries among work, home, and learning, with potentially significant implications for employees (Wolor et al., 2020). Adverse effects include work-life conflict, characterised by job tasks encroaching on family time and space (McCloskey, 2016; Kossek, 2016). Employees may encounter difficulties related to insufficient technical skills and knowledge (Kumara & Kumar, 2021). Yoo and Han (2013) noted that not all organisations implementing digital training achieved success. Enhancing employee acceptance of technology is crucial for ensuring success (Isaac et al., 2019; Hoi, 2020).

To achieve the objectives of digital learning in enhancing productivity, it is essential to ensure employees' willingness to engage with learning opportunities (Zareie & Navimipour, 2016). Employee satisfaction with digital learning significantly influences adoption rates (Cheok & Wong, 2015; Zareie & Navimipour, 2016). This study defines employee satisfaction with digital learning as employees' subjective experiences of the technology's ease of use and the applicability of the knowledge to their work context (Zareie & Navimipour, 2016). Employees who are satisfied with digital learning are expected to demonstrate greater engagement with the learning platform, fewer complaints, and improved job performance (Violante & Vezzetti, 2015).

Digital learning is anticipated to revolutionise the timing and methods of employee education. There is a paucity of information on the adoption of adoption and its effects on employee satisfaction in Qatar. Research demonstrates that digital technologies are effective for training and human resource development (Wolor et al., 2020; Kumara & Kumar, 2021). However, the extraordinary conditions that compelled organisations to adopt these technologies raise concerns about their effective implementation (Tasneem et al., 2021). The absence of Qatar-specific evidence presents a challenge for human resource managers in the country, who aim to support employees in managing difficult situations by facilitating access to training (Carnevale & Hatak, 2020; Gigauri, 2020).

The study aims to examine the implementation of digital training in Qatar, emphasising the obstacles faced during the shift, and to evaluate the effectiveness of training methods and their impact on employee satisfaction. Digital training methods, such as Webex, Zoom, and Teams, were employed before and after the first and second waves of the COVID-19 pandemic. The objective is to assess satisfaction levels and the efficacy of organisational transitions to digital training. The findings may help human resource managers develop effective employee training programs and implement digital learning strategies. We analysed survey and interview data from employees in Qatar-based companies.

This study aimed to achieve the following objectives:

1. Assess the satisfaction levels of employees in Qatari organisations regarding the implementation of digital training.
2. Investigate the perspectives of employees within Qatari organisations concerning the challenges encountered during the shift to digital training methodologies.

3. Evaluate the perspectives of employees in Qatari-based organisations concerning the influence of digital training on their job satisfaction.

2. Literature Review

2.1. The Significance of Digital Training

Digital training encompasses various applications and processes that utilise computer technology for training purposes (Zareie & Navimipour, 2016). Organisations can employ various methods for implementing digital training. One method involves online coaching. Employees undergo training through personalised coaching sessions to address their weaknesses (Rathee, 2018; Tseng & Chen, 2020). Digital training can occur via mentoring, allowing employees to work with online mentors to enhance skills and increase motivation (Dardouri, 2018; Jammulamadaka, 2020; Singh & Singh, 2021). Job instruction technology is another digital training method that provides employees with detailed, sequential instructions for task execution (Tseng & Chen, 2020). Webinars can achieve objectives similar to those of traditional seminars and conferences in terms of training methodologies (Conway-Klaassen et al., 2012; Noe & Kodwani, 2018). Digital training methods can include practical techniques such as computer modelling, simulation, and virtual reality (Rathee, 2018).

Hester et al. (2016) reported that organisations spend approximately \$1,208 annually per employee on formal training, based on an analysis of 340 diverse U.S. organisations. This investment is anticipated to facilitate the application of knowledge and skills gained in the workplace. O'Connell et al. (2021) conducted a randomised controlled trial comparing face-to-face and digital training with a waitlist control group, comprising 64 and 71 participants, respectively. The study indicated that digital training produced greater improvements in positive behaviours than the control group, concluding that it is effective in enhancing employee skills. Alhooti and Anto (2020) analysed data from the Gulf Petrochemical Industries Company in Bahrain and demonstrated that digital training infrastructure and efficiency significantly impact employee performance. Researchers advised companies to create tailored training programs for employees and to provide sufficient infrastructure, including electronic training tools and platforms.

Digital learning enables organisations to provide tailored learning experiences for employees, focusing on the specific skills and knowledge required at any given time (Görke et al., 2017). It facilitates employees' ownership of their education and enhances their commitment to and control over training by providing flexibility and eliminating the physical and psychological barriers associated with traditional workplace learning arrangements (Golubtsova & Zhukova, 2019; Meyers, 2020; Chanana, 2021). Employer-provided resources enable workers to improve their skills and manage their educational development (Meyers, 2020; Chanana, 2021). Hester et al. (2016) found that digital training facilitates the continuous transfer of knowledge and skills to employees in a less intrusive and more integrated manner. The adaptability of digital learning platforms enables personalised learning, essential for fostering effective, efficient, and satisfactory learning among employees (Henning et al., 2014). Personalised learning enables employees to advance at their own pace and according to their individual needs, while also permitting organisations to align learning objectives with competencies (Cheng & Chen, 2015; Zareie & Navimipour, 2016; Görke et al., 2017).

Koteeswari (2013) argues that digital learning methods, such as virtual learning environments, serve as strategic resource management initiatives that organisations can adopt. Virtual reality digital learning platforms promote experiential learning for employees, thereby improving knowledge transfer to the workplace, and allow organisations to iterate and execute learning tasks without incurring additional costs (Dávidková et al., 2017). Research suggested that virtual methods can successfully enhance traditional in-house training (Cheng & Chen, 2015). Some studies, though, argue that learning outcomes are similar for both methods (Zareie & Navimipour, 2016). Lau (2015) examined customer service management training in a Stereo3D virtual learning environment, involving 76 employees from fashion and apparel organisations in Hong Kong, and found no significant difference in achievement levels between employees who used virtual technologies and those who received conventional training. Kamal et al. (2016) found a positive and significant correlation between employee performance and digital training. Data analysis from 194 employees recruited from the Ministry of Education in the Kingdom of

Bahrain indicated that individuals who underwent digital training demonstrated superior job performance (Kamal et al., 2016). Silaen et al. (2021) demonstrated that data from bank employees in Indonesia show that adopting digital learning methods improves employee performance, resulting in higher profit margins for the company after implementing digital training for staff.

2.2. Digital Learning and Employee Satisfaction

Studies demonstrate a correlation between digital employee training and enhanced job satisfaction (Rathee, 2018; Asgarova, 2019; Kuznia, 2014). Employee satisfaction with digital training platforms significantly influences job performance (Rathee, 2018; Wolor et al., 2020).

Table 1: Relevant research on employee satisfaction with digitalisation

Citation	Sector	Sample Size	Country	Key Findings
Garg and Sharma (2020)	IT Company	250	India	Employee satisfaction, which further results in a user's intention to use e-training continuously
Wolor et al. (2020)	Motor Dealers	200	Indonesia	E-training and work-life balance have a positive effect on work motivation and employees' performance
Neirotti et al. (2019)	Manufacturing industries	987	Italy	Flexible work practice by digital implementation
Asgarova (2019)	Manufacturing sectors	307	Turkey	Training activities improve job satisfaction and achievement motivation levels
Al Haziazi et al. (2021)	Business Sector	154	Oman	An increase in employee satisfaction with the e-HRM system
Calisir et al. (2014)	Automotive Industry	546	Turkey	Most reliable indicator of behavioural intention to use an online learning platform

Research indicates that employee satisfaction with training is influenced by three categories of benefits: personal, career, and job-related (Golubtsova & Zhukova, 2019; Meyers, 2020). Positive perceptions of digital training among employees are correlated with higher job satisfaction levels (Neirotti et al., 2019; Garg & Sharma, 2020). The accessibility of training programs is another factor that may influence employee satisfaction with digital training. Research demonstrates that the availability of employee training signifies organisational support, thereby increasing job satisfaction among employees (Rathee 2018; Asgarova, 2019; Ågnes, 2021). Employees who perceive organisational support typically demonstrate heightened commitment (Asgarova, 2019; Neirotti et al., 2019).

The training environment can significantly impact employee satisfaction with digital training. Employees demonstrate awareness of environmental and organisational constraints that hinder access to and utilisation of digital training resources (Wong & Huang, 2011). The elements of a digital training environment include the training programs. Rathee (2018) suggests that aspects of digital training, including course duration and technical factors such as login frequency, impact employee satisfaction. Wong and Huang (2011) argued that the quality of services in digital learning systems affects employee learning satisfaction, which, in turn, influences the outcomes of the learning process. The quality of digital learning system services affects the acceptance and use of digital learning technologies by employees and organisations, according to the researchers. Wong and Huang (2011) noted that organisations can enhance employee learning effectiveness by improving the quality of digital learning system services.

2.3. Challenges Encountered in the Shift to Digital Training Methods

The costs associated with technology adoption pose a challenge that could affect the implementation of digital training. Zainab et al. (2017) noted that digital training entails capital-intensive technological initiatives requiring significant upfront investment. The study indicated that cost perceptions among employees and organisations may substantially impede the implementation of digital training.

The lack of broadband internet access poses a significant barrier to a successful transition to digital training (Bergson-Shilcock, 2020), potentially undermining worker satisfaction with available digital training options. The affordability of broadband and related costs poses considerable hurdles, especially when training incorporates video- or data-intensive online materials. A major obstacle to digital training is the lack of access to contextualised and integrated models. The development of integrated models that combine various foundational skills with simulation training customised for the specific requirements of employees in an organisation is a complex and time-consuming endeavour. The development of these models requires collaboration with employer partners, as they are more challenging to identify than readily available alternatives (Bergson-Shilcock, 2020).

Following the COVID-19 pandemic, Kumara and Kumar (2021) examined the effectiveness of digital training programs for employees. The research conducted with 140 employees at National Hydroelectric Power in India revealed obstacles in the implementation of digital training and its effects on employees' technical skills, knowledge, and behaviour. Alameria et al. (2019) demonstrate that the quality of internet connectivity and system performance influence employee adoption and utilisation of digital platforms. Employee personality traits can influence engagement in digital training and its outcomes. Tan and Mohd Rasdi (2017) identified, based on data collected from 384 employees of a private company in Malaysia, that computer self-efficacy is a personality trait that influences participation. Studies indicate that self-efficacy affects employees' learning expectations and emotional reactions to digital training. Employees who lack confidence in using digital tools are less likely to appreciate the importance of digital training.

The effectiveness of digital training may vary depending on the methods employed. Tseng and Chen (2020) examined the efficacy of digital training modalities, including video tutorials, computer-aided instruction, and web-based education. Their findings among service-sector employees suggest that digital teaching is more effective than video tutorials, as it improves information processing and knowledge retention through direct interaction with instructors.

2.4. Theoretical Framework

The adoption of digital learning by organisations was assessed through the Unified Theory of Acceptance and Use of Technology (UTAUT). Venkatesh et al. (2003) first presented the Unified Theory of Acceptance and Use of Technology (UTAUT). This theory builds upon the previous Technology Acceptance Model (Venkatesh et al., 2003; Venkatesh & Zhang, 2010). The UTAUT suggests that the acceptance and utilisation of technology are determined by perceived usefulness and ease of use (King & He, 2006; Masrom, 2007; Marangunić & Granić, 2015). The UTAUT model suggests that high-performance expectancy, effort expectancy, and social influence are positively associated with the likelihood of adopting and utilising digital learning methods (Venkatesh et al., 2003; Venkatesh & Zhang, 2010). The model characterises performance expectancy as the extent to which users believe that digital learning methods improve job performance (Venkatesh et al., 2016). Effort expectancy refers to the extent to which technology users perceive the ease of engaging in digital learning practices. The social influence assumption suggests that acceptance of digital learning depends on users' perceptions of the importance others ascribe to digital learning technologies.

The UTAUT asserts that behavioural intention and facilitating conditions impact digital learning methodologies. The theoretical framework defines enabling conditions as the degree to which technology users recognise the

presence of organisational and technical infrastructure that supports digital learning (Venkatesh & Zhang, 2010; Venkatesh et al., 2016). Research indicates that employees who recognise organisational support for digital learning are more likely to adopt and use technology (Venkatesh et al., 2003; Wong & Huang, 2011). Behavioural intention refers to the extent to which technology users perceive the knowledge gained from digital learning as relevant to their professional context (Venkatesh & Zhang, 2010). Individuals with a firm intention to engage in digital learning are likely to adopt and use digital learning technologies. The UTAUT delineates various moderators, such as gender, age, experience, and the propensity to use digital learning technologies, which may influence the use of technology in organisational learning (Wong & Huang, 2011; Venkatesh et al., 2016).

Table 2: Relevant research on UTAUT to evaluate different aspects of digital learning

Citation	Data Source	Sample Size	Location	Key Findings
Wong and Huang (2011)	E-Learning Quality Certification Center	15	Taiwan	Employee satisfaction with digital learning methods is contingent upon their assessment of the relevance of the information acquired via digital platforms.
El-Masri and Tarhini (2017)	University students	833	Qatar and USA	Performance expectations significantly impact the utilisation of digital learning platforms.
Isaac et al. (2019)	Governmental institutions' internet users	520	Yemen	Effort expectancy, performance expectancy, social influence, and task-technology fit significantly affect the utilisation of technological platforms.
Hoi (2020)	Higher education learners	293	Vietnam	The adoption of MALL (Mobile Assisted Language Learning), the enhancement of organisational and technological support, and enabling circumstances do not directly affect the adoption of digital learning.

3. Methodology

This study employs a mixed-methods approach to capitalise on the strengths of both qualitative and quantitative methodologies while addressing their respective limitations when utilised separately (Yvonne Feilzer, 2010; Cameron, 2011; Ivankova & Wingo, 2018). The population for this research comprised employees and human resource managers within organisations in Qatar who had completed at least one digital training programme. Participants were selected through a professional forum and network. A total of 67 respondents voluntarily participated in the survey, and the sample size is adequate for conducting the research. SurveyMonkey was used to collect the qualitative and quantitative data using questionnaires.

Open-ended questions in the qualitative semi-structured interviews allowed research participants to give comprehensive responses on the phenomenon under study (Reja et al., 2003; Agustianingsih & Mahmudi, 2019). The questionnaire consisted of 10 items, one of which collected participants' demographics, including age, gender, and educational attainment. Three queries were conducted within each category: satisfaction with digital training,

analysis of concerns about digital training methodology, and the impact of digital training on job satisfaction. The quantitative questionnaires were closed-ended, restricting respondents to the provided options.

Close-ended questions facilitated faster data collection in a form suitable for quantitative statistical analysis (Reja et al., 2003). The quantitative survey had 32 questions. Five inquiries centered on the demographic characteristics of the study. The subsequent survey questions focused on several research inquiries, primarily on the challenges of digital training methodologies and the impact of digital training on job satisfaction. They were evaluated using a five-point Likert scale. The score spectrum extended from strongly disagree (1) to strongly agree (5).

4. Result

4.1. Study Demographics

A diverse group of professionals ($n = 67$) from various companies based in Qatar voluntarily participated in the study, contributing to our understanding of the results. To improve the study's representativeness and generalizability, a varied range of industries, including aviation, education, the service sector, and telecommunications, was incorporated. Of those, 50 people participated in the surveys, and 17 responded to the open-ended questions. The detailed description of the study demographics is provided below.

Table 3: Demographics of the Survey Participants

Respondents' Background		Frequency	%
Gender	Male	21	42
	Female	29	58
Level of Education	Diploma	4	8
	Undergraduate	25	50
	Masters	19	38
	Doctoral	2	4
Age	20-30	7	14
	31-40	18	36
	41-50	20	40
	51-60	2	4
	More than 60	3	6

Table 4: Demographics of the Open-ended Questionnaire Participants

Respondents' Background		Frequency	%
Gender	Male	4	23.5
	Female	13	76.5
Level of Education	Diploma	1	5.9
	Undergraduate	8	47.1
	Masters	7	41.1
	PhD	1	5.9
Sector	Aviation	7	41.2
	IT	1	5.
	Media & Fashion	2	11.7
	Healthcare	1	5.9
	Government	2	11.8
	Education	1	5.9

	Business Management	3	17.6
Job Role	HR Manager	3	17.6
	Talent Development	4	23.6
	Lawyer	2	11.7
	Educator	1	5.9
	Business Management	7	41.2

The findings from the open-ended questionnaires and the survey are presented independently yet concurrently, aligning with the convergent parallel approach adopted by the researcher (Creswell & Pablo-Clark, 2017). The thematic analysis of responses to the open-ended questionnaires revealed four key themes, presented individually, along with the relevant quantitative findings.

4.2. Theme 1: Adoption of digital training in Qatar

The analysis of open-ended questionnaire responses indicates that the implementation of digital training in Qatar is characterised by the use of training platforms, with organisations predominantly utilising digital methods for employee training. The "Degree of Digital Training Adoption" measures the level of digital training utilisation by organisations in Qatar, whereas "Adopted Digital Training Platforms" specifies the leading platforms used to deliver it.

Organisations in Qatar employ a range of digital platforms to deliver training to their employees. A participant noted that *"the platforms vary from one department to another."* Digital platforms referenced by participants include LMS, Microsoft Teams, Webex, Harvard, MyPath, Zoom, webinars, and MOOCs. Table 5 presents the findings of the quantitative analysis of the frequency of utilisation of digital learning platforms. The results demonstrate that most participants regularly applied digital learning platforms within their organisations.

Table 5: Adoption of digital training platforms

Frequency of digital learning platform usage by organisations in Qatar	Frequency	%
	Always	76
	Often	16
	Sometimes	6
	Rarely	2

Table 6: Degree of digital training adoption

Responses from the participants	Participants
<i>"Most of our work is digital"</i>	P9
<i>"Mostly deliver virtual sessions and 60-70% of training online"</i>	P11
<i>"Since the pandemic started, almost 90% of training is online"</i>	P16
<i>"Remote training/education has been used since 2020 to deliver the required mandatory legal training"</i>	P3
<i>"I experienced digital learning while doing my master's degree due to COVID-19"</i>	P1
<i>"Digital training is used for mandatory training, meetings, and competency in our organisation"</i>	P13
<i>"Digital learning was and still is widely used, and it has proven to be effective in many ways"</i>	P8

4.3. Theme 2: Satisfaction with the adoption of digital training

Theme 2 examines participants' fulfilment from digital training, its alignment with their expectations and needs, and their enjoyment of the training process, outlining three sub-themes: Enhances Engagement, Reduces Training Time, and Convenience and Flexibility.

4.3.1. Enhances Engagement

Participants indicated that digital training improves participation and engagement, as digital platforms facilitate efficient staff interaction. *"The more interactive the platform is, the better experience of the end users"* (P10). Direct interaction with participants and facilitators plays a vital role in learning; however, not all digital training platforms offer a personal touch, leading some to emphasise video sessions as the most suitable option. It enhances lesson engagement and helps develop time management strategies. *"Every facilitator I observed incorporated a personal touch in their online delivery"* (P2).

4.3.2. Reduces Training Time

Participants noted that digital training enables employees to meet training objectives efficiently and facilitates the rapid acquisition of new information, leading to greater participation in less time. *"It is accessible online at any time and location, allowing for self-paced learning"* (P3). *Training sessions can be attended conveniently from your workplace without the need for travel. It is cost- and time-efficient"* (P8).

4.3.3. Convenience and Flexibility

Digital training enhances convenience by increasing access to resources, allowing employees to learn from home rather than being physically present at a training venue, and enabling them to participate in the session via mobile devices – features that participants strongly emphasised. *"This tool is particularly beneficial during the COVID-19 pandemic, as it facilitates personal development in the absence of classroom training"* (P3). Participants commended the digital training for its flexibility, which enabled control over timing and phases, and provided customised learning tailored to individual needs and goals. *"Digital learning enables flexible training, which is advantageous in today's fast-paced environment"* (P4).

The findings in Table 7 indicate that participants were satisfied with the examination used to evaluate learning outcomes, particularly with the course duration and the visual and interactive materials provided. Each of the six items was evaluated using a five-point Likert scale ranging from "strongly disagree (1)" to "strongly agree (5)."

Table 7: Employee satisfaction with digital training in Qatar

	5	4	3	2	1	<i>M</i>
Satisfied with the time taken to complete the course	11	28	7	4	0	4
Satisfied with the course content	15	20	12	1	2	4
Satisfied with the visual and interactive content	30	11	6	3	0	5
Satisfied with the fluency of the course	6	11	23	5	5	3
Exam sufficient for assessing learning outcomes	5	12	33	0	0	3
Digital learning fulfilled my expectations	13	22	10	3	2	4

Note: *M* refers to the median

Table 8 presents the results of a Spearman's rank-order correlation analysis performed with 50 participants to investigate the relationship between digital training and satisfaction. The results indicate a strong positive correlation between digital training and employee satisfaction ($r(48) = 0.714$, $p = 0.021$). This analysis considers digital training as the independent variable, assessed on a five-level ordinal scale: Never, Rarely, Sometimes, Often, and Always. Digital training satisfaction was assessed as a continuous dependent variable. Satisfaction with digital training was measured using a five-point Likert scale, with item scores summed to create the overall construct score. Six items were assessed, with scores ranging from 1 (strongly disagree) to 5 (strongly agree). The maximum potential satisfaction score for digital training was 30, with a minimum score of 6 across 6 items.

Table 8: Assessing the relationship between digital training and employee satisfaction

			Digital training	Satisfaction
Spearman's rho	Digital training	Correlation coefficient	1.000	.714**
		Sig. (2-tailed)	.	0.021
		N	50	50
	Satisfaction	Correlation coefficient	.714**	1.000
		Sig. (2-tailed)	0.021	.
		N	50	50

Note: ** indicates statistical significance at $p < 0.05$

4.4. Theme 3: Challenges faced in the transition to digital training approaches

The participants identified the hurdles that could impede effective adoption of digital training in Qatar. Challenges are categorised in three sub-themes:

Table 9: Challenges of digital training transition

Sub-themes	Key finding	Comments from Participants
<i>Lack of human interaction</i>	Participants observed that employees may struggle to adapt to digital methods due to the altered training modalities. Integrated learning approaches can mitigate the limitations of digital learning.	<i>I missed the human interaction (P14)</i> <i>It's good, but it's not the same as the classroom. I'm a bit old-fashioned, I like the interaction more (P11)</i> <i>Boring and with no interaction (P16)</i> <i>Digital learning can be effective if it uses integrated learning (P6)</i> <i>Digital learning is incomplete. It needs some human intervention (P7)</i>
<i>Distraction</i>	Employees frequently experience distractions from various digital stimuli.	<i>I often get distracted by other items and come back to the learning less focused (P14)</i> <i>Undivided time and attention bring results. Multitasking with digital learning is not effective (P7)</i>
<i>Technical challenges</i>	The technical challenge is more related to the internet connectivity	<i>When the internet connection was lost momentarily, the lecturer thought I was online but not attending the actual session when he posed a question that I did not hear during the disconnection moment (P12)</i> <i>Technology pitfalls and the habit of using technology (P9)</i>

Five five-point Likert scale items analysed digital training challenges. Responses were rated on a scale from 1 (strongly disagree) to 5 (strongly agree). Table 10 indicates that the median score for time management challenges was 3. Conversely, aspects of digital learning, including limited colleague interaction, decreased motivation, technical issues such as unstable internet, and a lack of personalisation, each received a median score of 4.

Table 10: Assessment of challenges in digital education approaches

	5	4	3	2	1	M
I face challenges with time management.	2	15	14	13	6	3
Digital learning is associated with limited interaction with colleagues.	14	14	11	6	5	4
There is limited motivation for digital learning.	12	23	10	1	3	4
Unreliable internet access hinders digital learning	21	20	4	1	4	4

Digital learning lacks a personal touch

12 25 10 1 2 4

4.5. Theme 4: Impact of digital training on their job satisfaction

A Spearman's rank-order correlation was used to assess the relationship between digital training and job satisfaction. Digital training served as the independent variable, measured on an ordinal scale with five levels: Never, Rarely, Sometimes, Often, and Always. Job satisfaction, the dependent variable, was measured on an ordinal scale and converted to a continuous scale for this analysis. The five-point Likert scale for the job satisfaction construct was summed to obtain a single score. This study assessed job satisfaction using seven items, each rated on a scale from 1 (strongly disagree) to 5 (strongly agree). The maximum job satisfaction score across the seven items was 35, while the minimum was 7. Fifty participants were involved in the correlational analysis. Table 11 indicates a statistically significant, strong positive correlation between digital training and employee job satisfaction, $r(48) = 0.822$, $p = 0.039$.

Table 11: Evaluation of the correlation between the implementation of digital training and employee job satisfaction

		Digital training	satisfaction
Spearman's rho	Digital training	Correlation coefficient	1.000
		Sig. (2-tailed)	.822**
		N	50
	Satisfaction	Correlation coefficient	.822**
			1.000

Note: ** indicate statistical significance at $p < 0.05$

Table 12 indicates that digital training moderately improved promotion prospects (median = 3), while recognition, appreciation of job responsibilities, job pride, work efficiency, and enjoyment of coworkers all received a median score of 4. Seven items assessing the impact of digital training on job satisfaction were rated using a five-point Likert scale, ranging from "strongly agree" (5) to "strongly disagree" (1).

Table 12: Evaluation of digital training's impact on job satisfaction

	5	4	3	2	1	Median
Digital training increases the chances of a salary increase	3	4	10	27	6	3
Digital training increases chances of promotion	9	3	11	26	1	2
Digital training increases the chances of receiving recognition	12	27	8	1	2	4
Digital training enables me to enjoy work tasks	11	26	10	3	0	4
Digital training increases my sense of pride in the job	8	24	11	6	1	4
Digital training increases the ease of doing work	15	24	7	3	1	4
Digital training enables me to enjoy my co-workers	9	21	13	5	2	3

5. Discussion

This study offers insights into the adoption of digital training in Qatar. The outcome outlines the implementation of digital training and the challenges encountered during its transition. The majority of Qatari enterprises have employed digital training for employee development, and following the COVID-19 pandemic, its utilisation has risen significantly. This observation corroborates Gigauro's (2020) conclusions regarding the impact of COVID-19 in accelerating businesses' transition to digital operations. Qatari organisations utilise several digital platforms

for employee training, such as Microsoft Teams and Webex, owing to their efficacy. The proliferation of digital platforms, such as Microsoft Teams and Webex, is ascribed to the COVID-19 pandemic, especially in Qatar (Arya et al., 2021; Bourgos, 2021). Variation across platforms may affect user experience and efficacy (Alameri et al., 2020; Shanmuga Sundari et al., 2022).

This research demonstrates that digital training systems incorporating video sessions yield the highest level of personal engagement, as supported by Sharma et al. (2021). Consequently, it suggests that digital training in Qatar is associated with employee satisfaction and meets trainees' expectations. Additionally, features of digital training, such as the time required to complete a course and its on-demand availability, were found to be linked to employee satisfaction. This observation aligns with Görke et al. (2017), which suggest that employees can access training on demand through digital channels. Digital training is effective, reducing training time and enabling anytime, anywhere access to course content, corroborating earlier studies (Golubtsova & Zhukova, 2019; Meyers, 2020; Chanana, 2021). Trainers and educators must invest time in creating digital courses that meet quality standards, emphasising simplicity and interactivity while avoiding excessive length. Employees in Qatar report satisfaction with course content and assessment methods, indicating a potential increase in the intention to utilise digital learning platforms (Calisir et al., 2014).

Results showed that employees are satisfied with visual and interactive content in digital training. Visual elements enhance interactivity and engagement. The findings support Tseng and Chen's (2020) assertion that digital teaching methods that enhance face-to-face interactions with teachers are more effective. However, some findings suggest that digital training is regarded as less engaging and lacking in personalised attention compared to traditional face-to-face methods, contradicting earlier research (Conway-Klaassen et al., 2012; Noe & Kodwani, 2018). The study's findings highlighted various techniques to improve personalisation and engagement in digital training, including integrated learning that involves human assistance. Ke et al. (2016) observed that integrated learning increased participants' sense of presence, thereby enhancing the learning experience. As Mocanu et al. (2021) point out, low motivation in digital learning could be related to a lack of individualised attention. Distractions create a considerable obstacle, as evidenced by Busse et al. (2021), who observed their adverse effects on the efficacy of remote training. Prior studies have identified technical challenges in digital training, such as technological malfunctions, software flaws, and inadequate internet access (Alameria et al., 2019; Bergson-Shilcock, 2020).

Notwithstanding the noted difficulties, the study found that digital training has a range of effects on workplace satisfaction, including greater job pride, higher recognition, increased satisfaction with jobs and teammates, and enhanced productivity. Job satisfaction and simplicity may correlate with enhanced flexibility and convenience (Ryan et al., 2007; Leitch et al., 2010; Cheng & Chen, 2015; Zareie & Navimipour, 2016; Görke et al., 2017). The influence of digital training on job satisfaction could reveal its beneficial impacts on retention, productivity, and performance (Kamal et al., 2016; Silaen et al., 2021). Improved efficiency may be linked to the adaptability enabled by digital training (Görke et al., 2017). Evidence suggests that digital training fosters self-directed learning among employees and aligns organisational learning objectives with competencies, thereby enhancing performance (Cheng & Chen, 2015; Zareie & Navimipour, 2016; Görke et al., 2017). However, participants did not view digital training as a prime factor in compensation increments or promotions.

Several constraints must be acknowledged while analysing the study's results. A constraint relates to the utilisation of both quantitative and qualitative data. The analysis and interpretation of qualitative and quantitative data diverge, making it difficult to draw conclusions. The integration of multiple digital platforms and personnel from different organisations raises concerns about the potential effects of this variability on outcomes. Future researchers must consider discrepancies in digital training platforms and organisational variances to achieve accurate and applicable results.

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