

## The Effect of Employees' Competencies and Competency Framework on Employees' Performance Management in the UAE Government Sector: The Mediating Role of Competency-Based Training

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### Abstract

#### Introduction

This study examines the relationship between employee competencies (EC), competency frameworks (CF), and employee performance management (EPM), with competency-based training (CBT) acting as a mediating variable in UAE federal government entities.

#### Methodology

Using a quantitative design, questionnaire was generated using Google Form which gathered a total of 418 government employees, the study employed Structural Equation Modeling (SEM) to test direct and indirect paths among constructs.

#### Results

The findings of the study indicated that both EC ( $\beta = 0.35$ ,  $p < 0.001$ ) and CF ( $\beta = 0.45$ ,  $p = 0.01$ ) significantly predict EPM. EC ( $\beta = 0.36$ ,  $p < 0.001$ ) and CF ( $\beta = 0.56$ ,  $p < 0.001$ ) also significantly predict CBT, which in turn strongly influences EPM ( $\beta = 0.70$ ,  $p < 0.001$ ). Mediation analysis confirmed that CBT significantly mediates the effect of EC and CF on EPM ( $p < 0.05$ ), reinforcing the applicability of McClelland's Iceberg Model and highlighting CBT as a critical mechanism to translate competency structures into measurable performance.

#### Conclusion

This research contributed significantly to the human resource development (HRD) literature by providing empirical evidence from the UAE government sector and offers strategic insights for training policy alignment under UAE Vision 2031.

**Keywords:** Competency-Based Training; Competency Framework; Human Resource Development; Performance Management

#### 1. Introduction

Rapid changes in the global economic environment mean that in order for countries and businesses to remain competitive, their human resource (HR) practices must be adjusted. Executives' foreign experience, which is already highly valued at the top of multinational corporations, will be more and more important to company success in the years to come (Moran et al., 1993). Strategic public sector HR development activities are necessary for the current governance. Organizational success in a knowledge-based economy is becoming more and more dependent on the caliber of human resources. This shift has resulted in a greater focus on training skilled government sector workers in the United Arab Emirates (UAE) to guarantee efficient service delivery (FAHR, 2019). Traditional training methods have not been able to fill important developmental gaps in many public organizations around the UAE. Uncertain training objectives, a lack of alignment with job requirements, uneven planning, and trouble calculating training return on investment are some of these drawbacks (Arslan & Uzaslan, 2017). Employee performance is correlated with a company's success. Talent management can lead to performance improvement, employee happiness, and personal growth in addition to identifying, nurturing, and assessing talent. Thus far, nevertheless, effective talent management techniques foster employee dedication, which raises their level of involvement in raising employee performance (ALHAMMADI, 2024). Competency-Based Training (CBT), a more organized and outcome-driven training methodology, is now urgently needed as a result. Competency-based frameworks are replacing traditional HRM approaches in order to match staff development with quantifiable results and national performance objectives (Salleh et al., 2015; Senhadji & Benbouziane, 2022). CBT is known for providing more specialized learning paths that are in line with performance standards for employees. Originally developed in industrial psychology and made popular by McClelland's work in the 1970s, the competency-based approach is currently becoming more and more popular in public management. It is proposed that criterion sampling, evaluation of communication skills, and examination of successful life outcomes and the abilities involved in them could yield better measures of competence (De Nito & Iacono, 2021; McClelland, 1973). Competency-based approaches have been included into HR procedures by UAE government changes in recent years. Standardizing job capabilities and connecting training to performance management systems are currently the main goals of federal frameworks, such as those published by the Federal Authority for Government Human Resources (FAHR) (Al Athmay & Sarker, 2018). It is widely acknowledged that competency-based frameworks (CBF) are useful instruments for recognizing, fostering, and effectively managing work performance. Utilizing competency models to document and store employee skill, training, and job experience data, structuring pay differences between jobs or evaluating employees for pay increases, evaluating employee performance by aligning the appraisal instrument with competencies, establishing promotion criteria based on competencies, and guiding career development by using competency models to inform job assignments and other career decisions are just a few of the many functions they serve (Benayoune, 2024). As CBT makes sure that training is both focused and quantifiable, it serves as both a growth tool and a way to close the competency-performance gap. Performance evaluation, succession planning, and training design can all be guided by a well-organized competency framework. By doing this, it helps create a public service workforce that is more flexible and results-driven (Schroeter, 2024). Despite the UAE's reputation for quick human development, there is a growing need to thoroughly and methodically include CBT into federal training and performance management systems (Aldehaim et al., 2024). The UAE Vision 2031, which places a high priority on building a government workforce prepared for the future and lifelong learning skills, is in line with this integration (UNDP, 2025). Implementation issues still exist in spite of advancements. Competency-based procedures are still applied inconsistently or with a lack of understanding by several government agencies in the UAE. This may lessen the effectiveness of initiatives to improve worker performance and lessen the return on training expenditures (Aldehaim et al., 2024). Therefore, it is crucial to evaluate how CBT, alongside employee competencies (EC) and competency frameworks (CF), influences employee performance management (EPM) in federal institutions. The primary aim of this study is to investigate the relationships among employees' competencies (EC), CF, and their influence on EPM, with CBT serving as a mediating factor, within the UAE government sector.

#### 2. Literature Review

Human resource management (HRM) methods, especially in the public sector, have to undergo substantial reform as a result of the UAE government's quick transition to a knowledge-based economy (Nusairi, 2021). Competency-based practices have been given priority in federal human resource development (HRD) changes across public sector organizations, driven by UAE Vision 2021 and the long-term UAE Centennial 2071 strategy (FAHR, 2019). The growth of human capital, innovation, and service excellence have been highlighted in the UAE Vision 2021 and its follow-up Vision 2031. The FAHR is essential to the standardization of HR procedures, such as performance

management systems and CF. The core, leadership, and functional competencies that make up the federal competence framework that FAHR has introduced can be used as a guide for hiring, performance evaluation, and training planning (Dafri, 2023; Getha-Taylor & Lee, 2008). The competency framework, which was introduced by FAHR to match federal HR procedures with strategic objectives, is currently widely used by government organizations. The core, leadership, and functional competences included in this framework are utilized for succession planning, performance evaluation, training, and hiring (ALBANNAI, 2024). Building a high-performing government sector that can adapt to changing citizen requirements and global issues is the main goal. Even Nevertheless, there has been unequal application of these principles across federal organizations. Although the framework is in place, different government agencies continue to use it differently (Gerson, 2020). According to Alsabbah and Ibrahim (2016), training programs are frequently broad and insufficiently connected to job-specific competencies (Alsabbah & Ibrahim, 2016). Performance management's ability to promote competency development is limited because it is still mostly output-based rather than behavior-based (Verbeke et al., 2011).

Competencies are a quantitative and observable collection of behaviors, skills, knowledge, and abilities that support both individual and organizational performance. Competencies, which predict job success, are multifaceted qualities that include knowledge, skills, attitudes, and values (Salman et al., 2020). Competencies are crucial to accomplishing strategic HRM goals, according to polished literature (McClelland, 1973; Yeung, 1996). Employees can adopt a common vocabulary and understand what constitutes excellent performance with the use of competency models, which are useful assessment tools. In order to assist align internal behavior and skills with the overall strategic direction of the firm, competency-based HRM is a fundamental strategy. Competency models convert values, objectives, and organizational strategies into particular actions (Chouhan & Srivastava, 2014).

The competency model offers a methodical approach to connecting personal qualities with corporate objectives. Different competency models have been used and applied by business and industry for the creation of job profiles, the recruitment and selection process, learning and development programs, performance evaluation, succession planning, and training requirements assessments. In every industry, both public and private, competency-based methods and models are emerging as a response to organizational demands to improve staff capability and product quality. They are predicated on the notion that employee competency and deliverables have a positive relationship. It aids in identifying the crucial behavioral markers needed for efficient performance in particular occupations. They offer the framework for coordinating training and development with strategic objectives and workforce planning. It is used in job analysis, selection, training needs assessment, and career development (Bhatia et al., 2019).

McClelland's Iceberg Model (1973) is one of the fundamental theories supporting competency-based HR approaches. The concept demonstrates that outwardly apparent qualities like expertise and abilities are only the beginning. Deeper qualities including motivation, values, self-concept, and personality traits are hidden beyond the surface and have a greater impact on long-term job performance. According to McClelland's Iceberg Model, deeper, less obvious elements like traits and motives underpin surface-level abilities and are essential for long-term performance (McClelland, 1973). According to the iceberg model, deeper traits necessitate a more persistent developmental strategy, frequently through coaching, mentorship, and experience-based learning, whereas surface competencies can be developed through training. Competency-based training programs that focus on employees' cognitive and behavioral traits are based on this paradigm (Storck, 2025). As a result, CBT is regarded as a comprehensive method of staff development that places a strong emphasis on alignment with corporate values and strategic goals. However, competency models are frequently underutilized in training design and prioritize compliance over development in UAE public institutions (Aldehaim et al., 2024).



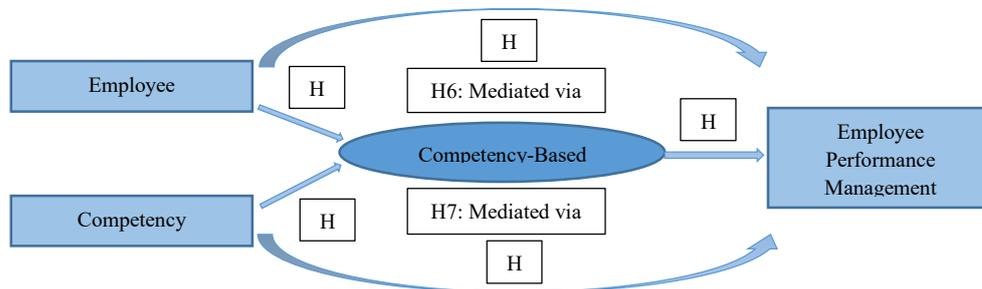
**Figure 1.** The Structuring Components of Iceberg Model by David McClelland (Şen, 2023).

Traditional training approaches are frequently time-bound, content-focused, and universally given, irrespective of the learners' past knowledge or job requirements. Traditional training frequently lacks contextual adaptation to particular job functions and is instructor-led and general. Without taking into account their relevance to job performance, these programs usually use test scores or attendance to evaluate learning outcomes (Wang, 2019). CBT, on the other hand, is outcome-focused, learner-centric, and in line with job-specific capabilities. CBT places a strong emphasis on learning and demonstrating skills relevant to the workplace through flexible delivery methods and task-based examinations. Competency profiling is the first step in CBT programs in order to pinpoint skill gaps and adjust learning interventions appropriately. Instead than relying on abstract information, assessments are centered on the display of competencies in work environments (Mulder et al., 2007). CBT offers flexibility in content delivery, allowing for blended learning, micro-learning, and experiential learning formats. In the UAE, several government entities have begun to implement CBT in training programs, particularly for leadership development. Despite its potential, institutional adoption of CBT in UAE government remains sporadic due to limited trainer capacity and weak integration with performance systems (Al Dweik et al., 2024). Several empirical studies have examined the relationship between competency development and performance management. For instance, Tovey (2006) found that CBT significantly improved job readiness and productivity among public sector employees in Australia (Tovey et al., 2015). Similarly, Al-Mahmoud (2017) reported that CF led to more objective and fair performance evaluations in Jordan's civil service. In the UAE, research by Katuse & Gaur (2022) indicated a positive correlation between competency-based HR practices and employee engagement (Katuse & Gaur, 2020). More recently, Ahmed et al., (2024) validated the strategic contribution of CBT to employee development in UAE government organizations (Ahmed et al., 2024). However, most existing studies have focused either on competencies or on performance management in isolation. Few have explored the mediating role of CBT in linking these two domains. There is still a dearth of organizational development (OD) research in the Middle East, despite the fact that OD is now a common element of large, modern organizations. There are several elements in Arab nations that may help or hinder OD interventions (Almahri, 2018). Performance-driven results have not always been achieved by the standard training

methods used in UAE government institutions. Training curricula frequently prioritize generic material, are not standardized, and are infrequently in line with real job performance indicators. Employees usually finish training as a result, but their job performance doesn't significantly increase. Although competency models have been embraced by federal agencies in the UAE, their implementation is still unequal, and there is still a limited correlation between training and performance (Abd El Motaleb, 2021). The problem lies in the absence of an integrated framework that links competency development with measurable outcomes. Moreover, the current recruitment and training practices in UAE often prioritize existing qualifications and experience over actual competencies or future potential (Waxin et al., 2015). This approach neglects essential skill development, especially in rapidly evolving government functions. While competency-based interviewing, selection, and appraisal are being introduced, their application remains partial and inconsistent. The existing CF are underutilized or poorly understood by training planners, and CBT practices are not implemented consistently across entities (UNICEF, 2020). Without embedding CBT within a structured competency model, training efforts continue to fall short of performance improvement targets (Muse et al., 2022). Research indicates that while some government departments recognize the value of CBT, its application often lacks systematic alignment with employee development needs and performance improvement targets. This study addresses these gaps by exploring the mediating role of CBT in enhancing employee performance through structured competencies and frameworks. This study offers significant value for government policymakers, training practitioners, and public sector HR managers in the UAE. The research contributes to both theory and practice by providing empirical evidence on how CBT serves as a bridge between competencies and job performance in the public sector (Fejfarová & Fejfar, 2022).

The study provides an evidence-based evaluation of how CF and structured training influence employee performance. The findings will help HR departments diagnose weaknesses in current training approaches and redirect resources toward competency-based models that align with strategic national goals. For training centers and development agencies, the study highlights the need to embed training programs within well-defined competency structures. It also offers practical insights on how to enhance course content and delivery using CBT principles to drive measurable performance outcomes. For individual public sector employees, the adoption of CBT aligned with competencies can lead to more transparent career development, enhanced skill acquisition, and improved job satisfaction. From a theoretical standpoint, the study contributes to the literature on public sector human resource development by empirically validating the mediating role of CBT between EC/CF and EPM. It also supports the integration of competency models like the Iceberg Theory into modern HRD frameworks, especially in emerging public administration contexts.

Furthermore, there is limited use of quantitative methods such as Structural Equation Modeling (SEM) to test the relationships between competencies, CBT, and performance outcomes. This study aims to fill this gap by providing empirical evidence on the mediating effect of CBT in the UAE government sector. The current study addresses this gap by employing SEM to assess the mediating impact of CBT between EC/CF and EPM in UAE federal institutions. The conceptual framework developed for the study as shown in **Figure 2** will examine the direct and mediated relationships between EC, CF, CBT, and EPM. The framework incorporates seven hypotheses, including the mediating role of CBT. It illustrates the proposed relationships among the variables.



Grounded in the Iceberg Model and aligned with UAE's federal HR reform context, this study formulates the following hypotheses (H) to examine the relationships between EC, CF, CBT, and EPM within UAE government entities.

**H1:** There is a positive and significant effect of EC on EPM in the UAE government sector.

**H2:** There is a positive and significant effect of CF on EPM in the UAE government sector.

**H3:** There is a positive and significant effect of EC on CBT in the UAE government sector.

**H4:** There is a positive and significant effect of EC on CBT in the UAE government sector.

**H5:** There is a positive and significant effect of CBT on EPM in the UAE government sector.

**H6:** CBT mediates the relationship between EC and EPM in the UAE government sector.

**H7:** CBT mediates the relationship between CF and EPM in the UAE government sector.

### 3. Methodology

#### 3.1. Research Design

The research followed a quantitative study design using a quantitative questionnaire method which was generated via Google Form and distributed via social media. The questionnaire focused on four constructs: EC, CF, CBT, and EPM. The questionnaire was built on validated items and it consisted of a total of 43 items total of four constructs.

#### 3.2. Sample Size

The population of the study consisted of UAE federal government employees. The sample size of the data was 418. The sampling was done via Stratified random sampling method. Detailed sampling steps were used to ensure representation from different government departments.

#### 3.3. Reliability and Validity of Questionnaire

Questionnaire's reliability was assessed via Cronbach's Alpha. The validity was assessed via (Confirmatory Factor Analysis) and Average Variance Extracted (AVE).

#### 3.4. Data Analysis

The data was analyzed via Structural Equation Modeling (SEM) and AMOS software was used which included CFA, Bootstrapping, Path Coefficients (Beta values), and AVE. Tests mediating role of CBT between EC/CF and EPM was analyzed.

3.5. Ethical Assurance

The participation of the respondents was voluntary. They were informed that their responses will only be used for academic and research purposes and their data will be anonymized and kept confidential.

4. Results

This section presents the empirical findings from the structural model analysis conducted using SEM via AMOS. The analysis was conducted to test the direct and mediating effects among EC, CF, CBT, and EPM in UAE government entities.

4.1. Demographic Analysis

The final sample comprised 418 respondents from UAE federal government entities, representing a variety of departments as shown in **Table 1**. Descriptive statistics confirmed that the data was normally distributed, and the demographic profile included variables such as gender, age, education level, years of experience, and organizational rank, ensuring a representative cross-section of the federal workforce.

**Table 1.** Demographic Profile of the Respondents.

Variable	Category	Frequency	Percentage (%)
Gender	Male	228	54.5
	Female	190	45.5
Age Group	21-32	83	19.9
	33-44	263	62.9
	45 and above	72	17.2
Academic Qualification	High school	14	3.3
	Bachelor	270	64.6
	Master/PHD	134	32.1
Work Experience	0-5 years	52	12.4
	6-15 years	305	73
	More than 16 years	61	14.6
Type of Work	Human Resources	25	6.0
	Core Business	223	53.3
	Supportive activities	170	40.7

4.2. Measurement Model Assessment

To evaluate the model fit and the reliability and validity of the constructs, Confirmatory Factor Analysis (CFA) was conducted. The fit indices (CFI =  $\geq 0.90$ , TLI =  $\geq 0.90$ , RMSEA =  $\leq 0.08$ ) indicated an excellent model fit. Composite Reliability (CR) values exceeded the 0.70 threshold for all constructs, and Average Variance Extracted (AVE) values were above 0.50, establishing convergent validity. Discriminant validity was also confirmed through inter-construct correlations.

**Table 2.** Reliability statistics.

Construct	No. of Items	Cronbach's Alpha	CR	AVE
EC	10	0.875	0.903	0.605
CF	8	0.861	0.894	0.589
CBT	12	0.884	0.915	0.631
EP	13	0.899	0.926	0.667

4.3. Structural Model and Hypothesis Testing

As shown in **Table 3**, the standardized regression estimates for the hypothesized paths. All five direct hypotheses (H1–H5) were statistically significant ( $p < 0.01$ ). For H1, EC had a significant direct effect on EPM supporting the importance of individual competencies in improving performance outcomes. For H2, CF had a significant positive effect on EPM confirming the strategic utility of CF. For H3, EC significantly predicted CBT highlighting the need for training designs to align with existing competencies. For H4, CF also significantly influenced CBT reinforcing that structured frameworks guide tailored training delivery. For H5, CBT had a significant direct impact on EPM emphasizing its role as a driver of performance improvement.

**Table 3.** Standardized regression estimates for the hypothesized paths.

Hypothesis Statement	Directions of effects	Beta	C.R	Sig.	Results
H1	EC → EPM	0.35	3.04	0.00	Supported
H2	CF → EPM	0.45	2.42	0.00	Supported
H3	EC → CBT	0.36	3.36	0.00	Supported
H4	CF → CBT	0.56	0.56	0.00	Supported
H5	CBT → EPM	0.70	0.70	0.00	Supported

4.4. Mediation Analysis

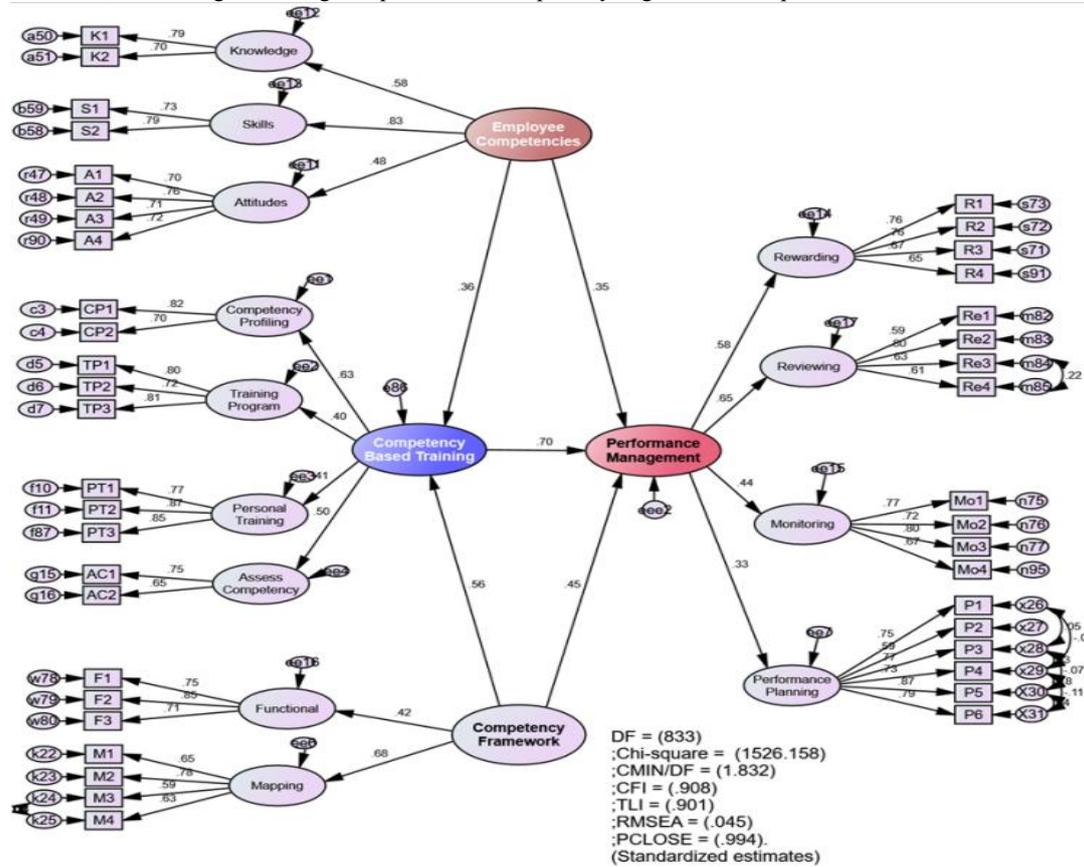
Bootstrapping procedures with 5000 resamples were employed to test the mediating role of CBT in the model. Indirect effects were analyzed for both H6 and H7, and the confidence intervals did not include zero, confirming mediation as shown in **Table 4**. For H6, CBT significantly mediated the relationship between EC and EPM (indirect effect = 0.255,  $p = 0.03$ ; total effect = 0.605,  $p = 0.00$ ). For H7, CBT also mediated the effect of CF on EPM (indirect effect = 0.395,  $p = 0.00$ ; total effect = 0.848,  $p = 0.00$ ). These results highlight that CBT acts as a critical bridge between both employee-level and organizational-level competencies and performance outcomes, validating its dual strategic and instructional relevance in UAE public sector HR practices.

**Table 4.** The Combined Bootstrapping Results for Mediation Effects (H6 and H7).

Effect Type	Sig. (H6)	Effect (H6)	CI (H6)	Sig. (H7)	Effect (H7)	CI (H7)	0 out of interval (H6 & H7)
Standardized Indirect Effect	0.03	0.255	[0.055 – 0.557]	0.00	0.395	[0.225 – 1.121]	Yes
Unstandardized Indirect Effect	0.03	0.155	[0.034 – 0.401]	0.01	0.457	[0.228 – 1.067]	Yes
Standardized Total Effect	0.00	0.605	[0.410 – 0.776]	0.00	0.848	[0.561 – 1.100]	Yes
Unstandardized Total Effect	0.00	0.370	[0.196 – 0.593]	0.00	0.980	[0.642 – 1.690]	Yes

4.5. Model Fit

The validated structural model as shown below in **Figure 3** showing direct and indirect linkages among all variables. The model demonstrates strong explanatory power, with  $R^2 = 0.78$  for EPM, indicating that 78% of the variance in employee performance is explained by EC, CF, and CBT. The present study investigated the relationships between EC, CF, and EPM, with competency-based training (CBT) as a mediating variable, in the context of UAE federal government institutions. The analysis revealed that both EC and CF had significant direct effects on EPM. This indicates that structured competency development efforts and formalized frameworks directly enhance employee performance, confirming the strategic importance of competency alignment in the public sector.



**Figure 3.** The validated SEM framework output.

## 5. Discussion

The outcomes of our study are consistent with McClelland's Iceberg Model, which emphasizes that deeper personal attributes and reinforce observable behaviors and long-term job performance (McClelland, 1973). The results also demonstrated that EC and CF significantly predicted CBT suggesting employees with stronger EC and well-developed CF are better positioned to benefit from and implement targeted training interventions. Notably, the standardized regression weights from EC to CBT ( $\beta = 0.36$ ) and CF to CBT ( $\beta = 0.56$ ) were both significant, validating that training should be tailored to both individual capability and institutional structure. Furthermore, CBT was found to have a strong direct effect on EPM ( $\beta = 0.70$ ), confirming its critical role in enhancing performance outcomes. This supports the idea that CBT, when well-integrated within HR systems, goes beyond instructional benefit and contributes directly to strategic workforce outcomes. In addition, CBT significantly mediated the relationship between both EC and EPM (H6), and CF and EPM (H7). This strengthens that the CBT acts as a vital conduit through which competencies are translated into measurable performance. These mediating effects emphasize the significance of linking training interventions not only with job functions but also with broader institutional competency structures. It is also concordant by earlier implementation in UAE's federal systems. An author evaluated the successful adoption of CBT in UAE's pediatric medical education. Their study demonstrated how CF, structured assessment, and faculty training contributed to improved learner outcomes. These results are evident that CBT can be effectively institutionalized in government-linked sectors when aligned with strategic training policy and performance systems (Ibrahim et al., 2015).

Importantly, our results contradicts with the previous study of training effectiveness in UAE public sector organizations. As Shaikh, Shai kh, and Pirzada, (2021) reported that traditional training programs were often generic, lacked alignment with job competencies, and failed to yield measurable performance outcomes, reinforcing the need for CBT models. In contrast, our results indicate a modernized HR environment in which CBT is increasingly embedded in federal talent strategies (Shah et al., 2018). However, the study's outcomes are consistent with the Resource-Based View (RBV), which positions human capital as a strategic asset (Barney, 1991). CBT contributes to this by building performance-relevant capabilities and aligning training with organizational goals. This supports organizational learning theory emphasizing that training must be continuously updated to meet evolving institutional needs (Senge, 1990).

These findings show that competency-driven HR interventions in the public sector substantially improve service performance outcomes (Azmi et al., 2009a). Evidence from Malaysian federal agencies demonstrated that when career development and performance management practices are competency-based, public service quality improves significantly (Azmi et al., 2009b). Our results are also in concordant with the previously published studies. A study reported that structured CBT programs in Dubai's public sector significantly improved performance metrics, including task efficiency and service delivery speed (Aldehaim et al., 2024). Similarly, another study found that competency acquisition through training directly influenced satisfaction and performance appraisal outcomes among public sector employees in Portugal. These parallels demonstrate that CBT's mediating role is not only effective in the UAE context but also supported by international empirical evidence (Silva & Rodrigues, 2025).

Therefore, the results confirm that CBT functions as a strategic mechanism to enhance EP when anchored in both individual competencies and institutional frameworks. For UAE public sector HR leaders and policymakers, this study highlights the need to systematically embed CBT within federal HRD systems and ensure that training design reflects both the strategic and behavioral dimensions of performance.

## 6. Conclusion

This current study provided strong evidence to support for the significant role of CBT in enhancing EPM in the UAE public sector. Both EC and CF were significantly influencing the performance directly and indirectly through CBT. The outcomes validate the conceptual model proposed in this article, confirming the mediating function of CBT between EC/CF and EPM. The research contributes to theoretical advancement by integrating McClelland's Iceberg Model with modern HRD practices and contextualizing it within UAE's federal HR reforms. Current study also provides practical implications for HR managers and public sector training institutions, advocating the institutionalization of CBT within existing CF to ensure skill alignment, performance-driven outcomes, and long-term workforce adaptability. Although the study provided valuable insights to the literature, there are several limitations. The study was based only on the quantitative analysis may limit peoples casual interface. The study included although validated item but such self-reported. Also, the study only compromised of the government sectors of UAE which may have provided some gaps in the literature. In future, longitudinal and mixed-methods (conducting interviews) assessments should be conducted on this topic to evaluate the long-term impact of CBT on EP. Comparative studies between UAE and other GCC nations would provide valuable understanding among regional variations in different sectors of HRD.

## Statements and Declarations

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